



# GEORGE FOX UNIVERSITY

GRADUATE CATALOG 2000-2001

## George Fox University

2000-2001 Graduate Catalog

CollegeSource

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## TABLE OF CONTENTS

Purpose Mission and Objectives Values Statement Student Outcomes Accreditations	1	Academic Regulations Academic Sessions and Credits Guarantees and Reservations Attendance Classification of Students Auditors Continuing Education Registration Graduate Advising and Load The Grading System Academic Progress and Eligibility Continuous Enrollment and Leave of Absence Seminary Degree Candidacy Commencement Graduation Requirements Final Examinations Academic Honesty Seminary Academic Program Information	77
Place Our Heritage Campus Facilities Student Services Student Life	5		
Academic Programs Facilities On-Campus Programs Course Numbering System Majors and Degrees	15		
Graduate programs Business Master of Business Administration Clinical Psychology Doctor of Psychology Counseling Master of Arts in Counseling Master of Arts in Marriage and Family Therapy Education Doctor of Education Master of Education Master of Arts in Teaching Administrative Licensure Programs Leadership Master of Arts in Organizational Leadership	19	Graduate and Seminary Admission Graduate Admission Services to Disabled Students International Students Readmission of Former Students Part-Time Students Campus Visitation Seminary Admission	87
George Fox Evangelical Seminary Heritage Mission Statement Statement of Faith Foundations for Theological Education Accreditation and Memberships Information and Technology Community Life Seminary Majors/Degrees Doctor of Ministry Master of Divinity Master of Arts (Theological Studies) Master of Arts in Christian Ministries Certificate in Spiritual Formation and Discipleship Certificate for Spouses - Partners in Ministry Course Descriptions	53	Finances Tuition, Fees and Expenses (2000-2001) Schedule of Required Deposits Financial Arrangements Financial Aid  Compliance with Federal Laws and Regulations Family Educational Rights and Privacy Act Drug-Free Environment Disabled Students Disclosure of Uses for Social Security Numbers Anti-Harassment Policy  Directories Faculty Administration Board of Trustees	91
		Index	115
		University Calendar	Inside Back Cover

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

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

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

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

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

A handwritten signature in black ink that reads "H. David Brandt". The signature is written in a cursive, flowing style.

*H. David Brandt*

*President*

# PURPOSE

## **PURPOSE**

### **MISSION AND OBJECTIVES**

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

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

### **Values Statement**

The George Fox University community values...

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

### **Student Outcomes**

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

## **Accreditations and Approvals**

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

George Fox University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until February 1, 2002, and authorizes George Fox University to offer the following degree program: Master of Education. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430.

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

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

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

The other 12 members of the Christian College Consortium are Asbury College, Wilmore, Kentucky; Bethel College, St. Paul, Minnesota; Gordon College, Wenham, Massachusetts; Greenville College, Greenville, Illinois; Houghton College, Houghton, New York; Malone College, Canton, Ohio; Messiah College, Grantham, Pennsylvania; Seattle Pacific University, Seattle, Washington; Taylor University, Upland, Indiana; Trinity College, Deerfield, Illinois; Westmont College, Santa Barbara, California; and Wheaton College, Wheaton, Illinois.

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

# PLACE



## PLACE

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

Along with the Newberg campus is the University's Portland Center, which houses classrooms and offices for the seminary; graduate education, business, and counseling programs; and an undergraduate degree-completion program. Courses are offered in Salem for students enrolled in the Counseling and Marriage and Family Therapy programs. George Fox also has a presence in Boise, Idaho, where the University's Boise Center makes the University's degree-completion program and a Master of Arts in organizational leadership available to adult learners in Idaho and eastern Oregon.

Oregon - 96,981 square miles of variety - stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new home - despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges, where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular and it's worth the wait. Just ask the visitors who make tourism the state's third-largest industry, following high-tech business and agriculture. Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. Oregon's largest city, Portland offers students, faculty and staff its Old Town district, a downtown transit mall, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theater groups and jazz clubs, and a world-class symphony, ballet and opera. Other attractions include the Oregon Zoo, the Japanese Garden, the International Rose Test Gardens, and OMSI (the Oregon Museum of Science and Industry). Every June, the city holds its Rose Festival, with three parades, a coronation, and 25 days of other events.

For those who love the outdoors, Portland has 9,400 acres of parks, including Mill Ends Park, the smallest in the world, and Forest Park, the largest urban wilderness. And George Fox students can join in the enthusiasm of cheering for the Portland Trail Blazers NBA team, Portland Fire WNBA team, and the Portland Winter Hawks WHL ice hockey team. Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 17,300, with many residents living in Newberg by choice and commuting to Portland for their jobs. Downtown Newberg consists of a variety of stores, shops and services. Friendly merchants who appreciate the University's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition - former President Herbert Hoover once lived here.

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

## OUR HERITAGE

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

In the century since its founding, there have been major changes, of course, including the name of the University itself, changed in 1949 because of the many "Pacific" colleges and retitled in honor of George Fox, the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary with more than 300 students on a campus in Portland, Oregon.

Western Evangelical Seminary was established in September 1947 through the cooperation of the first sponsoring denominations, the Evangelical Church and the Oregon Yearly Meeting of Friends. Others soon lent their support as well, including the Free Methodist Church and the Wesleyan Church. The seminary was called by its founding name, the Western School of Evangelical Religion, until 1951. In 2000, it was renamed George Fox Evangelical Seminary.

From only a handful of courses in the 1890s, the University now offers 40 undergraduate majors and more than 600 courses in 15 departments, along with graduate programs in psychology, education, business, religion and counseling. In all, approximately 13,000 students over the years have called this institution their alma mater. George Fox University has grown rapidly in the past two decades - both in reputation and facilities. U.S. News & World Report magazine, in its 2001 rankings of "American's Best Colleges," lists George Fox University first in academic reputation among Western regional liberal arts colleges. George Fox has ranked third or higher for 13 years, this year moving to the top position for the first time.

The university also maintains its highest overall ranking ever - second among regional liberal arts colleges in the 15 states from Texas to Hawaii. The much-publicized cover story rankings are based on various categories, including academic reputation, retention of students, faculty resources, student selectivity, financial resources, and alumni giving.

National recognition has also come from the John Templeton Foundation, which named George Fox to a unique position shared by just 20 colleges and universities in the nation. The "Templeton Guide: Colleges That Encourage Character Development" identifies colleges with strong character-education programs, based on six criteria.

The University is one of 100 institutions selected for the Templeton Honor Roll for character-building colleges, and President David Brandt is one of only 50 presidents in the nation recognized for outstanding presidential leadership. The double honors went to just 20 colleges. In recent years, George Fox University has expanded to 75 acres, following a campus master plan, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign funded a new science building, which opened in 1994, and restoration of Wood-Mar Auditorium.

The Edward F. Stevens Center, a \$7 million facility scheduled to open in 2001, will house student services, institutional technology, and classrooms. It is part of a \$22 million Legacy Campaign. Students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators. They live, study, work and play in buildings that range from those with historic significance to some of the most modern anywhere. The University is committed to a residential campus atmosphere for undergraduate students where learning continues outside the classroom, as well as inside, through a variety of experiences, including music, athletics, clubs and organizations, special events, and Christian ministries.

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

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

## **CAMPUS FACILITIES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Event Services Office is a former residence at E. North and N. Center streets, adjacent to Newlin Apartments.

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

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

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

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

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

The Graduate Admissions Office, at 211 N. Center Street, is a former residence, purchased in 1998 and renovated in 1999 for office space.

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

Hancock Street House was added to the campus in 1996. It houses 10 students at 1108 E. Hancock Street.

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

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

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

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

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

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

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

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

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

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

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

The Virginia Millage Memorial Rose Garden has 224 plants of 43 varieties in 24 beds. The 72-foot-diameter circular garden was created in 1992, honoring a George Fox alumna and volunteer leader. Minthorn Hall, constructed in 1886 and on the National Register of Historic Places, is the only first-generation building still in use. Remodeled and refurbished in 1962, 1989 and 1992, it houses faculty offices for writing, literature, communication arts, and languages; two classrooms; and the Department of Continuing Education.

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

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

The M. J. Murdock Learning Resource Center, completed in the fall of 1988, houses more than 140,000 volumes on three floors. Its features include study carrels; special collections concentrating on Quaker, Hoover and peace studies; University and Northwest Yearly Meeting archives; microforms and microform readers; CD-ROM workstations; Internet connectivity, including access to numerous research databases; and the curriculum library. The Instructional Media Center on the lower level includes computer and audiovisual laboratories. Also on the lower level are the Institutional Technology offices, including the Help Desk and computer repairs.

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

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

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

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

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

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

The President's Office/University Relations Office, opened in 1991, is a remodeled residence at Sheridan and River streets, redesigned as the administrative center for the Office of the President, university relations, publications and public information.

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

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

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

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

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

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

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

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

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

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

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

Villa Road House is a city-designated historical building constructed in 1912 and purchased by the University in 1995. It houses 10 students at 617 N. Villa Road.

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

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

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

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

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

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

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

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

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

## STUDENT SERVICES

### Health Insurance

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

### Housing

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

### New Student Orientation

All new students participate in orientation before beginning their first semester of studies. Orientation helps familiarize the student with program requirements and procedures, as well as with the resources available throughout the University and

Seminary. In addition, orientation introduces the student to faculty, staff, fellow students and George Fox University.

## STUDENT LIFE

### Standards of Conduct

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

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

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

### Food Services

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

Students attending classes in the Portland Center have access to limited food services provided through vending machines located in the Student Center. Bon Appetit provides evening food service Monday-Thursday, 5:00 p.m. to 7:30 p.m.

### Career Services

The Career Services Office of George Fox University is located in Wood-Mar Hall, Room 207 (ext. 2330). The office is open Monday and Friday, 8 a.m. to 5 p.m., and Tuesday through Thursday, 8 a.m. to 6 p.m. This office provides:

- student and alumni assistance in making and implementing career decisions.
- skills, interests, values, and personality assessment in relation to career options.
- occupational and employer information.

- teacher placement file maintenance.
- periodic career-related workshops.
- computerized career guidance.
- resume writing, interviewing, and job search strategy assistance.
- portfolio development assistance.

The Career Contact Network and the JobTrak listing service may be accessed through the Internet at [www.jobtrak.com](http://www.jobtrak.com). Students can access other information and resources through the Career Services home page at [careers.georgefox.edu](http://careers.georgefox.edu).

## Graduate Student Services Office

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

Services focus within the areas of:

- orientation into graduate school.
- personal and professional development.
- spiritual life.
- career services.

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

## International Student Services

The Office of International Student Services, located in the International Student Center on the Newberg campus, exists to support the cultural and learning processes of international students. The director seeks to help students adjust to their new surroundings, as well as assist students in complying with INS regulations.

International students are encouraged to contact this office for information and assistance.

## International Student Services Director

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

## Multicultural Services

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

The Office seeks to:

- facilitate cultural sharing and education for the George Fox community.
- provide an affirming, supportive environment for students of color.
- retain students of color and facilitate their graduation from the University.
- assist the Office of Admission with the recruitment of students of color.
- advocate for students.
- assist students seeking financial assistance and job placement.

Students are encouraged to contact the Office of Multicultural Services.

## Multicultural Advisor

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

## Health and Counseling Services

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

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

Counseling and health care professional services are provided at no cost to students who have paid the student health fee. All other students are charged \$10 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory fees. Health insurance is required of all full-time students. Students must verify adequate insurance coverage elsewhere or be enrolled in the Student

Medical Insurance Plan at the time of registration. Each student must have a completed Health History and Immunization Record on file in the Health and Counseling Center. The state of Oregon requires every student born after December 1956 to have proof of a second measles immunization. All records in the Health and Counseling Center are confidential (for students 18 and over).

## **ENROLLMENT SERVICES**

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

## **Admission**

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

## **Disability Services**

The Enrollment Services Office, located in the Armstrong House, coordinates services for students with documented handicaps/disabilities.

## **Financial Aid Office**

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

## **Registrar's Office**

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

## **Student Accounts**

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



# **ACADEMIC PROGRAMS**

## **ACADEMIC PROGRAMS**

### **FACILITIES**

#### **Murdock Learning Resource Center/Portland Center Library**

George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The library presently houses 140,000 volumes and receives 900 periodical titles. The library has several special collections, including the Quaker Collection of basic Quaker books, pamphlets and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

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

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

The University's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. The catalog also gateways to numerous other academic libraries and is available via the Internet. Internet access to other resources is available from both libraries. The library system is a member of OCLC, with direct access to a database of more than 40 million bibliographic records that represent the holdings of thousands of member libraries in the region and the nation. Interlibrary loan services are available at both sites. Computers at both library locations provide access to numerous indices and abstracts, some of which are linked to full text sources. George Fox is a member of the Portland Area Library System (PORTALS), through which access is provided to member libraries and numerous databases. The University is also a member of ORBIS, a consortium of academic libraries with a union catalog located at the University of Oregon. Through consortia agreements, George Fox students may use the Portland State University library, as well as numerous other private and state university libraries in Oregon and Washington.

#### **Tilikum Retreat Center**

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

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

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

#### **Video Communication Center**

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

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

## **ON-CAMPUS PROGRAMS**

### **Center for Peace Learning**

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

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

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

### **English Language Institute**

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

### **Herbert Hoover Symposia**

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

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

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

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

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

## **COURSE NUMBERING SYSTEM**

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

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

## **MAJORS AND DEGREES**

George Fox University confers these degrees: Bachelor of Arts, Bachelor of Science, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Arts in Organizational Leadership, Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy, Master of Arts in Psychology, Doctor of Education, and Doctor of Psychology. Included are 40 undergraduate majors and seven graduate degrees. Additionally, the University offers graduate degrees through the Seminary. Master's degrees are offered in the following areas: Christian Ministries, Pastoral Studies (Master of Divinity), and Theological Studies. The Seminary also offers a Doctor of Ministry (D.Min.) degree. Information concerning graduate programs of study, majors and degrees is organized in this catalog in the following manner:

### **GRADUATE PROGRAMS**

#### Business

- Master of Arts in Business Administration

#### Clinical Psychology

- Doctor of Psychology

#### Counseling

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

#### Education

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

#### Leadership

- Master of Arts in Organizational Leadership

#### Seminary Programs

- Doctor of Ministry
- Master of Divinity
- Master of Arts (Theological Studies)
- Master of Arts in Christian Ministries
- Certificate in Spiritual Formation and Discipleship
- Certificate for Spouses - Partners in Ministry

# GRADUATE PROGRAMS

## GRADUATE PROGRAMS

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

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

### BUSINESS

#### Master of Business ADMINISTRATION

(M.B.A. Degree)

##### Program Description

A two-year program offered one night a week plus some Saturdays, the George Fox University Master of Business Administration degree is intended for students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the University's mission, for the University believes that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service, and other spiritually significant elements that are part and parcel of George Fox University programs.

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

- Integration of knowledge and decision making within the larger framework of the organization and social and cultural contexts.
- Creativity, innovation and change.
- Leadership and interpersonal skills.

- Capacity to communicate in the functional areas of business.
- Practice of the human virtues, such as integrity, humility, compassion and perseverance, in organizational settings.
- Capacity for conceptualization, strategic thinking and problem solving.
- The propensity to act on one's values and ethics as foundational to good management.
- Management in a chaotic world of demographic, cultural, global and technological change.

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

##### Admission

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

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

##### Degree Requirements

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

Students are expected to maintain continuous enrollment in the program, thus remaining with their cohort throughout, so personal and work commitments should be planned accordingly. A student who drops out must be readmitted. The degree requires the completion of all 40 graduate credit hours at George Fox University.

## Course Offerings

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

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

### **BUS 504 Accounting and Financial Reporting**

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

### **BUS 507 Economics**

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

### **BUS 521 Effective Communication**

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

### **BUS 524 Marketing**

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

### **BUS 525 Global Awareness and Opportunities**

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

### **BUS 527 Managerial Finance**

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

### **BUS 530 Creativity, Innovation, and Entrepreneurship**

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

### **BUS 534 Ethical and Legal Issues**

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

### **BUS 544 Managing and Organizing**

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

### **BUS 551 Decision Making and Information Management**

3 credits. Using information in decision making and project management.

### **BUS 555 Transformational Leadership: Shaping a Better World**

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

### **BUS 560 Strategic Thinking**

3 credits. Conceptualization and execution of competitive strategy.

## CLINICAL PSYCHOLOGY

### **Doctor of psychology**

(Psy.D. Degree)

#### **Program Description**

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

The Graduate School of Clinical Psychology of George Fox University received full accreditation by the Committee on Accreditation (COA) of the American Psychological Association (APA) in August of 1998. The next review by the COA will be in 2003.

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

The goal of the Graduate School of Clinical Psychology is to prepare professional psychologists who are competent to provide psychological services in a wide variety of clinical settings, who are knowledgeable in the critical evaluation and application of psychological research, and who are committed to the highest standards of professional ethics. The central distinctive of the program is the integration of Christian principles and the science of psychology at philosophical, practical and personal levels. The program offers specialized training in dealing with the psychological aspects of religious or spiritual issues.

Graduates are prepared for licensure as clinical psychologists. Alumni of the GSCP are licensed psychologists in 25 states throughout the U.S. They engage in practice in a variety of settings, including independent and group practice, hospital, community and public health agencies, church and para-church organizations, and mission agencies. Graduates also teach in a variety of settings, including colleges and seminaries.

A Master of Arts degree is conferred following successful completion of the first two years of the program and other requirements (see following). The M.A. degree is not designed or intended as a terminal degree; consequently, only students intending to complete doctoral study are admitted into the GSCP.

### **Mission**

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

- excellence and professionalism in the clinical skills of assessment, diagnosis, psychotherapy, consultation, and supervision.
- broad knowledge of psychological literature, competence in utilizing the literature in direct service and program development, and the ability to communicate psychological findings to the public.
- commitment to the highest ethical standards and practices, as well as holistic models of human personhood and health.
- sensitivity and competence in dealing with persons who hold a variety of worldviews from diverse sociocultural and religious backgrounds.

- basic knowledge of the Bible and Christian theology, specific knowledge of the scholarly literature in psychology and Christian faith and psychology of religion, and specialized knowledge, attitudes and skills in the provision of psychological services to the Christian community and others with religious or spiritual issues.

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

### **Clinical Training**

Clinical training is an important and integral part of the Psy.D. curriculum. Although it is a distinct part of the curriculum, it is also integrated with the academic course work throughout the program. The clinical training process begins in the first year and continues throughout the program, ultimately preparing the student for postdoctoral residency training and licensure as a psychologist.

The initial step involves prepracticum training, a laboratory course designed to introduce basic legal, ethical and professional issues and to prepare the student for direct client contact. The course consists of readings, lectures, team meetings and systematic training in human relations skills, the latter accomplished through supervised group process experiences and inter-actional dyads. Audio and video recordings of the interaction process are used in supervision to provide effective feedback for the student.

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



The preinternship sequence of training follows completion of Practicum I and II, and lasts throughout the fourth year. The preinternship sequence enables students to further develop their clinical skills and to gain the experience necessary to prepare for internship. During the preinternship sequence, students continue to receive ongoing, supervised experience in assessment and psychotherapy in a variety of clinical settings. Pre-internship training also involves supervision of practicum and prepracticum students, weekly team meetings and oversight groups with faculty members, and presentations of advanced topics in a seminar format. The preintern student is encouraged to develop a broad range of clinical skills with diverse clinical populations rather than specialize prematurely. Although specialization is often desirable, it is best done during the internship, or during postdoctoral residency and continued professional training.

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Most internships require that students move to another location (often to another state) for the internship year. Students are strongly encouraged to obtain APA-accredited or APPLIC-recognized internships. The Director of Clinical Training guides students in applying for appropriate internships. The internship is begun in the fifth year and usually consists of a one-year, full-time placement in a single setting, but may be begun in the fourth year and consist of a two-year, half-time placement in one or two settings.

A clinical training file is maintained on each student as he or she progresses through the clinical training sequence. This file contains evaluations, work samples, and clinical competency ratings on each student. Advancement through the clinical training sequence requires approval of the student's advisor, and all internship placements must be arranged through the Director of Clinical Training. (See GSCP Clinical Training Handbook for more information.)

### **Research Sequence**

The research sequence introduces students to statistical methods and research design while cultivating the foundational skills necessary for the critical evaluation of scientific research. In addition, students are given broad exposure to the research literature in clinical psychology and the psychology of religion.

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

doctoral dissertation. The research teams provide a mentoring experience for students as they learn about research and engage in their own research under supervision.

The dissertation, which may be empirical, theoretical or applied, is normally completed during the third or fourth year of the program. The goal of the research sequence is to equip graduates with the knowledge and skills necessary for the effective use of the evolving body of knowledge in the science of psychology, and in so doing, to lay a foundation for continued professional growth throughout their careers. (See GSCP Research Policies Handbook for more information.)

### **Research and Training Facilities**

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

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

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

### **Faculty**

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

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

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

### **Professional Standards**

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

### **Admission**

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college or university. A grade point average (GPA) of 3.0 or above and at least 18 semester hours of psychology or other related social science credits are generally required. In addition, applicants must submit scores on the Graduate Record Examination (GRE) Aptitude Scales, the Psychology Subject Test and complete the general application requirements of George Fox University. Students with graduate credit and those who hold an advanced psychology or theology degree may petition to have as many as 30 hours of credit transferred.

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

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

## **General Academic Information**

### **● Length of Program**

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

### **● Continuous Enrollment**

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

### **● Leave of Absence**

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

### **● Grading Policy, Scholarship, Probation and Dismissal**

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

The following also are grounds for academic probation and/or potential dismissal:

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

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

### **● Student Evaluation**

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

**● Transfer Credit**

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

**Psy.D. Degree Requirements**

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

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

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

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

16 hours of Bible/religion

12 hours of dissertation.

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

● Full-time Internship: the equivalent of a one-year full-time internship (50 weeks and 2,000 clock hours).

● Defense of doctoral dissertation (minimum of 12 semester hours).

**Academic Class Standing**

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

First Year: Less than 30 hours

Second Year: 30+ hours to M.A. Conferral

Third Year: Doctoral Standing

Fourth Year: Doctoral Standing plus more than 100 hours

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

**M.A. Conferral**

The M.A. is conferred as a transitional degree en route to the Psy.D., rather than as a terminal degree. It is conferred following completion of 60 semester hours of course work, including 48 hours of psychology and 12 hours of Bible and religion courses. Psychology course requirements include 4 hours of Prepracticum, 4 hours of Practicum, and 40 additional hours of psychology. Specific requirements are listed in the Student Handbook of the Graduate School of Clinical Psychology, and are marked on the Recommended Sequence that follows. In addition, the student must successfully complete the Comprehensive Examination (see GSCP Student Handbook). A graduation application must be filed with the Registrar's Office one semester prior to the anticipated completion of the requirements for the M.A. degree.

**Required Courses in Recommended Sequence**

**● First Year**

**Fall**

PSY 530	Prepracticum*	2
PSY 501	Theories of Personality and Psychotherapy*	4
PSY 502	Psychopathology*	4
PSY 517	Ethics for Psychologists*	3
PSY 699A	Growth Group	0
PSY 699B	Growth Group	0
BIB 511	Old Testament Studies and Interpretation*	3
Total:		16

**Spring**

PSY 531	Prepracticum*	2
PSY 521	Personality Assessment*	3

PSY 503	Learning and Cognition	3
PSY 511	Statistical Methods*	3
PSY 699A	Growth Group	0
PSY 699B	Growth Group	0
BIB 521	New Testament Studies and Interpretation*	3
Total:		14

**Summer**

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

**● Second Year**

**Fall**

PSY 532	Practicum I*	2
PSY 505	Child Development*	2
PSY 507	History and Systems*	3
PSY 522	Intellectual and Cognitive Assessment*	3
PSY 552S	Cognitive/Behavioral Psychotherapy Integration Seminar (1)	(1)
PSY 552	Cognitive/Behavioral Psychotherapy*	2
PSY 600	Dissertation - Research Team	1
PSY 699A	Growth Group	0
PSY 699B	Growth Group	0
Total:		13

**Spring**

PSY 533	Practicum I*	2
PSY 506	Adult Development*	2
PSY 513	Research Design	3
PSY 551	Psychodynamic Psychotherapy*	2
PSY 551S	Dynamic Therapy Integration Seminar (1)	(1)
PSY 573	Research in Psychology of Religion	2
PSY 576A	Integration Seminar	1
PSY 601	Dissertation - Research Team	1
PSY 699A	Growth Group	0
PSY 699B	Growth Group	0
Total:		13

**Summer**

PSY 561	Group Psychotherapy*	3
PSY 563	Family and Couples Therapy*	2

PSY 563S Family/Couples Therapy - Integration Seminar (1)	
PSY xxx Elective - Special Population Domain . . . . .	2
	Total: 7

◆ **THIRD YEAR**

**Fall**

PSY 535 Practicum II . . . . .	2
PSY 523 Projective Assessment . . . . .	2
PSY 572 Integration in Practice: Religious Issues in Psychotherapy . . . . .	2
PSY xxx Elective - General . . . . .	2
PSY 57GB Integration Seminar . . . . .	1
PSY 582 Substance Abuse . . . . .	2
PSY 602 Dissertation - Research Team . . . . .	2
REL 530 Contemporary Religious World Views . . . . .	2
	Total: 15

**Spring**

PSY 536 Practicum II . . . . .	2
PSY 508 Psychology of Emotions . . . . .	2
PSY xxx Elective - General . . . . .	2
PSY 524 Comprehensive Psychological Assessment . . . . .	2
PSY 562 Child/Adolescent Therapy . . . . .	2
PSY 576C Integration Seminar . . . . .	1
PSY 603 Dissertation - Research Team . . . . .	2
REL 520 Spiritual Formation . . . . .	2
	Total: 15

**Summer**

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

◆ **FOURTH YEAR**

**Fall**

PSY 538 Preinternship . . . . .	2
PSY 509 Psychopharmacology and Psychoneurology . . . . .	4
PSY xxx Elective - Subspecialty Domain . . . . .	2
PSY 576D Integration Seminar . . . . .	1
PSY xxx Elective - General . . . . .	2
PSY G04 Dissertation - Research Team . . . . .	3
REL 551 Historical Theology and Church Traditions . . . . .	3
	Total: 17

**Spring**

PSY 539 Preinternship . . . . .	2
PSY 518 Professional Issues . . . . .	2
PSY 514 Outcome Evaluation . . . . .	2
PSY xxx Elective - General . . . . .	2
PSY S76E Integration Seminar . . . . .	1
PSY xxx Elective - General . . . . .	2
PSY 605 Dissertation - Research Team . . . . .	3
REL 510 Christian Theology . . . . .	3
	Total: 17

◆ **FIFTH YEAR**

PSY 610-615 Clinical Internship Program Total: 139
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\* = Required courses for the M.A. degree.  
( ) = Elective course

**Graduate Psychology Course Offerings**

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

**Core Psychology Courses:**

◆ **SCIENTIFIC FOUNDATIONS OF PSYCHOLOGY**

(26 Hours Required)

**PSY 501 Theories of Personality and Psychotherapy**

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

**PSY 502 Psychopathology**

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

**PSY 503 Learning and Cognition**

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

**PSY 504 Social Psychology**

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

**PSY 505 Child Development**

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

**PSY 506 Adult Development**

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

**PSY 507 History and Systems of Psychology**

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

**PSY 508 Psychology of Emotion** 2 hours - Required. Presents an overview of the major psychological and physiological theories of emotions. Emotional development and cultural influences on the expression of emotion are addressed. An evaluation of the emotional processes involved in psychotherapy is presented.

**PSY 509 Psychopharmacology and Psychoneurology** 4 hours - Required. An overview of human neuroscience, with emphasis on those areas of clinical importance to the psychologist. The foundations and principles of clinical psychopharmacology and the interrelationship of the psychologist in clinical settings also will be examined.

● **PSYCHOLOGICAL RESEARCH**  
(10 Hours Required)

**PSY 511 Statistical Methods** 3 hours - Required. Introduction to the standard parametric and nonparametric statistical methods used in conducting psychological research, including tests of association, correlation and regression, and mean comparisons.

**PSY 512 Psychometrics in Assessment** 2 hours - Required. A survey of theory and methods of test construction, with emphasis on professional standards for evaluating published tests and clinical interpretations of test results. Concepts of test development, including scaling, item analysis, standardization, norming, computerization, measurement error, reliability and validity will be examined for widely used clinical instruments, especially cognitive scales. Issues of test use among ethnic and special populations will also be emphasized.

**PSY 513 Research Design** 3 hours - Required. Examines the principles of measurement and research design applied to the planning, execution and evaluation of psychological research. Prerequisite: PSY 511 Statistical Methods.

**PSY 514 Outcome Evaluation** 2 hours - Required. Introduction to the principles and techniques for evaluating mental health care and mental health service delivery systems. Emphasis will be given to models, methods and strategies for evaluating program inputs, processes and outcomes, and to effectively communicating results to the various communities interested in the effectiveness of treatment. Prerequisite: PSY 513 Research Design.

**Clinical Psychology Courses:**

● **DOMAIN A: ETHICAL AND PROFESSIONAL SEQUENCE**  
(5 Hours Required)

**PSY 517 Ethics for Psychologists** 3 hours - Required. Examination of the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct," state laws regarding the practice of psychology, the related ethical and practical considerations involved in qualifying for licensure, and establishing and conducting a professional practice.

**PSY 518 Professional Issues** 2 hours - Required. Roles of the various professional groups involved in providing comprehensive health care are examined; guidelines and procedures for referral and interprofessional collaboration are reviewed; and legal, ethical and professional issues involved in working in a multidisciplinary managed care context are discussed. Establishing a professional practice, and the professional and personal life of the therapist also will be addressed. Students will be expected to bring examples of consultations, reports and management problems -and issues from their current practice settings - to explore their personal implications. Prerequisite: Fourth-year standing.

● **DOMAIN B: ASSESSMENT SEQUENCE**  
(10 Hours Required; 14 Recommended)

**PSY 521 Personality Assessment** 3 hours - Required. Introduces the basic statistical concepts of measurement, and objective and projective personality assessment. Administration, scoring and interpretation of objective personality measures; preparing written reports of test results.

**PSY 522 Intellectual and Cognitive Assessment** 3 hours - Required. An introduction to individualized assessment of intellectual and cognitive aptitudes and abilities, and preliminary screening for neurological dysfunction. Prerequisite: PSY 521 Personality Assessment and PSY 512 Psychometrics in Assessment.

**PSY 523 Projective Assessment** 2 hours - Required. This class introduces the basic concepts of projective assessment and the administration, interpretation and report writing for a variety of projective techniques, such as the House-Tree-Person, Draw-A-Person, Thematic Apperception Test, Roberts Apperception Test, Senior's Apperception Test for Children, Holtzman Inkblot Test, and Word Association Test. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized. Prerequisite: PSY 522 Intellectual and Cognitive Assessment.

**PSY 524 Comprehensive Psychological Assessment**

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

**PSY 525 Neuropsychological Assessment** 2 hours -

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

**PSY 526 Assessment of Children and Adolescents**

2 hours - Elective. This course focuses on the comprehensive assessment of children and adolescents. It emphasizes: 1) administration, scoring, and interpretation of instruments that assess learning capacity; cognitive and intellectual functioning; and objective and projective personality functioning; 2) the written and oral communication of assessment results to fellow professionals and lay persons. Particular attention will be given to test selection, diagnostic interviewing, working with parents and other agencies, differential diagnosis of attention deficit disorders, mood, anxiety and behavior disorders, attachment disorders and learning difficulties. This course is recommended for those planning to work with children. It is recommended that the course be taken in conjunction with a child practicum placement. Prerequisites: PSY 521 Personality Assessment and PSY 522 Intellectual and Cognitive Assessment.

**● DOMAIN C: PRACTICUM SEQUENCE**

(16 Hours Required)

**PSY 530-531 Prepracticum**

4 hours - Required. This two-semester sequence prepares the student for the beginning practicum. It involves a laboratory experience in which students learn interpersonal

communication and empathy skills using role-play techniques and audio and video feedback. Students are expected to participate in team meetings, oversight groups, and didactics to introduce them to the legal and ethical issues of practice, the administrative structure and function-ing of clinical settings, and the practical issues of assessment, psychotherapy, case management and record keeping.

**PSY 532-533 Practicum I**

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

**PSY 535-536 Practicum II**

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

**PSY 538-539 Preinternship**

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

**● DOMAIN D: SPECIAL POPULATIONS**

(4 Hours Required)

**PSY 541 Cross-Cultural Therapy** 2 hours - Required.

Introduction to the literature and issues involved in clinical work with persons of various cultural, racial and ethnic backgrounds. The role of culture and ethnicity in conceptualizations of mental health and pathology, help seeking, and response to treatment will be emphasized.

**PSY 542 Therapy with Women**

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

**PSY 543 Therapy with Men** 2 hours - Elective. This course is conducted in seminar format with a focus on male development, male role demands, and salient issues and strategies in service delivery to men. The course combines lecture and discussion with experiential activities and case studies.

**PSY 544 Geropsychology**

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

**● DOMAIN E: ADULT INDIVIDUAL PSYCHOTHERAPIES**  
(4 Hours Required)**PSY 551 Psychodynamic Psychotherapy**

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

**PSY 552 Cognitive-Behavioral Psychotherapy** 2 hours - Required. This class explores the application of cognitive-behavioral psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a cognitive-behavioral perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

**PSY 553 Experiential/Existential Psychotherapy**

2 hours - Elective. This class explores the application of experiential psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from an experiential perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

**PSY 554 Advanced Cognitive-Behavioral Psychotherapy**

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

**PSY 555 Brief Psychotherapies (2)**

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

**PSY 556 Object Relations Therapy**

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

**● DOMAIN F: CHILD, FAMILY, AND GROUP PSYCHOTHERAPIES**  
(7 Hours Required)**PSY 561 Group Psychotherapy**

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

**PSY 562 Child/Adolescent Therapy**

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

**PSY 563 Family and Couples Therapy**

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

**PSY 564 Advanced Couples and Family Therapy**

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

**PSY 565 Child Play Therapy**

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

**● DOMAIN G: INTEGRATION**

(11 Hours Required)

**PSY 571 Theoretical Integration: Systems of Integration**

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

**PSY 572 Integration in Practice: Religious Issues in Psychotherapy**

2 hours - Required. An advanced clinical seminar, this course addresses the role of religiously based values and interventions, and develops skill in addressing religious issues

in psychotherapy. Special ethical issues related to religiously based approaches to psychotherapy also are addressed. Prerequisite: PSY 532-533 Practicum I.

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

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

**PSY 576 Integration Seminars** 1 hour each - Elective.

These are a series of one-hour seminars which are team-taught by psychology and religion professors. One seminar is offered in the fall and one in the spring. Topics vary from year to year so that a variety of issues relevant to applied integration of psychology and Christianity can be covered. (Identical to REL 576.)

**PSY 5XXS Psychotherapy Integration Seminars**

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

**● DOMAIN H: PHYSIOLOGICAL AND HEALTH PSYCHOLOGY**

(4 Hours Required)

**PSY 581 Human Sexuality and Sexual Dysfunction**

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

**PSY 582 Substance Abuse**

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

**PSY 583 Behavioral Medicine**

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



### **PSY 584 Sports Psychology**

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

### **PSY 586 Clinical Seminar in Psychopharmacology**

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

### **● DOMAIN I: CLINICAL SUBSPECIALTIES**

(2 Hours Required)

### **PSY 596 Community Mental Health**

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

### **PSY 597 Forensic Psychology**

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

### **PSY 598 Industrial/Organizational Psychology**

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

### **● Dissertation Sequence**

(12 Hours Required)

### **PSY 600-605 Dissertation**

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

### **● Bible/Religion Sequence (16 Hours Required)**

BIB 511 Old Testament Studies and Interpretation (3)

BIB 521 New Testament Studies and Interpretation (3)

REL 510 Christian Theology (3)

REL 520 Spiritual Formation (2)

REL 530 Contemporary Religious World Views (2)

REL 551 History of Theology and Church Tradition (3)

### **● Clinical Psychology Internship**

### **PSY 610-619 Clinical Internship**

A full-time internship comprising 50 weeks and 2,000 hours is required as part of the Psy.D. program. The internship may be scheduled as a half-time placement for two calendar years or a full-time placement for a single year. Students are strongly encouraged to obtain an APA-accredited or APPIC-recognized internship. It is likely that students will have to move out of state to complete the approved internship. Prerequisite: Completion of M.A. degree and practicum requirements; approval by the Director of Clinical Training. Special fee assessed.

### **Graduate Studies in Religion Course Offerings**

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

### **● GRADUATE BIBLICAL STUDIES COURSES**

### **BIB 511 Old Testament Studies and Interpretation**

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

### **BIB 521 New Testament Studies and Interpretation**

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

### **● GRADUATE RELIGION COURSES**

### **REL 510 Christian Theology**

3 hours. A study of classical and contemporary models for developing a consistent, logical, and systematic approach to Christian theology based on an authoritative view of Scripture. Experiential aspects of faith will also be considered, accompanied by analyses of strengths and weaknesses of particular theological approaches to life's pressing issues.

### REL 520 Spiritual Formation

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

### REL 530 Contemporary Religious Worldviews

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

### REL 551 History of Theology and Church Tradition

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

### REL 576 Religion Integration Seminars

1 hour. An extra 1-hour individualized study seminar option may be added to any of the above courses as an elective Integration Paradigm with the permission of the instructor. (Identical to PSY 576.)

## Counseling

### Master of Arts in Counseling Program Objectives

The vision of the faculty in the Master of Arts in Counseling program is to

foster in the student the ability to:

1. Understand people as spiritual-psychological-physical-relational beings.
2. Think biblically and theologically in a psychologically informed way and think psychologically in a biblically and theologically informed way.
3. Develop a professional identity and be equipped for their calling, thus being ready to serve in any of a variety of settings - both church and community - with Christian integrity.
4. Acquire, refine and demonstrate appropriate master's level skills as a clinical generalist.
5. Be prepared for becoming a Licensed Professional Counselor.

### Degree Requirements

The Master of Arts in Counseling program is designed for men and women who desire graduate study and preparation for the counseling profession.

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

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R), the Strong Interest Inventory (SII), and a personal interview with the counseling faculty.
- Undergo a minimum of 20 sessions of personal therapy, individual and/or group, (no more than 10 sessions may be in group therapy) with an approved therapist.
- Complete a minimum of 600 supervised hours in Internship setting(s), of which at least 240

hours must be client contact hours.

- Successfully complete the Graduate Clinical Project (reading fee assessed in COU 598 during final semester of clinical internship), in which the student articulates his/her current understanding of counseling, and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a five-year professional development plan.
- Be recommended by the Graduate Department of Counseling faculty for graduation from George Fox University.

### Program Summary

Biblical/Theological/Spiritual Foundations	13
Counseling Core	39
Clinical Internship	8-10
Counseling Electives	2-4
Total Hours Required for Degree	64

### Course Requirements

- Biblical/Theological/Spiritual Foundations (13 hours required)

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

Two of the following:

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

Select two electives:

SFD ____ Spiritual Formation Elective	1
SFD ____ Spiritual Formation Elective	1

● **Counseling Core**  
(39 hours required)

COU 500	Introduction to Marriage and Family Therapy	3
COU 501	Principles and Techniques of Counseling I	3
COU 502	Principles and Techniques of Counseling II	3
COU 510	Human Growth and Development	3
COU 520	Personality and Counseling Theory	3
COU 530	Psychopathology and Appraisal	3
COU 540	Professional Orientation	3
COU 550	Group Theory and Therapy	3
COU 560	Social and Cultural Foundations	3
COU 570	Lifestyle and Career Development	3
COU 581	Tests and Measurements	3
COU 582	Research and Evaluation	3
COU 597	Treatment Planning I	1
COU 598	Treatment Planning II	1
COU 599	Graduate Clinical Project	1

● **Clinical Internship**  
(8-10 hours required)

COU 591	Clinical Internship <sup>a</sup>	2
COU 592	Clinical Internship	4
COU 593	Clinical Internship	4

● **Counseling Electives**  
(2-4 hours required)

COU ____	Counseling Elective <sup>b</sup>	1
COU ____	Counseling Elective <sup>b</sup>	1
COU ____	Counseling Elective <sup>b</sup>	1
COU ____	Counseling Elective <sup>b</sup>	1

Total Hours Required for Degree 64

**Notes:**

<sup>a</sup> *Students are expected to follow the sequence COU 592, COU 593 beginning with the fall semester of the final year. Students who begin*

*their internship in the summer will register for COU 591 for an additional 2 hours.*

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

**Course Offerings**

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

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

**COU 501 Principles and Techniques of Counseling I**

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

**COU 502 Principles and Techniques of Counseling II**

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

**COU 510 Human Growth and Development**

3 hours. This course examines human development from birth through old age by surveying a variety of major developmental theories, including

psychoanalytic, ego psychology, object relations, cognitive, and moral developmental theories. Development tasks appropriate for each stage in terms of physical, psychosocial, intellectual and family development are considered, along with faith and moral development.

**COU 520 Personality and Counseling Theory**

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

**COU 530 Psychopathology and Appraisal**

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

**COU 540 Professional Orientation**

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

**COU 550 Group Theory and Therapy**

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

### **COU 560 Social and Cultural Foundations**

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

### **COU 570 Lifestyle and Career Development**

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

### **COU 581 Tests and Measurements**

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

### **COU 582 Research and Evaluation**

3 hours. A study of the major principles of data gathering, statistical analysis, and evaluation, with emphasis upon applications within the social sciences. The student also will

gain skills to evaluate and learn from published counseling/psychological research. Prerequisite: COU 581 Tests and Measurements.

### **COU 585 Seminar in Counseling**

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

### **COU 590 Research/Thesis in Counseling**

3 hours. See requirements on page 84.

### **COU 591, 592, 593 Clinical Internship**

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

### **COU 595 Special Study in Counseling**

1 to 3 hours. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must

make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by both the faculty member overseeing the study and the departmental chair.

### **COU 597, 598 Treatment Planning I, II**

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

### **COU 599 Graduate Clinical Project**

1 hour. In this course, the student will complete the Graduate Clinical Project (GCP). The GCP is a 4-part clinical exam in which the student's perceptual, conceptual, and executive skills are evaluated as applied to an actual case example. In Part I, the student will prepare a comprehensive paper detailing his or her theory on the nature of persons and the therapeutic process. Through use of video, session transcripts, and written reflection, in Part II the student will demonstrate the application of this theory in an actual case presentation. In Part III, the student will present a 3-year growth plan, along with a professional self-disclosure statement written in accordance with Oregon state practice law. And finally, the student's theoretical paper, case presentation, growth plan, and professional disclosure statement will be evaluated by both a GDC faculty member and a licensed therapist in the community.

**Master of arts in marriage and family therapy  
Program Objectives**

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

1. Understand people as spiritual-psychological-physical-relational beings.
2. Understand and articulate the core dynamics of marital and family systems in concert with sound biblical and theological principles.
3. Acquire, refine and demonstrate appropriate master's-level clinical skills used in working with couples, families, and other relationship systems.
4. Be aware of and be able to use the various approaches to marital and family systems therapy in a manner that is commensurate with master's-level training, while at the same time to have begun the development of one's own clinical home base and style.
5. Have begun the development of a professional identity as a marriage and family therapist.
6. Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, and cross-cultural.
7. Be prepared for becoming a Licensed Marriage and Family Therapist, a clinical member of the American Association for Marriage and Family Therapy, and the American Counseling Association's Specialization in Marriage and Family Counseling, as well as a Licensed Professional Counselor.

**Degree Requirements**

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

- Satisfactorily complete a minimum of 79 semester hours with a cumulative grade point average of 3.0 or above.
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R), the Strong Interest Inventory (SII), and a personal interview with the counseling faculty.
- Undergo a minimum of 20 sessions of therapy from a family systems perspective with a qualified, approved marriage and family therapist.
- Complete a supervised clinical internship in Marriage and Family Therapy that meets the currently articulated criteria for such training, with at least 50 percent of the contact hours with couples and families (e.g., AAMFT - 300 direct client contact hours; ACA - 700 hours total, with 270 of those being direct client contact hours).
- Successfully complete the Graduate Clinical Project (reading fee assessed during final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and proposes a five-year professional development plan.
- Be recommended by the Graduate Department of Counseling faculty for graduation from George Fox University.

**Program Summary**

Biblical/Theological/Spiritual Foundations	13
Counseling Core	39

Marriage and Family Therapy Specialization	15
Clinical Internship	8-10
Marriage and Family Therapy Electives	2-4
Total Hours Required for Degree	79

**Course Requirements**

● Biblical/Theological/Spiritual Foundations (13 hours required)	
BST 501 Bible for Ministry: Interpretation and Old Testament	3
BST 502 Bible for Ministry: Interpretation and New Testament	3
CHT 506 Integrative Theology	3
Two of the following:	
SFD 510 Becoming a Self Before God	1
SFD 520 Prayer	1
SFD 530 Spiritual Life	1
Select two electives:	
SFD ____ Spiritual Formation Elective	1
SFD ____ Spiritual Formation Elective	1
● Counseling Core (39 hours required)	
COU 501 Principles and Techniques of Counseling I	3
COU 502 Principles and Techniques of Counseling II	3
COU 510 Human Growth and Development	3
COU 520 Personality and Counseling Theory	3
COU 530 Psychopathology and Appraisal	3
COU 550 Group Theory and Therapy	3
COU 570 Lifestyle and Career Development	3
COU 581 Tests and Measurements	3
MFT 500 Introduction to Marriage and Family Therapy	3
MFT 540 Professional Orientation	3

MFT 560 Social and Cultural Foundations	3
MFT 582 Research and Evaluation	3
MFT 597 Treatment Planning I	1
MFT 598 Treatment Planning II	1
MFT 599 Graduate Clinical Project	1

● **Marriage and Family Specialization**  
(15 hours required)

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

● **Clinical Internship**  
(8-10 hours required)

MFT 591 Clinical Internship <sup>a</sup>	2
MFT 592 Clinical Internship	4
MFT 593 Clinical Internship	4

● **Counseling Electives**  
(2-4 hours required)

MFT ____ Counseling Elective <sup>b</sup>	1
MFT ____ Counseling Elective <sup>b</sup>	1
MFT ____ Counseling Elective <sup>b</sup>	1
MFT ____ Counseling Elective <sup>b</sup>	1
Total Hours Required for Degree	79

**Notes:**

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

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

**Course Offerings**

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

3 hours. An examination of key concepts in marital and family systems, including the family life cycle, as well as an introduction to various approaches to marital and family therapy. Core counseling skills as used in systems therapy will

be taught and practiced. Prevention services as well as the roles of ethnicity and culture will be studied.

**MFT 514 Advanced Marriage Therapy I**

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

**MFT 524 Advanced Family Therapy I**

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

**MFT 534 Human Sexuality**

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

**MFT 540 Professional Orientation**

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

**MFT 554 Substance Abuse from a Systemic Perspective**

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

**MFT 560 Social and Cultural Foundations**

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

**MFT 574 Relationship Assessment**

3 hours. An examination of various relationship assessment devices and their role in the assessment, diagnosis and treatment of couples and families. Assessment of premarital, marital, parenting and family systems is considered. Participants are trained in the administration and clinical application of five standardized inventories. Students also will examine how their theoretical orientation informs their assessment methodology. Prerequisite: Student should be enrolled in MFT 593 Clinical Internship concurrently with enrollment in this course.

**MFT 582 Research and Evaluation**

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

**MFT 585 Seminar in Marriage and Family Therapy**

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

**MFT 590 Research/Thesis in Marriage and Family Therapy**

3 hours. See requirements on page 84.

**MFT 591, 592, 593 Clinical Internship**

Supervised clinical experience in community counseling programs. Prerequisite: COU 501 Principles and Techniques of Counseling I, and COU 502 Principles and Techniques of Counseling II, plus 24 additional hours of course work (MFT 500 Introduction to Marriage and Family Therapy, COU 510 Human Growth and Development, COU 520 Personality and Counseling Theory, COU 530 Psychopathology and Appraisal, MFT 540 Professional Orientation, COU 550 Group Theory and Therapy, MFT 514 Advanced Marriage Therapy I, and MFT 524 Advanced Family Therapy I) and approved candidacy status.

Students are expected to follow the sequence MFT 592 (4 hours), MFT 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for MFT 591 (an additional 2 hours).

**MFT 595 Special Study in Marriage and Family Therapy**

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

**MFT 596 Training and Supervision in Systems Therapy and Professional Counseling**

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

**MFT 597, 598 Treatment Planning I, II**

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

**MFT 599 Graduate Clinical Project**

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

## Certificate in Marriage and Family Therapy

### Program Objectives

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

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

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

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

### Certificate Requirements

Each certificate applicant will be

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

### Program Summary

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

### Course Requirements

#### ● Course Work

(30 hours required)

CHT 506 Integrative Theology	3
COU 530 Psychopathology and Appraisal	3
MFT 500 Introduction to Marriage and Family Therapy	3
MFT 514 Advanced Marriage Therapy I	3
MFT 524 Advanced Family Therapy I	3
MFT 534 Human Sexuality	3
MFT 540 Professional Orientation	3
MFT 554 Substance Abuse from a Systemic Perspective	3
MFT 560 Social and Cultural Foundations	3
MFT 574 Relationship Assessment	3

#### ● Clinical Internship

(8 hours required)

MFT 591 Clinical Internship <sup>a</sup>	2
MFT 592 Clinical Internship	4
MFT 593 Clinical Internship	4

### Note:

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

## EDUCATION

### Doctor of EDUCATION

(Ed.D. Degree)

### Program Description

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

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

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



## Program Elements

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

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

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

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

## Admission

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

- Doctor of Education application

form and \$25 fee.

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

## Program Delivery

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

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

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

Students can earn any of the three K-12 Oregon Administrative Licenses while completing the Doctor of Education degree. Relevant courses

are embedded in the core curriculum and electives.

## Course Offerings

### ● CORE COURSES

#### EDD 535 Faith and Learning Seminars

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

#### EDM 540 Educational Leadership

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

#### EDM 542 Trends and Issues in Education

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

### **EDM 544 Ethical Foundations of Education**

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

### **EDD 546 Foundations of Teaching and Learning**

2 hours. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning. It emphasizes ways in which cultural, social and organizational contexts influence learning, and it examines knowledge from epistemology, the psychology of learning, and cognitive science to improve teaching and help students learn academic content. The course also explores the connection between educational policies and classroom practice. As a result of this course, students will apply current best teaching and learning practices to establish educational policy and transform educational practice at their institutions.

### **EDD 548 Legal Perspectives on Educational Policy**

2 hours. This course focuses on legal issues that arise in elementary, secondary and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy. It investigates organizations produce bad social

creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

### **EDD 551 Managing Organizational Resources**

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

### **EDD 556 Political and Social Perspectives on Education**

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

multiculturalism, and reform in education at elementary, secondary and post-secondary levels are also examined.

### **EDD 558 Historical Perspectives on American Education**

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

### **EDD 561 Statistical Methods**

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

### **EDD 563 Design and Methods of Quantitative Research**

3 hours. Those who make organizational decisions often request quantitative research data to help them solve organizational problems. When the research data is flawed, educational researchers balance the

competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated.

#### **EDD 564 Design and Methods of Qualitative Research**

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

#### **EDD 600 Foundations of Inquiry**

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

year of the program. Emphasis is placed on effective writing through literature and bibliographical reviews.

#### **EDD 666 Historical Research Tools**

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

#### **EDD 667 Strategic Planning for Education Systems**

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

#### **EDD 668 Program Evaluation**

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

evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making.

#### **EDD 669 Organizational Decision Making**

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

#### **● ELECTIVE COURSES**

##### **EDD 585 Selected Topics**

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

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

### **Master of Education**

(M.Ed. Degree)

#### **Program Description**

The Master of Education (M.Ed.) program is designed to fulfill the professional development needs of educators. The program meets the Oregon requirements for the Standard and Continuing Teaching License. George Fox University also is approved to offer the M.Ed. program in the state of Washington. See page 3 for details. The Master of Education degree requires 36 semester hours of credit. Students may receive institutional recommendation for the Oregon Standard or Continuing License.

Students in the M.Ed. program include:

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

#### **Program Requirements and Options:**

Requirements for the degree include the following 36 semester hours:

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

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

The structure of the program will be characterized by:

- **Theory-into-Practice Links.** Experiences at the teacher's school site will be a major component of the program and will provide the practical application for the course work.
- **Action Research.** Personal research will be an integral part of the program.
- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussions, in journal entries, and in papers.

#### **Admission**

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

1. Master of Education application form and \$40 fee.
2. Bachelor's degree in education or other applicable degree from an accredited college or university.
3. Valid Oregon Teaching License or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience.
4. One- to two-page essay as described in the application.
5. One official transcript from all colleges or universities attended.
6. Three references on forms provided in the application booklet.
7. Completed Teachers Standards and Practices Character Questionnaire.
8. Minimum 3.00 cumulative grade point average for most recent 60 semester or 90 quarter hours (or an explanation if the grade point is below 3.00).
9. If accepted into the degree program, a \$200 tuition deposit is required.

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

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

#### **Degree Requirements**

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

1. No later than completion of ten semester hours, a degree-seeking student must complete the M.Ed. degree application process.
2. Each degree-seeking student will be assigned a graduate faculty advisor who will assist the student in planning his or her proposed course of study. The approved course of study must be completed to earn the degree.

## Course Offerings

### ● CORE COURSES

#### **EDM 521 Principles and Practices in Educational Research**

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

#### **EDM 540 Leadership in Education**

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

#### **EDM 542 Trends and Issues in Education**

3 hours. A variety of trends and issues affecting educators based on psychological and sociological research are addressed. Topics to be covered include school reform, assessment, classroom management, curriculum innovations, technology in education, and topics selected by the students.

#### **EDM 544 Ethical Foundations of Education**

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

### ● ELECTIVE COURSES

#### **EDM 510 Advanced Developmental Psychology**

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

#### **EDM 512 The Exceptional Learner**

3 hours. Investigate the issues involved in educating the exceptional learner in the classroom. These learners include ESL, TAG, various handicapping conditions, and other at-risk children.

Background information on student needs, legislation, and instructional strategies will be explored.

#### **EDM 513 Classroom Guidance**

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

#### **EDM 514 Supervision and Mentoring Leadership in the School**

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

#### **EDM 515 Mentoring Seminar**

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

#### **EDM 516 Classroom Management**

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

#### **EDM 522 Action Research Seminar**

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

#### **EDM 523 Advanced Methods: Research in Effective Teaching**

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

**EDM 524 Applied Methods I**

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

**EDM 525 Applied Research I**

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

**EDM 526 Classroom Assessment**

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

**EDM 527 Testing and Measurement**

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

**EDM 554 Technology in the Classroom I**

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

**EDM 555 Technology in the Classroom II**

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

**EDM 560 Thesis Seminar**

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

**EDM 565 Thesis**

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

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

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

**EDM 585 Selected Topics in Content-Specific Areas**

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

**EDM 585B Curriculum Issues and Methods and the Christian Teacher**

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

**Master of Arts in Teaching (M.A.T. Degree)****Program Description**

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

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

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

Prior to their final student teaching experience in the spring, students in the graduate elementary education program must have taken the MSAT, and students in the graduate secondary education program must have taken the Praxis Specialty Exam for their discipline.

The goal of the curriculum is to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as decision making, values, curriculum, classroom management, multicultural awareness, research, and

technology are integrated throughout the curriculum. The themes add qualities to the program that are not reflected in single courses but are interwoven throughout the curriculum.

The teacher education program at George Fox University has been structured to provide academic and practical experiences that will prepare effective teachers who can successfully meet the challenges of classroom teaching. The form of the teacher education program includes a purposeful use of current research findings on the education of teachers as translated into practical experiences and methodologies. The structure will be characterized by:

- **Cohort Model.** Initially, students will work in cohorts of 20 to 25 students each. Cohorts will include early childhood, elementary, middle, and secondary levels. Although they are separate cohorts, they will be blended together for certain experiences.

- **Theory-into-Practice Links.** Practicum experiences will be a large component of the program, beginning with an enrichment program planned and implemented by the students. The involvement in a variety of practicum experiences will provide pre-service teachers with opportunities to apply learning from course work. University faculty, cooperating teachers, and administrators from local districts will be involved in collaborative efforts to plan links between course work and application in classrooms.

- **Action Research.** A research strand will be woven throughout the program. Students and cooperative teachers will design an action research project that will be shared at an action research symposium at the completion of the program.

- **Thematic Strands.** Major strands, such as multicultural awareness, values, action research and decision making, will be incorporated throughout the professional courses. Other topics such as classroom management and technology will also be integrated in several of the professional courses.

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

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

#### Admission

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

#### Degree Requirements

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

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

#### Program Overview

##### ● Full-Time Program

##### Summer Semester

EDU 501	The Professional Educator	1
EDU 502	Special Topics for the Professional Educator	2
EDU 520	Research Methods I: Readings and Methods	1
EDU 530	Learning Theory/Instructional Design	2
EDU 560	Language and Literacy	2
EDU 575	Practicum I: Enrichment Program	2
	Total:	10 hours

**Fall Semester**

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

**Spring Semester**

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

● **Part-Time Program (M.A.T. at Night)**

**Fall Semester**

(One night a week and four Saturday Seminars)

EDU 501 The Professional Educator	1
EDU 510 Human Development	2
EDU 502 Special Topics for the Professional Educator I	2
EDU 520 Research Methods I: Readings and Methods	1
Total:	6 credits

**Spring Semester**

(One night a week and six Saturday Seminars)

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

**Summer Semester**

(One night a week and five Saturday Seminars)

EDU 550 Curriculum and Instruction	5
Total:	5 credits

**Fall Semester II**

(One night a week and a negotiated schedule for the practicum)

EDU 576 Practicum II: Classroom Organization and Practice	3
EDU 503 Special Topics for the Professional Educator II	2
EDU 521 Research Methods II: Assessment and Measurement	1
Total:	6 credits

**Spring Semester II**

(Students will need to be full time this semester.)

EDU 577 Practicum III: Classroom Teaching	10
EDU 590 Graduate Seminar	2
EDU 522 Research Methods III: Evaluation of Teaching	1
Total:	13 credits

**Course Offerings****EDU 501 The Professional Educator**

1 hour. An introduction to the characteristics and role of the professional educator in today's society. Topics include the foundations of education: school law, the history of schooling, school governance and student diversity.

**EDU 502 Special Topics for the Professional Educator**

2 hours. An introduction to lesson planning with special consideration given to the Oregon Content Standards. Special topics include classroom management, guidance and counseling, developmentally appropriate instructional strategies, and the parent/school partnership. In addition, topics will include those requested by students or recommended by school teachers and/or administrators.

**EDU 503 Special Topics for the Professional Educator**

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

**EDU 510 Human Development**

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

**EDU 520 Research Methods I: Reading and Methods**

1 hour. Readings and interpretation of published research, both qualitative and quantitative. Focus on issues related to classroom organization, diversity, values, school law, and other educational issues.



**EDU 521 Research Methods II: Assessment and Measurement**

1 hour. Methods of assessment and evaluation designed to provide the pre-service teacher with a variety of techniques to assess the abilities and needs of diverse learners. Strategies for evaluation will provide means for assessing student learning and the effectiveness of classroom practices. Qualitative and quantitative methods will be explored.

**EDU 522 Research Methods III: Evaluation of Teaching**

1 hour. Proposal and implementation of an action research project related to an educational concern. Students will present their projects in an action research symposium.

**EDU 530 Learning Theory/Instructional Design**

2 hours. Theories of learning and associated teaching applications. Methods for unit and lesson planning will be demonstrated, with attention paid to developmentally appropriate practice.

**EDU 550 Curriculum and Instruction**

5 hours. A study of instructional strategies and the design, implementation and evaluation of curriculum. Also included will be the development of Work Sample I. The pattern of course topics presented is: Nature of Knowledge, General Methods, Subject-Specific Methods, Integrated Methods. Specific instructional methods labs may be attached to this course.

**EDU 560 Language and Literacy**

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

**EDU 575 Practicum I: Enrichment Program**

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

**EDU 576 Practicum II: Classroom Organization in Practice - Classroom Teaching**

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

If taken as a part of the EDU 576, EDU 578, EDU 579 sequence, this course serves as the first supervised student teaching experience and occurs at the first level of authorization. If taken as a part of the EDU 576, EDU 577 sequence, this course serves as the first supervised student teaching experience and occurs at the second level of authorization.

**EDU 577 Practicum III: Classroom Teaching**

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

**EDU 578 Practicum III: Classroom Teaching**

7 hours. Full-time, supervised student teaching at the first level of authorization. Pre-service teachers teach and evaluate lessons, assess student achievement and evaluate themselves. Work samples will be implemented and evaluated. Taken as a part of the EDU 576, EDU 578, EDU 579 practica sequence.

**EDU 579 Practicum IV: Classroom Teaching**

3 hours. Pre-service teachers teach and evaluate lessons, assess student achievement and evaluate themselves. Work samples will be implemented and evaluated.

This course serves as the supervised student teaching experience in the second level of authorization when taken as a part of the EDU 576, EDU 578, EDU 579 practicum sequence.

**EDU 590 Graduate Seminar**

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

**Administrative Licensure Programs**

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

**Program Goals**

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

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

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

- understand the developmental needs of students at all levels.

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

**Initial Administrator License**

The Initial Administrative Licensure program is made up of four foundation courses, followed by a sequence of practicums and projects in which you translate course content into actual practice in school settings. The program also includes a portfolio in which you document your work. In the practicums and projects, you will explore local and district educational practices and reflect on the curricular, legal and ethical implications of what you discover. At the conclusion of each project, you and your fellow students will synthesize and share your findings. This work is done mainly online and under the supervision of your mentors.

**Program Summary  
18 semester hours total**

Foundation courses 9 semester hrs.

Practicum I	4 semester hrs. divided equally between Projects 1 and 2
Practicum II	4 semester hrs. divided equally between Projects 3 and 4
Portfolio	1 semester hr.

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

**Curriculum  
Foundation Courses**

Initial Administrative Licensure students complete the following foundation courses:

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

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

**Practicum**

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

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

**Practicum 1**

Fall Semester (4 semester hours)

**Project 1:**

- Parents/Parent Groups
- Board of Directors
- Site Committees
- Teachers' Bargaining Unit
- Government
- Working with Diversity

**Project 2:**

- District Budgeting Process
- Federal Funding Programs
- Student Rights
- Family Rights
- School Safety

**Practicum II**

Spring Semester (4 semester hours)

**Project 3:**

- Family Development
- Leadership
- School Improvement
- Program Assessment
- Technology

**Project 4:**

- Personal Leadership
- Hiring Practices
- Change Agents
- Synthesis

## Portfolio

### Summer Semester

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

### Continuing Administrator License

This 18-semester-hour licensure program is designed to match experienced practitioner mentors with students to allow them a comprehensive approach to school administration beyond the local site.

### Summer

(two-week residency)

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

### Week 1 EDA 561

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

### Week 2 EDA 562 Advanced Administration II

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

### Academic Year

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

## Fall Semester

### EDA 577 Theory Into Practice I

3 hours. A practicum experience designed for students to observe leadership practices of central office administration. In addition, students will demonstrate meeting OAR standards through Portfolio.

### EDM 667 Strategic Planning for Education

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

## Spring Semester

### EDA 578 Theory into Practice II

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

### EDA 568 Program Evaluation

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

of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making.

Two or more semester hours selected from the following:

EDD 551 Managing Organizational Resources  
EDD 556 Political and Social Perspectives of Education  
EDD 558 Historical Perspectives on American Education  
EDD 666 Historical Research Tools  
EDD 669 Organizational Decision Making

### Continuing Superintendent License

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

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

1-6 semester hours of doctoral-level course work  
1-4 semester hours of doctoral-level research  
1-2 semester hours of superintendent portfolio work

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

## **LEADERSHIP MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP** (M.A. Degree)

### **Program Description**

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

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

### **Admission**

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

### **Degree Requirements**

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

### **Course Offerings**

#### **MOL 511 Establishing Mission and Vision**

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

#### **MOL 512: Leadership and the Global Environment**

3 hours. With a focus on international marketing and international management, this course examines the planning and structuring of an organization to meet global economic and competitive challenges and the opportunities presented by our global economy.

#### **MOL 521 Human Resource Development and Diversity**

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

#### **MOL 522 Leadership and Human Development**

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

#### **MOL 531 Organizational Change**

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

#### **MOL 532 Organizational Planning and Control**

3 hours. Provides fundamental principles in the management of financial resources, as applicable in industrial, service and not-for-profit organizations and institutions. The focus will be on the standard

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

#### **MOL 541 Ethics and Social Responsibility**

3 hours. This course develops a framework for ethical thinking and reflection. Specifically, the course begins with a focus on critical thinking skills. It then investigates major avenues of ethical analysis and serious ethical reflection. The student will be challenged with various theories of social responsibility and civic involvement. Readings and case studies involving specific ethical dilemmas will be discussed and developed.

#### **MOL 542 Organizational Communication and Negotiation**

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

#### **MOL 543 Values and Corporate Responsibility**

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

#### **MOL 544 Professional Development I**

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

#### **MOL 545 Professional Development II**

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

#### **MOL 546 Leadership**

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

#### **MOL 551 Research Methods**

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

#### **MOL 552 Service Learning Project**

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

#### **MOL 553 Action Research Project**

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

#### **PSYCHOLOGY**

See "Clinical Psychology."

**GEORGE FOX  
EVANGELICAL SEMINARY**

## **GEORGE FOX EVANGELICAL SEMINARY**

### **Seminary Heritage**

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

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

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

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

George Fox Seminary faculty members come from a variety of evangelical backgrounds. They share a common commitment to sound scholarship,

warm-hearted personal faith, and effective pastoral practice that continues to characterize the Seminary's approach to theological education.

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

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

### **Mission Statement**

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

### **Statement of Faith**

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

**We believe in Jesus Christ:** We believe that Jesus Christ is the second person of the triune Godhead; that He was eternally of one substance with the Father; that He became incarnate by the Holy Spirit; was born of the Virgin Mary, thus uniting in one perfect

personality forever two whole and perfect natures, Godhood and manhood, very God and very man, the God-man, Jesus Christ.

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

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

### **What we believe about**

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

### **What we believe about the Work**

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

**Salvation comes through Faith in Christ alone:**

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

**We believe in Sanctification and Growth in Grace:**

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

**God calls us to Holy Living:**

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

**Christians need the Church:**

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

**Christ will come again:**

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

**We believe in the Life Everlasting:**

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

**Note:** A revised Statement of Faith is being prepared for the 2001-02 catalog.

**FOUNDATIONS FOR THEOLOGICAL EDUCATION AT GEORGE FOX EVANGELICAL SEMINARY**

**Biblical Authority:** The centrality of the Word of God - in preaching, teaching, and living - is emphasized.

The Scriptures are regarded as inspired and canonical, the supreme authority and guide in all matters of Christian doctrine and practice.

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

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

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

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

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

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



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

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

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

**Accreditation and Memberships**  
The Seminary is accredited by the Association of Theological Schools in the United States and Canada and by the Northwest Association of Schools and Colleges. It holds memberships in the National Association of Evangelicals and in the Association for Clinical Pastoral Education.

#### **Academic Affiliations**

**The Association for Clinical Pastoral Education:** The Seminary is a member of the Association for Clinical Pastoral Education, which provides training in pastoral care under the auspices of officially accredited clinical training centers. This association is the standard-setting, certifying, and accrediting agency in the field of pastoral education in the U.S.A., with many accredited centers throughout the states. Three such centers are in Oregon: Emanuel Hospital and Providence Medical Center in Portland, and the Oregon State Hospital in Salem. Because of their proximity, these centers provide opportunities for accredited clinical training for Seminary students.

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

#### **INFORMATION AND TECHNOLOGY**

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

**Grounding in Information Literacy**  
A person who is "information literate":

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

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

#### **Participation in a Technologically Enriched Environment**

A Lilly Endowment grant is bringing new technology resources to the classroom instruction of Seminary students. "Smart Classrooms" (classrooms equipped with computer projection equipment with full multimedia capability with access to all network and Internet resources) will enrich the in-class experience.

Course Web sites and online access to licensed databases and library resources enable ongoing work and vibrant exchanges among students and faculty between class sessions. The faculty are also strengthening their skills in the effective use of technology in teaching, and students will serve as interns and teaching assistants.

#### **Exposure to Critical Software Tools**

Faculty are committed to orienting students to the critical software tools most relevant to their future ministries: personal productivity software, Bible research software, church management software, and other helpful applications.

### **Access to Online Licensed Databases**

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

### **Participation in Electronically Enhanced Courses**

As of spring 2000, the Seminary has twelve courses that are designated "electronically enhanced." A course that is electronically enhanced has a live class period once a week and an interactive Web site that directs the remainder of the work for the week (between 6 and 7.5 hours). Students at a distance do not need to be in class every day but can come once or twice a week and do the rest of their work online. Additional courses will soon become electronically enhanced.

### **Access to Computer Labs**

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

### **Online Information about the Seminary**

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

## **COMMUNITY LIFE**

### **Spiritual Life**

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

The Seminary community fosters spiritual formation by promoting:

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

To fulfill this mission, the Seminary endeavors to have a comprehensive spiritual life program. Students and faculty give oversight and direction to formal and informal activities having to do with the Seminary's spiritual life. They organize the worship program, select worship speakers, propose action to enhance spiritual life on campus, and evaluate the spiritual life curriculum.

### **Spiritual Life Curriculum**

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

### **Prayer**

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

It is often the case that the formal study of the faith at Seminary squeezes out private devotion to God. The Seminary determines to make prayer and consistent devotional life part of the fabric of the Seminary student's life experience.

Private devotions are encouraged, and support is readily available to those who seek guidance. Time is often taken in class to pray, and each semester, a chapel service is dedicated to prayer. Further, a prayer chapel is available for use at any time during the day.

### **Worship**

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

### **Student Association**

The Seminary student body is served by the Student Association. Its purpose is to encourage and support students and their families and to help meet the variety of needs that occur within the student community. Student leadership opportunities are available through participation in the Student Association.

### **International Student Fellowship**

The Fellowship of International Students is an informal organization of Seminary students from other cultures who promote an appreciation of diversity among the student body, assist individual students in adjusting to a new culture, and provide social opportunities.

### Seminary Degrees

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

## SEMINARY

### DOCTOR OF MINISTRY IN LEADERSHIP AND SPIRITUAL FORMATION

#### Program Objectives

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

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

- a better understanding of their spirituality and how to implement a program for ongoing spiritual growth and personal and professional renewal.
- a better understanding of the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality.
- increased competence in utilizing the tools from theology, philosophy, and the social sciences to develop and implement effective ministry strategies.
- increased competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care.
- increased competence in church management skills, strategic planning, and leadership development.

- increased competence in identifying problem areas in a given ministry and devising and implementing a specific course of action by which to effectively address those areas.

#### Degree Requirements

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

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

- possess an ATS-accredited M.Div. degree with a minimum grade point average of 3.0 as verified by the submission of an official transcript, or meet the seminary's M.Div. equivalency requirements.
- document full-time participation in ministry for at least three years after the completion of the M.Div. degree, including a written endorsement of support of the applicant's admission to the D.Min. program from his or her church or parachurch organization.
- submit a written statement of his or her ministerial goals, personal history, leadership experience and recent reading.
- submit three letters of reference.
- complete an interview by the D.Min. committee.
- if English is a second language for the applicant, he or she must also demonstrate proficiency in the English language through a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

### Equivalency Procedures

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

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

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

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

#### Transfer of Credit

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

#### Time Limitation

A maximum of 16 semester hours of course work may be completed during one calendar year, requiring a minimum of two years for the completion of the course work. The written D.Min. project may be completed in the third year. The

maximum time allowed for completion of the D.Min. program is six years from the time of enrollment. Extensions beyond this deadline may be granted at the discretion of the D.Min. committee in response to requests received prior to the conclusion of the sixth year, citing extenuating circumstances and specifying an expected date of completion.

### **Leave of Absence**

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

### **Program Summary**

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

### **Learning Environment**

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

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

### **Orientation**

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

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

Second, formal orientation to the purpose of the program, its objectives, and its processes will be given during Module One. Orientation to research and study tools and to the processes of developing and writing a D.Min. project will be given in four consecutive research courses: Introduction to Research and Resources (Module One); Developing a Topic for Research (Module Two); Designing a Research Project (Module Three); and Writing the Project (Module Four).

### **Course Schedule**

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

### **Instructional Format**

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

- Course reading. A list of reading assignments will be distributed to students prior to each module for the courses in that module. A portion of this reading must be completed before the module's class sessions begin. A two-unit course requires 1,500 pages of reading, and a three-unit course requires 1,800-2,000 pages of reading.

- Spiritual retreats. A guided retreat experience for reflection and spiritual formation will take place on the Sunday of each module.
- Computer usage. To train students in the use of computers and electronic resources for ministry; some pre- or post-class assignments will be done individually and collaboratively. Assignments will require Internet access, experience with various software programs, and other computerized activities. Computer usage will also provide opportunities for students to interact with faculty and advisors. (See Online Component below.)
- Course assignments. A special post-classroom assignment will be required for each course, such as an analysis of a case study, an application of information or skill to the student's setting, or a reflection paper.

### **Online Component**

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

The online component is designed to:

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

### **Candidacy**

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

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

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

### **Written Project**

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

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

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

### **Master of Divinity**

#### **Program Objectives**

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

#### **Understand God More Truly**

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

#### **Understand Self and Others More Truly**

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

#### **Lead as Christ Leads More Truly**

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

## Degree Requirements

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

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

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

## Program Features

### 1. Ministry Oriented

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

### 2. Mentor Enhanced

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

### 3. Denominationally Supported

Denominations also will have the opportunity to conduct specially designed courses for their students during the middle and senior year.

This is to assist the denomination in training their own students in doctrine, polity and history within their specific heritage.

### 4. Church Centered

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

### 5. Leadership Focused

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

### 6. Practical Curriculum

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

### 7. Individualized Program

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

### 8. Concentrated Studies

Students will be able to concentrate (major) in an area of ministry such as adult ministry, biblical studies, Christian history and thought, Christian ministries, church leadership, family ministry, spiritual formation, and urban ministry.

### 9. Mission Orientation

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

## Program Summary

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

## Course Requirements

### ● Biblical Studies

(24 hours required)

BST 501 Bible for Ministry: Interpretation and Old Testament	3
BST 502 Bible for Ministry: Interpretation and New Testament	3
BST 511 Introducing Biblical Hebrew	3
BST 521 Introducing New Testament Greek	3

One of the following two:

BST 512 Interpreting the Hebrew Testament	3
BST 522 Interpreting the Greek Testament	3
BST 541 The Bible and History	3
BST 542 Biblical Theology	3
BST ___ Biblical Studies Elective	

### ● Christian History and Thought

(18 hours required)

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

One of the following two:

CHT 546 Contemporary Theological Trends	3
CHT 552 Essentials of Christian Theology	3
CHT ___ Christian History and Thought Elective	3
CHT ___ Christian History and Thought Elective	3
CHT ___ Christian History and Thought Elective	3

● **Spiritual Formation and Discipleship**

(7 hours required)

SFD 510 Becoming a Self Before God 1

A minimum of one of the following two:

SFD 520 Prayer 1

SFD 530 Spiritual Life 1

SFD 570 Spiritual Direction Experience 1

SFD 591 Spiritual Leadership 1

SFD \_\_\_ Spiritual Formation and Discipleship Elective 1

SFD \_\_\_ Spiritual Formation and Discipleship Elective 1

SFD \_\_\_ Spiritual Formation and Discipleship Elective 1

● **Pastoral Studies**

(30 hours required)

CMN 500 Theology and Purpose of the Church 3

PST 506 Pastoral Ministry 3

PST 510 Essentials of Preaching 3

PST 540 Understanding Leadership in Congregations 3

PST 564 Theology and Practice of Worship 3

PST 575 Pastoral Internship 3

One of the following two:

PST 501 Pastoral Counseling 3

CMN 510 Ministry to Families 3

One of the following three:

PST 553 Contextualized Urban Ministry 3

PST 554 Global Mission of the Church 3

CMN 530 Christian Ministry for Reconciliation 3

One of the following two:

PST 580 Evangelism and Discipleship 3

CMN 550 Ministry To and With Adults 3

One of the following three:

PST 584 Church Administration 3

CMN 520 Communication in Christian Ministry 3

CMN 560 Principles of Teaching 3

● **CONCENTRATION OR ELECTIVES**

(17 hours required)

\_\_\_ \_\_\_ Elective

\_\_\_ \_\_\_ Elective

\_\_\_ \_\_\_ Elective

\_\_\_ \_\_\_ Elective

\_\_\_ \_\_\_ Elective

\_\_\_ \_\_\_ Elective

Total Hours Required for

Degree.....96

● **CONCENTRATION IN URBAN MINISTRIES**

(15 hours required)

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

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

● **Credit for Military Chaplaincy School**

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

hours), and PST 575 Pastoral Internship (2 semester hours) - 8 semester hours in all.

● **Master of Arts in Theological Studies**

● **Program Objectives**

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

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

● **Degree Requirements**

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

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

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

### Language Requirement.

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

### Program Summary - M.A.T.S.

#### ● M.A.T.S. Core:

Biblical Studies	12
Christian History and Thought	12
Spiritual Formation and Discipleship	4
Pastoral Studies	3
BST or CHT Concentration	33
Total Hours Required for Degree	64

### Course Requirements - M.A.T.S. Core

#### ● BIBLICAL STUDIES CORE

(12 hours required)

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

Two semesters of a biblical language:

BST 511 Introducing Biblical Hebrew	3
BST 512 Interpreting the Hebrew Testament	3
BST 521 Introducing New Testament Greek	3
BST 522 Interpreting the Greek Testament	3

#### ● CHRISTIAN HISTORY AND THOUGHT CORE

(12 hours required)

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

At least one of the following two:

CHT 546 Contemporary Theological Trends	3
CHT 552 Essentials of Christian Theology	3

#### ● SPIRITUAL FORMATION AND DISCIPLESHIP CORE

(4 hours required)

SFD 510 Becoming a Self Before God	1
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At least one of the following two:

SFD 520 Prayer	1
SFD 530 Spiritual Life	1
SFD ___ Spiritual Formation and Discipleship Elective	1
SFD ___ Spiritual Formation and Discipleship Elective	1

#### ● PASTORAL STUDIES CORE

(3 hours required)

CMN 575 Teaching Internship	3
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#### Course Requirements - Biblical Studies Concentration

##### ● BIBLICAL STUDIES

(33 hours required)

An additional semester of Biblical Language:

BST 511 Introducing Biblical Hebrew	3
BST 521 Introducing New Testament Greek	3
BST 541 The Bible and History	3
BST 542 Biblical Theology	3
BST ___ Biblical Studies Elective <sup>b</sup>	3
BST ___ Biblical Studies Elective	3
BST 590 Research/Thesis in Biblical Studies	6

Four of the following courses:

BST 550 The Old Testament and the Ancient Near East <sup>a</sup>	3
BST 551 The Old Testament, Early Judaism and Christianity <sup>a</sup>	3
BST 560 Jesus and the Gospels <sup>a</sup>	3
BST 561 Paul and His Letters <sup>a</sup>	3
BST 563 Post-Pauline Christianity in the New Testament	3
BST 566 Christology of the New Testament	3
Total Hours Required for Degree	64

#### Notes:

<sup>a</sup> BST 550, 551, 560, 561, 563, and 566 are offered alternating years.

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



**Course Requirements - Christian History and Thought Concentration**

**● CHRISTIAN HISTORY AND THOUGHT**

(33 hours required)

CHT 590 Research/Thesis in Christian History and Thought 6

Nine of the following courses:

CHT 513 American Church History 3

CHT 530 Women in Ministry: Theology and Practice<sup>a</sup> 3

CHT 540 Theology and the Practice of Holiness 3

CHT 546 Contemporary Theological Trends 3

CHT 550 Christian Ethics 3

CHT 552 Essentials of Christian Theology 3

CHT 560 History of the Holiness Movement<sup>a</sup> 3

CHT 561 Theology of John Wesley<sup>a</sup> 3

CHT 562 History of Spirituality and Renewal 3

CHT 563 The Evangelical Movement<sup>a</sup> 3

CHT 585 History and Polity of the Quaker Movement 3

CHT 585 CHT Elective<sup>a</sup> 3

CHT 5XX Philosophy of Religion Total Hours Required for Degree 3 64

**Note:**

<sup>a</sup> CHT 530, 550, 560, 561, 563, and 585 are offered every other year.

**MASTER OF ARTS IN CHRISTIAN MINISTRIES**

**Program Objectives**

A Master of Arts in Christian Ministries is a professional degree that prepares men and women for a vocation of professional and spiritual leadership in educational and discipleship ministries within church or parachurch settings. The curriculum is designed so that having received the degree, Master of Arts in Christian Ministries, the graduate will be prepared to lead and facilitate ministries that effectively seek to "present every person complete in Jesus Christ."

The student will be equipped to:

- Administer and evaluate existing ministries, programs and systems within a Christian community.
- Initiate new ministries and programs based on a biblical and theological framework.
- Articulate and employ a philosophy of ministry that is holistic, respectful and inclusive of all persons, and biblical.
- Effectively recruit, disciple, and train laity for the work of the ministry.
- Carry out educational ministry with both professional and theological competence, and in most cases, qualify for ecclesiastical certification and endorsement.
- Demonstrate respect for the worth of all persons that is based on biblical truth and an understanding of the created gifts of personality, learning style, and spiritual giftedness.

**Degree Description and Uniqueness**

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

- It requires core courses that are philosophic and historical in nature while practical, reflective and considerate of the current demands of Christian ministry.
- It requires biblical, theological, and spiritual formation courses which students must rely on and integrate into practical ministry and use as a basis for thinking, creating and understanding Christian ministry.
- It allows students to participate in the creation of their course of study by offering various concentrations and elective courses whereby students may select and design part of the curriculum to equip them for a specific area of ministry.

- It requires an internship in which the student will apply previously learned theory, participate in a carefully mentored internship, and develop a method of reflecting theologically on the practice of Christian leadership.

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

The Christian Ministries degree offers the following concentrations: Adult Ministries, Church Leadership, Spiritual Formation, Urban Ministry, and Family Ministries.

**Degree Requirements**

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

1. Satisfactory completion of a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
2. Meeting all requirements for degree candidacy. In all cases, candidacy will include a personal interview, the submission of written work, and evaluation by the Seminary faculty.

3. Recommendation by the Seminary faculty for graduation from George Fox University.

### Program Summary

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

### Course Requirements

#### ● CHRISTIAN MINISTRIES CORE (18 hours required)

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

#### ● BIBLICAL/THEOLOGICAL FOUNDATIONS (18 hours required)

BST 501 Bible for Ministry: Interpretation and Old Testament	3
BST 502 Bible for Ministry: Interpretation and New Testament	3
BST ____ Elective	3
CHT 511 Christian History and Thought I	3
or CHT 512 Christian History and Thought II	3
CHT 513 American Church History	3
CHT 506 Integrative Theology	3
or CHT 552 Essentials of Christian Theology	3

#### ● SPIRITUAL FORMATION AND DISCIPLESHIP (4 hours required)

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

#### ● CHRISTIAN MINISTRIES INTERNSHIP

(3 hours required)

CMN 575 Internship in Christian Ministry	3
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#### ● CONCENTRATIONS IN CHRISTIAN MINISTRIES

(15-17 hours required)

##### 1. Adult Ministries

(15 hours required)

Students may choose from the following courses:

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

##### 2. Church Leadership

(15 hours required)

Students may choose from the following courses:

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

##### 3. Family Ministries

(15 hours required)

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

#### 4. Spiritual Formation

(17 hours required - certificate program)

CHT 562 History of Spirituality and Renewal	3
COU 510 Human Growth and Development	3
MFT 560 Social and Cultural Foundations	3
SFD 520 Prayer	1
SFD 530 Spiritual Life	1
SFD 570 Spiritual Direction Experience	1
SFD 571 The Art of Spiritual Direction	1
SFD 572 Spiritual Direction Internship	1
SFD 580 Group Spiritual Formation	1
SFD ____ Electives	2

#### 5. Urban Ministry

(15 hours required)

Students may choose from the following courses:

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

#### ● CUME/NW (Contextualized Urban Ministry

#### Education Northwest) COURSES:

● Theology of the City	2
● Dynamic Program Development	2
● Integrative Seminar	2
● Creating Understanding	2
● Culture Mapping	2
● Practical Anthropology	2
● Starting and Developing a Church	2
● Church in Culture	2
● How the City Works	2
● Facilitating Community Transformation	2

#### ● Electives:

(4-6 hours required)

Total Hours Required for Degree 64

## **CERTIFICATE IN SPIRITUAL FORMATION AND DISCIPLESHIP**

### **Program Objectives**

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

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

### **Certificate Requirements**

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

#### **Requirements for M.A. and M.Div. Degree Students**

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

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

#### **Requirements for Non-Degree or Post-Seminary Degree Students**

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

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

### **Program Summary**

Biblical Studies	6
Christian History and Thought	6
Psychological/Ministry Studies	6
Spiritual Formation and Discipleship Core	8
Spiritual Formation and Discipleship Electives	4
Total Hours Required for Certificate	30

### **Course Requirements**

#### **● Foundations**

(18 hours required)

Six hours of Biblical Studies:

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

Six hours of Christian History and Thought:	
CHT 562 History of Spirituality and Renewal	3
CHT ____ Christian History and Thought Elective	3

Six hours of Psychological/Ministry Studies:

One of the following two:	
COU/MFT 560 Social and Cultural Foundations	3
CMN 530 Christian Ministry for Reconciliation	3
One of the following two:	
COU 501 Principles and Techniques of Counseling	3
CMN 550 Ministry To and With Adults	3

**● SPIRITUAL FORMATION AND DISCIPLESHIP - PHASE ONE**  
(6 hours required)

SFD 510 Becoming a Self Before God	1
SFD 520 Prayer	1
SFD 530 Spiritual Life	1
SFD 570 Spiritual Direction Experience	1
SFD 580 Group Spiritual Formation	1
SFD 591 Spiritual Leadership	1

**● SPIRITUAL FORMATION AND DISCIPLESHIP - PHASE TWO (FINAL YEAR)**  
(2 hours required)

SFD 571 The Art of Spiritual Direction	2
SFD 572 Spiritual Direction Practicum	0

**● SPIRITUAL FORMATION AND DISCIPLESHIP ELECTIVES**  
(4 hours required)

SFD ____ Spiritual Formation and Discipleship Elective	1
SFD ____ Spiritual Formation and Discipleship Elective	1
SFD ____ Spiritual Formation and Discipleship Elective	1
SFD ____ Spiritual Formation and Discipleship Elective	1
Total Hours Required for Certificate	30

**CERTIFICATE FOR SPOUSES-PARTNERS IN MINISTRY**

**Program Objectives**

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

**Eligibility**

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

**Program Requirements**

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

**Course Requirements**

(14 hours required)	
BST 501 Bible for Ministry: Interpretation and Old Testament	3
or BST 502 Bible for Ministry: Interpretation and New Testament	3
CHT ____ Christian History and Thought Elective	3
SFD 510 Becoming a Self Before God	1
____ ____ Elective	3
____ ____ Elective	3
Total Hours Required for Certificate	14

**COURSE DESCRIPTIONS**

**Biblical Studies**

**BST 501 Bible for Ministry:** Interpretation and Old Testament 3 hours. A basic introduction to method in Bible study and the principles of Bible interpretation. Includes weekly studies and exercises based on selected texts from the Old Testament. This class gives students an introduction to the content and message of various books and sections of the Old Testament. Technical matters of Old Testament introduction are touched on.

**BST 502 Bible for Ministry: Interpretation and New Testament**

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

**BST 505 Biblical Book Study in English**

3 hours. A textual study of a biblical book, based on the English text. An application of inductive principles learned in the foundation courses, BST 501 and 502.

**BST 511 Introducing Biblical Hebrew**

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

**BST 512 Interpreting the Hebrew Testament**

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

**BST 515 Old Testament Book Study in Hebrew**

3 hours. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts. The prerequisite for Hebrew text book studies is BST 512 Interpreting the Hebrew Testament.

**BST 521 Introducing New Testament Greek**

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

**BST 522 Interpreting the Greek Testament**

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

**BST 525 New Testament Book Study in Greek**

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

**BST 530 Septuagint**

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

**BST 541 The Bible and History**

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

**BST 542 Biblical Theology**

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

**BST 546 The Text History of the Bible**

3 hours. This course studies how the text of the Old and New Testaments developed, were canonized, received their final form, and were transmitted and translated from their origins to the present. Attention is given to significant manuscript discoveries in the modern era.

**BST 547 History of Biblical Interpretation**

3 hours. A careful look at the history of the interpretation of the Bible.

**BST 550 The Old Testament and the Ancient Near East**

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

**BST 551 The Old Testament, Early Judaism and Christianity**

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

**BST 560 Jesus and the Gospels**  
3 hours. Offered 2000-01. A study of the founder of the Christian faith and of the Gospels, which record his life and teaching. Portions both of these books and the literature about them are studied. The life and teaching of Jesus and the ideas people have had about them are central to this course.

**BST 561 Paul and His Letters**  
3 hours. Paul and his letters have for a long time been at the focus of careful scrutiny by the believing world. This course examines both by considering significant portions of his writing against the backdrop of his life. A key concern is the interpretation of the biblical text.

**BST 563 Post-Pauline Christianity in the New Testament**  
3 hours. A parallel to BST 560 and BST 561 which seeks to understand Christianity in the New Testament church outside the purview of Paul.

**BST 566 Christology of the New Testament**  
3 hours. A theological study of the presentation of the person and work of Christ in the various theologies of the New Testament. Special emphasis is given to the Johannine and Pauline writings and to contemporary scholarship.

**BST 585 Seminar in Biblical Studies**  
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the divisional chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

**BST 590 Research/Thesis in Biblical Studies**  
6 hours. See requirements outlined on page 84.

**BST 595 Special Study in Biblical Studies**  
1 to 3 hours. An individualized course of research, involving in-depth study of a particular question, problem or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department chair.

**Christian History and Thought**  
**CHT 506 Integrative Theology**  
3 hours. This course is designed as an introduction to the task of integrating psychology with the Christian faith. It will examine a number of key issues from the perspectives of each of the respective disciplines and present how faith in Jesus Christ creates a focus on psychology, psychotherapy, and marriage and family therapy. Students will research various facets of this complex issue and present their findings to the class.

**CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century**  
3 hours. Covers the development of Christianity and Christian theology from the end of the apostolic period to the 16th century. Examines the expansion of the church, the growth of Christian institutions, the conflicts that confronted the church from within and without, and the theological development of doctrines such as the Trinity, Christology, the Holy Spirit, the church, and revelation.

**CHT 512 Christian History and Thought II: The Reformation and Its Ramifications**  
3 hours. Covers the development of Christianity and Christian theology from the Reformation to the present outside the United States. Examines various aspects of the Reformation on the Continent and in England, the effects of the Reformation, important growth and change in Roman Catholicism and Protestantism since the Reformation, and the theological development of doctrines such as sin, salvation, sanctification, the sacraments, and the Word of God.

**CHT 513 American Church History**  
3 hours. Covers the development of Christianity in the United States from its early colonial beginnings up to the present. Gives special attention to the development of denominations, trends in theological thought, significant church leaders, and the place of the church in contemporary culture.

**CHT 530 Women in Ministry: Theology and Practice**  
3 hours. Reviews the biblical basis of women's leadership and the role women have played in Christian history. Explores issues relating to women in contemporary ministry through readings, case studies, discussion, and interaction with guest speakers.

**CHT 540 Theology and Practice of Holiness**  
3 hours. The subject of this course is considered in relation to the teachings of Scripture, the tenets of holiness (especially Wesleyan) theology, the work of the ministry, and the student's own experience. Students are given opportunities to experience and practice a holiness which is engaged in bringing the kingdom of God into the wounded places of the world.

**CHT 546 Contemporary Theological Trends**

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

**CHT 550 Christian Ethics**

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

**CHT 552 Essentials of Christian Theology**

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

**CHT 560 History of the Holiness Movement**

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

**CHT 561 Theology of John Wesley**

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

**CHT 562 History of Spirituality and Renewal**

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

**CHT 563 The Evangelical Movement**

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

**CHT 585 Seminar in Christian History and Thought**

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

**CHT 590 Research/Thesis in Christian History and Thought**

6 hours. See requirements on page 84.

**CHT 595 Special Study in Christian History and Thought**

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

Special arrangements for regular courses of study must be approved by the Dean.

**Christian Ministries****CMN 500 The Theology and Purpose of the Church**

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

**CMN 510 Ministry to Families**

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

### **CMN 520 Communication in Christian Ministry**

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

### **CMN 530 Christian Ministry for Reconciliation**

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

**CMN 550 Ministry to and with Adults**  
3 hours. This course will examine the human and spiritual roles, tasks, and development of adults. Attention will be given to the processes and contexts by which adults mature as individuals and in community. Biblical and theological foundations for adult development, moral and faith development, adult characteristics, needs, life cycle, learning patterns, and transitions will be explored.

### **CMN 560 Principles of Teaching**

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

### **CMN 575 Internship**

3 hours. The Seminary cooperates with churches and para-church ministries to provide internship experience under the supervision of qualified pastoral and administrative leaders. The

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

### **CMN 585 Seminar in Christian Ministry**

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the department chair. Such requests, as well as faculty interest and special opportunities that become available in the Portland area, will be considered in arranging a seminar.

### **CMN 595 Special Study in Christian Ministry**

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

### **Doctor of Ministry**

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

## **● Year 1 - Module One**

### **DMN 511 Spirituality and the Personality**

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

### **DMN 512 Spiritual Formation in the Minister**

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

### **DMN 513 Introduction to Research and Resources**

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

### **DMN 514 History and Theology of Christian Spirituality**

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



● **Year 1 - Module Two**

**DMN 521 Leadership in Biblical and Theological Perspective**

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

**DMN 522 The Person and Work of the Leader**

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

**DMN 523 Research Topic/Literature Review**

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

**DMN 524 Dynamics of Leadership and Congregations**

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

● **Year 2 - Module Three**

**DMN 531 Leading the Church in a Postmodern World**

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

**DMN 532 Developing a Healthy Church**

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

**DMN 533 Designing a Research Model**

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

**DMN 534 Strategic Visioning in the Church**

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

● **Year 2 - Module Four**

**DMN 541 Historical Models for Spiritual Formation in the Church**

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

**DMN 542 Spiritual Formation and Discipleship in the Church**

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

**DMN 543 Writing the Project**

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

**DMN 544 The Practice of Spiritual Leadership**

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

**● Year 3 - (no modules)****DMN 550 D.Min. Project**

4 hours. The completion of the project itself.

**Pastoral Studies****PST 501 Pastoral Counseling**

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

**PST 506 Pastoral Ministry**

3 hours. An analysis of the theology and practice of pastoral ministry. The purpose of the course is to develop professional competence through increased understanding of (1) the theological basis of pastoral ministry, (2) the various types or models of pastoral ministry, and (3) how one's theological orientation and personality type (as adduced by the Myers-Briggs Type Indicator) predisposes a person to one ministry model over another. Attention will also be given to anticipated leadership responsibilities associated with pastoral ministry and how the student's personal leadership style may both help and hinder the satisfactory fulfillment of these responsibilities.

**PST 510 Essentials of Preaching**

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

**PST 540 Understanding Leadership and Congregations**

3 hours. Integrating understanding of the complexities of leadership traits and behaviors within the context of the church organization is the focus of this course. Leadership inventories and assessments, case studies, feedback, and simulation exercises are used to help students identify their leadership gifts and to clarify the leadership role of the minister. Congregational insights about structure, culture, health, politics and organizational development help give a systems perspective to the leadership role.

**PST 550 World Religions**

3 hours. A survey of the major religions of the world, in a context of Christian ministry. The uniqueness of Christianity is noted in its relation to contemporary religions.

**PST 553 Contextualized Urban Ministry**

3 hours. This course involves the student in ministry in an urban context. It lays the theoretical and cultural foundation for doing cross-cultural ministries, and it enables the student to examine critically the "cultural baggage" that may encumber the clear communication of the gospel message. A significant component of field experience in an urban setting is required.

**PST 554 Global Mission of the Church**

3 hours. A course on the world mission of the Christian Church, including an intensive cross-cultural mission experience of at least one week and a study of the history of Christian missions. Course readings and meetings will prepare for and follow up on the immersion field experience.

**PST 564 The Theology and Practice of Worship**

3 hours. This course examines the purposes of worship and its biblical, theological and historical roots. It also focuses on evaluating current trends in worship, understanding the connection of worship to evangelism, learning how to plan and lead worship, and exploring the role of music and the arts in worship.

**PST 565 Clinical Pastoral Education**

6 hours. Chaplain internship at an approved CPE center.

**PST 575 Pastoral Internship**

2 to 6 hours. A full range of pastoral experience, including preaching at an approved church with a minimum of 10 hours a week of supervised involvement.

**PST 580 Evangelism and Discipleship**

3 hours. Examines the theology, methodology and interrelationship of evangelism and discipleship and seeks to apply them to the local church for the purpose of growing the church. Focuses particularly on providing congregational leadership and vision in personal and corporate evangelism, developing a spiritual gifts-based ministry, and building small groups for Christian community and spiritual formation.

**PST 584 Church Administration**

3 hours. The purpose of this course is to enhance professional competence in pastoral ministry by providing insights and skills pertaining to the administration and management of the local church. Particular attention will be given to time management, conflict resolution, delegation, the conducting of meetings, the coordination of committees, communication among staff, managing the church office, volunteer recruitment, training and support, church finances, and tax and legal considerations.

**PST 585 Seminar in Pastoral Studies**

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

**PST 590 Research/Thesis in Pastoral Studies**

3 hours. See requirements on page 84.

**PST 591 Seminar in Marriage and Family Counseling**

1 hour. An introduction to marital and family dynamics and process. Strategies and techniques of prevention and intervention will be discussed. Specific attention will be given to the minister's own marriage and family.

**PST 595 Special Study in Pastoral Studies**

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

**Spiritual Formation and Discipleship**

● **CORE Courses**

**SFD 510 Becoming a Self Before God**

1 hour. Provides an opportunity for students to develop their own self-awareness in the context of their Christian faith and preparation for ministry. Through lecture, reflection and intentional community, the course equips students to be critically and positively reflective on their giftedness, calling, personal spiritual histories, and the strengths, weaknesses and spirituality of their personality types.

**SFD 520 Prayer**

1 hour. Provides an opportunity for students to develop in community deeper and more satisfying prayer lives. As the essential relational discipline of the Christian journey, prayer is examined in its various forms as modeled by Jesus and the church.

The student will experience liturgical, intercessory, conversational, confessional, centering, and meditation prayers. The paradoxes and problems of prayer also are explored.

**SFD 530 Spiritual Life**

1 hour. Introduces students to classical exercises of the spiritual life. Certain disciplines - community, study of the Scriptures, confession, integrity, purity, simplicity, social justice and compassion - are explored in order to bring the student into a deeper relationship with God. The process involves lecture, training, community, and personal practice and reflection.

● **ELECTIVE COURSES**

**SFD 534 Spirituality and Social Justice**

1 hour. Spirituality is often perceived as otherworldly, with a focus on the interior life and individual piety. But many spiritual traditions, such as the Wesleyan, with its biblical and theological foundation for uniting holiness and justice, provide an established model for relating prayer and social action. This course will explore the Wesleyan model as well as other Christian traditions, both ancient and modern, which provide spiritual resources for social action rooted in prayer and contemplation. Service to others is both a means and an end of spiritual formation.

**SFD 536 Spirituality, Shame and Grace**

1 hour. Based on an understanding of persons as created in God's image yet broken, this class explores how shame manifests itself in one's life. Emphasis is given to how the Christian faith unknowingly reflects a shame-based identity as well as perpetuates shame in the life of the believer. By exploring God's response of grace, the believer finds healing, breaking the distorted image of God created by shame-based faith systems.

**SFD 540 Images of God**

1 hour. Designed to give the student opportunities to explore images of God as portrayed through Old and New Testament stories, prayers and poetry, through Christ's words and deeds, and through the work of Jesus' first disciples. These images are compared

to the student's internal images of God which shape one's thoughts, emotions and actions. The course guides the student toward allowing God to transform, build and strengthen these images.

#### **SFD 541 Spirituality and Creation**

1 hour. An exploration of the relationship between the meaning, process and experience of creation and our existence as spiritual beings. Of particular interest will be the conditions in which God's creative work is most likely to occur.

Astronomy, natural theology and science fiction will be among the disciplines used for our exploration.

#### **SFD 542 Spiritual Formation in Marriage**

1 hour. Offered in a retreat format, this course explores the spiritual dynamics of a couple in the intimate marital relationship. Attention is given to how couples can cultivate a meaningful shared spiritual life.

Though the student registers for the course, both the student and the student's spouse attend the retreat.

#### **SFD 543 Spiritual Formation and the Family**

1 hour. Offered in retreat format, this course examines how one can recognize and experience grace in and through family relationships. Attention is given to how one can practice family living as a spiritual discipline. Though the student registers for the course, both the student and the student's family attend the retreat.

#### **SFD 544 Spiritual Formation for Women**

1 hour. John 4 records the longest dialogue between Jesus and another human being, who happens to be a woman. In this class, we will consider the marvel and wonder of what Jesus has done and is doing in the spiritual development of women. This will be accomplished by reading and responding to Scripture, reflecting on the writings of historical and contemporary Christian women, and finally by considering the compatibility of the terms "Christian" and "feminist," examining the writings and claims of the Christian feminist movement and literature.

#### **SFD 546 Spirituality and Stewardship**

1 hour. Offered in a retreat format every other summer, this course explores the relationship of the student's spiritual life to the spiritual discipline of stewardship. Attention will be given to stewardship of self and of resources, but a particular focus will be made on the stewardship of creation. The seminar in an outdoor setting involves lecture, discussion, silent and written reflection, and small group interaction.

#### **SFD 547 Spiritual Formation Through Journaling**

1 hour. Conducted in a retreat setting, this course is designed to guide students in their personal spiritual formation through journaling, and to equip them for assisting in the formation of others through this discipline. Journaling methods used to accomplish this purpose include dialogue, meditation and imagination.

#### **SFD 548 Advanced Personality and Spirituality**

1 hour. Designed to provide a means for in-depth spiritual formation through greater self-awareness using personality tools. The Myers-Briggs Type Indicator will be used to explore spiritual practice, prayer life, and the hidden, inferior function. The Enneagram will help students delve into basic attitudes of their personal and spiritual lives and explore directions for individual growth.

#### **SFD 556 Spirituality and the Writings of the Mystics**

1 hour. An exploration of the mystical tradition of spiritual development. Students will read and reflect on representative selections from both male and female Christian mystics, looking at the theology, images of God, and practices that have shaped the contemplative tradition of Christian spirituality. Included in the course is a small group practicum to assimilate contemplative practices into the student's devotional life.

#### **SFD 562 Celebration and Despair in the Psalms**

1 hour. The psalms of ancient Israel provide models of appropriate human response to the breath of life as lived before God. In a strange but hopeful way, these immanent human songs of the seasons of human experience also become the source of the divine word of guidance, salvation and grace. Come join those who are learning to sing along with the chorus of the faithful throughout the ages!

**SFD 563 Spirituality and Wisdom**

1 hour. This course is designed for study, reflection and prayer based on the Wisdom Books of the Old Testament and the Apocrypha. The course uses biblical material to raise issues for spiritual consideration and to enable us to deepen our relationship with God. The Wisdom Literature challenges our usual ways of thinking about the world and God's relationship to it. The class consists of lecture, group discussion and reflection, prayer and journaling.

**SFD 566 Spiritual Formation and the Parables**

1 hour. Jesus used parables to communicate truth and to stimulate the growth of his followers. This course examines Jesus' use of parable stories, the power of stories to shape and give meaning to one's spiritual journey, and the use of storytelling and story-finding to enable others to move into a meaningful relationship with God.

**● Advanced Training Courses****SFD 570 Spiritual Direction Experience**

1 hour. A two-semester course designed to give M.Div. students and Spiritual Formation and Discipleship Certificate students an intentional, one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires an attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual direction model is used.

**SFD 571 The Art of Spiritual Direction**

2 hours. Spiritual direction as a discipline for intentionally guiding persons in their spiritual growth is the focus of this course. Topics of the course include the heritage of spiritual direction; the theological, biblical, and psychological premises for the practice of spiritual direction; the difference between spiritual direction, discipleship, and counseling; the art of discernment; and the nature and practice of spiritual direction.

Course participation is limited to students in the Spiritual Formation and Discipleship Certificate program.

**SFD 572 Spiritual Direction Practicum**

1 hour. The sequence course for SFD 571, Spiritual Direction Practicum gives students an experience in being spiritual directors under the supervision of a trained director. Further course topics include professionalism issues such as confidentiality, the director-directee relationship, the emotional health of the directee, and the beginning and ending of a spiritual direction relationship. The course is limited to students in the Spiritual Formation and Discipleship Certificate program. There is a \$100 fee for supervision.

**SFD 580 Group Spiritual Formation**

1 hour. Enables students to gain experience in, and learn how to create, small groups which intentionally seek to form participants spiritually. The course focuses on building a spiritual formation curriculum, utilizing small group dynamics, and experiencing mutual accountability, with the intention of providing a resource vital to future ministry. Students will have a small group practicum experience with supervision.

**SFD 585 Seminar in Spiritual Formation and Discipleship**

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

**SFD 590 Research/Thesis in Spiritual Formation and Discipleship**

1 to 3 hours. See requirements on page 84.

**SFD 591 Spiritual Leadership**

1 hour. An examination of the unique nature and responsibility of spiritual leadership. The philosophy of spiritual leadership is analyzed in today's

culture. Elements such as accountability, devotional habits, life balance, and retreats and solitude which encourage the formation and growth of spiritual leadership are reviewed. Elements such as burnout, depression, addictions, lack of self-differentiation, and misuse of power and innocence which inhibit the exercise of spiritual leadership are explored.

**SFD 595 Special Study in Spiritual Formation and Discipleship**

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

# ACADEMIC REGULATIONS

## ACADEMIC REGULATIONS

The following information applies to graduate students attending George Fox University. If a policy is specific to a graduate program or to the Seminary, it will be noted. Graduate programs of George Fox University may have their own policies related to enrollment and academic requirements. Graduate students should consult their program's directors or guide with regard to specific policies.

### Academic Sessions and Credits

The academic year at George Fox University is divided into two semesters of 15 weeks. In addition, the University operates a summer session which is integral to all graduate programs offered by the University.

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

### Guarantees and Reservations

Generally, George Fox University guarantees that the student may graduate under the requirements stated in the catalog at the time of matriculation, provided attendance is continuous and full time (or at the hours required by the cohort program). Likewise, a student may graduate under the major requirements applicable at the time of admission to a program, provided attendance is continuous and full time (or at the hours required by the cohort program).

Students taking an approved leave of absence may remain under the original catalog at the time of matriculation. Two exceptions may be noted: (1) In the event of a change in requirements in a program, the student may elect to fulfill the requirements of a revised program, provided attendance has been continuous and full time; (2) The University may face a situation beyond its control and foresight that may

necessitate a revision in available courses. In such situations, the interests of the student will generally be protected.

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

### Attendance

The responsibility rests with the student to maintain good standards involving satisfactory scholarship. Regular class attendance is expected of each student in all courses. Class work missed because of absence may be made up only in the case of prolonged or confining illness, death of relatives, or similar emergencies.

The University academic calendar provides the instructional dates for teachers and students. Students are expected to attend classes through the last day of each semester, unless illness or an emergency situation exists.

Students should plan to register at the time designated in the University academic calendar. No student will be received after the first academic week of any semester except by approval of the Dean and Registrar. Classes missed because of late registration will be regarded the same as an absence.

### Classification of Students

#### Graduate Students

Graduate students are defined by requirements set forth by the various graduate programs. Normally a graduate student is one with a B.A. or B.S. degree from a regionally accredited college or university who has successfully met the entrance requirements and been admitted for graduate study.

#### Full-Time Status

Full-time student status in all graduate (including seminary) degree programs is eight semester hours. A student need not maintain full-time

status but should be aware of the continuous enrollment policy and that financial aid programs are usually limited to those enrolled at least half time, which is four to seven hours per semester. Some financial aid programs are limited to those enrolled full-time. Only full-time students may represent the University in an official capacity or may hold a major office in an organization.

### Regular Students

A Regular Student is defined as one who has been formally admitted to a program of graduate study leading to a master's degree or doctoral degree program.

### Special Students

"Special Graduate Student" is the term used for either of the following:

1. A student who is not seeking a George Fox University degree. This student is taking courses for personal enrichment or professional certification.
2. A student who is interested in pursuing a George Fox University degree but has not been formally admitted to graduate study. Any Special Student wishing to enter a degree program must fulfill regular admission requirements and be admitted. Special Student enrollment does not guarantee subsequent admission to any graduate program/department. A maximum of 10 hours taken as a Special Student may transfer to a degree program.

Special Students may be required to receive permission from the director of the graduate program prior to enrolling in courses. Some graduate programs limit the number of hours a Special Student may take or require approval.

Because of the cohort format of the M.A.T., M.B.A., M.A.O.L. and D.Min. programs, attendance as a Special Student is not permitted. The Graduate School of Clinical Psychology director must approve attendance in the Psy.D. program for special, non-admitted students. Applicants are required to pay the nonrefundable \$40 special student application fee, and tuition is based on the current per-credit-hour rate.

**Probation Students**

A student whose cumulative grade point average falls below the level established for admission or who does not meet an academic requirement for admission may be granted probational admission. Additionally, students whose academic progress while enrolled falls below minimum standards may be classified as a probation student. Graduate programs have established minimum grade point average standards for academic progress. Students should refer to the program guide for the minimum grade point required for continuation in the program.

**Provisional Students**

Some applicants lacking specific requirements for admission may be admitted as a provisional student.

A provisional student will not be advanced to regular status until these requirements are satisfied. Some programs may limit the number of hours for which a provisional student may enroll. Provisional status is limited to one semester of enrollment and generally must be resolved prior to enrolling for a second semester.

**Auditors**

Subject to instructor and/or graduate program director approval, any regular or special student may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. Auditors are not permitted in some graduate programs because of the cohort model and program requirements. Additionally, prerequisite course requirements must be met before approval to audit will be granted. This must be established with the Registrar at time of registration. Class attendance standards are to be met.

**Continuing Education**

Some programs offer Continuing Education Units (CEU). Generally, one hour of CEU credit is given for 10 hours of instruction in the classroom.

**Registration**

Registration is coordinated through the Registrar's Office. Registration periods vary by program. Specific dates may be found in the University Academic

Calendar as printed in this catalog. Students generally must meet with their faculty advisors prior to registration to discuss their course load and obtain approval for courses selected.

All students are expected to register on the days designated on the University academic calendar and to begin classes on the first day. Late registrations will be assessed an additional fee. In addition, each student should be aware of the regulations that appear under the title "Course Numbering System" and those included in the class schedule booklet.

**Graduate Advising and Load****Advisors**

Faculty advisors are assigned to most entering students by the director of the graduate program to which the student is admitted. Because students enrolled in cohort-format programs take courses in a prescribed sequence, advisors may not be assigned. Generally, only regular faculty serve as advisors. Where possible, accommodation is made for matching students with faculty in their primary field of study or who are their personal preference. However, advisee loads and other considerations may dictate student-advisor assignments.

Students must meet with their faculty advisors prior to registration to discuss their course load and obtain approval for courses selected. While it is the final responsibility of the student to ensure the appropriate courses are taken, the faculty advisor assists in this process. The faculty advisor's signature is generally required on all registration and change of registration forms before any action will be taken by the University Registrar. The faculty advisor or graduate program director will verify all course requirements have been satisfied prior to graduation.

**Graduate Academic Load**

The student's load will be determined in conference with the student's advisor. No student may enroll for more than 17 hours, except by special permission of the program director, faculty advisor and the Registrar.



### Course Additions

- After classes begin, a later admission to class must have the approval of the Registrar and consent of the course instructor on a form available in the Registrar's Office or Portland Center Enrollment Office.
- The last day to add courses or to exercise a pass/no pass option is established in the calendar in this catalog and is published in the graduate class schedule book.

### Course Withdrawals

- A student wanting to drop or withdraw from a class or from the University must secure the proper form from the Registrar's Office (or Portland Center Office). Without the form, an "F" is recorded for all courses involved. There is a fee of \$10 for a course withdrawal, though not for complete withdrawal from the University.
- Withdrawal from a course (with a "W") must be completed within the first nine weeks of the semester. Beyond this date, a petition to the Vice President for Academic Affairs is required, and cause (emergency conditions) must be established. See calendar in this catalog.

### The Grading System

Semester grades are determined by the instructor's evaluation of the student's daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

Letter Grade	Meaning	Points Per Semester Hour
A	Superior	4
A-		3.7
B+		3.3
B	Good	3
B-		2.7
C+		2.3
C	Average	2
C-		1.7
D+		1.3
D	Passing but inferior	1
F	Failing	0
I	Incomplete	
W	Official withdrawal	
X	No grade reported by instructor	
P	Pass (average or above)	
NP	Not passing	
L	Long-term	

Plus ( + ) and minus ( - ) grades may be designated by a professor and will be entered on the transcript. Points will be calculated for the student's grade point average accordingly.

The grade "I" is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for an "I" grade is initiated with and approved by the Registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the Registrar. An "I" not completed by the date indicated or within one semester becomes the grade indicated by the professor on the incomplete form.

An "L" grade (long-term grade) designates satisfactory progress in a course whose objectives continue for more than one semester. The "L" will be replaced by either a "P" grade or a point-receiving grade. This is not an incomplete or "I" grade.

An "X" grade indicates the instructor did not report a grade to the Registrar's Office.

### Repeating a Course

If a student repeats a particular course, the University counts the course credits only once toward graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

### Graduation Grade Point Average

Graduate students must maintain a B average (3.0) to be eligible for graduation. No more than eight semester hours of "C" work ("C+," "C," or "C-") can be counted toward a degree. Students who receive a grade lower than "C-" in any course must repeat the course or replace it with another course.

### Academic Progress and Eligibility

Graduate students are expected to be aware of the policies related to satisfactory academic progress within their own graduate program. Students are expected to maintain satisfactory academic progress as defined by their degree program.

The student's semester grades with a semester GPA and a new cumulative GPA are posted on the grade report given to the student within three weeks following the close of each semester. The GPA is based on George Fox University credits only.

A student not achieving satisfactory academic progress (as defined by the graduate program in each school) may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal through the program director. All appeals must be made in writing and directed to the program director. Students may be asked to appear before a committee.

### Satisfactory Academic Progress

A student on regular, probational or provisional status is considered to be making reasonable academic progress. The student's semester grades with a semester grade point average and a new cumulative grade point average are posted on the grade report given to the student within three weeks following the close of each semester. The grade point average is based on George Fox University credits only.

Students enrolled in master's and doctoral programs must maintain a cumulative grade point average of 3.0. A student is on probation when his or her grade point average falls below this standard. The student is generally given one semester of probation to achieve the above standard.

Students receiving Title IV financial assistance must maintain satisfactory academic progress as outlined above. If the student's grade point average does not meet or exceed the minimum standard set by the degree program requirements after one semester of probation, the student may not be eligible to receive further aid until the minimum standards are met.

Cases of exceptional circumstances are considered on an individual basis.

In addition to satisfactory grades, Title IV recipients must be enrolled for a minimum of four credits (half time) each semester. Graduate students must show that a degree program will be completed within the following time frames in order to continue eligibility to receive Title IV funds.

	M.Div.	M.A.	Psy.D.	M.Ed.
Full				
Time	4.5	3.0	7.5	1.5
years	years	years	years	years
Half				
Time	9.0	6.0	15.0	3
Years	years	years	years	years

### Suspension/Dismissal

A student not achieving satisfactory academic progress may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal in writing to the program director. Students may be asked to appear before a committee. When a student's appeal is approved by the program director, he or she is reinstated to the University on a probationary status.

### Academic Appeals

Academic actions may be appealed to appropriate University authorities and an Academic Appeals Board. Appeals are taken to be good-faith actions that request reexamination of academic decisions. All appeals must be made within limited time frames depending upon the action being appealed. Additional information is available in the Academic Affairs Office.

### Continuous Enrollment and Leave of Absence

Upon being admitted to a graduate degree program, the student is expected to enroll for a minimum number of hours per semester and per year, stated in the individual program guides, and to be in continuous enrollment each semester until graduation. If the student finds this impossible for a particular semester within the regular school year, a leave of absence form must be submitted to the Registrar's Office, and a leave of absence requested for that specific

semester. Students in their final year must maintain continuous enrollment until the hours needed for graduation have been completed. Generally, students who have not maintained continuous enrollment and/or received a leave of absence must apply for readmission to the University.

### Discontinuance of Enrollment

Enrollment at George Fox University is based upon an expectation that the student will perform responsibly in every area of life. A student may be denied re-enrollment, or enrollment may be suspended for failure to achieve minimum academic standards, failure to meet financial obligations to the University, or for cause.

### Residency

A minimum number of hours of study must be completed at George Fox to satisfy the residency requirement. Minimum residency requirements are:

- Master of Divinity: 32 semester hours
- Master of Arts in Theological Studies: 32 semester hours
- Master of Arts in Christian Ministries: 32 semester hours
- Master of Arts in Counseling: 43 semester hours
- Master of Arts in Marriage and Family Therapy: 53 semester hours
- Master of Business Administration: Cohort program. All credits must be completed at George Fox University.
- Master of Arts in Teaching: Cohort program. All credits must be completed at George Fox University.
- Master of Education: 26 semester hours
- Master of Arts in Organizational Leadership: Cohort program. All credits must be completed at George Fox University.
- Master of Arts in Clinical Psychology: 40 semester hours

- Doctor of Psychology: 92 semester hours
- Doctor of Education: 67 semester hours consecutive enrollment
- Doctor of Ministry: Cohort program. All credits must be completed at George Fox University.

### Transfer Credit

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

- Master of Divinity: 64 semester hours
- Master of Arts in Theological Studies: 32 semester hours
- Master of Arts in Christian Ministries: 32 semester hours
- Master of Arts in Counseling: 21 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Arts in Marriage and Family Therapy: 26 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Education: 10 semester hours
- Doctor of Psychology: 35 semester hours (maximum of 30 semester hours psychology; 12 hours Bible and theology)
- Doctor of Education: 17 semester hours

### Commencement

The University awards degrees twice a year at its May and December commencement exercises. Application for graduation is to be made by at least one semester prior to commencement. All graduating students are expected to participate in commencement exercises. A graduation fee is charged (including for those students unable to participate). Students completing degree work at other times of the year may receive a formal letter from the Registrar indicating that their work is complete. Diplomas are not issued until all academic and financial obligations have been met.

### Graduation Requirements

Students wishing to receive a graduate degree from George Fox University must meet the following requirements:

1. Accumulate the number of credits required by the degree program in which the student is enrolled.
2. Complete the required course work while meeting minimum cumulative grade point average requirement of 3.00.
3. Complete all degree requirements for the major/degree.
4. Fulfill residency requirements at the University.
5. File a request for a Graduation Degree Audit two semesters or 30 hours before anticipated graduation.
6. File an Application for Degree form at least one semester prior to expected graduation.
7. Pay in full all accounts at the Student Accounts Office.

In order to participate in commencement ceremonies, a student must have completed all degree requirements.

### Second Degree

Students earning a second concurrent degree pay an additional \$20 graduation fee if participating in only one ceremony. Students earning a second degree will pay the standard graduation fee.

### Final Examinations

Students are required to take final examinations as specified in course syllabi. **Students wishing to apply for change of final exam time must apply with the Registrar's Office by the end of the 10th week of classes.**

### Academic Honesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all University matters. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation and suspension.

### Seminary and Counseling Academic Program Information

The following information pertains to the seminary and counseling programs only. Please check with your Seminary or Graduate Department of Counseling advisor to confirm the specific requirements for your program.

### Degree Candidacy

Students who qualify should make formal application through their advisors to be listed as a candidate for a degree. Candidates will be listed only upon faculty approval, which will be determined on the basis of Christian character, scholarship, and qualifications for leadership.

Candidacy for the Master of Divinity degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 40 semester hours of the required courses and electives. Candidacy for the Master of Arts in Counseling degree or Master of Arts in Marriage and Family Therapy degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 20 semester hours of the required courses and electives. Candidacy for all other Master of Arts degrees will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 32 semester hours of the required courses and electives. If degree candidacy is not awarded, the student cannot graduate.

#### **Waivers**

It is the desire of the faculty that each student's program of study build on the knowledge base the student brings to the program. Therefore, certain courses may be waived if previous study or expertise parallels the course under consideration in content, level and method. This determination shall be made by the course instructor and requires the approval of the faculty advisor and Dean. If the waiver is granted, an equivalent number of hours will be required in the same department.

#### **Time Limitations**

After degree candidacy has been granted, the student must complete the program within a five-year period. One extension request may be considered under special circumstances, such as ill health. If the program is not completed by that time, the candidacy shall lapse. A student wishing to re-establish candidacy will need to re-apply to the faculty of the appropriate department, who shall have jurisdiction to make any further requirements deemed necessary for such reinstatement.

#### **Special Study**

Special Study refers to a specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must develop a special study proposal with an instructor who will oversee the study and obtain the approval of his/her advisor and the departmental chair. The student registers for the special study during the regular registration period prior to the semester of the study. Special arrangements for regular courses of study are not permitted.

#### **Seminar Courses**

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

#### **Pass/No Pass**

A pass/no pass option is available for one course per semester on non-major electives. Some courses are offered only on a pass/no pass basis and are not subject to this limitation. Pass is the equivalent of a "C" or above. No pass indicates the level of "C-" or below. No units of credit are given for courses that receive a "no pass." If a student anticipates additional graduate work, it is not advisable to take many courses pass/no pass.

#### **Research Scholars**

A research scholar is given opportunity to work closely with a professor, usually through the course of an entire year. This may include participation in his/her teaching ministry and assisting with syllabus preparation, classroom presentations, student evaluation, test construction, etc. It also may involve research for special projects related to instruction or publication. Students who desire such an educational experience are carefully screened and must meet high personal and academic standards. Selection usually is made prior to the beginning of the academic year. The Dean's approval is required.

#### **Teaching Assistants**

A teaching assistant is given opportunity to work closely with a professor and participates in his/her teaching ministry. Usually this includes an involvement in syllabus preparation, classroom presentations, student evaluation, test construction, etc. Preparation includes advanced study and research in the subject area as well. Students who desire such an educational experience are carefully screened and must meet high personal and academic standards. The Dean's approval is required.

### Off-Campus Courses

A maximum six hours credit will be allowed toward the Master of Divinity degree for participation in seminars held off-campus previously approved by the appropriate department. Four hours of credit will be allowed toward the Master of Arts degree. Regular tuition rates apply above any fees which may be associated with the off-campus activity.

### Study Tours

When a member of the faculty leads a study tour which includes graduate learning experiences, an enrolling student may request credit. Registration is to be completed prior to the semester encompassing the tour dates. Credit hours and course requirements will be determined by the faculty member and approved by the Dean.

### Graduate Research Program/Thesis Option

Graduate research is a serious academic inquiry into a selected area of study with a view to obtaining information hitherto unknown to the researcher. This inquiry is then presented in acceptable written form for the benefit of other readers.

The graduate research program goals are threefold:

1. To develop facility in the principles and techniques of literary and empirical research.
2. To increase the student's knowledge in an area of concentrated study.
3. To build within students a habit of asking questions and seeking answers which will serve them well as practitioners in their chosen field of ministry.

The values of this phase of the student's total preparation for life's work are as follows:

1. To discourage the practice of making hasty generalizations based upon insufficient evidence.
2. To encourage thoroughness of study and research in preparation for the varied tasks faced by the practitioner.

3. To develop expertise in research and in formalizing research findings.

#### ● General Requirements

1. In order to enter the graduate research program, a student must have completed 26 semester hours in an M.A. degree program or 54 semester hours in the M.Div. program.
2. Students must have a cumulative grade point average of at least 3.00 to be eligible to write a thesis or complete a graduate research project.
3. For Seminary students, the professor teaching PST, BST, CHT, CMN or SFD 590 shall serve as faculty advisor and will have primary responsibility for overseeing thesis work. For Graduate Department of Counseling students, this function will be fulfilled by the professor teaching COU or MFT 582. Each student shall choose an additional faculty member who will serve as second reader. The second reader should be knowledgeable in the chosen research area and serve as a resource person as well.
4. Graduate research requires a substantial foundation of course work in the field to be investigated.
5. Thesis.

(a) The thesis requires the establishment of a specific problem to be solved and conclusions reached. This occurs in the form of a hypothesis which must be supported by the literature study/review. In the counseling programs, the hypothesis will be tested using the proposed empirical research method. In the ministry programs, the hypothesis will be tested using the methodology most suited to the student's discipline.

(b) The thesis is intended not only to add to the student's personal understanding of a given subject area, but to contribute something new to the common store of knowledge in that subject area.

6. Graduate Research Project.

(a) The project requires the identification of a need which exists (e.g., grief counseling for pastors) and then presents the solution (e.g., a pastoral manual for grief counseling).

(b) The project is designed to bring information together in a practical and presentable format.

7. In order to be accepted into the graduate research program, a student must submit an acceptable proposal to the department faculty. The first draft of this proposal must be submitted to the faculty research advisor prior to November 1. For Graduate Department of Counseling students, this is in the term before the student enrolls in COU/MFT 582 Research and Evaluation. The final proposal must be submitted to the faculty research advisor by December 15. The proposal should reflect the fact that the student already has consulted with the research advisor, adequately defined and limited the proposed area of inquiry or need, structured a method of inquiry or solution, and done preliminary research in available bibliographic and other resources.

In determining the acceptability of the proposal, the faculty will look for the following elements:

- (a) title page;
- (b) summary of the area of inquiry, with hypothesis;
- (c) proposed research method and procedure;
- (d) discussion of the expected results;
- (e) justification of the proposed research, including its general usefulness and its anticipated benefits to the student particularly;
- (f) a listing and/or discussion of course work and other personal resources upon which the student can draw to complete the project.;
- (g) proposed schedule for completion;
- (h) preliminary bibliography, reflecting substantial survey of available resources already carried out;

- (i) signed and dated approval of faculty research advisor.
8. All work submitted, from proposal to final draft, must follow the appropriate form and style of the discipline, e.g., American Psychological Association (APA) Guidelines for Publication for Graduate Department of Counseling students.
  9. All Graduate Department of Counseling students must register for COU/MFT 582 Research and Evaluation for the spring semester. Seminary students may register for PST/BST/CHT/CMN/SFD 590 Research/Thesis for the fall or spring semester.
  10. In counseling programs, the student and the professor teaching COU/MFT 582 shall determine whether the student is adequately prepared to register for COU/MFT 590 Research/Thesis for the spring semester. In ministry programs, the student and the faculty advisor will determine whether or not the student will enroll in the appropriate 590 Research/Thesis course.
  11. A thesis requires a one-hour oral defense before the research advisor and the second reader. Notice of the defense will be given to the student and appropriate department faculty at least one week in advance. Oral defenses will take place during the first two weeks of April.
  12. Black ink is the only acceptable color for theses.
  13. Final copies must be submitted in letter-quality type by April 1. Following the defense, the student will complete additions or changes requested by the faculty research advisor and second reader.
  14. Once the student completes any required changes, the faculty research advisor and second reader will sign an Approval Page. Two copies of the final version must be turned in on paper with at least a 75 percent rag content. These copies are due the last day of classes spring semester. Note: This is following the defense; these are formal, archival copies.
  15. Each copy must have an original (not photocopied) approval sheet signed by the faculty research advisor and the second reader.
  16. Duplicate copies should be made of all work, including rough draft and bibliography, to protect against inadvertent loss of materials.
  17. Grading policy: All thesis projects will be graded on a pass/no pass basis.
- **Suggested Schedule**  
 Fall semester: Meet with faculty research advisor. Conduct literature review.
- November 1: First draft of proposal to faculty research advisor.
  - December: Advisor presents proposal to department faculty.
  - January-March: Conduct empirical study. For the counseling student, this may be done in conjunction with project for COU/MFT 582.
  - March 15: First draft.
  - April 1: Final draft.
  - April 1-15: Oral defense of thesis.

# **GRADUATE AND SEMINARY ADMISSION**

## **GRADUATE AND SEMINARY ADMISSION**

George Fox University offers 12 graduate programs: three doctoral programs in clinical psychology (Psy.D.), education (Ed.D.), and ministry (D.Min.); master's-level programs in business administration (M.B.A.), education (M.Ed.) - including an Administrative Licensure program, organizational leadership (M.A.O.L.), teaching (M.A.T.), and psychology (M.A. - part of the Psy.D. program), counseling, and marriage and family therapy; and three master's-level seminary programs leading to the Master of Divinity (M.Div.), Master of Arts (M.A.) in Christian Ministries, and the Master of Arts in Theological Studies.

To be considered for admission, applicants are normally required to have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade point average in their last two years of academic work. An applicant whose cumulative grade point average is below this may be considered for admission on academic probation.

Individual graduate and Seminary programs have unique admission deadlines, requirements and procedures established by the University. Application information for graduate study is available upon request. For graduate education programs, write to the Graduate Admission Office, George Fox University, 414 N. Meridian St. Box 6310, Newberg, OR 97132-2697, or request an application by calling 800-631-0921. For all other graduate and seminary programs, write to the Graduate Admission Office, George Fox University, 12753 S.W. 68th Ave., Portland, OR 97223, or request an application by calling 800-493-4937. Meeting minimum entrance requirements of a given program does not guarantee admission. Admission may be granted to applicants who do not meet all admission requirements at the minimal level if other indicators suggest probable success in the program.

Standardized admissions examination requirements vary according to program. Information about required tests and testing dates and sites may be obtained from the Graduate Admission Office.

### **Application Procedures For Graduate Students**

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

Applicants to graduate programs at George Fox University must submit the following materials to the Graduate Admission Office:

1. Application for admission to the appropriate program for which admission is sought. (A second application to George Fox University is not required.)
2. \$40 application fee.
3. If applicable, a passing score on the program-required entrance examination (CBEST, Praxis I, PPST, GRE or GMAT). Scores normally must be less than five years old to be acceptable.
4. Official transcripts from regionally accredited post-secondary institutions attended.
5. Three or four references, depending on the program for which admission is sought. (Forms are included in the application packet.)
6. Applicant's Admission Statement or Essay, as required by the program.
7. Once all materials have been received by the Admission Office, the admissions committee will review the application. For most programs, a group or personal interview is required.
8. Admitted students pay a tuition deposit prior to enrollment.

Refer to application packets or catalog descriptions of individual degree programs for the specific admission requirements.

George Fox University reserves the right to select students on the basis of academic performance and professional qualifications. George Fox University does not discriminate in its educational programs or activities - including employment - on the basis of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws.

### **Services to Disabled Students**

Disabled students needing accommodation should contact the Vice President for Enrollment Services well in advance of attendance so that specific attention can be made to develop an accommodation plan.

Instructional assistance for disabled students is available through the learning laboratory. Where necessary, course requirements are reasonably adjusted based on the student's request for reasonable accommodation and appropriate documentation.

### **Readmission of Former Students**

To apply for readmission after an absence of one or more semesters, a student should request an Application for Readmission from the Graduate Admission Office. In most cases, readmitted students must meet any new or revised graduation requirements and may be asked to go through regular admission procedures.

Students who withdraw risk non-acceptance of that credit upon readmission unless such has been approved by the graduate program director and the Registrar prior to leaving.

### **Special Students**

"Special Student" is the term used for either of the following:

1. A student who is not seeking a George Fox University degree. This student is taking courses for personal enrichment or professional certification.
2. A student who is interested in pursuing a George Fox University degree or certification but has not been formally admitted to graduate study. Any Special Student wishing to enter a degree program must fulfill



regular admission requirements. Special Student enrollment does not guarantee subsequent admission to any graduate program/department. A maximum of 10 hours taken as a Special Student can transfer to a degree program.

Special Students may be required to receive permission from the director of the graduate program prior to enrolling in courses. Some graduate programs limit the number of hours a Special Student may take or require approval. Because of the cohort format of the D.Min., M.A.T., M.B.A. and M.A.O.L. programs, attendance as a Special Student is not permitted. The Graduate School of Clinical Psychology director must approve part-time attendance in the Psy.D. program for special, non-admitted students. Applicants are required to pay the nonrefundable \$40 application fee, and tuition is based on the current per-credit-hour rate.

### **Campus Visitation**

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

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

### **Financial Aid Application Deadlines**

Prospective students are encouraged to apply by May 1, because financial assistance decisions are made shortly thereafter. Applications are welcome after that date, but only federal Stafford Loans will be available for financial assistance.

Because financial assistance is extremely difficult to obtain midyear, the University encourages students with these needs to enter in the fall semester.

Application deadlines are:

- Fall semester                      July 1
- Spring semester                    December 1
- Summer semester                April 1

### **International Students**

George Fox University is authorized to enroll non-immigrant alien students. In addition to the standard requirements for admission, international applicants also must submit the following materials. These materials must be on file before the international applicant will be considered for admission. 1. Results of the Test of English as a Foreign Language (TOEFL) for students whose first language is not English. A minimum score of 550 (213 on computer exam) is required for admission.

2. Declaration of Finances form testifying to the applicant's ability to meet travel, educational and living costs for the duration of study in the United States. U.S. Immigration and Naturalization Services regulations governing F-1 student status require compliance. George Fox University may not send the admitted student an I-20 form, which allows the student to obtain a visa, until full financial certification is on file with the Graduate Admission Office.

3. A transcript evaluated by Academic Credentials Evaluation Institute, Inc., in comprehensive form at the student's expense. Forms are available from the Graduate Admission Office.

### **Transfer Students**

Post-baccalaureate work completed with a grade of "B-" or better and from an accredited school may be considered for transfer credit. Only courses completed not more than seven years prior to admission and which meet program requirements will be considered.

Transfer credit will be evaluated and approved by the appropriate department and are limited to:

- Doctor of Clinical Psychology  
35 semester hours  
(not more than 30 in psychology;  
not more than 12 in Bible)
- Master of Education  
10 semester hours
- Master of Divinity  
64 semester hours
- Master of Arts in Theological  
Studies  
32 semester hours
- Master of Arts in Christian  
Ministries  
32 semester hours
- Master of Arts in Counseling  
21 semester hours

- Master of Arts in Marriage and Family Therapy:  
26 semester hours
- Doctor of Education  
17 semester hours

Transfer credits are not accepted into cohort programs: M.A.O.L., M.A.T., M.B.A., and D.Min.

### **Seminary Advanced Standing**

George Fox University will consider applicants for advanced standing at the seminary subject to the following:

1. Students admitted with advanced standing may be granted such standing a) without credit by exempting students from some courses but not reducing the total number of academic credits required for the degree, or b) with credit by reducing the number of hours required for the degree.
2. If George Fox chooses to grant advanced standing with credit, it must determine by appropriate written and oral examination that students have the knowledge, competence or skills that normally would be provided by the specific courses for which they have been admitted with advanced standing.
3. Advanced standing with credit cannot be granted on the basis of ministerial or life experience or the content of undergraduate work alone.
4. If advanced standing is granted with credit on the basis of appropriate evaluation, not more than one-sixth of the total credits required for an ATS-approved degree may be granted in this way.
5. At least 50 percent of the concentration hours must be taken at George Fox Evangelical Seminary.
6. A student must meet the minimum residency requirements of the individual programs: 32 hours for the Master of Divinity, Master of Arts in Theological Studies, and Master of Arts in Christian Ministries.
7. Appropriate fees may be assessed for processing and evaluation.
8. Faculty may identify certain courses that are not available for advanced standing.

# FINANCES

## FINANCES

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

The Board of Trustees reserves the right to adjust charges at any time, after giving notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

### Tuition, Fees and Expenses (2000-01)

#### Tuition - Graduate and Seminary

Master of Education, per hour	\$400
Master of Arts in Organizational Leadership	\$18,720
Master of Arts in Teaching, per program	\$18,300 (includes tuition, books and fees)
Master of Arts in Teaching (evening cohort)	\$19,100
Master of Business Administration, per program	\$22,700 (includes tuition, books and fees)
Doctor of Psychology, per hour	\$520
Internship: full time, per semester	\$2,930
part time, per semester	\$1,465
Seminary courses, per hour	\$300
Doctor of Education, per hour	\$400
Administrative Certificate, per hour	\$400
Doctor of Ministry	\$11,340
Master of Arts in Counseling, per hour	\$305
Master of Arts in Marriage and Family Therapy, per hour	\$305

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

SFD Certificate (non credit), per hour	\$100
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#### Student Body Membership

Students registered for 8 hours or more each semester	\$70 per semester
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Students registered for 4-7 hours each semester \$35 per semester

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

#### General Use Fee

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

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

#### Health/Counseling Fee

Health/Counseling Fee, per semester \$50

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

#### Health Insurance

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

The premium is subject to change each year by the underwriter but is approximately \$550 for 12 months coverage, payable on the first-semester billing.

Health Center Fee: Per-visit fee

\$10 per visit charged for students not attending on the Newberg campus who use services of the Health Center

#### Deposits and Admission Fees for 2000-01

Application Fee (nonrefundable, submitted with application for admission)	\$40
Tuition Deposit for Graduate Students	\$200
Tuition Deposit for Seminary Students	\$100

## Registration, Records and Graduation Fees

Late Registration Fee (applicable if registration is not made prior to the first day of classes each semester) \$25

Change of Registration Fee, per change form after second week of semester \$10

Graduation Fee:

Master's degree	\$135
Doctor of Psychology degree	\$165

Thesis processing:

Psy.D. dissertation	\$212.50
Personal copy, per bound copy	\$32
Copyright fee (optional)	\$45

Transcripts, per copy	\$3
Unofficial Transcript	\$1
Rushed Official Transcript	\$10
Examination Fee	\$40

Seminary and Counseling

Department Candidacy Assessment Fee	\$125
(charged first semester of enrollment)	

Seminary Graduate Research/

Thesis	\$100
Placement File Setup Fee	\$10
Placement File, per set	\$7
Additional sets with same order	\$3

#### Departmental Fees

Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from \$10 to \$50 per class, although some specific courses may be higher. Class fees are printed in the course schedule book.

#### Late Payment Fees

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

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

**Parking Fee/Fines  
(Newberg campus programs)**

Student vehicles must be registered with the Security Office, and a non-refundable parking fee must be paid.

Per semester	\$30
Annual	\$50
Summer	no charge
Parking violations (maximum per violation)	\$50

**Schedule of Required Deposits**

Admitted students are required to pay a tuition deposit by the date established by the graduate or seminary program. This deposit will be applied against tuition.

**Financial Arrangements**

All charges made by the University are due prior to the beginning of each semester or may be made on an installment basis by either annual or semester plans. Students receiving financial aid must complete all necessary arrangements well in advance of registration. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that still may be pending at the time of registration must have a letter of commitment from the lender acceptable to the University. Service charges will be made on unpaid accounts even though a loan is pending, so the loan application process should be started early.

Earnings from work-study jobs are given directly to the student. These jobs are not guaranteed; therefore, the earnings cannot be credited to a student account in advance. Interest will be charged on accounts being paid from work-study earnings.

Payment for summer tuition is due in full when billed.

Students may be asked to leave at any time during a semester if appropriate arrangements have not been made at the beginning of the semester or if the student becomes delinquent on installment payments.

**Restrictions**

The University will withhold transcript of records and diploma until all University bills have been paid. Students will not be permitted to attend for a new semester until all bills are paid for the previous session.

**The Return of Title IV and Institutional Financial Aid Funds and the George Fox University Institutional Refund Policy**

These policies generally apply to students who withdraw entirely from George Fox University or to students who are asked to withdraw for academic, disciplinary or financial reasons. Note: Both The Return of Title IV and Institutional Financial Aid Fund Policy and the George Fox University Institutional Refund Policy must be considered when determining the financial impact of withdrawing.

**● Explanation of Terms**

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

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

The "return" of funds, either Title IV or institutional, refers to the amounts removed from the student's account. The term "refund" refers to the reversal of amounts charged on the student's account.

The "withdrawal date" is the date established by the Office of the Registrar in accordance with the Official Withdrawal Process. (See Official Withdrawal Process, page 102.)

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

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

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

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

**● Return of Title IV and Institutional Funds**

● Federal law requires that all Title IV funds disbursed to the school be included in the return calculation, including funds in excess of the student's account balance that the institution has forwarded to the student and eligible funds pending disbursement. (See Post Withdrawal Disbursement below.)

- The percentage of Title IV and institutional funds returned is based on the number of calendar days that the student was enrolled, including the established withdraw date.

- After 60 percent of the period has transpired, there is no return. To estimate the amount that will be returned to either federal or institutional financial aid programs: (a) Divide the days transpired by the total number of days in the period. (See the definition of Withdrawal Date and Refund Calculation Period in the section, "Explanation of Terms," on page 93.) (b) Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This equals the percentage of aid retained.

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

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

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

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

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

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

### ● **Return of Title IV Funds by the Student**

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

### ● **Post Withdrawal Disbursement**

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

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

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

### ● **Institutional Charges Refund Calculation**

Refunds of tuition, excluding May Term, will generally be calculated as follows:

- In the case of cancellation of pre-registration, the lesser of \$100 or 5 percent will be charged by the University to cover the costs of registration and processing.

To avoid this minimum charge, notification must be made to the Registrar's Office by July 15; for spring semester, notification must be made prior to January 1.

- A student whose withdrawal date is day one of the enrollment period receives a 90 percent refund.
- A student whose withdrawal date is after day one but within week one receives a 75 percent refund.
- A student whose withdrawal date is within week two receives a 50 percent refund.
- A student whose withdrawal date is within week three receives a 25 percent refund.
- A student whose withdrawal date is within week four, or later, receives no refund.

Refunds of May Term tuition will generally be calculated as follows:

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

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

- Students withdrawing from housing during the first week in the enrollment period will receive a prorated refund. After the first week, there is no refund.
- Students withdrawing from the meal plan during the first two weeks in the enrollment period will receive a prorated refund. After the second week, there is no refund.

After the second week of the enrollment period, there is generally no refund for Health Insurance, Student Body Fees, Health Counseling Fees, Activity Fees, Parking Permit Fees and course fees. (Refunds of course fees will be considered if the student submits faculty approval

showing that the institution did not incur costs as a result of the student's anticipated participation in activities and/or that supplies were not issued.) Generally, there is no refund of Ministry Assessment Fees, Graduate Education Student Body Fees, Add/Drop Fees and interest.

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

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

## **FINANCIAL AID**

### **Basis of Student Aid**

George Fox University offers several financial assistance programs for its degree-seeking students. Loans are a primary source of financial aid for graduate study. Limited tuition need-based and academic-based grants, scholarships, and employment are available to eligible students enrolled in seminary degree programs. All students in need of financial aid are encouraged to apply.

Information on financial aid options and application procedures is available from the Financial Aid Office. These change annually, so please make sure you have information for the current year.

With few exceptions, students must be enrolled full time (at least eight credits per semester) to receive financial aid. However, eligibility for assistance from the Federal Direct Student Loan program requires half-time enrollment (four semester hours). Students must also meet eligibility requirements of the programs from which they receive assistance. Such requirements include maintaining satisfactory academic progress toward a degree, maintaining a minimum grade point average, having financial need, and other specific conditions of federal, state or University regulations. Students

enrolled in certificate programs only are not eligible for financial aid.

### **Awards Based Upon Financial Need**

Financial need is determined by a uniform method of analysis of information provided on the Free Application for Federal Student Aid (FAFSA). The need analysis helps the University determine the contribution the student is expected to make. The difference between this expectation and the cost of attendance at the University is the "need" that financial aid attempts to fill.

Financial assistance awarded by George Fox University takes the form of grants, loans and employment. "Need-based" financial assistance comes from the federal government and from the University. Students awarded federal aid are subject to the laws regulating those programs. For instance, all federal assistance requires signed statements from the recipient attesting that the funds will be used only for educational purposes, that the student is not in default on any government loan nor owing a refund on any government grant, and that the student has registered with the Selective Service or that he or she is not required to do so.

The total financial aid package - including all grants, scholarships and loans - may not exceed the amount of need when federal program funds are included.

### **Loans, Scholarships, Grants and Student Employment**

#### **● Loans**

The University participates in the Federal Direct Student Loan program for the Federal Stafford Loan and the Federal Unsubsidized Stafford. Eligibility for the Stafford and the Unsubsidized Stafford is determined by filling out the Free Application for Federal Student Aid, as well as by student status.

When other funds are not available, loans place the responsibility for financing higher education on the student. Students are encouraged to be cautious when applying for loans, but to consider the value of receiving

financial assistance when needed and of paying some of the cost of education later when they are better able to do so. The University expects loans to be a significant part of the financial aid award for graduate students, but the student must decide whether the loans are necessary based upon his/her financial situation.

#### **● Governmental Funds and Provisions**

Prospective and enrolled students may request and receive information from the financial aid staff concerning available financial assistance and student consumer information.

Financial resources are supplied by the federal government through Title IV of the Higher Education Act of 1965 as amended. This aid includes the Direct Loan Program and the Federal Guaranteed Student Loan Program. Students may inquire about eligibility for aid, criteria for selection, award amounts, and rights and responsibilities.

#### **● Veterans Administration (V.A.) Assistance**

The University is listed with the United States government as a recognized graduate school for the training of veterans. All prospective students eligible for V.A. assistance should write to the University Registrar for V.A.-approved program information and follow procedures required by the Veterans Administration for transfer of training to George Fox University. To be recommended for V.A. assistance, the student must continue as a bona fide registrant throughout the semester. Those receiving V.A. assistance must meet the minimum academic standards of the University for enrollment and progress toward degree completion.

### **Seminary Institutional Aid Programs**

Several scholarship/grant programs are available for eligible students. Seminary Grants are awarded annually.

Unless otherwise specified, students must be enrolled full time with eight credits or more for each semester to receive an award.

The **Clapp Scholarship**, is awarded to Master of Divinity students.

The **Julius Clifton Bruner Scholarship** Fund was established by Iris J. Bruner in memory of her husband for graduate theological education.

The **Ketterling-Schlenker Memorial Scholarship Fund** was established to assist students demonstrating financial need. Preference is given to students from North Dakota, Montana or the Midwest.

The **Clara and Harlan Macy Memorial Scholarship** was established by family members to help Seminary students going into pastoral ministry.

The **Chuan Cheng Morrisey Missions Memorial Scholarship Fund** is awarded to students preparing for cross-cultural ministry (preferably with Chinese) or to Chinese students preparing for cross-cultural ministry to non-Chinese. The H.W. and Wilma Ogden Scholarship is awarded to Free Methodist students in the ministry program at the Seminary.

The **Richard Parker Scholarship** was established by Jeannette Parker in memory of her husband. It is awarded to students in the Master of Divinity, Master of Arts in Christian Ministries, or Master of Arts in Theological Studies programs.

The **John and Emma Pike Scholarship** is awarded to Master of Divinity students committed to full-time pastoral ministry upon graduation.

Earnings from the **Arthur T. Shelton Scholarship Fund** are awarded to students coming from the states of Oregon and Washington. Earnings from the Lydia C. Sundberg Memorial Fund are awarded to international students who will return to their homeland or students planning to enter missionary service.

The **Glenn and Allee Yoder Memorial Scholarship** was established in 1993 by their family for the educational advancement of Christian students.

Eligibility for all of the above awards is based on evidence of financial need and is limited to tuition only. If a student's enrollment status changes, the amount of the scholarship may be decreased accordingly. A student may not be on academic probation more than one semester to maintain eligibility. Awards are limited to the amount of funds available and to Seminary courses taken for credit only, not audit courses or off-campus courses and seminars.

**Seminary Church Matching Grants** between \$500 and \$1,000 are awarded annually. Seminary students can receive up to \$1,000 annually, and Doctor of Ministry students can receive up to \$500 annually. Participating churches must be approved and must provide a letter of confirmation by October 1 indicating the designated student and the amount contributed. The student must be full-time to receive the matching grant.

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

The **E. Arleta Wood Reed Memorial Student Loan Fund** has been established by Merrill L. Reed in memory of his wife and provides low-interest loans for tuition, books or supplies. When need has been determined by the Financial Aid Office, the loan can be acquired through the Financial Aid Office subject to the extent of funds available.

**Partners in Ministry Grants** are provided for all spouses enrolled in the Partners in Ministry Certificate program. Scholarships are limited to one course per semester. Scholarships will be applied only to those courses in the program.

**Pastor and Teacher Enrichment Grants** are available for full-time pastors, Christian educators, and mission personnel not pursuing a degree program, for courses taken on an audit basis.

### **Seminary Grant**

The Seminary Grant is available to all students whose federal financial aid form determines need and who have at least a 3.5 cumulative grade point average. Also, the federal financial aid form results must be received by the Financial Aid Office by May 1. All new entering Seminary students will be considered on need only, but the cumulative grade point average must also be maintained with at least a 3.5 cumulative grade point average to continue receiving the Seminary Grant.

### **Seminary International Student Award**

All international students will be awarded an International Grant based on 20 percent of the tuition for a full load of eight credits. Students must maintain at least eight credits per semester and can receive 20 percent of any credits over eight credits as well. It is the student's responsibility to let the Financial Aid Office know if taking more than eight credits. All international students must apply for admission by May 1 of each year in order to receive the International Grant.



### **Seminary Research Scholars and Teaching Assistants**

Several Seminary students are selected each year to serve as research scholars and teaching assistants for full-time faculty. Prospective research scholars and teaching assistants should make application for the position with the endorsement of the faculty member by May 1 prior to the academic year. Qualifications for the position are considered. An applicant must be a registered student. Though not required, a research scholar is typically in her/his second or third year of study. Research scholars and teaching assistants are considered student employment positions. Remuneration will be at the established University student employment rates.

### **Seminary Student Employment**

Several Seminary students are selected each year for campus employment assignments in the Portland Center of George Fox University. These positions vary throughout the year depending on the staffing needs. Both financial need and qualifications for the position are considered. Applications are available from the Portland Center Admission Office. A campus employment student must be a registered student. Remuneration will be at the established University student employment rates.

### **Other Scholarship Programs for Seminary Students**

Information and applications for the following scholarship programs may be obtained by contacting the appropriate denominational and conference offices directly.

### **Brethren in Christ Church**

**Scholarships:** A \$500 annual tuition scholarship is provided students of the Brethren in Christ Church.

### **Evangelical Church, Pacific**

**Conference:** The Pacific Conference of the Evangelical Church offers financial aid to its ministerial students who are attending the Seminary and who are under the guidance of the conference Board of Ministerial Relations. Both basic tuition scholarships and service-grant loans are available.

**Evangelical Men Scholarship:** The Evangelical Men of the Evangelical Church (Pacific Conference) grant an annual tuition scholarship to a student of their choice.

### **Free Methodist Church**

**Scholarships:** Tuition scholarship assistance is provided for all Free Methodist students who meet the standards determined by the denomination.

**Higbee Memorial Scholarship:** The Oregon Conference of the Free Methodist Church is custodian of a scholarship fund for Free Methodist students. The fund is in honor of Dellno Higbee.

### **Northwest Yearly Meeting of**

**Friends Church Scholarship:** A limited number of Friends students may receive tuition scholarship assistance from allocated funds set apart for this purpose by the Yearly Meeting.

### **Paul T. and Vera E. Walls**

**Foundation Scholarships:** These scholarships are designated to provide assistance to Seminary students who are members of the Pacific Northwest Conference of the Free Methodist Church.

### **Waldo Hicks Memorial**

**Scholarship:** His widow, Frances Hicks French, and her two sons, Bruce and David, have designated this annual scholarship to assist a student of the Friends Church.

### **Wesleyan Church Scholarship:**

Funds are made available to Wesleyan students on a loan basis. Repayment is dependent on years of service in the denomination following Seminary training.

# **COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS**

## **COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS**

George Fox University does not discriminate in its educational programs or activities, including employment, on the basis of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws. The University also is in compliance with the Family Educational Rights and Privacy Act of 1974.

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

Director of Admissions: student consumer information  
Vice President for Finance: wage and hour regulations, The Civil Rights Act of 1964 (race, color, or national origin), and age discrimination  
Vice President for Student Life: Title IX (nondiscrimination on the basis of sex)

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

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

### **Family Educational Rights and Privacy Act**

George Fox University accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students, except to personnel within the institution with direct educational interest, to persons or organizations

providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Students are afforded the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (campus security, personnel and health services staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University may disclose educational records, without consent, to officials of another school in which a student seeks or intends to enroll.

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

previous school attended, and for members of athletic teams, height, weight and position played. The University also considers photographs to be directory information. As such, release of photographs also is permitted.

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

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

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

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

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

### **Drug-Free Environment**

George Fox University is concerned about the intellectual, physical, psychological and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or non-prescribed

drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

### **Disabled Students**

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

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

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

### **Disclosure of Uses for Social Security Numbers**

Providing one's social security number is voluntary. If a student provides it, the University may use his or her social security number for keeping records, doing research, and reporting. The University does not use the number to make any decision directly affecting the student or any other person. A student's social security number is not given to the general public. Students who choose not to provide their social security numbers are not denied any rights as a student. A statement in the class schedule describes how social

security numbers are used. Providing one's social security number means that the student consents to use of the number in the manner described.

### **Anti-Harassment Policy**

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

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

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

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

### **A. Sexual Harassment**

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

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status.
- (2) submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting the individual.
- (3) such conduct has the purpose or effect of interfering with an individual's work

performance or creating an intimidating, hostile or offensive working, academic, or student life environment.

Sexual harassment may take many other forms. The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, grades) in response to sexual contact. More subtle forms of sexual harassment may include, but are not limited to, innuendoes, jokes, offensive or sexually oriented posters, cartoons, caricatures or comments when these things contribute to an intimidating, hostile, or offensive environment.

## **B. Complaint Procedure for Harassment**

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

1. If the alleged incident involves student to student, faculty member to student, or employer to employee harassment or discrimination, contact a school dean, the Vice President for Academic Affairs, the Vice President for Student Life, the Dean of Students, or the Vice President for Enrollment Services.

2. If the alleged incident involves supervisor to supervisor, or faculty member to staff member, or student in the work-study program for the University, contact a supervisor or manager, the Director of Human Resources, the Assistant Vice President for Financial Affairs, or the Vice President for Financial Affairs.

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

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

### **Official Withdrawal Process**

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

#### **● PROCEDURES**

● The Registrar's Office is designated by the institution as the contact for all withdrawals: part-time, during-semester, or complete withdrawals.

● The student must pick up a withdrawal form at the Registrar's Office or Enrollment Services counter (also available on the Internet), obtain signatures or approval from the Financial Aid Office and the Student Accounts Office, and return the form to the Registrar's Office. (This process may be completed via the phone working with the Registrar's Office.)

● Generally the student will be awarded "W" grades for all courses affected by an official withdrawal.

● The student is then considered to be officially withdrawn.

#### **● GENERAL INFORMATION**

● The student is responsible to return all institutional property to the appropriate office or department, such as library books, keys, athletic equipment, lab equipment, etc. Students are financially responsible for all items not returned.

● The student will be notified by the Student Accounts Office of financial obligations when the withdrawal calculation is completed. For a copy of or examples of the refund policy, please contact the Student Accounts Office.

● The official withdrawal date is established by the Registrar's Office. Generally, the withdrawal date is the date the withdrawal form is completed and submitted to the Registrar's Office or the date established on the withdrawal form.

● For during-semester withdrawals, students generally lose enrollment privileges five working days after the official withdrawal date established by the Registrar's Office. These services may include, but are not limited to, e-mail, library, student activities, food service, on-campus housing, health and other related services associated with enrolled student status. The University reserves the right to remove privileges immediately upon official withdrawal notification.

#### **● RESCIND NOTIFICATION OF INTENT TO WITHDRAW**

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

#### **● UNOFFICIAL WITHDRAW**

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

#### **● APPEAL**

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

# DIRECTORIES

## DIRECTORIES

### Faculty, 2000-01

This register includes those teaching half time or more under regular faculty contracts, as well as certain administrative officers with faculty designation. Listed are those contracted at the time of printing.

Wayne V. Adams, Professor of Psychology. B.A., Houghton College; M.A., Ph.D., Syracuse University. George Fox University 1999 -

Michael A. Allen, Professor of Sociology. B.S., M.S., Illinois State University. George Fox University 1976-

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

Paul N. Anderson, Professor of Biblical and Quaker Studies, Chairperson of the Department of Religious Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-98, 1999 -

Mark E. Ankeny, Associate Professor of Education, Director of the Doctor of Education Program. B.A., George Fox University; M.S., Portland State University; Ph.D., University of Oregon. George Fox University 1991 -

Rebecca Thomas Ankeny, Professor of English, Dean of Faculty Development. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988 -

Patrick L. Bailey, Assistant Professor of Health and Human Performance. B.S., University of Idaho; M.Ed., University of Oregon. George Fox University 1995-

Robin E. Baker, Vice President for Academic Affairs, Professor of History. B.A., Grand Canyon University; M.A., Hardin-Simmons University; Ph.D., Texas A&M University. George Fox University 1999 -

Tara L. Baker, Assistant Professor of Biology. B.S., Ph.D., Iowa State University. George Fox University 1998-

Grace A. Balwit, Associate Professor of Education, Director of the Master of Arts in Teaching Program. B.S., Eastern Nazarene College; M.A., Ed.Spec., Northern Michigan University; Ph.D., University of Wisconsin. George Fox University 1994-

Dirk E. Barram, Professor of Business. B.A., Gordon College; M.Ed., Kent State University; Ph.D., Michigan State University. George Fox University 1986-

Stephen R. Bearden, Assistant Professor of Marriage and Family Therapy. B.A., Olivet Nazarene University; M.Div., M.A., Fuller Theological Seminary; Ph.D., Oregon State University. George Fox University 1996 -

Deborah L. Berh—, Assistant Professor of Spanish. B.A., Northwest Nazarene College; M.A., Ph.D., University of New Mexico. George Fox University 1997 -

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

Teresa L. Boehr, Associate Professor of Family and Consumer Sciences, Chairperson of the Department of Family and Consumer Sciences. B.S., Oregon State University; M.A., Linfield College. George Fox University 1985 -

John D. Bowman, Professor of Music. B.M., Houghton College; D.M.A., University of Cincinnati. George Fox University 1980 -

Irv A. Brendlinger, Professor of Religion. B.A., Asbury College; M.Div., Asbury Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Edinburgh. George Fox University 1993-

Daniel L. Brunner, Associate Professor of Church History and Pastoral Studies, Director of the Graduate Department of Ministry. B.A., Northwest Christian College; M.Div., Fuller Theological Seminary; Ph.D., University of Oxford. George Fox University 1996 -

Robert E. Buckler, Professor of Psychology. A.B., University of California, Los Angeles; M.P.H., Johns Hopkins University; M.D., Georgetown University School of Medicine. George Fox University 1990 -

Rodger K. Bufford, Professor of Psychology, Director of Integration for the Graduate School of Clinical Psychology. B.A., The King's College; M.A., Ph.D., University of Illinois. George Fox University 1990 -

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

William C. Buhrow, Jr., Director of Health and Counseling Services, Assistant Professor of Psychology. A.A., Baptist Bible College; B.A., Cedarville College; M.A., Dallas Theological Seminary; M.A., Psy.D., George Fox University. George Fox University 1994 -

- George J. Byrtek, Assistant Professor of Management, Director of the Professional Studies Department. B.S., University of Wisconsin, Stevens Point; M.S., National Louis University; Ph.D., Walden University. George Fox University 1991 -
- Clark D. Campbell, Associate Professor of Psychology, Chairperson of the Department of Psychology. B.A., Wheaton College; M.A., Ph.D., Western Seminary. George Fox University 1991 -
- Douglas G. Campbell, Professor of Art. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., Ohio University. George Fox University 1990 -
- Kevin M. Carr, Assistant Professor of Education. B.S., University of Oregon; M.S., Ph.D., University of Idaho. George Fox University 1998 -
- Paul H. Chamberlain, Professor of Chemistry, Director of Overseas Studies. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox University 1977 -
- Pamela G. Chambers, Instructor of Earth Sciences. B.S., Milligan College. George Fox University 2000 -
- R. Carlisle Chambers, Associate Professor of Chemistry. B.S., Milligan College; Ph.D., Emory University. George Fox University 1994 -
- Charles K. Church, Reference Librarian. B.S., Southern Oregon State College; M.L.S., University of Oregon. George Fox University 1993 -
- David M. Church, Assistant Professor of Music. B.M., University of Colorado; M.S., University of Southern California; M.A., Pacific Lutheran University. George Fox University 2000 -
- Charles J. Conniry, Jr., Assistant Professor of Pastoral Ministries and Director of the Doctor of Ministry Program. B.A., American Christian School of Religion; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary. George Fox University 1998 -
- Andrea P. Cook, Vice President for Enrollment Services. B.A., Northwest Nazarene College; M.S., Ph.D., University of Oregon. George Fox University 1987 -
- Wesley A. Cook, Associate Professor of Health and Human Performance. B.A., University of Northern Colorado; M.A.T., Lewis and Clark College. George Fox University 1987 -
- Caitlin C. Corning, Assistant Professor of History, Chairperson of the Department of History and Political Science. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996 -
- Jonas A. Cox, Assistant Professor of Education. B.S., Oregon State University; M.A.T., Lewis & Clark College; Ph.D., University of Iowa. George Fox University 1997 -
- Victoria L. Defferding, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University, George Fox University 1989-
- Stephen Delamarter, Associate Professor of Old Testament. A.A., Wenatchee Valley College; B.A., Seattle Pacific University; M.A.R., M.Div., Western Evangelical Seminary; M.A., Ph.D., Claremont Graduate School. George Fox University 1996 -
- Carol A. Dell'Oliver, Assistant Professor of Psychology; Director of Clinical Training, Graduate School of Clinical Psychology. B.A., University of Colorado-Boulder; M.A., Ph.D., University of Kansas-Lawrence. George Fox University 1996 -
- Mark W. Doyle, Instructor of Biology. B.S., Eastern Oregon State University. George Fox University 2000 -
- Jeffrey M. Duerr, Assistant Professor of Biology. B.A., B.S., Whitworth College; M.S., Portland State University; Ph.D., University of Hawaii. George Fox University 1999 -
- Eugene R. Dykema, Professor of Business and Economics. B.A., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox University 1991 -
- Patsy A. Engle, Instructor in Teacher Education. B.A., Indiana Wesleyan University; M.A., Ball State University. George Fox University 1993 -
- Richard A. Engnell, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox University 1978 -
- William R. Essig, Assistant Professor of Business. B.A., Miami University; Dep. C.S., Regent College; M.P.A., Harvard University. George Fox University 1995-
- Gary K. Fawver, Professor of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Western Seminary. George Fox University 1974 -
- Lon W. Fendall, Interim Dean of Undergraduate Studies, Associate Professor of History. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 2000 -
- James D. Foster, Dean of Graduate and Adult Programs, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., The Ohio State University. George Fox University 1980-
- Stanley M. Frame, Associate Professor of Management, Director of the Boise Center. B.A., La Verne College; M.A., Chico State University; Ed.D., New Mexico State University. George Fox University 1996 -
- Kathleen A. Gathercoal, Associate Professor of Psychology, Director of Research for the Graduate School of Clinical Psychology. A.B., Franklin & Marshall College; M.A., Ph.D., Case Western Reserve University. George Fox University 1993 -



- Andrew D. Gess, Assistant Professor of Management. B.A., Azusa Pacific University; M.Div., Fuller Theological Seminary; M.Ed., Oregon State University; Ph.D., Regent University. George Fox University 1991-96, 1998 -
- Steven C. Grant, Associate Professor of Health and Human Performance. B.A., Biola University; M.Ed., Linfield College. George Fox University 1982 -
- Dennis B. Hagen, Director of East Asia Exchange Programs. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox University 1964 -
- Thomas E. Hancock, Associate Professor of Education. B.A., Whitworth College; M.Ed., Seattle Pacific University; Ph.D., Arizona State University. George Fox University 2000-
- David M. Hansen, Assistant Professor of Computer Science. B.S., Oral Roberts University; M.S., Washington State University; Ph.D., Oregon Graduate Institute. George Fox University 1999 -
- Robert F. Harder, Professor of Engineering. B.S.M.E., M.S.M.E., Michigan Technological University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1988 -
- Mark O. Hatfield, Herbert Hoover Distinguished Professor. B.A., Willamette University; M.A., Stanford University. George Fox University 1997-
- Thomas F. Head, Professor of Economics. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983 -
- W. Scot Headley, Associate Professor of Education, Chairperson of the Department of Teacher Education. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox University 1994 -
- Henry C. Helsabeck, Professor of Mathematics, Chairperson of the Department of Mathematics, Computer Science and Engineering. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox University 1978 -
- Edward F. Higgins, Professor of English, Chairperson of the Department of Writing/Literature. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox University 1971 -
- Karen S. Hostetter, Assistant Professor of Health and Human Performance. B.A., Seattle Pacific University; M.S., California State University-Fullerton. George Fox University 2000 -
- David J. Howard, Associate Professor of Music. B.A., Simpson Bible College; B.A., M.A., San Francisco State College; D.M.A., Southern Baptist Theological Seminary. George Fox University 1968-85; 1988 -
- Martha A. Iancu, Associate Professor of English as a Second Language, Director of the English Language Institute. B.A., M.A., University of Oregon. George Fox University 1989 -
- Kerry E. Irish, Associate Professor of History. B.A., George Fox University; M.A., Ph.D., University of Washington. George Fox University 1993 -
- Dale R. Isaak, Assistant Professor of Health and Human Performance. B.S., Willamette University; M.Ed., University of Minnesota; M.S., Indiana State University. George Fox University 1995 -
- Clella I. Jaffe, Associate Professor of Communication Arts, Director of Forensics. B.A., Seattle Pacific University; M.Ed., Ph.D., Oregon State University. George Fox University 1995-
- Craig E. Johnson, Professor of Communication Arts, Chairperson of the Department of Communication Arts. B.A., Luther College; M.A., Wheaton College; Ph.D., University of Denver. George Fox University 1988 -
- Derric E. Johnson, Artist in Residence, Director of Dayspring. B.A., Azusa Pacific University. George Fox University 1996 -
- John M. Johnson, Associate Professor of Mathematics. B.S., Northwest Nazarene College; M.S., Kansas State University. George Fox University 1984-
- Merrill L. Johnson, University Librarian, Associate Professor. B.A., Seattle Pacific University; M.L.S., University of Oregon. George Fox University 1980 -
- Michele E. Johnson, Associate Professor of Business, Chairperson of the Department of Business and Economics. B.A., Wayne State University; M.B.A., University of South Dakota. C.P.A. George Fox University 1997 -
- Thomas F. Johnson, Dean of George Fox Evangelical Seminary, Professor of Biblical Theology. B.Ph., Wayne State University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Duke University. George Fox University 1997 -
- William G. Jolliff, Professor of Writing/Literature. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., The Ohio State University. George Fox University 1994 -
- Charles D. Kamilos, Technical Services Librarian. B.A., Northwest Christian College; M.Div., Brite Divinity School-Texas Christian University; M.A., University of Iowa. George Fox University 1997 -
- Paul W. Kennedy, Associate Professor of Sociology, Chairperson of the Department of Sociology and Social Work. B.A., Wheaton College; M.S., State University of New York; M.A., Fuller Theological Seminary; Ph.D., University of Southern California. George Fox University 1997 -

Gary M. Kilburg, Associate Professor of Education. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992-

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

E. Alan Kluge, Associate Professor of Business. B.S., M.B.A., Ph.D., Oregon State University. George Fox University 1996 -

Christopher J. Koch, Associate Professor of Psychology, Director of Assessment, Department of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993 -

Warren G. Koch, Assistant Professor of Telecommunication. B.A., George Fox University; M.S., Boston University; Ph.D., Regent University. George Fox University 1982-92; 1993 -

Kenneth S. Kornelis, Assistant Professor of Psychology. B.S., M.S., California State Polytechnic University; M.S., Ph.D., Western Conservative Baptist Seminary. George Fox University 2000 -

Beth A. La Force, Professor of Education, Director of the Undergraduate Education Program. B.S., Malone College; M.A., Western Michigan University; Ph.D., Michigan State University. George Fox University 1987 -

Gregg T. Lamm, Campus Pastor. B.A., George Fox University; M.Div., Western Evangelical Seminary. George Fox University 1991 -

Robert E. Lauinger, Associate Professor of Music. B.S., Portland State University; M.M., Indiana University; D.M.A., University of Arizona. George Fox University 1967-69; 1971 -

Stephanie A. Legard, Assistant Professor of Education. B.S., Oregon State University; M.A.T., Oregon State University. George Fox University 2000-

Sharon F. Linzey, Professor of Sociology. B.A., Southern California College; M.A., M.A., Ph.D., Indiana University. George Fox University 1997-

Carleton H. Lloyd, Professor of Management. B.A., Columbia Christian College; M.A., Eastern New Mexico University; M.S., Oregon State University; M.S.S.W., Ph.D., University of Texas-Arlington. George Fox University 1994 -

Howard R. Macy, Professor of Religion and Biblical Studies. B.A., George Fox University; M.A., Earlham School of Religion; Ph.D., Harvard University. George Fox University 1990 -

Margaret L. Macy, Associate Professor of Education. B.A., George Fox University; M.Ed., Wichita State University, Ph.D., Walden University. George Fox University 1991 -

Anita B. Maher, Assistant Professor of Marriage and Family Therapy. B.A., Millersville State University; M.A., Azusa Pacific University; M.A., Ph.D. Fuller Theological Seminary. George Fox University 1996 -

Leonardo M. Marmol, Professor of Psychology, Director of the Graduate School of Clinical Psychology. B.A., M.A., Pepperdine University; B.D., San Francisco Theological Seminary; Ph.D., California School of Professional Psychology, San Francisco. George Fox University 1997 -

Mark S. McLeod, Associate Professor of Philosophy. B.R.E., Briercrest Bible College; B.A., Westmont College; M.A., Trinity Evangelical Divinity School; Ph.D., University of California. George Fox University 1999 -

Rebecca L. M. McLeod, Assistant Professor of History. B.A., Trinity College; M.A., University of California; M.A., M.Phil., Ph.D., Yale University. George Fox University 1999-  
Susan C. McNaught, Assistant Professor of Management. B.A., Oklahoma City University; M.S., Portland State University; Ph.D., Oregon State University. George Fox University 1996 -

Randolph Michael, Associate Professor of Marriage and Family Therapy. B.A., Northwest Nazarene College; M.Div., Nazarene Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. George Fox University 1996-

Donald J. Millage, Vice President for Financial Affairs. B.S., University of Oregon; CPA, Oregon. George Fox University 1972 -

Melanie J. Mock, Assistant Professor of Writing Literature. B.A., George Fox University; M.A., University of Missouri; Ph.D., Oklahoma State University. George Fox University 1999 -

Ronald L. Mock, Director of the Center for Peace Learning, Assistant Professor of Peace Studies and Political Science, Director of Intensified Studies. B.A., George Fox University; M.P.A., Drake University; J.D., University of Michigan. George Fox University 1985 -

Glenn T. Moran, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox University 1979-86; 1991 -

Robert JC Morgan, Executive in Residence. B.S., University of Phoenix; M.A., Western International University. George Fox University 1999 -

MaryKate Morse, Associate Professor of Spiritual Formation and Pastoral Studies. B.S., Longwood College; M.A., M.Div., Western Evangelical Seminary; Ph.D., Gonzaga University. George Fox University 1996 -

Lee Nash, Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox University 1975 -

John R. Natzke, Associate Professor of Electrical Engineering. B.S.E.E., Milwaukee School of Engineering; M.S.E.E., Marquette University; Ph.D.E.E., University of Michigan. George Fox University 1995 -

Roger J. Newell, Assistant Professor of Religious Studies. B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., University of Aberdeen. George Fox University 1997-

S. Susan Newell, Assistant Professor of Social Work. B.A., Westmont College; M.S.W., Portland State University. George Fox University 1999 -

K. Louise Newswanger, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox University 1992 -

Neal P. Ninteman, Assistant Professor of Mathematics. B.S., California Polytechnic State University; M.S., Stanford University. George Fox University 2000 -

Mark L. Ocker, Instructor of Management. B.A., George Fox University; M.A.T., Alaska Pacific University. George Fox University 1998-

Mary R. Olson, Assistant Professor of Management. B.A., M.A., Pacific Lutheran University. Ph.D., University of Idaho. George Fox University 1999 -

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

Asbjorn Osland, Associate Professor of Business, Director of the Master of Business Administration Program. B.A., University of Minnesota; M.S.W., University of Washington; M.B.A., Ph.D., Case Western Reserve University. George Fox University 1995-

Donna K. Phillips, Assistant Professor of Education. B.S., Eastern Oregon State University; M.S., Western Oregon State University. George Fox University 1998 -

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

Donald R. Powers, Professor of Biology, Chairperson of the Department of Biology and Chemistry. B.S., Biola University; M.S., San Diego State University; Ph.D., University of California, Davis. George Fox University 1989 -

Gary L. Railsback, Associate Professor of Education, Director of the Master of Education Program. B.S., Northwest Christian College; M.A., Fuller Theological Seminary; Ph.D., University of California-Los Angeles. George Fox University 2000 -

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

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

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

Felix Rosales, Instructor for Special Programs. Diploma in Theology, International Bible Institute, Managua, Nicaragua; GED Certificate, Centralia Community College; M.A., Western Evangelical Seminary. George Fox University 1996 -

Scott M. Rueck, Instructor of Health and Human Performance. B.S., M.A.T., Oregon State University. George Fox University 1996 -

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

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# INDEX

## INDEX

### A

Academic Affiliations of the Seminary	56
Academic Appeals	81
Academic Credits	78
Academic Dismissal	81
Academic Honesty	82
Academic Load	79
Academic Programs	15
Academic Progress and Eligibility	81
Academic Regulations	77
Academic Sessions and Credits	78
Accreditation and Memberships of the Seminary	56
Accreditations	3
Activities Fee	92
Adding a Course	80
Administration	110
Admission Procedures for Graduate Students	88
Advanced Standing at the Seminary	90
Advisors	79
Anti-Harassment Policy	101
Attendance	78
Auditing	79

### B

Biblical Studies Concentration	63
Biblical Studies Courses	67
Board of Regents	113
Board of Trustees	113
Business Administration, Master of	20

### C

Calendar	Inside Back Cover
Campus Employment at the Seminary	97
Campus Facilities	8
Campus Visitation	89
Career Services Office	12
Center for Peace Learning	17
Certificate for Spouses - Partners in Ministry	67
Certificate in Marriage and Family Therapy	38
Certificate in Spiritual Formation and Discipleship	66
Christian Ministries, Master of Arts in	64
Christian History and Thought Courses	69
Christian Ministries Courses	70
Class Attendance	78
Classification of Students	78

Clinical Psychology Courses	26
Clinical Psychology Program	21
Commencement	82
Community Life at the Seminary	57
Compliance with Federal Law and Regulations	100
Computer Tools at the Seminary	56
Conduct, Standards of	12
Continuing Education	79
Continuous Enrollment	81
Counseling Courses	33
Counseling, Graduate Programs in	32
Counseling, Master of Arts in	32
Course Additions	80
Course Numbering System	17
Course Withdrawals	80
Credits, Academic	78

### D

Degree Candidacy for the Seminary	82
Degree Requirements	
D.Min.	58
Ed.D.	39
M.A. in Christian Ministries	64
M.A. in Counseling	32
M.A. in Marriage and Family Therapy	35
M.A. in Organizational Leadership	50
M.A. in Theological Studies	62
M.A.T.	45
M.B.A.	20
M.Div.	61
M.Ed.	42
Psy.D.	25
Degree Time Limitations at the Seminary	83
Degrees and Majors	18, 58
Departmental Fees	92
Deposits and Admission Fees	92
Disabled Students	88, 101
Disclosure of Uses for Social Security Numbers	101
Discontinuance of Enrollment	81
Dismissal	81
Doctor of Clinical Psychology Degree	21
Doctor of Education	38
Doctor of Ministry	58
Drug-Free Environment	101

### E

Education, Graduate Programs in	38
Education Courses	39, 43, 46
Employment	97

English Language Institute	17
----------------------------	----

### F

Facilities	8, 16
Faculty	104
Family Educational Rights and Privacy Act (FERPA)	100
Federal Aid Programs	95
Federal Law and Regulations, Compliance with	100
Final Examinations	82
Finances	91
Financial Aid	95
Financial Aid at the Seminary	96
Financial Aid Office	14
Financial Arrangements	93
Food Services	12
Foundation for Theological Education at the Seminary	55
Full-Time Status	78

### G

Grade Point Average	80
Grading System	80
Graduate Academic Load	79
Graduate Seminary Admission	87
Graduate Advising and Load	79
Graduate Programs	18, 19
Graduate Research Program/ Thesis Option at the Seminary	84
Graduate Student, Definition of	78
Graduate Student Services Office	13
Graduation Fees	92
Graduation Grade Point Average	80
Graduation Requirements	82
Grants	95
Guarantees and Reservations	78

### H

Health and Counseling Services	13
Health Insurance	12
Herbert Hoover Symposia	17
Heritage of George Fox University	7
Heritage of the Seminary	54
Honesty, Academic	82
Housing	12

### I

Incompletes	80
International Student Fellowship of the Seminary	57
International Student Services Director	13
International Students at George Fox	89
Introduction to the Seminary	54

<b>L</b>		<b>P</b>		Seminary Special Study	83
Late Payment Fees	92	Parking Fee	93	Seminary Study Tours	84
Leadership, Master's in	50	Partners in Ministry Program		Seminary Teaching Assistants	83, 97
Leave of Absence	81	for Spouses	67	Seminary Waivers	83
Library	16	Pass/No Pass Option	83	Services to Disabled	
Loans	95	Pastoral Studies Courses	73	Students	88, 101
<b>M</b>		Paying for Your Education	93	Social Security Numbers,	
Majors and Degrees	18, 58	Peace Center	17	Uses for	101
Management Program	20	Place	5	Special Students, Definition of	78
Marriage and Family Therapy,		Portland, City of	6	Special Study at the Seminary	83
Certificate	38	Portland Center Library	16	Spiritual Formation and	
Marriage and Family		Prayer at the Seminary	57	Discipleship Certificate	66
Therapy Courses	36	Probation and Provisional		Spiritual Formation and	
Marriage and Family Therapy,		Students	79	Discipleship Courses	74
Master of Arts in	35	Psychology, Doctor of (Psy.D.)	21	Spiritual Life Curriculum of	
Master of Arts in Christian		<b>R</b>		the Seminary	57
Ministries	64	Readmission of Former		Spiritual Life at the Seminary	57
Master of Arts in Marriage and		Students	88	Standards of Conduct	12
Family Therapy	35	Refund Procedure and Policy	93	Student Association	57
Master of Arts in Counseling	32	Registration	79	Statement of Faith	54
Master of Arts in Organizational		Registration, Records and		Student Body Membership Fee	92
Leadership	50	Graduation Fees	92	Student Classification	78
Master of Arts in Teaching	44	Regular Students, Definition of	78	Student Employment	97
Master of Arts in Teaching		Repeating a Course	80	Student Life	12
Courses	46	Research Program at		Student Outcomes	2
Master of Arts in Theological		the Seminary	84	Student Services	12
Studies	62	Research Scholars at		Study Tours at the Seminary	84
Master of Business		the Seminary	83, 97	<b>T</b>	
Administration	20	Reservations and Guarantees	78	Teaching Assistants at	
Master of Business		<b>S</b>		the Seminary	83, 97
Administration Courses	21	Satisfactory Academic Progress	81	Teaching, Master of Arts in	44
Master of Divinity	60	Schedule of Required Deposits	93	Teaching, Master of Education	42
Master of Education	42	Scholarships at the Seminary	96	Theological Studies,	
Master of Education Courses	43	Semester System	78	Master of Arts in	62
Ministry, Graduate Programs in	58	Seminar Courses at the Seminary	83	Thesis Option at the Seminary	84
Mission and Objectives of		Seminary	53	Tilikum Retreat Center	16
George Fox University	2	Seminary Academic Program		Time Limitations for Degrees	
Mission Statement of		Information	82	at the Seminary	83
the Seminary	54	Seminary Advanced Standing	90	Tuition, Fees and Expenses	92
Multicultural Advisor	13	Seminary Campus Employment	97	Tuition Payment Policy	93
Murdock Learning Resource		Seminary Course Descriptions	67	Tuition Refund Policy	93
Center	16	Seminary Financial Aid	96	<b>V</b>	
<b>N</b>		Seminary Graduate Research		Values Statement	2
New Student Orientation	12	Program/Thesis Option	84	Veterans Administration (V.A.)	
Newberg	6	Seminary Institutional Aid		Assistance	95
<b>O</b>		Programs	96	Video Communication Center	16
Off-Campus Courses for		Seminary Degrees	58	Visiting the Campus	89
the Seminary	84	Seminary Off-Campus Courses	84	<b>W</b>	
Oregon	6	Seminary Partners in Ministry		Waivers at the Seminary	83
Orientation	12	Program for Spouses	67	Withdrawing from a Course	80
Overloads	79	Seminary Programs	18, 58	Worship at the Seminary	57
		Seminary Research Scholars	83, 97		
		Seminary Seminar Courses	83		

## UNIVERSITY CALENDAR

### GRADUATE ACADEMIC CALENDAR

#### NEWBERG CAMPUS

##### M.A.T. Daytime

		2000-01	2001-02
Fall classes begin	Mon.	Aug. 28	Aug. 27
Fall classes end	Fri.	Dec. 15	Dec. 14
Spring classes begin	Mon.	Jan. 8	Jan. 14
Spring classes end	Fri.	Apr. 27	May 3
Summer classes begin for new cohort	Mon.	June 18	June 17
Summer classes end	Fri.	Aug. 10	Aug. 9

##### Psy.D.

		2000-01	2001-02
Fall classes begin	Mon.	Aug. 28	Aug. 27
Late registration/confirmation fee in effect (\$25)	Mon.	Aug. 28	Aug. 27
Last day for students to register	Fri.	Sept. 1	Aug. 31
Last day to change registration (add/drop)	Fri.	Sept. 8	Sept. 7
Withdraw fee in effect (\$10)	Mon.	Sept. 11	Sept. 10
Last day to withdraw from class without grade responsibility, 4:30 p.m.	Fri.	Nov. 3	Nov. 2
Thanksgiving vacation	Thur.-Sun.	Nov. 23-26	Nov. 22-25
Graduate registration/confirmation for spring semester	Mon.-Fri.	Dec. 4-8	Dec. 3-7
Fall classes end	Fri.	Dec. 15	Dec. 14
Midyear Commencement, 2:00 p.m.	Sat.	Dec. 16	Dec. 15

Spring classes begin	Mon.	Jan. 8	Jan. 13
Late registration/confirmation fee in effect (\$25)	Mon.	Jan. 8	Jan. 13
Last day for students to register	Fri.	Jan. 12	Jan. 18
Last day to change registration (add/drop)	Fri.	Jan. 19	Jan. 25
Withdraw fee in effect (\$10)	Mon.	Jan. 22	Jan. 28
Last day to withdraw from class without grade responsibility, 4:30 p.m.	Fri.	March 9	March 15

Spring vacation	Sat.-Sun.	March 24-April 1	March 23-31
Graduate pre-registration	Mon.-Fri.	April 2-6	April 1-5
Spring classes end	Fri.	Apr. 27	May 3
Baccalaureate	Sat.	April 28	May 4
Spring Commencement	Sat.	April 28	May 4

Summer classes begin	Mon.	May 7	May 15
Late registration/confirmation fee in effect (\$25)	Mon.	May 7	May 15
Last day to change registration (add/drop)	Mon.	May 14	May 21
Withdraw fee in effect (\$10)	Mon.	June 4	June 10
Summer classes end	Fri.	July 6	July 5

#### Portland Center

##### Counseling/Marriage and Family Therapy

(See Calendar A below)

##### M.A.T. @ Night

		2000-01	2001-02
Fall classes begin	Mon.	Aug. 28	Aug. 27
Fall classes end	Wed.	Dec. 13	Dec. 12
Spring classes begin	Mon.	Jan. 8	Jan. 14
Spring classes end	Fri.	Apr. 27	May 3
Summer classes begin	Mon.	May 7	May 14
Summer classes end	Tues.	July 31	Aug. 5 (Fri.)

<b>M.B.A.</b>		<b>2000-01</b>	<b>2001-02</b>
Fall classes begin	Tues.	Sept 5	Sept. 4
Fall classes end	Fri.	Dec. 15	Dec. 14
Spring classes begin	Wed.	Jan. 3	Jan. 9
Spring classes end	Fri.	Apr. 27	May 3
Summer classes begin for new cohort	Mon.	May 7	May 15
Summer classes end	Fri.	July 27	Aug. 2

**M.Ed., Administrative Licensure, Ed.D.**

(See Calendar A below)

**Seminary**

(See Calendar A below)

<b>Calendar A</b>		<b>2000-01</b>	<b>2001-02</b>
Fall classes begin	Tues.	Sept. 5	Sept. 4
Late registration/confirmation fee in effect (\$25)	Tues.	Sept. 5	Sept. 4
Last day for students to register	Fri.	Sept. 8	Sept. 7
Last day to change registration (add/drop)	Fri.	Sept. 15	Sept. 14
Withdraw fee in effect (\$10)	Mon.	Sept. 18	Sept. 17
Last day to withdraw from class without grade responsibility, 4:30 p.m.	Fri.	Nov. 3	Nov. 2
Thanksgiving vacation	Thur.-Sun.	Nov. 23-26	Nov. 22-25
Graduate registration/confirmation for spring semester	Mon.-Fri.	Dec. 4-8	Dec. 3-7
Fall classes end	Fri.	Dec. 15	Dec. 14
Midyear Commencement, 2:00 p.m.	Sat.	Dec. 16	Dec. 15
Spring classes begin	Mon.	Jan. 8	Jan. 14
Late registration/confirmation fee in effect (\$25)	Mon.	Jan. 8	Jan. 14
Last day for students to register	Fri.	Jan. 12	Jan. 18
Last day to change registration (add/drop)	Fri.	Jan. 19	Jan. 25
Withdraw fee in effect (\$10)	Mon.	Jan. 22	Jan. 28
Last day to withdraw from class without grade responsibility, 4:30 p.m.	Fri.	March 9	March 15
Spring vacation	Sat.-Sun.	March 24-April 1	March 23-31
Graduate pre-registration	Mon.-Fri.	April 2-6	April 1-5
Spring classes end	Fri.	Apr. 27	May 3
Baccalaureate	Sat.	April 28	May 4
Spring Commencement	Sat.	April 28	May 4

**Counseling/Marriage and Family Therapy**

Summer classes begin	Mon.	May 7	May 13
Late registration/confirmation fee in effect (\$25)	Mon.	May 7	May 13
Last day to change registration (add/drop)	Mon.	May 14	May 21
Withdraw fee in effect (\$10)	Mon.	June 4	June 10
Summer classes end	Fri.	June 29	July 3

**M.Ed., Administrative Licensure, Ed.D.**

Summer classes begin	Mon.	June 18	June 24
Late registration/confirmation fee in effect (\$25)	Mon.	June 18	June 24
Last day to change registration (add/drop)	Fri.	June 22	June 28
Withdraw fee in effect (\$10)	Mon.	June 25	July 1
Summer classes end	Fri.	Aug. 17	Aug. 23

**Seminary**

Summer classes begin	Mon.	May 7	May 13
Late registration/confirmation fee in effect (\$25)	Mon.	May 7	May 13
Last day to change registration (add/drop)	Fri.	May 14	May 21
Withdraw fee in effect (\$10)	Mon.	June 4	June 10
Summer classes end	Fri.	June 29	July 3