GRADUATE CATALOG

2005-06

GEORGE FOX
UNIVERSITY

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George Fox University
2005-2006 Graduate Catalog

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2005-06 Graduate Catalog

President's Message

At George Fox, learning is our central activity. You will be encouraged here to pursue activities that facilitate your learning process. You also will be helped to define and achieve your goals and calling.

Our goal is to help all students find coherence in their learning. We are part of a society that encourages fragmentation in our lives. At George Fox, we believe the person and work of Jesus Christ is a powerful and effective integrating factor. All aspects of the university work together to bring coherence to Christian faith and learning. Our faculty, staff, and administrators are committed to this. They are ready to be your friends, teachers, role models, and mentors.

George Fox provides strong academic programs that include opportunities for experiential learning, internships, practica, and cocurricular activities that give opportunity for leadership and skill development.

George Fox University is committed to pursuing high quality in all its programs. The quality of a George Fox education is validated in several ways by those outside the university:

- *U.S.News and World Report* for 17 years has named George Fox as an outstanding university, ranked in the top tier in its category as "One of America's Best Colleges."
- George Fox is one of 20 colleges and universities in the United States named to receive double honors by the John Templeton Foundation: The university is one of 100 selected for its Honor Roll for Character-Building Colleges, and the president is one of 50 recognized for outstanding presidential leadership.
- Former U.S. Senator Mark Hatfield, George Fox's Herbert Hoover Distinguished Professor, says there's a special character about George Fox. "You know there is something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factory-like, decentralized, impersonal schools."

George Fox is an exciting place with new programs and campus expansion under way to serve our students even better. I encourage you to consider whether George Fox University is where God is directing you to continue your learning.

H. David Brandt, President
George Fox University

University Profile

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.

Statement of Faith

The Trinity

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

God the Father

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

God the Son

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

God the Holy Spirit

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

Salvation

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

The Bible

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

The Christian Life

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

The Church

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

Christian Worship

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

The Future

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

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 Approval

George Fox University is accredited by the Northwest Association of Schools and Colleges and by the National Association of Schools of Music. It is approved by the U.S. government and the states of Oregon and Idaho for the education of veterans, and by the U.S. attorney general for the admission of international students.

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 School of Education is approved by the Oregon Teacher Standards and Practices Commission (TSPC) for the preparation of early childhood and elementary teachers at the undergraduate and graduate levels and for the preparation of middle and high school level teachers in specific fields at the graduate level. The School of Education is also approved by TSPC for the preparation of principals, superintendents, and other administrators as well as school counselors and school psychologists.

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.

The 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 school counseling and school psychology degrees and certificates fulfill all the educational requirements for licensure by the Teacher Standards and Practices Commission (TSPC).

The play therapy certificate fulfills all the educational requirements to become a Registered Play Therapist (RPT) through the Association for Play Therapy (APT).

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, based in Washington, D.C., was founded in 1976. Each of the 100 member institutions is committed to academic excellence and to the integration of faith, learning, and living. The council, comprised of four-year liberal arts colleges with full regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.

Place

George Fox University serves students at a number of locations in the Pacific Northwest, including its Portland Center, Salem Center, Boise (Idaho) Center, and teaching sites in Eugene and other Oregon communities. Its residential undergraduate campus is in Newberg, Ore., in the lower Willamette Valley, on a 77-acre tree-shaded campus in a residential neighborhood. This area offers a variety to meet most interests: a friendly community close (23 miles) to a major metropolitan environment of 1.7 million people,

located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing and easy access to rugged coastal beaches just an hour away.

Oregon — 97,060 square miles of variety — stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new home — despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular, and it's worth the wait. Just ask the visitors who make tourism one of the state's largest industries, along with high technology, agriculture, and forest products.

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. In 2000, Portland topped *Money* magazine's list of "Best Places to Live in the U.S." Oregon's largest city, Portland offers students, faculty, and staff its Old Town district, a downtown transit mall, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theatre groups and jazz clubs, and a world-class symphony, ballet, and opera. Other attractions include the Oregon Zoo, the Japanese Garden, the International Rose Test Gardens, and OMSI (the Oregon Museum of Science and Industry). Every June the city holds its Rose Festival, with three parades, a coronation, and 25 days of other events.

For those who love the outdoors, Portland has 9,400 acres of parks, including Mill Ends Park, the smallest in the world, and Forest Park, named the "Best Urban Park in the U.S." And George Fox students can join in the enthusiasm of cheering for the Portland Trail Blazers NBA team, the Portland Winter Hawks WHL ice hockey squad, and the Portland Beavers Triple-A minor league baseball team.

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 19,900, with many residents living in Newberg and commuting to Portland for their jobs. Downtown Newberg consists of a variety of stores, shops, and services. Friendly merchants who appreciate the university's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition — former President Herbert Hoover once lived here.

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

Our Heritage

More than a century ago, early Oregon Quaker pioneers helped settle the rich and fruitful Chehalem Valley of Oregon. One of their first priorities, along with the founding of their church, was the education of their children. In 1885 the Christian instruction of their offspring was assured with the establishment of Friends Pacific Academy. At the same time, founding pioneers were looking ahead with a dream of a college to

provide further and more advanced education. That time came September 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day.

In the 114 years since George Fox Univerity's founding, there have been major changes, of course, including the name of the university itself, changed in 1949 because of the many "Pacific" colleges and retitled in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary with 300 students on a campus in Tigard, Ore.

From only a handful of courses in the 1890s, the university now offers more than 35 undergraduate majors and graduate programs in psychology, counseling, education, business, ministry, and religion. In all, more than 16,000 students over the years have called this institution their alma mater.

George Fox has grown rapidly in the last two decades — both in reputation and facilities. *U.S.News & World Report* for 17 years has named George Fox "one of America's Best Colleges." In 2004, George Fox ranked in the top tier in the category of Best Universities — Master's, West Region. It also was selected in the "Great Schools at Great Prices" category. National recognition also has come from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character Building Colleges.

Following a campus master plan, George Fox has expanded to 77 acres in recent years. A $16 million Centennial Campaign funded a new science building and restoration of Wood-Mar Auditorium, opened in 1995. A $22 million Legacy Campaign funded the $7 million Stevens Center, opened in 2001. Nearly 3,000 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

Depending on the program, graduate students attend classes either on the Newberg campus, the Portland Center, the Boise Center, the Salem Center, or at one of the university's teaching sites in Eugene and other Oregon communities. Off-campus teaching sites are also the location of classes offered through the George Fox degree-completion program for working adults.

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

George Fox University has more Friends students on our campuses than any other college in the United States. They represent approximately 7 percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite,

United Methodist, Assemblies of God, Christian and Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare. There are also numerous students who attend independent churches.

Campus Facilities

For more information visit our Maps and Locations web page.

Newberg Campus Facilities

Bound on three sides by a residential area, the George Fox Newberg campus borders Hess Creek canyon, with a natural setting of tall trees, ferns, and wildflowers. The 77-acre campus has been developed in recent years according to a master plan featuring a campus academic quadrangle; a recreational section with sports center, track complex, and athletics fields; and a living area with major residence halls. Following is a list of facilities corresponding to the campus map:

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 the Office of University Advancement.
The **Art Annex** is a former residence at East North and North Center streets. It houses graphic design faculty, senior studio art studios, and the Fox Agency, a group of advanced art students who do graphic design.

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

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

Centennial Tower, constructed in 1990 to launch George Fox University's 1991 centennial year celebration, was designed by noted architect Pietro Belluschi to be the campus focus and centerpiece. This 65-foot-tall structure at the campus center features carillon, four clocks, and the university's original bell.

Center Street House is a former residence converted to offices in 1992. It contains the offices for the Department of History and Political Science.

Colcord Memorial Field contains a field and polyurethane track resurfaced in 2002.

The **Costume Shop** is at 1206 Hancock St. A former residence purchased in 2000, it houses construction tools and materials and storage for part of the university's stock wardrobe for theatre productions.

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

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

Fry House, at the corner of Sheridan Street and Carlton Way, was purchased in 1992. It is the home for the associate dean of students.

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

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

The **Herbert Hoover Academic Building**, built in 1977, houses the 160-seat Kershner Lecture Hall, classrooms, and faculty and department offices. The first floor has offices for the School of Management, nursing, and academic administrators. The second floor has offices for psychology faculty and the Center for Peace and Justice/Global Studies. A display of Herbert Hoover memorabilia was opened in 1997 on the first floor.

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

The **Media Communication Center**, completed in 1979, houses a television production studio, as well as offices and EFP video equipment for the media communication major. This facility also is used in the authoring and production of interactive multimedia.

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

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

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

The **Moore House** is located at 1110 E. Sheridan St. Purchased in 1992, it houses a lounge for graduate and commuting students and a student recording studio.

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

The **Murdock Learning Resource Center** houses more than 200,000 books and periodicals. Its features include study carrels and study rooms; special collections concentrating on Quaker, Hoover, and peace studies; university and Northwest Yearly Meeting archives; microform readers; CD-ROM workstations; Internet connectivity, including access to numerous research databases; and the curriculum library.

The **North Street Annex**, opened in 1998, contains a ceramics studio and lab, the main campus post office, and print room.

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

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 **River Street House**, located on the northwest corner of Sheridan and River streets, houses School of Education administrative offices.

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.

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

Sheridan Street House, purchased in 1999, is located at the southeast corner of Sheridan and Meridian streets. It houses offices for sociology and social work faculty.

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

The **Student Union Building** (SUB), built in 1958 and enlarged in 1968 and 1979, includes student government offices, student post office, the University Store, and the Foxhole coffee shop and recreation area.

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

The **University Fund Office**, at 211 N. Center St., is a former residence, purchased in 1998 and renovated in 1999 for office space. It now houses advancement staff.

The **University Store** is located in the SUB.

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 athletic training facilities, activity and weight rooms, handball/racquetball courts, health and human performance classrooms, and faculty offices.

Wood-Mar Hall, constructed in 1911, houses Wood-Mar Auditorium, seating 250, on the third floor. The first floor houses engineering labs and classrooms. The second floor has the Office of the President, Office of Academic Affairs, and engineering offices.

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

Portland Center Facilities

The Portland Center is located near the intersection of Interstate 5 and Highway 217 in Tigard and is easily reached from Portland, Salem, and Beaverton. The facility includes a variety of teaching settings, including smart classrooms, a student computer lab, library, and study rooms.

The Portland Center is home to George Fox Evangelical Seminary, the Department of Counseling, the School of Professional Studies, and the evening and community Master of Arts in Teaching programs.
Students have access to limited food service, coffee service, bookstore, and study and lounge spaces. The Rich Snyder Chapel is available for student use.

Boise and Salem Centers

George Fox University degree programs are also offered at both our Boise and Salem centers. These branches of our Newberg campus include classrooms, faculty offices, student lounge space, vending service, and student computer access.

Student Services

Security Services

Security Services at George Fox University's Newberg campus assists students, staff, faculty, and guests in our campus community. Officers provide safe escorts and monitor activity on the campus. Maps of the campus, as well as visitor information, are available in the Security Services office located at the campus' main entrance at the intersection of Meridian and Sherman streets. In addition, Security Services oversees the registration of cars parked on campus. The ownership or possession of automobiles or other motorized vehicles by students is permitted. Students are advised to maintain appropriate insurance coverage on such vehicles. Any student on the Newberg campus who is registered and attending classes, whether full or part time, must have his or her motor vehicle registered with Security Services and pay a nonrefundable parking fee to park on campus. Failure to do so will result in fines. Office hours are Monday-Friday, from 7 a.m. to 3 p.m. However, security is available by phone 24 hours a day, seven days a week, by calling 503-554-2090 (or ext. 2090 on campus).

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 graduate student to make all arrangements for housing. Follow this link for information about off-campus housing options. View the housing page on the George Fox Web site for information about summer graduate housing while taking classes.

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 outlined in the Graduate Handbook for each individual program.

Food Services

As your campus provider, Bon Appétit believes in serving only the freshest food — food that is prepared from scratch, using authentic ingredients; food that is alive with flavor and nutrition; food that is created in a socially responsible manner. At George Fox University, we offer two meal plan options for graduate students:

On the Newberg campus, the **Bruin Den**, in the Heacock Commons, prepares made-from-scratch meals ranging from panini sandwiches to pizza, the famous "Bruin Burger" and the best smoothies in Newberg. The Bruin Den is open weekdays from 8 a.m. to 4 p.m. for breakfast, lunch, and snack breaks.

The **Klages Dining Room** is designed for heartier appetites, showcasing a wide range of flavorful, delicious offerings for breakfast, lunch, and dinner. These meals can be purchased individually, or through a declining-balance card from Bon Appétit. Take advantage of the discount offered with deposits of $50 or more and purchase your declining-balance dollars at the Bon Appétit office in Heacock Commons.

For those students attending classes on the Portland Center campus, we offer limited evening food service Monday through Thursday, 4:30 p.m. to 7 p.m.

Career Services

The Career Services Office of George Fox University is located in the Stevens Center room 325 (ext. 2330) on the Newberg campus. The office is open Monday through Friday, 8 a.m. to 5 p.m. This office provides:

- Career-related reference materials and books
- Guidance and assessment for adults in career transition
- SIGIPLUS online career planning:
  SIGIPlus
- Online job listing services: http://jobconnect.georgefox.edu (call for password)
- Career contact network of alumni
- Career Services Web site: careers.georgefox.edu
- Event information such as Job Hunter's Edge Workshops
- Job search strategy assistance and training:
    - Professional resume and vitae

- Interviewing
- Networking and contacts
- Job-hunting strategies
- Professional teacher job search tools including self-managed professional documents, handbook, and CD-rom

The Academic Resource Center

The Academic Resource Center, housed in the student life area on the third floor of the Stevens Center (Newberg campus), consists of three branches: the Writing Center, Learning Enhancement, and Tutoring Services. Although the primary focus is on undergraduate students, all members of the George Fox community, including graduate students, are welcome to use the center's services. In the past, the Writing Center and Learning Enhancement have been utilized by graduate students.

Academic consultants in the Writing Center provide guidance and feedback for students engaged in the writing process. Academic consultants are students from various majors who have strong writing skills in their disciplines. Students meet individually with a consultant to work through assignments, application essays, or other projects. The focus of each session is on the process of creating sound written work.

The Learning Enhancement component of the center offers workshops and individual advising on topics such as:

- Reading strategies
- Note-taking skills
- Exam preparation
- Avoiding procrastination
- Time management

Handouts on these and other topics are available in the Academic Resource Center. The center's Web site also includes links to other learning-related resources.
Additional information on each of these areas is available at georgefox.edu/arc.

Multicultural Services

The Office of Multicultural Services is a resource center charged with advancing George Fox University's commitment to preparing students for a diverse society and promoting equality and integrity on the campus, in the community, and in the world. Cultural difference is the Lord's creation, which all of us should be proud of and celebrate.
The office provides individuals with the opportunity to broaden their views and enrich their cultural experiences through participation in diversity programs and training workshops.
The office encourages and facilitates activities that allow students to voice their opinions, serve the community, and advocate for making George Fox University a place that welcomes difference and individuality.
George Fox University fosters diversity through the belief that awareness and knowledge of diversity and the ability to operate in a pluralistic society are important hallmarks of a quality liberal arts education.

The multicultural experiences on and off campus prepare students to serve the Lord across the globe. Education in the multicultural arena, by following teachings of the gospel, encourages the development of a distinctively Christian worldview in the context of habits of lifelong learning.
A multicultural presence helps all students better understand the challenges and rewards of living in a diverse climate. Day-to-day dialogue among students, faculty, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus community where heterogeneity, whether cultural, racial, or economic, gives voice to a wider range of perspectives and worldview.

Disability Services

The director of the Academic Resource Center coordinates services for students with disabilities. This office also promotes campus awareness of issues and needs related to disabilities. Disability Services works with students to arrange appropriate academic adjustments, modifications, or services given the context of a particular class or area of campus. Services have included note taking, exam accommodations, arrangements for priority seating, and adaptive technology.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services as early as possible to make arrangements for necessary support services. More details are available on the Web site. For more information, contact Rick Muthiah, Academic Resource Center director, at ext. 2314 or rmuthiah@georgefox.edu. The Office of Student Life and Disability Services is located on the third floor of the Stevens Center.

Health and Counseling Services

Counseling and health care professional services are provided at no cost to students who have paid the student health/counseling fee (Psy.D. only). All other students are charged $20 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory fees.

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

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

All records in Health and Counseling Services are confidential.

Health Insurance: George Fox University requires all full-time graduate students (those taking 8 hours or more) to have health insurance. Students must verify adequate insurance coverage elsewhere or they will automatically be enrolled in the Student Medical Insurance Plan at the time of registration. The university does not assume responsibility of medical expenses incurred by graduate and seminary students and their

families. Health insurance information is available on the Health and Counseling Web site. No dependent coverage is available.

Required Immunizations: The state of Oregon requires every student born after December 1956 to have proof of two measles immunizations.

Student Financial Services
This office, located in the Stevens Center on the Newberg campus, awards scholarships, grants, loans, and other forms of financial assistance. It also 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. Some deposits and payments for graduate and professional studies programs may be made at the Portland, Salem, and Boise centers.

Registrar's Office
Located in the Stevens Center on the Newberg campus, this office maintains student course registration and academic records including grades and degree audits. Students may order transcripts through this office. Some registration services for graduate and professional studies students are also offered at the Portland Center. Many registration services — including access to the class schedule, registration information, grades, and unofficial transcript and degree audits — are available online through Bruindata.

Academic Programs

Facilities

Murdock Learning Resource Center (Newberg) and Portland Center Library (Tigard)
George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center (MLRC) is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The MLRC houses 130,000 print volumes and receives nearly 900 periodical titles. Several thousand full-text periodicals are also available online from both the Newberg campus and the Portland Center. The MLRC has several special collections, including the Quaker Collection of basic Quaker books, pamphlets, and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

The Portland Center library houses 64,000 print volumes and receives more than 300 periodicals. The collection is especially strong in religion and counseling. Also located in the Portland Center library are the archives of George Fox Evangelical Seminary.

The university's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. Students at one site may request books from the other location through the catalog. The library system is a member of OCLC, with direct access to a database of 50 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 databases. The university is also a member of Orca, a consortium of academic libraries with a union catalog located at the University of Oregon. Through Orca, borrowing students may request books from other libraries, normally receiving them within three working days. Consortia agreements permit George Fox students to borrow from the Portland State University library, as well as numerous other private and state university libraries in Oregon and Washington.

Friends Center

In conjunction with George Fox University, Northwest Yearly Meeting has established a Friends Center serving the leadership preparation needs of Friends in the Northwest and beyond. The mission of this center is to recruit, promote, and coordinate the leadership preparation ventures of Friends at George Fox University as a means of furthering the central mission of the university and Northwest Yearly Meeting in fostering Christ-centered faith and practice. The activities of the center are administrated by a director, who reports to a board of directors, consisting of appropriate yearly meeting, university, and at-large members. While the work of the Friends Center will be especially concerned with the seminary and the undergraduate programs, its contribution should be seen as extending to other programs as well. The Friends Center, therefore, is intended to assist George Fox University in accomplishing its Christ-centered and Quaker mission in any ways that would be serviceable.

Tilikum Retreat Center

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

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

The Tilikum staff provides the following kinds of retreat experiences:

1. Relational — family groups, men, women, couples, teens, and single parents — with a goal of strengthening the entire family unit
2. Planning and retooling for local churches
3. Senior adult Elderhostels
4. Retreats for university students emphasizing spiritual growth, recreation activities, or team building on Tilikum's challenge course

Center for Peace and Justice

The Center for Peace and Justice was established in order that George Fox University have an active learning

program dealing with peacemaking and conflict resolution. Planning for the center was the specific result of searching questions about the university's contribution to peacemaking made by Senator Mark Hatfield in his address at the 1984 inauguration of President Edward Stevens. Hatfield now teaches a peace studies course at George Fox.

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

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

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, Ore., to live with his uncle and aunt, Dr. Henry John and Laura Ellen Minthorn. Minthorn had recently opened Friends Pacific Academy, and Bert enrolled in the first class shortly after his arrival. He studied under dedicated Quaker mentors and helped pay his way by tending furnace, sweeping floors, and cleaning blackboards.

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

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

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

Course Numbering System

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

- Courses numbered 100 to 299 — Lower-division undergraduate courses.
- Courses numbered 300 to 499 — Upper-division undergraduate courses.
- Courses numbered 500 to 799 — Graduate courses.
- Course numbers ending in 5 (e.g., PSTD 575) designate courses that may be pursued for several semesters under the same number, with all credits applicable, within stipulated limits.
- Course numbers ending in 85 are special classes that may be offered in any department to reflect single-time offerings of visiting professors or group seminars.
- Course numbers ending in 95 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 school counseling, master of science in school psychology, master of arts in psychology, doctor of education, and doctor of psychology. Included are 35 undergraduate majors and 14 graduate degrees.

As part of the educational foundations and leadership program, students may earn school teaching, administrator, and superintendent's licenses as well as the following endorsements: reading; teaching English to speakers of other languages (ESOL); and library media.

Additionally, the university offers graduate degrees through the seminary. Master's degrees are offered in the following areas: Christian ministries, pastoral studies (master of divinity), and theological studies. The seminary also offers a doctor of ministry (D.Min.) degree.

Information concerning graduate programs of study, majors, and degrees is organized in this catalog in the following manner:

Undergraduate Degree-Completion Programs

- Social and behavioral studies (B.A.)
- Management and business information systems (B.S.)
- Management and organizational leadership (B.A.)
- Project management (B.S.)

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
- Certificate in marriage and family therapy
- Master of science in school psychology
- Certificate in school psychology
- Master of arts in school counseling
- Certificate in school counseling
- Certificate in marriage and family therapy
- Mental health trauma certificate
- Certificate in play therapy
- Continuing school psychology license preparation program

Education

- Doctor of education
- Master of education
- Specializations:
  – Curriculum and instruction
  – Literacy
  – Reading
  – English as a second language/bilingual
  – Library media
  – Secondary education
  – Educational leadership
  – Higher education

- Master of arts in teaching
- Teaching endorsements:
  – Reading
  – ESOL
  – Library media
- Initial Teaching License only
- Continuing Teaching License
- Initial Administrator License
- Continuing Administrator/Initial Superintendent License
- Continuing Superintendent License

Leadership

- Master of arts in organizational leadership

Seminary Programs

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

School of Professional Studies

Program Description

The School of Professional Studies offers five majors to adult students who are returning to college to complete their undergraduate degree.

The majors are unique alternatives to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are conveniently located and meet one night each week, and several Friday nights/Saturdays, as well as online.

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

Students who successfully complete the courses of their major program and the accompanying degree requirements are granted either a bachelor of science degree in management and business information systems (MBIS) or project management (MPJM), or a bachelor of arts degree in social and behavioral studies (MSBS), management and organizational leadership (MGOL), or health administration (MGHA).

Applicants to these programs generally require a minimum of 62 semester hours of transferable college credit from accredited institutions or approved military education. General education requirements, totaling 35 semester credits (included as part of the minimum transfer hours required), should be completed upon entrance.

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

Credit for Prior Learning

College-level learning occurs in many environments in addition to the traditional college classroom. Students in the professional studies degree programs may earn college credit for learning outside of the classroom. Prior learning credit is evaluated and assessed only after enrollment into a School of Professional Studies degree program. A maximum of 28 semester hours may be earned through prior learning credit.

Prior learning credit is evaluated and assessed after enrollment into a School of Professional Studies degree program and is then officially awarded and transcripted.

PREP (Prerequisite Requirements for Educational Programs)

PREP classes will assist in building required credits in order to enter one of the degree-completion programs. The classes are designed for adult learners and scheduled either evenings or weekends. The classes offered are general education or general elective credits. Please contact the School of Professional Studies or admissions for the schedule of coming PREP classes.

Course Structure

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

The required 36-semester-hour MGOL, MGHA, MBIS, and MPJM curricula include four-hour weekly evening class sessions and several Friday night/Saturday sessions.

The 36-semester-hour MSBS curriculum includes four-hour weekly evening class sessions and several Friday night/Saturday sessions. Practicum hours can be chosen as elective course credits. Students in the MSBS progam are required to plan, implement, and report on an approved research project. The project examines issues in the student's social and behavioral environment.

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

- Portland, Oregon
- Salem, Oregon
- Boise, Idaho

The Management Core Courses

Students choosing the Management and Organizational Leadership (MGOL), Health Administration (MGHA), Management and Business Information Systems (MBIS), and Project Management (MPJM) majors are required to complete the following core courses:

MGOL 420 Organizational Behavior and Leadership

MGOL 421 Leadership Literature I

MGOL 422 Leadership Literature II

MGOL 423 Christian Faith and Thought

MGOL 424 Organizational Theory and Management

MGOL 426 Organizational Communication

MGOL 485 Management Seminar

Course Descriptions

MGOL 420 Organizational Behavior and Leadership

4 hours. Course content focuses on leadership models and their application in work, group, and virtual teams. Emphasis is placed on group behavior and how group functioning affects organizational effectiveness.

MGOL 421 Leadership Literature I

2 hours. The course will include a selection of readings from leadership literature. Included will be assigned articles from classical and contemporary leadership books. This course is designed for independent study, requiring journals and summaries of readings.

MGOL 422 Leadership Literature II

2 hours. The course will include a selection of readings from leadership literature. Included will be assigned articles from classical and contemporary leadership books. This course is designed for independent study, requiring journals and summaries of readings.

MGOL 423 Christian Faith and Thought

4 hours. The roots and origins of the Christian faith are investigated. Focus is placed on the history of Christianity, the influence of Christianity upon society, and how Christian values relate to managing people. The Quaker faith and its traditions will also be discussed.

MGOL 424 Organizational Theory and Management

4 hours. This course provides an overview of the fields of organizational and management theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of the organization. Students are expected to apply management theory as they make decisions to solve organizational problems.

MGOL 426 Organizational Communication

4 hours. The course focuses on the role communication plays in creating a productive work environment. Emphasis is placed on written, oral, and nonverbal communication. Communication models and their applications are discussed.

MGOL 485 Management Seminar

2 hours. Students will experience an introduction to programs of organizational management and leadership. Course content will focus on identifying strategies of time management, writing expectations, and learning outcomes.

Students pursuing majors in MGOL, MGHA, MBIS, or MPJM are required to successfully complete the following additional courses in their chosen area:

Management and Business Information Systems (MBIS)

(B.S. Degree)

MPJM 427 Project Management
MBIS 428 Fundamentals of Information Systems
MBIS 429 Databases
MBIS 430 Networks and Telecommunications

Course Descriptions

MPJM 427 Project Management

4 hours. This course provides a foundation for project management useful to project managers from all disciplines. Topics will include integration, scope, time, cost, quality, human resource management, communications, risk, and procurement management.

MBIS 428 Fundamentals of Information Systems

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

MBIS 429 Databases

3 hours. This course enables students to develop and improve their skills through effective and efficient use of database software. The emphasis is on productivity concepts and how to achieve them.

MBIS 430 Networks and Telecommunications

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

Management and Organizational Leadership (MGOL)

(B.A. Degree)

MGOL 427 Marketing
MGOL 428 Research for Decision Makers
MGOL 429 Fiscal and Operational Management
MGOL 430 Managing Technology

Course Descriptions

MGOL 427 Marketing

3 hours. A foundational course in marketing that addresses the process of planning and executing the conception, pricing, promotion, and distribution of goods, services, and ideas to create exchanges that satisfy individual and organizational goals with consideration of the social, ethical, economic, and international environments.

MGOL 428 Research for Decision Makers

4 hours. Methods for defining, researching, and analyzing problems are emphasized. Course content includes planning survey research, stating research problem, questionnaire construction, and conducting a review of literature.

MGOL 429 Fiscal and Operational Management

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

MGOL 430 Managing Technology

3 hours. Introductory course designed to equip students with an understanding of the impact of technology in organizations. Content includes working with global and domestic virtual teams, understanding e-commerce, and developing strategies for incorporating technical changes.

Health Administration (MGHA)

(B.A. Degree)

MGHA 427 Introduction to Health Services
MGHA 428 Integrated Health Care and Delivery Systems
MGHA 429 Fundamentals of Managed Care
MGHA 430 Legal and Ethical Aspects of Health Services

Course Descriptions

MGHA 427 Introduction to Health Services
3 hours. Introduces the historical development and contemporary structure of health services. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, sources of health care funding, and related current issues.

MGHA 428 Integrated Health Care Delivery Systems
4 hours. Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access, and costs. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements, and institutional accreditation.

MGHA 429 Fundamentals of Managed Care
4 hours. Introduces the history, philosophy, business principles, and current structure of the managed care industry. Explores concepts of capitation, managed care contracting, case management utilization patterns, regulatory requirements, and national health policy.

MGHA 430 Legal and Ethical Aspects of Health Services
3 hours. Studies the legal and ethical issues involved in the management and delivery of health care services, and the interrelations between hospital, physician, and patient.

Project Management (MPJM)

(B.S. Degree)

MPJM 427 Project Management
MPJM 428 Project Definition and Planning
MPJM 429 Project Implementation and Evaluation
MPJM 430 Project Management: Synthesis

Course Descriptions

MPJM 427 Project Management

4 hours. This course provides a foundation for project management useful to project managers from all disciplines. Topics will include integration, scope, time, cost, quality, human resource management, communications, risk, and procurement management.

MPJM 428 Project Definition and Planning

3 hours. This course enables students to participate in the first phases of an active project. Course content includes development of project plans and schedules, and class discussions provide further detail about the definition and planning phases of a project.

MPJM 429 Project Implementation and Evaluation

3 hours. This course enables students to participate in the final phases of an active project. Change and risk management skills will be examined by addressing issues often encountered in real project management situations. Project evaluation and final documentation will also be covered.

MPJM 430 Project Management: Synthesis

4 hours. This course allows students to synthesize project management concepts and to evaluate participant performance against the project metrics. Other topics include managing project teams without authority, and virtual team management strategies.

Social and Behavioral Studies (MSBS)

(B.A. Degree)

MSBS 420 Introduction to Social and Behavioral Studies
MSBS 421 Group and Family Dynamics
MSBS 422 Effective Writing
MSBS 423 Christian Faith and Thought
MSBS 424 Research Methods and Statistics
MSBS 426 Life Span Development
MSBS 427 Abnormal Psychology
MSBS 428 Interpersonal Communication

MSBS 429 Assessment and Referral
MSBS 430 Program Development, Evaluation Research, and Proposal Writing
MSBS 431 Contemporary Social Dynamics and Public Policy
MSBS 432 Personal and Professional Ethics
MSBS 441 Senior Thesis I
MSBS 442 Senior Thesis II
MSBS 475 Practicum (optional)

Course Descriptions

MSBS 420 Introduction to Social and Behavioral Studies

1 hour. This course is designed to introduce students to the field of social and behavioral studies and to the MSBS program. Special attention will be given to the portfolio process and the process of writing life-learning essays. Students will begin to focus on group dynamics, time management, and adult learning practices.

MSBS 421 Group and Family Dynamics

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

MSBS 422 Effective Writing

3 hours. This course is designed to develop one's writing skills. Clean, concise, well-edited writing is emphasized.

MSBS 423 Christian Faith and Thought

3 hours. The class focuses on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people.

MSBS 424 Research Methods and Statistics

3 hours. An introduction to the basic methods of qualitative and quantitative research. Focus is on the basic concepts of scientific inquiry as applied to social services.

MSBS 426 Life Span Development

3 hours. Human growth and development across the life span is explored through psychology, physiology, and sociology. Special attention is given to personality, motivation, learning styles, and cultural diversity, as well as to the effects of stress, diet, disease, lifestyles, childbirth, and environmental conditions.

MSBS 427 Abnormal Psychology

3 hours. Introduction to the types, nature, and causes of major behavioral disorders. Provides insight into behaviors that can have an impact on relationships.

MSBS 428 Interpersonal Communication

3 hours. This course investigates the role communication plays in creating healthy group relationships. Emphasis is placed on intentional interviewing strategies, verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication.

MSBS 429 Assessment and Referral

3 hours. This course covers the past, present, and future roles of human service related professions. Provides an overview of behavioral analysis and its implementation by direct service providers.

MSBS 430 Program Development, Evaluation Research, and Proposal Writing

3 hours. A focus on the basic processes of program design, evaluation, and funding.

MSBS 431 Contemporary Social Dynamics and Public Policy

3 hours. An exploration of behaviors, values, and attitudes in personal and social relationships as they affect the development of public policy.

MSBS 432 Personal and Professional Ethics.

3 hours. An exploration of the place human values have in one's personal and professional life. Students will examine and develop systems for making ethical decisions.

MSBS 441 Senior Thesis I

1 hour. The student will design a research project, develop survey instruments, conduct a review of the literature, and develop a research proposal.

MSBS 442 Senior Thesis II

1 hour. The student will design a research project, develop survey instruments, conduct a review of the literature, and develop a research proposal.

MSBS 475 Practicum (1–3 credit electives)

(Optional — by arrangement with the School of Professional Studies)
Active internship in the social services field in which the student is employed or seeks employment.

Graduate Programs

Master of Business Administration

(M.B.A. Degree)

Program Description

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 through completion of a two-year program. The program is situated squarely within the university's mission, believing that its Christian values, concern for integration, and commitment to quality speak to managers

who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service, and other spiritually significant elements that are part and parcel of George Fox University programs.

The 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

Admission

Admission to the M.B.A. program requires a baccalaureate degree from a regionally accredited college or university; a GPA of 3.0 or better in the last two years (60 semester hours) of study; at least five years of full-time work experience with at least two of those years in a professional or managerial role; three letters of recommendation; a writing sample; and participation in an interview with faculty members. Students whose GPA from the last two years of course work does not reflect their aptitude for graduate work may want to submit their GMAT test score for consideration in the admission process. The department may consider applicants who show significant promise but do not specifically meet all of these criteria. The application procedure is detailed in the M.B.A. application packet, which may be requested from the Office of Graduate Admissions.

Application deadline: rolling

Degree Requirements

Students are expected to maintain continuous enrollment in the program, so personal and work commitments should be planned accordingly. A student who drops out must be readmitted. The degree requires the completion of all 42 graduate credit hours at George Fox University.

Course Requirements

The program is generally structured on a cohort model, in which a group of students follows an integrated sequence of courses from beginning to end. The Oregon Program, with a concentration in management,

requires 26 months to complete. The Boise Program, with a concentration in leadership, requires 22 months to complete.

Common Course Requirements - Both Programs

BUSG 500 Mission and Vision
BUSG 503 Accounting and Financial Reporting
BUSG 507 Economics
BUSG 524 Marketing
BUSG 525 Global Environment
BUSG 527 Managerial Finance
BUSG 528 Financial Leadership
BUSG 534 Ethical and Legal Responsibilities
BUSG 551 Decision Making and Information Management
BUSG 552 Community Learning and Consulting
BUSG 556 Transformational Leadership

Management Concentration - Oregon Program

BUSG 530 Creativity, Innovation, and Entrepreneurship
BUSG 544 Managing and Organizing
BUSG 560 Strategic Thinking

Leadership Concentration - Boise Program

MAOL 522 Leadership and Human Development
MAOL 531 Organizational Change
MAOL 542 Organizational Communication and Negotiation
For MAOL course descriptions see Master of Arts in Organizational Leadership section of catalog.

Course Offerings

BUSG 500 Mission and Vision

3 hours. This course covers both theory and application in the competency areas needed to be capable managers in individual organizational context: performance, relationships, values, crisis, and leadership. Sessions examine how managers manage (or should manage); what their contribution is and should be; what results mean in the organizational context; how performance is assessed; and managers' responsibilities to themselves, the people who work for and with them, and the communities they operate within. Attention is given to how managers do all of the above with competence, character, effectiveness, and enjoyment.

BUSG 503 Accounting and Financial Reporting

3 hours. We examine the fundamental assumptions, principles, conventions, and concepts underlying financial reporting, with the objective of developing the ability to read, comprehend, and perform a basic analysis of financial statements. We learn the basic accounting tools used by management for decision making and control.

BUSG 507 Economics

3 hours. We seek to harmonize the world of theoretical economics with the reality around us. The received wisdom of neoclassical economics is challenged by the changing realities of economic practice. We also acknowledge ourselves as economic actors and agents and consider the options for a good economic life individually and collectively.

BUSG 524 Marketing

3 hours. We review the basics of marketing, engage in the marketing planning process, and conduct research used to develop marketing plans and strategy. Specific topics include understanding the consumer, brand management, selection of target markets, and marketing mix decisions.

BUSG 525 Global Environment

3 hours. As world citizens we are increasingly aware of the globalization of markets, economies, strategies, and structures in our world. This class offers an overview of the issues encountered in transnational enterprises, with a concentration on understanding the nature of international business, and the development of cultural awareness. Students will understand the functional differences in transnational organizations and be able to identify key issues to be resolved in internationalizing, recognizing that these processes result in both positive and negative results.

BUSG 527 Managerial Finance

3 hours. We learn to evaluate the financial implications of business decisions. The tools include financial forecasting, managing growth, financial leverage, capital budgeting, risk analysis in investment decisions, and business valuation.

BUSG 528 Financial Leadership

3 hours. This course offers a senior executive perspective on financial challenges facing companies. Class sessions will rely heavily on case studies to develop an overview of finance and accounting from a general management perspective and to help to increase analytical skills. Emphasis will be on the interplay of operating decisions with financial results.

BUSG 530 Creativity, Innovation, and Entrepreneurship

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

BUSG 534 Ethical and Legal Responsibilities

3 hours. This course introduces practical legal issues that arise in the work environment and the ethical tools to understand and inform day-to-day activities in the workplace. Issues such as contracts, human resources, tort, intellectual property, competition and sales, the judicial system, white-collar crime, forms of organization, and appropriate communications are covered. The threads of ethical decision making, alternative dispute resolution, and Christian values run throughout the course and are covered specifically in several topics.

BUSG 544 Managing and Organizing

3 hours. We study the fundamental changes in the way organizations are being managed in a culture that is increasingly global. We see the need to manage change and apply it to such areas as new ventures, not-for-

profits, businesses in crisis, and businesses saved from crisis. We seek to harmonize our espoused theories with our theories in use and do so with integrity, effectiveness, and joy.

BUSG 551 Decision Making and Information Management
3 hours. We investigate systematic approaches to identifying and measuring organizational and process improvement. Emphasis is given to project development and management, and to information systems required to support decision making.

BUSG 552 Community Learning and Consulting
3 hours. This experience provides an opportunity for students to work with a public benefit organization to apply skills, theory, course concepts, and research-based decision-making skills. A faculty mentor will structure the learning, coordinate with the cooperating organizations, assess level and significance of student learning, and monitor the overall experience. Students will provide oral and written reports to organization and class.

BUSG 556 Transformational Leadership
3 hours. Explores both historical and contemporary leadership theories and models. Particular emphasis is given to evaluating leadership theories from a values perspective and determining the ways in which they can be applied to the most current developments in organizational change strategies. Using this knowledge, students are presented with ways in which leadership can be reconceptualized and applied to meet the requirements of today's increasingly complex organizations.

BUSG 560 Strategic Thinking
3 hours. In the process of learning to think strategically, we become proficient in the use of strategic management tools and apply these tools and concepts to our own professional contexts. We seek to creatively anticipate alternative futures.

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. While the Psy.D. degree provides training in the scientific foundations of psychology and in research methods and statistics, it places greater emphasis on the development of clinical skills. Since the initial endorsement of the doctor of psychology degree by the American Psychological Association in 1979, the professional model has been incorporated into the training programs of many universities and professional schools. The Graduate Department of Clinical Psychology (GDCP) of George Fox University is fully accredited by the American Psychological Association. (The American Psychological Association's Committee on Accreditation is located at 750 First Street N.E. in Washington, D.C. 20002, and their phone number is 202-336-5979.) The curriculum of the GDCP is designed as an integral five-year program. The first two years emphasize study in the scientific foundations of psychology, biblical and theological studies, and an introduction to clinical theory and practice. As the

student advances in the program, the emphasis shifts toward application of basic knowledge through integration of these areas in clinical practice. Professional training in assessment and psychotherapy begins in the first year with course work and prepracticum, and clinical training continues incrementally throughout the program, culminating in the clinical internship.

The goal of the GDCP is to prepare professional psychologists who are competent to provide psychological services in a wide variety of clinical settings, who are knowledgeable in the evaluation, implementation, 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 a Christian worldview 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 within the Christian and other religious communities.

Graduates are prepared for licensure as clinical psychologists. Alumni of the GDCP are licensed psychologists in more than 30 states throughout the U.S. They engage in practice in a variety of settings, including independent and group practices, hospitals, community and public health agencies, government, university counseling centers, church and parachurch organizations, and mission agencies. Graduates also teach in a variety of settings, including colleges and seminaries.

A master of arts degree is normally conferred following successful completion of the first two years of the program and associated 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 GDCP.

Mission

The mission of the GDCP 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 empirical 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
- Sensitivity, respect, 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 also a distinctive of the program.

Clinical Training

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

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

Following the completion of prepracticum training, the student enrolls in Practicum I and II, which are taken during the second and third years. These experiences take place at a variety of agencies in the community. The practicum sequence provides the student with ongoing, supervised experience in the application of psychological principles in assessment and psychotherapy within a variety of clinical settings offering a wide 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, didactic seminars, and special colloquia.

The preinternship sequence of training follows completion of Practicum I and II, and lasts throughout the fourth year. The preinternship sequence enables students to further develop their clinical skills and to gain the experience necessary to prepare for internship. During the preinternship sequence, students continue to receive ongoing, supervised experience in assessment and psychotherapy in a variety of clinical settings. Preinternship training also involves supervision of practicum and prepracticum students, weekly team meetings and oversight groups with faculty members, and presentations of advanced topics in a seminar format. The preintern student is encouraged to develop a broad range of clinical skills with diverse clinical populations rather than specialize prematurely. Although specialization is often desirable, it is best done during the internship or during postdoctoral residency and continued professional training. By the end of practicum training, students will have accrued more than 1,800 hours of supervised clinical activity.

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Internship locations often necessitate students moving to another community (often to another state) for the internship year. Students are strongly encouraged to obtain APA-accredited or APPIC-recognized internships and a high percentage of GDCP achieve this objective. 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 facility, 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 GDCP Clinical Training Handbook for more information.)

The program does not require supervisees to disclose personal information in program-related activities either orally or in writing, regarding sexual history, history of abuse and neglect, and relationships with parents, peers, and spouses or significant others. Nonetheless, relating personal information is often part of the important process of building self-awareness by the aspiring psychologist. Therefore these areas may be discussed during supervision. In addition, sometimes such information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner. Individual psychotherapy is encouraged for all students, although it is not a requirement.

Research Sequence

The research sequence introduces students to statistical methods and research design while cultivating the foundational skills necessary for the critical evaluation of scientific research and clinical programs. In addition, students are given broad exposure to the research literature in clinical psychology and the psychology of religion. Students are encouraged to participate in ongoing research, and in recent years a majority of graduates have had a research paper accepted for professional presentation or publication.

Students participate in vertically integrated research teams beginning in their first year. These teams meet biweekly 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 rotate through all research teams to observe and learn about the areas of research being undertaken. In the second year, students choose a team in which they wish to participate throughout the remainder of their experience with the GDCP. Students will then engage in research under the direction and support 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, engage in their own research, and often participate in additional collaborative research with other team members.

The dissertation, while usually empirical, can also be theoretical or applied. It is normally completed during the third or fourth years of the program. The goal of the research sequence is to equip graduates with the knowledge and skills necessary for the effective generation and use of the evolving body of knowledge in the science of psychology, and in so doing, to lay a foundation for continued professional growth and contribution throughout each graduate's career. (See GDCP Research Policies Handbook for more information.)

Research and Training Facilities

The psychology computer lab is located within the Stevens Center computer lab on the Newberg campus. High-speed computers, laser printers, and complete statistical (SPSS) and graphics software are provided. In addition, students have access to university e-mail and library search engines from their home computers.

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 or has

immediate full-text access to more than 100 periodicals in psychology and related disciplines. Students also have online access to major computerized databases through library services, including PsycINFO, DIALOG, ERIC, MEDLINE, and many others. George Fox University also 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 Health and Counseling Center serves as an on-campus training facility for students in the clinical training sequence. The counseling center has six counseling offices and a group therapy room dedicated to training. Training equipment includes video and audio monitoring equipment, one-way mirrors, and recording equipment. A student lounge area is available and is used for informal gatherings, including a monthly time for GDCP community worship.

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 members are five psychologists and one psychiatrist; four core clinical faculty members are licensed psychologists who represent varied specialty areas and research interests; one core faculty member is a licensed physician; and one basic science faculty member is a specialist in research design, statistical methods, and cognitive psychology. All core faculty are actively engaged in research and other scholarly activity. A number of adjunct faculty members further enhance the course offerings, clinic training, 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 its diversity in theoretical orientation, the faculty is united by a common commitment to a Christian worldview, to providing high-quality professional training and mentoring, and to upholding the highest standards of scholarship, ethics, and clinical expertise among its students.

Additionally, several of the core psychology faculty members 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 GDCP.

Professional Standards

Standards for graduate education in psychology, as well as for practice of psychology, are set by the policies of the American Psychological Association (APA) through its Committee on Accreditation and those of the relevant state laws and administrative rules. In Oregon, these include the Oregon Revised Statutes and Oregon Administrative Rules of the Oregon State Board of Psychologist Examiners. The design, structure, and processes of graduate education at George Fox University are influenced by these statutes and policies. Consequently, in addition to the policies of the university's graduate program, students in the psychology program are expected to know and abide by the professional standards established by these regulatory agencies. Both faculty and students are expected to adhere to the APA Ethical Principles of Psychologists and Code of Conduct (2003).

Admission

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college

or university. A GPA above 3.0 and approximately 18 semester hours of psychology or other related social science credits are generally required. In addition, applicants must submit scores on the Graduate Record Examination (GRE) Aptitude Scales, including the writing section, the Psychology GRE Subject Test, and complete the general application requirements of George Fox University. An in-person interview is also requested. Students with graduate credit and those who hold an advanced psychology or theology degree may petition to have as many as 35 hours of credit transferred.

During recent years, the median GPA of admitted students has been about 3.6, and median GRE scores (combined Verbal and Quantitative Aptitude scores) about 1200. Applicants will generally have a GPA of 3.4 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 GDCP describe themselves as embracing a Christian worldview and agree to abide by the community lifestyle expectations listed in the admission application.

There is a limited amount of scholarship funding reserved for students who bring cultural and/or ethnic diversity to the program. Teaching and research assistant jobs are available on a competitive basis.

Core Psychology Courses

Scientific Foundations of Psychology

PSYD 501 Theories of Personality and Psychotherapy
3 hours. Required. Focuses on the major theories of personality, their authors, and the systems of psychotherapy associated with those personality theories. This course provides an understanding of the basic principles of personality development, structure, dynamics, and process. The course also serves as a survey of the major systems of psychotherapy. Significant research on personality and psychotherapy outcome and process will be reviewed.

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

PSYD 503 Learning, Cognition, and Emotion
3 hours. Required. Examines contemporary perspectives on thought, learning, memory, emotion, and other higher mental processes. After a review of theoretical perspectives on learning, cognition, and emotion, cognition-emotion interaction and the development of this interaction will be discussed.

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

PSYD 505 Human Development

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

PSYD 507 History and Systems of Psychology

3 hours. Required. An overview of the development of psychology via prominent historical figures and systems from the early Greek philosophers to the 21st century. Current developments from these roots will be critically evaluated.

PSYD 509 Biological Basis of Behavior

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

PSYD 510 Psychopharmacology

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

Psychological Research

PSYD 511 Psychometrics

3 hours. Required. A survey of theory and methods of test construction, with emphasis on professional standards for evaluating published tests and application of test results. Concepts of test development will be examined, including scaling, item analysis, standardization, measurement error, reliability, and validity. Basic statistics and statistical software related to these concepts will also be included. Commonly used psychology tests will be used as psychometric examples (especially cognitive scales). Original instruments with sound psychometric properties will be designed by those enrolled and will also provide opportunities to apply course concepts. Issues of test use among ethnic and special populations will also receive attention.

PSYD 512 Statistics

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

PSYD 513 Research Design and Outcome Evaluation

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

Clinical Psychology Courses

(Psy.D. Degree)

- **Domain A: Ethical and Professional Sequence**

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

PSYD 518 Professional Issues
2 hours. Elective. Contemporary issues within the field of psychology 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 receive attention. Students will be expected to bring examples of curriculum vitae, marketing strategies, as well as management problems and issues from their current practice settings.
Prerequisite: fourth-year standing.

- **Domain B: Assessment Sequence**

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

PSYD 522 Intellectual and Cognitive Assessment
3 hours. Required. An introduction to individualized assessment of intellectual and other selected cognitive functions, such as memory and academic achievement. Theoretical, conceptual, and clinical aspects of test administration and interpretation will be emphasized. A weekly one-hour lab practicum experience is included in order to provide practice with and coaching on the most common cognitive test instruments.
Prerequisite: PSYD 511 Psychometrics.

PSYD 523 Projective Assessment
2 hours. Elective. Introduces the basic concepts of projective assessment and the administration, interpretation, and report writing for a variety of projective techniques, such as the House-Tree-Person, Draw-A-Person, Thematic Apperception Test, Roberts Apperception Test, Senior's Apperception Test for Children, Holtzman Inkblot Test, and Word Association Test. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized.
Prerequisite: PSYD 521 Personality Assessment.

PSYD 524 Comprehensive Psychological Assessment
2 hours. Elective. An advanced assessment course that 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: PSYD 521 Personality Assessment and PSYD 522 Intellectual and Cognitive Assessment.

PSYD 525 Neuropsychological Assessment
3 hours. Elective. An introduction to the anatomical, empirical, and clinical aspects of neuropsychology, with an emphasis upon clinical assessment. Fixed, flexible, and process battery approaches will be illustrated in a weekly practice lab component of the course. Integrating test findings, functional neurology, history, and report writing will be highlighted.
Prerequisites: PSYD 521 and PSYD 522.

PSYD 526 Child Psychopathology and Assessment
3 hours. Elective. This course focuses on childhood and adolescent disorders and their assessment. Particular attention will be given to diagnosis, consulting with parents and other agencies, and test selection and administration. Attention deficit disorders, mood, anxiety and behavior disorders, attachment disorders, and developmental learning disorders will be highlighted. 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: PSYD 505 Human Development, PSYD 521 Personality Assessment, and PSYD 522 Intellectual and Cognitive Assessment.

• Domain C: Practicum Sequence

PSYD 530-531 Prepracticum
4 hours. Required. This two-semester sequence prepares the student for the beginning practicum. It involves a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. Students are expected to participate in team meetings, oversight groups, and didactics to introduce them to the legal and ethical issues of practice, the administrative structure and functioning of clinical settings, and the practical issues of assessment, psychotherapy, case management, and record keeping.

PSYD 532-533 Practicum I
4 hours. Required. This is a sequence of at least two semesters that builds on PSYD 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: PSYD 517 Ethics for Psychologists and PSYD 530-531 Prepracticum.

PSYD 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.
Prerequisite: PSYD 532-533 Practicum I.

PSYD 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: PSYD 535-536 Practicum II.

• Domain D: Special Populations

PSYD 541 Multicultural Therapy
3 hours. Required. Introduction to the literature and issues involved in clinical work with people of various cultural, racial, and ethnic backgrounds. The role of culture and ethnicity in conceptualizations of mental health and pathology, help seeking, and response to treatment will be emphasized.

PSYD 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: PSYD 505 Human Development.

PSYD 545 Gender Issues in Psychotherapy
3 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 unique female and male issues with clients. Case studies will be used for illustration and application.

• Domain E: Individual Psychotherapies

PSYD 551 Psychodynamic Psychotherapy
3 hours. Required. This class explores the theory and practice of psychodynamic psychotherapy, including analytic, object relations, and self psychologies. Major theorists and assessment techniques are critically appraised, and process and outcome research related to these approaches is examined. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a psychodynamic perspective.
Prerequisite: PSYD 501 Theories of Personality and Psychotherapy.

PSYD 552 Cognitive-Behavioral Psychotherapy
3 hours. Required. This class provides an introduction to cognitive-behavioral techniques, explores their application in short-term and longer-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies are used to develop skills in planning cognitive behavioral interventions, establishing behavioral objectives, and measuring outcomes of treatment.

Consistencies and tensions with Christian beliefs and worldviews will be explored, and practical strategies for using cognitive-behavioral interventions with religious clients are examined.

PSYD 556 Object Relations Therapy

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

• Domain F: Child, Family, and Group Psychotherapies

PSYD 561 Group Psychotherapy

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

PSYD 562 Child/Adolescent Therapy

3 hours. Elective. This course will build on PSYD 505 Human Development 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.

PSYD 563 Family and Couples Therapy

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

PSYD 564 Advanced Couples and Family Therapy

2 hours. Elective. This course builds on PSYD 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: PSYD 563 Family and Couples Therapy.

• Domain G: Integration

PSYD 571 Integrative Approaches to Psychology and Psychotherapy

3 hours. Required. This class provides an overview of the theoretical, conceptual, and practical issues involved in relating worldviews to psychology, psychopathology, and psychotherapy. Emphasis will be placed

on the various philosophical and practical ways in which Christian psychologists and theologians have resolved the tensions of faith and practice. Practical implications for conducting psychotherapy with people who have spiritual and religious concerns will be explored.

PSYD 573 Research in the Psychology of Religion

2 hours. Elective. An introduction to research on belief and behavior, emphasizing empirical psychology of religion. Methods of research evaluation and critique are presented and practiced. Practical experience is provided through a class research project.

Prerequisites: PSYD 571 Integrative Approaches to Psychology and Psychotherapy.

PSYD 576 Integration Seminars

1 hour each — Elective. These are a series of one-hour or one two-hour seminars that are team-taught by psychology and religion professors. Usually, 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 RELG 576.)

• Domain H: Physiological and Health Psychology

PSYD 581 Human Sexuality and Sexual Dysfunction

2 hours. Elective. Provides an overview of physiological, sociological, and psychological aspects of sexuality and sexual dysfunctions. Approaches to evaluation and treatment of dysfunctions and consideration of the influences of beliefs upon the causes and remediations of problems are included.

Prerequisite: PSYD 532-533 Practicum I.

PSYD 582 Substance Abuse

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

PSYD 583 Behavioral Medicine

2 hours. Elective. A survey of the application and integration of biobehavioral knowledge and techniques relevant to physical health and illness, including such issues as psychophysiological disorders, biofeedback, hypnosis, stress management, and preventive medicine.

Prerequisite: PSYD 509 Biological Basis of Behavior.

PSYD 584 Sports Psychology

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

• Domain I: Clinical Subspecialties

PSYD 591 Rural Psychology

2 hours. Elective. Concepts and methods of rural mental health are introduced, with special emphasis upon the unique challenges and opportunities associated with rural settings.

PSYD 597 Forensic Psychology

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

PSYD 598 Industrial/Organizational Psychology

2 hours. Elective. This course examines the roles for psychologists in business settings. Issues of organizational structure, functions, and development are discussed in relation to individual and group dynamics. Personnel selection, placement, performance appraisal, organizational culture and attitudes, leadership, and motivation will be particular areas of focus.
Prerequisites: PSYD 504 Social Psychology and PSYD 521 Personality Assessment.

• Dissertation Sequence

PSYD 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.

PSYD 655 Dissertation

2 hours — to maintain continuous enrollment until dissertation is complete.

- **Bible/Religion Sequence**

BIBG 511 Old Testament Studies and Interpretation	3
BIBG 521 New Testament Studies and Interpretation	3
RELG 510 Christian Theology	3
RELG 520 Spiritual Formation	2
RELG 530 Contemporary Religious Worldviews	2
RELG 551 History of Theology and Church Tradition	3

- **Clinical Psychology Internship**

PSYD 610-619 Clinical Internship
A full-time internship comprising 50 weeks and 2,000 hours is required. The internship may be scheduled as a half-time placement for two calendar years or a full-time placement for a single year. Students are strongly encouraged to obtain an APA-accredited or APPIC-recognized internship site. It is likely that students will have to move out of state to complete the approved internship.
Prerequisite: Completion of M.A. degree and practicum requirements; and approval by the director of clinical training. Special fee assessed.

Graduate Studies in Religion Course Offerings

George Fox University offers a range of graduate courses in religion designed especially to serve the Psy.D. program. Sixteen hours of required 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

BIBG 511 Old Testament Studies and Interpretation

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

BIBG 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 BIBG 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

RELG 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.

RELG 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.

RELG 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.

RELG 551 History of Theology and Church Tradition

3 hours. An overview of significant events, people, and developments in the history of the Christian movement from the first century to the present. The purpose is to provide a panoramic view of church

history as a foundation for continued reflection upon the central aspects of Christian faith as well as the key issues and traditions that shaped Western culture and society.

RELG 576 Religion Integration Seminars

1 hour. These are a series of one-hour or one, two-hour seminars that are team-taught by psychology and religion professors. Usually, 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 PSYD 576.)

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 allowed 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 chairperson of the Graduate Department 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. While full-time enrollment normally consists of a minimum of 9 hours each semester, failure to enroll for a minimum of 2 hours each semester (summer term is excepted) will result in suspension from the program. 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 chairperson of the GDCP. 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 Suspension

A minimum cumulative GPA of 3.0 is expected in all course work within the program. Students whose work does not meet this requirement will be placed on probation and will be expected to raise their GPA to the 3.0 level in the following semester. Failure to do so may result in academic suspension.

The following also are grounds for academic probation or dismissal:

- A grade of C in three or more courses
- A grade of D or F in any course
- A failing (no pass) grade in practica
- A GPA below 3.0 for two semesters

- Failure to pass the comprehensive exam by the end of the third year of study

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

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 GDCP. Practicum supervisors also provide regular evaluations of students' knowledge, skill, and professional attitudes displayed in clinical settings. Students failing to act in an ethical or professional manner, receiving unsatisfactory evaluation by practicum or internship supervisors, failing to comply with George Fox University standards of conduct, or showing other evidence of deficiency in professional development may be dismissed from the program.

Transfer Credit

In some cases, a student may wish to transfer graduate-level course work previously earned at another accredited university or seminary. Guidelines covering transfer credit are detailed on our Web site (psyd.georgefox.edu) and in the Student Handbook of the GDCP. These guidelines are in addition to general university policies outlined in this catalog. No transfer credit will be granted for Prepracticum, Practicum I and II, Preinternship, or Internship.

Psy.D. Degree Requirements

The doctor of psychology (Psy.D.) degree requires the satisfactory completion of the following:

- All required courses = 125 semester hours. These hours include:
    - 81 hours of psychology courses (scientific foundations, psychological research, and clinical psychology)
    - 16 hours of clinical training (Prepracticum, Practicum I and II, and Preinternship)
    - 16 hours of Bible/religion/integration
    - 12 hours of dissertation
- Comprehensive Examination: The Subject Test in Psychology of the Graduate Record Examination (PGRE) comprises the M.A. comprehensive examination. Students must achieve a standard score at the 75th percentile or greater. 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 GDCP Student Handbook for additional information.)
- Full-time internship: the equivalent of a one-year full-time internship (normally 50 weeks and 2,000 clock hours).

- Defense of doctoral dissertation (minimum of 12 hours) and related documentation components.

Academic Class Standing

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

First year: fewer than 30 hours

Second year: 30+ hours to M.A. conferral

Third year: 60+ hours and M.A. conferral

Fourth year: 90+ hours and M.A. conferral

Fifth year: internship

M.A. Conferral

The M.A. is conferred as a transitional degree en route to the Psy.D., rather than as a terminal degree. It is conferred following completion of 60 hours of course work, including 54 hours of psychology and 6 hours of Bible courses. Psychology course requirements include 4 hours of Prepracticum and 4 hours of Practicum. Specific requirements are listed in the Student Handbook of the GDCP, and are marked on the Recommended Sequence that follows. In addition, the student must successfully complete the Comprehensive Examination. 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

Courses marked "*" are required for M.A. degree

First Year

Fall

BIBG 511 Old Testament Studies and Interpretation*	3
PSYD 502 Psychopathology*	3
PSYD 505 Human Development*	3
PSYD 511 Psychometrics*	3
PSYD 517 Ethics for Psychologists*	3
PSYD 530 Prepracticum*	2
Total:	17

Spring

PSYD 531 Prepracticum*	2
PSYD 501 Theories of Personality and Psychotherapy*	3
PSYD 512 Statistics*	3
PSYD 521 Personality Assessment*	3
BIBG 521 New Testament Studies and Interpretation*	3
Total:	14

Summer	
PSYD 503 Learning, Cognition, and Emotion*	3
PSYD 504 Social Psychology*	3
Total:	6
Second Year	
Fall	
PSYD 507 History and Systems*	3
PSYD 522 Intellectual and Cognitive Assessment*	3
PSYD 532 Practicum I*	2
PSYD 552 Cognitive/Behavioral Psychotherapy*	3
PSYD 5XX elective	2
PSYD 600 Dissertation - Research Team	1
Total:	14
Spring	
PSYD 513 Research Design and Outcome Evaluation*	3
PSYD 533 Practicum I*	2
PSYD 551 Psychodynamic Psychotherapy	3
PSYD 571 Integrative Approaches to Psychology and Psychotherapy*	3
PSYD XXX elective*	2
PSYD 601 Dissertation - Research Team	1
Total:	14
Summer	
PSYD XXX elective	2
PSYD 563 Family and Couples Therapy	3
Total:	5
Third Year	
Fall	
PSYD 509 Biological Basis of Behavior	3

RELG 530 Contemporary Religious Worldviews	2
PSYD 535 Practicum II	2
PSYD XXX elective	3
PSYD XXX elective	3
PSYD 602 Dissertation - Research Team	2
Total:	15

Spring

PSYD 536 Practicum II	2
PSYD XXX elective	2
PSYD 541 Multicultural Psychotherapy	3
PSYD XXX elective	3
PSYD 603 Dissertation - Research Team	2
RELG 520 Spiritual Formation	2
Total:	14

Summer

PSYD XXX elective	2
PSYD XXX elective	2
Total:	4

Fourth Year

Fall

PSYD 538 Preinternship	2
PSYD XXX elective	2
PSYD 576A Integration Seminar	1
PSYD 604 Dissertation - Research Team	3
RELG 551 Historical Theology and Church Traditions	3
Total:	11

Spring

PSYD 539 Preinternship	2
PSYD 576B Integration Seminar	1

PSYD XXX elective	2
PSYD 605 Dissertation - Research Team	3
RELG 510 Christian Theology	3
Total:	11

Fifth Year

PSYD 610-615 Clinical Internship

Minimum program total: 125

Counseling Degrees

Counseling Academic Program Information

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

Degree Candidacy

Candidacy for the master of arts in counseling degree or master of arts and certificate in marriage and family therapy, master of arts and certificate in school counseling, and the master of science and certificate in school psychology will be determined by the GDC faculty after the student has ben admitted into their chosen degree or certificate program. Candidacy serves as a way to assess the student's fit for the program, fit for the profession, emotional, psychological and intellectual ability, as well as maturity level for functioning safely as a mental health professional. GDC students are required to go through the candidacy process within their first year of study. It is the GDC student's responsibility to be aware of testing and interview times and deadlines. Students that have not gone through the candidacy process within their first year, or have to re-candidate or have failed candidacy, may not take classes in the GDC until they have passed the candidacy process. It is the policy of the GDC that students may only re-candidate one time. If degree candidacy is not awarded, the student cannot take additional course work in the GDC, and is ineligible for internship. Only students that passed or provisionally passed candidacy may start their internship after having completed all prerequisites. For more specific information, please refer to the applicable student handbook.

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 reestablish candidacy will need

to reapply to the faculty of the appropriate department, who shall have jurisdiction to make any further requirements deemed necessary for such reinstatement.

Master of Arts in Counseling

(M.A. Degree)

Approved by the Oregon Board of Licensed Professional Counselors and Therapists

Program Objectives

We recognize the clinical training and expertise required for working with individuals, groups, and the broader community. It is therefore intended that the graduate of the Master of Arts in Counseling Program will:

- Understand persons as having physiological, psychological, relational, and spiritual needs
- Understand and articulate the core dynamics of counseling in concert with sound theological principles
- Acquire, refine, and demonstrate appropriate psychotherapeutic skills used in working with individuals and groups
- Have begun the development of a professional identity as a professional counselor
- Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, ethnic, and culturally and socioeconomically diverse
- Be prepared for becoming a licensed professional counselor (LPC), and a regular member of the American Counseling Association (ACA)

Degree Requirements

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

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

- Satisfactorily complete a minimum of 64 semester hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, and a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy may be granted, provisionally granted, re-candidates, or denied. Students can re-candidate only once. Students may be required to take the MMPI in cases of provisional pass or denial of candidacy. For more information, please refer back to your student handbook.)

- Undergo a minimum of 20 one-hour sessions of personal therapy - individual, couple, and/or group therapy (no more than 10 sessions may be in group therapy) - with a licensed therapist.
- Complete a minimum of 600 supervised hours in an internship setting(s), of which at least 240 hours must be client contact hours.
- Successfully complete the graduate clinical project (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of counseling and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.
- Be recommended by the Graduate Department of Counseling (GDC) faculty for graduation from George Fox University.

Program Summary

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

Course Requirements

Spiritual Integration

(10 hours required)

COUN 561 Spirituality and Clinical Praxis I	3
COUN 562 Spirituality and Clinical Praxis II	3
COUN 577 Images of God	1
COUN 578 Shame and Grace	1
COUN 579 Spiritual Identity	1
COUN/MMFT/SFAD ____ Spiritual Integration elective	1

Counseling Core

(42 hours required)

COUN 501 Principles and Techniques of Counseling I	3
COUN 502 Principles and Techniques of Counseling II	3
COUN 510 Human Growth and Development	3
COUN 520 Personality and Counseling Theory	3
COUN 530 Psychopathology and Appraisal	3
COUN 540 Professional Orientation	3
COUN 550 Group Theory and Therapy	3

COUN 560 Social and Cultural Foundations	3
COUN 570 Lifestyle and Career Development	3
COUN 581 Tests and Measurements	3
COUN 582 Research and Evaluation	3
COUN 597 Treatment Planning I	1
COUN 598 Treatment Planning II	1
COUN 599 Graduate Clinical Project	1
MMFT 500 Introduction to Marriage and Family Therapy	3
MMFT 534 Human Sexuality	3
Clinical Internship	
(8-10 hours required)	
COUN 591 Clinical Internship	2
COUN 592 Clinical Internship	4
COUN 593 Clinical Internship	4
COUN 594 Clinical Internship	1-2
Counseling Electives	
(2-4 hours required)	
COUN___ Counseling elective	1
COUN___ Counseling elective	1
COUN___ Counseling elective	1
COUN___ Counseling elective	1
Total hours required for degree	64

Notes:

Students are expected to follow the sequence COUN 592, COUN 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for COUN 591 for an additional 2 hours, but will still need to register for and attend fall and spring internship.

COUN electives: If COUN 591 Clinical Internship (2 hours) is taken, two additional elective credits are required. If COUN 591 is not taken, four COUN elective hours are required. COUN courses must total at least 64 hours.

Students should always check with the Graduate Department of Counseling prior to signing up for COUN 585, to assure that all prerequisites have been met.

Master of Arts in Marriage and Family Therapy

(M.A. Degree)

Approved by the Oregon Board of Licensed Professional Counselors and Therapists

Program Objectives

We recognize the systemic training and expertise required for working effectively with individuals, couples, families, and the broader community. It is intended for the graduate of the Master of Arts in Marriage and Family Therapy (M.A. in M.F.T.) Program to:

- Understand people as having physiological, psychological, relational, and spiritual needs
- Know and articulate the core dynamics of marital and family systems in concert with sound theological principles
- Recognize human beings as functioning within a larger social ecology
- Develop competency in the application of the various systemic and traditional psychotherapeutic treatment approaches in order to be able to effectively work with individuals, couples, and families
- Be aware of and be able to use the various counseling 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
- Have begun the development of a professional identity as a marriage and family therapist
- Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, ethnic, and culturally and socioeconomically diverse
- Be prepared for becoming a licensed marriage and family therapist (LMFT), a clinical member of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association's (ACA) Specialization in Marriage and Family Counseling, as well as a licensed professional counselor (LPC)

Degree Requirements

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

- Satisfactorily complete a minimum of 79 semester hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information please refer to the student handbook).
- Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can be granted, provisionally granted, re-candidated, or denied. Students can re-candidate only once. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy. For more information, please refer to your student handbook.)

- Undergo a minimum of 20 one-hour sessions of therapy from a family systems perspective with a licensed 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 - 700 hours total, with 270 direct client contact hours; ACA - 600 hours total, with 240 of those being direct client contact hours).
- Successfully complete the graduate clinical project (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.
- Be recommended by the Graduate Department of Counseling faculty for graduation from George Fox University.

Program Summary

Spiritual integration	10
Counseling core	42
Marriage/family specialization	15
Clinical internship	8-10
Marriage/family electives	2-4
Total hours required for degree	79

Course Requirements

Spiritual Integration (10 hours required)	
COUN 561 Spirituality and Clinical Praxis I	3
COUN 562 Spirituality and Clinical Praxis II	3
COUN 577 Images of God	1
COUN 578 Shame and Grace	1
COUN 579 Spiritual Identity	1
COUN/MMFT/SFAD _____Spiritual Integration elective	1
Counseling Core (42 hours required)	
COUN 501 Principles and Techniques of Counseling I	3
COUN 502 Principles and Techniques of Counseling II	3

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

Marriage/Family Specialization

(15 hours required)

MMFT 514 Advanced Marriage Therapy	3
MMFT 524 Advanced Family Therapy	3
MMFT 534 Human Sexuality	3
MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 574 Relationship Assessment	3
MMFT 580 Play Therapy	3

Clinical Internship

(8-10 hours required)

MMFT 591 Clinical Internship	2
MMFT 592 Clinical Internship	4
MMFT 593 Clinical Internship	4
MMFT 594 Clinical Internship	1-2

Marriage/Family Electives

(2-4 hours required)

MMFT___Marriage/Family elective	1
MMFT___Marriage/Family elective	1
MMFT___Marriage/Family elective	1

MMFT___Marriage/Family elective	1
Total hours required for degree	79

Notes:

Students are expected to follow the sequence MMFT 592, MMFT 593 beginning with the fall semester of the final year. Students who begin their internship in the summer will register for MMFT 591 for an additional 2 hours, but will still need to register and attend fall and spring internship.

MMFT electives: If MMFT 591 Clinical Internship (2 hours) is taken, 2 additional elective credits are required. If MMFT 591 is not taken, then 4 MMFT elective hours are required. MMFT/COUN courses must total at least 48 hours.

Students should always check with the Graduate Department of Counseling prior to signing up for COUN 585 to assure that all prerequisites have been met.

All course work, including courses with a COUN prefix, for this master's program are taught from a systems perspective, to meet LMFT licensure requirements. COUN 540 Professional Orientation focuses on the AAMFT Code of Ethics.

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 providing resources to 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, and social workers — who want and need to be more effective in their service to parents, couples, and families can avail themselves of a variety of educational and training opportunities.

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

Licensed professional counselors and others who hold at least a master's degree in counseling or another mental health degree may qualify to pursue full clinical membership in the American Association for Marriage and Family Therapy (AAMFT) and Oregon licensure as a marriage and family therapist (LMFT).

Certificate Requirements

Each certificate applicant will be assessed, and a plan of training developed according to his/her specific needs. Graduate course 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 of graduate course work from an accredited institution and is subject to the approval of the Graduate Department of Counseling. Applicants will be required to address any academic deficiencies.

- Satisfactorily complete a minimum of 30 semester hours with a cumulative GPA of 3.0 or above.

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

- Meet all requirements for certificate candidacy, including submission of the 16 PF, a group interpretation, a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can be granted, provisionally granted, re-candidated, or denied. Students can re-candidate only one time. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy. For more information, please refer to your student handbook.)

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

- Complete a supervised clinical internship in marriage and family therapy that meets the currently articulated criteria for such training, with at least 50 percent of the contact hours with couples and families (e.g., AAMFT — 700 hours total, with 270 direct client contact hours; ACA — 600 hours total, with 240 of those being direct client contact hours).

- Successfully complete the graduate clinical project (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.

Program Summary

Course work	30
Clinical internship	8
Total hours required for certificate	38

Course Requirements

Course Work
(30 hours required)

COUN 530 Psychopathology and Appraisal	3
COUN 540 Professional Orientation	3
COUN 560 Social and Cultural Foundations	3

COUN 561 Spirituality and Clinical Praxis I	3
MMFT 500 Introduction to Marriage and Family Therapy	3
MMFT 514 Advanced Marriage Therapy I	3
MMFT 524 Advanced Family Therapy I	3
MMFT 534 Human Sexuality	3
MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 574 Relationship Assessment	3

Clinical Internship
(8 hours required)

MMFT 591 Clinical Internship	2
MMFT 592 Clinical Internship	4
MMFT 593 Clinical Internship	4
Total hours required for certificate	38

Notes:
Students are expected to follow the sequence MMFT 592, MMFT 593 beginning with the fall semester of the final year. Students who begin their internship in the summer will register for MMFT 591 for an additional 2 hours, but will still need to register and attend fall and spring internship.

Students should always check with the Graduate Department of Counseling prior to signing up for COUN 585 to assure that all prerequisites have been met.

All course work, including courses with a COUN prefix, for this master's program are taught from a systems perspective, to meet LMFT licensure requirements. COUN 540 Professional Orientation focuses on the AAMFT Code of Ethics.

Master of Arts in School Counseling

(M.A. Degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC)

Program Objectives
We recognize the clinical and educational training and expertise required for working effectively with elementary through high school students, as well as the interaction with schools and school systems. It is intended for the graduate of the Master of Arts in School Counseling Program to:

- Understand students as having physiological, psychological, relational, spiritual, and educational needs
- Understand and articulate the core dynamics of school counseling in concert with sound theological principles
- Acquire, refine, and demonstrate appropriate school counseling and guidance skills used in working with students, families, and school and community systems
- Have begun the development of a professional identity as a school counselor
- Work knowledgeably and with facility in a variety of school situations, e.g., individual and group counseling and classroom guidance, as well as working with private, institutional, community, ecclesiastical, ethnic, and culturally and socioeconomically diverse issues
- Be prepared for becoming a licensed school counselor as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and to become a regular member of the American School Counselor Association (ASCA)

Degree Requirements

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

Track I is for those students that hold a teaching license and can verify two years of full-time or four years of part-time teaching experience.

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

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

- Satisfactorily complete a minimum of 60 (for those individuals with less than two years full-time or four years part-time teaching experience) or 54 (for those with two years full-time and/or five years part-time experience) semester hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information please refer to the student handbook).
- Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can be granted, provisionally granted, recandidated, or denied. Students can re-candidate only once. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy. For more information, please see your student handbook.)
- Undergo a minimum of 20 one-hour sessions of personal therapy — individual, couples, and/or group (no more than 10 sessions may be in group therapy) — with a licensed therapist.

- Complete a minimum of 600 supervised hours in internship setting(s), of which at least 240 hours must be client contact hours.
- Successfully complete the graduate clinical project (reading fee assessed during their final semester of clinical internship), in which the student articulates his/her current understanding of school counseling and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.
- Be recommended by the Graduate Department of Counseling (GDC) faculty for graduation from George Fox University.

Program Summary

Spiritual integration	6
School counseling core	44/50
Clinical internship	4
Total hours required for degree	**54/60**

Course Requirements

Spiritual Integration	
(6 hours required)	
COUN 561 Spirituality and Clinical Praxis I	3
COUN 562 Spirituality and Clinical Praxis II	3
School Counseling Core	
(44-50 hours required)	
COUN 510 Human Growth and Development	3
COUN 560 Social and Cultural Foundations	3
COUN 581 Test and Measurement	3
COUN 582 Research and Evaluation	3
EDFL 504 Classroom Teaching and Learning*	3
EDFL 515CO Learning Practicum for School Counseling*	3
MMFT 500 Introduction to Marriage and Family Therapy	3
MMFT 580 Play Therapy	3
MSCN 501 Principles and Techniques in the School System	3
MSCN 502 Strategies in School Counseling	3
MSCN 520 Personality and Counseling Theories	3
MSCN 503 Risk and Resilience in Youth	3
MSCN 504 Child/Adolescent Disorders, Diagnosis, and Treatment	3
MSCN 550 Group Theory and Therapy	3
MSCN 505 Ethical and Legal Issues in Education	3
MSCN 570 Lifestyle and Career Development	3
MSCN 597 Treatment Planning	1
MSCN 599 Graduate Clinical Project	1

Clinical Internship	
(4 hours required)	
MSCN 506 Internship A: Early Childhood and Elementary Counseling I	2
or	
MSCN 507 Internship B: Middle Level and High School Counseling I	2
MSCN 508 Internship A: Early Childhood and Elementary Counseling II	2
or	
MSCN 509 Internship B: Middle Level and High School Counseling II	2
Total hours required for degree	**54/60**

Notes:

The internship can be at either of the paired levels: Level 1: Early Childhood and Elementary Counseling, or Level 2: Middle Level and High School. It requires a minimum of 600 clock hours of supervised school counseling experience in a public school per TSPC guidelines, and demonstrating the skills and competencies required for licensure to the university supervisor.

*Track II

Those students who cannot verify two years of full-time or four years of part-time teaching experience are required to take:

EDFL 504 Classroom Teaching and Learning	3
EDFL 515CO Learning Practicum for School Counseling	3

For these students, 60 hours will be required for the master of arts in school counseling.

The learning practicum for school counseling must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public school or other approved school per TSPC guidelines. It must include a minimum of 75 clock hours of full responsibility for direct learning.

In addition to fulfilling the above course requirements, school counseling students in the master's program who seek the Initial School Counseling License will be asked to submit passing scores on the: (1) California Basic Educational Skills Test (CBEST), (2) Praxis II Specialty Area Test in School Counseling, and (3) Discrimination and the Oregon Educator Test (George Fox University's Graduate Department of Counseling offers education in U.S. and Oregon civil rights laws as part of MSCN 505 and requires students to take a comprehensive test that has been approved by the TSPC.).

Initial School Counseling Licensure Preparation Program

(Non-degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC)

Program Objectives

We recognize the clinical and educational training and expertise required for working effectively with

elementary through high school students, as well as the interaction with schools and school systems. It is intended for the graduate of the Initial School Counseling Licensure Preparation Program to:

- Understand students as having physiological, psychological, relational, spiritual, and educational needs
- Understand and articulate the core dynamics of school counseling in concert with sound theological principles
- Acquire, refine, and demonstrate appropriate school counseling and guidance skills used in working with students, families, and school and community systems
- Have begun the development of a professional identity as a school counselor
- Work knowledgeably and with facility in a variety of school situations, e.g., individual and group counseling and classroom guidance, as well as working with private, institutional, community, ecclesiastical, ethnic and culturally and socioeconomically diverse
- Be prepared for becoming a licensed school counselor as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the American School Counselor's Association

Program Requirements

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

Following are the requirements for the Initial School Counseling Licensure Preparation Program:

- Satisfactorily complete a minimum of 30 semester hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information please refer to the student handbook).
- Meet all requirements for program candidacy, including submission of the 16 PF, a group interpretation, a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can be granted, provisionally granted, re-candidated, or denied. Students can re-candidate only once. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy. For more information, please see your student handbook.)
- Undergo a minimum of 20 one-hour sessions of personal therapy — individual, couples, and/or group (no more than 10 sessions may be in group therapy) — with a licensed therapist.
- Complete a minimum of 600 supervised hours in practicum setting(s), of which at least 240 hours must be client contact hours.
- Successfully complete the graduate clinical project (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of

counseling and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.

- Be recommended by the Graduate Department of Counseling (GDC) faculty for program completion.

Program Summary

Spiritual integration	3
School counseling core	23
Clinical internship	4
Total hours required for degree	**30**

Course Requirements

Spiritual Integration	
(3 hours required)	
COUN 561 Spirituality and Clinical Praxis I	3
School Counseling Core	
(23 hours required)	
COUN 582 Research and Evaluation	3
EDFL 504 Classroom Teaching and Learning	3
EDFL 515CO Learning Practicum for School Counseling	3
MSCN 502 Strategies in School Counseling	3
MSCN 503 Risk and Resilience in Youth	3
MSCN 505 Ethical and Legal Issues in Education	3
MSCN 570 Lifestyle and Career Development	3
MSCN 597 Treatment Planning	1
MSCN 599 Graduate Clinical Project	1
Clinical Internship	
(4 hours required)	
MSCN 506 Internship A: Early Childhood and Elementary Counseling I	2
or	
MSCN 507 Internship B: Middle Level and High School Counseling I	2
MSCN 508 Internship A: Early Childhood and Elementary Counseling II	2
or	
MSCN 509 Internship B: Middle Level and High School Counseling II	2
Total hours required	**28 / 30**

Notes:

Students who have previously taken a career counseling and/or ethical and legal issues graduate course may request that the course be reviewed for possible transfer credit. If transfer credit is granted for 2 credits each, for the two courses, they may register for only 1 credit in MSCN 570 Lifestyle and Career Development and/or 1 credit in MSCN 505 Ethical and Legal Issues in Education.

The internship can be at either of the paired levels: Level 1: Early Childhood and Elementary Counseling, or Level 2: Middle Level and High School. It requires a minimum of 600 clock hours of supervised school counseling experience in a public school or other approved school per TSPC guidelines, and demonstrating the skills and competencies required for licensure to the university supervisor.

The learning practicum for school counselors must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public school. It must include a minimum of 75 clock hours of full responsibility for direct learning. Students are required to take: EDFL 504 Classroom Teaching and Learning and EDFL 515CO Learning Practicum for School Counseling.

Program faculty will assess applicants' degree transcripts (master's or higher) in the behavioral sciences or their derivative therapeutic professions to assure adequate course preparation for this program and, if applicable, require additional course work to fulfill Chapter 584 Division 070-Teacher Standards and Practices Commission, Initial School Counselor License 584-070-0011, (2).

In addition to fulfilling the above course requirements, school counseling students in the Initial School Counseling Licensure Preparation Program who seek the Initial School Counseling License will be asked to submit passing scores on the: (1) California Basic Educational Skills Test (CBEST), (2) Praxis II Specialty Area Test in School Counseling, and (3) Discrimination and the Oregon Educator Test (George Fox University's Graduate Department of Counseling offers as part of MSCN 505 education of U.S. and Oregon civil rights laws and requires students to take a comprehensive test that has been approved by the TSPC.).

All EDFL courses are taught by other departments in the School of Education and are all offered at the Portland Center. For specific course descriptions, please visit their Web page.

Master of Science in School Psychology

(M.S. Degree)

Approved by Teacher Standards and Practices Commission (TSPC)

Program Objectives
We recognize the clinical, educational, cognitive testing/assessment, and report-writing expertise required to work effectively with grades K-12 children, their families, and the school system to assist each child to be successful in his/her learning and interpersonal relationships. It is intended that graduates of the Master of Science (M.S.) in School Psychology Program will:

- Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students
- Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing

- Acquire, redefine, and demonstrate appropriate testing, assessment, and report writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems
- Have begun the development of a professional identity as a school psychologist
- Work knowledgeably with students varying in age and gender, ethnic and cultural background, socioeconomic level, disabilities, cognitive ability, emotional and psychological functioning, etc.
- Be prepared to become a licensed school psychologist as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the National Association of School Psychologists (NASP) and/or the American Psychological Association (APA)

Degree Requirements

Master of science in school psychology is designed for men and women who desire graduate study and preparation for the profession. Following are the requirements for the M.S. degree in school counseling:

- Satisfactorily complete a minimum of 67 semester hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information please refer to the student handbook).
- Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can generally be granted, provisionally granted, re-candidated, or denied. Students can re-candidate only once. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy. For more information, please see your student handbook.)
- Undergo a minimum of 20 one-hour sessions of personal therapy — individual, couples, and/or group (no more than 10 sessions may be in group therapy) — with a licensed therapist.
- Complete a minimum of 1,200 supervised hours in internship setting(s).
- Successfully complete the graduate clinical project (reading fee assessed in MSPS 599 during final semester of clinical internship), in which the student articulates his/her current understanding of school psychology and applies the same through an analysis of his/her school psychology skills, an evaluation of his/her strengths, and a three-year professional development plan.
- Be recommended by the Graduate Department of Counseling (GDC) faculty for graduation from George Fox University.

This degree is designed to lead to a master of science degree in school psychology and can be completed in three or four years. The three- or four-year program is designed for full-time study, with the first two years

in classroom course work and the last year in a full-time internship in a public school. Applicants for this degree must have received a bachelor's degree (any major).

Program Summary	
Spiritual integration	6
School psychology core	53
Clinical internship	8
Total hours required for degree	67

Course Requirements

Spiritual Integration

(6 hours required)

COUN 561 Spirituality and Clinical Praxis I	3
COUN 562 Spirituality and Clinical Praxis II	3

School Psychology Core

(53 hours required)

COUN 510 Human Growth and Development	3
COUN 560 Social and Cultural Foundations	3
COUN 581 Tests and Measurements	3
COUN 582 Research and Evaluation	3
EDFL 708 Program Evaluation	2
MMFT 500 Introduction to Marriage and Family Therapy	3
MSPS 501 Principles and Techniques in the School System	3
MSPS 502 The Exceptional Child in School	3
MSPS 505 Ethical and Legal Issues in Education	3
MSPS 520 Personality and Counseling Theory and Testing	3
MSPS 531 Introduction to School Psychology	3
MSPS 550 Group Theory and Therapy	3
MSPS 597 Treatment Planning I	1
MSPS 598 Treatment Planning II	1
MSPS 599 Graduate Clinical Project	1
PSYX 509 Biological Basis of Behavior	3
PSYX 511 Psychometrics (Tests and Measurement)	3
PSYX 522 Cognitive and Academic Assessment*	4

PSYX 525 Neuropsychological Assessment	2
PSYX 575 Child and Adolescent Psychopathology	3

Clinical Internship

(8 hours required)

MSPS 507 Internship in School Psychology I	4
MSPS 508 Internship in School Psychology II	4
Total hours required for degree	67

Notes:

*This course includes 3 credit hours for classroom and 1 for lab. Students in this program who desire to have a double major (i.e., school psychology, counseling, or MFT) must meet with their advisor to discuss the additional course work needed.

In addition to fulfilling the above course requirements, school psychology students who seek the Initial School Psychology License will be asked to submit passing scores on the: (1) California Basic Educational Skills Test, or have five years of experience practicing school psychology full time in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license; (2) Praxis II Specialty Area Test in School Psychology; and (3) Discrimination and the Oregon Educator Test. (George Fox University's Graduate Department of Counseling offers as part of MSCN/MSPS 505 education of U.S. and Oregon civil rights laws and requires students to take a comprehensive test that has been approved by the TSPC.)

Initial School Psychology Licensure Preparation Program

(Non-degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC)

Program Objectives

We recognize the clinical, educational, cognitive testing/assessment, and report-writing expertise required to work effectively with grades K-12 children, their families, and the school system to assist each child to be successful in his/her learning and interpersonal relationships. It is intended that graduates of the Initial School Psychology Licensure Preparation Program will:

- Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students
- Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing
- Acquire, redefine, and demonstrate appropriate testing, assessment, and report-writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems

- Have begun the development of a professional identity as a school psychologist
- Work knowledgeably with students varying in age and gender, ethnic and cultural background, socioeconomic level, disabilities, cognitive ability, emotional and psychological functioning, etc.
- Be prepared to become a licensed school psychologist as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the National Association of School Psychologists (NASP) and/or the American Psychological Association (APA)

Program Requirements

The Initial School Psychology Licensure Preparation Program is designed for men and women who desire graduate study and preparation for the profession. Following are the requirements for the Initial School Psychology Licensure Preparation Program:

- Satisfactorily complete all required hours with a cumulative GPA of 3.0 or above.
- No grade shall be lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information please refer to the student handbook).
- Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can be granted, provisionally granted, re-candidated, or denied. Students can re-candidate only once. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy. For more information, please see your student handbook.)
- Undergo a minimum of 20 one-hour sessions of personal therapy — individual, couples, and/or group (no more than 10 sessions may be in group therapy) — with an approved therapist.
- Complete a minimum of 1200 supervised hours in internship setting(s).
- Successfully complete the graduate clinical project (reading fee assessed in MSPS 599 during final semester of clinical internship), in which the student articulates his/her current understanding of school psychology and applies the same through an analysis of his/her school psychology skills, an evaluation of his/her strengths, and a three-year professional development plan.
- Be recommended by the Graduate Department of Counseling (GDC) faculty for program completion.

Students in the Initial School Psychology Licensure Preparation Program must hold a master's or higher degree in a behavioral science (e.g., counseling, social work, marriage and family therapy, psychology, and/or psychiatry) or their derivative therapeutic professions. Transcripts of previous graduate work and supportive documentation are evaluated by the Graduate Department of Counseling faculty committee to determine which core courses (see Initial School Psychology Licensure Preparation Program) may be waived* to meet the GDC and TSPC standards. Course work transferred in might vary greatly from student

to student. In addition to the course work transferred in, all students must take the required 8 semester hours of course work listed below.

Course Requirements

Required Courses:	
COUN 561 Spiritual and Clinical Praxis I	3
MSPS 505 Ethical and Legal Issues in Education	1
MSPS 531 Introduction to School Psychology	3
MSPS 599 Graduate Clinical Project	1
and	
Internship and Treatment Planning	
MSPS 507 Internship in School Psychology I	4
MSPS 508 Internship in School Psychology II	4
MSPS 597 Treatment Planning I	1
MSPS 598 Treatment Planning II	1
Total hours required	Varies

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

Notes:
In addition to fulfilling the above course requirements, school psychology students in the Initial School Psychology Licensure Preparation Program who seek the Initial School Psychology License will be asked to submit passing scores on the: (1) California Basic Educational Skills Test, or have five years of experience practicing school psychology full time in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license; (2) Praxis II Specialty Area Test in School Psychology; and (3) Discrimination and the Oregon Educator Test. (George Fox University's Graduate Department of Counseling offers as part of MSCN/MSPS 505 education of U.S. and Oregon civil rights laws and requires students to take a comprehensive test that has been approved by the TSPC.)

Continuing School Psychology License Preparation Program

(Non-degree)

Approved by Oregon Standards and Practices Commission (TSPC)

This program is designed for individuals with an Initial School Psychologist License who hold a master's degree in a behavioral science or their derivative therapeutic professions from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission,

together with an equally accredited bachelor's degree. In addition, they must have completed the course work identified under the Master of Science in School Psychology Program and any additional course work identified by the Graduate Department of Counseling faculty committee. Or, the individual must have completed, in Oregon or another U.S. jurisdiction, an initial graduate program in school psychology at an institution approved by TSPC. They also must hold a bachelor's degree from a regionally accredited institution in the United States or hold the foreign equivalent. This program is designed to meet the course work for the Continuing School Psychology License.

Course Requirements

MSPS 511 Advanced School Psychology Research I	1
MSPS 512 Advanced School Psychology Research II	2
MSPS 513 Advanced Leadership, Collaboration, and Advocacy I: With School Personnel, Parents, and the Community	1
MSPS 514 Advanced Leadership, Collaboration, and Advocacy II: With Diverse and Special Interest Groups	1
MSPS 516 Law and the School Psychologist	1
Total hours required for the program	**6**

Play Therapy Certificate Program

The Graduate Department of Counseling's Northwest Center for Play Therapy Studies (NWCPTS) provides a Certificate in Play Therapy, which will meet the educational requirements for becoming a Registered Play Therapist (RPT) through the Association for Play Therapy (APT), an international organization established in 1982.

Students currently enrolled in a master's program in a mental health profession, or human service professionals who hold a bachelor's degree that pertains to children will benefit from the certificate by acquiring the knowledge and skills to competently provide individual, group, and family play therapy.

Students in pursuit of this certificate should meet with the director of the Northwest Center for Play Therapy Studies (NCPTS) for more information about how to meet the GFU/GDC and/or Association for Play Therapy (APT) requirements.

Prerequisites: Students must have completed a bachelor's degree in a mental health field and a graduate course equivalent to COUN 501 Principles and Techniques of Counseling.

Registration: Regular university registration requirements and procedures apply.

Mental Health Trauma Certificate

The Graduate Department of Counseling is offering a Mental Health Trauma Certificate. The certificate is designed to prepare mental health professionals to be more fully prepared to work with trauma survivors. It is designed to provide mental health professionals (in pursuit of a master's or higher degree, as well as

those with a master's or higher degree in a mental health field) with a foundation to understand the physiological and psychological impact of trauma on trauma survivors, their families, and the community.

The program allows great flexibility and an opportunity for participants to choose from a selection of courses to meet the needs and interests of the individual, with the opportunity of specialization in one of three areas:

1. School trauma/disaster (e.g., school shootings, suicides, gang violence, child abductions, and other acts of violence)
2. Community trauma/disaster (e.g., human-made disasters [terrorism, bombing, shootings, hostage situations, etc.] and natural disasters [earthquake, floods, fire, tornado, hurricane, etc.])
3. International trauma/disaster (e.g., human-made [terrorism, bombing, shootings, war, etc.] and natural disasters [earthquake, floods, fire, tornado, hurricane, etc.])

The certificate is designed to provide foundational knowledge and understanding of trauma, as well as knowledge and skills in the chosen area of specialization. All workshops will address issues of gender, race, ethnicity, socioeconomic status, and spirituality.

Certificate Structure

The program consists of 47 clock hours of core course work and an additional 40 clock hours of electives in the chosen specialty area(s). This non-degree certificate of 87 clock hours must be completed within five years. This time frame begins upon taking the first course. Individuals can choose to have several specialty areas, and each specialty area must be completed within a five-year time frame. All course work is offered or sponsored by the Graduate Department of Counseling and presented in the form of workshops. Completion of the workshops provides continuing education units (CEU) only, and not graduate credit, meeting the continuing education requirements for most mental health licensure. Local, national, and international experts in the field teach the workshops.

Important Information

Graduate students enrolled in a master's or doctoral program leading to a degree in a mental health field are welcome to work toward the trauma certificate. Certificate holders should understand that the certificate does not guarantee eligibility to serve as a relief worker with any local or national organization. Important: Many relief agencies require that mental health professionals serving in that capacity hold a mental health license and must verify that their license is in good standing with the state licensure agency.

Transfer Credit

All continuing education hours for this certificate (except a few specified courses) must be earned through workshops sponsored by the George Fox University Graduate Department of Counseling. There are a few exceptions for transfer credit, as indicated by an asterisk next to the course listing. These will be evaluated on a case-by-case basis.

Program Summary

Required Workshops	47 clock hours

and	
Elective choices - School trauma/disaster workshops	40 clock hours
and/or	
Elective choices - Community trauma/disaster workshops	40 clock hours
and/or	
Elective choices - International trauma/disaster workshops	40 clock hours
and	
Additional electives	
Total clock hours required for degree (minimal)	87 clock hours

CEU Course Requirements

Required Workshops	
(47 clock hours)	
Overview of the Physiological Impact of Trauma	8 clock hours
Overview of the Psychological Impacts of Trauma	6 clock hours
Trauma Responses, Needs, and Treatment From a Developmental Process	
using a Systems Perspective	8 clock hours
Psychopharmacology and Trauma	6 clock hours
Self-care and Vicarious Traumatization	6 clock hours
Critical Incident Stress Debriefing	8 clock hours
Functioning Effectively as a Crisis Team Member	5 clock hours

Elective Choices - School Trauma/Disaster Workshops	
(40 clock hours)	
Nature and Cause of School Violence	6 clock hours
Different Kind of Violence: Prevention and Intervention	8 clock hours
Crisis Intervention With Children	6 clock hours
Recovery and Healing from School Violence	8 clock hours
Choose from "Additional Electives"	12 clock hours

Elective Choices - Community Trauma/Disaster Workshops	
(40 clock hours)	
Crisis Intervention Strategies in Natural Disasters	8 clock hours
Crisis Intervention Strategies in Human-made Disasters	8 clock hours
Dual Disorders	6 clock hours

Family Treatment Approaches to Trauma	6 clock hours
Choose from "Additional Electives"	12 clock hours

Elective Choices - International Trauma/Disaster Workshops	
(40 clock hours)	
How to Assess Trauma/Disaster Needs Within Other Countries	6 clock hours
Culturally Sensitive Relief Work	8 clock hours
Working Collaboratively: A Systems Approach	4 clock hours
Helping the Helper: Providing Help to Other Rescue Workers	4 clock hours
Training, Supporting, and Empowering Nationals	6 clock hours
Choose from "Additional Electives"	12 clock hours
Additional Electives (optional)	
Eye Movement Desensitization and Reprocessing I*	12 clock hours
Eye Movement Desensitization and Reprocessing II*	12 clock hours
Trauma and Grief Recovery*	6 clock hours

Course Sequence

There is no requirement concerning the order in which these courses must be taken. However, three courses are often best taken first: (1) Overview of the Physiological Impact of Trauma; (2) Overview of the Psychological Impacts of Trauma; and (3) Trauma Responses, Needs, and Treatment From a Developmental Process.

Prerequisites: Students must be enrolled in a graduate degree program in counseling, social work, marriage and family therapy, psychology, and/or psychiatry, or have earned a master's or doctoral degree in one of the above mental health professions.

Registration process: Individuals wanting to pursue one or more trauma specializations should request and complete the special Trauma Certificate Application Form. Transfer requests must be approved by the GDC chair.

Certificate Completion

Individuals who have completed all of the certificate requirements must submit copies of all certificates of attendance, including documentation of hours. After review of this material, those individuals who have met all requirements will be awarded a trauma certificate.

Counseling Course Descriptions

Counseling Courses

COUN 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.

COUN 502 Principles and Techniques of Counseling II

3 hours. This course builds on the concepts and introspective process of COUN 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: COUN 501 Principles and Techniques of Counseling I.

COUN 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.

COUN 520 Personality and Counseling Theories

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.

COUN 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-TR. Biological, psychological, and systemic factors are considered in the assessment, etiology, and treatment of various disorders. It is recommended that students enroll in this course in the academic year immediately preceding enrollment in COUN 591, 592 Clinical Internship.

COUN 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. It is recommended that students enroll in this course in the academic year immediately preceding enrollment in COUN 591, 592 Clinical Internship.

COUN 550 Group Theory and Therapy

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

COUN 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.

COUN 561 Spirituality and Clinical Praxis I

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

COUN 562 Spirituality and Clinical Praxis II

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

COUN 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: COUN 501 Principles and Techniques of Counseling I or equivalent*.

COUN 577 Images of God

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

COUN 578 Shame and Grace

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

COUN 579 Spiritual Identity

1 hour. Provides an opportunity for students to develop/deepen their own spiritual identity. Views of God, creation, self, family, relationships, faith communities, personal disciplines, personality type, spiritual health, and pathology are among the topics for exploration. Students will explore literature of spiritual formation,

reflect/journal on their spiritual histories, participate in intentional community experiences, and consider the therapeutic and clinical implications of their spiritual identity.

COUN 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. Students will explore a broad variety of psychological testing materials. Ethical considerations in the field of assessment are emphasized.

COUN 582 Research and Evaluation

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

COUN 585 Seminar

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

COUN 590 Research/Thesis

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

COUN 591, 592, 593, 594 Clinical Internship

Supervised clinical experience in community counseling programs. Students must sign up and attend fall and spring terms concurrently with treatment planning. Summer I and II are optional.
Prerequisites: COUN 501 Principles and Techniques of Counseling I, COUN 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (MMFT 500 Introduction to Marriage and Family Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theories, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy) and approved candidacy status.

Students are expected to follow the sequence COUN 592 (4 hours), COUN 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for COUN 591 (an additional 2 hours). There are three grades a student can earn in the course: P=Pass, NP=No Pass, or L=Long-term. Students who do not finish client hours at the end of spring (COUN 593) will register for COUN 594 in summer (an additional 1-2 hours). Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair (during spring semester of that year).

COUN 595 Special Study

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

COUN 597 Treatment Planning I

1 hour. This course is intended to follow up COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN 592-593 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

COUN 598 Treatment Planning II

1 hour. This course is intended to follow up COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN 592-593 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

COUN 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 practice law. 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 from the community. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

COUN ___ Integration Elective

1 hour. To be chosen from a list of courses offered in the Graduate Department of Counseling, School of Education, and seminary.

Marriage and Family Therapy Courses

MMFT 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.

MMFT 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.

Prerequisites: MMFT 500 Introduction to Marriage and Family Therapy or its equivalent and the permission of the instructor.

MMFT 524 Advanced Family Therapy I

3 hours. A course concentrating 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, and the impact of culture and ethnicity in family counseling.

Prerequisites: MMFT 500 Introduction to Marriage and Family Therapy and MMFT 514 Advanced Marriage Therapy I or their equivalent and the permission of the instructor.

MMFT 534 Human Sexuality

3 hours. Aspects of ourselves as sexual people will be addressed in terms of anatomy and physiology, identity, intimacy, values, attitudes, and relationships with others and with the creator of sex. Sexuality will be viewed in the context of marriage and family as well as in 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.

MMFT 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.

Prerequisites: MMFT 500 Introduction to Marriage and Family Therapy or its equivalent and the permission of the instructor.

MMFT 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.

Prerequisites: MMFT 500 Introduction to Marriage and Family Therapy or its equivalent and the permission of the instructor. Student should be enrolled in MMFT 593 Clinical Internship concurrently with enrollment in this course.

MMFT 580 Play Therapy

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

MMFT 583 Filial Therapy

3 hours. This course covers an introduction to the theory and practice of filial therapy, a play-therapy-based parent-training program. Filial therapy has been shown to be an empirically effective child- and family-therapy intervention. Parents are trained by experienced play therapists to be agents of therapeutic change in their children's lives through the utilization of their basic play therapy skills. These skills are employed in regularly scheduled parent-child structured play sessions in their own homes. How to train parents in their overall principles and methodology of child-centered play therapy is addressed.
Prerequisite: MMFT 580 Play Therapy or permission of the instructor.

MMFT 585 Seminar

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

MMFT 590 Research / Thesis

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

MMFT 591, 592, 593, 594 Clinical Internship

Supervised clinical experience in community counseling programs. Students must sign up and attend fall and spring terms concurrently with treatment planning. Summer I and II are optional.
Prerequisites: COUN 501 Principles and Techniques of Counseling I, COUN 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (MMFT 500 Introduction to Marriage and Family Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theories, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy) and approved candidacy status.

Students are expected to follow the sequence COUN 592 (4 hours), COUN 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for COUN 591 (an additional 2 hours). There are three grades a student can earn in the course: P=Pass, NP=No Pass, or L=Long-term. Students who do not finish client hours at the end of spring (COUN 593) will register for COUN 594 in summer (an additional 1-2 hours). Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair (during spring semester of that year).

MMFT 595 Special Study

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 department chair.

MMFT 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 is intended to assist licensed therapists to become acknowledged as systems therapy supervisors for MMFT interns.

MMFT 597 Treatment Planning I

1 hour. This course is intended to follow COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN 592 and 593 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

MMFT 598 Treatment Planning II

1 hour. This course is intended to follow COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN 592 and 593 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

MMFT 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 practice law. 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 from the community. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

MMFT ___ Integration elective

1 hour. To be chosen from a list of courses offered in the Graduate Department of Counseling, School of Education, and seminary.

School Counseling Courses

MSCN 501 Principles and Techniques in the School System

3 hours. This course examines and invites the student to experience issues, topics, and foundational skill building in school counseling. It moves from the introspective process to mastery in application of the foundational principles and techniques learned. The integration of school counseling and theological truth will be introduced.

MSCN 502 Strategies in School Counseling

3 hours. This course provides an overview of the various responsibilities of school counselors, focusing on scheduling, program development, counseling, referral making, etc. It also incorporates the latest findings in the research literature related to the development of becoming and functioning as school counselors, as well as the more recent challenges in how to address and focus on school violence prevention programs. It also provides an opportunity for the student to interact with school counselors in the field.

MSCN 503 Risk and Resilience in Youth

3 hours. This course is designed to introduce students to a variety of biological and social risk factors that impede the development of competence in children and/or adolescents. Early intervention and prevention services are explored. This course also assesses research findings in various areas, but especially focuses on resiliency research. Public policies, statutes, and regulations are reviewed that relate to children and adolescents with biological and social risk factors.

MSCN 504 Childhood and Adolescent Disorders, Diagnosis, and Treatment

3 hours. This course provides students with advanced concentrated study of the etiology, diagnostic criteria, recommended intervention strategies/treatment, and diagnostic procedures appropriate for the identification of children's mental health needs, as well as the physiological and social bases of mental health problems. Focus will be placed on the etiology, identifying features, prognosis, and preferred intervention for conditions that place a child at risk for maladaptive social or emotional adjustment.

MSCN 505 Ethical and Legal Issues in Education

1-3 hours. This course covers the American School Counseling Association (ASCA) code of ethics and the Oregon statutes. It gives students an opportunity to learn the process of ethical decision making and how to deal with ethical "traps." Students will practice ethical decision making through case studies and role-plays, and will be introduced to how to get their Initial School Counselor and Continuing School Counselor licenses. (Students pursuing a certificate in school counseling who already hold a master's degree in a mental health

field and have taken, as part of their master's degree, a 3-credit-hour course in law and ethics can request a transcript review for a two-hour waiver, and sign up for 1 credit hour only.)

MSCN 506 Internship A: Early Childhood and Elementary Counseling I

2 hours. Supervised internship in school counseling. All prerequisites (see the two-, three-, and four-year plans) must have been met before taking internship. Internship begins in fall and continues until spring, providing an opportunity for the student to function in all aspects of school counseling in the early childhood and elementary school settings, under close supervision and following the professional code of ethics closely. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair before enrolling in internship.)

MSCN 507 Internship B: Middle Level and High School Counseling I

2 hours. Supervised internship in school counseling. All prerequisites (see the two-, three-, and four-year plans) must have been met before taking internship. Internship begins fall and continues until spring, providing an opportunity for the student to function in all aspects of school counseling in the middle school and high school settings, under close supervision and following the professional code of ethics closely. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair before enrolling in Practicum.)

MSCN 508 Internship A: Early Childhood and Elementary Counseling II

2 hours. A continuation of MSCN 506 Internship A: Early Childhood and Elementary Counseling I, providing an opportunity for the student to function in all aspects of school counseling in the early childhood and elementary school settings, under close supervision and following the professional code of ethics closely. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair before enrolling in internship.)

MSCN 509 Internship B: Middle Level and High School Counseling II

2 hours. A continuation of MSCN 507 Internship B: Middle Level and High School Counseling I, providing an opportunity for the student to function in all aspects of school counseling in the middle school and high school settings, under close supervision and following the professional code of ethics closely. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for practicum internship, and (d) attend the Internship Fair before enrolling in internship.)

MSCN 520 Personality and Counseling Theories

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. Theories are explored regarding their application within the context of doing school counseling. A biblical theory of personality is explored.

MSCN 550 Group Theory and Therapy

3 hours. A study of the field of group therapy with children and adolescents of various ethnic, cultural, and

developmental needs. Various therapeutic approaches for a broad range of students and types of groups in and outside the classroom are studied. Students in this class will gain an understanding of group dynamics both theoretically and experientially.

MSCN 570 Lifestyle and Career Development

1-3 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. Special focus will be given to cutting-edge technology and career counseling used in middle and high schools. The role of the middle and high school counselor and career counseling will be assessed. The integration of the whole person in career counseling is addressed.

Prerequisite: MSCN 501 Principles and Techniques. (Students pursuing a certificate in school counseling who hold a master's degree in a mental health field and have taken, as part of their master's degree, a 3-credit-hour course in career counseling can request a transcript review for a two-hour waiver, and sign up for 1 credit hour only.)

MSCN 597 Treatment Planning

1 hour. This course is intended to follow up MSCN 504 Childhood and Adolescent Disorders and operates in conjunction with MSCN 506 Internship A: Early Childhood and Elementary Counseling I or MSCN 507 Internship B: Middle Level and High School Counseling I. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; intervention strategies, appropriate community referrals, and collaboration with the school systems and parents. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

MSCN 599 Graduate Clinical Project

1 hour. The graduate clinical project (GCP) is a four-part clinical exam in which the student's perceptual, conceptual, and executive skills are evaluated as applied to an actual case example. In Part I, the student will prepare a comprehensive paper detailing his or her theory on the nature of persons and the therapeutic process. Through use of video, session transcripts, and written reflection, in Part II the student will demonstrate the application of this theory in an actual case presentation. In Part III, the student will present a three-year growth plan. Finally, the student's theoretical paper, case presentation, and growth plan will be evaluated by both a GDC faculty member and a licensed school counselor from the community. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass. Needs to be taken concurrently with the second term of internship.

School Psychology Courses

MSPS 501 Principles and Techniques in the School System

3 hours. This course examines and invites the student to experience issues, topics, and foundational skill building in school psychology. It moves from the introspective process to the mastery in application of the foundational principles and techniques learned. The integration of school psychology and theological truth will be introduced.

MSPS 502 The Exceptional Child in School

3 hours. This class introduces students to the cognitive, psychosocial, and psychomotor needs of students with a variety of disabilities. Focus is placed on a need-based model of assessment, program planning, and evaluation. Instructional strategies are evaluated in terms of their impact on various disabilities.

MSPS 505 Ethical and Legal Issues in Education

1-3 hours. This course covers the National Association of School Psychologists' (NASP) code of ethics and the Oregon statutes. It gives students an opportunity to learn the process of ethical decision making and how to deal with ethical "traps." Students will practice ethical decision making through case studies and role-plays, and be introduced to obtaining the Initial School Psychologist and Continuing School Psychologist licenses. (Students who already hold a master's or higher degree in a mental health field and are pursuing their certificate can obtain a review and verification of a graduate-level course on law and ethics in their master's program and request a two-credit-hour waiver and, if approved, need only take one credit hour.)

MSPS 507 Internship in School Psychology I

3 hours. The internship will be completed in a school system psycho-educational facility, with the goal of emphasizing the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B grade or better, (c) apply for internship, and (d) attend the Internship Fair before enrolling in internship.)

MSPS 508 Internship in School Psychology II

3 hours. The second internship will be a continuation of the first internship, and completed within the school system psycho-educational facility. It is designed to stress the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B grade or better, (c) apply for internship, and (d) attend the Internship Fair before enrolling in internship.)

MSPS 511 Advanced School Counseling Research I

1 hour. This course will help students learn about and apply emerging research in school psychology, learning, and school improvement. Special emphasis will be placed on diversity issues in each of these research areas. There will be a focus on how this information can help school psychologists be more effective in encouraging student achievement acknowledging individual differences and diversity issues.
Prerequisite: hold an Initial School Psychologist License.

MSPS 512 Advanced School Counseling Research II

2 hours. This course builds upon MSPS 511. It will focus on issues of learning and diversity, and the relevant research on these topics, such as culturally sensitive instruments. The course will be a combination of lecture, group discussion, and student presentations. Students will write a literature review focusing on learning and diversity (preapproved by the professor) of publishable quality.
Prerequisites: hold an Initial School Psychologist License and MSPS 511.

MSPS 513 Advanced Leadership, Collaboration, and Advocacy I: With School Personnel, Parents, and the Community

1 hour. This systems course will emphasize the importance of school counselors working from a systems perspective to encourage student success in the classroom. Special focus will be placed on how to work most effectively with colleagues, staff, parents, and the public, separately with each system when appropriate, and when to work collaboratively with two or more systems, and the impact it might have on the student. The role of the school psychologist as a leader, collaborating with others, and advocating for the student will be explored in consideration of ethical and legal guidelines.
Prerequisite: hold an Initial School Psychology License.

MSPS 514 Advanced Leadership, Collaboration, and Advocacy II: With Diverse and Special Interest Groups

1 hour. This systems course will explore how to work effectively with culturally, ethnically, and socio-economically diverse students and/or parents, teachers, school personnel, and communities. There will also be an emphasis on special interest groups and how to work collaboratively with students and/or parents, teachers, school personnel, and communities to encourage student success. It will also consider the role of the school psychologist in taking leadership, collaboration, and advocacy when working with diverse and specialized interest groups.
Prerequisites: hold an Initial School Psychologist License and MSPS 512.

MSPS 516 Law and the School Psychologist

1 hour. This course is designed for individuals with an Initial Psychologist License. It will address advanced legal issues encountered by school psychologists. Emphasis will be placed on reviewing school law pertaining to school psychologists. Through case discussion, individuals will have an opportunity to apply school law. A legal decision-making process for school psychologists will be introduced and applied in this course.
Prerequisite: hold an Initial School Psychologist License.

MSPS 520 Personality and Counseling Theories and Testing

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. Theories are explored regarding their application within the context of doing school counseling. A biblical theory of personality is explored. This course also focuses on basic statistical concepts of measurement and objective and projective personality assessment used by school psychologists, as well as the administration, scoring, and interpretation of objective personality measures and preparing written reports of test results.

MSPS 531 Introduction to School Psychology

3 hours. The course provides instruction in the design and individualization of interventions and the evaluation of intervention effectiveness. Topics include individual and group counseling, self-directed intervention procedures, and preventative mental health groups.

MSPS 550 Group Theory and Therapy

3 hours. A study of the field of group therapy with children and adolescents of various ethnic, cultural, and developmental needs. Various therapeutic approaches and types of groups for a broad range of students are

studied in and outside the classroom. The student will gain an understanding of group dynamics both theoretically and experientially.

MSPS 597 Treatment Planning I

1 hour. This course is intended to follow up on completion of all course work other than internship and the graduate clinical project, and in conjunction with MSPS 507 Internship in School Psychology I. The student will explore comprehensive assessment techniques and the administration, scoring, and interpretation of objective personality measures, as well as preparing written reports of test results; intervention strategies; appropriate community referrals; and collaboration with the school system and parents. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

MSPS 598 Treatment Planning II

1 hour. This course is intended to follow up on completion of all course work, including the first internship and treatment planning, and in conjunction with MSPS 508 Internship in School Psychology II and MSPS 599 Graduate Clinical Project. The student will explore comprehensive assessment techniques and the administration, scoring, and interpretation of objective personality measures, as well as preparing written reports and test results; intervention strategies; appropriate community referrals; collaboration with the school system and parents. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

MSPS 599 Graduate Clinical Project

1 hour. The graduate clinical project (GCP) is a four-part clinical exam in which the student's perceptual, conceptual, and executive skills are evaluated as applied to an actual case example. In Part I, the student will prepare a comprehensive paper detailing his or her theory on the nature of persons and the therapeutic process. Through use of video, session transcripts, and written reflection, in Part II the student will demonstrate the application of this theory in an actual case presentation. In Part III, the student will present a three-year growth plan. 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 school psychologist in the community. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass. Needs to be taken concurrently with the second term of internship.

School Psychology Course Offerings Provided by the Graduate Department of Psychology

All PSYX courses are taught by the Graduate Department of Clinical Psychology and are offered at the Portland Center.

PSYX 509 Biological Basis of Behavior

3 hours. This course provides an overview of human neuroscience with an emphasis on those areas of importance to the school psychologist. Areas highlighted include the biological basis of sensory and perceptual processes, learning, memory, motivation, addiction, stress, and common handicapping disorders.

PSYX 511 Psychometrics (Tests and Measurement)

3 hours. This class provides a survey of psychological testing and test development, with special emphasis

on measures of intelligence, personality, and academic achievement. Theory and methods of test construction will be highlighted using the context of clinical practice within a school setting. Concepts of scaling, item analysis, standardization, measurement error, reliability, and validity will each be covered. Correlational statistics related to psychometric theory and practice will be reviewed and used. Related issues surrounding test development and use will also receive attention, such as cultural, ethical, and diversity issues. Overall, the student should leave the course knowing how to evaluate whether a given test instrument is psychometrically sound and an appropriate choice within a school setting.

PSYX 522 Cognitive and Academic Assessment

4 hours. This course provides an introduction to individualized assessment of cognitive ability (e.g., intelligence and memory) and academic achievement. Theoretical, conceptual, and clinical aspects pertaining to school-based test administration and interpretation will be emphasized. A beginning level of proficiency in administering and interpreting several cognitive and academic measures for children and teenagers will be achieved using weekly hands-on experiences in and out of the classroom. Chinical application to common handicapping conditions (e.g., learning disability, mental retardation, pervasive developmental disability, brain injury) as well as common ethical and conceptual dilemmas will also be highlighted. Formal report writing will also receive attention.
Prerequisite: PSYX 511 Psychometrics (Tests and Measurement).

PSYX 525 Neuropsychological Assessment

2 hours. This course provides an introduction to the neuroanatonomical, clinical, and conceptual aspects related to neuropsychological assessment. The intention of the course is NOT to develop proficiency in neuropsychological testing and interpretation, but rather to provide an adequate background in order to help the school psychologist understand the nature of neuropsychological assessment so that he/she has reasonable expectations from such assessment, knows when and how to make appropriate referrals, and can reasonably understand and apply findings and recommendations appearing in formal reports completed by qualified neuropsychologists.
Prerequisites: PSYX 509 Biological Basis of Behavior and PSYX 522 Cognitive and Academic Assessment.

PSYX 526 Child Psychopathology and Assessment

3 hours. This course focuses on common child and adolescent disorders and their assessment. Especially highlighted are the DSM-IV childhood diagnoses. Attention will also be given to consulting with teachers, parents, special educators, school administrators, and other psychologists around diagnostic, assessment, and intervention strategies, as well as legal issues.
Prerequisite: PSYX 522 Cognitive and Academic Assessment.

Education Degrees

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

Educational Foundations and Leadership (EDFL)

The Educational Foundations and Leadership department offers two graduate degrees:
Doctor of education (Ed.D.)
Master of education (M.Ed.)

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

- Reading Endorsement
- Teaching English to Speakers of Other Languages (ESOL) Endorsement
- Library Media Specialist Endorsement
- Early childhood authorization
- Middle level authorization
- Initial Teaching License (for those with previous teaching experience but without a license)
- Continuing Teaching License
- Initial Administrator License
- Continuing Administrator/Initial Superintendent License
- Continuing Superintendent License

Educational Foundations and Leadership classroom-centered courses (this includes courses in the doctoral, master's, and TSPC-approved programs) are regularly scheduled at the Portland Center during fall and spring semesters, and on the Newberg campus during summer semester. Courses are often offered at additional sites throughout Oregon during the fall and spring semesters. Web-based courses are offered during fall and spring semesters. Students enrolling in Web-based courses are expected to enroll in courses prior to the start of the semester, to order their textbooks, and to have access to both the Internet and email.

In addition to completing a graduate degree or TSPC-approved license or endorsement, Educational Foundation and Leadership courses are also available to educators who need to renew or obtain an Oregon license but are not required to complete a graduate degree. Students may take up to 10 semester hours before formal entry into a program.

Master of Arts in Teaching

(M.A.T. Degree)

Program Description

The Master of Arts in Teaching (M.A.T.) Program may be completed in one of three ways: 1) M.A.T. Fulltime: a three-semester full-time format; 2) M.A.T. in Your Community: a two-semester part-time, plus two-semester full-time format; or 3) M.A.T. @ Night: a five-semester part-time format (the last semester is full time). The program is available to individuals who have completed an undergraduate B.A. or B.S. degree in a field other than education. The program allows students, upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test), to receive an Oregon Initial Teaching License.

The Initial Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics*, biology, business, chemistry, drama**, family/consumer sciences, French, German, health education, integrated science*, Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications**, Spanish, and technology education.
[*These subjects may be added to another endorsement for high school applicants or can stand alone for elementary/middle school applicants.
**These subjects must be combined with another endorsement for high school applicants.]

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

All graduate candidates are required to have taken and passed the CBEST or Praxis PPST and ORELA prior to being admitted in the program. Secondary graduate candidates are required to have taken and passed the appropriate Praxis Specialty Exam. Middle-level graduate candidates are required to have an appropriate undergraduate degree in the desired content area and/or have passed the appropriate Praxis Specialty Exam. Candidates failing to meet this deadline may apply for an exception and be "conditionally admitted." Prior to full-time student teaching, students in the graduate elementary through middle-level program must have taken and passed the ORELA, and students in the graduate secondary education and middle-level program must have taken and passed the Praxis Specialty Exam for the discipline as necessary. If a student has not completed this requirement, she/he may apply for an exception; however, if an exception is granted and the student does not pass the required exams prior to graduation, the director will not sign any official documents recommending the student as a candidate for licensure in Oregon or any other state.

The goal of the curriculum is to provide a future teacher with the content and methods necessary to be an effective teacher and to meet the federal government's "No Child Left Behind" definition of a "highly qualified 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 15 to 18 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences.

Theory-into-Practice Links

Practicum experiences will be a large component of the program, beginning with either an enrichment program planned and implemented by the students or a specific volunteer experience. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from 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 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.

Course Requirements

EDUG 501 The Professional Educator	1
EDUG 502 Structures for Teaching and Learning	2
EDUG 503 Teaching Exceptional and Diverse Populations	2
EDUG 510 Human Development	2
EDUG 520 Action Research for Teachers I	1

EDUG 521 Action Research for Teachers II	3
EDUG 522 Action Research for Teachers III	3
EDUG 530 Learning Theory	2
EDUG 560 Language and Literacy	2
EDUG 575 Practicum I: Enrichment Program	2
EDUG 576 Practicum II	3
EDUG 577 Practicum III	6
EDUG 590 Professional Seminar	2
Additional Specialization Course Requirements Middle/Secondary Specialization	
EDUG 556 Secondary Content Pedagogy	3
EDUG 557 Topics in Secondary Education: Re-thinking High School	1
EDUG 558 Topics in Mid-Level Education: Teaching in the Middle	1
OR	
Early Childhood/Elementary Specialization	
EDUG 551 Methods for Teaching Language Arts and Social Studies in the	
Early Childhood and Elementary Classroom	2.5
EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom	2.5
OR	
Elementary/Middle Specialization	
EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary Classroom	2.5
EDUG 554 Methods for Teaching Math and Science in the	
Elementary and Mid-Level Classroom	2.5

Course Descriptions

EDUG 501 The Professional Educator

1 hour. An introduction to the characteristics and role of the professional educator in today's society. An interrogation of prevailing Western strands of thought upon education, the role of the professional educator, and the changing terrain of education.

EDUG 502 Special Topics for the Professional Educator: Structures for Teaching and Learning

2 hours. Special topics include the Oregon Content Standards, instructional strategies, unit planning, classroom management, and educational technology.

EDUG 503 Special Topics for the Professional Educator: Teaching Exceptional and Diverse Populations

2 hours. Special topics include teaching in a diverse society and meeting the needs of all students. Attention

is paid to issues of inclusion, gender, race, class, and at-risk populations. Unique needs of each authorization level will also be addressed.

EDUG 510 Human Development
2 hours. The theoretical and practical aspects of human development — birth through adolescence.

EDUG 520 Action Research for Teachers I
1 hour. Introduction to a variety of methods for gathering both qualitative and quantitative data in the classroom. Attention will be given to defining "action research" and "teacher/researcher."

EDUG 521 Action Research for Teachers II
3 hours. Design and implement action research project for the practicum using a variety of methods. Design, teach, assess, and interpret first work sample in the practicum, applying "best practices." Interpret data results from both the research and the work sample.

EDUG 522 Action Research for Teachers III
3 hours. Continue data collection for research in the practicum. Analyze, interpret, and report on data. Design, teach, assess, and interpret second work sample in the practicum, applying "best practices." Students will present action research projects during a research symposium.

EDUG 530 Learning Theory
2 hours. Theories of learning and associated teaching applications. Focus will be on views of knowledge, the learner, and the nature of learning and teaching.

The following courses in curriculum and instruction are authorization- and content-specific.
Each M.A.T. student will complete a total of five credits in curriculum instruction as follows:

Early Childhood/Elementary Authorizations will enroll in EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood and Elementary Classroom (2.5 hours) and EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom (2.5 hours).

Elementary/Mid-Level Authorizations will enroll in EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary and Mid-Level Classroom (2.5 hours) and EDUG 554 Methods for Teaching Math and Science in the Elementary and Mid-Level Classroom (2.5 hours).

Secondary/Mid-Level Authorization will enroll in EDUG 556 Secondary Content Pedagogy (3 hours) according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, Russian; EDUG 557 Special Topics in Secondary Education (1 hour) and EDUG 558 Special Topics in Mid-Level Education (1 hour).

EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood and Elementary Classroom

2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of language arts and social studies curriculum for early childhood and elementary classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary and Mid-Level Classroom

2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of language arts and social studies curriculum for elementary and mid-level classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom

2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of math and science curriculum for the early childhood and elementary classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 554 Methods for Teaching Math and Science in the Elementary and Mid-Level Classroom

2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of math and science curriculum for the elementary and mid-level classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 556 Secondary Content Pedagogy

3 hours. A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 557 Topics in Secondary Education: Re-thinking High School

1 hour. A study of structures, strategies, issues, designs, and possibilities for the organization of high schools and implementation of curriculum to meet the specific needs of high school students.

EDUG 558 Topics in Mid-Level Education: Teaching in the Middle

1 hour. A study of structures, strategies, issues, designs, and possibilities for the organization of middle schools and implementation of curriculum to meet the specific needs of mid-level students.

EDUG 560 Language and Literacy

2 hours. Language/reading, writing, and communication will be discussed, along with how they are applied across the disciplines.

EDUG 575 Practicum I: Enrichment Experience

2 hours. Planning, teaching, tutoring, and/or community service with grades P through 12 are possible options for this practicum. Each M.A.T. program provides a unique experience for interaction in an authorization appropriate environment (P/NP grades only).

EDUG 576 Practicum II: Classroom Organization in Practice

3 hours. Observation and teaching in an elementary or secondary classroom. An opportunity to plan, implement, and evaluate the first work sample (P/NP grades only).

EDUG 577 Practicum III: Classroom Teaching

6 hours. Full-time supervised student teaching. Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated (P/NP grades only).

EDUG 590 Graduate Seminar

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

Admission

1. Completion of a four-year baccalaureate degree program from an accredited college or university, with a minimum GPA of 3.0 in the last two years of course work.
2. Master of arts in teaching application form and $40 fee.
3. Two official transcripts from every college/university attended.
4. Passing scores on the CBEST exam, Praxis I, or PPST.
5. Completion of the character reference statement required by TSPC.
6. Three recommendations (forms in application packet).
7. An interview with the M.A.T. Admission Committee.
8. If accepted into the program, a $200 tuition deposit is required.
9. February 1 application deadline for the full-time format, June 1 for the M.A.T. @ Night format, and October 1 for M.A.T in Your Community. Applications may be reviewed after those dates on a space-available basis.
10. Preference will be given to those candidates who have had experience in schools.
11. Preference will be given to those candidates who have passed either ORELA (early childhood, elementary, middle school) and the appropriate PRAXIS specialty exam.

Degree Requirements

The master of arts in teaching degree requires the student to earn a minimum of 36 semester hours,

including 11 semester hours of practicum. A cumulative GPA of 3.0 is to be maintained for successful completion of the program. Students must pass appropriate exams to be recommended for licensure.

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. Within the doctoral program students have the opportunity to meet the requirements for three administrative licenses for service in Oregon's public K-12 schools: Initial Administrator, Continuing Administrator, and Continuing Superintendent licenses. 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.

Students can also focus on becoming curriculum leaders or prepare themselves to teach or lead at the college or university level.

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

Program Elements

The Doctor of Education Program comprises 55 semester units of course work and a minimum of 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 from the following perspective areas: ethics, foundational, teaching and learning, leading and managing, and research
- Taking 19 elective hours (through transfer or course work) in their chosen specialties

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

1. A 36-semester-hour core curriculum that emphasizes leaders as those who seek just, effective, and reasoned solutions to problems encountered in the process of meeting valued institutional and community goals. This curriculum provides a comprehensive framework from ethical, legal, social,

political, and historical perspectives within a Christian world view. 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 stake holders 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.

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

Admission

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

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

Program Delivery

Students gain full standing in the program by taking a minimum of 18 hours in continuous enrollment over four semesters.

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

Students can earn any of the three K-12 Oregon administrative licenses while completing the doctor of education degree. Relevant courses are embedded in the core curriculum and electives.

Doctor of Education Requirements (courses in italics are required)

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

Ethical Perspectives (6 hours required)

EDFL 670 Ethical Foundations of Education	3
EDFL 671 Ethical Perspectives on Educational Leadership	3
EDFL 675 Faith and Learning Seminars (three 1-hour courses)	3

Foundational Perspectives (6 hours required)

EDFL 680 Philosophical Perspectives on Education	3
EDFL 682 Legal Perspectives on Educational Policy	3
EDFL 685 Selected Topics in Foundational Perspectives	1-3
EDFL 686 Political and Social Perspectives on Education	3
EDFL 690 International Perspectives on Education	3
EDFL 692 Historical Perspectives on American Education	3
EDFL 694 History of American Higher Education	3

Teaching and Learning Perspectives (6 hours required)

EDFL 500 Instructional Supervision	3
EDFL 505 Trends and Issues in Education	3
EDFL 506 Research in Effective Teaching	3
EDFL 508 Learning and Cognition	3
EDFL 515 Selected Topics in Curriculum and Instruction	1-3
EDFL 624 Developing Curriculum With New Technologies	2
EDFL 630 Advanced Developmental Psychology	2
EDFL 631 Implementing Inclusion in the Regular Classroom	2
EDFL 634 Adult Development in Educational Organizations	2
EDFL 638 Testing and Measurement	2

Leading and Managing Perspectives (6 hours required)

EDFL 626 Implementing Technology in Educational Organizations	2
EDFL 640 Leadership in Education	3
EDFL 642 Student Life: Issues, Policy, and Planning	2
EDFL 643 Enrollment Issues: Marketing and Retention	2
EDFL 644 Advancing the Organization: Fund Raising	2
EDFL 650 Managing Organizational Resources	3
EDFL 651 Strategic Planning	2
EDFL 653 Organizational Change and Decision Making	2

EDFL 654 Program Evaluation for Organizational Success	3
EDFL 655 Special Topics in Leading and Managing	1-3
EDFL 660 School District Leadership	3
EDFL 661 Administration of Specialized Programs	3
EDFL 662 Superintendency for the 21st Century	3

Research Perspectives (12 hours required)

EDFL 703 Bibliographic Research and Writing	2
EDFL 704 Survey of Qualitative and Quantitative Research (test out option)	3
Students take both of the following courses	
EDFL 701 Quantitative Research Methods	3
EDFL 702 Qualitative Research Methods	3
Students take two of the following courses	
EDFL 706 Experimental Research Designs	2
EDFL 707 Survey Research Designs	2
EDFL 708 Program Evaluation Research Designs	2
EDFL 709 Ethnographic and Case Study Research Designs	2
EDFL 710 Historical Research Designs	2

Electives (19 hours required)

Students may take additional courses beyond the minimum in the perspective areas to complete a specialization, transfer up to 17 semester hours into their programs from other institutions, or complete practica from teaching endorsements, teaching licenses, and administrative licenses.

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

Dissertation (8 hours required)

EDFL 720 Dissertation Research	2
EDFL 721 Dissertation Research	2
EDFL 722 Dissertation Research	2
EDFL 723 Dissertation Research	2
EDFL 725 Dissertation Research	2

Note: Doctoral students may take a maximum of 4 hours of doctoral dissertation research hours in any semester. EDFL 725 is for students who do not finish their dissertation research within the minimum 8 hours. EDFL 725 is repeatable until the dissertation is finished.

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 who specialize in different aspects of K-12 and higher education. There are eight different specialties from which students can choose:

1. Master of education in curriculum and instruction (Students may elect to complete the TSPC requirements for the Initial or Continuing Teaching License.)
2. Master of education in literacy
3. Master of education in reading (meets TSPC requirements for the Reading Specialist Endorsement along with passing the Reading Praxis exam)
4. Master of education in English as a second language (meets TSPC requirements for the ESOL Endorsement along with passing the ESOL Praxis exam)
5. Master of education in library media (meets TSPC requirements for the Library Media Endorsement along with passing the Library Media Praxis exam)
6. Master of education in secondary education (meets TSPC requirements for the standard teaching license)
7. Master of education in educational leadership (meets TSPC requirements for the Initial Administrator License along with passing the Educational Leadership Praxis exam)
8. Master of education in higher education

For each of the above specialties, the master of education degree requires 36 semester hours of credit. Students may transfer a maximum of 10 semester hours from accredited institutions into their programs upon approval by the department.

Admission

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

- Master of education application form and $40 fee
- Bachelor's degree from an accredited college or university
- Valid Oregon teaching license or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience (Applicants desiring the M.Ed. degree that do not have a teaching license should submit a letter of explanation as to how the M.Ed. fits with their professional goals.)
- One- to two-page essay as described in the application
- One official transcript from all colleges or universities attended
- Three references on forms provided in the application booklet
- Completed Teachers Standards and Practices Character Questionnaire

- Minimum 3.0 cumulative GPA for most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0)

For non-degree-seeking students applying for fewer than 8 cumulative semester hours, the following are required:

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

Degree Requirements

The master of education requires the student to earn a minimum of 36 semester hours for each specialization. Each specialization shares a common foundations core of 5 semester hours and a research core of 8 hours. Within the foundations and research core requirements some choices can be made by students:

Foundations Core (5 hours)

EDFL 670 Ethical Foundations of Education	3
Or (ethics course varies by specialization)	
EDFL 671 Ethical Perspectives on Educational Leadership	3
EDFL 703 Bibliographic Research and Writing	2

Research Core (8 hours)

EDFL 704 Survey of Qualitative and Quantitative Research	3

Select one of the following specific research design courses:

EDFL 706 Experimental Research Designs	2
EDFL 707 Survey Research Designs	2
EDFL 708 Program Evaluation Research Designs	2
EDFL 709 Ethnographic and Case Study Research Designs	2
EDFL 710 Historical Research Designs	2

Complete research with advisor and research project committee:

EDFL 711 Master's Project Proposal	1
EDFL 712 Master's Project Research	1
EDFL 713 Master's Presentation	1
EDFL 715 Master's Research II (optional)	1-4

In addition to the core requirements, students must complete the following requirements:

1. A cumulative GPA of 3.0, with no grade lower than a C, must be earned for successful completion of the program.
2. No later than completion of 10 semester hours, a degree-seeking student must complete the M.Ed. degree application process.
3. 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.
4. The approved course of study must be completed to earn the degree for each specialization.

Master of Education in Curriculum and Instruction (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete the following required 10 hours of curriculum and instruction courses:

EDFL 503 Classroom Assessment	3
EDFL 506 Research in Effective Teaching	3
EDFL 630 Advanced Developmental Psychology	2
EDFL 631 Implementing Inclusion in the Regular Classroom	2

Select 8 hours from the following restricted electives:

EDFL 500 Instructional Supervision	3
EDFL 501 Curriculum Development	2
EDFL 502 Classroom Management	3
EDFL 505 Trends and Issues in Education	3

Select 5 hours of electives from the EDFL curriculum or transfer hours.
Note: Curriculum and instruction students can complete their Continuing Teaching License (6 hours) within the restricted electives and electives.

Master of Education in Literacy (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete the following required 10 hours of reading and literacy courses:

EDFL 530 History and Foundations of Literacy Learining	2
(must be taken in the first two semesters of the program)	
EDFL 532 Advanced Strategies in Literacy Instruction	2
EDFL 533 Advanced Studies in Children's and Adolescent Literature	2
EDFL 534 Issues and Applications of Literacy Instruction	2
EDFL 536 Reading and Writing in the Content Areas	2

Select 8 hours from the following restricted electives that support the literacy specialization:

EDFL 500 Instructional Supervision*	3

EDFL 501 Curriculum Development*	2
EDFL 503 Classroom Assessment	3
EDFL 505 Trends and Issues in Education	3
EDFL 506 Research in Effective Teaching*	3
EDFL 515 Selected Topics in Curriculum and Instruction	1-3
EDFL 515NZ New Zealand	2
EDFL 531 Analysis of Reading and Writing Assessment	2
EDFL 538 Organization of Reading Programs	3
EDFL 570 Applied English Linguistics: Oral and Literacy Focus	3
EDFL 624 Developing Curriculum With New Technologies*	2
EDFL 638 Testing and Measurement	2
EDFL 651 Strategic Planning for Education Systems*	2

Note: *Research, unit, and major project should have a reading/writing-literacy focus, if possible.

Select 5 hours of electives from the restricted electives that support the literacy specialization, from the EDFL curriculum, or from transfer hours. Note: Literacy students can complete their Continuing Teaching License (6 hours) within the restricted electives and electives.

Note: Students who have completed the master of education in literacy can add the endorsement by taking EDFL 531 Analysis of Reading and Writing Assessment, EDFL 538 Organization of Reading Programs, completing one of the reading practicums, and passing the Praxis test for the Reading Endorsement and meet current TSPC requirements. All courses must be completed within seven years after graduating with the master's in literacy.

Master of Education in Reading (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete the following required 11 hours of reading and literacy courses and one of the authorization level combinations (4 hours):

EDFL 530 History and Foundations of Literacy Learning	2
(must be taken in the first two semesters of the program)	
EDFL 531 Analysis of Reading and Writing Assessment	2
EDFL 532 Advanced Strategies in Literacy Instruction	2
EDFL 534 Issues and Applications of Literacy Instruction	2
EDFL 538 Organization of Reading Programs	3

Early Childhood/Elementary Authorization Courses

EDFL 537 Emergent Literacy	2

EDFL 539 Early Childhood/Elementary Reading Practicum	2
(prerequisites: EDFL 530, EDFL 531, EDFL 532 or EDFL 538, or by permission)	

Elementary/Middle Level Authorization Courses

EDFL 536 Reading and Writing in the Content Area (or)	2
EDFL 537 Emergent Literacy	2
EDFL 540 Elementary/Middle Level Reading Practicum (prerequisites: EDFL 530, EDFL 531, EDFL 532 and EDFL 538, or by permission)	2

Middle Level/High School Authorization Courses

EDFL 536 Reading and Writing in the Content Area	2
EDFL 541 Middle Level/High School Reading Practicum (prerequisite: EDFL 530, EDFL 531, EDFL 532, and EDFL 538, or by permission)	2

Select 3 hours from the following restricted electives that support the reading specialization:

EDFL 500 Instructional Supervision*	3
EDFL 501 Curriculum Development*	2
EDFL 503 Classroom Assessment	3
EDFL 505 Trends and Issues in Education	3
EDFL 506 Research in Effective Teaching*	3
EDFL 515 Special Topics in Curriculum and Instruction	1-3
EDFL 515NZ New Zealand	2
EDFL 533 Advanced Studies in Children's and Adolescent Literature	2
EDFL 570 Applied English Linguistics: Oral and Literacy Focus	3
EDFL 624 Developing Curriculum With New Technologies*	2
EDFL 638 Testing and Measurement	2
EDFL 651 Strategic Planning for Education Systems*	2

Note: *Research, unit, and major project should have a reading/writing-literacy focus, if possible.

Select 5 hours of electives from the restricted electives that support the reading specialization, from the EDFL curriculum, or from transfer hours. Note: Reading students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the reading specialization and the electives.

Master of Education in English as a Second Language / Bilingual (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete the following required 13 hours of ESOL courses:

EDFL 570 Applied English Linguistics: Oral and Literacy Focus	3
EDFL 571 Second Language Acquisition and Development	2
EDFL 572 Intercultural Communication in the ESOL/Bilingual Context	2
EDFL 573 Planning and Managing ESOL/Bilingual Curriculum and Instruction	3
EDFL 574 Assessing ESOL/Bilingual Student Learning and Language Proficiency	3

Complete ESOL Practicum: Students choose one or both of the practica depending on their interests. Enrollment in either practicum requires successful completion of EDFL 570, EDFL 571, EDFL 572, EDFL 573, and EDFL 574, and an application to the ESOL advisor the semester prior to the practicum. Current fingerprints and a PA-1 form are required for individuals not currently licensed and teaching in an Oregon public school.

EDFL 578 ESOL/Bilingual Practicum - Early Childhood/Elementary EDFL 579 ESOL/Bilingual Practicum - Middle/High School

Complete 3 hours of ESOL electives. In addition to the 15 hours required in the ESOL specialization an additional 3 hours of ESOL-related electives are required. Students choose the appropriate elective with the ESOL coordinator from any course in the EDFL department or any approved transfer credit.

Select 5 hours of electives from the EDFL curriculum or from transfer hours. Note: ESOL students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the English as a second language specialization and the electives.

Note: Students can add the bilingual category to the ESOL Endorsement by showing competency in a second language approved by TSPC.

Master of Education in Library Media (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete the following required 14 hours of Library Media courses:

EDFL 550 The Dynamic School Library Media Program	3
EDFL 552 Information Literacy in the K-12 Curriculum	3
EDFL 554 Core Collection Development	3
EDFL 556 Resource Management	3
EDFL 533 Advanced Studies in Children's and Adolescent Literature	2

Complete 4 hours of library media practica:

EDFL 567 Library Media Practicum I - Early Childhood/Elementary	2
EDFL 569 Library Media Practicum II - Middle School/High School	2

Oregon TSPC standards require two practica for the Library Media Endorsement, one at the elementary level and one at either a middle school or high school. Enrollment in either practicum requires successful completion of EDFL 550, EDFL 552, EDFL 554, EDFL 556, and EDFL 533; a copy of a current Oregon

teaching license; and an application to the library media coordinator the semester prior to the practicum. The practica can be taken in any order.

Select 5 hours of electives from the EDFL curriculum or from transfer hours.
Note: Library media students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the library media specialization and the electives.

Master of Education in Secondary Education (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete 10 hours of content area courses: This specialization is designed for the high school or middle school teacher desiring to take graduate courses in their teaching content area and apply for a standard license to TSPC. This specialization requires a minimum of 10 semester hours of content area courses in the area of the basic teaching license. These courses would typically be taken as independent studies with a GFU faculty member or transferred from another graduate institution.
Select 8 hours from the following restricted electives that support the secondary education specialization:

EDFL 500 Instructional Supervision	3
EDFL 501 Curriculum Development	2
EDFL 502 Classroom Management	3
EDFL 503 Classroom Assessment	3
EDFL 505 Trends and Issues in Education	3
EDFL 506 Research in Effective Teaching	3
EDFL 536 Reading and Writing in the Content Areas	2
EDFL 620 Technology in the Classroom I	2
EDFL 625 Technology in the Classroom II	1

Select 5 hours of electives from the restricted electives that support the secondary education specialization, from the EDFL curriculum, or transfer hours.
Note: Secondary education students can complete their Continuing Teaching License (6 hours) within the restricted electives and electives.

Master of Education in Educational Leadership (36 hours)
Complete the foundations core (5 hours) and research core (8 hours)
Complete the following required 17 hours of educational leadership courses and practica:

EDFL 500 Instructional Supervision	3
EDFL 630 Advanced Developmental Psychology	2
EDFL 640 Leadership in Education	3
EDFL 648 Initial Administrative Practicum I	2
EDFL 649 Initial Administrative Practicum II	2

EDFL 655 Selected Topics in Leading and Managing (twice for minimum of 1 hour each)	1-3
EDFL 682 Legal Perspectives on Educational Policy and Finance	3

Select 6 hours of electives from the EDFL curriculum or from transfer hours.

Note: Educational leadership students can complete their Continuing Teaching License (6 hours) if they hold the Initial Teaching License.

Master of Education in Higher Education (36 hours)

Complete the foundations core (5 hours) and research core (8 hours)

Complete the following required 19 hours of higher education courses and practica:

EDFL 505 Trends and Issues in Higher Education	3
EDFL 519 Practicum	2
EDFL 634 Adult Development in Educational Organizations	2

Choose one:

EDFL 651 Strategic Planning for Education Systems	2
EDFL 653 Organizational Change and Decision Making	2
EDFL 675 Faith and Learning Seminar: Faith Development	1
EDFL 682 Legal Perspectives on Educational Policy and Finance	3
EDFL 685 Counseling in Higher Education Settings	3
EDFL 694 History of American Higher Education	3

Select 4 hours from the following courses or another approved EDFL course:

EDFL 642 Student Life: Issues, Policy, and Planning	2
EDFL 643 Enrollment Issues: Marketing and Retention	2
EDFL 644 Advancing the Organization: Fund Raising	2

Oregon and Other States Licensure

If you choose, upon completing the M.Ed. degree, you will be eligible for the Oregon Continuing Teaching License. (In some cases, additional professional tests may be required.) The flexibility of the program often allows students to meet the licensure or recertification requirements of other states as well. If you are an out-of-state student, you will need to check your own state's licensing criteria before designing your M.Ed. program.

Oregon Teachers Standards And Practices (TSPC) Approved Programs

The following TSPC-approved licenses, authorizations, or endorsements can be earned either embedded within a student's doctoral or master's degree program or as a stand-alone program.

Teaching Licenses, Authorizations, and Endorsements

Continuing Teaching License (CTL)

The requirements for the Oregon Continuing Teaching License Program at George Fox include:

1. For teachers with an undergraduate college degree only, an applicant must complete a master's or higher degree including the approved CTL program, demonstrate having met the 10 competencies required for the program, and have three years of successful experience at least half time in one or more approved schools in Oregon.
2. For teachers with a master's degree such as a master of arts in teaching (M.A.T), an applicant must complete an approved CTL program, demonstrate having met the 10 competencies, and have three years of successful experience at least half time in an approved school in Oregon.

The approved CTL program includes the following six-semester elements:
Three 1-hour seminars:
ECTL 591 Continuing Teaching License Seminar I
ECTL 592 Continuing Teaching License Seminar II
ECTL 593 Continuing Teaching License Seminar III

Successfully complete 3 hours of course work from the educational foundations and leadership curriculum that meets one of the following conditions:

- Adds depth to one's professional repertoire by addressing one or more of the 10 advanced competencies
- Leads to a new endorsement (ESOL, reading, library media, or a secondary content area such as math)
- Leads to a new authorization level (early childhood, elementary, middle level, high school); or leads to the Initial Administrative License

Authorizations

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

Early Childhood Education Authorization (age 3 to grade 4)
EDFL 519 Practicum
EDFL 520 Early Childhood Education
EDFL 521 Early Childhood Methods
Content area courses to meet the requirements of the authorization.

Middle Level Authorization (grades 5–8)
EDFL 519 Practicum
EDFL 522 Middle Level Education
EDFL 523 Middle Level Methods
Content area courses to meet the requirements of the authorization.

Endorsements

Students desiring to add an endorsement to their Oregon Teaching License can do so within the doctor or master of education program, or as a stand-alone program. Students desiring to add an endorsement only would complete the requirements below. In addition to the following course work, students are also required to take Praxis content area exams required by Oregon Teachers Standards and Practices Commission (TSPC).

Reading

Complete the following required 11 hours of reading and literacy courses and one of the authorization level combinations (4 hours):

EDFL 530 History and Foundations of Literacy Learning (must be taken in the first two semesters of the program)	2
EDFL 531 Analysis of Reading and Writing Assessment	2
EDFL 532 Advanced Strategies in Literacy Instruction	2
EDFL 534 Issues and Applications of Literacy Instruction	2
EDFL 538 Organization of Reading Programs	2

Early Childhood/Elementary Authorization Courses

EDFL 537 Emergent Literacy	2
EDFL 539 Early Childhood/Elementary Reading Practicum (prerequisites: EDFL 530, EDFL 531, EDFL 532, or by permission.)	2

Elementary/Middle Level Authorization Courses

EDFL 536 Reading and Writing in the Content Area (or) EDFL 537 Emergent Literacy	2
EDFL 540 Elementary/Middle Level Reading Practicum (Prerequisites: EDFL 530, EDFL 531, EDFL 532, EDFL 538, or by permission	2

Middle Level/High School Authorization Courses

EDFL 536 Reading and Writing in the Content Area	2
EDFL 540 Elementary/Middle Level Reading Practicum (Prerequisites: EDFL 530, EDFL 531, EDFL 532, or by permission.)	2

Library Media

EDFL 533 Advanced Studies in Children's and Adolescent Literature	2
EDFL 550 Dynamic School Library Program	3

EDFL 552 Information Literacy in the K-12 Curriculum 3
EDFL 554 Core Collection Development 3
EDFL 556 Resource Management 3

Complete 4 hours of library media practica: Oregon TSPC standards require two practica for the library media endorsement, one at the elementary level and one at either a middle school or high school. Enrollment in either practicum requires successful completion of EDFL 550, EDFL 552, EDFL 554, EDFL 556, and EDFL 533; a copy of a current Oregon Teaching License; and an application to the library media coordinator the semester prior to the practicum. The practica can be taken in any order.
EDFL 567 Library Media Practicum I — Early Childhood/Elementary 2
EDFL 569 Library Media Practicum II — Middle School/High School 2

Teaching English to Speakers of Other Languages (ESOL) / Bilingual
Complete the following required 13 hours of ESOL courses:
EDFL 570 Applied English Linguistics: Oral and Literacy Focus 3
EDFL 571 Second Language Acquisition and Development 2
EDFL 572 Intercultural Communication in the ESOL Context 2
EDFL 573 Planning and Managing ESOL Curriculum and Instruction 3
EDFL 574 Assessing ESOL Student Learning and Language Proficiency 3
Complete ESOL Practicum: Students choose one or both of the practica depending on their interests. Enrollment in either practicum requires successful completion of EDFL 570, EDFL 571, EDFL 572, EDFL 573, and EDFL 574, and an application to the ESOL advisor the semester prior to the practicum. Current fingerprints and a PA-1 form are required for people not currently licensed and teaching in an Oregon public school.
EDFL 578 ESOL/Bilingual Practicum – Early Childhood/Elementary 2
EDFL 579 ESOL/Bilingual Practicum – Middle/High School 2
Note: Students can add the bilingual category to the ESOL endorsement by showing competency in a second language approved by TSPC.

Administrative Licenses

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

Program Goals

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

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

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

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

- Understand the developmental needs of students at all authorization levels
- Be able to conduct and use research as a tool for improving a learning organization
- Understand the goals of the Oregon Content Standards and how to use them as a guide in assessing your own school's goals and evaluating progress
- Be prepared to lead teachers in helping students meet the standards and in continuing their professional development

Initial Administrator License

Program Requirements

The Teacher Standards and Practices Commission requires documentation of at least three years of successful licensed teaching or personnel experience in public schools or regionally accredited private schools and evidence of administration potential based on assessments of skills in leadership, management, and human relations as supported by supervisors' recommendations, prior to making application for the initial administrator license.

Candidates must also earn a score of 630 or above on the Praxis Test Specialty Area — Educational Leadership: Administration and Supervision (#0410), and submit the original score report with all license application materials as outlined in OAR 584-080-0011 to the Teacher Standards and Practices Commission (TSPC) including verification of a master's degree from a regionally accredited institution or the foreign equivalent approved by TSPC.

Curriculum

The Initial Administrator License Program consists of four foundation or core courses, followed by a yearlong sequence of practicum experiences and projects. The candidates transfer core course content into actual

practice in school settings. This course work can be embedded within a master's program or may be taken as a licensure-only program accessed through face-to-face or online classes as scheduled. The university and site mentors will meet to verify the candidate's demonstration and documentation of the following knowledge, skills, and competencies listed in OAR 584-017-0250:

1. Demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups.
2. Support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students.
3. Develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction, and assessment.
4. Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
5. Demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district.
6. Demonstrate knowledge of the organization of a school within the context of the district and community.
7. Establish positive school-community relations and encourage parent participation that assists staff in achieving district and/or building goals.
8. Collaborate in the design and implementation of professional staff development programs to increase the effectiveness of the school program.
9. Demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction.
10. Facilitate alternative learning environments when student progress is less than desired.
11. Assist in the work of district decision-making groups, including the school site council.
12. Develop collaboratively a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities.
13. Manage school financial resources to meet established priorities.
14. Manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements.
15. Demonstrate an understanding of Oregon school law and finance.
16. Exhibit an understanding of human development, curriculum, and methods for early childhood, elementary, middle school, and high school students.

Core Courses

EDFL 500 Instructional Supervision	3
EDFL 640 Leadership in Education	3
EDFL 671 Ethical Perspectives on Educational Leadership	3
EDFL 682 Legal Perspectives on Educational Policy and Finance	3

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

Practica

The two semesters of practica have three components: on-site experiences, online academic projects, and a professional portfolio. Practicum experiences begin at the completion of at least three of the four core classes or on the approval of the program director. Administrative license candidates will begin their professional portfolio at the start of EDFL 648 Initial Administrator Practicum I. Candidates will add to the portfolio throughout their practicum, ending with EDFL 649 Initial Administrator Practicum II. Each candidate assembles a portfolio that documents satisfactory performance in at least five of the following areas of responsibility as listed in OAR 584-017-0280:

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

Continuing Administrator/Initial Superintendent License

Program Requirements

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

Curriculum

This 18-hour continuing administrator/initial superintendent licensure program is designed to match experienced practitioner mentors with experienced administrator candidates. This course work can be embedded within a doctoral program or may be taken as a licensure-only program and can be accessed through face-to-face or online classes as scheduled. The program director will facilitate a self-assessment of current skills, at the building and district level, to enable the candidate to demonstrate and document the following advanced competencies as listed in OAR 584-017-0260:

1. Understand and apply emerging research on teaching, learning, and school improvement to increase district effectiveness.

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

Skill Development Core Courses (9 hours)

EDFL 650 Managing Organizational Resources	3
EDFL 660 School District Leadership	3
EDFL 661 Administration of Specialized Programs	3

Advanced Competency Electives (6 hours)

EDFL 506 Research in Effective Teaching	3
EDFL 626 Implementing Technology in Educational Organizations	2
EDFL 634 Adult Development in Educational Organizations	2
EDFL 651 Strategic Planning for Education Systems	2
EDFL 653 Organizational Change and Decision Making	2
EDFL 655 Selected Topics in Leading and Managing	1-3
EDFL 680 Philosophical Perspectives on Education	3
EDFL 686 Political and Social Perspectives on Education	3
EDFL 692 Historical Perspectives on American Education	3
EDFL 708 Program Evaluation Research Designs	2

Continuing Superintendent License

Program Requirements

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

Curriculum

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

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

Skill Development Courses

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

EDFL 508 Learning and Cognition	3
EDFL 515 Selected Topics in Curriculum and Instruction	1-3
EDFL 624 Developing Curriculum with New Technologies	2
EDFL 626 Implementing Technology in Educational Organization	2
EDFL 634 Adult Development in Educational Organizations	2
EDFL 650 Managing Organizational Resources	3
EDFL 651 Strategic Planning for Education Systems	2
EDFL 653 Organizational Change and Decision Making	2
EDFL 655 Selected Topics in Leading and Managing	1-3
EDFL 671 Ethical Perspectives on Educational Leadership	3
EDFL 685 Selected Topics in Foundational Perspectives	1-3
EDFL 686 Political and Social Perspectives on Education	3
EDFL 690 International Perspectives on Education	3
EDFL 692 Historical Perspectives on American Education	3
EDFL 708 Program Evaluation Research Designs	2

EDFL Graduate Course Offerings

TEACHING AND LEARNING PERSPECTIVES

EDFL 500 Instructional Supervision

3 hours. Offered fall and summer. Format: online and/or classroom centered. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning to establish

educational policy and transform educational practice at their institutions. The course emphasizes ways in which cultural, social, and organizational contexts influence learning. Students will learn to use the clinical supervision model and other tools for supervising and evaluating teacher performance based on best practices. The course will examine the leader's role in establishing and maintaining an environment that is conducive to student and adult learning.

EDFL 501 Curriculum Development

2 hours. Offered summer. Format: classroom centered. Teachers learn to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated.

EDFL 502 Classroom Management

3 hours. Offered summer. Format: classroom centered. Classroom teachers learn innovations in classroom organization and management and are encouraged to apply classroom management methods in the classroom setting.

EDFL 503 Classroom Assessment

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

EDFL 504 Classroom Teaching and Learning

3 hours. Offered fall semester. Format: classroom centered. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education. Note: This course is designed for students in the teaching license only and school counselor programs.

EDFL 505 Trends and Issues in Education

3 hours. Offered spring. Format: online. 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.

EDFL 506 Research in Effective Teaching

3 hours. Offered fall semester. Format: online. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

EDFL 508 Learning and Cognition

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

CURRICULUM AND INSTRUCTION PERSPECTIVES

EDFL 511 Hands-on Math

2 hours. Offered summer semester. Format: classroom centered.   A variety of hands-on activities that address state and national math content standards for grades K through 8 will be shared through active participation.   This class gives educators an opportunity to collect and share ideas and materials that encourage the construction of mathematical understanding.

EDFL 512 Hands-on Science

2 hours. Offered summer semester. Format: classroom centered. This course is intended to enhance an educator's skills, knowledge, and confidence in basic science instruction in the elementary/middle school classroom. Qualitative and quantitative science projects will be presented that consider a child's natural curiosity and propensity to ask questions.

EDFL 514 Work Sample Seminar

2 hours. Offered spring semester. Format: classroom centered. This course is designed to introduce students to the work sample requirement for the Initial Teaching License programs in the state of Oregon. Students are required to teach a 10-day unit, evaluate student learning during the unit, and submit written reflection on their teaching of the unit. Students will also be observed and evaluated during the teaching unit. *Prerequisite: EDFL 519 Practicum or simultaneous enrollment.* Pass/No Pass

EDFL 515 Selected Topics in Curriculum and Instruction

1-3 hours. Offered fall, spring, and summer semesters. Format: independent research under the direction of a faculty member. These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, music, health and human performance, social studies, and speech.

EDFL 516 Curriculum Issues and Methods and the Christian Teacher

3 hours. Offered summer semester every other year. Format: classroom centered. Focus on the curriculum needs and issues of teachers in Christian school settings. An emphasis on the integrations of faith and learning will be made. This course will also deal with issues related to Christian teachers in the public school setting.

EDFL 518 Oregon Teaching License Portfolio

1 hour. Fall, spring, and summer semesters. Format: classroom centered. This course teaches candidates the process for submitting a portfolio of past teaching experiences; required test scores; and knowledge, competencies, and skills needed for a Teachers Standards and Practices Commission (TSPC)-approved licensure program. At the end of the course the portfolio is evaluated by faculty for determining the candidate's specific program. Pass/No Pass

EDFL 519 Practicum

1-10 hours. Offered every semester. Must be approved by advisor. A supervised practicum for students adding a content area endorsement, age authorization level, the higher education specialization, or student

teaching to complete the Initial Teaching License in the license-only program. Students teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated.
Prerequisite: approval of the M.Ed. director. Pass/No Pass

EDFL 520 Early Childhood Education
2 hours. Offered spring semester. Format: online. An overview of young children's development, early developmental theories, and types of early childhood programs followed by a comprehensive study of young children's acquisition of the language arts: listening, speaking, reading, and writing. Includes approaches to encourage young children's development in language, with special emphasis on young children with unique needs.

EDFL 521 Early Childhood Methods
2 hours. Offered summer semester. Format: classroom centered. This course focuses upon Developmentally Appropriate Practice (DAP) to teach young children through all developmental domains in an integrated approach. Includes specific methods and development of teaching materials for social studies, math, science, health, language arts, music, and art. Additional topics include discipline and transitions for young children, and observation and teaching at Head Start program.

EDFL 522 Middle Level Education
2 hours. Offered spring semester. Format: online. This course introduces the student to the organization, curriculum, and unique aspects of a middle level program. This course is required for teachers desiring to add the Oregon middle level authorization to their teaching license.

EDFL 523 Middle Level Methods
2 hours. Offered summer semester. Format: classroom centered. This course introduces the student to effective teaching strategies at the middle school. This course is required for teachers desiring to add the Oregon middle level authorization to their teaching license.

READING AND LITERACY PERSPECTIVES

EDFL 530 History and Foundations of Literacy Learning
2 hours. Spring and summer semesters. Format: classroom centered. Thoughtful classroom practice depends on sound theory. This course examines some current competing theories, looks at the implications of various literacy theories as they impact classroom decision making, and, through reading and discussion, develop a personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

EDFL 531 Analysis of Reading and Writing Assessments
2 hours. Offered fall and summer semesters. Classroom teachers become acquainted with a wide variety of methods for assessing student progress in reading and writing. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

EDFL 532 Advanced Strategies in Literacy Instruction: Assessment and Remediation
2 hours. Summer semester. Format: classroom centered. This course focuses on current methods and

materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

EDFL 533 Advanced Studies in Children's and Adolescent Literature
2 hours. Offered summer semester. Format: classroom centered. This course focuses on a critical examination of children's literature as literature, considers curriculum development based on children's literature, and on a further development of a broad understanding of literacy learning issues.

EDFL 534 Issues and Application of Literacy Instruction
2 hours. Offered spring semester. Format: classroom centered. This course focuses on the issues related to public and school-based concerns about literacy learning. The discussion of issues will lead to research-based applications that can be translated into the classroom practice at the elementary, middle, or high school level.

EDFL 536 Reading and Writing in the Content Areas
2 hours. Offered fall semester. Format: classroom centered. This course focuses on the reading and writing needs of the student at the middle level and in the high school. The teaching of critical reading and writing strategies will be included as well as assessment tools. This course is required for those pursuing the middle level and high school authorizations of the Reading Endorsement, but is appropriate for teachers of all levels.

EDFL 537 Emergent Literacy
2 hours. Offered summer semester. This course explores theoretical principles and practices based on current research. Emphasis is on strategies for coming to print, print conventions, and reading aloud. Shared, guided, and independent reading and writing is also explored. These strategies are based on theoretical assumptions from the psychology of language and cognition development and linguistics.

EDFL 538 Organization of Reading Programs
3 hours. Offered fall semester. Format: classroom centered. The content of this course includes: the organization of reading programs within the context of state and federal regulation and within the structure of the school-wide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

EDFL 539 Early Childhood and Elementary Reading Practicum
2 hours. Offered fall and spring semesters. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both authorization levels.
Prerequisites: EDFL 530 History and Foundations of Literacy Learning; EDFS 531 Analysis of Reading and Writing Assessment; EDFL 532 Advanced Strategies in Literacy Instruction; EDFL 538 Organization of Reading Programs; or by permission. Pass/No Pass

EDFL 540 Elementary and Middle Level Reading Practicum

2 hours. Offered fall and spring semesters. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in an elementary and middle school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both levels of authorization.
Prerequisites: EDFL 530 History and Foundations of Literacy Learning; EDFL 531 Analysis of Reading and Writing Assessment; EDFL 532 Advanced Strategies in Literacy Instruction; EDFL 538 Organization of Reading Programs; or by permission. Pass/No Pass

EDFL 541 Middle Level and High School Reading Practicum

2 hours. Offered fall and spring semesters. The reading practicum will provide a context in which to apply methods, assessment techniques and teaching strategies in a middle school and high school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching and evaluation of students at both levels of authorization.
Prerequisites: EDFL 530 History and Foundations of Literacy Learning; EDFL 531 Analysis of Reading and Writing Assessment; EDFL 532 Advanced Strategies in Literacy Instruction; EDFL 538 Organization of Reading Programs; or by permission. Pass/No Pass

LIBRARY MEDIA PERSPECTIVES

EDFL 550 The Dynamic School Library Media Program

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

EDFL 552 Information Literacy in the K-12 Curriculum

3 hours. Offered fall semester. Format: classroom centered. This course introduces Library Media Specialists to aspects of learning and teaching, including the development for designing units of study integrating information literacy skills with classroom content.

EDFL 554 Core Collection Development

3 hours. Offered spring semester. Format classroom centered. This course introduces the Library Media Specialist to information access and delivery, including the development of information resources, learning characteristics of students and staff, and methods for matching student needs with appropriate materials. The course will also emphasize reference and information sources and services in the school media center.

EDFL 556 Resource Management

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

EDFL 558 Collaborative Instructional Strategies

2 hours. Development of collaborative skills for working with teachers and students.

EDFL 560 Information Access and Delivery

2 hours. The examination of Internet search engine methodologies; identification, location, and retrieval of authoritative resources; organization and presentation of information using various software application; definition of copyright and intellectual property law, and software law.

EDFL 562 Multimedia Design and Production

2 hours. Examination and practice of effective design concepts for content delivery. Design and production of lessons and student projects keyed to standards using various multimedia software programs.

EDFL 567 Library Media Practicum I — Early Childhood/Elementary Experience

2 hours. Fall and spring semesters. A supervised practicum in an approved elementary school demonstrating knowledge and strategies developed in the library media courses.

Prerequisite: successful completion of all required library media courses and approval of the faculty advisor. Fall or spring semester. Students can take either practicum first depending upon their employment position and course scheduling. A practicum could also be arranged in the summer semester at a school offering at least half-day sessions. Pass/No Pass

EDFL 569 Library Media Practicum II — Middle/High School Experience

2 hours. Offered fall and spring semesters. A supervised practicum in an approved middle school or high school, demonstrating knowledge and strategies developed in the library media courses.

Prerequisite: successful completion of all required library media courses and approval of the faculty advisor: Fall or spring semester. Students can take either practicum first depending upon their employment position and course scheduling. A practicum could also be arranged in the summer semester at a school offering at least half-day sessions. Pass/No Pass

ENGLISH AS A SECOND LANGUAGE PERSPECTIVES

EDFL 570 Applied English Linguistics: Oral and Literacy Focus

3 hours. Fall, spring, and summer semesters. Format: classroom centered. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

EDFL 571 Second Language Acquisition and Development

2 hours. Spring and summer semesters. Format: classroom centered. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.

Prerequisite or concurrent enrollment in EDFL 570.

EDFL 572 Intercultural Communication in the ESOL/Bilingual Context

2 hours. Fall and summer semesters. Format: classroom centered. Examines the diverse and dynamic role of culture in the ESOL students' language development and academic achievement. The course also

emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

EDFL 573 Planning and Managing ESOL/Bilingual Curriculum and Instruction
3 hours. Fall semester. Format: classroom centered. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

EDFL 574 Assessing ESOL/Bilingual Student Learning and Language Proficiency
3 hours. Spring semester. Format: classroom centered. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

EDFL 578 ESOL/Bilingual Practicum — Early Childhood/Elementary
2 hours. Fall and spring semesters. A supervised practicum in an approved early childhood and elementary school demonstrating knowledge and strategies developed in the ESOL/bilingual courses. Candidates set goals for professional growth in the English-language teaching field.
Prerequisites: successful completion of all required ESOL/bilingual courses (or their equivalent) and approval of the faculty advisor.

EDFL 579 ESOL/Bilingual Practicum — Middle/High School
2 hours. Fall and spring semesters. A supervised practicum in an approved middle school and high school demonstrating knowledge and strategies developed in the ESOL/bilingual courses. Candidates set goals for professional growth in the English-language teaching field.
Prerequisites: successful completion of all required ESOL/bilingual courses (or their equivalent) and approval of the faculty advisor. Pass/No Pass

TECHNOLOGY PERSPECTIVES

EDFL 620 Technology in the Classroom I
2 hours. Fall and summer semesters. Format: classroom centered. Introduces students to the use of basic computer hardware and software that may be encountered in the classroom. The classroom teacher will learn to use appropriate integrated software programs. In addition, the teacher will be able to use software for record keeping and basic desktop publishing.

EDFL 624 Developing Curriculum With New Technologies
2 hours. Spring semester. Format: online. Can new technologies significantly improve teaching and learning? Too often new tools are introduced as a panacea for helping struggling learners reach higher levels of cognition yet are found wanting. This course addresses how new technologies can be used to meet a teacher's main learning agenda and increase students' understanding. Participants will learn how to develop curriculum that effectively integrates educational software, the Internet, and other new technologies. They will analyze and design technology-enhanced units that clarify learning goals, enhance student

performances, and incorporate ongoing assessment. Readings will address theories of teaching and learning and the contribution of new technologies to teaching for understanding. The course is designed for teachers at all levels and others who wish to support the improvement of educational practice with new technologies.

EDFL 625 Technology in the Classroom II

1 hour. Format: classroom centered. 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.

EDFL 626 Implementing Technology in Educational Organizations

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

PUPIL PERSONNEL PERSPECTIVES

EDFL 630 Advanced Developmental Psychology

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

EDFL 631 Implementing Inclusion in the Regular Classroom

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

EDFL 633 Classroom Guidance

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

EDFL 634 Adult Development in Educational Organizations

2 hours. Summer semester (even years). Format: classroom centered. This course explores ways for shaping an educational organization as a healthy place for everyone's growth and development, with special

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

EDFL 635 Mentoring Seminar

1 hour. Offered on a variable schedule. Format: classroom centered. Mentoring provides group support and faculty assistance to teachers focusing on mentoring student teachers, new teachers, or other peers.

EDFL 636 Mentoring Leadership in the School

3 hours. Summer semester. Format: classroom centered. Emphasis is placed on application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers, and peers.
Prerequisite: EDFL 640 Leadership in Education, or teacher's permission.

EDFL 638 Testing and Measurement

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

LEADING AND MANAGING PERSPECTIVES

EDFL 640 Leadership in Education

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

EDFL 642 Student Life: Issues, Policy, and Planning

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

EDFL 643 Enrollment Issues: Marketing and Retention

2 hours. Summer semester (even years). Format: classroom centered. This seminar examines the theoretical and practical basis for providing support to academic departments in marketing, recruiting, advising, and retaining students in K-20 educational organizations.

EDFL 644 Advancing the Organization: Fund Raising

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

EDFL 648 Initial Administrator Practicum I

2 hours. Fall and spring semesters. Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Initial Administrator License candidates will begin a 360-hour practicum in elementary AND in middle level/high schools under the direct supervision of a university supervisor and a licensed school administrator. A minimum of 90 hours is required at each level. Assignments will require candidates to learn about issues at the site, work with mentors to resolve the issues, and evaluate how they are being handled. These experiences will be supplemented by online administrative academic projects that focus on school governance and partnerships along with school management topics. The university supervisor and candidates will communicate via the Internet providing feedback to colleagues on various projects. Two Saturday Seminars are required and will focus on current topics of administrative competencies. Pass/No Pass

EDFL 649 Initial Administrator Practicum II

2 hours. Fall and spring semesters. Practicum experiences continue at a building level of responsibility. Initial Administrator License candidates will complete a 360-hour practicum in elementary AND in middle level/high school under the direct supervision of a university supervisor and a licensed school administrator. Practicum experiences are supplemented by online administrative academic projects that focus on curriculum and staff development, supervision and evaluation, and personnel hiring. The supervisors and candidates will communicate via the Internet. Pass/No Pass

EDFL 650 Managing Organizational Resources

3 hours. Format: online with executive weekend seminar. This is a core requirement of the continuing administrator program and requires admission to the doctoral program, the continuing administrator program, or specific advisor approval. Educational leaders must balance the allocation of scarce resources among competing interests while managing the organizational structure and empowering those who support the organizational mission. This course prepares educators to address the value tensions inherent in the allocation of resources and the educational consequences linked to those fiscal decisions. Issues of efficiency, equity, adequacy, and control in educational finance will be specifically addressed from historical, economic, moral, legal, and political perspectives. The course also provides a critical analysis of organizations, how they function, why people in organizations behave as they do, and examines the formal and informal decision-making structures that affect educational organizations.

EDFL 651 Strategic Planning for Education Systems

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

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

EDFL 653 Organizational Change and Decision Making

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

EDFL 654 Program Evaluation for Organizational Success

3 hours. Fall semester. Format: online. This course surveys the principles and practices useful to the evaluation of organizational programs and policies. Participants examine the models and tools used in informing educational and other leaders as to evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding: the purposes of evaluation, the role of the evaluator, evaluation designs and analysis, presentation of evaluation results, and the role of evaluation conclusions in organizational decision making.

EDFL 655 Selected Topics in Leading and Managing

1-3 hours. Offered on a variable schedule. Format: classroom centered. These courses are developed to provide administrators and educational leaders access to courses that focus on topics relevant to faculty research or that deal with current issues in leading and managing educational organizations.

EDFL 660 School District Leadership

3 hours. Format: online with executive weekend seminar. This is a core requirement of the continuing administrator program and requires admission to the doctoral program, the continuing administrator program, or specific advisor approval. This course focuses on district-level leadership roles and the importance of shared vision. Participants will assess their management styles in light of the requirements of various upper-level management positions in a variety of educational organizations. The class will examine how education districts of various sizes organize to maximize learning and to perform necessary functions as required by state and national mandates. Topics include establishing a vision for the organization, empowering others to lead, human resource selection and development, working with other leaders, making public presentations, and dealing with hostile constituents.

EDFL 661 Administration of Specialized Programs

3 hours. Format: classroom centered. This course focuses on leadership responsibilities of specialized programs. The class will examine how educators can navigate federal mandates for special programs using Oregon's statutes, administrative rules, and agencies as a model. Participants will be involved through discussions, simulations, and presentations utilizing materials and personnel from a variety of educational

organizations. Course topics include: administrating special programs (e.g., special education, talented and gifted, English as a second language); dealing with curricular and legal issues encountered in delivering these services to children; and developing strategies to improve the academic performance of students through special programs. Additional emphasis will be placed on emerging leadership strategies to address the needs of alternative education students.

EDFL 662 Superintendency for the 21st Century

3 hours. Format: online with executive weekend seminar. This is a core requirement of the continuing administrator program and requires admission to the continuing administrator program or specific advisor approval. The role of the school superintendent is increasingly challenging and requires specialized knowledge and skills to avoid common pitfalls. This course provides practical knowledge and skills needed to succeed in the superintendent role focusing on school board relations and communication, facility development, collective bargaining, grievance resolution, board meeting management, board member development, and advanced personnel issues such as dismissal and sexual harassment investigation.

ETHICAL PERSPECTIVES

EDFL 670 Ethical Foundations of Education

3 hours. Fall and summer semesters. Format: classroom centered. Students learn a perspective on human relations in education that includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections.

EDFL 671 Ethical Perspectives on Educational Leadership

3 hours. Spring and summer semesters. Format: classroom centered. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders.

EDFL 675 Faith and Learning Seminars

1 hour. Offered fall, spring, and summer semesters. Format: classroom centered and online. Seminars integrating a Christian perspective on life with aspects of learning, leading, and believing. Examples of possible seminars include:

- Believing and Learning: Developing One's Faith
- Believing and Learning: Developmental Stages of Faith
- Integrating Faith: Educational Theory and Practice
- Biblical Foundations: Moving Toward an Integrative Christian Understanding
- Integrating Faith: Understanding Gender and Race
- Biblical Foundations: Issues of Peace, Equality, and Justice

FOUNDATIONAL PERSPECTIVES

EDFL 680 Philosophical Perspectives on Education

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

EDFL 682 Legal Perspectives on Educational Policy and Finance

3 hours. Offered fall semester online format and summer semester classroom-centered format. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial policy. The course investigates creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

EDFL 685 Selected Topics in Foundational Perspectives

1-3 hours. Offered on a variable schedule. Format: classroom centered or online. These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include:

- Minority Education in Cross-cultural Perspective
- Biography: Portraits of Teaching, Learning, and Culture

EDFL 685 Special Topics: Counseling in Higher Education

3 hours. Summer semester (odd years). Format: classroom centered. This course examines and invites the student to experience issues, topics, and foundational skill building in counseling and advising at the college campus for administrative staff in student personnel settings. The focus is primarily on principles, techniques, and a personal introspective process, and stresses the boundaries of peer and advisor counseling and the relationship to professional counselors on campus and other mental health organizations.

EDFL 686 Political and Social Perspectives on Education

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

relationships; reform in education at elementary, secondary, postsecondary levels; and multiculturalism are also examined.

EDFL 690 International Perspectives on Education

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

EDFL 692 Historical Perspectives on American Education

3 hours. Spring semester (even years). Format: online. This course is designed to help educational leaders understand current educational policy from a historical perspective. If we examine the whole of culture — its institutions, texts, rituals, and techniques — what can we learn that will help us meet current challenges in educating citizens to continue supporting our democratic values? In this course we explore that question from several different perspectives and periods in history. We look at education in the lives of individuals, in the struggle of families, in the work of teachers, in the reform of school systems, in the content of textbooks, and in the ideas of leading educators. The course will also look at how educators, politicians, and social reformers have attempted to use education to influence the social structure of American life.

EDFL 694 History of American Higher Education

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

SPECIAL STUDY

EDFL 695 Special Study

2-3 hours. Offered fall, spring, and summer. Format: independent research upon the direction of a faculty member. These courses are developed to provide the student 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, health and human performance, social studies, and speech. *Prerequisite: approval from the doctor of education or the master of education director and the EDFL department chair.*

RESEARCH PERSPECTIVES

EDFL 701 Quantitative Research Methods

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

Prerequisites: EDFL 703 (or can be taken concurrently) and EDFL 704 (note: doctoral students can test out of EDFL 704).

EDFL 702 Qualitative Research Methods

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

Prerequisites: EDFL 703 (or can be taken concurrently) and EDFL 704 (note: doctoral students can test out of EDFL 704).

EDFL 703 Bibliographic Research and Writing

2 hours. Fall, spring, and summer semesters. Format: classroom centered. Students will learn the elements of educational research and writing appropriate graduate education programs. Research methods include bibliographic searches using electronic databases, interlibrary loan, and electronic card catalog. The writing emphasis will include writing syntheses of research findings, writing term papers and research proposals. The course will also emphasize the citation style required in education and psychology research writing and the use of electronic resource software. Advising note: Students are encouraged to take EDFL 703 in their first or second semester of enrollment and prior to or concurrent with EDFL 704 for M.Ed. students; or EDFL 701 or 702 for Ed.D. students.

EDFL 704 Survey of Qualitative and Quantitative Research

3 hours. Fall, spring, and summer semesters. Format: classroom centered. This course introduces the student to both qualitative and quantitative research conducted in schools and colleges. Students learn to critically read and evaluate research in both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.

Prerequisite: EDFL 703 or concurrent enrollment.

EDFL 706 Experimental Research Designs

2 hours. Summer semester. Format: classroom centered. Designed to develop conceptual and technical skills needed for designing and executing experimental and quasi-experimental designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the translation of research questions into research design, and how each aspect of the research design subtly shapes and reshapes the questions asked, and the "answers" obtained. By the end of the course, students should be capable of designing a study — or a series of experimental/quasi-experimental studies — to examine a research issue or question of interest to them or those they work with. This includes an evaluation of the pros and cons of various designs, determining a reasonable sample, selecting or designing a set of valid measures, and other related issues.

Prerequisites: EDFL 701, EDFL 703, EDFL 704 (or test out for doctoral students).

EDFL 707 Survey Research Designs

2 hours. Fall and summer semesters. Format: classroom centered and online. This presents the techniques of processing and analyzing non-experimental and quasi-experimental quantitative data. Focuses on problems of conceptualization, organization, and gathering non-experimental and quasi-experimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection.

Prerequisites: EDFL 701 (required for doctoral students), EDFL 703, EDFL 704 (or test out for doctoral students).

EDFL 708 Program Evaluation Research Designs

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

Prerequisites: EDFL 703, EDFL 704 (or test out for doctoral students), and either EDFL 701 or EDFL 702 (required for doctoral students).

EDFL 709 Ethnographic and Case Study Research Designs

2 hours. Spring semester. Format: classroom centered. This course is designed to develop conceptual and technical skills needed for designing and executing ethnographic research designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the following skills: observing and recording behavior in natural settings; problem definition and focus; sampling; controlled comparisons and meaningful variation; designing single and multiple case studies; data storage and retrieval systems; and trustworthiness (reliability/validity) of ethnographic research. Topics may include classroom ethnography, advanced ethnographic writing and/or multimedia design, discourse analysis, and microethnography of

social interaction.
Prerequisites: EDFL 703, EDFL 704 (or test out for doctoral students), and EDFL 702.

EDFL 710 Historical Research Designs
2 hours. Summer semester. Format: online. 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 teaches 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. Focuses on both written and oral history.
Prerequisites: EDFL 692, EDFL 694, EDFL 702 (required for doctoral students), EDFL 703, EDFL 704 (or test out for doctoral students).

EDFL 711 Master's Project Proposal
1 hour. Fall, spring, and summer semesters. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the first course in a three-course sequence that students enroll in to finalize a project proposal. Student works under the guidance of the student's faculty research committee chair to clarify a research topic, identify data sources, and prepare a written proposal.
Prerequisites: EDFL 703 and 704.

EDFL 712 Master's Project Research
1 hour. Fall, spring, and summer semesters. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the second stage in the culminating activity for the Master of Education Program research project. Student works under the guidance of assigned faculty research committee to conduct a research project as approved by the committee. *Prerequisite: EDFL 711.*

EDFL 713 Master's Presentation
1 hour. Fall, spring, and summer semesters. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the third stage in the culminating activity for the Master of Education Program research project. Student presents a written and oral presentation of the research project to faculty research committee and professional peers.
Prerequisite: EDFL 712.

EDFL 715 Master's Research II
1-4 hours. Research for and preparation of master's thesis or action research project. Required of master's-level students who did not complete their thesis or action research project in EDFL 712.

EDFL 720 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisites: EDFL 700, 701, 702, and two research design courses.

EDFL 721 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation.

Prerequisite: EDFL 720. Can be enrolled concurrently with EDFL 720 with the permission of the Doctor of Education Program director.

EDFL 722 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation.

Prerequisite: EDFL 721.

EDFL 723 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation.

Prerequisite: EDFL 722. Can be enrolled concurrently with EDFL 722 with the permission of the Doctor of Education Program director.

EDFL 725 Dissertation Research

2 hours. Required of doctoral level students who did not complete their dissertation research in EDFL 720-723.

Notes: Students in the research design courses (EDFL 702-710) will be expected to write research proposals appropriate to their degree level (action research, thesis, or dissertation).
Doctoral students may take a maximum of four hours of doctoral dissertation research hours in any semester.

CONTINUING TEACHING LICENSE SEMINARS

ECTL 591 Continuing Teaching License Seminar I

1 hour. Fall, spring, and summer semesters. Format: Classroom centered and online. This seminar is designed to focus on a brief history of the CTL, Oregon Administrative Rules and the 10 Advanced Proficiencies that dictate CTL programs, the components and requirements of the GFU CTL program, and the philosophy that drives the notion of second licensure for professional teachers in Oregon. This seminar is for professional educators to thoughtfully and carefully examine their practice and the performance of their students in relation to the 10 Advanced Proficiencies. In addition, teachers will consider the impact on student achievement brought about by their collaborative work with students, parents, colleagues, and their school communities in relation to the 10 Advanced Proficiencies. Pass/No Pass

ECTL 592 Continuing Teaching License Seminar II

1 hour. Fall and spring semester. The practicum experience is designed to ensure that CTL candidates are teaching, assessing, and establishing a classroom climate conducive to learning and collaboration with parents and colleagues as stated in the 10 Advanced Proficiencies. This practicum experience will require one orientation session and a minimum of two classroom visits/observations. Ideally, the university supervisor will observe instruction and provide feedback for the CTL candidate based upon the 10 Advanced Proficiencies while the candidate is employed in a K-12 school and during the completion of the "Preparing an Analysis of Student Work" task. Pass/No Pass

ECTL 593 Continuing Teaching License Seminar III: Portfolio Assimilation and Portfolio Review
1 hour. Fall, spring, and summer semester. Each CTL candidate will develop a personal professional portfolio to present for review at the conclusion of this seminar. Candidates arrange to meet individually with the instructor of the course to review the assimilation process and to organize their portfolio review committee composed of appropriate district and university personnel. Pass/No Pass

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. 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 14 courses, including a service learning project. The program requires attendance one evening per week and occasional Saturday sessions over a period of 22 months.

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

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

Course Offerings

BUSG 500 Mission and Vision
3 hours. This course covers both theory and application in the competency areas needed to be capable managers in individual organizational contexts: performance, relationships, values, crisis, and leadership. Sessions examine how managers manage (or should manage); what their contribution is and should be; what results mean in the organizational context; how performance is assessed; managers' responsibilities to themselves, the people who work for and with them, and the communities they operate within. Attention is given to how managers do all of the above with competence, character, effectiveness, and enjoyment.

BUSG 525 Global Environment
3 hours. As world citizens, people are increasingly aware of the globalization of markets, economies,

strategies, and structures in our world. This class offers an overview of the issues encountered in transnational enterprises, with a concentration on understanding the nature of international business, and the development of cultural awareness. Students will understand the functional differences in transnational organizations and be able to identify key issues to be resolved in internationalizing, recognizing that these processes have both positive and negative results.

MAOL 521 Human Resource Development and Diversity

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

MAOL 522 Leadership and Human Development

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

MAOL 531 Organizational Change

3 hours. Examines the steps involved in creating a learning organization. Interaction between leadership, strategic planning, and effective decision making are analyzed. Theories of leadership as a backdrop for understanding the dynamics of positive organizational change are studied. Students assess how change is planned, initiated, and sustained for the long term.

MAOL 532 Organizational Planning and Control

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

BUSG 534 Ethical and Legal Responsibilities

3 hours. This course introduces practical legal issues that arise in the work environment and the ethical tools to understand and inform day-to-day activities in the workplace. Issues such as contracts, human resources, tort, intellectual property, competition and sales, the judicial system, white-collar crime, forms of organization, and appropriate communications are covered. The threads of ethical decision making, alternative dispute resolution, and Christian values run throughout the course and are covered specifically in several topics.

MAOL 542 Organizational Communication and Negotiation

3 hours. Emphasis is placed on electronic/visual media and public speaking. This course seeks to develop the student's presentation skills, with an emphasis on persuasive speeches. The course also provides the student an opportunity to practice negotiation strategies and techniques.

MAOL 544 Professional Development I

1 hour. Introduces the students to the Master of Arts in Organizational Leadership Program. Emphasis will be placed on team building as students are presented with strategies for enhancing their problem-solving and decision-making skills within a group setting.

MAOL 545 Professional Development II

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

MAOL 546 Professional Development III

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

BUSG 555 Transformational Leadership

3 hours. Explores both historical and contemporary leadership theories and models. Particular emphasis is given to evaluating leadership theories from a values perspective and determining the ways in which they can be applied to the most current developments in organizational change strategies. Using this knowledge, students are presented with ways in which leadership can be reconceptualized and applied to meet the requirements of today's increasingly complex organizations.

MAOL 551 Research Methods

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

MAOL 552 Service Learning Project

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

George Fox Evangelical Seminary

Seminary Heritage

George Fox Evangelical Seminary is an evangelical, multi-denominational, university-based school committed to equipping women and men academically, spiritually, emotionally, theologically, and culturally for ministry in the church and world in the greater Northwest and beyond. We are committed to graduate theological education, professional development, and spiritual formation. We are dedicated to provide the church with the future leaders it seeks, to train leaders for the present and the future, to provide a place for those who seek to be on the forefront of church development and those who seek spiritual renewal, and to offer flexible schedules for busy people in an increasingly globalized society.

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 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, Paul Petticord, and other regional Christian leaders, who recognized the need for a Wesleyan seminary in the Pacific Northwest. The ideal was set forth in an early catalog:

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

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

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

ministry degree, for experienced pastors who hold the M.Div. or its equivalent, is a cohort-style program with two tracks: Leadership and Spiritual Formation and Leadership in the Emerging Culture.

The Association of Theological Schools granted the seminary full accreditation in 2001. The Northwest Association of Schools and Colleges also certifies the seminary's programs. This dual accreditation is maintained now through George Fox University and assures students of the highest academic and professional standards.

Mission Statement

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

Distinctives of George Fox Evangelical Seminary

Christ-centered: Jesus Christ's life, death, and resurrection are central to our curriculum and the personal experience of the faculty. Jesus Christ influences our scholarship, teaching, and service. Our motivation is that the whole world might know the truth and love of Jesus Christ.

Church-focused: The seminary serves the Church by developing church leaders and preparing Christian scholars. The tasks of ministry and the character of the minister are as essential as knowledge of Scripture, theology, and church history. Therefore, the faculty is deeply involved in scholarship and in ministry in the local church, bringing fresh perspectives to the courses they teach.

Culturally relevant: The society in which our students serve is culturally diverse, postmodern, and postdenominational. The faculty understands this context and prepares students for effective ministry in a diverse world. Students are encouraged to confront and address the pressing issues of our world and to meet societal and personal needs in a responsively creative and culturally relevant way.

Spiritually intentional: Effective servant-leadership and scholarship require attentiveness to spiritual growth. The development of Christ's image in each student is foremost in our mission. Intentional spiritual formation is integrated into the entire seminary experience and focused in creative and traditional spiritual-formation courses and small groups.

Broadly evangelical: The seminary community reflects a diversity of age, gender, ethnicity, theological persuasion, and denominational background. Students learn in an environment that fully supports gender and racial equality in all aspects of leadership and ministry. The resulting seminary community provides a rich learning experience, helps students clarify their beliefs, and prepares them for appropriate ministry in their own denomination and in an increasingly multidenominational context.

Biblically based and historically grounded: Scripture is regarded as inspired and canonical, the supreme authority and guide in all matters of Christian doctrine and practice. Our curriculum grounds the student in the Scripture and in the history and theology of the Christian faith.

Technologically integrated: The seminary uses information technology to provide students with the best theological education possible and to help students prepare more effective strategies for ministry. Many courses are Web-enhanced and some are offered online. “Smart classrooms” provide a learning experience that models creative ministry through the use of technology.

Statement of Faith

The Trinity

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

God the Father

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

God the Son

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

God the Holy Spirit

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

Salvation

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

The Bible

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

The Christian Life

We believe that God has called us to be and to make disciples of Jesus Christ and to be God’s agents of love and reconciliation in the world. In keeping with the teaching of Jesus, we work to oppose violence and war,

and we seek peace and justice in human relationships and social structures.

The Church

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

Christian Worship

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

The Future

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

Memberships

The seminary holds memberships in organizations that enable us to fulfill our mission.

Association of Theological Schools

The Association of Theological Schools (ATS) is our accrediting agency. The seminary holds an Accredited Membership in the ATS.

The National Association of Evangelicals

The National Association of Evangelicals (NAE) extends the kingdom of God through a fellowship of member denominations, churches, organizations, and individuals, demonstrating the unity of the body of Christ by standing for biblical truth, speaking with a representative voice, and serving the evangelical community through united action, cooperative ministry, and strategic planning.

Evangelicals for Social Action

Evangelicals for Social Action (ESA) is an association of Christians seeking to promote Christian engagement, analysis, and understanding of major social, cultural, and public-policy issues. ESA emphasizes both the transformation of human lives through personal faith and also the importance of a commitment to social and economic justice as an outgrowth of Christian faith.

The Association for Clinical Pastoral Education

The Association for Clinical Pastoral Education (ACPE) provides training in pastoral care under the auspices of officially accredited clinical-training centers. This association is the standard-setting, certifying, and accrediting agency in the field of pastoral education in the United States, with many accredited centers

throughout the states. Several such centers are in Oregon: Legacy Health System, Oregon State Hospital, Providence/Portland Medical Center, and Veterans Affairs Medical Center. Because of their proximity, these centers provide opportunities for accredited clinical training for seminary students.

The American Theological Library Association

The American Theological Library Association (ATLA) is a professional association of individual, institutional, and affiliate members providing programs, products, and services in support of theological and religious studies libraries and librarians.

The Pacific Association for Theological Studies

The Pacific Association for Theological Studies is an association of churches and educational institutions seeking to provide formal and informal theological education for churches in the Northwest and conducting research into leadership development for clergy and laity.

In addition to these memberships, the seminary maintains affiliation with the following organizations:

- The Association for Doctor of Ministry Education
- The John Wesley Seminary Foundation
- Wesleyan/Holiness Women Clergy
- Contextualized Urban Ministry Education Northwest
- Renovaré
- Willow Creek Association
- Christians for Biblical Equality
- Spiritventure
- Natural Church Development
- Leadership Catalyst
- Off the Map

Faculty are active in the following professional associations:

- The American Academy of Religion
- Christian Management Association
- The Dorothy L. Sayers Society
- The Evangelical Theological Society
- The Institute for Biblical Research
- National Association of Baptist Professors of Religion
- The Society of Biblical Literature
- The Wesleyan Theological Society

The Friends Center

The Friends Center at George Fox Evangelical Seminary is a program supported by the Friends denomination

with goals of educating, training, mentoring, and equipping those who have been called to leadership in the Friends Church in the Northwest and beyond.

In addition to supporting the regular degree programs of the seminary with Friends-specific courses, the center provides seminar, workshop, conference, and individual-study courses for Friends students as well as leaders already serving in local congregations. The director is available on the seminary campus to informally mentor and consult with students and to gather Friends students together for worship, reflection on their course work, and the chance to dialogue with one another about ministry in the local church.

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 has moved 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 he or she has accessed
- Knows how to incorporate information into his or her 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 has brought new technology resources to the classroom instruction of seminary students. "Smart classrooms" (classrooms equipped with computer projection equipment with full multimedia capability and access to all network and Internet resources) 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. Faculty members have also strengthened their skills in the effective use of technology in teaching, and students often serve as interns and teaching assistants.

Exposure to Critical Software Tools

Faculty members 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: ATLAS Religion Index, Academic Search Premier, PsycInfo, Sociological Abstracts, ERIC, and Dissertation Abstracts are a few of the more than 50 discipline-specific databases available. Students have access to the full text of the top theological journals of the past 50 years. Students can access these at the library or from home via the Internet through the George Fox University Proxy Server.

Resources for Advanced Study

Encounters with historical and contemporary texts in theology and religion are an integral part of a seminary education. The Portland Center Library houses 75,000 volumes of the university's 220,000-item collection. In addition, local and regional consortia provide daily delivery from their combined collections of more than 12 million books. Interlibrary loans from a reserve of an additional 28 million items ensure that faculty and students have access to the variety of voices that speak to theological issues.

Participation in Electronically Enhanced Courses

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

Access to Computer Labs

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

Online Information About the Seminary

The seminary maintains a Web site at seminary.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 intentionally to 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 fellowship 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. The program is designed to engage students in formational experiences throughout their time in seminary. The spiritual-formation curriculum has a variety of core courses and specialty courses designed to stimulate personal transformational growth. A component of every spiritual-formation course is a supportive small-group experience.

Spiritual-Formation 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 theology challenges the student to integrate historical truth and contemporary life. Pastoral studies focus the attention of Christ's servants on the church and the tasks of ministry. The spiritual-life curriculum specifically seeks to integrate the student's academic preparation with spiritual growth and to acquaint the student with the great literature of the spiritual life.

Prayer

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

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

Community Development

Community is developed within the seminary in various ways. Catered lunches and dinners are available for purchase at the Portland Center on Mondays and Thursdays. A refrigerator and microwave are provided for students to bring meals from home and eat together on campus. Professors encourage community in their classes by assigning group projects, giving students ownership in class processes, and providing times of fellowship for their students both in the classroom and out. Occasionally, the seminary community has picnics or get-togethers off campus, where students and their families have the opportunity to gather with other students and with faculty in informal contexts. From time to time, students and faculty take initiative to provide worship opportunities to the community, as well.

Assessment

The preparation of women and men for ministry requires us to engage the entire person — cognitive and affective, personal and professional. This means that GPAs do not tell the whole story about a student's preparedness for a program at seminary, nor do they tell the whole story about their preparedness for work in their chosen area of ministry when they leave seminary. Helping students to understand their temperament and relational skills may be as crucial to their success in ministry as helping them master a

body of knowledge. Because of this, assessment of students must address more than just the cognitive aspects of their development.

The seminary conducts two assessments for students. The first is carried out after one semester of study and assesses the student's potential for success in seminary study. The second is candidacy, which is conducted at the midpoint of their study. At this assessment, the faculty members are better able to address the nature of the student's calling, gifts, and abilities.

During these times of assessment, several possible outcomes may be determined. A detailed description of these outcomes is found in the Student Assessment Plan. These times of assessment provide opportunity to affirm the gifts of students and to guide them in a direction that will maximize their time of study according to their gifting and their calling.

Scheduling

The seminary offers courses in a unique rotating block schedule. The large majority of the seminary's three-credit courses are taught in three-hour "blocks" on Mondays and Thursdays. Each day has three blocks, one each in the morning, afternoon, and evening. From year to year, courses "rotate" to different blocks. For example, a course offered on Monday morning one year will be offered on Thursday afternoon the next year. For the student, that means that if the student commits to certain blocks, eventually all the needed courses will rotate to that block. The greatest flexibility in scheduling is gained by being available to all six blocks. However, if a student commits consistently to three or four blocks, he or she will find that almost the entire curriculum will come to them in two years. The one-credit spiritual-formation courses have their own rotation and are offered in late afternoon and early evening blocks on Mondays and Thursdays.

Seminary Degrees and Courses

Doctor of Ministry Program Overview

(D.Min. Degree)

Program Objectives

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

1. A better understanding of their spirituality and how to implement a program for ongoing spiritual growth and personal and professional renewal
2. A better understanding of the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality

3. Increased competence in utilizing the tools from biblical studies, theology, and philosophy to develop and implement effective ministry strategies
4. Increased competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care
5. Increased competence in church-management skills, strategic planning, and leadership development
6. 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

Admission 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.

To be admitted to the D.Min. program a person must:

1. Possess an ATS-accredited M.Div. degree with a minimum GPA of 3.0 as verified by the submission of an official transcript, or meet the seminary's M.Div.-equivalency requirements (see below)
2. Document full-time participation in ministry for at least three years after the completion of the M.Div. degree, including a written endorsement of the applicant's admission to the D.Min. program from his or her church or parachurch organization
3. Submit a written statement of his or her ministerial goals, personal history, leadership experience, and recent reading
4. Submit vitae or résumé
5. Submit three letters of reference
6. Complete an interview with 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, serves as a guide for assessing equivalency:

	Semester Hours
Biblical Studies	24
Christian History and Thought	18
Pastoral Studies	30

Spiritual Formation and Discipleship	7
Major requirements or electives	17

1. The applicant must submit official transcripts of all graduate work.
2. The D.Min. program director then reviews the transcripts to assess their correspondence to the M.Div. at the seminary and make recommendations concerning the applicant's equivalency status to the D.Min. Committee, which has final authority on admission.
3. Applicants needing extra graduate-level course work to attain equivalency status may be admitted to the program with the stipulation that the appropriate course work be completed before enrollment in Module Three of the program. This course work must be taken from an ATS-accredited seminary. Course grade points 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 Limitations

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

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

Leave of Absence

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

Degree Requirements

The doctor of ministry degree (D.Min.) requires the satisfactory completion of the following:

- All required courses, 36 semester hours total. These hours include:
  32 hours of course work
  4 hours of dissertation
- All guided retreats or advances
- Additional M.Div. equivalency courses, as may be required

- Acceptance by the faculty for degree candidacy
- Defense of doctoral dissertation
- Recommendation by the seminary faculty for graduation from George Fox University

Doctor of Ministry in Leadership and Spiritual Formation

Program Summary

The doctor of ministry degree in leadership and spiritual formation (D.Min. LSF) 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 come from the Holy Spirit.

Course Requirements

Module One

(8 hours required)

	Semester Hours
DMIN 511 Spirituality and the Personality	3
DMIN 512 Spiritual Formation in the Minister	2
DMIN 513 Introduction to Research and Resources	1
DMIN 514 History and Theology of Christian Spirituality	2
Guided retreat	Pass/No Pass

Module Two

(8 hours required)

	Semester Hours
DMIN 521 Leadership in Biblical and Theological Perspective	3
DMIN 522 The Person and Work of the Leader	2
DMIN 523 Research Topic/Literature Review	1
DMIN 524 Dynamics of Leadership and Congregations	2
Guided retreat	Pass/No Pass

Module Three

(8 hours required)

	Semester Hours
DMIN 531 Leading the Church in a Postmodern World	3
DMIN 532 Developing a Healthy Church	2

DMIN 533 Designing a Research Model	1
DMIN 534 Strategic Visioning in the Church	2
Guided retreat	Pass/No Pass

Module Four

(8 hours required)

	Semester Hours
DMIN 541 Historical Models for Spiritual Formation in the Church	3
DMIN 542 Spiritual Formation and Discipleship in the Church	2
DMIN 543 Writing the Dissertation	1
DMIN 544 The Practice of Spiritual Leadership	2
Guided retreat	Pass/No Pass

Project and Dissertation

(4 hours required)

	Semester Hours
DMIN 550 Dissertation	4
DMIN 555 Dissertation Continuation (1 hour per semester until complete)	1

Candidacy

After a student has finished all course work (32 semester hours), he or she is ready to begin the candidacy process. To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final dissertation and gain approval from the primary advisor
3. Complete all leveling work (if applicable)

When these steps have been completed, the D.Min. program director will present a report and recommendation to the resident D.Min. faculty for consideration of the student's qualifications for candidacy. Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation.

The doctor of ministry office will notify students of their status following the second year of the program.

The Dissertation

To complete the D.Min. program, a dissertation is required. This project involves research and writing at

both the theoretical and practical levels and serves to evaluate the student's competency in a specialized area of ministry related to his or her personal experience and interest.

In the research orientation courses and through the support of a dissertation advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the D.Min. Committee for approval.

When the dissertation is complete, the candidate submits the dissertation to two readers: the faculty mentor and another reader selected by the D.Min. Committee at the time the project proposal is approved. As part of the evaluation, the candidate must give an oral defense of the dissertation before the readers.

Doctor of Ministry in Leadership in the Emerging Culture

Program Summary

The delivery system of the doctor of ministry track in leadership in the emerging culture (D.Min. LEC) includes participation in several seminars and conferences offered through major teaching churches around the country and abroad; personal mentoring by select faculty advisors; online interactivity with cohort members and professors; three "advance" experiences; as well as reading, reflection, research, and writing.

Students select the specific conferences in light of their educational and vocational goals and in consultation with their faculty advisors. Students then draft a learning plan for each semester that customizes assignments around their experiences and maximizes the realization of their educational goals. The lead mentor and faculty advisors oversee the process and engage students both individually and collectively through asynchronous discussion postings, e-mails, and weekly real-time group meetings via the course Web site.

The amount of collateral work beyond attendance at conferences and seminars is governed by several factors:

- The "seat time" involved in the event itself
- The amount of work completed in conjunction with the event itself
- Other activities and assignments associated with the semester in which academic credit is calculated for a given conference or seminar

Students are responsible for all costs associated with transportation, conference registrations, conference housing, books, and technology support.

Required course work is to be completed over a two-year period, and a doctoral dissertation will be written in the third year. Students begin the program by attending an orientation retreat that commences at the George Fox University Portland Center and concludes at a local retreat center. Students complete two learning plans and attend two conferences or seminars per year, complete DMIN 513 and DMIN 523 in the first year and DMIN 533 and DMIN 543 in the second year, attend summer advances in years one and two, engage with their fellow students and the lead mentor in several online venues named above, complete all reading, writing, and practical assignments, and produce a doctoral dissertation and project (optional) during the third year. Between the first and second year, students are paired with a project advisor who will

guide them in the process of research, development, and writing of the doctoral dissertation and production of a project (optional).

Additionally, students are required to have at least one cross-cultural experience, either in the form of attending a conference or seminar abroad or by attending an event hosted by a group of another cultural or ethnic tradition.

Course Requirements

Year One

Fall Semester - Personal Leadership Formation (6 hours)
Orientation retreat

	Semester Hours
DMIN 513 Introduction to Research and Resources	1
DMIN 516 Contours of Leadership in Emerging Culture	3
DMIN 517 Engaging Leadership Concepts	2

Spring Semester - Dynamics of Leadership (6 hours)

	Semester Hours
DMIN 526 Vision and Voice in Postmodern Culture	3
DMIN 527 Developing Leadership Strategies	3

Summer Semester - Leadership and Personal Spiritual Formation (4 hours)

	Semester Hours
DMIN 523 Research Topic/Literature Review	1
DMIN 528 Spirituality and Leadership (includes June Advance)	3

Year Two

Fall Semester - Leadership in Global and Local Perspectives (6 hours)

	Semester Hours
DMIN 533 Designing a Research Model	1
DMIN 536 Leadership in Cross-Cultural Perspective	3
DMIN 537 Thinking Globally and Leading Locally	2

Spring Semester - Leadership in Theological and Practical Perspectives (6 hours)

	Semester Hours

DMIN 546 Theology and Practice of Leadership in the Emerging Culture	3
DMIN 547 Distilling a Dream for Leadership in the Emerging Culture	3

Summer Semester - Leadership and Community Spiritual Formation (4 hours)

	Semester Hours
DMIN 543 Writing the Dissertatio	1
DMIN 548 Spiritual Leadership in Christian Community (includes June Advance)	3

Year Three

Fall Semester

	Semester Hours
DMIN 550 Dissertation	4

Spring Semester

	Semester Hours
DMIN 555 Dissertation (continuation 1 hour per semester until complete)	1

NOTE: This overview reflects both the general sequence in which students will attend conferences and seminars conducted by teaching churches and other entities (such as educational institutions, parachurch organizations, and missionary societies) and the discrete time frame within which all course work needs to be completed. A total of 32 semester hours must be completed within six sequential semesters, starting with the fall semester of year one and ending with the summer semester of year two.

Candidacy

After a student has finished all course work (32 semester hours), he or she is ready to begin the candidacy process. To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final project and gain approval from the primary advisor
3. Complete all leveling work (if applicable)

When these steps have been completed, the D.Min. program director will present a report and recommendation to the resident D.Min. faculty for consideration of the student's qualifications for candidacy. Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation.

The doctor of ministry office will notify students of their status following the second year of the program.

The Doctoral Dissertation and Project

To complete the D.Min. program, a doctoral dissertation is required. This task 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 project advisor, each student receives guidance in choosing a research topic and preparing a proposal for the doctoral dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the D.Min. Committee for approval.

Additionally, students may produce a project wherein the proposed solution delineated in the doctoral dissertation is implemented. The project incarnates a practical, real-world solution to the stated ministry problem utilizing at least two of the following media forms: video, audio, Internet, and text. Completing a project is optional.

When the doctoral dissertation and project (optional) are complete the candidate submits them to two readers: the faculty advisor and another reader selected by the D.Min. Committee at the time the project proposal is approved. As part of the evaluation, the candidate must give an oral defense of the doctoral dissertation and project (optional) before the readers.

Doctor of Ministry Course Descriptions

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

Year 1 Courses

DMIN 511 Spirituality and the Personality
3 hours. A study of the relationships between personality, practices of spirituality, and spiritual formation. Using the resources of biblical and theological studies, the traditions of spiritual formation, and the insights of various tests of counseling and psychology, students will assess their own personality and spiritual journey. They will also consider how they may use specific understandings and practices to stimulate and sustain their own holistic spiritual development.

DMIN 512 Spiritual Formation in the Minister
2 hours. An exploration of the particular opportunities, challenges, and liabilities that the life of ministry brings to spiritual formation. This course examines the formational roots that animate the minister, as well as the experiences in ministry that threaten spiritual vitality and authenticity. Special attention is also given to the practical means in ministry to nurture spiritual development in oneself.

DMIN 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.

DMIN 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.

DMIN 516 Contours of Leadership in Emerging Culture

3 hours. A cornerstone course in which students develop a learning plan that identifies their educational and ministry goals, the four conferences or seminars they will be attending throughout the duration of the program, a narrative rationale for the selection of the particular conferences or seminars thus identified, and the specific paper and practical project they intend to produce for the first module. They will attend the first of these conferences or seminars, write an essay, and complete a practical project that is in keeping with the stated goals of their learning plan.

DMIN 517 Engaging Leadership Concepts

2 hours. An interactive course that engages students in three online venues: e-mails, discussion postings on WebCT, and real-time connectivity via technology that allows for synchronous interaction. The purpose of the course is to provide a forum in which students hone each other's thinking about one's role and philosophy of leadership in the emerging culture.

DMIN 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.

DMIN 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.

DMIN 523 Research Topic/Literature Review

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

DMIN 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.

DMIN 526 Vision and Voice in Postmodern Culture

3 hours. A course aimed at helping the student clarify his or her strengths, weaknesses, opportunities, and

challenges as well as the particularities of one's gift mix, personality type, and ministry context. Students will develop and implement a preliminary action plan that accounts for one's weaknesses and challenges and that maximizes one's strengths, opportunities, spiritual gifts, and personality type in one's ministry context. Students will attend a conference or seminar, write an essay, and complete a practical project that is in keeping with the stated goals of their learning plan.

DMIN 527 Developing Leadership Strategies

3 hours. An interactive course that engages students in three online venues: e-mails, discussion postings on WebCT, and real-time connectivity via technology that allows for synchronous interaction. The purpose of this course is to refine one's thinking about the role of vision and voice in effective leadership and to help students clarify an action plan that embodies specific strategies for one's ministry context.

DMIN 528 Spirituality and Leadership

3 hours. A course on personal spiritual formation. Students are challenged by the reading and writing assignments, as well as the retreat ("advance") experience, to reflect on who they are as persons in relationship with Jesus Christ and how one's identification with the person of Christ impacts one's self-perception as a leader. Students will reflect on what it means to be a leader after the manner of Jesus Christ with a view toward establishing a "Christ-centeredness" to one's understanding of vision and voice in leadership.

Year 2 Courses

DMIN 531 Leading the Church in a Postmodern World

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

DMIN 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.

DMIN 533 Designing a Research Model

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

DMIN 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.

DMIN 536 Leadership in Cross-Cultural Perspective

3 hours. A course that is designed to engage students in a cross-cultural experience and help them delineate

how, specifically, such experiences enhance one's understanding of leadership in a postmodern context. Students will attend a conference or seminar in a cross-cultural context and write a paper and engage in a practical project that reflects specific ways in which this experience has enhanced their understanding of leadership in their own ministry context.

DMIN 537 Thinking Globally and Leading Locally

2 hours. An interactive course that engages students in three online venues: e-mails, discussion postings on WebCT, and real-time connectivity via technology that allows for synchronous interaction. An interactive course in which students explore how, specifically, their cross-cultural experiences will impact their practice of leadership in their particular ministry context. Students will also be challenged to consider how they might modify their action plan developed in Module Two to incorporate these new insights.

DMIN 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.

DMIN 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.

DMIN 543 Writing the Dissertation

1 hour. The process of research and writing in preparing the dissertation.

DMIN 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 and 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?

DMIN 546 Theology and Practice of Leadership in the Emerging Culture

3 hours. A course that facilitates the process of synthesizing a coherent theology of leadership in the emerging culture that will serve to inform one's practice of leadership and guide one's thinking through the final stages of the dissertation project. Students will be challenged to reflect on the insights gained through their experiences in the program and to articulate how these experiences serve to inform their theology of leadership. Students will attend a conference or seminar, write an essay, and complete a practical project that is in keeping with the stated goals of their learning plan.

DMIN 547 Distilling a Dream for Leadership in the Emerging Culture

3 hours. An interactive course that engages students in three online venues: e-mails, discussion postings on WebCT, and real-time connectivity via technology that allows for synchronous interaction. This course functions to distill a vision or "dream" for leadership that arises out of the student's theology of leadership and that guides his or her thinking in the final formulation and writing of the dissertation project.

DMIN 548 Spiritual Leadership in Christian Community

3 hours. A course on community spiritual formation. Students are challenged to reflect on the essential intermingling of leadership and spiritual formation in corporate Christian contexts and to consider that the primary objective of "spiritual leadership" is community spiritual formation. Students seek to articulate the specific ways community spiritual formation will be actualized in their particular ministry contexts.

Year 3 Courses

DMIN 550 Dissertation

4 hours. Completion of the dissertation.

DMIN 555 Dissertation Continuation

1 hour. To maintain enrollment until dissertation is complete.

Master of Divinity

(M.Div. Degree)

Program Objectives

The vision of the faculty in the master of divinity program is to foster the ability to:

Understand God

1. Students will be able to interact with Christian Scripture, history, and theology; to interpret the truths critically; and to express them faithfully.
2. Students will be able to experience an ever-deepening sense of the reality of Christ through spiritual formation.

Understand Self and Others

3. Students will be able to understand themselves and relate to others as created in God's image and called into community.
4. Students will be able to engage in the just transformation of societies through personal and social holiness motivated by love.

Lead as Christ Leads

5. Students will be able to lead the church under the lordship of Jesus Christ in its mission and ministries.
6. Students will be equipped practically to preach, teach, exercise pastoral care, equip, and lead in the local church.

Degree Requirements

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

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

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

Program Summary

Biblical Studies	24
Christian History and Theology	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)

BIST 506	Old Testament I (Torah and Former Prophets)	3
BIST 507	Old Testament II (Latter Prophets and Writings)	3
BIST 508	New Testament I (Gospels and Acts)	3
BIST 509	New Testament II (Romans–Revelation)	3
BIST 511	Introducing Biblical Hebrew	3
BIST 521	Introducing New Testament Greek	3
One of the following two:		
BIST 512	Interpreting the Hebrew Testament	3
BIST 522	Interpreting the Greek Testament	3
One of the following two:		
BIST 542	Biblical Theology	3
BIST 543	Biblical Exegesis and Hermeneutics	3

Christian History and Theology

(18 hours required)

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

One of the following three:

CHTH 546	Contemporary Theological Trends (prerequisite CHTH 512)	3
CHTH 552	Essentials of Christian Theology	3
CHTH 566	Theology in the Wesleyan Tradition	3
CHTH ___	Christian History and Theology elective	3
CHTH ___	Christian History and Theology elective	3
CHTH ___	Christian History and Theology elective	3

Spiritual Formation and Discipleship

(7 hours required)

SFAD 510	Becoming a Self Before God	1
A minimum of one of the following two:		
SFAD 520	Prayer	1
SFAD 530	Spiritual Life	1
SFAD 570	Spiritual Direction Experience	1
SFAD 591	Spiritual Leadership	1
SFAD ___	Spiritual Formation and Discipleship elective	1
SFAD ___	Spiritual Formation and Discipleship elective	1
SFAD ___	Spiritual Formation and Discipleship elective	1

Pastoral Studies

(30 hours required)

CMIN 500	Theology and Purpose of the Church	3
PSTD 506	Pastoral Ministry	3
PSTD 510	Essentials of Preaching	3
PSTD 540	Understanding Leadership and Congregations	3
PSTD 564	The Theology and Practice of Worship	3
PSTD 575	Pastoral Internship	3
One of the following two:		
PSTD 501	Pastoral Counseling	3
CMIN 510	Ministry to Families	3
One of the following three:		
PSTD 553	Contextualized Urban Ministry	3
PSTD 554	Global Mission of the Church	3
CMIN 530	Christian Ministry for Reconciliation	3
One of the following two:		
PSTD 580	Evangelism and Discipleship	3
CMIN 550	Ministry to and With Adults	3
One of the following three:		
PSTD 584	Church Administration	3
CMIN 520	Communication in Christian Ministry	3
CMIN 560	Principles of Teaching	3

Concentration or Electives

(17 hours required)

___ ___	elective
___ ___	elective
___ ___	elective

___ ___	elective
___ ___	elective
___ ___	elective

Total hours required for degree: 96

M.Div. Concentrations

Students can choose to use most or all of their M.Div. electives to concentrate in one of the following areas:

- Biblical Studies (taking 15 BIST hours beyond the 24 listed above)
- Christian History and Theology (taking 15 CHTH hours beyond the 18 listed above)
- Pastoral Studies (taking 15 PSTD or CMIN hours beyond the 30 listed above)
- Spiritual Formation and Discipleship (taking 17 hours necessary to meet the requirements listed below for the Certificate in Spiritual Formation and Discipleship)

Clinical Pastoral Education

Clinical Pastoral Education (CPE) brings seminary students into supervised ministry with people in crises. The heart of CPE is ministry with people and learning from that ministry through reflection, discussion, and evaluation with other students and a certified CPE supervisor. CPE training centers are usually located in hospitals and medical centers. George Fox Evangelical Seminary is a member of the Association of Clinical Pastoral Education. Therefore, any seminary student in the M.Div. degree program may choose to do his or her internship in a CPE setting. Students pay regular seminary tuition for seminary credits awarded for CPE units. However, students may be eligible to be reimbursed for the cost of CPE units. Reimbursement is limited to 75 percent of the seminary tuition paid for the credits awarded for CPE experience. Students can apply for reimbursement by submitting receipts upon successful completion of the CPE program. Students who feel called to hospital chaplaincy would take the following recommended path at George Fox Evangelical Seminary:

Hospital Chaplaincy Path:

1. Acceptance into the M.Div. degree program (some hospitals are beginning to accept people with seminary M.A. degrees as chaplains, but the M.Div. is preferred).
2. Completion of a unit of CPE training at an approved training site. A chaplaincy student would take PSTD 565 CPE training (6 hours). These are typically offered in two formats:
    a. Summer 11-week intensive = 1 unit (100 hours of structured group and training and 300 hours of clinical practice — stipend offered by some hospitals)
    b. Fall — spring extended program = .5 unit each semester (100 hours of structured group and training and some clinical practice — no stipend)
3. Ordination or a certificate of ministry from the person's denomination.

4. After completion of the M.Div., the individual would apply for a year of residency at an approved CPE training hospital. These are full-time paid positions for which the individual completes an additional 3 units of CPE. The seminary CPE director keeps a file of residency positions available. Application should be made one year before desired placement.

5. After fulfilling the requirements of the Association of Professional Chaplains, the individual would apply for certification. Students are encouraged to become student members of APC.

6. The seminary CPE director keeps a file of chaplaincy position openings.

M.Div. Curriculum for Hospital Chaplaincy Students:

1. All the normal curriculum requirements for the M.Div. degree.

2. Internship requirement would be PSTD 565 CPE unit one (6 hours). The student would not take PSTD 575 Pastoral Internship.

3. Students may substitute CMIN 520 Communication in Christian Ministry for PSTD 510 Essentials of Preaching.

4. A student coming to the seminary with previous CPE units may be awarded up to a maximum of 9 credits.

Registering for PSTD 565 Clinical Pastoral Education:

Students should apply for acceptance into an approved CPE center one year ahead of their desired internship date. In Oregon there are four centers: Legacy Health System, Oregon State Hospital, Providence/Portland Medical Center, and Veterans Affairs Medical Center. The ACPE directory with information concerning the centers, the contact persons, and application processes is available from the seminary faculty CPE director. The student contacts the CPE coordinator at the preferred site, fills out an application, and pays the application fee. Once the student is accepted, he/she would register for PSTD 565. Unit one of CPE is equal to 6 semester credits. CPE courses are graded Pass/No Pass. Upon completion of the training, the student submits the final supervision report to the seminary faculty director in order to record the course grade.

Military Chaplaincy

Those who feel called to military chaplaincy should contact the branch of service in which they desire to serve. The chaplain representative for the area will acquaint you with the scholarships, requirements, and steps toward accomplishing this objective. Those students who attend Military Chaplaincy School will receive 8 hours as substitute for PSTD 501 Pastoral Counseling, either PSTD 553 Contextualized Urban Ministry or PSTD 554 Global Mission of the Church, and PSTD 575 Pastoral Internship (2 hours).

Master of Arts (Theological Studies)

(M.A.T.S. Degree)

Program Objectives

The vision of the faculty in the Master of Arts (Theological Studies) Program is to provide a forum where the student will:

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

Degree Requirements

The Master of Arts (Theological Studies) Program is designed for men and women who desire graduate study in the field of theological studies with an emphasis in:

- Biblical studies
- Christian history and theology
- Integrated studies (allowing a combination)

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 GPA of 3.0 or above within five years after advancement to candidacy.
- Meet all requirements for degree candidacy. In all cases, this will include a personal interview with the seminary faculty.
- Be recommended by the seminary faculty for graduation from George Fox University.

Language Requirement (Biblical Studies Concentration)

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

Thesis Requirement

Graduate research is a serious academic inquiry into a selected area of study with a view to obtaining information hitherto unknown to the researcher. The researcher must then present the results of this inquiry

in acceptable written form for the benefit of other readers. The values of this phase of the student's total preparation for life's work are as follows:

1. To discourage the practice of making hasty generalizations based upon insufficient evidence
2. To encourage thoroughness of study and research in preparation for the varied tasks faced by the practitioner
3. To develop expertise in research and in formalizing research findings

General Requirements

1. In order to begin the thesis, a student must have completed 26 semester hours in an M.A. degree program or 54 semester hours in the M.Div. program. Graduate research requires a substantial foundation of course work in the field to be investigated.
2. Students must have a cumulative GPA of at least 3.0 to be eligible to write a thesis.
3. With approval of the academic advisor, the student will register for BIST 571/572 or CHTH 571/572 Research/Thesis for two consecutive semesters (may include summer term).
4. In consultation with the M.A.T.S. director, each student will choose two faculty research advisors/readers. The primary advisor should be a member of the seminary faculty and will have primary responsibility for overseeing thesis work. The M.A.T.S. director will normally be the second advisor/reader (unless already selected as primary advisor), though the second reader may instead be chosen from outside the seminary faculty. The second reader is responsible to provide a second voice as to the quality of the finished thesis, and may be selected from outside the seminary faculty contingent upon approval by the M.A.T.S. director. The M.A.T.S. director will be available to the student for matters related to thesis research and writing.
5. M.A.T.S. theses (75-100 pages in length) should demonstrate the ability to
    - Formulate and research a specific problem
    - Master a well-defined issue in academic study
    - Interact equitably with other scholars and positions
    - Write in a clear manner consistent with scholarly standards
6. In order to be accepted into the graduate thesis program, a student must submit an acceptable proposal to the department faculty. The proposal should reflect the fact that the student already has consulted with the research advisor, adequately defined and limited the proposed area of inquiry or need, structured a method of inquiry or solution, and conducted preliminary research to determine the availability of bibliographic and other resources. For deadlines, see the schedule provided below. Specific requirements for the proposal will be laid out in the syllabus for BIST/CHTH 571/572. Upon approval of the proposal, a signed and dated form will be returned to the student.

7. All work submitted, from proposal to final draft, must adhere to the form and style guidelines as described in the most recent edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

8. A thesis requires a one-hour oral defense before the primary 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.

9. Following the defense, the student must complete any additions or changes requested by the faculty research advisor and second reader. Final copies must be submitted in letter-quality type, in black ink. Two copies of the final version must be turned in on paper with at least a 75 percent rag content. These are formal, archival library copies, and are due the last day of classes. Personal copies for binding may also be submitted at this time (see binding fees in syllabus).

10. Each copy of the final thesis must have an original (not photocopied) approval sheet signed by the primary faculty research advisor and the second reader.

11. Duplicate copies should be made of all work, including rough draft and bibliography, to protect against inadvertent loss of materials.

12. Grading policy: All thesis projects will receive a letter grade.

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

Task	Beginning Fall Semester	Beginning Spring Semester	Beginning Summer Semester*
First draft of proposal due to faculty research advisor	mid-October	mid-February	beginning of July
Proposal presented for faculty approval	mid-November	mid-March	early August
Research and writing	November-March	March-November	August-November
Completion of first draft	mid-March	early November	early November
Submission of final thesis	beginning of April	late November	late November
Oral defense before faculty advisor and second reader	1st half of April	late Nov.- early Dec.	late Nov. - early Dec.
Deadline for the submission of archival copies (2) of the thesis	one week prior to spring semester end	one week prior to fall semester end	one week prior to fall semester end

* Those beginning in summer may be allowed to extend submission dates into the following spring semester. If needed and approved by the instructor for BIST/CHTH 571/572, thesis writers may be granted one additional semester for completion of the thesis without grade penalty. In this case the student must register for BIST/CHTH 575 (Thesis Continuation, 1 hour) for this third semester.

Program Summary
M.A.T.S. Core:

Biblical Studies	12
Christian History and Theology	12
Spiritual Formation and Discipleship	4
Teaching Internship	3
Concentration	33
Total hours required for degree	64

Course Requirements
Biblical Studies Core
(12 hours required)

BIST 506 Old Testament I (Torah and Former Prophets)	3
BIST 507 Old Testament II (Latter Prophets and Writings)*	3
BIST 508 New Testament I (Gospels and Acts)*	3
BIST 509 New Testament II (Romans-Revelation)*	3

*Instead of these three core courses, those concentrating in christian history and theology may select:

1. BIST 508 (NT I) or BIST 509 (NT II), and
2. Two (2) of the following:
    - BIST 511/512 (Hebrew) (full year recommended)
    - BIST 521/522 (Greek) (full year recommended)
    - BIST 507 Old Testament II
    - BIST 508 or 509 (not chosen under No. 1 above)

Christian History and Theology Core
(12 hours required)

CHTH 511 Christian History and Theology I: The Early Church to the 16th Century	3
CHTH 512 Christian History and Theology II: The Reformation and Its Ramifications	3
CHTH ___ CHTH elective	3

One of the following three:

CHTH 546 Contemporary Theological Trends (prerequisite CHTH 512)	3
CHTH 552 Essentials of Christian Theology	3
CHTH 566 Theology in the Wesleyan Tradition	3

Spiritual Formation and Discipleship Core
(4 hours required)

SFAD 510 Becoming a Self Before God	1
At least one of the following two:	
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD ___ elective	1
SFAD ___ elective	1

Teaching Internship
(3 hours required)

CMIN 575 Teaching Internship	3

Course Requirements - Biblical Studies Concentration
(33 hours required)

BIST 542 Biblical Theology	3
BIST 543 Biblical Exegesis and Hermeneutics	3
BIST 571 Research/Thesis in Biblical Studies	6
BIST 572 Research/Thesis in Biblical Studies	6
At least three semesters of biblical languages:	
BIST 511 Introducing Biblical Hebrew	3
BIST 512 Interpreting the Hebrew Testament	3
BIST 521 Introducing New Testament Greek	3
BIST 522 Interpreting the Greek Testament	3
Four of the following:	
BIST 505 Biblical Book Study in English	3
BIST 515 Old Testament Book Study in Hebrew	3
BIST 525 New Testament Book Study in Greek	3
BIST 550 The Old Testament and the Ancient Near East[a]	3
BIST 551 The Old Testament, Early Judaism, and Christianity[a]	3
BIST 560 Christology of the New Testament[a]	3
BIST 561 Paul and His Letters[a]	3
BIST ___ Biblical studies elective[b]	3
BIST ___ Biblical studies elective	3

Total hours required for degree	64

Notes:

[a]BIST 550, 551, 560, and 561 are offered in alternating years.

[b]BIST 585 Greek Reading (1 hour) may be taken three times (totaling 3 hours) to fulfill one elective.

Course Requirements - Christian History and Theology Concentration
(33 hours required)

BIST/CHTH 571 Research/Thesis in Christian History and Theology	3
BIST/CHTH 572 Research/Thesis in Christian History and Theology	3
Nine of the following courses:	
CHTH 513 American Church History	3
CHTH 530 Women in Church History	3
CHTH 546 Contemporary Theological Trends (Prerequisite: CHTH 512)	3
CHTH 550 Christian Ethics	3
CHTH 552 Essentials of Christian Theology	3
CHTH 560 History of the Holiness and Pentecostal Movement	3
CHTH 562 History of Spirituality and Renewal	3
CHTH 563 The Evangelical Movement	3
CHTH 564 History and Polity of the Quaker Movement	
CHTH 566 Theology in the Wesleyan Tradition	3
CHTH ___ CHTH elective	3
Total hours required for degree	64

Note:
CHTH 530, 550, 560, 563, 564, and 566 are offered in alternating years.

Course Requirements - Integrated Studies Concentration
(33 hours required)

BIST/CHTH 571 Research/Thesis	3
BIST/CHTH 572 Research/Thesis	3
Biblical Language (choose one language, two semesters)	
BIST 511 Introducing Biblical Hebrew	3
BIST 512 Interpreting the Hebrew Testament	3
BIST 521 Introducing New Testament Greek	3

BIST 522 Interpreting the Greek Testament	3
Choose any seven courses from the BIST and CHTH course offerings	64
Total hours required for degree	

Master of Arts in Christian Ministries

(M.A. Degree)

Program Objectives

The master of arts in Christian ministries is a professional degree that prepares men and women for professional and spiritual leadership in educational and discipleship ministries within church or parachurch settings. The curriculum is designed so that having received the 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:

1. Administer and evaluate existing ministries, programs, and systems within a Christian community
2. Initiate new ministries and programs based on a biblical and theological framework
3. Articulate and employ a philosophy of ministry that is holistic, respectful and inclusive of all people, and biblical
4. Effectively recruit, disciple, and train laity for the work of the ministry
5. Carry out educational ministry with both professional and theological competence and, in most cases, qualify for ecclesiastical certification and endorsement
6. Demonstrate respect for the worth of all people, 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:

1. It requires core courses that are philosophic and historical in nature while practical, reflective, and considerate of the current demands of Christian ministry.
2. It requires biblical, theological, and spiritual-formation courses, which students must integrate into practical ministry and use as a basis for thinking about, creating, and understanding Christian ministry.
3. It allows students to participate in the creation of their course of study by offering various concentrations and elective courses to equip them for specific areas of ministry.

4. It requires an internship in which the student will apply previously learned theory, participate in carefully supervised ministry, 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:

- Church leadership
- Spiritual formation

Degree Requirements

The curriculum is designed to equip men and women for a variety of occupations in Christian ministry. A student looking forward to certification by a denomination or parachurch organization must secure recommendation from the desired institution and fulfill the expected procedures and competencies required for the desired certification. The seminary assumes no responsibility of this nature. The M.A. in Christian ministries does not substitute for a master of divinity degree in preparation for pastoral ministry. The requirements for the M.A. in Christian ministries are as follows:

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

Program Summary

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

Course Requirements

Christian Ministries Core

(18 hours required)

CMIN 500 Theology and Purpose of the Church	3
CMIN 510 Ministry to Families	3
CMIN 520 Communication in Christian Ministry	3
CMIN 530 Christian Ministry for Reconciliation	3
CMIN 550 Ministry to and With Adults	3
PSTD 540 Understanding Leadership and Congregations	3

Biblical / Theological Foundations

(18 hours required)

BIST 506 Old Testament I	3
BIST 508 or 509 New Testament I or II	3
BIST ___ elective	3
CHTH 511 Christian History and Theology I	3
CHTH 512 Christian History and Theology II	3
One of the following four:	
BIST 542 Biblical Theology	3
CHTH 546 Contemporary Theological Trends	3
CHTH 552 Essentials of Christian Theology	3
CHTH 566 Theology in the Wesleyan Tradition	3

Spiritual Formation and Discipleship

(4 hours required)

SFAD 510 Becoming a Self Before God	1
SFAD 591 Spiritual Leadership	1
SFAD ___ elective	1
SFAD ___ elective	1

Christian Ministries Internship

(3 hours required)

CMIN 575 Internship in Christian Ministry	3

Concentration in Christian Ministries

1. Church Leadership

(15 hours required)

Students may choose from the following courses:

CMIN 560 Principles of Teaching	3

PSTD 501 Pastoral Counseling	3
PSTD 506 Pastoral Ministry	3
PSTD 510 Essentials of Preaching	3
PSTD 564 The Theology and Practice of Worship	3
PSTD 580 Evangelism and Discipleship	3
PSTD 584 Church Administration	3

2. Spiritual Formation

(17 hours required — certificate program)

CHTH 562 History of Spirituality and Renewal	3
PSTD 501 Pastoral Counseling	3
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 548 Spirituality & Enneagram	1
SFAD 570 Spiritual Direction Experience	1
SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practicum	2
SFAD 580 Group Spiritual Formation	1
SFAD ___ electives	2

Electives (4-6 hours required)	4-6
Total hours required for degree	**64**

Master of Arts in Spiritual Formation

Program Description

The Master of Arts in Spiritual Formation is a 42-credit, professional degree, designed for evangelical Christians who desire a deeper personal walk with Christ, a grounding in Bible, theology, and church history, and the development of ministry skills for helping others become more Christ-like in their everyday living.

Program Objectives

The vision of the faculty is to provide a professional ministry program for lay persons who desire to further their Christian understanding in a formational and academic context. Program objectives are:

- To enable the individual to mature into God's fullness;
- To encourage habits of authentic disciplines for thinking and living in Christ's presence;

- To gain a critical and constructive understanding of the biblical and theological foundations of the Christian tradition;
- To define, implement, and assess spiritual formation processes in individuals and groups in a variety of social and cultural settings;
- To train discerning and gifted persons as spiritual guides in the Christian tradition or;
- To equip individuals for lay leadership and teaching in the ministry specialization of spiritual formation.
- Degree Requirements

The Master of Arts in Spiritual Formation is designed for:

- Men and women who desire training in biblical and theological studies, in spiritual formation, and in discipleship, and who want a degree;
- Spiritual directors who desire to augment their education with a degree program;
- Persons who feel called to spiritual formation ministry in the church or parachurch settings and want a degree program;
- Professionals who desire formational experiences and training in an academic environment known for its excellence.

A student looking forward to certification by a denomination or parachurch organization must secure recommendation from the desired institution and fulfill the expected procedures and competencies required for the desired certification. This is not intended as a pastoral degree program. Following are the requirements for the M.A.S.F. degree:

- Satisfactory completion of a minimum of 42 semester hours with a cumulative GPA of 3.0 or above;
- 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;
- Recommendation by the seminary faculty for graduation from George Fox University.

Program Summary

Biblical Studies & Christian History and Theology	15
Christian Ministries and Pastoral Studies	12
Spiritual Formation Courses	15
Total hours required for degree	**42**

Course Requirements Foundations Core

(27 hours required)

BIST 506 Old Testament I (Torah/Former Prophets)	3
BIST 508 New Testament I (Gospels and Acts)	3

OR BIST 509 New Testament II (Romans -Revelations)

BIST or CHTH electives	6
CHTH 562 History of Spirituality and Renewal	3
PSTD 501 Pastoral Counseling	3
CMIN 530 Christian Ministry for Reconciliation	3
PSTD/CMIN elective	3
*PSTD 575 internship	3

Spiritual Formation Core
(15 hours required)

SFAD 510 Becoming a Self Before God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 533 Personal Study in Spiritual Formation	3
SFAD 536 Spirituality, Shame, and Grace	1
SFAD 540 Images of God	1
SFAD 548 Spirituality and the Enneagram	1
SFAD 556 Spirituality and the Writings of the Mystics	1
SFAD 570 Spiritual Direction Experience	1
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1
*SFAD electives	2

***Concentration in Spiritual Direction Option**
(4 hours required) A student wanting to do a concentration in spiritual direction would do the following two courses in place of PSTD 575 (Internship) and one SFAD elective:

SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practicum	2
Total credits required for degree	**42**

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 men and women who desire preparation in the classical Christian art of spiritually guiding others. Such people 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:

1. M.Div. students must satisfactorily complete 15 hours from their nondesignated course credits toward the certificate course requirements.
2. M.A. students must satisfactorily complete 15 hours beyond the required M.A. curriculum toward the certificate course requirements. This does not include students who are getting a spiritual-formation certificate in the M.A. in Christian ministries program.

Requirements for Nondegree or Postseminary-degree Students

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

1. Nondegree students must satisfactorily complete 32 hours in the certificate program.
2. Postseminary-degree students must satisfactorily complete a minimum of 15 hours in the certificate program.
3. Be recommended for certification at the completion of SFAD 572.

Program Summary

Biblical Studies and Christian History and Theology	12
Pastoral Ministry Studies	6
Spiritual Formation and Discipleship	14
Total hours required for certificate	32

Course Requirements

Foundations

(18 hours required)

BIST 506 Old Testament I	3
BIST 508 New Testament I	3
OR BIST 509 New Testament II	
BIST or CHTH elective	3
CHTH 562 History of Spirituality and Renewal	3
PSTD 501 Pastoral Counseling	3
CMIN 530 Christian Ministry for Reconciliation	3

Spiritual Formation and Discipleship — Phase One
(7 hours required)

SFAD 510 Becoming a Self Before God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 548 Spirituality and the Enneagram	1
SFAD 570 Spiritual Direction Experience	1
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1

Spiritual Formation and Discipleship (final year)
(4 hours required)

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

Spiritual Formation and Discipleship electives

Choose three 1-hour electives. Recommended choices:

SFAD 536 Spirituality, Shame, and Grace	1
SFAD 540 Images of God	1
SFAD 556 Spirituality and the Writings of the Mystics	1
Total hours required for certificate	32

Spiritual Director Certificate

Upon completion of the course requirements for the program, students will receive a certificate in spiritual formation and discipleship. Those students who want to serve as professional spiritual directors need to complete these additional requirements (Upon completion of these additional requirements, the student will receive a certificate in spiritual direction.):

1. At least 30 hours doing spiritual direction with at least two people over the course of a year

2. Receive 8 to 10 hours of supervision

3. An interview with the director of the SFAD program

Certificate for Spouses — Partners in Ministry

Program Objectives

- To equip the spouse to be an effective partner in ministry
- To assist the spouse in his or her own self-development
- 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)

Choose from the following:

BIST 506	Old Testament I (Torah and Former Prophets)	3
BIST 507	Old Testament II (Latter Prophets and Writings)	3
BIST 508	New Testament I (Gospels and Acts)	3
CHTH ___	Christian History and Thought elective	3
SFAD 510	Becoming a Self Before God	1
___ ___	elective	3
___ ___	elective	3
___ ___	elective	1
Total hours required for certificate:		14

Seminary Course Descriptions

Biblical Studies

BIST 505 Biblical Book Study in English
3 hours. This course studies the text of a biblical book based on the English text and will apply interpretive principles learned in courses such as BIST 506, 507, 508, 509, and 543. It may be taught in conjunction with BIST 515 OT Book Study in Hebrew or 525 NT Book Study in Greek. BIST 505 must be chosen by

students who have not yet completed the second semester of the pertinent biblical language. BIST 505 may be taken more than once, as long as a biblical book is not repeated.

BIST 506 Old Testament I (Torah and Former Prophets)
3 hours. This course begins with an introduction to the inductive method of Bible study, using the book of Amos as a laboratory. Then, it moves to a survey of the content and message of the Torah and the Former Prophets (Joshua to 2 Kings). We deal with introductory matters (e.g., authorship, dating, occasion, unity) as well as issues of purpose and theology. *BIST 506 is a prerequisite for BIST 507*.

BIST 507 Old Testament II (Latter Prophets and Writings)
3 hours. This course continues the study of the Old Testament, moving into a study of the Latter Prophets and the Writings. We introduce and discuss advanced issues in exegetical method and provide an introduction to the modern history of the interpretation of the Old Testament.
Prerequisite: BIST 506 Old Testament I (Torah and Former Prophets).

BIST 508 New Testament I (Gospels and Acts)
3 hours. This course familiarizes students with the content and structure, distinctive theology, and introductory matters (e.g., date, authorship, occasion) of the four NT Gospels and the book of Acts. Attention will be given to methods of interpretation of these texts, and use will be made of a synopsis of the Gospels. Together with NT II (Romans - Revelation), the course provides students with a solid grasp of the NT canon, with particular attention given to its use in ministry. (BIST 508 and BIST 509 need not be taken sequentially.)

BIST 509 New Testament II (Romans - Revelation)
3 hours. This course familiarizes students with the content, structure, theology, and introductory matters (e.g., date, authorship, genre) related to Romans through Revelation. Attention will be given to the social-historical setting of early Christianity and its usefulness in understanding these texts. Together with NT I (Gospels and Acts), the course provides students with a solid grasp of the NT canon, with particular attention given to its use in ministry. (BIST 508 and BIST 509 need not be taken sequentially.)

BIST 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.

BIST 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: BIST 511 Introducing Biblical Hebrew.

BIST 515 Old Testament Book Study in Hebrew

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

BIST 521 Introducing New Testament Greek

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

BIST 522 Interpreting the Greek Testament

3 hours. This continuation of BIST 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: BIST 521 Introducing New Testament Greek*.

BIST 525 New Testament Book Study in Greek

3 hours. Greek text book studies apply principles of hermeneutics and exegesis to original Greek texts. *Prerequisite: BIST 522 Interpreting the Greek Testament or its equivalent*.

BIST 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: BIST 522 Interpreting the Greek Testament*.

BIST 542 Biblical Theology

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

BIST 543 Biblical Exegesis and Hermeneutics

3 hours. This course familiarizes students with tools and methods for interpreting biblical texts and provides the foundation for a lifelong, careful study of the Bible. A comprehensive methodology will be learned and applied to different genres of literature, e.g., historical narrative, psalms, epistles, and apocalyptic. Since exegesis is an "art" that can be learned only by practice, class emphasis will be on "doing" exegesis; i.e., the class will take on a "workshop" format. In the process, the student will gain facility with lexica, concordances, grammars, theological and exegetical dictionaries, and other exegetical aids.

BIST 546 The Text History of the Bible

3 hours. This course studies how the texts 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.

BIST 550 The Old Testament and the Ancient Near East

3 hours. This course explores the relationship of the Bible to the ancient Near-Eastern world. Beginning with an introduction to archaeological method, the course moves into a study of extant sources from the ancient

Near East and attempts to get a feel for the social, political, religious, and "philosophical" dynamics at work in that world and how they illumine various biblical passages. Students are encouraged to take BIST 506 Old Testament I and BIST 507 Old Testament II prior to registering for BIST 550.

BIST 551 The Old Testament, Early Judaism, and Christianity

3 hours. This course explores the historical and literary developments in the period of Second-Temple Judaism and on into the early centuries after Christ. This gives opportunity to trace the path and development of theological ideas from Old Testament to New Testament, as well as the New Testament's use of the Old Testament. Students are encouraged to take BIST 506 Old Testament I and BIST 508 New Testament I or BIST 509 New Testament II prior to registering for BIST 551.

BIST 560 Christology of the New Testament

3 hours. A theological study of the presentation of the person and work of Christ in the various books of the New Testament. Special emphasis is given to the Gospels, the Pauline writings, and contemporary scholarship. Students are encouraged to take BIST 508 or 509 (NT 2) prior to this course.

BIST 561 Paul and His Letters

3 hours. This course will seek to understand Paul and his letters by focusing on the topic of Paul and the law. The issues surrounding Paul and his understanding of the law impact how believers are expected to live in relation to the Old Testament law (is the law still required?), how grace and moral responsibility are to be balanced in the Christian life, and how we understand salvation in relation to other religious traditions (especially Jewish-Christian relations). Attention will be given to the so-called "new perspective on Paul." Students will (1) read the major contributors on this issue, including traditional and newer approaches; (2) study key NT texts (Galatians; 2 Corinthians 3; Philippians 3; Romans 1-11); and (3) analyze the impact of Paul's view of the law for church ministry and theology. Students are encouraged to take BIST 509 (NT 2) prior to this course.

BIST 571 (first semester) Research / Thesis in Biblical Studies

3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 572 (second semester) Research / Thesis in Biblical Studies

3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 575 Thesis Continuation

1 hour. Required for third and subsequent semesters of thesis research and writing.

BIST 585 Seminar in Biblical Studies

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

BIST 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 Theology

CHTH 511 Christian History and Theology I: The Early Church to the 16th Century
3 hours. Covers the development of Christianity and Christian theology from the end of the apostolic period to the 16th century. Examines the expansion of the church, the growth of Christian institutions, the conflicts that confronted the church from within and without, and the theological development of doctrines such as the Trinity, Christology, the Holy Spirit, the church, and revelation.

CHTH 512 Christian History and Theology 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. *CHTH 512 is a prerequisite for CHTH 546*.

CHTH 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.

CHTH 530 Women in Church History
3 hours. Reviews the biblical basis of women's leadership and the role women have played in Christian history. Explores issues relating to women in contemporary ministry through readings, case studies, discussion, and interaction with guest speakers.

CHTH 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.
Prerequisite: CHTH 512 Christian History and Theology II: The Reformation and Its Ramifications

CHTH 547 History of Biblical Interpretation
3 hours. A study of the history of the interpretation of the Bible. Emphasis on the principles of hermeneutics and their theological development. Application to preaching and teaching in the church today.

CHTH 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.

CHTH 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.

CHTH 560 History of the Holiness and Pentecostal Movement

3 hours. Explores the roots of the Holiness and Pentecostal movements in the United States by focusing on primary and secondary sources. Analyzes the primary theological emphases of these movements in the context of the Christian theological tradition. Examines the lives of key individuals in the Holiness and Pentecostal movements, as well as the distinctive contributions of these movements to religion in the United States and the world.

CHTH 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.

CHTH 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 is detailed. Finally, its possible futures will be explored.

CHTH 564 History and Polity of the Quaker Movement

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

CHTH 566 Theology in the Wesleyan Tradition

3 hours. John Wesley's personal and theological background, methodology, and major theological themes receive primary attention. The theology of holiness is examined from the basis of Scripture, Wesley's theology, and the later teachings of the Holiness Movement. The integration and application of holiness and social concerns is examined and students are given opportunities to experience and practice a holiness that is engaged in bringing the kingdom of God into the wounded places of the world. Students will also be involved in independent research in areas related to their ministry focus.

CHTH 571 (first semester) Research / Thesis in Biblical Studies

3 hours. See requirements outlined in Master of Arts in Theological Studies.

CHTH 572 (second semester) Research / Thesis in Biblical Studies

3 hours. See requirements outlined in Master of Arts in Theological Studies.

CHTH 575 Thesis Continuation

1 hour. Required for third and subsequent semesters of thesis research and writing.

CHTH 585 Seminar in Christian History and Theology

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.

CHTH 595 Special Study in Christian History and Theology

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

CMIN 500 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 how the church functions in contemporary society.

CMIN 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? What is a Christian family? The class will also consider how the church can and must minister effectively to families.

CMIN 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, public speaking, and written communication. At least one third of the course will teach the value and practice of technological communication important to ministers and leaders.

CMIN 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, different generations, and Christian traditions.

CMIN 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.

CMIN 560 Principles of Teaching

3 hours. Students will research and practice the art of teaching. They will be introduced to various methods

of teaching, and to the variety of ways one can structure a lesson plan. The class will focus equally on the importance of preparation and presentation.

CMIN 575 Internship

3 hours. The seminary cooperates with churches and parachurch ministries to provide internship experience under the supervision of qualified pastoral and administrative leaders. The internship requires a minimum of 120 hours on-site at the ministry selected and attendance at three 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 their program. A *Christian Ministries Internship Handbook* is available in the bookstore and explains in detail all of the requirements of the course. M.A.T.S. students will complete a teaching internship with similar requirements.

CMIN 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, such as children's ministry or youth ministry. 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.

CMIN 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.

Pastoral Studies

PSTD 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.

PSTD 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.

PSTD 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.

PSTD 520 Advanced Preaching

3 hours. An advanced-level preaching course in which homiletical theory and practical application are brought together. The course consists mainly of student preaching and peer evaluation and builds on the foundational principles covered in PSTD 510. The goal is to enhance both the student's theology of preaching and skills in sermon preparation and delivery.

PSTD 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.

PSTD 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.

PSTD 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.

PSTD 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.

PSTD 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.

PSTD 565 Clinical Pastoral Education

6 hours. Chaplain internship at an approved CPE center. Upon completion of one CPE unit, the student sends a copy of the final supervisor's report to the CPE director in order to receive 6 credits for the course. See Hospital Chaplaincy section of the M.Div. program description for more information.

PSTD 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. See CMIN 575 description for more information.

PSTD 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.

PSTD 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, conducting meetings, coordinating committees, communication among staff, managing the church office, volunteer recruitment, training and support, church finances, and tax and legal considerations.

PSTD 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.

PSTD 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.

PSTD 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

SFAD 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.

SFAD 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.

SFAD 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.

SFAD 533 Personal Study in Spiritual Formation

3 hours. An individually tailored course of research involving in-depth study, praxis, and reflection on a particular question, problem, or issue in the field of spiritual formation. The question, problem, or issue is presented by the student. The student makes 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 M.A. program director. The study must follow the spiritual formation personal study guidelines available from the faculty member responsible for the course.

Electives

SFAD 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 and other Christian traditions, both ancient and modern, that provide spiritual resources for social action rooted in prayer and contemplation. Service to others is both a means and an end of spiritual formation.

SFAD 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 and 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.

SFAD 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.

SFAD 541 Spirituality and the Cosmos

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 is the primary discipline for our exploration.

SFAD 542 Spiritual Formation in Marriage

1 hour. Offered in a seminar format every other summer, 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.

SFAD 543 Spiritual Formation and the Family

1 hour. Offered in a seminar format every other summer, 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, the student's family is invited to attend.

SFAD 544 Spiritual Formation for Women

1 hour. Examines the issues and challenges of spirituality that are unique to women from a biblical, historical, and sociological perspective. Spiritual formation involves the body, mind, and emotions, so gender plays a significant role. This course studies issues such as intimacy, dependency, anger and fear, power, abuse and victim patterns, impact of physiological changes on the woman's spirituality, women's leadership styles, and the changing roles of women and men in culture and the church.

SFAD 546 Spirituality and the Stewardship of Creation

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.

SFAD 547 Spiritual Formation Through Journaling

1 hour. 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.

SFAD 548 Spirituality and the Enneagram

1 hour. Designed to provide a means for in-depth spiritual formation through greater self-awareness using the Enneagram personality profile tool. The Enneagram will help students delve into basic attitudes of their personal and spiritual lives and explore directions for individual and communal growth.

SFAD 549 Spiritual Formation for Men

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

SFAD 550 Spirituality and Children

1 hour. Based on Jesus' high estimation of children, this course explores the role of children as our teachers. The course gives attention to the notion of our own child-selves and to our own childhood. Specific areas of

inquiry are biblical references to children, the spirituality of children, historical and contemporary adult-child relationships, and the social destruction of childhood spirituality. This course intends that renewed observation of "soulfulness" in children will enrich the spirituality of class members.

SFAD 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.

SFAD 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.

SFAD 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

SFAD 570 Spiritual Direction Experience

1 hour. A two-semester course designed to give M.Div., MASF, and SFAD certificate students an intentional one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual-direction model is used. Course is closed to other degree students. This course is a Pass/No Pass course. (Additional $150 fee for SFAD nondegree students.)

SFAD 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 SFAD Certificate Program and the MASF degree program. *Prerequisites: SFAD 510, 520, 530, 548, 570, and CHTH 562*.

SFAD 572 Spiritual Direction Practicum

2 hours. The sequence course for SFAD 571, Spiritual Direction Practicum gives students an experience in being spiritual directors under the supervision of a trained director. Further course topics include professionalism issues such as confidentiality, the directee-director relationship, the emotional health of the directee, and the beginning and ending of a spiritual direction relationship. The course is limited to students

in the SFAD Certificate Program and the MASF degree program.
Prerequisite: SFAD 571 The Art of Spiritual Direction.

SFAD 580 Group Spiritual Formation
1 hour. Enables students to gain experience in, and learn how to create, small groups that 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.

SFAD 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.

SFAD 591 Spiritual Leadership
1 hour. An examination of the unique nature and responsibility of spiritual leadership. The theology of spiritual leadership is analyzed in today's culture. Elements such as accountability, appropriate boundaries, devotional habits, life balance, and retreats and solitude and emotional, spiritual, and physical health are reviewed. Elements that inhibit the exercise of spiritual leadership are explored, such as burnout, depression, addictions, lack of self-differentiation, intimacy issues, sexual misconduct, fears, lack of discipline, conflict, and the misuse of power and innocence.

SFAD 595 Special Study in Spiritual Formation and Discipleship
1 hour. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem, or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair.

Academic Policies

The following information applies to undergraduate School of Professional Studies (SPS) and all graduate students attending George Fox University. If a policy is specific to a SPS, graduate, or seminary program, it will be noted. Programs of George Fox University may have their own policies related to enrollment and academic requirements. 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 that is integral to all graduate programs offered by the university.

In addition to traditional course formats, some courses are offered online, or partially online (Internet enhanced). The SPS, M.A.T., M.A.O.L., and D.Min. programs are offered through a cohort model in which

small groups of students attend class together through the entire program.

The unit of credit is the semester hour, which traditionally is granted for the successful completion of a course meeting 50 minutes per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements, and classifications are based on these units.

Attendance

The responsibility rests with the student to maintain standards of satisfactory scholarship. Regular class attendance is expected of each student in all courses. Specific consequences of class absences are included in the program guide or syllabus for each course. Students are never "excused" from their course work because of absences, and students are advised to notify professors of absences in advance whenever possible. Professors may request that students provide documentation of reasons for absence before allowing the student to make up work. Documentation includes the following:

- Prolonged illness – Students are to visit Health and Counseling Services or their personal physician to obtain verification of the illness.
- Family emergencies – Students need to be able to provide documentation of the emergency.

The university academic calendar provides the instructional dates for all programs. Students are expected to attend classes through the last day of each semester unless illness or an emergency situation exists.

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

Full-Time Status

Full-time student status in all graduate (including seminary) degree programs is 8 semester hours. A student need not maintain full-time status, but should be aware of the continuous enrollment policy and that financial aid programs are usually limited to those enrolled at least half time, which is 4 to 7 hours per semester. Some financial aid programs are limited to those enrolled 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

Students who have satisfied entrance requirements and are following a program leading to a degree are called regular students. They are classified as follows:

- Juniors: students enrolled in a bachelor program who have completed 62 semester hours
- Seniors: students enrolled in a bachelor program who have completed 93 semester hours

- Graduate: students enrolled in a master or doctoral program who generally have a B.A. or B.S. degree from a regionally accredited college or university

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 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 apply to a degree program.

Special students may be required to receive permission from the director, or chair, of the 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 format of the SPS, 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 chairperson must approve attendance in the Psy.D. program for special, nonadmitted 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 and Provisional Students

A student whose cumulative GPA falls below the level established for satisfactory academic progress (see Satisfactory Academic Progress and Eligibility) will be classified as a probation student. A student placed on probation status may continue to receive financial aid, subject to financial aid policies. An applicant who does not meet expectations 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.

Auditors

Subject to instructor and/or program director and/or chair 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 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.

Registration

The Office of the Registrar maintains student registration for classes, degree audit information, and grades. Students may change their academic majors and advisors and order transcripts through this office.

All students are expected to register online, within the time period designated on the university calendar and to begin classes on the first day. In addition, each student should be aware of the regulations that appear under Course Numbering System.

Services to Disabled Students

Instructional assistance for disabled students is available through the learning laboratory. Where necessary, course requirements are reasonably adjusted based on students' requests and appropriate documentation.

Disabled students needing accommodations in their program or living situation should contact the director of the Academic Resource Center and Disability Services, 503-554-2314, well in advance of attendance, so that specific attention can be made to assist in providing living arrangements and learning accommodations. More information is available at georgefox.edu/offices/disab_services.

Academic Advising

Faculty advisors are assigned to most entering students by the director, or chair, of the program to which the student is admitted. 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.

Generally, students must meet with their faculty advisor 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 permission is generally required before any online registration or registration changes may be made. The faculty advisor or program director will verify all course requirements have been satisfied prior to graduation.

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.

Registration Changes (Add/Drop)

Registration changes (add or drop) may be made online with advisor permission. The last day to add or drop courses or to exercise a pass/no pass option is established in the academic calendar. Adds and drops are not permitted for cohort programs.

Course Withdraw

A student wanting to withdraw from a class (without withdrawing from the university) must complete a course withdraw form available from the registrar's office (Newberg, Portland Center, Boise Center, and Salem Center). Failure to submit the form with approvals will result in an F grade recorded for all courses involved. There is a fee of $10 for a course withdraw.

Withdraw from a course (with a W grade) must be completed within the date established in the academic calendar. Beyond this date, an academic petition is required, and cause (emergency conditions) must be established. The student is responsible for all tuition according to the university refund schedule.

Withdraw from the University

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 to initiate the withdraw. An official withdraw begins when a student submits a completed withdraw form with required approvals to the registrar's office. Additional information is available in the Compliance with Federal Laws and Regulations portion of the catalog. The student is responsible for all tuition according to the university refund schedule. Generally, students withdrawing from the university are subject to tuition charges beginning the first day of classes.

See "Removal of Institutional Charges" in the Finance section for more information on tuition and fee refund policies.

The Grading System

Grade Reports
A student's semester grades, with a semester GPA and a cumulative GPA, are posted on the grade report and are available to the student two weeks following the close of each semester. The GPA is based on George Fox University credits only.

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 GPA accordingly.

The grade I is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for an I grade is initiated with and approved by the registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the registrar. An I not completed by the date indicated or within one semester becomes the grade indicated by the professor on the incomplete form, or an F if no grade is indicated.

An L 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.

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 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.

Satisfactory Academic Progress and Eligibility

Students are expected to maintain satisfactory academic progress. Satisfactory academic progress toward a degree as a full-time student is defined as completion at a rate not to exceed 150 percent of the published length of the program while maintaining a minimum cumulative GPA.

Degree	Published Length (years)	150% (years)	Miniumum GPA
B.A.	1.5	2.25	2.00
B.S.	1.5	2.25	2.00
M.A.	2.0	3.0	3.00
M.A.S.F.	2.0	3.0	3.00
M.A.T.S.	2.0	3.0	3.00
M.Div.	3.0	4.5	3.00
M.Ed.	1.0	1.5	3.00
M.A.T.	1.0	1.5	3.00
M.B.A.	2.2	3.3	3.00
D.Min.	3.0	4.5	3.00
Ed.D.	4.0	6.0	3.00
Psy.D.	5.0	7.5	3.00

In addition, no grade shall be lower than a B in designated graduate courses (see relevant program guide for a list of these courses). If students do not meet this standard, they must retake the course or courses and perform at a B level or better.

Academic warning, probation, or suspension may also be issued to graduate students for the following reasons:

- A grade of C in more than 6 hours of coursework
- A grade of D or F in any course

- A failing (no pass) grade in practica/internship
- A semester GPA below 3.0 for two consecutive semesters
- Failure to retake a course in a timely manner as specified by the school dean

The standard for satisfactory academic progress for students attending at a less than full-time rate will be adjusted based on the rate of enrollment.

Students who do not maintain satisfactory academic progress will generally not be eligible for financial aid. For additional information on the impact of unsatisfactory academic progress on financial aid, see the financial aid section.

In addition, their academic standing will be affected as described below.

Academic Warning, Probation, Suspension, and Dismissal

If the GPA for a given semester is below the minimum (as noted above), but the cumulative GPA is at or above the required minimum for satisfactory academic progress, the student may receive an academic warning. This warning is not a part of the student's permanent record, but it does alert the student to potential difficulties and to potential loss of financial aid eligibility. The student is encouraged to contact his or her academic advisor, who will assist in the development of improved study plans and encourage better use of reading and library skills.

A student may be placed on academic probation when his or her cumulative GPA falls below the minimum standard (as noted above). The student is given one semester of probation to achieve the above standard, after which a student may be suspended. Students may be given additional semesters of probation rather than suspension if they show a reasonable chance of meeting graduation standards.

A student not making satisfactory academic progress may be given academic suspension. After one or more semesters have elapsed, the student may apply for readmission, and if admitted, reenter on probation. The university may suspend any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed, or any students who become so indifferent that they no longer benefit themselves or the university community.

A student not making satisfactory academic progress may be dismissed from the university. Students who are dismissed may not apply for readmission to George Fox University. The university may dismiss any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed, or any students who become so indifferent that they no longer benefit themselves or the university community.

In addition to the above standards, programs may have additional standards governing academic progress and continuation.

Academic Appeals

Academic actions can be appealed to appropriate university authorities. Suspensions may be repealed for students not making satisfactory academic progress when university authorities deem the failure to be due to exceptional circumstances and judge the student has a reasonable chance to meet graduation requirements. Appeals are taken to be good faith actions that request reexamination of academic decisions. Submissions must be in writing delivered to the Office of Academic Affairs. All appeals must be made within limited time frames depending upon the action being appealed. A successful academic appeal does not necessarily result in a reinstatement of financial aid eligibility. A student who has lost aid eligibility due to insufficient satisfactory academic progress and who is wishing to appeal to have his or her financial aid reinstated must indicate so in the academic appeal process. Additional information is available in the Office of Academic Affairs and the Student Financial Services Office.

Continuous Enrollment and Leave of Absence

Upon being admitted to a 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. 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 have extended their leave beyond an approved 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 reenrollment, suspended for failure to achieve minimum academic standards, suspended or dismissed for failure to meet financial obligations to the university, or suspended or dismissed for cause.

Residency

A minimum number of hours of study must be completed at George Fox University 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 school counseling: 36 semester hours (with teaching experience; 40 semester hours without teaching experience)
- School counseling certificate: 20 hours
- Master of science in school psychology: 43 semester hours

- School psychology certificate: 20 hours
- Master of arts in marriage and family therapy: 53 semester hours
- Marriage and family certificate: 20 hours
- Play therapy certificate: 20 hours
- Master of business administration: 31 hours
- Master of arts in teaching: All credits must be completed at George Fox University
- Master of education: 26 semester hours
- Master of arts in organizational leadership: 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: 46 semester hours
- Doctor of ministry: All credits must be completed at George Fox University

Transfer Credit

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

- Master of divinity: 64 semester hours
- Master of arts in theological studies: 32 semester hours
- Master of arts in Christian ministries: 32 semester hours
- Master of arts in counseling: 21 semester hours (transfer credit not granted for internship requirements)
- Master of science in school psychology: 20 semester hours (transfer credit not granted for internship requirements)
- School counseling certificate: 10 semester hours
- School psychology certificate: 10 semester hours
- Master of arts in school counseling: 18 semester hours (with teaching experience; transfer credit not granted for internship requirements)
- Master of arts in marriage and family therapy: 26 semester hours (transfer credit not granted for internship requirements)
- Marriage and family certificate: 10 semester hours
- Play therapy certificate: 10 semester hours
- Master of business administration: 9 semester hours
- Master of education: 10 semester hours
- Doctor of psychology: 35 semester hours (maximum of 23 semester hours psychology; 12 hours Bible and theology)
- Doctor of education: 17 semester hours

Commencement

The university awards degrees twice a year at its April/May and December commencement exercises. Application for graduation is to be made by at least one semester prior to commencement. All graduating students are expected to participate in commencement exercises. A graduation fee is charged (including for those students unable to participate). Students completing degree work at other times of the year may receive a formal letter from the registrar indicating that their work is complete. Diplomas are not issued until all academic and financial obligations have been met.

Graduation Requirements

Students wishing to receive a graduate degree from George Fox University must meet the following requirements:

1. Accumulate the number of credits required by the degree program in which the student is enrolled
2. Complete the required course work while meeting minimum cumulative GPA requirement of 3.0 for graduate students and 2.0 for SPS degree-completion students
3. Complete all degree requirements for the major/degree
4. Fulfill residency requirements at the university
5. File an Application for Degree form at least one semester prior to expected graduation
6. Pay in full all accounts at Student Financial Services

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.

Graduate and Seminary Admission

George Fox University offers 14 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.), teaching (M.A.T.), psychology (M.A. — part of the Psy.D. program), counseling (M.A.), marriage and family therapy (M.A.), school counseling (M.A.), and school psychology (M.S.); and three master's-level seminary programs, master of divinity (M.Div.), master of arts in Christian ministries (M.A.), and master of arts in theological studies (M.A.T.S.).

To be considered for admission, applicants are normally required to have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 GPA in their last two years of academic work. An applicant whose cumulative GPA is below this may be considered for admission on academic probation.

Individual graduate and seminary programs have unique admission deadlines, requirements, and procedures established by the university. Application information for graduate study is available upon request. Applications are also available at the George Fox Web site. For graduate education programs, write to the Office of Graduate Admissions, George Fox University, 414 N. Meridian St. #6149, Newberg, OR 97132-2697, or request an application by calling 800-631-0921. For all other graduate and seminary programs, write to the Office of Graduate Admissions, George Fox University, 12753 S.W. 68th Ave., Portland, OR 97223, or request an application by calling 800-493-4937.

Meeting minimum entrance requirements of a given program does not guarantee admission. Admission may be granted to applicants who do not meet all admission requirements at the minimal level if other indicators suggest probable success in the program.

Standardized admission examination requirements vary according to program. Information about required tests and testing dates and sites may be obtained from the Office of Graduate Admissions.

Application Procedures for Graduate Students

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

Applicants to graduate programs at George Fox University must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the appropriate program for which admission is sought. (A second application to George Fox University is not required.)
2. One-time $40 application fee.
3. If applicable, a passing score on the program-required entrance examination (CBEST, Praxis I and/or II, MSAT, PPST, GRE, or GMAT). Scores must be less than five years old to be acceptable.
4. Official transcripts from regionally accredited postsecondary institutions attended.
5. Three or four references, depending on the program for which admission is sought. (Forms are included in the application packet.)
6. Applicant's Admission Statement or essay, as required by the program.
7. Once all materials have been received by the admissions office, the Admissions Committee will review the application. For most programs, a group or personal interview is required.
8. Admitted students pay a tuition deposit prior to enrollment. The deadline for this deposit is outlined in the letter of admission.

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 against students on the basis of race, color, national or ethnic origin, gender, age, disability, or any other status to the extent prohibited under applicable nondiscrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, cocurricular activities, or other university-administered programs.

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 Office of Graduate Admissions. In most cases, readmitted students must meet any new or revised graduation requirements and may be asked to go through regular admission procedures.

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

Campus Visitation

Students interested in enrolling at George Fox University are encouraged to visit the campus, preferably when classes are in session. A visit provides an opportunity to observe classes, see the campus facilities, and talk with students and professors. It also will give university personnel an opportunity to get to know the student better. When possible, visits should be arranged five days in advance through the Office of Graduate Admissions, which is open weekdays from 8 a.m. to 5 p.m. at the Newberg campus and the Portland Center. Prospective graduate students may arrange campus visits by contacting the Office of Graduate Admissions 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

Fall semester July 1
Spring semester Dec. 1
Summer semester April 1
January M.A.T. in Your Community Oct. 15
M.B.A. admission deadline: Priority is given to applicants who complete their files by the following dates:

Priority filing dates
Fall (September) July 15*
Spring (January) Nov. 15*

*Applications will be accepted after these dates on a space-available basis.

International Students

George Fox University is authorized to enroll nonimmigrant alien students. In addition to the standard requirements for admission, international applicants also must submit the following materials. These materials must be on file before the international applicant will be considered for admission.

1. Results of the Test of English as a Foreign Language (TOEFL) for students whose first language is not English. A minimum score of 213 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. federal regulations governing F-1 student status require compliance. George Fox University will 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 Office of Graduate Admissions.

3. All transcripts must be evaluated by an approved agency and the detailed evaluation submitted to George Fox University. An approved agency list can be found online.

M.B.A. Advanced Standing

Students who have received an M.A.O.L. degree from George Fox University will receive advance standing and 24 hours credit toward the M.B.A. degree. Students then complete 18 hours of additional required coursework for the M.B.A. degree. This policy will remain in effect until December, 2007.

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. George Fox has articulation agreements with selected undergraduate schools detailing advanced standing. Prospective students are encouraged to ask the admissions counselor concerning the details.

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.

School of Professional Studies (SPS) Admission Procedures

1. Obtain from George Fox University an application packet by calling or writing one of our admissions offices.

    - Oregon: SPS Admissions, George Fox University Portland Center, 12753 S.W. 68th Ave., Portland, OR 97223, 888-888-0178, sps@georgefox.edu

    - Idaho: SPS Admissions, George Fox University – Boise Center, 1810 S. Eagle Road, Meridian, ID 83642, 800-749-4369, 208-375-3900, spsboise@georgefox.edu

      Applications are also available at the George Fox Web site (www.georgefox.edu). Instructions for the online application process are explained there.

2. Complete the application for admission and return to the SPS admissions office with a nonrefundable application fee of $40.

3. Request official transcripts be sent directly to George Fox University from each college or university attended. (See application for request forms.)

4. Have two letters of recommendation completed and sent to the SPS admissions office. (See application.)

5. Complete a one- to two-page writing sample, to be evaluated by George Fox University faculty.

6. After acceptance into a SPS program, and at least two weeks prior to the first class session, a tuition deposit of $150 is required for registration.

Policies

Admission into SPS programs is based on the following criteria:

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

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

Required entry credit	62
Approved portfolio credit* or additional transfer credit	28
School of Professional Studies Program	36
Total	126

*Students entering the program with fewer than 90 semester hours may earn academic credit through the prior learning portfolio process. Credit may be awarded for college-level learning through personal growth and professional development or by writing life-learning essays. A maximum of 28 semester hours is allowed.

Finances

George Fox University maintains high educational standards at the lowest possible cost. A portion of the cost is underwritten by gifts from alumni, friends, churches, businesses, and institutions. An extensive financial aid program assists students in meeting university costs.

The board of trustees reserves the right to adjust charges at any time, after giving due 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.

Student Financial Services

This office awards scholarships, grants, loans, and other forms of financial assistance, and it bills students for tuition, fees, room and board, and other expenses related to attending college. Representatives and counselors assist with payment plan options and advise students regarding financial aid.

Tuition, Fees, and Expenses (2005-2006)

School of Professional Studies Undergraduate	**Program**	**Hourly**	**Other**
MBIS	$ 14,400.00	$ 400.00	
MOL	$ 14,400.00	$ 400.00	
PM	$ 14,400.00	$ 400.00	
SBS	$ 14,400.00	$ 400.00	
Prep		$ 330.00	
Graduate			
Master of Arts in Organizational Leadership (MAOL) - Idaho	$ 17,496.00	$ 486.00	

Tuition — Graduate and Seminary

School of Education	**Program**	**Hourly**	**Other**
Doctor of Education		$ 455.00	
Master of Education		$ 455.00	
Master of Arts in Teaching-Oregon	$ 20,304.00	$ 564.00	
Master of Arts in Teaching-Idaho	$ 17,496.00	$ 486.00	
Master of Arts in Counseling		$ 455.00	
Master of Arts in Marriage and Family Therapy		$ 455.00	
Master of Arts in School Counseling		$ 455.00	
Master of Arts in School Psychology		$ 455.00	
Administrative Certificate		$ 455.00	
Certificate in Marriage and Family Therapy		$ 455.00	
Certificate in School Counseling		$ 455.00	
Certificate in School Psychology		$ 455.00	

Certificate in Play Therapy	$ 455.00
Continuing School Psychology License preparation program	$ 455.00
Mental Health Trauma Certificate	$ 455.00

School of Management	**Program**	**Hourly**	**Other**
Master of Business Administration-Oregon	$ 24,990.00	$ 595.00	
Master of Business Administration-Idaho	$ 20,412.00	$ 486.00	
Master of Business Administration-Executive	$ 29,190.00	$ 695.00	

School of Behavioral and Health Sciences	**Program**	**Hourly**	**Other**
Doctor of Psychology		$ 625.00	
Internship: Full time per semester			$ 1,500.00
Internship: Half time per semester			$ 750.00

Seminary	**Program**	**Hourly**	**Other**
Doctor of Ministry	$ 12,600.00	$ 350.00	
LEC Retreat Fee			$ 1,950.00
LSF Retreat Fee			$ 1,050.00
Seminary Master's Program		$ 350.00	
SFD Certificate (non credit)		$ 175.00	

Student Body Membership

Students registered for 8 hours or more each semester	$70 per semester
Students registered for 4-7 hours each semester	$35 per semester

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

Health/Counseling Fee

Health/counseling fee, per semester	$55

This fee provides access to Health and Counseling Services 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 estimated at $1,200 for 12 months coverage, payable on the first-semester billing.

Health and Counseling Services fee: per-visit fee charged for students not attending on the Newberg campus who use services of Health and Counseling Services.	$10 per visit

Deposits and Admission Fees

Application fee (nonrefundable, submitted with application for admission)	$40
Tuition deposit for graduate students	$200
Tuition deposit for seminary students	$100
Tuition deposit for degree-completion students	$150

Registration, Records, and Graduation fees

Late registration fee (applicable if registration is not made prior to the first day of classes each semester)	$50
Partial Withdraw Fee (applies to students withdrawing from a portion of their enrollment, but not all; charged per form submitted after the last day to change registration. There is generally no removal of tuition charges after the last day to change registration, or end of add/drop period.)	$10
Graduation fee:	
Master's degree	$135
Doctoral 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	$2
Rushed official transcript	$10
Examination fee	$60
Seminary candidacy assessment fee	$125

Counseling department candidacy assessment fee	$125
Seminary graduate research/thesis	$100
Placement file, first set per order	$10
Additional sets with same order	$5

Departmental Fees

Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from $10 to $615 per class, although some specific courses may be higher. (*D.Min. LEC cohort retreat fees are $615 per retreat, or total of $1,845 for all three retreats.)

Account service charge: Open accounts (other than approved installment plans) are subject to a 1-percent-per-month interest charge on the unpaid balance. Late payment fees for installment plans vary according to the plan.

Returned check fee, per check	$25

Parking Fee/Fines (Newberg campus programs)

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

Per semester	$30
Annual	$50
Summer	No charge
Parking violations	$15-100

Schedule of Required Deposits

Admitted students are required to pay a non-refundable tuition deposit by the date established by the specific graduate or seminary program.

Financial Arrangements

All charges made by the university are due Aug. 15 for fall semester, Dec. 15 for spring semester, or may be made on an installment basis through an approved monthly payment plan (an enrollment fee applies). Students receiving scholarships, grants, or loans must complete all necessary arrangements well in advance of the semester start. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending when payment is due must have a letter of commitment from the lender acceptable to the university. Service charges will be made on unpaid accounts even though financial aid and loans are pending, so the application process should be started early.

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 arrangements made are not honored.

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, including summer term, until all bills are paid for the previous session.

Removal of Institutional Charges and Financial Aid Policies

Explanation of Terms

The term "Title IV Funds" refers to federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). At George Fox University, these programs include unsubsidized Stafford Loans, subsidized Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, and Supplemental Educational Opportunity Grants (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 charged or scheduled to be charged, removed from the student account.

The "withdraw date" is the date established by the Office of the Registrar in accordance with the Official Withdraw Process. (See **Official Withdraw Process**.)

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 to calculate the removal of institutional charges is always the enrollment period.

The "enrollment period" is defined as the period for 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 School of Professional Studies MOL and MBIS programs.

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

Removal of Institutional Charges

Students who choose to reduce their course load, **and who do not completely withdraw from the university**, will generally not receive a removal of tuition, course fees, and other associated fees unless the changes take place prior to the last day to change registration, also known as the end of the add/drop period, which is published in the university's academic calendar.

Adjustments of charges for summer graduate housing will generally be calculated as follows:

Students are charged on a weekly basis for housing. Any portion of a week used is charged at the weekly rate. Housing is limited to out-of-area residents with limited availability. Charges are removed for weeks not used. The Office of Student Life determines weeks used.

After the second week of the enrollment period, there is generally no adjustment of health insurance, student body fees, health counseling fees, activity fees, parking permit fees, and course fees. (Removal 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 supplies were not issued.)

Generally, there is no adjustment of add/drop fees or interest. When a student **withdraws completely** from the university for reasons other than documented and verified medical or hardship reasons, refunds of tuition, excluding abbreviated sessions (see "Abbreviated session" information below), will generally be calculated as follows:

- A student whose withdraw date is within the first week of the enrollment period generally receives a 90 percent removal of charges.
- A student whose withdraw date is within week two generally receives a 75 percent removal of charges.
- A student whose withdraw date is within week three generally receives a 50 percent removal of charges.
- A student whose withdraw date is within week four generally receives a 25 percent removal of charges.
- A student whose withdraw date is within week five, or later, generally receives no adjustment.

Abbreviated sessions are shorter in length resulting in a smaller percentage of tuition, if any, that may be removed. Generally speaking, a removal of tuition will only be considered if the student has been granted an academic drop for the course and if financial aid eligibility is not impacted.

Students requesting **medical or hardship** financial considerations must do so in writing to the Student Financial Services Office within 30 days of last date of attendance.

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, and fines that may be assessed after the student leaves.

Removal of Institutional Aid

If a student withdraws and is granted a removal of tuition, George Fox University allows the student to retain a percentage of the disbursed institutional financial aid equal to the percentage that they have been charged, but not to exceed standard charges minus $100. Standard charges are considered to be tuition and fees. The order that institutional financial aid is removed is at the discretion of Student Financial Services.

Removal of Title IV Funds

The Return of the Title IV Federal Funds

These policies apply to students who withdraw entirely or take an approved leave of absence from George Fox University without earning credit for the enrollment period, or to students who are asked to withdraw for academic, disciplinary, or financial reasons.

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

Return of Title IV 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 account balance that the institution has forwarded to the student and eligible funds pending disbursement. (See Postwithdrawal Disbursement.)

The percentage of Title IV funds returned is based on the number of calendar days the student was enrolled; including the established withdraw date, and allowable charges.

After 60 percent of the period has transpired, there is no return.

To estimate the amount that will be returned to federal aid programs:

1. Divide the days transpired by the total number of days in the period. (See Withdraw Date and Refund Calculation Period above.)
2. Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This generally equals the percentage of aid that is considered “earned” and subsequently may be retained.
3. Subtract the percentage of aid retained from 100 percent. This generally, if 40 percent or more, is the percentage that will be returned.

(Example: If a student’s withdraw 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.)

When considering the impact of withdrawing, it is recommended that an estimated calculation be requested from the Student Financial Services Office prior to deciding to withdraw.

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

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans

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

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, Student Financial Services will notify the student of his or her responsibility.

Postwithdrawal Disbursement

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

When the Postwithdrawal Disbursement results in excess funds being available to the student, or when pending disbursements are needed to cover minor noninstitutional charges:

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

These policies are in compliance with the Higher Education Reauthorization Act. For refund examples, please stop by Student Financial Services or call 503-554-2291.

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

With few exceptions, students must be enrolled full time (at least 8 hours per semester) to receive financial aid. However, eligibility for assistance from the Federal Stafford Loan program requires half-time enrollment

(4 hours). Students must also meet eligibility requirements of the programs from which they receive assistance. Such requirements include maintaining satisfactory academic progress toward a degree, maintaining a minimum GPA, having financial need, and meeting other specific conditions of federal, state, or university regulations. Students enrolled in certificate programs only are not eligible for financial aid.

Additional Satisfactory Academic Progress Information for Financial Aid Eligibility: Satisfactory academic progress is defined in the academic policy section of this catalog. Students must meet two standards of satisfactory academic progress to continue eligibility for federal student financial aid. They are measurements of quality and quantity.

Quality Standard: A student must maintain the minimum grade point average (GPA) requirement. This standard requires that a cumulative GPA of 3.0 must be achieved by the end of the second academic year and must be maintained thereafter. A cumulative GPA less than 3.0 does not meet the quality standard.

Quantity Standard: A student must progress toward graduation requirements by satisfactorily completing at least 67 percent of the attempted credit hours and not exceeding 150 percent of the program length. A student who fails to meet these criteria does not meet the quantity standard.

Withdrawals and incompletes are considered attempted hours for financial aid purposes. These hours, as well as credit hours transferred in, are included in the determination of satisfactory academic progress for financial aid eligibility regardless of whether the student received aid while attempting those hours.

Failure to meet either standard could include warning, probation, or revoke status. An appeal process is available for students who can document that extenuating circumstances impacted their ability to meet the standards. Circumstances may include, but are not limited to, external factors that impacted their ability to study, health, or family issues. Contact your Student Financial Services counselor for information on the financial aid appeals process.

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, and Grants

The university participates in the federal William D. Stafford Subsidized and Unsubsidized Direct Loan programs. Eligibility for both Stafford loans is determined from the FAFSA information, as well as by the number of hours enrolled in and whether the student has been accepted to a qualified degree-seeking program. When other funds are not available, loans place the responsibility for financing higher education on the student. Students are encouraged to be cautious when applying for loans, but to consider the value of receiving financial assistance when needed and of paying some of the cost of education later when they are better able to do so. The university expects loans to be a significant part of the financial aid award for graduate students, but the student must decide whether loans are necessary based upon his/her financial situation. Students who are taking out a Stafford loan for the first time with George Fox University are required to go through an entrance interview. The Student Financial Services Office will provide information about that requirement and how to satisfy it.

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 Pell Grant (for undergraduate students) and Stafford loan programs. Students may inquire at Student Financial Services about eligibility for aid, criteria for selection, award amounts, and rights and responsibilities.

Veterans Affairs (VA) Assistance

The university is listed with the U.S. government as a recognized graduate school for the training of veterans. All prospective students eligible for VA assistance should write to the university registrar for VA-approved program information and follow procedures required by the Veterans Affairs for transfer of training to George Fox University. To be recommended for VA assistance, the student must continue as a bona fide registrant throughout the semester. Those receiving VA assistance must meet the minimum academic standards of the university for enrollment and progress toward degree completion and to enroll must have an approved VA benefits voucher authorizing payment. The Montgomery GI Bill is considered a resource against all aid sources except for the subsidized Stafford loan.

Seminary Institutional Aid Programs

Several scholarship/grant programs are available for eligible students. Seminary Grants are awarded annually.

Unless otherwise specified, students must be enrolled full time with 8 hours or more for each semester to receive a scholarship or grant.

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

The **Julius Clifton Bruner Scholarship Fund** was established by Iris J. Bruner in memory of her husband for graduate theological education.

The **Ketterling-Schlenker Memorial Scholarship Fund** was established to assist students demonstrating financial need. Preference is given to students from North Dakota, Montana, or the Midwest.

The **Clara and Harlan Macy Memorial Scholarship** was established by family members to help seminary students going into pastoral ministry.

The **Chuan Cheng Morrisey Missions Memorial Scholarship Fund** is awarded to students preparing for cross-cultural ministry (preferably with Chinese) or to Chinese students preparing for cross-cultural ministry to non-Chinese.

The **H.W. and Wilma Ogden Scholarship** is awarded to Free Methodist students in the ministry program at the seminary.

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

The **John and Emma Pike Scholarship** is awarded to master of divinity students committed to full-time pastoral ministry upon graduation.

Earnings from the **Arthur T. Shelton Scholarship Fund** are awarded to students coming from the states of Oregon and Washington.

Earnings from the **Lydia C. Sundberg Memorial Fund** are awarded to international students who will return to their homeland, or students planning to enter missionary service.

The **Glenn and Allee Yoder Memorial Scholarship** was established in 1993 by their family for the educational advancement of Christian students.

Eligibility for all of the above scholarships is based on evidence of financial need and is limited to tuition only. If a student's enrollment status changes, the amount of the scholarship may be decreased accordingly. A student may not be on academic probation more than one semester to maintain eligibility. Awards are limited to the amount of funds available and to seminary courses taken for credit only, not audit courses or off-campus courses and seminars.

Seminary Church Matching Grants: Up to $600 match is awarded annually. Participating churches must be approved and must provide a letter of confirmation by October 1 indicating the designated student and

the amount contributed. A $600 award by a church would result in a $600 match from the university. Fall deadline for seminary students is Oct. 1, 2005. For new seminary students starting in spring of 2006, the deadline is Feb. 1, 2006.

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

Partners in Ministry Grants are provided for all spouses enrolled in the partners in ministry certificate program. Scholarships are limited to one course per semester. Scholarships will be applied only to those courses in the program.

Pastor and Teacher Enrichment Grants are available for full-time pastors, Christian educators, and mission personnel not pursuing a degree program, for courses taken on an audit basis.

Seminary Grant

The Seminary Grant is available to all students whose federal financial aid form determines need and who have at least a 3.5 cumulative GPA. Also, the federal financial aid form results must be received by the Student Financial Services by May 1. All new entering seminary students will be considered on need only, but the cumulative GPA must also be maintained with at least a 3.5 cumulative GPA to continue receiving the Seminary Grant.

Seminary International Student Award

All international students will be awarded an International Grant based on 20 percent of the tuition for a full load of 8 hours. Students must maintain at least 8 hours per semester and can receive 20 percent of any credits over 8 hours, as well. It is the student's responsibility to let Student Financial Services know if taking more than 8 hours. All international students must apply for admission by May 1 of each year in order to receive the International Grant.

Seminary Research Scholars and Teaching Assistants

Several seminary students are selected each year to serve as research scholars and teaching assistants for full-time faculty. Prospective research scholars and teaching assistants should make application for the position with the endorsement of the faculty member by May 1 prior to the academic year. Qualifications for the position are considered. An applicant must be a registered student. Though not required, a research scholar is typically in her/his second or third year of study. Research scholars and teaching assistants are considered student employment positions. Remuneration will be at the established university student employment rates.

Seminary Student Employment

Several seminary students are selected each year for campus employment assignments at the Portland Center of George Fox University. These positions vary throughout the year depending on the staffing needs. Both financial need and qualifications for the position are considered. Applications are available from the

Portland Center admissions 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 through the John Wesley Seminary Foundation.

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 Northwest 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

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

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 Student Financial Services: 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 athletics 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 the semester. Otherwise, all photographs and information listed above are considered as “directory information” according to federal law. Nondirectory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

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

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

Students may not inspect and review the following as outlined by the act: financial information submitted by their parents; confidential letters and recommendations associated with admission, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record which pertains to the inquiring student.

Complaints of Alleged Violations

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
    - Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation
    - Names and titles of those school officials and other third parties involved
    - A specific description of the education record around which the alleged violation occurred
    - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter
    - The name and address of the school, school district, and superintendent of the district
    - Any additional evidence that would be helpful in the consideration of the complaint

(Adapted from: *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974*, American Association of Collegiate Registrars and Admissions Officers, 1990.)

Drug-Free Environment

George Fox University is concerned about the intellectual, physical, psychological, and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or nonprescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

Disabled Students

The Office of Student Life coordinates services for disabled students. This office also promotes campus awareness of issues and needs of disabled students. Supportive services may 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 Department of Health and Human Performance.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services as early as possible to make arrangements for necessary support services.

Anti-Harassment Policy

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

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

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

- Subjecting another person to offensive physical contact
- Publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response

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 such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, and grades) in response to sexual contact. More subtle forms of inappropriate behavior such as offensive posters, cartoons, caricatures, comments, and jokes of a sexual nature are prohibited, as

they may constitute sexual harassment when they contribute to a hostile or offensive work, academic, or student life environment.

Complaint Procedure for Harassment

If any employee or student believes he or she has witnessed discrimination or harassment, has been discriminated against, or has been subjected to sexual or other forms of harassment, the person should immediately report it as follows:

1. If the alleged incident involves two students (outside the context of student employment), the vice president for student life or the dean of students should be contacted.
2. If the alleged incident involves a student and a faculty member, the academic dean, the provost, or the vice president for student life should be contacted.
3. If the alleged incident involves one or more support staff, administrators, faculty members, or student employees, then a supervisor, the director of human resources, the provost, or any vice president should be contacted.

Complaints are to be investigated promptly and appropriate corrective action taken. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation is prohibited for good-faith reporting of concerns about discrimination or harassment. Employees who are asked to testify during an investigation are expected to cooperate fully. Retaliation against them for doing so is not tolerated. Any employee found to have engaged in discrimination, harassment, or retaliation is subject to immediate disciplinary action as deemed appropriate by the university, up to and including termination.

Withdraw Process from the University

The registrar's office is designated by the institution as the contact for all withdraws: part-time, during-semester, or complete withdraws. 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 to initiate the withdraw. An official withdraw begins when a student submits a completed form with all required approvals to the registrar's office. In most cases, an exit interview will also be required.

Generally the student will be awarded W grades for all courses affected by an official withdraw.

The student is then considered to be officially withdrawn.

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 Student Financial Services of financial obligations when the withdraw calculation is completed. For a copy of or examples of the refund policy, please contact Student Financial Services.

The official withdraw date is established by the registrar's office. Generally, the withdraw date is the date the withdraw form is completed and submitted to the registrar's office or the date established on the withdraw form.

For during-semester withdraws, students generally lose enrollment privileges five working days after the official withdraw date established by the registrar's office. These services may include, but are not limited to, e-mail, library, student activities, food service, on-campus housing, health, and other related services associated with enrolled student status. The university reserves the right to remove privileges immediately upon official withdraw notification.

Rescind Notification of Intent to Withdraw

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

Unofficial Withdraw

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

Appeal

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

Personnel

Faculty

Gary L. Adams, Professor of Education. B.S., Portland State University; M.S., University of Texas; Ph.D., University of Oregon. George Fox University 2002-

Wayne V. Adams, Professor of Psychology, Director of the Graduate Department of Clinical Psychology. B.A., Houghton College; M.A., Ph.D., Syracuse University. George Fox University 1999-

Paul N. Anderson, Professor of Biblical and Quaker Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-98, 1999-

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

Mark E. Ankeny, Professor of Education, Associate Dean of the School of Education, Chairperson of the Department of Educational Foundations and Leadership. 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, Associate Vice President of Academic Affairs. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988—

Patrick L. Bailey, Associate Director of Athletics, Head Men's Baseball Coach. B.S., University of Idaho; M.Ed., University of Oregon. George Fox University 1995—

Robin E. Baker, Provost, Professor of History. B.A., Grand Canyon University; M.A., Hardin—Simmons University; Ph.D., Texas A&M University. George Fox University 1999—

Janis B. Balda, Assistant Professor of International Management. B.A., Taylor University; M.A., Fuller Theological Seminary; M.A., Claremont Graduate University; J.D., Loyola Law School, Los Angeles; LL.M., University of Cambridge. George Fox University 2003—

Wesley D. Balda, Professor of Management, Dean of the School of Management. B.A., University of Washington; M.A. Fuller Theological Seminary; Ph.D. University of Cambridge. George Fox University 2002—

Dirk E. Barram, Professor of Business and Economics, Chair of the Undergraduate Business and Economics Department. B.A., Gordon College; M.Ed., Kent State University; Ph.D., Michigan State University. George Fox University 1986—

Corey W. Beals, Faculty Technology Mentor, Assistant Professor of Religious Studies. B.A., George Fox University; M.A.R., Yale University Divinity School; M.A., Ph.D., Fordham University. George Fox University 2003—

Stephen R. Bearden, Assistant Professor of Counseling. B.A., Olivet Nazarene University; M.Div., M.A., Fuller Theological Seminary; Ph.D., Oregon State University. George Fox University 1996—

Deborah L. Berhó, Associate Professor of Spanish. B.A., Northwest Nazarene College; M.A., Ph.D., University of New Mexico. George Fox University 1997—

Virginia D. Birky, Associate Professor of Education, Director of Master of Arts in Teaching Day Format. B.S., Goshen College; M.S., The Ohio State University; Ph.D., Oregon State University. George Fox University 2000—

Doreen J. Blackburn, Assistant Professor of Education. B.A., Bethel College; M.A., University of South Dakota; Ph.D., Texas Woman's University. George Fox University 2003—

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—

Bryan R. Boyd, Assistant Professor of Theatre. B.A., George Fox University; M.F.A., University of Portland. George Fox University 2002—

Carol J. Brazo, Instructor—Co-Director of Master of Arts in Teaching Daytime Format. B.A., California Baptist University; M.Ed., George Fox University. George Fox University 2004—

Irv A. Brendlinger, Professor of Religion. B.A., Asbury College; M.Div., Asbury Theological Seminary; M.Ed., University of Oklahoma; Ph.D., University of Edinburgh. George Fox University 1993—

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

Daniel L. Brunner, Associate Professor of Church History and Pastoral Studies. B.A., Northwest Christian College; M.Div., Fuller Theological Seminary; Ph.D., University of Oxford. George Fox University 1996—

Karen S. Buchanan, Assistant Professor of Education, Chairperson of the Department of Undergraduate Teacher Education. B.A., Columbia Christian College; M.A.T., Lewis and Clark College; Ed.D., Seattle Pacific University. George Fox University 2004—

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, Assistant Professor of Art. B.S., Western Oregon State College; M.F.A., University of Arizona. George Fox University 1989—90, 2000—

William C. Buhrow, Jr., Director of Health and Counseling Services, Assistant Professor of Psychology. A.A., Baptist Bible College; B.A., Cedarville College; M.A., Dallas Theological Seminary; M.A., Psy.D., George Fox University. George Fox University 1994—

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

George J. Byrtek, Assistant Professor of Professional Studies. B.S., University of Wisconsin, Stevens Point; M.S., National—Louis University; Ph.D., Walden University. George Fox University 1991—

Clark D. Campbell, Professor of Psychology, Director of Clinical Training. B.A., Wheaton College; M.A., Ph.D., Western Seminary. George Fox University 1991—

Douglas G. Campbell, Professor of Art, Director of the Donald H. Lindgren Gallery. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., The Ohio University. George Fox University 1990—

A. Mark Carlton, Assistant Professor of Education. B.A., M.A., Pepperdine University; Ed.D., University of Oregon/Portland State University. George Fox University 2004—

Kevin M. Carr, Associate Professor of Education. B.S., University of Oregon; M.S., Ph.D., University of Idaho. George Fox University 1998—

Stephen J. Cathers, Assistant Professor of Education, Director of Administrative Licensure Program. B.A., Westmont College; M.S., Portland State University. George Fox University 2003—

Paul H. Chamberlain, Professor of Chemistry, Director of the Juniors Abroad Program. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox University 1977—

R. Carlisle Chambers, Professor of Chemistry. B.S., Milligan College; Ph.D., Emory University. George Fox University 1994—

Charles J. Conniry Jr., Associate Professor of Pastoral Ministries, Director of the Doctor of Ministry Program. B.A., American Christian School of Religion; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary. George Fox University 1998—

Wesley A. Cook, Associate Professor of Health and Human Performance, Head Coach of Cross Country and Track and Field. B.A., University of Northern Colorado; M.A.T., Lewis and Clark College. George Fox University 1987—

Caitlin C. Corning, Associate Professor of History, Chairperson of the Department of History and Political Science. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996—

Victoria L. Defferding, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University. George Fox University 1989—

Lorraine K. DeKruyf, Assistant Professor of Counseling. B.A., Dordt College; M.Ed., Western Washington University. George Fox University 2002—

Stephen Delamarter, 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—

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Mark W. Doyle, Assistant Professor of Biology. B.S., Eastern Oregon State University. Ph.D., Oregon Health and Science University. George Fox University 2000—

Jeffrey M. Duerr, Associate Professor of Biology. B.A., B.S., Whitworth College; M.S., Portland State University; Ph.D., University of Hawaii. George Fox University 1999—

Patsy A. Engle, Assistant Professor in Teacher Education. B.A., Indiana Wesleyan University; M.A., Ball State University. George Fox University 1993—

Mark Emerson, Assistant Professor of Professional Studies. B.A., Linfield College; M.Div., Central Baptist Theological Seminary; Ph.D., University of Idaho. George Fox University 2003—

Richard A. Engnell, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox University 1978—

Michael A. Everest, Associate Professor of Chemistry. B.S., Wheaton College; Ph.D., Stanford University, George Fox University 2001—

Lon Fendall, Associate Professor of History, Director of the Center for Global Studies, Director of the Center for Peace and Justice. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1971-74; 1985-90; 2000—

Robert J. Fisher, Assistant Professor of Education. B.A., University of La Verne; M.A., California State University; Ph.D., University of Southern California. George Fox University 2004—

James D. Foster, Dean of the School of Behavioral and Health Sciences, Professor of Psychology, Chairperson of the Undergraduate Psychology Department. B.S., Seattle Pacific University; M.A., Ph.D., The Ohio State University. George Fox University 1980—

Kathleen A. Gathercoal, Professor of Psychology, Director of Research for the Graduate School of Clinical Psychology. A.B., Franklin & Marshall College; M.A., Ph.D., Case Western Reserve University. George Fox University 1993—

Jules Glanzer, Dean of George Fox Evangelical Seminary, Associate Professor of Pastoral Leadership. B.A., Tabor College; M.Div., Mennonite Brethren Biblical Seminary; D.Min., Fuller Theological Seminary. George Fox University 2001—

Steven C. Grant, Associate Professor of Health and Human Performance, Chairperson of the Health and Human Performance Department, Head Coach of Volleyball. B.A., Biola University; M.Ed., Linfield College. George Fox University 1982—

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