

George Fox University

Graduate Programs
Courses Catalog
2003-2004

George Fox University

2003-2004 Graduate Catalog

CollegeSource

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PERSONNEL

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President's Message

The university from which you earn an academic degree is part of you for the rest of your life. You are “branded” with your diploma and transcript. Each graduate school or future employer will know your educational identity. Clearly, your choice of university is important. A degree from George Fox University identifies you with one of the finest institutions in the Northwest, as recognized by educators, business leaders, and professionals from across the country.

- U.S. News & World Report magazine annually for 14 years has recognized George Fox as "One of America's Best Colleges," especially for its academic reputation.
- Former Senator Mark Hatfield, Herbert Hoover Distinguished Professor at George Fox, states: "You know there is something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factorylike, decentralized, impersonal schools" that can be seen across the nation.

academic courses.

7. Make itself a community in which studies and activities are made relevant to life, develop insight into social and political issues confronting humanity, and learn to participate democratically in decision making and policy implementation as responsible citizens.
8. Serve as a cultural center for all publics of the university, and sponsor programs that are informative and culturally stimulating to the larger university community.
9. Provide distinctive learning opportunities through continuing education programs and through curriculum enhancements such as off-campus centers, study abroad, honors programs, and other special programs and events.
10. Cultivate awareness, respect, understanding, and appreciation of cultural diversity throughout the university community to provide members of diverse races and cultures an affirming environment that encourages cross-cultural sharing in the context of Christian lifestyle expectations.

Values Statement

The George Fox University community values ...

- Following Christ, the Center of Truth
- Honoring the worth, dignity, and potential of the individual
- Developing the whole person — spirit, mind, and body
- Living and learning in a Christ-centered community
- Pursuing integrity over image
- Achieving academic excellence in the liberal arts
- Preparing every person to serve Christ in the world
- Preserving our Friends (Quaker) heritage

Student Outcomes

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

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,

[Eugene, Ore.](#) Its residential campus, however, is in [Newberg Ore.](#), in the lower Willamette Valley, on a 75-acre tree-shaded campus adjacent to a wooded ravine in a residential neighborhood.

300 students on a campus in Tigard, Ore.

From only a handful of courses in the 1890s, the university now offers more than 30 undergraduate majors and graduate programs in psychology, counseling, education, business, ministry, and religion. In all, more than 14,500 students over the years have called this institution their alma mater.

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

Following a campus master plan, George Fox has expanded to 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. More than 2,700 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

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 Redmond, Ore., or Eugene, Ore. Off-campus teaching sites are also the location of classes offered through the George Fox degree-completion program for working adults.

natural setting that is being preserved with its tall trees, ferns, and wildflowers. The spacious campus has been developed in recent years according to a master plan that features a campus academic quadrangle; a recreational section with sports center, track complex, and athletics fields; and a living area with major residence halls. The facilities include:

Armstrong House, a Newberg historic building, was constructed in 1923 and purchased by the university in 1995. Located at 215 North Center Street, it houses offices for the Office of University Advancement.

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

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

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 Street. A residence purchased in 1995, it houses the graduate education faculty and staff.

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

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

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

The Murdock Learning Resource Center houses 130,000 print volumes. 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, and 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, Parent, and Church Relations, and the director of special events and profere(285 studio and de i

1995. It is available to all who seek a private place for devotions and prayer.

The River Street House, located on the 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 corner of Sheridan and Meridian Streets. It has M.B.A. faculty offices.

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

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 Department 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 Meridian and Sherman streets, the campus's main entrance. 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 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, 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 student to make all arrangements for housing. A notebook with information regarding housing referrals is maintained in the Office of Student Life on the Newberg campus and in the reception area at the Portland Center.

Student Orientation

Each of our graduate programs, and the degree-completion program, offers orientation before beginning their first semester of studies. Orientation helps familiarize the student with program requirements and procedures, as well as with the resources available throughout the university and seminary. In addition, orientation introduces the student to faculty, staff, fellow students, and George Fox University.

Standards of Conduct

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

the same time promoting the welfare of the entire campus community.

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

Any student whose behavior is dishonest, destructive, unethical or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may result in suspension or dismissal. Disciplinary and grievance processes are detailed in the graduate/professional studies class schedule booklet.

Food Services

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

Students attending classes in the Portland Center have access to limited food services provided through vending machines located in the Student Center. In addition, Bon Appétit provides evening food service Monday-Thursday, 4:30–7 p.m. Lunch service is also available Mondays and Thursdays. Coffee service is available daily at the Brewin' Bear.

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 and Friday, 8 a.m. to 5 p.m., and Tuesday through Thursday 8 a.m. to 6 p.m. This office provides:

- Career-related reference materials and books
 - Guidance and assessment for adults in career transition
 - SIGIPLUS online career planning: <http://careers.georgefox.edu>
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Multicultural Services, located in the Stevens Center on the Newberg campus, exists to help the George Fox community believe and practice the biblical truth that every person is valuable and gifted by God, and that God creates and celebrates racial and cultural diversity and wants us to embrace this appreciation and celebration. The office seeks to facilitate cultural sharing and education for the entire George Fox community and to provide an affirming, supportive environment for students of color. It is dedicated to helping students of color successfully complete their George Fox University education.

The multicultural advisor serves as the advisor to the student Multicultural Club, which learns about various cultures, hosts cultural activities, and serves as a student support system. The Multicultural Club works with Multicultural Services to coordinate the annual Cultural Celebration Week and the annual conference on racial reconciliation.

Services to Disabled Students

Disabled students needing accommodation should contact the vice president for enrollment services, or the dean of student services, at the Newberg campus, well in advance of attendance so that specific attention can be made to develop an accommodation plan. Where necessary, course requirements are reasonably adjusted based on the student's request for reasonable accommodation and appropriate documentation.

Health and Counseling Services

George Fox University requires all full-time students (those taking 8 hours or more) to carry health insurance. The university does not assume responsibility of medical expenses incurred by graduate and seminary students and their families. Health insurance information is available from Health and Counseling Services.. No dependent coverage is available.

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

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

General medical and counseling services are located in Health and Counseling Services on the Newberg

Student Financial Services

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

This office, located in the Stevens Center on the Newberg campus, registers students for classes, provides degree audit information, and records grades. Students may order transcripts through this office. Some registration services for graduate and professional studies students are also offered at the Portland, Salem, and Boise Centers.

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

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 Learning

The Center for Peace Learning 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 Learning.

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

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.

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.

- 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

Undergraduate Degree-Completion Programs

Department Of Professional Studies

Program Description

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

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

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

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

Applicants to these programs must have 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 have been met upon entrance.

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

Credit for Life Learning

College-level learning occurs in many environments in addition to the traditional college classroom. Students in the professional studies degree programs can earn college credit for such learning through developing and presenting a life-learning portfolio for credit evaluation. Students document their professional instruction and life learning experiences for faculty evaluation. A maximum of 30 semester hours (28 for MBIS and 27 for SBS) may be earned through the life-learning portfolio process.

Life learning credit is evaluated and assessed after acceptance into a Department of Professional Studies degree program, and is then officially awarded and transcribed.

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

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

The 37-semester-hour SBS curriculum includes 68 four-hour weekly evening class sessions and four

MSBS 401 Group and Family Dynamics

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

MSBS 402 Effective Writing

3 hours. This course is designed to develop one's writing skills. Clean, concise, well-edited writing is emphasized. Content includes selecting appropriate writing formats for specific situations, and practicing various writing strategies designed to promote clear thinking and effective communication. (Identical to MGOL 402, MGHR 402, MBIS 402)

MSBS 403 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 404 Introduction to Research

1 hour. Two Saturday sessions. An introduction to the basic methods of qualitative and quantitative research.

MSBS 406 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 the effects of stress, diet, disease, lifestyles, childbirth, and environmental conditions.

MSBS 407 Christian Faith and Thought

3 hours. The roots and origins of Christian faith are investigated, with specific focus on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people. (Identical to MGOL 407, MGHR 407, MBIS 407)

MSBS 408 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 409 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 410 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 411 Program Development, Evaluation Research, and Proposal Writing

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

MSBS 412 Contemporary Social Dynamics and Public Policy

3 hours. An exploration of behaviors, values, and attitudes in personal and social relationships among various cultures and ethnic groups.

MSBS 413 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. (Identical to MGOL 413, MGHR 413, MBIS 413)

MSBS 475 Practicum

(Optional—by arrangement with the Department of Professional Studies)

Active internship in the social services field in which the student is employed or seeks employment.

MSBS 495 Research Project

The student will plan and implement a qualitative or quantitative research project. The project involves the examination of a social or behavioral concept or issue.

Management And Organizational Leadership

(B.A. Degree)

Degree Requirements

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

MGOL 401 Dynamics of Group and Organizational Behavior

MGOL 402 Effective Writing

MGOL 404 Principles of Management and Supervision

MGOL 406 Organizational Theory and Analysis

MGOL 407 Christian Faith and Thought

MGOL 408 Organizational Communication

MGOL 410 Fiscal and Operational Management

MGOL 411 Introduction to Survey Research Methods

MGOL 412 Survey Research Methods

MGOL 413 Personal and Professional Ethics

MGOL 485 Saturday Seminar (6)

MGOL 495 Senior Research Project

Course Offerings

MGOL 401 Dynamics of Group and Organizational Behavior

3 hours. Course content focuses on group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on effective decision making and managing and resolving group conflict. Students learn strategies for developing high-quality and effective groups. (Identical to MGHR 401, MBIS 401)

descriptive statistical procedures associated with data collection and analysis. (Identical to MGHR 412)

MGOL 413 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. (Identical to MGHR 413, MBIS 413, MSBS 413)

MGOL 485 Saturday Seminars (6)

3 hours. Contemporary trends and themes of special interest in management or the liberal arts are discussed. Leadership comes from the George Fox University faculty, from business and industry, and from public leaders. Themes may include personal growth and fulfillment, advances in science and technology, conflict resolution in a competitive world, community service by people and corporations, and Christian responses to current issues. A total of six seminars are required, each worth .5 semester hour.

MGOL 495 Senior Research Project

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

Management And Organizational Leadership: Project Management Concentration

(B.A. Degree)

Degree Requirements

36 semester hours are required for the student to complete the MOL program with a project management emphasis. The required courses are:

MGOL 401 Dynamics of Group and Organizational Behavior

MGOL 402 Effective Writing

MGOL 404 Principles of Management and Supervision

MGOL 406 Organizational Theory and Analysis

MGOL 407 Christian Faith and Thought

MGOL 410 Fiscal and Operational Management

MGOL 413 Personal and Professional Ethics

MGOL 416 Project Management

MGOL 417 Project Management: Definition and Planning

MGOL 418 Project Management: Implementation and Evaluation

MGOL 419 Project Management: Synthesis

MGOL 485 Saturday Seminar (6)

Course Offerings:

MGOL 401 Dynamics of Group and Organizational Behavior

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

MGOL 402 Effective Writing

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

emphasized. Content includes selecting appropriate writing formats for specific situations and practicing various writing strategies designed to promote clear thinking and effective communication. (Identical to MGHR 402, MBIS 402, MSBS 402)

MGOL 404 Principles of Management and Supervision

3 hours. This course provides an overview of management and leadership theory and examines the roles of first-line managers in fulfilling the mission and goals of an organization. A master simulation exercise places students in a managerial position throughout the course. Students are expected to apply management theory as they make decisions to solve organizational problems during this simulation. Students examine their own management and leadership skills through reflective exercises. The course examines the important roles managers play in fulfilling the human resources function in an organization. (Identical to MGHR 404 and MBIS 404)

MGOL 406 Organizational Theory and Analysis

3 hours. This course provides an overview of the field of organization and leadership theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of an organization. The course includes principles of general systems theory and their implications for understanding organizations. (Identical to MGHR 406 and MBIS 406)

MGOL 407 Christian Faith and Thought

3 hours. The roots and origins of Christian faith are investigated, with specific focus on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people. (Identical to MSBS 407, MGHR 407, MBIS 407)

MGOL 410 Fiscal and Operational Management

3 hours. This course examines fiscal information for managerial purposes. The focus is on the relationship between fiscal and operational functions and their interrelationships within an organization. Course content includes control of the manager's role in setting standards and controlling organizational outcomes. (Identical to MBIS 410)

MGOL 413 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. (Identical to MSBS 413, MGHR 413, MBIS 413)

MGOL 416 Project Management

3 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. (Identical to MBIS 412)

MGOL 417 Project Management: 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.

MGOL 418 Project Management: 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.

MGOL 419 Project Management: Synthesis

3 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.

MGOL 485 Saturday Seminar

3 hours. Contemporary trends and themes of special interest in management or the liberal arts are discussed. Leadership comes from the George Fox University faculty, from business and industry, and from public leaders. Themes may include personal growth and fulfillment, advances in science and technology, conflict resolution in a competitive world, community service by people and corporations, and Christian responses to current issues. A total of six seminars are required, each worth .5 semester hour.

Management Of Human Resources

(B.A. Degree)

Degree Requirements

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

MGHR 401 Dynamics of Group and Organizational Behavior

MGHR 402 Effective Writing

MGHR 404 Principles of Management and Supervision

MGHR 406 Organizational Theory and Analysis

MGHR 407 Christian Faith and Thought

MGHR 408 Organizational Communication

MGHR 410 Human Resources Administration

MGHR 411 Introduction to Survey Research Methods

MGHR 412 Survey Research Methods

MGHR 413 Personal and Professional Ethics

MGHR 485 Saturday Seminar (6)

MGHR 495 Senior Research Project

Course Offerings

MGHR 401 Dynamics of Group and Organizational Behavior

3 hours. Course content focuses on group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on effective decision making and managing and resolving group conflict. Students learn strategies for developing high-quality and effective groups. (Identical to MGOL 401 and MBIS 401)

MGHR 402 Effective Writing

3 hours. This course is designed to develop one's writing skills. Clean, concise, well-edited writing is emphasized. Content includes selecting appropriate writing formats for specific situations and practicing

various writing strategies designed to promote clear thinking and effective communication. (Identical to MGOL 402, MSBS 402, MBIS 402)

MGHR 404 Principles of Management and Supervision

3 hours. This course provides an overview of management and leadership theory and examines the roles of first-line managers in fulfilling the mission and goals of an organization. A master simulation exercise places students in a managerial position throughout the course. Students are expected to apply management theory as they make decisions to solve organizational problems during this simulation. Students examine their own management and leadership skills through reflective exercises. The course examines the important roles managers play in fulfilling the human resources function in an organization. (Identical to MGOL 404 and MBIS 404)

MGHR 406 Organizational Theory and Analysis

3 hours. This course provides an overview of the field of organization and leadership theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of an organization. The course includes principles of general systems theory and their implications for understanding organizations. (Identical to MGOL 406 and MBIS 406)

MGHR 407 Christian Faith and Thought

3 hours. The roots and origins of Christian faith are investigated, with specific focus on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people. (Identical to MGOL 407, MSBS 407, MBIS 407)

MGHR 408 Organizational Communication

3 hours. This course investigates the role communication plays in creating a productive work environment. Emphasis is placed on effective interviewing strategies. The course content also focuses on verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Negotiation strategies are covered through readings and in-class situations. (Identical to MGOL 408)

MGHR 410 Human Resources Administration

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

MGHR 411 Introduction to Survey Research Methods

1 hour. Students explore purposes for and types of research. Attention is given to planning survey research, including identifying and stating a research problem. (Identical to MGOL 411)

MGHR 412 Survey Research Methods

3 hours. Methods for defining, researching, analyzing and evaluating problems are emphasized. Course content includes identifying and measuring objectives, questionnaire construction, and applying descriptive statistical procedures associated with data collection and analysis. (Identical to MGHR 411)

MGHR 413 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. (Identical to MGOL 413, MSBS 413, MBIS 413)

MGHR 485 Saturday Seminar

3 hours. Contemporary trends and themes of special interest in management or the liberal arts are discussed. Leadership comes from the George Fox University faculty, from business and industry, and from public leaders. Themes may include personal growth and fulfillment, advances in science and

MGOL 402, MGHR 402, MSBS 402)

MBIS 403 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 404 Principles of Management and Supervision

3 hours. This course provides an overview of management and leadership theory and examines the roles of first-line managers in fulfilling the mission and goals of an organization. A master simulation exercise places students in a managerial position throughout the course. Students are expected to apply management theory as they make decisions to solve organizational problems during this simulation. Students examine their own management and leadership skills through reflective exercises. The course examines the important role managers play in fulfilling the human resources function in an organization. (Identical to MGHR 404 and MGOL 404)

MBIS 406 Organizational Theory and Analysis

3 hours. This course provides an overview of the field of organizational and leadership theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of an organization. The course includes principles of general systems theory and their implications for understanding organizations. (Identical to MGHR 406 and MGOL 406)

MBIS 407 Christian Faith and Thought

3 hours. The roots and origins of the Christian faith are investigated, with specific focus on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people. (Identical to MGOL 407, MGHR 407, MSBS 407)

MBIS 408 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 410 Fiscal and Operational Management

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

MBIS 411 Networks and Telecommunications

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

MBIS 412 Project Management

3 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. (Identical to MGOL 416)

MBIS 413 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. (Identical to MGOL 413, MGHR 413, MSBS 413)

MBIS 485 Saturday Seminars (6)

3 hours. Contemporary trends and themes of special interest in management or liberal arts are discussed. Leadership comes from the George Fox University faculty, from business and industry, and from public leaders. Themes may include personal growth and fulfillment, advances in science and technology, conflict resolution in a competitive world, community service by people and corporations, and Christian responses to current issues. A total of six seminars are required, each worth .5 semester hour,

GRADUATE PROGRAMS

Mission

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

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 Arts in School Counseling](#)

[Certificate in School Counseling](#)

[Master of Science in School Psychology](#)

[Certificate in School Psychology](#)

[Continuing School Psychology Licensure Preparation Program](#)

[Certificate in Play Therapy](#)

[Mental Health Trauma Certificate](#)

Education

[Master of Arts in Teaching \(M.A.T. Degree\)](#)

[Doctor of education \(Ed.D.\)](#)

[Master of education \(M.Ed.\)](#)

[Teaching Licenses, Authorizations, and Endorsements](#)

Leadership

[Master of Arts in Organizational Leadership](#)

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

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 in 26 months.

Admission

Admission to the M.B.A. program requires a baccalaureate degree from a regionally accredited college or university; a GPA of 2.7 or better in the last two years (60 semester hours) of study; at least two years of professional or managerial experience; three letters of recommendation; a writing sample; and participation in a group interview with faculty members. Students whose GPA from the last two years of

in the M.B.A. application packet, which may be requested from the Office of Graduate Admission.

The application deadline is August 1 for fall semester admission and November 15 for spring semester admission.

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 40 graduate credit hours at George Fox University.

Course Offerings

BUSG 500 Finding a Place to Stand: People in Organizational Contexts

3 hours. We seek to understand others and ourselves in order to be more effective when we manage, lead, and follow. People and personhood are central to the management task, ethically and practically. We begin with knowing and managing ourselves and then extend outward into interdependence and organizational frameworks.

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 521 Communication

3 hours. We hone our communication skills, so critical in peacemaking, negotiation, cross-cultural interaction, change management, conflict and dispute resolution, and crisis. We seek to master and balance the arts of listening and addressing, being present and influencing, leading and following.

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 Awareness

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 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 Issues

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 555 Transformational Leadership: Shaping a Better World

4 hours. We engage in a visionary search for practical paths to making a difference in the world. We engage leadership as a concept, a skill, and a calling. This takes us on a journey through biblical, historical, and contemporary leadership concepts, models, and practices.

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

- 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 proceeds throughout the second and third years. This takes place at a variety of agencies in the community. The practicum sequence provides the student with ongoing, supervised experience in the application of psychological principles in assessment and psychotherapy to a variety of clinical settings with a 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, and didactic seminars.

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

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Internship locations often require students to move to another community (often to another state) for the internship year. Students are strongly encouraged to obtain APA-accredited or APPIC-recognized internships. The director of clinical training guides students in applying for appropriate internships. The internship is begun in the fifth year and usually consists of a one-year, full-time placement in a single 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 GSCP 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 or posing a threat to other students or others.

Research Sequence

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

Students participate in vertically integrated research teams beginning in their first year. These teams meet 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 visit all research teams to observe and learn about the areas of research being undertaken. In the second year, students choose a team in which they wish to participate throughout the remainder of their experience with the GSCP. Students will then engage in research under the direction of the faculty member who leads the team. This research will culminate in completion and defense of the doctoral dissertation. The research teams provide a mentoring experience for students as they learn about research and engage in their own research under supervision.

The dissertation, while usually empirical, can also be theoretical or applied. It is normally completed during the third or fourth year of the program. The goal of the research sequence is to equip graduates with the knowledge and skills necessary for the effective generation and use of the evolving body of

access to major computerized databases through library services, including PsycINFO, DIALOG, ERIC, MEDLINE, and many others. George Fox University maintains cooperative arrangements with other local educational institutions, providing psychology students with a full range of user services, including interlibrary loans and direct borrowing privileges.

Health and Counseling Services serves as a training facility for students in the clinical training sequence. The counseling center has six counseling offices and a group therapy room dedicated to training. Training equipment includes video and audio monitoring equipment, one-way mirrors, and recording equipment.

Faculty

Members of the George Fox University faculty bring a wealth of professional experience and a diversity of theoretical backgrounds to the classroom. Among the core psychology faculty are six psychologists and one psychiatrist; five core clinical faculty are licensed psychologists who represent varied specialty areas and research interests; and one basic science faculty member is a specialist in research design, statistical methods, and cognitive psychology. A number of adjunct faculty further enhance the course offerings and specialties available to students in the program.

Theoretical orientations represented by the faculty include psychodynamic, behavioral, cognitive-behavioral, object relational, family systems, and psychobiological. Despite its diversity in theoretical orientation, the faculty is united by a common commitment to a Christian worldview, to providing high-quality professional training, 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 GSCP.

Professional Standards

Standards for graduate education in psychology, as well as for practice of psychology, are set by the policies of the American Psychological Association (APA) through its Committee on Accreditation and those of the relevant state laws and administrative rules. In Oregon, these include the Oregon Revised Statutes and Oregon Administrative Rules of the Oregon State Board of Psychologist Examiners. The design, structure, and processes of graduate education at George Fox University are influenced by these statutes and policies. Consequently, in addition to the policies of the university's graduate program, students in the psychology program are expected to know and abide by the professional standards established by these regulatory agencies. Both faculty and students are expected to adhere to the APA Ethical Principles of Psychologists and Code of Conduct (2002).

Admission

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

many as 30 hours of credit transferred.

During recent years, the median GPA of admitted students has been about 3.6, and median GRE scores (combined Verbal and Quantitative Aptitude scores) about 1200. Applicants will generally have a GPA of 3.3 or better and GRE scores greater than 1050; however, applicants who show significant promise may occasionally be admitted although they do not meet these criteria.

Students admitted to the GSCP describe themselves as embracing a Christian worldview and agree to abide by the community lifestyle expectations listed in the admission application.

General Academic Information

● Length of Program

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

● Continuous Enrollment

Students are expected to maintain continuous enrollment throughout the program. 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.

● La

● **Student Evaluation**

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

● **Transfer Credit**

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

Psy.D. Degree Requirements

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

- All required courses = 125 semester hours. These hours include: 81 hours of psychology courses (scientific foundations, psychological research, and clinical psychology), 16 hours of clinical training (Prepracticum, Practicum I and II, and Preinternship), 16 hours of Bible/religion, 12 hours of dissertation.
- **Comprehensive Examination:** The Subject Test in Psychology of the Graduate Record Examination (PGRE) comprises the M.A. comprehensive examination. Students must achieve a standard score of 610 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 GSCP 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

Graduate Psychology Course Offerings

The curriculum is designed so that students are required to take core courses in the scientific foundations

social agencies involved in shaping behavior.

PSYD 505 Human Development

3 hours — Required. An overview of the important psychological developments that occur throughout

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

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

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 Psychoneurology.*

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.*

Clinical Psychology–Doctor of Psychology

(courses continued)

● 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)

[Certificate in Marriage and Family Therapy](#)

[Master of Arts in School Counseling](#)

[Certificate in School Counseling](#)

[Master of Science in School Psychology](#)

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[Counseling Course Descriptions](#)

Master of Arts in Counseling

(M.A. Degree)

Oregon Board of Licensed Professional Counselors and Therapists Approved

Program Objectives

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

- 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, and cross-cultural
- 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 courses. If a grade of a B- or lower is received in a course, that course must be retaken
- 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 can be granted, provisionally granted, or denied. Some students will be dismissed at that time. Students can generally re-candidate one time. Students can be required to take the MMPI in cases of provisional pass or denial of candidacy.)
- Undergo a minimum of 20 one-hour sessions of personal therapy -- individual, couple, and/or group, (no more than 10 sessions may be in group therapy) -- with an approved therapist
- Complete a minimum of 600 supervised hours in internship setting(s), of which at least 240 hours must be client contact hours
- Successfully complete the Graduate Clinical Project (reading fees are assessed during their 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 ___ Integration Elective	1

Counseling Core

(42 hours required)

COUN 500 Introduction to Marriage and Family Therapy	3
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 534 Human Sexuality	3
COUN 540 Professional Orientation	3
COUN 550 Group Theory and Therapy	3
COUN 560 Social and Cultural Foundations	3

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, and cross-cultural
- 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 courses. If a grade of a B- or lower is received in a course, that course must be retaken
- 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 can be granted, provisionally granted or denied. Some students will be dismissed at that time. Students can generally re-candidate one time. Students can be required to take the MMPI in cases of provisional pass and denial of candidacy.)
- 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
- 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)	
MMFT 561 Spirituality and Clinical Praxis I	[3]
MMFT 562 Spirituality and Clinical Praxis II	[3]
MMFT 577 Images of God	[1]
MMFT 578 Shame and Grace	[1]
MMFT 579 Spiritual Identity	[1]
MMFT ____ Integration Elective	[1]

Counseling Core (42 hours required)	
MMFT 500 Introduction to Marriage and Family Therapy	[3]
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]
MMFT 534 Human Sexuality	[3]
MMFT 540 Professional Orientation	[3]
COUN 550 Group Theory and Therapy	[3]
MMFT 560 Social and Cultural Foundations	[3]
COUN 570 Lifestyle and Career Development	[3]
COUN 581 Tests and Measurements	[3]
MMFT 582 Research and Evaluation	[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 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	[2]

Marriage/Family Electives (2-4 hours required)	
MMFT ____ Marriage/Family Elective	[1]

COUN__ Marriage/Family Elective	[1]
COUN__ Marriage/Family Elective	[1]
COUN__ 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 MFT 591 is not taken, then 4 MFT elective hours are required. MMFT/COUN courses must total at least 48 hours.

CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

Program Objectives

Because the vast array of practitioners in the helping professions are faced with the need for expertise in resourcing couples and families, the Graduate Department of Counseling provides the special training and expertise required for working effectively with couples and families. Helping professionals — e.g., licensed professional counselors, clinical psychologists, 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 other mental health degree may qualify to pursue becoming a full clinical member of the American Association for Marriage and Family Therapy and an Oregon Licensed Marriage and Family Therapist.

Certificate Requirements

Each certificate applicant will be assessed, and a plan of training developed according to his/her specific needs. Post baccalaureate work completed with a grade of B or higher from an accredited school may be considered for transfer credit. Transfer credit will be limited to 12 semester hours and is subject to approval of the Graduate Department of Counseling. Applicants will be required to address any academic deficiencies they have. Further, certificate students will undergo a minimum of 20 sessions of therapy with a qualified, approved marriage and family therapist and go through candidacy. Requirements for 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 can be granted, provisionally granted or denied. Some students will be dismissed at that time. Students can generally re-candidate one time. Students can be required to take the MMPI in cases of provisional pass and denial of candidacy.)

Program Summary

Course Work

Clinical Internship	8
Total hours required for certificate	38

Course Requirements

Course Work

(30 hours required)

COU 530	Psychopathology and Appraisal	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 540	Professional Orientation	3
MMFT 554	Substance Abuse from a Systemic Perspective	3
MMFT 560	Social and Cultural Foundations	3
MMFT 561	Spirituality and Clinical Praxis I	3
MMFT 574	Relationship Assessment	3

Clinical Internship

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

*Note: 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.

SCHOOL COUNSELING TRACK I: Master of Arts in School Counseling

(M.A. Degree)

Approved by Teachers Standards and Practices Commission

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 Track I: 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

-

Clinical Practicum	4
Total hours required for degree	54

Course Requirements

Spiritual Integration

(6 hours required)

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

School Counseling Core

(44 hours required)

MSCN 501	Principles and Techniques I	3
MSCN 502	Strategies in School Counseling	3
MSCN 520	Personality and Counseling Theories	3
MSCN 510	Human Growth and Development	3
MSCN 580	Play Therapy	3
MSCN 503	Youth at Risk	3
MSCN 504	Child/Adolescent Disorders, Diagnosis and Treatment	3
MSCN 550	Group Theory and Therapy ³	
MSCN 560	Social and Cultural Foundations	3
MSCN 500	Intro to MFT	3
MSCN 505	Ethical and Legal Issues in Education	3
MSCN 570	Lifestyle and Career Development	3
EDFL 700	Introduction to Research Design and Statistics	3
EDFL 638	Testing and Measurement	2
EDFL 522	Action Research Seminar	1
MSCN 597	Treatment Planning	1
EDFL 525	Applied Research	1
MSCN 599	Graduate Clinical Project	1

Clinical Practicum*

(4 hours required)

MSCN 506	Practicum A: Early Childhood and Elementary Counseling	2
OR		
MSCN 507	Practicum B: Middle Level and High School	2
MSCN 508	Practicum A: Early Childhood and Elementary Counseling	2
OR		
MSCN 509	Practicum B: Middle Level and High School	2
Total hours required for degree		54

Notes:

*The practicum 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, and demonstrating the skills and competencies required for licensure to the university supervisor.

Those students who cannot verify two years of full-time or four years of part-time teaching experience will also need to take:

EDFL 504 Classroom Teaching and Learning 3 credit hours

EDFL 519 Teaching Practicum 3 credit hours

The teaching practicum 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.

In addition to fulfilling the above course requirements, school counseling students in Track I who seek their 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/MSPS 505, and requires students to take a comprehensive test which has been approved by the TSPC.).

SCHOOL COUNSELING TRACK II: Certificate in School Counseling

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 Track II: Certificate 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
-

Psychology and/or Psychiatry).

Following are the requirements for the Track II: Certificate in School Counseling:

- 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 courses. If a grade of a B- or lower is received in a course, that course must be retaken
- 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 can be granted, provisionally granted or denied. Students can generally re-candidate one time. Students can be required to take the MMPI in cases of provisional pass and denial of candidacy.)
- Undergo a minimum of 20 one-hour sessions of personal therapy -- individual, couples, and/or group, (no more than 10 sessions may be in group therapy) -- with an approved therapist
- Complete a minimum of 600 supervised hours in 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 their 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	3
School Counseling Core	23
Clinical Practicum	4
Total hours required for degree	30

Course Requirements

Spiritual Integration (3 hours required)		
MSCN 561	Spirituality and Clinical Praxis I	3

School Counseling Core

(27 hours required)		
EDFL 504	Classroom Teaching and Learning	3
EDFL 519	Teaching Practicum	3
EDFL 638	Testing and Measurement	2
EDFL 700	Introduction to Research Design and Statistics	3
MSCN 502	Strategies in School Counseling	3
MSCN 503	Youth at Risk	3
MSCN 505	Ethical and Legal Issues in Education	3
MSCN 570	Lifestyle and Career Development*	3
MSCN 597	Treatment Planning	1

to work effectively with grades K-12 children, their families, and the school system to assist each child to be successful in their learning and interpersonal relationships. It is intended that graduates of Track I: 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
-

Spiritual integration	6
School Psychology Core	52
Clinical Internship	6
Total hours required for degree	64

Course Requirements

Spiritual Integration

(6 hours required)

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

School Psychology Core

(52 hours required)

EDFL 521	Principles and Practices in Educational Research	3
EDFL 561	Introduction to Statistics	2
EDFL 708	Program Evaluation Designs	2
MSPS 500	Intro to MFT	3
MSPS 501	Principles and Techniques	3
MSPS 502	The Exceptional Child in School	3
MSPS 504	Ethical and Legal Issues in Education	3
MSPS 510	Human Growth and Development	3
MSPS 520	Personality and Counseling Theory	3
MSPS 531	Introduction to School Psychology	3
MSPS 550	Group Theory and Therapy	3
MSPS 560	Social and Cultural Foundations	3
MSPS 597	Treatment Planning I	1
PSYD 509	Biological Basis of Behavior	3
PSYD 511	Psychometrics (Tests and Measurement)	3
PSYD 522	Cognitive and Academic Assessment*	4
PSYD 525	Neuropsychological Assessment	2
PSYD 575	Child and Adolescent Psychopathology	3
MSPS 598	Treatment Planning II	1
MSPS 599	Graduate Clinical Project	1

Clinical Internship

(6 hours required)

MSPS 507	Internship in School Psychology I	3
MSPS 508	Internship in School Psychology II	3
Total hours required for degree		64

Notes:

* This course includes 3 credit hours for classroom and 1 for lab. Students in this track who desire to have a double major (i.e. School Psychology, Counseling, or MFT) must meet with their advisor to

In addition to fulfilling the above course requirements, school psychology students in Track I who seek their Initial School Psychology license will be asked to submit passing scores on the: (1) California Basic Educational Skills Test, or 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 which has been approved by the TSPC.)

SCHOOL PSYCHOLOGY TRACK II: Certificate in School Psychology

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 their learning and interpersonal relationships with others. It is intended that graduates of the Track II: Certificate 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 knowledgably 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 for School Psychologists (NASP) and/or the American Psychological Association (APA)

Degree Requirements

The Track II Certificate in School Psychology Program is designed for men and women who desire graduate study and preparation for the profession. Following are the requirements for the Track II: Certificate in School Psychology:

- 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 courses. If a grade of a B- or lower is received in a course, that course must be retaken
- 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 can be granted, provisionally granted or denied. Students can re-candidate one time. Students can be required to take the MMPI in cases of provisional pass and denial of candidacy.)

- 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 graduation from George Fox University Track II Certificate in School Psychology students must hold a master's or higher degree in the behavioral sciences (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 Track I: M.A. in School Psychology) will be waived, *to meet the GDC and TSPC standards. Coursework transferred in might vary greatly from student to student. In addition to the coursework transferred in, all students will need to take an

has been approved by the TSPC.)

Continuing School Psychology License Preparation Program

This program is designed for individuals with an Initial School Psychologist License who hold a master's degree in the behavioral sciences 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 Track I and any additional course work as 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 coursework for the continuing school psychology license.

Course Requirements

MSPS 511	Advanced School Psychology Research II	2
MSPS 512	Advanced Leadership, Collaboration, and Advocacy I: With School Personnel, Parents and the Community	1
MSPS 513	Advanced Leadership, Collaboration, and Advocacy II: With Diverse and Special Interest Groups	1
MSPS 514	Law and the School Psychologist	1
MSPS 515	Advanced School Psychology Research I	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 needed to become 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 bachelor's degrees that pertain to children will benefit from the certificate by acquiring the knowledge and skills to competently provide individual, group, and family play therapy.

Course Requirements		Credit Hours
MMFT 500	Introduction to MFT	3
COUN 510	Human, Growth & Development	3
MMFT 580	Play Therapy	3

MMFT 583	Filial Therapy	3
MMFT 585	Special Play Therapy topics (e.g., Group Play Therapy, Sand-tray Therapy, Family Play Therapy)	1-3
Total Hours required for certificate		15

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

Registration process: Course registration involves the same procedure as for GFU graduate level courses. Requests to audit any courses of the Play Therapy Certificate Programs must be approved by the NWCPTS director.

MENTAL HEALTH TRAUMA CERTIFICATE

The Graduate Department of Counseling is offering a Mental Health Trauma Certificate, established in 2003. The certificate is designed to prepare mental health professionals to work as trauma relief workers and provide mental health services to 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 that

Important Information

Graduate students enrolled in a master's or doctoral program leading toward a degree in the mental health field are welcome to work toward the trauma certificate. Certificate holders should understand that the certificate does not guarantee eligibility to serve on a disaster relief team with any local or national organizations.

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 George Fox University at the Graduate Department of Counseling sponsored and offered workshops. There are a few exceptions for transfer credit, as indicated with an asterisk next to the course. These will be evaluated on a case-by-case basis.

Program Summary	Clock Hours
Required Workshops and	47
Elective Choices-School Trauma/Disaster Workshops and/or	40
Elective Choices-Community Trauma/Disaster Workshops and/or	40
Elective Choices-International Trauma/Disaster Workshops and	40
Additional Electives	
Total hours required for degree (minimal)	87

CEU Course Requirements

Required Workshops

(47 clock hours)

Overview of the Physiological Impact of Trauma	8
Overview of the Psychological Impacts of Trauma	6
Trauma Responses, Needs, and Treatment from a Developmental Process Using a Systems Perspective	8
Psychopharmacology and Trauma	6
Self-care and Vicarious Traumatization	6
Critical Incident Stress Debriefing	8
Functioning Effectively as a Crisis Team Member	5

Elective Choices-School Trauma/Disaster Workshops

(40 clock hours)

Nature and Cause of School Violence	6
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Different Kind of Violence: Prevention and Intervention	8
Crisis Intervention With Children	6
Recovery and Healing from School Violence	8
Choose from "Additional Electives"	12

Elective Choices-Community Trauma/Disaster Workshops

(40 clock hours)

Crisis Intervention Strategies in Natural Disasters	8
Crisis Intervention Strategies in Human-made Disasters	8
Dual Disorders	6
Family Treatment Approaches To Trauma	6
Choose from "Additional Electives"	12

Elective Choices-International Trauma/Disaster Workshops

(40 clock hours)

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

*All workshops will address issues of gender, race, ethnicity, socioeconomic status, and spirituality at different levels.

Course Sequence

There is no requirement concerning in what order to take the courses, however, there are three courses that are often best taken first. These courses are: (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 listed 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

[M.A. in Counseling Courses](#)

[Marriage and Family Therapy Courses](#)

[School Psychology Courses](#)

[School Counseling Courses](#)

M.A. in Counseling Courses

COUN 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. y li6i 508J,

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 534 Human Sexuality

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

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. (Identical to MMFT 540.)

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. (Identical to MMFT 560.)

COUN 561 Spirituality and Clinical Praxis I

3 hours. This is the first of a two-part course in spiritual traditions and clinical praxis which 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. (Identical to MMFT 561.)

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 MSPS/MSCN/COUN/MMFT 561 prior to enrolling in this course. (Identical to MMFT 562.)

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 other. Through class readings, discussion, personal reflection, group sharing, meditation, and prayer, students will explore various images of God, with an extended exploration of gender-based God imagery. (Identical to MMFT 577.)

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. (Identical to MMFT 578.)

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. (Identical to MMFT 579.)

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. Student will explore a broad variety of psychological testing materials. Ethical considerations in the field of assessment are emphasized. (Identical to MMFT 581.)

COUN 582 Research and Evaluation

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

Measurements. (Identical to MMFT 582.)

COUN 585 Seminar in Counseling/Marriage and Family Therapy/Play-Therapy

1 to 3 hours. A seminar involving of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the department director. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar. (Identical to MMFT 585.)

COUN 590 Research/Thesis in Counseling/Marriage and Family Therapy

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, 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. (Identical to MMFT 590.)

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, and COUN 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (COUN 500 Introduction to Marriage and Family Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theory, 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=Not passing; 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 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)(Identical to MMFT 591, 592, 593, 594).

COUN 595 Special Study in Counseling/Marriage and Family Therapy

1 to 3 hours. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem, or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by both the faculty member overseeing the study and the department chair.(Identical to MMFT 595.)

COUN 597, 598 Treatment Planning I, II

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

of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=Not passing. (Identical to MMFT 597, 598.)

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=Not passing. (Identical to MMFT 599.)

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. SFAD ____ Integration Elective

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

M.A. in 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. (Identical to COUN 500.)

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. Prerequisite: 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 that concentrates on utilizing the interactional/systemic perspective in counseling with families. Attention is given to the acquisition and practice of family therapy skills and procedures, the development of an integrated approach to working with families, 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 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 MMFT 591, 592 Clinical Internship. (Identical to COUN 540.)

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

MMFT 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. (Identical to COUN 560.)

MMFT 561 Spirituality and Clinical Praxis I

3 hours. This is the first of a two-part course in spiritual traditions and clinical praxis which 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. (Identical to COUN 561.)

MMFT 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 MSPS/MSCN/COUN/MMFT 561 prior to enrolling in this course. (Identical to COUN 562.)

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. Prerequisite: 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

learn from published counseling/psychological research. Prerequisite: COUN 581 Tests and Measurements.(Identical to COUN 582.)

MMFT 583 Filial Therapy

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. (Identical to COUN 595.)

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, 598 Treatment Planning I, II
1 hour each. This course is intended to follow up COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN/MMFT 591-594 Clinical Internship. The student will explore comprehensive treatment planning strategies, i5mtdeT in0cGs3ingmnshae

MSCN 501 Principles and Techniques

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

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

MSCN 560 Social and Cultural Foundations

3 hours. This course is intended to increase the student's understanding of the issues and dynamics in school counseling across social, ethnic, cultural, religious, and socioeconomic lines. Students will explore how these dynamics impact learning and functioning successfully within the school setting, and in school counseling. Emphasis will be placed on the students' exploration and examination of their own backgrounds, values, attitudes, and biases. Attention will be given to developing an understanding of gender, class, race, ethnicity, disability, etc. within the child's educational and interpersonal skills. Additionally, the relationship of Christianity to diversity issues within the school system will be considered.

MSCN 561 Spiritual and Clinical Praxis I

3 hours. This first of a two-part course in spiritual traditions and clinical praxis examines both the content and process of the Christian faith as well as its implications for clinical practice. Explored are introductions to spirituality in mental health, basic hermeneutics 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.

MSCN 562 Spiritual and Clinical Praxis II

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

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 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 the school system. The course is designed to

process as a means to facilitate expression, self-understanding, and personal growth and development.

MSPS 501 Principles and Techniques

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

2 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 1200 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 1200 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). (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 510 Human Growth and Development

3 hours. This course focuses primarily on human development from birth through 18 years of age, with minimal emphasis on adult and old age development. Various major developmental theories including psychoanalysis, ego psychology, object relations, cognitive, and moral developmental theories are studied. Developmental tasks appropriate for each stage, in terms of physical, psychosocial, intellectual/cognitive, and educational developmental needs are considered, along with special

consideration of special interest groups, and faith and moral development.

MSPS 511 Advanced School Counseling Research II

2 hours. This course builds upon MSPS 515. 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 (pre-approved by the professor) of publishable quality. Prerequisites: Hold an Initial School Psychologist License and MSPS 515.

MSPS 512 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. Prerequisites: Hold an Initial School Psychology License.

MSPS 513 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 514 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. Prerequisites: Hold an Initial School Psychologist License.

MSPS 515 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. Prerequisites: Hold an Initial School Psychologist License

MSPS 520 Personality and Counseling Theory 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 560 Social and Cultural Foundations

3 hours. This course is intended to increase the student's understanding of the issues and dynamics in school psychology across social, ethnic, cultural, religious, and socioeconomic lines. Students will explore how these dynamics impact learning and functioning successfully within the school setting, and in school counseling. Emphasis will be placed on the student's exploration and examination of their own background, values, attitudes and biases. Attention will be given to developing an understanding of gender, class, race, ethnicity, disability, etc. in the child's educational success and interpersonal skills. The relationship of Christianity to diversity issues within the school system will be considered.

MSPS 561 Spiritual and Clinical Praxis I

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

MSPS 562 Spiritual 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; compared and contrasted with a Western Christian worldview; systemic analysis; and therapeutic implications. Recommendation: It is recommended that students complete MSPS/MSCN/COUN/MMFT 561 prior to enrolling in this course.

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

Education

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

M.A.T. Program

[Master Of Arts In Teaching](#)

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 separate program:

- [Reading endorsement](#)
- [Teaching English to speakers of other languages \(ESOL\)/bilingual 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 in order to purchase their textbooks ahead of when the courses start. Students also must have access to both the Internet and e-mail.

[EDFL Courses](#)

In addition to completing a graduate degree or TSPC-approved license or endorsement, Educational Foundations 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) a three-semester full-time format; 2) a four-semester part-time format (the last semester is full time); or 3) 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, MSAT 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, biology, chemistry, health education, home economics, language arts, music, art, physical education, physics, reading, social studies, Spanish, and Japanese.

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 CBST and MSAT 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 program must have taken and passed the MSAT, 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 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.

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.

Schedule of Course Work

M.A.T. full-time format begins in June, M.A.T. @ Night begins in August, and M.A.T. in Your Community begins in January. A schedule of these courses follows:

Semester	M.A.T. Full-time Three-Semester Format	M.A.T. in Your Community Four-Semester Format(part time; last semester full time)	M.A.T. @ Night Five-Semester (part-time format; last semester full time
Summer	Program Begins: EDUG 520 EDUG 530 EDUG 560 EDUG 501 EDUG 502 EDUG 575		
Fall			

Spring		EDUG 521 EDUG 522 EDUG 590 EDUG 576 EDUG 577	Full-time Required: EDUG 577 EDUG 590 EDUG 522
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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 15 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.

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. 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 hours of course work and a minimum of 8 semester hours of dissertation. Students will fulfill these requirements by:

- 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.
- Transferring up to 17 semester hours appropriate to the curriculum past the master's degree (*Limited to recent graduate work from a regionally accredited institution*). The George Fox University post-master's doctoral program in education has five elements:

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

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

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 655 Special Topics in Leading and Managing	1-3
EDFL 660 Advanced Leadership	3
EDFL 661 Administration of Specialized Programs	3

Research Perspectives

(12 hours required)

EDFL 700 Introduction to Research Design and Statistics	4
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Students take both of the following courses

EDFL 701 Quantitative Research Methods	2
EDFL 702 Qualitative Research Methods	2

Students take two of the following courses

EDFL 706 Experimental Research Designs	2
EDFL 707 Survey Research Designs	2
EDFL 708 Program Evaluation Designs	2
EDFL 709 Ethnographic 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 regionally accredited graduate institutions, or complete practica from teaching endorsements, teaching licenses, and administrator 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)

[Master of Education in Curriculum and Instruction](#) [Master of Education in Educational Leadership](#)
[Master of Education in Higher Education](#) [Master of Education in Library Media](#)
[Master of Education in Literacy](#) [Master of Education in Reading](#)
[Master of Education in Secondary Education](#) [Master of Education in Teaching English to
Speakers of Other Languages](#)
[Oregon and Other States Licensure](#)

Program Description

The Master of Education 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:

- Master of education in curriculum and instruction (students may elect to complete the TSPC requirements for the initial or continuing teaching license).
- Master of education in educational leadership (meets TSPC requirements for the Initial Administrative License along with passing the Educational Leadership: Administration and Supervision Praxis exam #0410).
- Master of education in higher education
- Master of education in library media (meets TSPC requirements for the library media endorsement along with passing the Library Media Praxis exam).
- Master of education in literacy
- Master of education in reading (meets TSPC requirements for the reading endorsement along with passing the Reading Praxis exam)
- Master of education in secondary education (meets TSPC requirements for the standard teaching

5. One- to two-page personal essay as described in the application.
6. 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 hours for each specialization. Each specialization shares a common foundations core of 7 hours and a research core of 6 hours. Within the foundations and research core requirements there are some choices that can be made by students:

Foundations Core (7 hours)

EDFL 670 Ethical Foundations of Education	3
Or	
EDFL 671 Ethical Perspectives on Leadership (ethics course varies by specialization)	3
EDFL 700 Introduction to Research Design and Statistics	4

Research Core (6 hours)

Select one of the following research methods courses:

EDFL 701 Quantitative Methods	2
EDFL 702 Qualitative Methods	2

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 Designs	2
EDFL 709 Ethnographic Research Designs	2
EDFL 710 Historical Research Designs	2

Complete research with advisor and Research Project Committee:

EDFL 714 Master's Research I	2(required)
EDFL 715 Master's Research II	1-4(optional if research project not completed)

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.

EDFL 682 Legal Perspectives on Educational Policy and Finance	3
EDFL 694 History of American Higher Education	3
EDFL 695 Counseling in Higher Education Settings	2

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

*EDFL 671 Ethical Perspectives on Leadership is required for foundations core.

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Master of Education in Library Media (36 hours)

Complete the foundations core (7 hours) and research core (6 hours)

Complete the following required 14 hours of library media courses:

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
EDFL 533 Advanced Studies in Children's and Adolescent Literature	2

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

Select 5 hours of electives from the EDFL curriculum or from transfer hours. Note: library media students can complete their Continuing Teaching License (3 hours) within the restricted electives that support the library media specialization and the electives.

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Master of Education in Literacy (36 hours)

Complete the foundations core (7 hours) and research core (6 hours)

Complete the following required 10 hours of reading and literacy courses:

EDFL 530 Reading Theory (must be taken in the first two semesters of the program)	2
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 Foundations of Teaching and Learning*	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 624 Developing Curriculum With New Technologies*	2
EDFL 638 Testing and Measurement	2
EDFL 651 Strategic Planning for Education Systems*	2

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

Note: 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 (3 hours) within the restricted electives that support the reading specialization and the electives.

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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

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

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 include 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

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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.

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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 13 hours of reading and literacy courses:

EDFL 530 Reading Theory ... 2 (must be taken in the first two semesters of the program)	2
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 (required for the reading endorsement at the middle level/high school authorization)	2
EDFL 538 Organization of Reading Programs	2
EDFL 539 Reading Practicum (Prerequisites: EDFL 530, EDFL 538, EDFL 533 or EDFL 536, 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

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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.

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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

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 Foundations of Teaching and Learning	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.

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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	Advanced 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	2
EDFL 653	Organizational Change and Decision Making	2
EDFL 655	Special 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 Designs	2

Practica (3 hours)

EDFL 668	Continuing Administrator/Initial Superintendent Practicum I	2
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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	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 Foundations	1-3

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 semester. 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

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 and Methods in Christian Schools

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 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.*

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.

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Reading And Literacy Perspectives (EDFL 530- 549)

EDFL 530 Reading Theory

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 532 Advanced Strategies in Literacy Instruction: Assessment & 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 spring and summer semesters. 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 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 schoolwide program, the types of testing used to diagnose and monitor student progress, the methods that can be used to involve parents, paraprofessionals, and volunteers, and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

EDFL 539 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 the two levels of authorization, i.e., early childhood

and elementary or middle level and high school. *Prerequisites: EDFL 530 Reading Theory, EDFL 538 Organization of Reading Programs, EDFL 532 Advanced Strategies in Literacy Instruction or EDFL 536 Reading and Writing in the Content Areas, or by permission.*

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Library Media Perspectives (EDFL 550-569)

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 with an online component. 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 with an online component. 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 applications, and the definitions 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. 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. *Prerequisite:*

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.*

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Technology Perspectives (EDFL 620-629)

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. Students will learn how to develop curriculum that effectively integrates educational software, the Internet, and other new technologies. Students will analyze and design technology-enhanced units that clarify learning goals, enhance student performances, and incorporate ongoing assessment. Readings will address theories of teaching and learning and the contribution of new technologies to teaching for understanding. The course is designed for teachers at all levels and others who wish to support the improvement of educational practice with new technologies.

EDFL 625 Technology in the Classroom II

One hour. Format: classroom centered. Focus on learning and applying advanced educational technology in the classroom emphasizing one or more software programs as assigned. May be repeated.

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.

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Pupil Personnel Perspectives (EDFL 630-639)

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

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.

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Leading And Managing Perspectives (EDFL 640-669)

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 (even 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 (odd 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

3 hours. Fall semester. Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Initial Administrator License candidates will begin a 360-hour practicum in elementary and in middle level/high schools under the direct supervision of a university supervisor and a licensed school administrator. The main (primary) site will provide two-thirds of the hours focus on administrative assignments and the alternative (secondary) site will provide administrative project opportunities for the remaining one-third time to be documented in the candidate's portfolio. Assignments will require candidates to learn about issues at the site, work with mentors to resolve the issues, and evaluate how they are being handled. These experiences will be supplemented by online administrative academic projects that focus on school governance and partnerships along with school management topics. The university supervisor and candidates will communicate via the Internet providing feedback to colleagues on various projects. Two Saturday Seminars are required and will focus on current topics of administrative competencies.

EDFL 649 Initial Administrator Practicum II

3 hours. Spring semester. 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. Two Saturday Seminars are required and will focus on current topics of administrative competencies. *Prerequisite: EDFL 648.*

EDFL 650 Managing Organizational Resources

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

EDFL 651 Strategic Planning for Education Systems

2 hours. Spring semester. Format: online. Planning is one of the methods persons 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 within in the context of organizational

2 hours. Summer semester (even years). Format: classroom centered. This course examines the integration of the Christian faith and worldview into all subjects and activities of the K-12 Christian school.

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 Special Topics in Foundations

1 to 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 Counseling in Higher Education

2 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 are affected by the organizational structure of institutions? How can educational leaders use political power to transform schools? The issues of change, desegregation, decentralization, equality of educational opportunity, structure of educational organization, teacher/student relationships, 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

quantitative and qualitative research so that students can make informed choices about what methodology is appropriate for their research inquiries. Includes introduction to descriptive statistics and fundamentals of statistical inference through use of statistical software. Topics include: nature of research, types of research, topics solution, checking published research, interpreting published research, and procedures and tools for gathering data.

EDFL 701 Quantitative Research Methods

2 hours. Fall and summer semesters. 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. *Prerequisite: EDFL 700.*

EDFL 702 Qualitative Research Methods

2 hours. Spring and summer semesters. Format: classroom centered. Qualitative research does not just mean using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research. *Prerequisite: EDFL 700.*

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/quasiexperimental 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 700 and EDFL 701.*

EDFL 707 Survey Research Designs

2 hours. Fall and summer semesters. Format: classroom centered and online. This presents the techniques of processing and analyzing nonexperimental and quasiexperimental quantitative data. Focuses on problems of conceptualization, organization, and gathering nonexperimental and quasiexperimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection. *Prerequisites: EDFL 700 and*

EDFL 701.

EDFL 708 Program Evaluation 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, quasiexperimental, 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 700 and either EDFL 701 or EDFL 702.*

EDFL 709 Ethnographic Research Designs

2 hours. Spring semester. Format: online. 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 700 and EDFL 702.*

EDFL 710 Historical Research Designs

2 hours. Fall 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 700 and EDFL 702.*

EDFL 714 Master's Research I

2 hours. Research for and preparation of master's research project. *Prerequisites: EDFL 700, 701 or 702, and one research design course.*

EDFL 715 Master's Research II

1-4 hours. Research for and preparation of master's research project. Required of master's-level students who did not complete their research project in EDFL 714.

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 in 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. Can be enrolled concurrently in EDFL 720 with the permission of the Doctor of Education Program director.*

EDFL 723 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. *Prerequisite: EDFL 722. Can be enrolled concurrently in 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 720-724.

Notes: Students in the research design courses (EDFL 702-710) will be expected to write research proposals.

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.

MAOL 547 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

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

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 organization and class.

MAOL 585 Special Topics in Leadership

2 Hours. Provides opportunity for students to examine various trends and issues impacting leadership. This course will provide students with additional information for enhancing organizational and personal success. Examples of such topics could include Six Sigma, marketing, project management, and current leadership books.

Seminary Heritage

George Fox Evangelical Seminary began in 1947 as the Western School of Evangelical Religion. In 1951, it became Western Evangelical Seminary. The original campus was on the Evangelical Church conference grounds at Jennings Lodge, east of Portland. In 1993, the seminary moved to a new centrally located and more easily accessible campus near Interstate 5 and Highways 99W and 217. In 1996, it merged with George Fox College 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

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.

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

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

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

Faculty are active in the following professional associations:

- The American Academy of Religion

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 are a time 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, etc. What that means for the student is that if the student commits to certain

- [Certificate in spiritual formation and discipleship](#)
- [Certificate for spouses-partners in ministry](#)
- [Seminary Courses](#)

Doctor Of Ministry Program

(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.
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 three letters of reference.
5. 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

be required to apply for readmission.

Candidacy

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

1. Maintain a minimum GPA of 3.0 for Modules One and Two.
2. Complete the selection of a dissertation advisor approved by the D.Min. director.
3. Submit a dissertation topic and gain approval from the D.Min. Committee.
4. Submit an Application for Candidacy form to the D.Min. director.

When these steps have been completed, usually after Module Three, the D.Min. program director chooses a faculty member to join him or her in conducting a candidacy interview with the student, to evaluate the student's ministry experience and progress in the program. The director and the faculty member present a report and recommendation to the D.Min. Committee 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 reapplication.

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.

Degree Requirements

The doctor of ministry degree (D.Min.) requires the satisfactory completion of the following:

All required d

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 comes from the Holy Spirit.

Course Requirements

Module One

(8 hours required)

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)

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)

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)

DMIN 541 Historical Models for Spiritual Formation in the Church	2
DMIN 542 Spiritual Formation and Discipleship in the Church	3
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)

DMIN 550 Doctor of Ministry Project and Dissertation	36
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Learning Environment

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

Orientation

All applicants accepted into the D.Min. program will receive orientation to the program from the director and the D.Min. faculty. Orientation will be provided through three main avenues: correspondence

- Help students after their on-campus time to inculcate and apply what they have learned
- Enhance communication and collegiality among students and faculty
- Give students crucial skills in information literacy and technological competence — especially in terms of research

Doctor of Ministry Courses

Courses with the DMIN designation are designed only for students admitted to and enrolled in the doctor of ministry program.

Year 1 — Module One

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.

Year 1 — Module Two

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.

Year 2 — Module Three

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.

Year 2 — Module Four

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 537 Thinking Globally and Leading Locally 2

Spring Semester — Leadership in Theological and Practical Perspectives (6 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 Term — Leadership and Community Spiritual Formation (4 hours)

DMIN 543 Writing the Dissertation 1

DMIN 548 Spiritual Leadership in Christian Community 3

Year Three

Fall Semester

DMIN 550 Dissertation 4

Spring Semester

DMIN 555 Dissertation (noncredit continuation billed at 1 hour)

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 term of year two.

Structure and Outcomes

While students have the opportunity to fashion much of the program's content to address their particular educational goals, there is an overall structure to this degree track that is intended to direct the student toward the realization of several general outcomes. The structure and outcomes are not intended to limit the learning goals that may be realized in this program, but to establish curricular stability and to provide broad-based venues in which cohort members can find common ground for interaction. The program's structure and outcomes are as follows:

Year One

Fall Semester — Module One: Personal Leadership Formation (6 hours)

The purpose of Module One: Personal Leadership Formation is to establish a conceptual basis for "leadership in the emerging culture" in light of the student's overarching educational goals. The first module functions as a cornerstone from which the balance of the student's experience in the program is plumbed. Students are challenged to clarify the specific outcomes they hope to realize through their experiences in the program and to hone their thinking through interaction with their lead mentor, faculty advisor, and fellow cohort members.

Students begin Module One by doing "ramp-up" work in preparation for their time on campus at orientation and the opening advance. Specifically, students are required to produce a first draft of their learning plan before they arrive on campus. During the advance, students engage with each other, the lead mentor and their faculty advisors in order to refine their thinking about the specific educational

clarity to an action plan that will inform one's ministry and begin to chart the course for one's dissertation project.

Summer Term — Leadership and Personal Spiritual Formation (4 hours)

The summer term of year one consists of the first summer “advance,” titled DMIN 528 Spirituality and Leadership, and DMIN 523 Developing a Topic for Research. The focus of the advance is on personal spiritual formation. Students are challenged both by the reading and writing assignments, as well as the retreat (“advance”) experiences, to reflect on who they are as people in relationship with Jesus Christ and how one's identification with the person of Christ impacts one's self-perception as a leader.

The lead mentor will assign ramp-up assignments that will begin three weeks prior to the on-site meeting. Students will be expected to arrive at the retreat with these assignments completed. Following the advance, there will be a three-week ramp-down period in which additional assignments are to be completed and submitted for a final course grade. The goals of the summer term, year one are:

- To develop a deeper understanding of what it means to be a leader after the manner of Jesus Christ.
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The purpose of Module Four: Leadership in Theological and Practical Perspectives is to facilitate 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

the two-year period of course work. These are for-credit experiences that include ramp-up and ramp-down assignments. Additionally, while on-site, students sit for the classroom portion of DMIN 523 and DMIN 543, respectively. These advances are conducted in settings that maximize modes of learning that are experiential, participatory, image-driven, and connective. Descriptions of the content courses for the summer advances are as follows:

Summer Advance, Year One:

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

Students are expected to maintain regular interaction with the lead mentor, faculty advisor, and fellow cohort members. For the most part, this interactivity will be achieved through regular e-mails and discussion postings and weekly real-time meetings with the lead mentor and the cohort via real-time chat technology. These weekly meetings are a required component of the program. Students may miss these meetings only by the prior approval of the lead mentor. Additionally, students are expected to spend an average of three hours per week in asynchronous online interactivity. This includes reading and contributing to the postings on the WebCT discussion site, e-mail correspondence with fellow students and the lead mentor, and any other asynchronous activities assigned by the lead mentor.

Technology Requirements

This degree program involves a high level of Internet interactivity and has minimum system and software requirements. See the Doctor of Ministry Handbook for specific requirements.

Time Commitments

The table below provides a detailed delineation of the time commitments for students in each particular semester.

	Sem 1 (6 Units)	Sem 2 (6 Units)	

508 1 283.9319 508 1 2839 m 408.1561 45391

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 al

holiness motivated by love.

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
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CHTH 512	Christian History and Theology II: The Reformation and Its Ramifications	3
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One of the following three:

CHTH 546	Contemporary Theological Trends (prerequisite CHTH 512)	3
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CHTH 552	Essentials of Christian Theology	3
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CHTH 566	Theology in the Wesleyan Tradition	3
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CHTH ____	Christian History and Theology elective	3
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CHTH ____	Christian History and Theology elective	3
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CHTH ____	Christian History and Theology elective	3
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Spiritual Formation and Discipleship

(7 hours required)

SFAD 510	Becoming a Self Before God	1
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A minimum of one of the following two:

SFAD 520	Prayer	1
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1. Acceptance into the M.Div. degree program (some hospitals are beginning to accept people with seminary M.A.s 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 – some hospitals offer a stipend).
 - b. Fall – Spring extended program = ½ 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 H

Master of Arts in Theological Studies

(M.A.T.S. Degree)

Program Objectives

The vision of the faculty in the Master of Arts in Theological Studies Program is to provide a forum where the student will:

1. Gain knowledge appropriate to the field of specialization.
2. Grow in the ability to analyze pertinent texts and materials.
3. Develop the capacity to think critically.
4. Learn research, writing, and communication skills.
5. Prepare for future degree work.

Degree Requirements

The Master of Arts in Theological Studies Program is designed for men and women who desire graduate study in the field of theological studies with an emphasis in:

- Biblical studies
- Christian history and theology
- General degree (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 or CHTH 590 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. As instructor for BIST/CHTH 590 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 should demonstrate the ability to
 - a. Formulate and research a specific problem.
 - b. Master a well-defined issue in academic study.
 - c. Interact equitably with other scholars and positions.
 - d. Write in a clear manner consistent with scholarly standards. The thesis should be 75-100 pages in length.
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 590. 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.

Program Summary

M.A.T.S. Core:

Biblical Studies	12
Christian History and Theology	12
Spiritual Formation and Discipleship	4
Teaching Internship	3
BIST or CHTH 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)a	3

BIST 508	New Testament I (Gospels and Acts) ^a	3
BIST 509	New Testament II (Romans–Revelation) ^a	3

^aInstead 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 ____	Christian History and Theology 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
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Course Requirements — Biblical Studies Concentration

(33 hours required)

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
BIST 542	Biblical Theology	3
BIST 543	Biblical Exegesis and Hermeneutics	6

The Christian ministries degree offers the following concentrations:

- Adult ministries
- Church leadership
- Spiritual formation
- Urban ministry
- Family ministries.

Degree Requirements

The curriculum is designed to equip men and women for a variety of occupations in Christian ministry. A student looking forward to 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 The 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:	
CHTH 542 Biblical Theology	3
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

(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
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Concentration in Christian Ministries

(15-17 hours required)

1. Adult Ministries

(15 hours required)

Students may choose from the following courses:

CHTH 530 Women in Church History	3
CHTH 540 Theology and Practice of Holiness	3
CMIN 560 Principles of Teaching	3
COUN 510 Human Growth and Development	3
MMFT 500 Introduction to Marriage and Family Therapy	3
MMFT 560 Social and Cultural Foundations	3
PSTD 580 Evangelism and Discipleship	3

2. 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 Theology and Practice of Worship	3
PSTD 580 Evangelism and Discipleship	3
PSTD 584 Church Administration	3

3. Family Ministries

(15 hours required)

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

4. Spiritual Formation

(17 hours required — certificate program)

CHTH 562 History of Spirituality and Renewal	3
PSTD 501 Pastoral Counseling	3
OR COUN 501 Principles and Techniques of Counseling	3
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	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	3

5. Urban Ministry

(15 hours required)

Students may choose from the following courses:

CHTH 540 Theology and Practice of Holiness	3
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Electives:

(4-6 hours required)

Total hours required for degree

64

For course descriptions, see [Seminary Courses](#).

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

Program Summary

Biblical Studies	6
Christian History and Theology	6
Psychological/Ministry Studies	6
Spiritual Formation and Discipleship Core	10
Spiritual Formation and Discipleship Electives	4
Total hours required for certificate	32

Course Requirements

Foundations (18 hours required)	
BIST 506 Old Testament I	3
BIST 508 New Testament I	3
OR BIST 509 New Testament II	3
BIST or CHTH elective	3
CHTH 562 History of Spirituality and Renewal	3
COUN 501 Principles and Techniques of Counseling	
OR PSTD 501 Pastoral Counseling	3
MMFT 560 Social and Cultural Foundations	
OR CMIN 530 Christian Ministry for Reconciliation	3
Spiritual Formation and Discipleship - Phase One (6 hours required)	
SFAD 510 Becoming a Self Before God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 570 Spiritual Direction Experience (Additional \$100 fee for certificate-only students, for payment to outside spiritual directors for 10 sessions)	1
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1
Spiritual Formation and Discipleship — Phase Two (Final Year) (4 hours required)	
SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practice and Discipleship	

Spiritual Director Certificate

Upon completion of the course requirements for the program, students will receive a certificate in spiritual formation and discipleship. Those students who want to serve as professional spiritual directors need to complete these additional requirements:

1. At least 30 clock hours doing spiritual direction with at least two people over the course of a year.
2. Receive eight to 10 clock hours of supervision. Upon completion of these additional requirements, the student will receive a certificate in spiritual direction.

Certificate For Spouses—Partners In Ministry

Program Objectives

1. To equip the spouse to be an effective partner in ministry.
2. To assist the spouse in his or her own self-development.
3. To acquaint the spouse with the expectations and stresses of ministry.

Eligibility

The spouse of any degree-seeking student may participate. A bachelor's degree is not required. Courses are subject to a space-available basis. Scholarships are available to participants, but limited to the courses that make up the program.

Program Requirements

Courses are taken for credit and limited to one course per semester. Satisfactory completion of all courses is required for the certificate.

Course Requirements

(14 hours required)

Choose one of the following:

BST 501	Bible for Ministry: Interpretation and Old Testament	3
BST 502	Bible for Ministry: Interpretation and New Testament	3
CHT ____	Christian History and Thought elective	3
SFD 510	Becoming a Self Before God	1
____ ____	Elective	3
____ ____	Elective	3
Total hours required for certificate:		14

Seminary Courses

- [Christian Ministries](#)
- [Pastoral Studies](#)
- [Spiritual Formation And Discipleship](#)

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 – Hebrew or 525 NT Book Study – 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, etc.), 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. BIST 506 is a prerequisite for BIST 507.

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. (NT I and NT II 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. (NT I and NT II 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 system with the study of the

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" which can only be learned 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 manuscripts discoveries in 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

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. CHTH 512 is a prerequisite for CHTH 546.

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 are 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 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 590 Research/Thesis in Christian History and Theology
6 hours. See requirements in [Master of Arts in Theological Studies](#).

CHTH 595 Special Study in Christian History and Theology

methods of teaching, as well as the variety of ways one can structure a lesson plan. The class will focus equally on the importance of preparation and presentation.

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. MATS 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

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 CMIN575 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 590 Research/Thesis in Pastoral Studies

3 hours. See requirements in [Master of Arts in Theological Studies](#).

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.

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 as well as other Christian traditions, both ancient and modern, which provide spiritual resources for social action rooted in prayer and contemplation. Service to others is both a means and an end of spiritual formation.

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 Creation

1 hour. An exploration of the relationship between the meaning, process, and experience of creation and our existence as spiritual beings. Of particular interest will be the conditions in which God's creative work is most likely to occur. Astronomy is the primary discipline for our exploration.

SFAD 542 Spiritual Formation in Marriage

1 hour. Offered in a seminar format, this course explores the spiritual dynamics of a couple in the intimate marital relationship. Attention is given to how couples can cultivate a meaningful shared spiritual life. Though the student registers for the course, both the student and the student's spouse attend the retreat.

SFAD 543 Spiritual Formation and the Family

1 hour. Offered in a seminar format, this course examines how one can recognize and experience grace in and through family relationships. Attention is given to how one can practice family living as a spiritual discipline. Though the student registers for the course, the student's family is invited to attend.

SFAD 544 Spiritual Formation for Women

1 hour. The Gospel of John, chapter 4, records the longest dialogue between Jesus and another human being, who happens to be a woman. In this class, we will consider the marvel and wonder of what Jesus has done and is doing in the spiritual development of women. This will be accomplished by reading and responding to Scripture, reflecting on the writings of historical and contemporary Christian women, and finally by considering the compatibility of the terms Christian and feminist, examining the writings and claims of the Christian feminist movement and literature.

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. This course is designed to guide students in their personal spiritual formation through journaling, and to equip them for assisting in the formation of others through this discipline. Journaling methods used to accomplish this purpose include dialogue, meditation, and imagination.

SFAD 548 Advanced Personality and Spirituality

1 hour. Designed to provide a means for in-depth spiritual formation through greater self-awareness using personality tools. The Myers-Briggs Type Indicator will be used to explore spiritual practice, prayer life, and the hidden, inferior function. The Enneagram will help students delve into basic attitudes of their personal and spiritual lives and explore directions for individual growth.

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. Come join those who are learning to sing along with the chorus of the faithful throughout the ages!

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. students and spiritual-formation-and-discipleship-certificate students an intentional, one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual-direction model is used. (Additional \$100 fee for spiritual formation and discipleship 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 spiritual formation and discipleship certificate program.

SFAD 572 Spiritual-Direction Practicum

2 hours. The sequence course for SFD 571 Spiritual Direction Practicum gives students an experience in being spiritual directors under the supervision of a trained director. Further course topics include professionalism issues such as confidentiality, the directee-director relationship, the emotional health of the directee, and the beginning and ending of a spiritual direction relationship. The course is limited to students in the spiritual formation and discipleship certificate program. (Additional \$100 fee for

supervision.)

SFAD 580 Group Spiritual Formation

1 hour. Enables students to gain experience in, and learn how to create, small groups which intentionally seek to form participants spiritually. The course focuses on building a spiritual-formation curriculum,

In addition to traditional course formats, some courses are offered online, or partially online (Internet enhanced). The DPS, M.A.T., M.A.O.L., M.B.A., 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.

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.

Attendance

The responsibility rests with the student to maintain good standards involving satisfactory scholarship. Regular class attendance is expected of each student in all courses. Class work missed because of absence may be made up only in the case of prolonged or confining illness, death of relatives, or similar emergencies.

The university academic calendar provides the instructional dates for all programs. Students are expected to attend classes through the last day of each semester, unless illness or an emergency situation exists.

Students should plan to register at the time designated by the registrar. 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 fulltime. 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

degree

degree

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

Registration is coordinated through the registrar's office. Registration periods vary by program. Specific dates may be found in the university academic calendar as printed in this catalog. Students generally must meet with their faculty advisor prior to registration to discuss their course load and obtain approval for courses selected.

All students are expected to register during the period designated by the registrar and to begin classes on the first day. Late registrations will be assessed an additional \$50 fee. In addition, each student should be aware of the regulations that appear under the title "Course Numbering System."

Graduate Advising and Load

Advisors

Faculty advisors are assigned to most entering students by the director, or chair, of the program to which the student is admitted. Because students enrolled in cohort-format programs take courses in a prescribed sequence (e.g. Degree Completion; M.B.A.; M.A.T.), advisors may not be assigned. Generally, only regular faculty serve as advisors. Where possible, accommodation is made for matching students with faculty in their primary field of study or who are their personal preference. However, advisee loads and other considerations may dictate student-advisor assignments.

Students must meet with their faculty 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 signature is generally

Course Withdraws

A student wanting to drop or withdraw from a class or from the university must complete a course

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.

Graduation Grade Point Average

Undergraduate students must maintain a C (2.0) average to be eligible for graduation.

Graduate students must maintain a B average (3.0) to be eligible for graduation. No more than eight semester hours of C work (C+, C or C-) can be counted toward a degree. Students who receive a grade lower than C- in any course must repeat the course or replace it with another course. Counseling students who receive less than a B grade for a course must repeat the course.

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	3.03.0	

Ed.D.	4.0	6.0	3.00
Psy.D.	5.0	7.5	3.00

- Doctor of psychology: 92 semester hours
- Doctor of education: 46 semester hours
- Doctor of ministry: Cohort program. All credits must be completed at George Fox University.

Transfer Credit

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

- Master of divinity: 64 semester hours
- Master of arts in theological studies: 32 semester hours
- Master of arts in Christian ministries: 32 semester hours
- Master of arts in counseling: 21 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of arts in school psychology: 20 semester hours (Transfer credit will not be 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 will not be granted for internship requirements.)
- Master of arts in marriage and family therapy: 26 semester hours (Transfer credit will not be granted for internship requirements.)
- 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 30 semester hours psychology; 12 hours Bible and theology)
- Doctor of education: 17 semester hours

Commencement

The university awards degrees twice a year at its May and December commencement exercises. Application for graduation is to be made by at least one semester prior to commencement. All graduating students are expected to participate in commencement exercises. A graduation fee is charged (including for those students unable to participate). Students completing degree work at other times of the year may receive a formal letter from the registrar indicating that their work is complete. Diplomas are not issued until all academic and financial obligations have been met.

Graduation Requirements

Students wishing to receive a graduate degree from George Fox University must meet the following requirements:

1. Accumulate the number of credits required by the degree program in which the student is enrolled.

family therapy, master of arts and certificate in school counseling, and the master of science and certificate in school psychology will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 15 semester hours of the required courses in the first year. If degree candidacy is not awarded, the student cannot see clients or graduate.

Time Limitations

After degree candidacy has been granted, the student must complete the program within a five-year period. One extension request may be considered under special circumstances, such as ill health. If the program is not completed by that time, the candidacy shall lapse. A student wishing to reestablish candidacy will need to re-apply to the faculty of the appropriate department, who shall have jurisdiction to make any further requirements deemed necessary for such reinstatement.

Seminary and Graduate School Academic Program Information

Research Scholars

A research scholar is given opportunity to work closely with a professor, usually through the course of an entire year. This may include participation in his/her teaching ministry and assisting with syllabus preparation, classroom presentations, student evaluation, test construction, etc. It also may involve research for special projects related to instruction or publication. Students who desire such an educational experience are carefully screened and must meet high personal and academic standards. Selection usually is made prior to the beginning of the academic year. The dean's approval is required.

Teaching Assistants

A teaching assistant is given opportunity to work closely with a professor and participates in his/her teaching ministry. Usually this includes an involvement in syllabus preparation, classroom presentations, student evaluation, test construction, etc. Preparation includes advanced study and research in the subject area as well. Students who desire such an educational experience are carefully screened and must meet high personal and academic standards. The dean's approval is required.

Study Tours

When a member of the faculty leads a study tour which includes graduate learning experiences, an enrolling student may request credit. Registration is to be completed prior to the semester encompassing the tour dates. Credit hours and course requirements will be determined by the faculty member and approved by the dean.

Admission

[[Graduate and Seminary Admission](#) | [Department Of Professional Studies \(DPS\) Admission](#)]

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 the 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

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

1. Results of the Test of English as a Foreign Language (TOEFL) for students whose first language is not English. A minimum score of 550 (213 on computer exam) is required for admission.
2. Declaration of Finances form testifying to the applicant's ability to meet travel, educational and living costs for the duration of study in the United States. U.S. federal regulations governing F-1 student status require compliance. George Fox University may not send the admitted student an I-20 form, which allows the student to obtain a visa, until full financial certification is on file with the Office of Graduate Admission.
3. A transcript evaluated by Academic Credentials Evaluation Institute Inc., in comprehensive form at the student's expense. Forms are available from the Office of Graduate Admission.

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 admission 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.

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Department Of Professional Studies (DPS) Admission Procedures

1. Obtain from George Fox University an application packet by calling or writing one of our admission offices.
 - Oregon: DPS Admission, George Fox University Portland Center, 12753 S.W. 68th Ave., Portland, OR 97223, 888-888-0178, dps@georgefox.edu
 - Idaho: George Fox University – Boise Center, DPS Admission, 8660 W. Emerald St., Suite

Finances

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

The board of trustees reserves the right to adjust charges at any time, after giving notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

Tuition, Fees, and Expenses

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

MOL/MHRM	\$13,350
MBIS	\$14,650
SBS	\$13,970

Tuition — Graduate and Seminary

Master of education, per hour	\$435
Master of arts in organizational leadership	\$17,500

Doctor of ministry LEC cohort Retreat Fee	\$1,840
Master of arts in counseling, per hour	\$385
Master of arts in marriage and family therapy, per hour	\$385
Master of arts in school counseling, per hour	\$385
Master of arts in school psychology, per hour	\$385
Certificate in marriage and family therapy	TBD
Certificate in school counseling	TBD
Certificate in school psychology	TBD
Certificate in play therapy	TBD
Continuing school psychology license preparation program	TBD
Mental health trauma certificate	TBD

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
Change of registration fee, per change form after second week of semester	\$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

Late Payment Fees

Account service charge: Open accounts (other than approved installment plans) are subject to a 1-percent-per-month interest charge on the unpaid balance.

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

Parking Fee/Fines (Newberg campus programs)

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

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

Schedule of Required Deposits

Admitted students are required to pay a 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 prior to the beginning of each semester or may be made on an installment basis on either an annual or semester basis. (Single semester plans are intended for students who will be enrolled for either fall or spring, but not both). 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 at the time of confirmation of registration must have a letter of commitment from the lender acceptable to the university. Service charges will be made on unpaid accounts even though financial aid and loans are pending, so the application process should be started early.

Earnings from student employment jobs are paid directly to the student. A student wishing to apply their wages to their student account must make arrangements to do so in Student Financial Services. 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.

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.

Institutional Charges and Financial Aid

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 and class schedule book. Abbreviated courses will have a pro-rated add/drop period established by the Registrar's office.

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 that supplies were not issued.)

Generally, there is no adjustment of add/drop fees or interest. When a student withdraws completely from the university, refunds of tuition, excluding abbreviated sessions (see "Cohort model" information below), will generally be calculated as follows:

- A student whose withdraw date is day one of the enrollment period generally receives a 90 percent adjustment.
- A student whose withdraw date is after day one but within week one generally receives a 75% adjustment
- A student whose withdraw date is within week two generally receives a 50 percent adjustment.
- A student whose withdraw date is within week three generally receives a 25% percent adjustment.
- A student whose withdraw date is within week four, or later, generally receives no adjustment.

Cohort model programs will be calculated as follows:

- A student whose withdraw date is day one of the enrollment period receives a 90 percent adjustment.
- A student whose withdraw date is after day one but within the first two weeks receives a 75 percent adjustment.
- A student whose withdraw date is within weeks three and four receives a 50 percent adjustment.
- A student whose withdraw date is within weeks five and six receives a 25 percent adjustment.
- A student whose withdraw date is within week seven or later generally receives no adjustment.

Students withdrawing from a cohort model program who later return to the same program will be credited all but \$100 of tuition previously forfeited in the withdraw calculation. These credits will be applied to the cost of the cohort they are joining. Courses retaken to improve a grade are charged additionally.

Note: Students will generally not be permitted to attend subsequent terms until all bills are paid for the previous session. In addition, 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, or fines that may be assessed after the student leaves.

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

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

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

Return of Title IV 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 that the student was enrolled, including the established withdraw date, and the tuition charged.

After 60 percent of the period has transpired, there is no return.

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

- a. Divide the days transpired by the total number of days in the period. (See Withdraw Date and Refund Calculation Period above.)
- b. Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This generally equals the percentage of aid retained.
- c. Subtract the percentage of aid retained from 100 percent. This generally is the percentage that will be returned.

(Example: If a student’s 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.)

A copy of the worksheet used for this calculation can be requested from Student Financial Services.

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 503-554-2290.

Financial Aid

Basis of Student Aid

George Fox University offers several financial assistance programs for its degree-seeking students. Loans are a primary source of financial aid for graduate study. Limited tuition need-based and academic-based grants, scholarships, and employment are available to eligible students enrolled in seminary degree programs. All students in need of financial aid are encouraged to apply.

Information on financial aid options and application procedures is available from 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.

Awards Based Upon Financial Need

Financial need is determined by a uniform method of analysis of information provided on the Free Application for Federal Student Aid (FAFSA). The need analysis helps the university determine the contribution the student is expected to make. The difference between this expectation and the cost of attendance at the university is the "need" that financial aid attempts to fill.

Financial assistance awarded by George Fox University takes the form of grants, loans, and employment. “Need-based” financial assistance comes from the federal government and from the university. Students awarded federal aid are subject to the laws regulating those programs. For instance, all federal assistance requires signed statements from the recipient attesting that the funds will be used only for educational purposes, that the student is not in default on any government loan nor owing a refund on any government grant, and that the student has registered with the Selective Service or that he or she is not required to do so.

The total financial aid package — including all grants, scholarships and loans — may not exceed the amount of need when federal program funds are included.

Loans, Scholarships, Grants and Student Employment

Loans

The university participates in the federal 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.

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 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.

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

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

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 admission office. A campus employment student must be a registered student. Remuneration will be at the established university student employment rates.

Other Scholarship Programs for Seminary Students

Information and applications for the following scholarship programs may be obtained by contacting the appropriate denominational and conference offices directly.

Brethren in Christ Church Scholarships: A \$500 annual tuition scholarship is provided students of the Brethren in Christ Church.

Evangelical Church, Pacific Conference: The Pacific Conference of the Evangelical Church offers financial aid to its ministerial students who are attending the seminary and who are under the guidance of the conference Board of Ministerial Relations. Both basic tuition scholarships and service-grant loans are available.

Evangelical Men Scholarship: The Evangelical Men of the Evangelical Church (Pacific Conference) grant an annual tuition scholarship to a student of their choice.

Free Methodist Church Scholarships: Tuition scholarship assistance is provided for all Free Methodist students who meet the standards determined by the denomination through the John Wesley Seminary Foundation.

Higbee Memorial Scholarship: The Oregon Conference of the Free Methodist Church is custodian of a

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 admission: student consumer information

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

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

Director of 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 people in compliance with a judicial order, and to people 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. (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.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services before classes start to make arrangements for necessary support services.

Disclosure of Uses for Social Security Numbers

Providing one's Social Security number is voluntary. If a student provides it, the university may use his or her Social Security number for keeping records, doing research, and reporting. The university does not use the number to make any decision directly affecting the student or any other person. A student's Social Security number is not given to the general public. Students who choose not to provide their Social Security numbers are not denied any rights as a student. Providing one's Social Security number means that the student consents to use of the number in the manner described.

Anti-Harassment Policy

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

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

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

- Subjecting another person to offensive physical contact
- Publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response

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.,

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**

This includes those teaching half time or more under regular faculty contracts, certain administrative officers with faculty designation and faculty Emeriti.

- **Administration**

This includes those in the President's Cabinet, and different administrative boards from the University.

- **Board of Trustees**

This includes the Board, Ex Officio and Honorary Trustees.

These lists were current at the time that this catalog was printed.

Faculty

Gary L. Adams, Professor of Education. B.S., Portland State University; 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 School 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, Chairperson of the Department of Religious Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-98, 1999–

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

Mark E. Ankeny, Professor of Education, Director of the Doctor of Education Program. B.A., George Fox University; M.S., Portland State University; Ph.D., University of Oregon. George Fox University 1991–

Rebecca Thomas Ankeny, Professor of English, Dean of Faculty Development. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988–

Patrick L. Bailey, Assistant Professor of Health and Human Performance. B.S., University of Idaho; M.Ed., University of Oregon. George Fox University 1995–

Robin E. Baker, Provost, Professor of History. B.A., Grand Canyon University; M.A., Hardin-Simmons University; Ph.D., Texas A&M University. George Fox University 1999–

Tara L. Baker, Assistant Professor of Biology. B.S., Ph.D., Iowa State University. George Fox University 1998–

Janis B. Balda, Assistant Professor of 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, Director of the M.B.A. Program. 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. B.A., Gordon College; M.Ed., Kent State University; Ph.D., Michigan State University. George Fox University 1986–

Stephen R. Bearden, Assistant Professor of Marriage and Family Therapy. B.A., Olivet Nazarene University; M.Div., M.A., Fuller Theological Seminary; Ph.D., Oregon State University. George Fox

University 1996–

Deborah L. Berhó, Assistant Professor of Spanish. B.A., Northwest Nazarene College; M.A., Ph.D., University of New Mexico. George Fox University 1997–

Virginia D. Birky, Assistant Professor of Education. B.S., Goshen College; M.S., 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–

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, Director of the Master of Divinity Program. B.A., Northwest Christian College; M.Div., Fuller Theological Seminary; Ph.D., University of Oxford. George Fox University 1996–

Robert E. Buckler, Professor of Psychology. A.B., University of California, Los Angeles; M.P.H., Johns Hopkins University; M.D., Georgetown University School of Medicine. George Fox University 1990–

Rodger K. Bufford, Professor of Psychology, Director of Integration for the Graduate School of Clinical Psychology. B.A., The King's College; M.A., Ph.D., University of Illinois. George Fox University 1990–

Gary R. Buhler, 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–

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–

Eugene R. Dykema, Professor of Business and Economics. B.A., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox University 1991–

Patsy A. Engle, Assistant Professor in Teacher Education. B.A., Indiana Wesleyan University; M.A., Ball State University. George Fox University 1993–

Richard A. Engnell, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox University 1978–

Michael A. Everest, Assistant Professor of Chemistry. B.S., Wheaton College; Ph.D., Stanford University, George Fox University 2001–

Lon Fendall, Dean of Undergraduate Studies, Associate Professor of History. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 2000–

James D. Foster, Dean of Graduate and Professional Studies, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., The Ohio State University. George Fox University 1980–

Kathleen A. Gathercoal, 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.

M.S.M.E., Michigan Technological University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1988–

Mark O. Hatfield, Herbert Hoover Distinguished Professor. B.A., Willamette University; M.A., Stanford University. George Fox University 1997–

Glenda T. Hays, Assistant Professor of Family and Consumer Science. B.S., University of Southwestern Louisiana; M.S., Florida State University. George Fox University 2001–

Thomas F. Head, Professor of Economics, Chairperson of the International Studies Program. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox University 1971–74; 1976–79; 1983–

W. Scot Headley, Associate Professor of Education. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox University 1994–

Henry C. Helsabeck, Professor of Mathematics, Chairperson of the Department of Mathematics, Computer Science, and Engineering. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox University 1978–

Edward F. Higgins, Professor of Writing/Literature. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox University 1971–

Eloise M. Hockett, Instructor of Education/Field Experience Placement. B.A.A. and B.M., University of Minnesota. George Fox University 2001–

Sarah M. Hopkins, Assistant Professor of Psychology. B.A., M.A., Psy.D., George Fox University. George Fox University 2001–

Karen S. Hostetter, Assistant Professor of Health and Human Performance. B.A., Seattle Pacific University; M.S., California State University, Fullerton. George Fox University 2000–

Melanie A. Hulbert, Assistant Professor of Sociology. B.A., Western Washington University; M.A. University at Albany, State University of New York. George Fox University 2003–

Martha A. Iancu, Associate Professor of English as a Second Language, Director of the English Language Institute. B.A., M.A., University of Oregon. George Fox University 1989–

Kerry E. Irish, Associate Professor of History. B.A., George Fox University; M.A., Ph.D., University of Washington. George Fox University 1993–

Kendra W. Irons, Assistant Professor of Religious Studies. B.A., Friends University; M.A., Asbury Theological Seminary; Ph.D., Baylor University. George Fox University 2003–

Dale R. Isaak, Assistant Professor of Health and Human Performance. B.S., Willamette University; M.Ed., University of Minnesota; M.S., Indiana State University. George Fox University 1995–

Clella I. Jaffe, Professor of Communication Arts, Director of Forensics. B.A., Seattle Pacific University; M.Ed., Ph.D., Oregon State University. George Fox University 1995–

Craig E. Johnson, Professor of Communication Arts, Chairperson of the Department of Communication Arts. B.A., Luther College; M.A., Wheaton College; Ph.D., University of Denver. George Fox University 1988–

John M. Johnson, Associate Professor of Mathematics. B.S., Northwest Nazarene College; M.S., Kansas State University. George Fox University 1984–

Merrill L. Johnson, University Librarian, Associate Professor. B.A., Seattle Pacific University; M.L.S., University of Oregon. George Fox University 1980–

Michele E. Johnson, Associate Professor of Business, Chairperson of the Department of Business and Economics. B.A., Wayne State University; M.B.A., University of South Dakota. C.P.A. George Fox University 1997–

Thomas F. Johnson, Professor of Biblical Theology. B.Ph., Wayne State University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Duke University. George Fox University 1997–

William G. Jolliff, Professor of Writing/Literature, Chairperson of the Department of Writing/Literature. B.S., Central Michigan University; M.A., Ashland Theological Seminary; Ph.D., The Ohio State University. George Fox University 1994–

Karin B. Jordan, Associate Professor of Counseling, Director of Counseling Program. B.A., Colorado Christian College; M.A., Rollins College; Ph.D., University of Georgia. George Fox University 2001–

Charles D. Kamilos, Portland Center Librarian. B.A., Northwest Christian College; M.Div., Brite Divinity School-Texas Christian University; M.A., University of Iowa. George Fox University 1997–

Paul W. Kennedy, Associate Professor of Sociology, Director of Assessment. B.A., Wheaton College; M.S., State University of New York; M.A., Fuller Theological Seminary; Ph.D., University of Southern California. George Fox University 1997–

David Kerr, Assistant Professor of Art. B.A., Judson Baptist College; M.A., California State University. George Fox University 2002–

Gary M. Kilburg, Associate Professor of Education. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992–

Dwight J. Kimberly, Associate Professor of Biology. B.A., George Fox University; M.S., Oregon State University. George Fox University 1994–

E. Alan Kluge, Associate Professor of Business. B.S., M.B.A., Ph.D., Oregon State University. George

Fox University 1996–

Christopher J. Koch, Associate Professor of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993–

Beth A. La Force, Professor of Education, Chairperson of the Undergraduate Education Department. B.S., Malone College; M.A., Western Michigan University; Ph.D., Michigan State University. George Fox University 1987–

Gregg T. Lamm, Campus Pastor. B.A., George Fox University; M.Div., Western Evangelical Seminary. George Fox University 1991–

Carleton H. Lloyd, Professor of Management. B.A., Columbia Christian College; M.A., Eastern New Mexico University; M.S., Oregon State University; M.S.S.W., Ph.D., University of Texas at Arlington. George Fox University 1994–

Rhett F. Luedtke, Assistant Professor of Theatre. B.A., Valparaiso University; M.F.A., Illinois State University. George Fox University 2003–

Howard R. Macy, Professor of Religion and Biblical Studies. B.A., George Fox University; M.A., Earlham School of Religion; Ph.D., Harvard University. George Fox University 1990–

Margaret L. Macy, Associate Professor of Education. B.A., George Fox University; M.Ed., Wichita State University; Ph.D., Walden University. George Fox University 1991–

Michael A. Magill, Professor of Engineering. B.S., M.S., Ph.D., Oklahoma State University. George Fox University 2002–

Anita B. Maher, Assistant Professor of Marriage and Family Therapy. B.A., Millersville State University; M.A., Azusa Pacific University; M.A., Ph.D. Fuller Theological Seminary. George Fox University 1996–

Mark S. McLeod-Harrison, Associate Professor of Philosophy. B.R.E., Briercrest Bible College; B.A., Westmont College; M.A., Trinity Evangelical Divinity School; Ph.D., University of California. George Fox University 1999–

Susan C. McNaught, Assistant Professor of Management. B.A., Oklahoma City University; M.S., Portland State University; Ph.D., Oregon State University. George Fox University 1996–

Rand Michael, Associate Professor of Marriage and Family Therapy. B.A., Northwest Nazarene College; M.Div., Nazarene Theological Seminary; D.Min., Midwestern Baptist Theological Seminary. George Fox University 1996–

Nicole Miller-Rigelman, Assistant Professor of Education. B.A., M.Ed., Ed.D., Portland State University. George Fox University 2001–

Melanie J. Mock, Assistant Professor of Writing Literature. B.A., George Fox University; M.A., University of Missouri; Ph.D., Oklahoma State University. George Fox University 1999–

Ronald L. Mock, Associate Professor of Peace Studies and Political Science, Director of Intensified Studies. B.A., George Fox University; M.P.A., Drake University; J.D., University of Michigan. George Fox University 1985–

Glenn T. Moran, Director of the Boise Center, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox University 1979–86; 1991–

Robert JC Morgan, Executive in Residence. B.S., University of Phoenix; M.A., Western International University. George Fox University 1999–

MaryKate Morse, Associate Professor of Spiritual Formation and Pastoral Studies, Director of Spiritual Formation Program. B.S., Longwood College; M.A., M.Div., Western Evangelical Seminary; Ph.D., Gonzaga University. George Fox University 1996–

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