

George Fox University

GEORGE FOX UNIVERSITY  
2023-2024 Graduation 202G

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### **Notes about use of catalogs**

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

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

# Graduate Programs

## Mission

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

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

- Behavioral Science and Health Professions
- College of Business
- College of Education
- Portland Seminary

## Basis of Graduate Admission

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

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

## Change to Another Degree Program

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

Degree programs that require a different application than that completed initially by the student prior to matriculation to the institution may require the completion of a

# Behavioral and Health Sciences

The colleges in behavioral and health sciences are committed to providing high-quality programs that prepare students to care for the overall wellness of diverse individuals and groups by utilizing their expertise in the areas of physical, emotional and spiritual healing.

## Programs

Programs offered in behavioral and health sciences include:

### College of Clinical Psychology

Doctor of Psychology (PsyD Degree Requirements)

### College of Physical Therapy

Doctor of Physical Therapy (DPT Degree Requirements)

### College of Medical Science (Physician Assistant)

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

### College of Social Work

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

### Graduate School of Counseling

# **Doctor of Psychology (PsyD Degree)**

GRE may be required

## **Transfer Credit**

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

## **Residence Requirements**

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

## **Course Requirements**

The Doctor of Psychology program is generally five years in length with 125 semester hours of coursework required as a minimum for graduation. This involves 103 hours of psychology coursework, 12 hours of faith integration coursework, and 10 hours of dissertation. In addition, 24 clinical internship hours are required for the degree.

The first two years of the program emphasize study in the scientific foundations of psychology and an introduction to clinical theory and practice. As the student advances in the program, the emphasis shifts toward application of basic knowledge through

the program, ultimately preparing the student for postdoctoral residency training and licensure as a psychologist.

## **Other Degree Requirements**

GSCP Faculty perform an annual evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct, and clinical skills. Practicum supervisors also provide regular evaluations of students' knowledge, skill, and professional attitudes displayed in clinical settings. Students failing to act in an ethical or professional manner, receiving an unsatisfactory evaluation by practicum or internship supervisors, failing to comply with George Fox University's policies, or failing to meet the requirements of the program, may be required to repeat the program or be dismissed from the program.



to completion, program costs, success in internship placement, attrition rates and licensure following graduation.

## Graduation Requirements

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

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

Retake a designated course if a grade below a B- is received (for more specific information, please refer to the *GSCP Handbook*)

Successfully pass the Comprehensive Clinical Exam. The Comprehensive Clinical Exam has two components, a Scientific Foundations Exam (SFE) and Clinical Intervention and Assessment Exam (CIAE). The first component is a Scientific Foundations Exam that ensures a student has acquired a minimal level of achievement related to the scientific and theoretical aspects of academic psychology. Students are required to pass this exam before they can advance to doctoral candidacy, including the scheduling or defense of their preliminary dissertation proposal. The second component is the Clinical Intervention and Assessment Exam, which demonstrates a minimum level of achievement in conceptualization from a specific theoretical orientation, the selection of evidence-based interventions, the use of standardized assessment data to inform their understanding of the client and clinical practice, and the ability to assess and respond to outcome data. The CIAE must be passed before the student begins the internship application process (see *GSCP handbook* for additional details).

Complete the equivalent of a one-year full-time clinical internship (normally 50 weeks and 2,000 clock hours; 24 semester hours)

Successfully defend the doctoral dissertation (minimum of 10 hours) and submit related documentation components (See the *GSCP Student/Clinical Training Handbook*). A minimum of one credit of dissertation is required each fall and spring of the second through fourth years of the program.

## Curriculum Plan

### Completed by all students

### Foundations Sequence (17 hours)

#### Complete the following:

PSYD 501 Theories Of Pers/Psychotherapy 3 hours

PSYD 502 Psychopathology 3 hours

PSYD 503 Learning, Cognition & Emotion 3 hours

PSYD 504 Social Psychology 2 hours

PSYD 505 Lifespan Development 3 hours

PSYD 509 Bio Basis Behavior 3 hours

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

**Diversity Sequence (10 hours)**



PSYD 613 Internship (Half-Time Units) 4 hours

PSYD 614 Internship (Half-Time Units) 4 hours

PSYD 615 Internship (Half-Time Units) 4 hours

## **Training Tracks**

**Students choose one**

### **Broad and General Psychology (18 hours)**

**Choose one of the following:**

PSYD 520 Neuropsychological Assessment 3 hours

PSYD 522 (a)-3 (e)-792 rW\* nBT/TT0 12 Tf72.024 419.23D 50 0 61o2 (o)-3 (g)12 (o)-y3 (g)3 (ssm)-6 (e)

### **Clinical Psychology Electives (15 hours)**

**Complete 15 hours from any elective offering in the curriculum.**

PSYD 510 Psychopharmacology 2 hours

PSYD 516 Child and Adolescent Treatment 2 hours

PSYD 523 Projective Assessment 2 hours

PSYD 526 Child & Adolescent Assessment 2 hours

PSYD 550 0 612 792 rW\* nBT/TT0 12 Tf72.024 419.23D 50 0 61o2 (o)-3 (g)12 (o)-y3 (g)3 (ssm)-6 (e)

**Primary Care Psychology Track Required Coursework (4 hours)**

Complete the following:

PSYD 701 Foundations of Primary Care Psychology 2 hours

PSYD 702 Advanced Primary and Specialty Care Psychology 2 hours

## **Assessment Track (18 hours)**

### **Assessment Track Requirements (12 hours)**

Complete the following:

PSYD 510 Psychopharmacology 2 hours

PSYD 520 Neuropsychological Assessment 3 hours

PSYD 524 Comprehensive Psych Assessment 3 hours

PSYD 526 Child & Adolescent Assessment 2 hours

PSYD 706 Child Neuropsychology 2 hours

### **Assessment Track Electives (2 hours)**

Complete 2 hours from the following:

PSYD 575 Neuropsychological Topics 2 hours

PSYD 582 Substance Abuse 2 hours

PSYD 703 Trauma Treatment in Clinical Practice 2 hours

PSYD 711 Risk Assessment 2 hours

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# Doctor of Physical Therapy (DPT)

## Overview

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

## Mission

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

## Accreditation

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

## Degree Outcomes

Professional and Educational Outcomes

To enable students to:

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

## Admission Requirements

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

Additional admission criteria include knowledge of the physical therapy profession in a variety of settings. This is evaluated by the number of hours spent either

observing or working in the field of physical therapy. Although there is no minimum requirement at present, it's not uncommon to have applicants with well over 100 hours of observation time. Other factors that are included in the admission criteria are letters



# **Course Requirements**

The Doctor of Physical Therapy program is approximately 2.5 years in length (28 months) with 90 semester hours of didactic coursework required as a minimum for graduation, as well as 37 weeks of full-time clinical internships. The first year of the program emphasizes didactic study in the scientific foundations and evidence-based practice in physical therapy and includes a 6 week introduction to clinical practice during the summer. Students will integrate their didactic knowledge into clinical practice progressing in complexity as they advance through the program.

## **Clinical Training**

A significant part of the program consists of a combination of integrated clinical experiences and full time clinical training over 39 weeks. Students should be prepared to participate in clinical internships outside of the Portland metropolitan area during the

of the student's daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. The DPT program reserves the right to decline or withdraw a student's admission if the student's mental health status indicates that such action is essential for the safety of fellow students, faculty, administrative staff, or patients. The DPT program uses the following percentages for grade determination: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 72-70%, D = 60-69%, F = 59% or below, P = pass, NP = no pass, I = incomplete.

An incomplete ("I") is given when the student is performing satisfactorily but there may be circumstances beyond the student's control which resulted in the student not completing all of the assignments within the allotted time. If the incomplete work is not completed in the timeframe outlined by the faculty, the grade will be replaced with an "F". Students cannot progress to the next sequenced course until the "I" is replaced with a passing grade. If circumstances ari

the course at the consent of the Program Director and faculty. In all circumstances, counseling between the student and academic advisor will be necessary to establish avenues to improve future performance. If a student receives a C or C- in three designated courses, that student may be subject to dismissal.

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

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

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

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

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

## **Leave of absence**

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

# **Curriculum Plan**

## **First Year Coursework (47 credits)**

**Complete the following:**

PDPT 500 Professional Practices in Physical Therapy 2 hours

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

## **Second Year Coursework (56 credits)**

**Complete the following:**

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

# Master of Medical Science

## Overview

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

## Mission

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

## Accreditation

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

## Accreditation Review Committee



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

**P1:** Demonstrate professionalism in interactions with others including, but not limited to, patients, families, and colleagues.

**P2:** Demonstrate knowledge and application of an understanding of the PA role including ethical and professional standards regarding the PA profession.

## **Letters of recommendation**

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

## **Additional Admissions Information**

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

## **Transfer Credit**

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

## **Grading**

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

Didactic grades are given as A, B, C and F. Experiential (clinical) course grades are given as Pass or Fail.

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

## **Remediation**

The goal of remediation is to identify areas of weaknesses or knowledge gaps and assist the student in overcoming those weaknesses and develop material mastery. Within courses that do not utilize exams, Course Directors may use other tools to evaluate the need for remediation. In all instances, the Course Director, in conversation with the student, will establish the remediation plan and complete the Remediation Form, which will be kept in the stud



# Graduation Requirements

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

Successfully complete all coursework according to program-defined academic standards (cannot have any incomplete or outstanding grades). This is reviewed with the PA Program Advisor at the beginning of Fall II and can be done via Zoom or email if necessary.

Achieve a minimum cumulative 3.0 GPA

Successfully pass all components of the summative evaluation/course

Demonstrate they have met all graduate competencies and learning outcomes

Be in good professional standing

Submit a completed graduation application to the Registrar at least two semesters prior to the graduation. Information on graduation can be found at <https://www.georgefox.edu/catalog/handbook/academic/graduation/application.html>.

Finally, to graduate, students cannot have any financial or library obligation with George Fox University.

## Curriculum Plan

### Didactic Year Courses (12 continuous months)

Complete the following:

MMSC 500 Introduction to the PA Profession .5 hours

MMSC 502 Research and Evidence-based Medicine .5 hours

MMSC 504 Health Care Delivery Systems and Health Policy .5 hours

MMSC 506 Ethics and Social and Behavior Science .5 hours

MMSC 508 Communication, Counseling and Education Techniques .5 hours

MMSC 510 Introduction To Anatomy and Physiology .5 hours

MMSC 512 Introduction to Physical Exams .5 hours

MMSC 514 Introduction to Pharmacology .5 hours

MMSC 520 Behavior Medicine 2 hours

MMSC 530 Human Anatomy and Physiology I 2 hours

MMSC 532 Human Anatomy and Physiology II 2 hours

MMSC 534 Human Anatomy and Physiology III 2 hours

MMSC 540 Pathophysiology I 2.5 hours

MMSC 542 Pathophysiology II 3 hours

MMSC 544 Pathophysiology III 3 hours

MMSC 550 Pharmacotherapy and Patient Management I 2.5 hours

MMSC 552 Pharmacotherapy and Patient Management II 3 hours

MMSC 554 Pharmacotherapy and Patient Management III 3 hours





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

## **Accreditation**

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

The Northwest Commission on Colleges and Universities (NWCCU) is recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA) to accredit postsecondary institutions. NWCCU is incorporated as a legally established, private 501(c)(3) non-profit corporation and accredits institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon,

## Applied Research Project II (2 SH)

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

### Course Outcomes

At the end of this course, students will be able to

1. Demonstrate advanced knowledge in health sciences fields, scholarship, and evidence-based practice.
2. Demonstrate knowledge and skills for designing, conducting, analyzing and disseminating health sciences research.
3. Demonstrate knowledge in critical analytical thinking skills in foundational areas of health sciences.
4. Demonstrate advanced and effective skills in communication, professionalism, ethical practice, systematic thought, and writing.

## Applied Research Project III (2 SH)

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



a discussion of the care of refugees and displaced persons, medical tourism, and traditional healing practices one might encounter.

## **Course Outcomes**

1. Develop an understanding of the presentation, work-up, and treatment of common tropical diseases.
2. Create a strategy to counsel and treat pre- and post-travel patients based on the most current evidence.
3. Outline the essential medical and psychological care of the immigrant or displaced person.
4. Acquire knowledge regarding the concept of medical tourism, including risks and





# **Master of Social Work      2-Year Program**

## **Purpose**



The graduate program's letter of admission constitutes the University's official notification of the admission decision. Admitted students will have a maximum of one year from the date of admission within which to enroll. Attempts to enroll after the one-year period will require completion of another application. The University reserves the right to refuse admission to any applicant whose previous academic record and/or readiness for graduate study in social work is deemed unsatisfactory (*MSW Student Handbook*).

## **Transfer Credit**

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

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

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

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

The courses were taken in a graduate program accredited by the Council on Social Work Education.

A course description and syllabus is available and the Director judges the courses to be an appropriate substitution for a specific course in the graduate program.



## **Advanced Generalist Courses (32 hours)**

Complete the following:

SWKG 601 Advanced Clinical Practice 3 hours

SWKG 605 Micro Practice/Adv Practice with Individuals and Families 3 hours

SWKG 606 Mezzo Practice/Adv Practice with Groups 3 hours

SWKG 607 Macro Practice/Adv Practice with Communities 3 hours

SWKG 647 Research for Evidence Based Practices 2 hours

SWKG 648 Applied Social Work Research: Evaluation of Practice 2 hours

SWKG 676 Advanced Internship I 4 hours

SWKG 677 Advanced Internship II 4 hours

# Master of Social Work      Advanced Standing Program

## Purpose

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

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

## Mission Statement

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

## Degree Outcomes

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

Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.

Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.

Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice,

# Admission Requirements

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

Advanced Standing applicants must meet the following criteria to be considered for the accelerated degree:

An undergraduate degree in social work from a program accredited by the Council on Social Work Education. No other degrees or life experience can be substituted for this requirement.

Completion of the undergraduate degree no more than five years prior to application. (Exceptions may be made on a case-by-case basis.)





The school from which the credits are transferred must be accredited by a regional accreditation agency.

No earned grade for transfer credit is less than a B.

None of the transfer coursework consists of extension or workshop courses.

Petition for transfer of credit occurs after enrollment in the College of Social Work graduate program.

## **Residence Requirements**

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

## **Leave of Absence**

If a student must take a leave of a ( le)-3 (a221 642.34 Ts6[(If)-3 ( a)-5 ( st)6 (u)-3 (d)6 (e)-3 (6 0 612 7

SWKG 648 Applied Social Work Research: Evaluation of Practice 2 hours  
SWKG 676 Advanced Internship I 4 hours  
SWKG 677 Advanced Internship II 4 hours  
SWKG 685 Elective 2 hours  
SWKG 685 Elective 2 hours  
SWKG 685 Elective 2 hours  
SWKG 699 Supervision, Management and Leadership 2 hours



# **Masters (MA) in Clinical Mental Health**



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

## **Course Requirements**

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

## **Other Degree Requirements**

Each student must complete a minimum of 20 clock hours of personal counseling/therapy as part of the MA in Clinical Mental Health Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of Counseling faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook BT/TT0 12 Tf72.024 537.31 Td[(f)-11 (it )8 (fo)-5 (rr0

## **Counseling Core (43 hours)**

### **Complete the following:**

GCEP 500 Introduction to Systems Theory and Practice 3 hours  
GCEP 501 Principles and Techniques of Counseling 3 hours  
GCEP 510 Human Growth & Development 3 hours  
GCEP 520 Personality and Counseling Theory 3 hours  
GCEP 522 Advanced Clinical Skills 2 hours  
GCEP 530 Psychopathology and Appraisal 3 hours  
GCEP 534 Sexual Issues in the Clinical Setting 2 hours  
GCEP 539 Introduction to Trauma Informed Practice 2 hours  
GCEP 540 Professional Orientation 3 hours  
GCEP 550 Group Theory & Therapy 2 hours  
GCEP 554 Addictions 2 hours  
GCEP 566 Research Methods and Statistics 2 hours  
GCEP 567 Cultural Foundations and Social Justice 3 hours  
GCEP 570 Lifestyle and Career Development 2 hours  
GCEP 571 Tests and Assessments 2 hours  
GCEP 580 Play Therapy: Lifespan Applications 3 hours  
GCEP 587 Psychopharmacology 1 hour  
GCEP 600 Clinical Portfolio 1 hour  
GCEP 597 Treatment Planning I 1 hour  
GCEP 598 Treatment Planning II 1 hour

## **Electives (3 hours)**

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

## **Field Placement (9 hours)**

### **Complete the following:**

Note: Students are expected to follow the sequence GCEP 589, GCEP 591 or GCEP 590, GCEP 592, GCEP 593 beginning with the summer semester of the final year. Students who do not complete their GCEP 589 Clinical Practicum hours may substitute GCEP 590 Practicum Continuation for GCEP 591 Clinical Internship, but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 1 or 2 hours.

GCEP 589 Clinical Practicum 2 hours  
GCEP 590 Practicum Continuation 1 hour

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

## **Purpose**

The MA in Marriage, Couple, and Family Counseling program is designed for people who desire graduate study and preparation for marriage and family therapy. We recognize there is a need for specific clinical training and expertise required for working with couples and families as well as individuals, groups, and the broader community. It



assessment and diagnosis, treatment, termination, documentation, and ethical practice of working within a systemic framework  
Articulate how personal faith informs one's identity and practice as a marriage, couple and family counselor  
Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology  
Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation, and self-care)  
Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy  
Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

## **Admission Requirements**

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

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

Additional requirements for international students are online here.

## **Transfer Credit**

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

## **Residence Requirements**

Of the 64 hours required for the MA in Marriage, Couple, and Family Counseling program, a minimum of 46 hours must be taken in resident study at George Fox

University. All work leading to the MA must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the Graduate



## **Field Placement (9 hours)**

### **Complete the following:**

Note: Students are expected to follow the sequence GCEP 589, GCEP 591 or GCEP 590, GCEP 592, GCEP 593 beginning with the summer semester of the final year. Students who do not complete their GCEP 589 Clinical Practicum hours may substitute

# **Certificate in Marriage, Couple, and Family Counseling**

## **Purpose**

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

## **Student Learning Outcomes**

Graduates will:

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

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

Additional requirements for international students are online here.

## **Transfer Credit**

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

## **Residence Requirements**

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

## **Course Requirements**

The Certificate in Marriage, Couple, and Family Counseling program is generally 1-2 years in length with 36 semester hours of course work required as a minimum for

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

## **Completion Requirements**

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

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

Achieve no grade lower than a B in all courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific

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

### **Electives (1 hour)**

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

### **Clinical Internship (6 hours)**

#### **Complete the following:**

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

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



# Postgraduate Certificate in Trauma-Informed Care

## Purpose

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

graduate professionals in qualifying professions. Qualifying graduate degree programs and professions include mental health, education, health sciences, and ministry.

### **To Enroll in TRI Courses:**

Students may enroll in select TRMA courses even though the post-graduate certificate is not being pursued. All current George Fox University graduate students in good standing and post-graduate professionals from a qualifying profession are eligible to enroll in select TRI courses. Post-graduate or graduate students enrolled elsewhere in a qualifying profession are eligible to enroll in TRI courses by completing a special student application.

### **To Apply for the Certificate Program:**

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

#### Current George Fox Graduate Students

- Shortened TRI Application Form

- GPA of 3.0 or higher

- Good standing in current degree program

#### Current Master's Students Attending Other Colleges or Universities

- Graduate School of Counseling application form

- GPA of 3.0 or higher

- Graduate school transcripts verifying completion of a qualifying degree

#### Current Post-Graduate Professionals

- Graduate School of Counseling application form

- GPA of 3.0 or higher

- Graduate school transcripts verifying completion of a qualifying degree program

## **Transfer Credit**

Transfer of up to

Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

## **Course Requirements**

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

## **Other Program Requirements**

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

## **Completion Requirements**

In order to complete the Postgraduate Certificate in Trauma-Informed Care program students must:

- Satisfactorily complete a minimum of 12 semester hours with a cumulative GPA of 3.0 or above.

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

- Satisfactorily complete a trauma research project.

## **Curriculum Plan**



# **Masters (MA) in Social and Behavioral Studies**

## **Purpose**

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

## **Student Learning Outcomes**

Graduates will:

- Articulate a holistic, multi-faceted, respectful understanding of persons in context.
- Listen effectively and in an informed way to people and their needs.
- Collaborate with mental health professionals in various community, school, and

## **Residence Requirements**

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

## **Course Requirements**

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

### **Electives (6 hours)**

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

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

# Certificate in Play Therapy

## Other Program Requirements

### Curriculum Plan

**Seven (7) credit hours of graduate training in play therapy, consisting of the following courses:**

**Complete the following:**

GCEP 580 Play Therapy: Lifespan Applications 3 hours

GCEP 581 Filial Therapy 2 hours

GCEP 582 Sandtray Therapy 1 hour

GCEP 583 Special Topics in Play Therapy (e.g., Family Play Therapy, Group Play Therapy) 1 hour





Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the school counseling profession

Articulate how personal faith informs one's identity and practice as a professional school counselor

Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology

Demonstrate application of skill in recognizing one's own limitations as a professional school counselor (seeking supervision, self-evaluation, and self-care)

Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling advocacy

Demonstrate the Conceptual Framework to Think Critically, Transform Practice,

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

## **Residence Requirements**

Of the 62 hours required for the MA in School Counseling program (60 for Track I students), a minimum of 43 hours (41 for Track I students) must be taken in resident study at George Fox University. All work leading to the degree must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the Graduate School of Counseling (GSC) Faculty. However,

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

Complete a minimum of 20 one-hour sessions of personal therapy—individual, couples, and/or group (no more than 10 sessions may be in group therapy)—with a licensed therapist

*(Track I only)* Complete 3 elective credits prior to Internship that are pre-approved by the School Counseling Program Director

*(Track II only)* Complete a minimum of 100 supervised hours in a teaching practicum, including a minimum of 38 clock hours of full responsibility for teaching and classroom management

Complete a minimum of 600 supervised internship hours, of which at least 240 hours must be direct client contact hours

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

## **Curriculum Plan**

### **Spiritual Integration (3 hours)**

**Complete the following:**

GCEP 561 Spirituality and Clinical Praxis 3 hours

### **Counseling Core (27 hours)**

**Complete the following:**

GCEP 500 Introduction to Systems Theory and Practice 3 hours

GCEP 501 Principles and Techniques of Counseling 3 hours

GCEP 510 Human Growth & Development 3 hours

GCEP 520 Personality and Counseling Theory 3 hours

GCEP 530 Psychopathology and Appraisal 3 hours

GCEP 550 Group Theory & Therapy 2 hours

GCEP 554 Addictions 2 hours

GCEP 566 Research Methods and Statistics 2 hours

GCEP 567 Cultural Foundations and Social Justice 3 hours

GCEP 571 Tests and Assessments 2 hours

GCEP 587 Psychopharmacology 1 hour

### **School Counseling Core (21 hours)**

**Complete the following:**

GCEP 502 Clinical Practicum 3 hours

GCEP 503 Risk & Resiliency in Youth 3 hours

GCEP 504 Childhood and Adolescent Disorders 2 hours  
GCEP 505 Foundations in School Counseling 3 hours  
GCEP 509 Lifestyle and Career Development 2 hours  
GCEP 511 Ethical and Legal Issues 3 hours  
GCEP 518 Treatment Planning II 1 hour  
GCEP 519 School Counseling Portfolio 1 hour  
GCEP 568 Action Research Design I 1 hour  
GCEP 569 Action Research Design II 1 hour  
Electives for Track I students (3 hours)

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

**Complete the following:**

These courses are required for Track II students only.

GCEP 506 Classroom Teaching and Learning 2 hours  
GCEP 507 Teaching Practicum 3 hours

### **Clinical Internship (6 hours)**

**Complete the following:**

Note: Students are expected to follow the sequence GCEP 515, GCEP 517 beginning with the fall semester of the final year.

GCEP 517 School Counseling Internship II 3 hours

**Note:**

Internship requires a minimum of 600 clock hours of supervised school counseling experience in a public or approved private school per TSPC guidelines.

The teaching practicum for school counseling must be supervised and consist of a minimum of 100 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 38 clock hours of full responsibility for teaching and classroom management.

# School Counseling Licensure Preparation Program

## Purpose

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

## Accreditation

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

## Student Learning Outcomes

Graduates will:

Demonstrate and articulate an identity as professional school counselors that blends the roles of mental health professional and educational leader

Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental school counseling program that aligns with the American School Counseling Association's National Model and advances the mission of the school

Demonstrate skills as educational leaders who can effectively advocate with multicultural sensitivity for all students' holistic well-being at individual and systemic levels

Demonstrate personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling, classroom lessons, collaboration, and consultation

Demonstrate how to individually and in collaboration with teachers develop and teach an engaging guidance-related curriculum that facilitates students' personal/social, academic and career development

Demonstrate the awareness, knowledge, and skills to effectively work with i4 (a)-3 (b)5 (ctiv)10 (e)

# Admission Requirements

Master's or doctoral d

## **Residence Requirements**

Of the 34 hours required for the School Counseling Licensure Preparation Program, a minimum of 21 credit hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate School of Counseling (GSC) Faculty. However, only one such extension may be considered





# **School Psychology Licensure Preparation Program**

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

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

Additional requirements for international students are online here.

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

**Prerequisite Coursework (43 hours)**

GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 CLINICAL PRACTICUM	3
GCEP 510 HUMAN GROWTH AND DEVELOPMENT	3
GCEP 520 PERSONALITY AND COUNSELING THEORY	3
GCEP 543 THE EXCEPTIONAL CHILD	3
GCEP 544 ACADEMIC ASSESSMENT	4
GCEP 545 COGNITIVE ASSESSMENT	4
GCEP 546 Test and Measurement	3
GCEP 547 Personality and Behavioral Assessment	4
GCEP 550 Group Theory and Therapy	3
GCEP 551 Program Evaluation Research Designs	2
GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3

Prior courses taken may potentially be accepted, upon approval, as prerequisite hours required to complete the program. Waivers of prerequisite coursework\* might vary greatly from student to student. In addition to the prerequisite coursework, all students must complete the required 18 semester hours of coursework

*\*Applicants for the School Psychology Licensure Preparation Program may petition the Oregon Teacher Standards and Practices (OSPTS) Board for a waiver of OSPTS 73(g)-related standards.*

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

Complete a minimum of 20 one-hour sessions of personal therapy—individual, couples, and/or group (no more than 10 sessions may be in group therapy)—with a licensed therapist

Complete a minimum of 1,200 supervised hours in internship setting(s)

Successfully complete the Clinical Portfolio-3 (o)-3w(ETEMC Q/P A/CID 1 BDC q0 0 612 792 reV

# College of Behavioral and Health Sciences

## Course Descriptions

(Courses are listed alphabetically by prefix.)

<b>Course Prefix</b>	<b>Subject</b>
GCEP, TRMA	Counseling



hazardous materials, etc.), and intentional (bombings, shootings, nuclear, biological, chemical, etc.) disaster.

### **DMSC 760 Tropical Medicine**

*3 hours*

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

### **DMSC 770 Doctoral Practicum**

*9 hours*

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

### **DMSC 795 Special Study In**

*.5-3 hours*

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



# **GCEP Course Descriptions**

## **GCEP 500 Introduction to Systems Theory and Practice**

*3 hours*

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

## **GCEP 501 Principles and Techniques of Counseling**

*3 hours*

This course reviews basic concepts and skills of counseling individuals, including practice in applying those concepts and te-3 (n)se c6606(n)se 3 (e)-3 (Ce3 (in )W\* nBT/T2th)4 ( 8.477

equitable and responsive to the needs of diverse children and their families. Legal and ethical issues in working with these populations are addressed throughout the course.

## **GCEP 504 Childhood and Adolescent Disorders**

*2 hours*

The goal of this course is to provide students with an concentrated study of various childhood and adolescent disorders. The etiology, diagnostic criteria, assessment needs, and recommended intervention and treatment strategies of childhood disorders will be presented. A focus will be placed on understanding the disorders in school settings, including the role of Individualized Education (IEP) and 504 Plans. An integrative perspective will be taken that acknowledges biological, psychological, social, and cultural influences and their interdependence, and is guided by the consideration

and Practices Commission (TSPC) for prospective school counselors who do not have two years of teaching experience in Oregon or out-of-state public or regionally accredited private schools (Track II). The classroom student teaching practicum will prepare prospective school counselors to work collaboratively with educators by learning about how today's schools operate, what guiding principles educators use, and how research-based practices are effective in the classroom in promoting academic success, personal/social, and/or career development. Prospective school counselors will have the opportunity to integrate educational concepts and instructional strategies within the classroom environment while also addressing the needs of diverse and multicultural learners through planned learning activities. Students will prepare and teach a work sample under the guidance of a cooperating teacher. Both formative and summative assessment will be a key component of the work sample. This course is intended for students in the School Counseling program only. Prerequisite: GCEP 506

## **GCEP 509 Lifestyle and Career Development**

*2 hours*

This course is designed to acquaint students with the foundational issues and resources of career counseling, the lifestyle and career decision making process, and comprehensive career-guidance programs for K-12 populations. Students gain an overview of the historical development of career counseling and a basic understanding of relevant theories. The interrelatedness of lived experience, life roles, and calling in career development for diverse populations is visited. Students are exposed to opportunities to gain both multicultural and social justice advocacy awareness, knowledge, and skills as they relate to lifestyle and career development for all students. Students will also identify the criteria necessary to plan, organize, implement, administrate, and evaluate a comprehensive K-12 career counseling program that addresses the career development of all students, along with an understanding of career and educational planning, placement, follow-up, and evaluation. In addition they are acquainted with cutting edge technology resources and assessment tools used

# **GCEP 511 Ethical and Legal Issues**

*3 hours*



psychopathology, normalcy, behavioral, and relational assessment, in addition to their therapeutic goals and interventions. The course explores each theory in light of social and cultural diversity as well as the integrative impact of spirituality and religiosity on the development of the person. The systemic perspective, which recognizes that personality is embedded in various systems (family, relational, social, community and cultural), is considered throughout.

## **GCEP 522 Advanced Clinical Skills**

*2 hours*

It is crucial that professional counselors, after a basic framework of counseling is in place and an introspective process has begun, be trained in the advanced clinical skills of helping. To do this well, the counselor must be trained in such topics and skills as: transference and counter-transference, influencing skills, treatment planning, spirituality, and termination. This course will introduce the student to these counseling topics and more. This course builds on GCEP 501 and utilizes the Egan Model of Counseling described in that course. This course is for Clinical Mental Health Counseling students only; all others by permission. Prerequisites: GCEP 501, GCEP 540

## **GCEP 523 Practicum**

*3 hours*

This class will provide students with supervised field experiences in school psychology. Group supervision and seminar will take place during scheduled class time. Relevant time and case conceptualization will be applied to school-based cases presented during group supervision. Each student will gain experience with a wide variety of exceptional children, including children from early childhood to secondary school levels. The practicum is an integrative experience as the student will blend theory and practical skills in working with diverse students, parents, and school professionals. Prerequisites: GCEP 501 Principles and Techniques of Counseling; GCEP 545 Cognitive Assessment; GCEP 544 Academic Assessment; GCEP 547 Personality & Behavioral Assessment

## **GCEP 524 Family Therapy**

*3 hours*

This course explores and applies fundamental knowledge and skills utilized in the treatment of relational systems. Perceptual, conceptual and executive skills will be developed through direct case appppnd PersonalflhroqQq0 0 61aseh-6 (e)-3 (n)6(h)-3 ing (ir)5 (eh)-3

mastery in the assessment and diagnosis of psychopathology as codified in(n)-3 (o)-3 (si (t )-3 (a)6 (n)







## **GCEP 550 Group Theory & Therapy**

*2 hours*

The primary objective of this course is to teach group leadership theories and skills, and to help students understand how proper group processes and methods can contribute to clients' mental health.

course fee required.

## **GCEP 561 Spirituality and Clinical Praxis**

*3 hours*

This course examines both the content and process of the Christian faith as well as its implications for clinical practice. Explored are an introduction to spirituality in mental health, basic hermeneutics as applied to Christian Scripture, basic theological concepts, the relationship between theology and psychology, health and toxic faith systems, spiritual development, spiritual/religious assessment, the spiritual/religious orientation and value system of the therapist, and treatment interventions in the spiritual/religious realm. This course is intended for Graduate School of Counseling Students. Prerequisites for CMHC/MCFC students: GCEP 540 Prerequisites for School Counseling students: none.

## **GCEP 566 Research Methods and Statistics**

*2 hours*

Students will engage in all steps of the research process by participating in a collaborative research project that emphasizes the importance of research in the counseling profession, including work that informs evidenced-based practices in the field. Students participate in the ethical design, analysis, reporting, and evaluation of empirical research. Students will also learn to fundamentals of program evaluation, including needs assessments and strategies for program modification.

## **GCEP 567 Cultural Foundations and Social Justice**

*3 hours*

This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will examine several major spiritual traditions, with a view to understanding the implications for clinical practice with persons in these populations. Within each tradition, the following are explored: history and tradition; sacred writings; central doctrines; spiritual authority; faith communities; communal and personal disciplines/rituals; health/happiness and pathology; means of grace; social and cultural practice; relationship to creator/creation; gender, blood, and faith relationships; compare and contrast with Western Christian worldview; systemic analysis; and therapeutic implications. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles. This course is intended for Graduate Department of Counseling

counseling plan. Emphasis is placed on defining and investigating problems that require the professional school counselor to implement strategies for improving their practice and student learning. Students are introduced to several levels of data usage and application, moving from state accountability requirements to mobilizing efforts to equalize access to high standards for all students. During this course students will complete a school profile, draft a critical question, create an action research design, submit an IRB, and conduct an initial literature review. This course is intended for students in School Counseling programs only; others by permission. Corequisite: GCEP 515. Must be taken concurrently.

## **GCEP 569 Action Research Design II**

*1 hour*

This course continues the development of a basic understanding for the critical role

will be included as well. This course is intended for Graduate School of Counseling students.

### **GCEP 577 Images Of God**

*1 hour*

This course is an introduction into the complex psychological variable called Image of God. The course will introduce the student to the theoretical framework and the clinical perspective in understanding and working with a client's spirituality and/or religiosity. The course takes an integrative approach combining both theological and psychological data regarding the client's unconscious image of God within the contexts of relational, social, and cultural factors.

### **GCEP 578 Shame And Grace**

*1 hour*

It is challenging to understand the difference between guilt, shame, and grace. It is also difficult to know then how to apply this to our spiritual lives, and yet harder to know how to apply this to someone else's life. This course is designed to inform the therapist about family shame, guilt, and grace. Definitions, characteristics, and change strategies for shame in clients, both individuals and families, will be discussed. Models of grace and healing for shame will be identified. There will be significant emphasis on the student's own experience of shame and grace. No Pre-Requisites

### **GCEP 579 Spiritual Identity**

*1 hour*

Provides an opportunity for students to develop/deepen their own spiritual identity. Views of God, creation, self, family, relationships, faith communities, personal disciplines, personality type, spiritual health, and pathology are among the topics for exploration. Students will explore literature of spiritual formation, reflect/journal on their spiritual histories, participate in intentional community experiences, and consider options for

effective child and family therapy intervention. Parents are trained by experienced play therapists to be agents of therapeutic change in their children's lives through the utilization of basic play therapy skills. These skills are employed in regularly scheduled parent-

especially those from diverse and/or multicultural populations. Emphasis is placed on understanding the client(s) from systemic and developmental perspectives. Pass/No





practice, supervision, and case consultation and supervision facilitated by a university instructor. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass.

### **GCEP 597 Treatment Planning I**

*1 hour*

This course runs concurrently with GCEP 592 Clinical Internship I, and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Co-Requisite: GCEP 592

### **GCEP 598 Treatment Planning II**

*1 hour*

This course runs concurrently with GCEP 593 Clinical Internship I, and focuses on the development and im

final semester of internship, this multidimensional clinical project involves the student demonstrating perceptual, conceptual, and executive skills; demonstrating minimum practice standards in the legal, ethical and effective treatment of clients. Students are expected to prepare a comprehensive paper detailing their primary theoretical orientation, including perspective of the nature of persons, change and dysfunction, as well as the therapeutic process. Additionally, the portfolio includes video, session transcripts, psychosocial assessment, and written reflection which will be reviewed by the instructor and a licensed mental health professional in the community. Intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass. Co-Requisite: GCEP 593.

### **GCEP 611 Adv School Psych Research I**

*1 hour*

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

### **GCEP 612 Adv School Psych Research II**

*2 hours*

This course builds upon GCEP 611. It will focus on issues of learning and diversity, and the relevant research on these topics, such as culturally sensitive instruments. The course will be a combination of lecture, group discussion, and student presentations. Students will write a literature review focusing on learning and diversity (preapproved by the professor) of publishable quality. Prerequisites: hold an Initial School Psychologist License and GCEP 611.

### **GCEP 613 Advanced Leadership, Collaboration, & Advocacy I: With School Personnel, Parents, & the Community**

school psychologist in taking leadership, collaboration, and advocacy when working with diverse and specialized interest groups. Prerequisites: hold an Initial School Psychologist License and GCEP 612.

**GCEP 616 Law and School Psychologist**

*1 hour*

# MMSC Course Descriptions

## **MMSC 500 Introduction to the PA Profession**

*.5 hours*

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

## **MMSC 502 Research and Evidence-based Medicine**

*.5 hours*

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

## **MMSC 504 Health Care Delivery Systems and Health Policy**

*.5 hours*

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

## **MMSC 506 Ethics and Social and Behavior Science**

*.5 hours*

This course introduces the principles and practice of medical ethics.

## **MMSC 508 Communication, Counseling and Education Techniques**

*.5 hours*

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

## **MMSC 510 Introduction To Anatomy and Physiology**

*.5 hours*

This course provides an overview of anatomy, physiology, and genetic and molecular mechanisms of health and disease. In addition, the course will include core knowledge

about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

### **MMSC 512 Introduction to Physical Exams**

*.5 hours*

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

### **MMSC 514 Introduction to Pharmacology**

*.5 hours*

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

### **MMSC 520 Behavior Medicine**

*2 hours*

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

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## **MMSC 540 Pathophysiology I**

*2.5 hours*

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

## **MMSC 542 Pathophysiology II**

*3 hours*

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

## **MMSC 554 Pharmacotherapy and Patient Management III**

*3 hours*

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

## **MMSC 560 Clinical Reasoning Problem Based Learning I**

*7 hours*

This course covers anatomy, physiology, pathophysiology, pharmacology/  
pharmacoth

to More Healthful Patterns (B2.09). Topics and body systems covered include (1) pulmonary, (2) cardiac, (3) gastroenterology/nutrition, and (4) endocrine (pancreas). Relevant topics and disease processes in each topic area will be developed.

### **MMSC 564 Clinical Reasoning Problem Based Learning III**

*9 hours*

This course provides instruction related to the development of problem solving and medical decision-making skills (B1.07). It develops student knowledge in anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered during the term (B2.02a, B2.02b, B2.02c, B2.02d, B2.03). Using student led problem-based concepts, the course provides instruction in patient assessment (evaluation and diagnosis) and management includes caring for patients of all ages from initial presentation through ongoing follow-up (B2.05). Students will develop skills in (1) interviewing and eliciting a medical history; (2) performing complete and focused physical examinations; (3) generating differential diagnoses; and (4) ordering and interpreting diagnostic studies. Patient management instruction will address acute and longitudinal management that helps develop treatment plans that are (1) patient centered, (2) inclusive, (3) addressing



and Stress, (3) Adhere to Prescribe Treatment Plans, and (4) Designed to Modify Patient Behaviors to More Healthful Patterns (B2.09). Finally, students will learn about patient safety, quality improvement, prevention of medical errors, and risk management (B2.13). As a minimum, the following skill sets will be covered. Topics and body systems covered in this course include (1) pulmonary, (2) cardiac, (3) gastroenterology/nutrition, and (4) endocrine (pancreas). Relevant topics and disease processes in each topic area will be developed.

### **MMSC 574 Clinical Reasoning Problem Based Learning Lab III**

*1 hour*

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

solving these problems. This course introduces students to global health issues relevant to medical practice. Topics include (1) Leadership issues in global health, (2) global health care, and (3) ethics, initiatives, and priorities in global health.

### **MMSC 584 Global Health and Special Populations III**

*2 hours*

This is the third course in the global health and special populations series and is



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

## **MMSC 650 Pediatric Medicine**

*4 hours*

Experiential Learning in Pediatric Medicine. In general, supervised clinical practice experiences enable students to meet the program's learning outcomes expected of students, to include (1) preventive, (2) emergent, (3) acute, and (4) chronic patient encounters (B3.02). Additional outcomes met during the SCPE year include providing

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

### **MMSC 680 Elective #1**

*4 hours*

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

### **MMSC 682 Elective #2**

*4 hours*

# PDPT Course Descriptions

## **PDPT 500 Professional Practices in Physical Therapy**

*2 hours*

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

## **PDPT 503 Basic Patient Care Skills**

*2 hours*

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

**PDPT 511 Human Anatomy II**

peripheral and central nervous systems, and the auditory, visual, and vestibular systems and emphasizes disorders commonly found in physical therapy practice. Both acute and chronic pain mechanisms will also be discussed. Prerequisite: Admission to the program or authorized by program director

### **PDPT 540 Therapeutic Modalities**

*2 hours*

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

### **PDPT 550 Therapeutic Exercise I**

*2 hours*

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

### **PDPT 551 Therapeutic Exercise II**

*2 hours*

This course is a continuation of PDPT 550 and emphasizes the principles of therapeutic exercise progression from the pediatric patient to the geriatric patient while utilizing



**PDPT 570 Applied Physiology**  
*3 hours*

interactions of the major drugs commonly used. Impact of different agents on exercise is considered. Prerequisites: Successful completion of coursework year 1 or authorized by program director



laboratory sessions where the students must demo



## **PDPT 752 Professional Research Project III**

*1 hour*

In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor.

Prerequisites: Successful completion of prior coursework or authorized by program director

## **PDPT 753 Professional Research Proj IV**

*2 hours*

In this course students will complete a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor.

Students are expected to successfully pass and defend the professional research project. Prerequisites: Successful completion of prior coursework or authorized by program director

## **PDPT 760 Professional Duty and Social Responsibility**

*2 hours*

This course emphasizes service learning. During this course, the students will identify community needs, develop a service-learning project in conjunction with a community partner, and carry out the project. Ideas related to social responsibility, advocacy and professionalism are explored through class room activities, formal papers, reflective journaling, readings and a final project presentation. Prerequisites: Successful completion of coursework year 2 or authorized by program director

## **PDPT 770 Special Topics**

*1 hour*

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

## **PDPT 780 Clinical Internship III**

*8 hours*

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

Prerequisite: Successful completion of PDPT 6

## **PDPT 781 Clinical Internship IV**

*9 hours*

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

Prerequisite: Successful completion of PDPT 780

## **PDPT 782 Clinical Internship V**

*10 hours*

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

Prerequisite: Successful completion of PDPT 781

## **PDPT 795 Independent Study**

*1-3 hours*

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

# PSYD Course Descriptions

## **PSYD 501 Theories Of Pers/Psychotherapy**

*3 hours*

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

## **PSYD 502 Psychopathology**

*3 hours*

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

## **PSYD 503 Learning, Cognition & Emotion**

*3 hours*

Examines contemporary perspectives on thought, learning, memory, emotion, and other higher mental processes. After a review of theoretical perspectives on learning, cognition, and emotion, cognition-emotion interaction and the development of this interaction will be discussed.

## **PSYD 504 Social Psychology**

*2 hours*

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

## **PSYD 505 Lifespan Development**

*3 hours*

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

## **PSYD 507 Diversity II: History & Systems of Psych**

*3 hours*

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



## **PSYD 509 Bio Basis Behavior**

*3 hours*

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

## **PSYD 510 Psychopharmacology**

*2 hours*

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

## **PSYD 511 Psychometrics**

*3 hours*

A survey of theory and methods of test construction, with emphasis on professional standards for evaluating published tests and application of test results. Concepts of test development will be examined, including scaling, item analysis, standardization, measurement error, reliability, and validity. Basic statistics and statistical software related to correlational analyses will also be included. Commonly used psychology tests will be used as psychometric examples (especially cognitive scales). Issues of test use among ethnic and special populations will also receive attention.

## **PSYD 512 Statistics**

*3 hours*

This course emphasizes a review of basic statistics (univariate statistics such as Pearson  $r$ ,  $t$ -tests, and ANOVA), then generalizes these to the case of multiple dependent variables. Numerous methods of comparing and combining results will be discussed including test assumptions, methods for tests of significance, and effect sizes.

## **PSYD 513 Research Design**

*3 hours*

A rigorous examination of the spectrum of methods available for research in the clinical domain, ranging from basic to applied, and including descriptive, traditional experimental research, and strategies used in evaluating the effectiveness of intervention programs in a variety of mental health settings. Topics include the principles of experimental and quasiexperimental design and an introduction to qualitative research. Data analyses include MANOVA, MANCOVA, Discriminate Analysis, Meta-analysis, Factor Analysis, and an examination of the assumptions of each.

## **PSYD 516 Child and Adolescent Treatment**

*2 hours*

This course will build on PSYD 505 Human Development. The course provides advanced training in evidence-based interventions for children and adolescents. Interventions taught will center on common referrals including behavior disorders, attention deficit disorders, autism spectrum disorders, depressive and anxiety disorders, adjustment disorders, and pediatric concerns such as toileting and sleep problems.

## **PSYD 517 Ethics For Psychologists**

*3 hours*

the related ethical and practical considerations involved in qualifying for licensure, and



## **PSYD 532 Practicum I**

*3 hours*

This is a sequence of at least two semesters that builds on PSYD 530-531 Clinical Foundations of Treatment and emphasizes practical training in assessment, diagnosis, psychotherapy, and case management through supervised practice in a vari/Bemnosis,



## **PSYD 561 Group Psychotherapy**

*1-3 hours*

Theory and application of small-group process in clinical settings; laboratory practice in selection of participants, leadership, and interaction methods; and design and implementation of short-term focal groups. Can be taken as a variable credit course.

## **PSYD 587 Health Psychology**

*1-3 hours*

The focus of this course is on the practical understanding and application of Health psychology. This course will introduce you to the biopsychosocial model of health to understand the factors that influence the maintenance of health as well as disease progression. The course includes research-based interventions to treat illness, slow or prevent disease progression. Can be taken as a variable credit course.

## **PSYD 591 Consult, Educ & Prog Eval I**

*1 hour*

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

## **PSYD 592 Consult, Educ & Prog Eval II**

*1 hour*

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

## **PSYD 593 Superv & Manag of Psyc Serv I**

*1 hour*

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

## **PSYD 594 Superv & Manag of Psyc Serv II**

*1 hour*

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

## **PSYD 595 Special Study**

*1-6 hours*

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## **PSYD 615 Internship (Half-Time Units)**

*4 hours*

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

## **PSYD 616 Spiritual Formation 1**

*1 hour*

An introduction to the ways God works in human lives, affecting redemptive change and spiritual transformation, with special attention given to the personal life of professional psychologists. A theoretical basis for reflection, combined with experiential components of the classical spiritual disciplines, will enable the student to establish a personal foundation of spiritual formation, including such elements as prayer, journaling, and various approaches to worship. Additional course fee required.

## **PSYD 630 Integrative Topics 1**

*3 hours*

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

## **PSYD 631 Integrative Topics 2**

*3 hours*

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

## **PSYD 632 Advanced Integrative Topics**

*2 hours*

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

## **PSYD 655 Dissertation**

*2 hours*

To maintain continuous enrollment until dissertation is complete. Does not count toward the degree.

## **PSYD 701 Foundations of Primary Care Psychology**

*2 hours*

Required for PCP Track. This is the first course in the two-semester sequence which prepares the student for the two-year clinical training experience in primary care medical setting. The Foundations course includes an understanding of the primary care behavioral health model, including interprofessional biopsychosocial treatment mode. The course will include training and practice in evidenced based interventions for primary care, use of assessment, program evaluation and use of population metrics to enhance care. In addition to lecture, training will include practice, participation in training

webinars and how to use external resources essential to remaining current in the field.  
Prerequisite: instructor approval required if not enrolled in PCP Track.

## **PSYD 702 Advanced Primary and Specialty Care Psychology**

*2 hours*

This is the second course in the two-

## **PSYD 708 Diversity I: Concepts and Foundations**

*2 hours*

This course is designed to enhance students' own cultural awareness, engagement with, and understanding of cultural influences. It considers issues of human diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, and ability. Students will explore the contours of difference and the dynamics of diversity, privilege, and oppression in domestic and global contexts.

## **PSYD 709 Diversity III: Clinical Application**

*3 hours*

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

# SWKG Course Descriptions

## **SWKG 500 Introduction to the Social Work Profession**

*1 hour*

This course explor



practice and human service programs, and the critical review and utilization of research findings. Prerequisite: SWKG 540 Research Methods and Statistics

## **SWKG 542 Research Methods**

*3 hours*

This course will move the student from the conceptual understanding of research methods to the application of research methods in practice. Students will apply scientific methods for building knowledge for social work practice, use ethical standards for scientific inquiry, choose qualitative and quantitative research methodologies, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the critical review and u

students serve individuals of all ages, families, groups and communities in various agency settings. Co- or Prerequisites: SWKG 500 Introduction to the Social Work Profession; SWKG 531 Human Behavior and the Social Environment I: Theoretical Foundations; SWKG 591 Social Work Practice I; Families, Individuals, and Groups Additional course fee required.

## **SWKG 577 Foundation Internship II**

*3 hours*

This course is designed to provide an opportunity for social work students to apply academic learning to professional social work practice under the supervision of a qualified and experienced social work practitioner. Social Work 577 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. Social Work 577, Foundation Internship II, follows the successful completion of Social Work 575, Foundation Internship I, and is a required course for all students in the standard MSW program. It consists of a minimum of 240 hours of applied learning in an agency field setting and a 2-

to macro practice and analyze the values and beliefs that shape the decision to choose a course of action. The course includes attention to faith communities and religious organizations as contexts for professional practice. Co- or Prerequisites: SWKG 532 Human Behavior and the Social Environment II: Assessment through the Life Span; SWKG 591 Social Work Practice I; Families, Individuals



## **SWKG 606 Mezzo Practice/Adv Practice with Groups**

*3 hours*

This course provides an overview of theories and models of social work intervention, with particular attention to small system dynamics (groups, small communities and agencies.) Students learn the philosophy and theoretical constructs of a variety of methods, as well as how and when to apply those methods. Students develop knowledge and use of skills for the application of research-informed models of direct social work with groups, small communities and agencies. Advanced practice skills are emphasized with particular attention to engagement and intervention. This course is focused on practical application and is experiential. This course will be taken in concurrently with SWKG 677.

## **SWKG 607 Macro Practice/Adv Practice with Communities**

*3 hours*

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

## **SWKG 642 Advanced Research I**

*2 hours*

Scientific methods of knowledge development for social work practice; ethical standards for scientific inquiry; quantitative and qualitative research methods; and research designs are applied to critical evaluation of research in your area of concentration and to development of a plan for research project implementation. Students will engage in an advanced research practice experience that enables them to demonstrate the capacity to plan, conduct, and evaluate an agency-based research project. The research proposal is implemented during the Advanced Field Internship and Advanced Research II (SWKG 643).

## **SWKG 643 Advanced Research II**

*2 hours*

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

to inform practice. This course presents a detailed explanation of the concepts and procedures of systematic reviews and meta-analyses, provides step-by-step guidance on how to actually perform them, and help students to apply these in practice. This course, the first of a two-course sequence, develops skills in becoming critical evaluators and consumers of evidence and research reported in scientific literature.

### **SWKG 648 Applied Social Work Research: Evaluation of Practice**

*2 hours*

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

### **SWKG 676 Advanced Internship I**

*4 hours*

This course is designed to provide an opportunity for social work students to apply academic learning to advanced professional social work practice in the area of

Work; Substance Abuse; Death and Grief; Rationality, Arts and Spirituality Integrated Practice; Social Innovation and Entrepreneurship; Program Evaluation.

## **SWKG 692 Theories for Advanced Practice: Community Organizations & Development**

*3 hours*

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

## **SWKG 694 Skills For Advanced Practice: Community Organizations & Development**

*3 hours*

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

## **SWKG 695 Special Study**

*1-3 hours*

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

## **SWKG 696 Special Issues in Advanced Practice: Families, Children, Individuals & Groups**

*3 hours*

This course focuses on current clinical issues that families face, allowing students the opportunity to apply advanced practice theories and methods to particular problem areas.





## **TRMA 539 Introduction to Trauma Informed Practice**

*2 hours*

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

## **TRMA 540 Trauma and Social Justice Annual Conference**

*1 hour*

This course is a deeper examination of the topic under review in the annual Trauma & Social Justice Conference. Held the second week of September, the conference is an annual event sponsored by the Trauma Response Institute. It is designed to promote and support the work of humanitarian aid, mental health, education, ministerial, health care, and social change professionals dedicated to naming and responding to socio-cultural factors that increase stress and trauma among marginalized & vulnerable populations. The course is taught in a blended format with 50% of class time including conference attendance, and the other half including online activities.

## **TRMA 541 Race and Trauma**

*1 hour*

This course explores the multi-generational

be precipitated by a variety of experiences including mental health issues or relational trauma such as miscarriage, military combat, or childhood sexual abuse. Through the use of EFT's three stages and nine steps, couples reprocess emotional experiences

## **TRMA 572 Trauma Research II**

*1 hour*

Students completing the Post-Graduate Certificate in Trauma Response Services continue progress on their research component by enrolling in TRMA 572 in either the Fall or Spring term following the successful completion of TRMA 571. The Trauma Research Project is a thesis that represents the culminating demonstration of the student's trauma-informed expertise. The student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of the thesis requires completion of the project as detailed in the candidate's trauma research proposal, including a written summary of the project suitable for publication. Students will participate in monthly research team work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director. Prerequisite: TRMA 500, TRMA 501. Corequisite: Additional Block A, B, and C courses required for certificate completion.

## **TRMA 573 Trauma Research III**

*1 hour*

Students completing the Post-Graduate Certificate in Trauma Response Services work towards the completion of the research component by enrolling in TRMA 573 in either the Fall, Spring, or Summer term following the successful completion of TRMA 572. The Trauma Research Project is a thesis that represents the culminating demonstration of the student's trauma-informed expertise. The student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project



research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of the thesis requires completion of the project as detailed in the candidate's trauma research proposal, including a written summary of the project suitable for publication. Students will participate in monthly research team work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director. Prerequisite:8 ( )8 giiR (isi)4(e)-3 (cto)-5Ar

# College of Business Programs

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

## Programs

Programs offered by the College of Business include:

### Master's

Master of Business Administration (MBA)

### Doctoral

# **Master of Business Administration (MBA)**

## **Overview**

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

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

## **Transfer Credit**

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

## **Course Requirements**

The Master of Business Administration program is generally 14 months in length with 32 semester hours of coursework required as a minimum for graduation. All program hours are in prescribed business courses.

## **Other Requirements**

Students are expected to maintain continuous enrollment in the program, remaining with their cohort throughout, so personal and work commitments should be planned accordingly. The program is generally structured as a fully online or a cohort model, in which a group of students follows an integrated sequence of courses from beginning to end. The cohort program requires 14 months to complete and the online program takes 24 months.

Reinstatement to the program after withdrawal requires Admissions Committee action and may subji2rau (p)6 (rog5dT/TT0Ju( )-11 (m)-.and)Tj6 ( o)-5 (n)-3 (l)6.42 356.57 Tig

BUSG 502 Organizational Agility, Change, and Innovation 3 hours  
BUSG 504 Accounting & Financial Reporting 2 hours  
BUSG 508 Economics 2 hours  
BUSG 524 Strategic Marketing 3 hours  
BUSG 527 Managerial Finance 3 hours  
BUSG 533 Building Ethical Organizations 2 hours  
BUSG 536 Managing People, Processes, & Projects 3 hours  
BUSG 541 Business Research & Analytics 3 hours  
BUSG 556 Developing World-Class Leaders 3 hours  
BUSG 560 Design Thinking for Strategy Development 3 hours  
BUSG 598 Client/Capstone Project I 1 hour  
BUSG 599 Client/Capstone Project II 1 hour

# **Doctor of Business Administration (DBA)**

## **Overview**

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

This program equips students to research and teaches a variety of business disciplines,







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

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

BUSD 815 Doctoral Dissertation Continuation 1 hour

## **Concentrations (select one)**

### **Management (6 hours)**

**Complete the following:**

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

### **Data Analytics Professional Concentration (6 hours)**

**Complete the following:**

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

### **Executive Leadership (6 hours)**

Complete the following:

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

# Business Analytics Certificate

## Program Objectives

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

## Admission Requirements

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

## Graduation Requirements

Completion of 9 credits of certificate coursework.

## Curriculum Plan

### Core Requirements (9 hours)

Complete the following:

BUSG 600 Business Analytics: Descriptive Analytics and Forecasting 3 hours

BUSG 603 Business Analytics: Applied Analytics and Predictions 3 hours

BUSG 606 Business Analytics: Prescriptive Analytics and Modeling 3 hours

# College of Business Course Descriptions

(Courses are listed alphabetically by prefix.)

	<b>Course Prefix</b>	<b>Subject</b>
	BUSD	Business — Doctoral
	BUSG	Business — Master's



## **BUSD 708 Business Analytics: Analytic Thinking and Decisions**

*3 hours*

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

## **BUSD 710 Introduction to Doctoral Research & Writing**

*4 hours*

through questions posed by the students. Analysis and investigation of current research in effective consulting and teaching methods and current trends in higher education and organizational consulting settings will be applied.

### **BUSD 723 Business Teaching Practicum**

*3 hours*

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

### **BUSD 724 Business Consulting Practicum**

*3 hours*

Consulting experience supervised by a faculty member as well as an on-site supervisor. Students will integrate content and skills from the doctoral program into a consulting setting. Possible practicum placements include at a college or university or a community college; acting as a trainer in a business setting of your choice. Graded on a pass/fail basis.

### **BUSD 730 Organizational Theory and Behavior**

*3 hours*

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

### **BUSD 732 Human Resource Development**

## **BUSD 751 Aligning Resources to Competing Priorities**

*3 hours*

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

## **BUSD 752 Designing a High-Performance Organization**

*3 hours*

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

## **BUSD 753 Advanced Applications of Ethical Reasoning/Compliance in Accounting**

*3 hours*

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

## **BUSD 756 Advanced Topics in Accounting**

*3 hours*

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

## **BUSD 760 Business Analytics: Foundational Methods of Analytics**

*3 hours*

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





student's faculty dissertation committee. Prerequisite: Successful completion of BUSD 801 & BUSD 802

### **BUSD 804 Doctoral Dissertation IV**

*1 hour*

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

### **BUSD 805 Doctoral Dissertation V**

*1 hour*

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

### **BUSD 806 Doctoral Dissertation VI**

*1 hour*

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

### **BUSD 807 Doctoral Dissertation VII**

*1 hour*

# **BUSG Course Descriptions**

## **BUSG 501 Leading & Developing Organizations**

*3 hours*

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

## **BUSG 502 Organizational Agility, Change, and Innovation**

*3 hours*

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

## **BUSG 504 Accounting & Financial Reporting**

*2 hours*

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

## **BUSG 507 Economics**

*3 hours*

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

## **BUSG 508 Economics**

*2 hours*

This course focuses on the economic operating environment and examines the underlying assumptions, concepts and methods of microeconomics and macroeconomics, with emphasis placed on the application of economics to managerial decision-making. Competing economic theories and the role of economic institutions will be investigated. This course is also intended to raise economic awareness in

business leaders to enhance responsible and ethical engagement with the economy.  
Prerequisite: This course is for part-time MBA students.

### **BUSG 510 Business Analytics: Forecasting and Data Visualization**

*1 hour*

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

### **BUSG 511 Business Analytics: Probability Scenarios for Most Favorable Outcomes**

*1 hour*

Investigation of the management use of prescriptive data analytics and probability analytics for identifying risk/reward scenarios with multiple decision choices. Exploration of data analytics for developing most favorable outcomes. Introduction to decision-tree analysis.

### **BUSG 512 Business Analytics: Optimization Under Conditions of Uncertainty**

*1 hour*

## **BUSG 522 Global Environment**

*1 hour*

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

## **BUSG 523 Global Environment: International Residency**

*1 hour*

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

## **BUSG 524 Strategic Management**

## **BUSG 527 Managerial Finance**

*3 hours*

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

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

*3 hours*

We take the road less traveled, on occasion, to find new opportunities and challenges. The strategi

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

## **BUSG 536 Managing People, Processes, & Projects**

*3 hours*

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

## **BUSG 540 Business Data Analytics**

*3 hours*

In this course, you will learn to identify, evaluate, and capture business analytic opportunities to create value. You will learn basic analytic methods and be able to analyze case studies on organizations. We will explore the challenges that can arise in star

## **BUSG 553 Business Seminar I**

*3 hours*

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

## **BUSG 554 Business Seminar II**

*3 hours*

A continuation of Business Seminar I, the course will focus on continued organization visits and debriefings. There will be a culminating experience that will involve student presentations and interaction with the organization executives who have been involved throughout the two semester sequence. These two courses together will give particular emphasis to the major integrating curricular strands of the Residential MBA program, including critical thinking, verbal and written presentation skills, financial analysis, teamwork, global awareness and Christian world view. Additional course fee is required.

## **BUSG 556 Developing World-Class Leaders**

*3 hours*

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

## **BUSG 557 Transformational Leadership**

*2 hours*

This course explores both historical and contemporary leadership theories and models. Particular emphasis is given to evaluating leadership theories from a values perspective and determining the ways in which they can be applied to the most current developments in organizational change strategies. Using this knowledge, students are presented with ways in which leadership can be conceptualized and applied to meet the

## **BUSG 571 Corporate Finance**

*3 hours*

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

## **BUSG 572 Investments**

*3 hours*

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

## **BUSG 573 Entrepreneurial Finance**

*3 hours*

This course takes the student through the life cycle of a start-up as seen by the entrepreneur responsible for its finance. The course examines innovation as the foundation for a financially successful venture. With the capitalization table as one important point of reference, the course examines rounds of financing by angel investors, venture capitalists and finally by corporate and institutional investors in an exit round. Milestones of start-up to corporate achievement, and the strategic focus and coherence required for those milestones, are examined in integrative case studies.

## **BUSG 575 Special Topics in Financial Management**

*3 hours*

This course provides the opportunity to use practical cases to study the financial decisions of a firm. Emphasis of the class will be on global finance issues, business valuations and reorganizations, and risk management.

## **BUSG 581 Global Strategy**

*3 hours*

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



**BUSG 582 Leading Strategic Change**

## **BUSG 595 Special Study**

*1-3 hours*

Individual research and plans of study completed under the supervision of a School of Business faculty member. Permission required from the professor and program director.

## **BUSG 598 Client/Capstone Project I**

*1 hour*



# Master Degree Programs

## MAT

Master of Arts in Teaching

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

Master of Arts in Teaching Plus ESOL Endorsement

Master of Arts in Teaching English to Speakers of Other Languages (ESOL)  
Endorsement + Dual Language Specialty

Master of Arts in Teaching Plus Reading Endorsement

# **Master of Arts in Teaching**

## **Purpose**



## Other Degree Requirements

The program structure will be characterized by:

### ***Cohort Model***

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

### ***Theory-Into-Practice Links***

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

### ***Action Research***

A professional educator portfolio will be completed to support students in licensing and professional educator requirements.

### ***Thematic Strands***

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

### ***Study of the Subject Matter Knowledge and Structure***

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

### ***Reflection***

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

## Graduation Requirements

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

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

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

Pass appropriate exams to be recommended for licensure

# Curriculum Plan

## **Master of Arts in Teaching Core & Practicum Courses (20 semester credits)**

Complete the following:

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

## **Professional Education Portfolio (3 hours)**

Complete the following:

MATG 591 Professional Educator Portfolio 3 hours

## **Specialization (9 semester hours)**

Complete one of the following Specializations:

### **Single Subject Specialization**

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

Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary





# Master of Arts in Teaching Plus ESOL Endorsement

## Purpose

The Master of Arts in Teaching (MAT) Plus ESOL Endorsement program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, and technology are integrated throughout the curriculum. The themes add qualities to the program that are not reflected in single courses but are interwoven throughout the curriculum. The form of the teacher education program includes a purposeful use of current research findings on the education of teachers as translated into practical experiences and methodologies.

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

## Degree Outcomes

### Educational Objectives

To enable students to:

- Build on their knowledge of subject matter as they develop pedagogical skills and research methodologies

- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education

- Apply these understandings in early childhood, elementary, middle, and secondary classrooms

- Successfully meet the challenges of classroom teaching

### Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of,



## Other Degree Requirements

Complete ESOL endorsement work sample.  
Complete a successful ESOL endorsement practicum experience.

## **Curriculum Plan**

### **Master of Arts in Teaching Core & Practicum Courses (20 semester credits)**

**Complete the following:**

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

### **Professional Education Portfolio (3 hours)**

MATG 591 Professional Educator Portfolio 3 hours

### **Specialization (6 semester hours)**

**Complete one of the following Specializations:**

#### **Single Subject Specialization**

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

#### **Multiple Subjects Specialization**

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

### **ESOL Endorsement Courses (15 hours)**

**Complete the following:**

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





## Transfer Credit

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

## Residence Requirements

All 57 hours required for the MAT Plus ESOL Endorsement with Dual Language Specialty program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

## Course Requirements

The Master of Arts in Teaching Plus ESOL Endorsement with Dual Language Specialty program is generally 1-2 years in length with 57 semester hours of course work required as a minimum for graduation. Of those hours, 19 are in prescribed core education courses, 6 in the area of specialization, 10 in ESOL endorsement courses, 11 Dual Language Specialty courses, and 11 practicum hours.

## Other Degree Requirements

The program structure will be characterized by:

### ***Cohort Model***

Students will work in cohorts of 15 to 18 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for co.61 Td(o32tLclu)-S re



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

## **Specialization (9 hours)**

**Complete one of the following specializations:**

### **Single Subject Specialization**

MATG 555 Secondary Pedagogy in the Content Area 3 hours

MATG 555 Secondary Pedagogy in the Content Area 3 hours

MATG 560 Foundations of Language and Literacy 3 hours

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

### **Multiple Subjects Specialization**

MATG 550 Elementary Pedagogy in Science & STEAM Education 2 hours

MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking 3 hours

MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary 4 hours<sup>1</sup>

# **Master of Arts in Teaching Plus Reading Endorsement**

## **Purpose**

The Master of Arts in Teaching (MAT) Plus Reading Endorsement program is designed to provide a future teacher with the content and methods necessary to be an effective teacher. Thematic strands such as critical thinking, curriculum, classroom management, cultural proficiency, action research, and technology are integrated throughout the curriculum. The themes add qualities to the program that are not reflected in single courses but are interwoven throughout the curriculum. The form of the teacher education program includes a purposeful use of current research findings on the

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

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

## **Admission Requirements**

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

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

If accepted into the program, a \$200 enrollment deposit is required. Deadline is Feb. 1 for Summer start and October 1 for January-3 ( e)-5 (re)9 i0 612 79t6e4 MCID 14 ego2io60.02 Td( 74C

## Other Degree Requirements

The program structure will be characterized by:

### ***Cohort Model***

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

### ***Theory-Into-Practice Links***

Practicum experiences will be a large component of the program, beginning with either an enrichment program planned and implemented by the students or a specific volunteer experience. The involvement in a variety of practicum experiences will provide preservice teachers with opportunities to apply learning from coursework. University faculty, cooperating teachers, and administrator/TT1(rse)9 (w)12 (o)-3 (rk. Uni)-10 (v)10 (e)-3 ()-3 (m)-

Complete Reading Portfolio  
Complete a successful Reading practicum experience

## **Curriculum Plan**

### **Master of Arts in Teaching Core & Practicum Courses (20 semester credits)**

**Complete the following:**

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

# **Master of Arts in Teaching Plus SPED Endorsement**

## **Purpose**

The Master of Arts in Teaching (MAT) Plus Special Education Endorsement program





## **Course Requirements**

The Master of Arts in Teaching Plus SPED Endorsement program is generally 1-2 years in length with 51 semester hours of coursework required as a minimum for graduation.

## **Other Degree Requirements**

The program structure will be characterized by:

### ***Cohort Model***

Students will work in cohorts of 15 to 20 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- aETQq0 0 nd

Achieve no grade lower than

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

**SPED Endorsement Courses effective Spring 2024 (19 hours)**

**Complete the following:**

# Master of Arts in Education

## Purpose

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

MAEd without Licensure is for candidates who desire to understand content and methods pertaining to teaching and learning, but are not pursuing a teaching license. This program is an alternative to the Master of Arts in Teaching (MAT) program. The MAEd Track One is a Master's level program that does not meet the requirements for state licensure and does not require candidates to complete the full clinical practice practicum or pass required content knowledge tests. It is recommended for candidates who have completed an undergraduate BA or BS degree in a field other than education, desire a Master's degree in education, but do not plan to teach in the United States. At a reasonable time after making the decision to enter Track One and completing the requirements for the degree, a student can re-enroll in the graduate program to complete any remaining components, to be considered for recommendation by a program director in the College of Education.

## Degree Outcomes

### Educational Objectives

To enable students to:

- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education
- Build on their knowledge of subject matter to develop pedagogical skills and research methodologies
- Apply these understandings to education in various settings

### Professional Objectives

To enable candidates to:

- Use their knowledge and skills to work in educational settings
- Seek employment as a teacher, paraprofessional, in non-profit agencies or other education related organizations

## Admission Requirements

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

- Master of arts in teaching application and application fee
- Submit one official transcript from each college/university attended

Completion of the character reference statement required by Oregon TSPC  
Three letters of recommendation  
An interview with the Admission Committee

If accepted into the program, a \$200 tuition deposit is required. Deadline for application is Feb. 1 for summer start, June 1 for fall start, and Oct. 1 for a spring start. Applications may be reviewed after those dates on a space-available basis.

## **Transfer Credit**

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

## **Residence Requirements**

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

## **Course Requirements**

The Master of Arts in Education program is generally 1-2 years in length with a minimum of 36 semester credits of coursework required as a minimum for graduation. Of those semester credits, 14 are in prescribed MAT core education courses, 10 semester credits in MEd core courses, 9 semester credits in an area of specialization, and 3 electives.

## **Other Degree Requirements**

The program structure will be characterized by:

### **Cohort Model**

Students will work in cohorts that average between 10 to 18 students. Cohorts will include multiple and single subject levels.

elements are interwoven throughout the program and include a purposeful use of current research on education and methodologies.

### **Reflection**

The ability to be a reflective practitioner will be developed in group discussions, journal entries, papers, and conferences with supervisors and cooperating teachers.

## **Graduation Requirements**

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

**MAEd without Licensure Courses (10 semester credits)**

Complete the following:

MEDU 506 Research in Effective Teaching 3 hours

MEDU 520 Curriculum and Assessment 3 hours

MEDU 540 Action Research I 2 hours

MEDU 541 Action Research II 2 hours

**Elective Coursework (3 hours)**

Students will complete 3 hours of elective coursework.

**Master of Education Courses**

MEDU 506 Research in Effective Teaching 3 hours

MEDU 520 Curriculum and Assessment 3 hours

MEDU 530 Overview of Qualitative and Quantitative Research Methodology 3 hours

MEDU 543 Ethics & Equity in Educational Leadership 3 hours

**ESOL Endorsement Electives**

ESOL 570 Applied Eng Linguis:Oral & Lit 3 hours

ESOL 571 Second Lang Acquisition & Dev 2 hours

ESOL 572 Intercultural Comm ESOL Cntxt 2 hours

ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours

ESOL 574 Assess ESOL Learning/Lang Prof 3 hours

ESOL 577 ESOL Practicum 2 hours

**Reading Endorsement Electives**

READ 530 Hist/Found Literacy Learning 2 hours

READ 531 Analysis Read/Writ Assessments 2 hours

# Master of Education

## Overview

The Master of Education program is designed to fulfill the professional development needs of educators.



## Transfer Credit

Transfer credit may be allowed in the Master of Education program on a case by case basis from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's

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MEDU 541 Action Research II 2 hours

**Specialization (15 hours - select one)**

**Reading**

**Complete the following:**

READ 530 Hist/Found Literacy Learning 2 hours

READ 531 Analysis Rea( L)-5il12 72 reWh6 Td2l3i 2sarssmar tET (l2)-4 (n)6 (u)-3 (rs )]TJETQq0 0 61

# Master of Education Plus Principal License

## Overview

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

## Degree Outcomes for a Master of Education Plus Principal License

- Building-level leadership
- P-12 teacher leadership

## Student Learning Outcomes

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

## Admission Requirements

Applicants seeking admission to the Master of Education Plus Principal License program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0 in most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0). In addition, applicants must complete the following to be considered for admission to the program:

- Master of education application and application fee
- One- to two-page essay as described in the application
- One official transcript from all colleges or universities attended
- Three references (forms provided in the application materials).

Applicants seeking to meet TSPC licensure or endorsement requirements upon completion of the program must also complete the following:

- Verification of valid Oregon teaching license or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience (applicants to the program that do not have a teaching license should submit a letter of explanation as to how the program would meet their professional goals.)

# Transfer Credit

# Graduation Requirements

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

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

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

## Curriculum Plan

### Career Outcomes:

Building-level leadership  
P-12 teacher leadership

### Learning Outcomes:

## **Practicum Courses (6 hours)**

### **Complete the following:**

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

## **Leadership Courses (3 hours)**

### **Complete the following:**

MEDU 565 Capstone 1-3 hours

# **Master of Education Plus Special Education Endorsement**

## **Overview**

Candidates for the Master of Education Plus Special Education Endorsement have



Three references (forms provided in the application materials).

Applicants seeking to meet TSPC licensure or endorsement requirements upon completion of the program must also complete the following:

Verification of valid Oregon teaching license or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience (applicants to the program that do not have a teaching license should submit a letter of explanation as to how the program would meet their professional goals.)

Completed Teachers Standards and Practices Character Questionnaire

or recertification requirements of other states as well. Non-Oregon students will need



# Endorsements and Certificates

## Additional Oregon TSPC Approved Programs

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

### Endorsements

# Dual Language Specialty

## Purpose

The Dual Language Specialty for bilingual educators holding a professional or initial





## **Transfer Credit**

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Reading Endorsement program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

## **Residence Requirements**

Of the 15 hours required for the Reading Endorsement program, a minimum of 12 hours must be taken in resident study at George Fox University. All work leading to the endorsement must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the College of Education Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

## **Course Requirements**

The Reading Endorsement program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 13 are in general reading and literacy courses and 2 hours are practicum courses.

## **Other Program Requirements**

Students must complete the Praxis content area exam required by Oregon Teachers Standards and Practices Commission (TSPC).

## **Graduation Requirements**

In order to complete the reading endorsement students must:

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.

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

## **Course Requirements**

### **Reading and Literacy (13 hours)**

**Complete the following:**

READ 530 must be taken in the first two semesters of the program.  
READ 530 Hist/Found Literacy Learning 2 hours



READ 532 Adv Strategies in Lit Instruct 2 hours  
READ 534 Issues & App Literacy Instruct 2 hours  
READ 538 Organization Reading Programs 3 hours

**Choose one of the following:**

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

**Reading Practicum (2 hours)**

**Complete the following:**

Enrollment in practicum requires successful completion of READ 530, READ 531, READ 532, READ 534 and READ 538.  
READ 542 Reading Practicum 2 hours

# **Teaching English to Speakers of Other Languages (ESOL) Endorsement**

## **Purpose**

Students desiring to add an endorsement to their Oregon Teaching License can do so within the master of education program, or as a stand-alone program. Students desiring to add an authorization level only would complete the requirements below.

## **Program Outcomes**

### **Educational Objectives**

## **Transfer Credit**

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Teaching English to Speakers of Other Languages Endorsement program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

## **Residence Requirements**

Of the 15 hours required for the Teaching English to Speakers of Other Languages Endorsement program, a minimum of 12 hours must be taken in resident study at

ESOL 571 Second Lang Acquisition & Dev 2 hours  
ESOL 572 Intercultural Comm ESOL Cntxt 2 hours  
ESOL 573 Plan/Manage ESOL/Bil Curr/Inst 3 hours  
ESOL 574 Assess ESOL Learning/Lang Prof 3 hours

## **ESOL Practicum (2 hours)**

### **Complete the following:**

Enrollment in a practicum requires successful completion of ESOL 570, ESOL 571, ESOL 572, and ESOL 573. ESOL 574 may be taken concurrently with the practicum course.

ESOL 577 ESOL Practicum 2 hours

# **Special Education Endorsement**

## **Purpose**

The Special Education Endorsement is a stand-alone program designed for those candidates who desire to add the Special Education Endorsement to an existing teaching license.

## **Endorsement Description**

### **Special Education Endorsement [P21]: Early Childhood/Elementary, Elementary/Middle School or Middle School/High School**

The Special Education Endorsement for candidates holding a preliminary license is a 25-

# Program Outcomes

## Educational Objectives

Candidates who complete this Special Education Endorsement will be able to:

- Write Standard-based compliant IEP's including SMART goals
- Monitor student progress for annual goal reporting
- Implement procedural requirements
- Develop and implement appropriate curriculum, instruction, and assessments across grade levels
- Instruct large and small groups using effective teaching methods
- Problem solve with staff and parents around student needs and services
- Lead IEP meetings efficiently
- Effectively organize caseload activities; paperwork, notice, meetings, eligibility forms, IEPs, etc.
- Use time wisely to complete all procedural requirements

## Professional Objective

To enable students to:

Fulfill th nts

## **Transfer Credit**

Transfer credit will be considered on a case to case basis by the Department Chair. Transfer credits will only be considered upon review of Official Transcripts and Course Descriptions of the transfer courses.

## **Residence Requirements**

Of the 25 hours required for the Special Education Endorsement program, all hours must be taken in resident study at George Fox University, except pre-approved transfer credit courses. Courses are offered online synchronous with asynchronous components.

## **Course Requirements**

SPED 531 Case Management 3 hours

SPED 550 Behavior Support and Classroom Management 3 hours

SPED 552 Community Supports and Transitional Programs 2 hours

SPED 576 Practicum: Mild to Moderate 2 hours

SPED 577 Practicum: Moderate to Severe 2 hours



# Principal License

Purpose

Verification of at least three years of successful licensed teaching or personnel experience in public schools or regionally accredited private schools on an appropriate level

Evidence of leadership potential based on assessments of skills in leadership, management, and human relations as supported by supervisors' recommendations

Completed Teachers Standards and Practices Character Questionnaire

## **Transfer Credit**

Upon approval by the department, transfer of up to 3 hours credit is allowed toward the Principal License program. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

## **Residence Requirements**

Of the 27 hours required for the Principal License program, a minimum of 24 hours must be taken in resident study at George Fox University. All work leading to the

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Satisfactorily complete a minimum of 27 semester hours with a cumulative GPA of 3.0 or above.

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

## **Curriculum Plan**

### **Core Courses (21 hours)**

#### **Complete the following:**

ADMN 540 Leadership in Education 3 hours

ADMN 541 The Principal: Leading for Inclusion, Equity and Justice 3 hours

ADMN 542 Legal Persp on Ed Policy & Fin 3 hours

ADMN 543 Ethics & Equity in Educational Leadership 3 hours

ADMN 544 Instructional Leadership and Evaluation 3 hours

ADMN 550 Schools as Family and Community Partners 3 hours

ADMN 551 Aligning Data and Resources for Continuous School Improvement 3 hours

### **Practicum (6 hours)**

#### **Complete the following:**

ADMN 548 Principal License Practicum I 3 hours

ADMN 549 Principal License Practicum II 3 hours

The two semesters of practicum have three components: on-site building-level experiences, online seminars, and a professional portfolio. Practicum experiences may begin at the completion of at least three of the following four core classes (ADMN 540, ADMN 541, ADMN 542, ADMN 543, ADMN 544, ADMN 550 and ADMN 551) or on the approval of the program director. Administrator License candidates will begin their professional portfolio at the start of ADMN 548 Principal License Practicum I. Candidates will add to the portfolio throughout their practicum, ending with ADMN 549 Principal License Practicum II and a presentation that serves as a capstone in ADMN 549. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-420-0060 (10). Concurrent enrollment may be approved by the program director.

# Professional Administrator License

## Purpose

The Professional Administrator License program is designed to prepare competent and ethical leaders to meet the personnel needs of schools in Oregon. This can best be accomplished by partnering with public and private schools to identify and develop leaders who have an equal commitment to developing these skills with faith, vision, and love as their foundation.

George Fox University offers candidates the opportunity to earn as many as two licenses that prepare educators to serve in Oregon public schools as K-12 building or district-level administrators. The Professional Administrator License can be earned as a stand-alone license p559.54 Td[ce the opportunity (e)-3gc573.82 Td(6t)-3 (o)-3 ( e)4 ryd

private schools, education service districts, state-operated or federal schools, or

**Management of People, Data and Processes** - Aligns and manages resources such as finances, personnel and policies in ways that cohesively serve the district's mission.

**Policy, Governance, Advocacy, and Sociopolitical Leadership** - Builds positive board relationships and understands and advocates within the larger context of state and local policy, law and guidance in service of the district mission.

**Clinical Practice** - Engage in substantial and sustained educational leadership clinical experiences.

## Graduation Requirements

In order to complete the Professional Administrator License program students must:

Satisfactorily complete a minimum of 18 semester hours with a cumulative GPA of 3.0 or above.

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

## Curriculum Plan

### Core Courses (15 hours)

Complete the following:

ADMN 640 School District Leadership 3 hours

ADMN 642 Inclusive Systems to Promote Success for Each Student 3 hours

ADMN 643 Executive Leadership in Education 3 hours

ADMN 644 Program Evaluation for Systems Improvement 3 hours

ADMN 6

# **Preliminary Teaching License-only Program**

## **Purpose**

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





## Other Program Requirements

MATG 510 Issues in Human Growth and Development 2 hours  
MATG 580 Classroom Management: Classroom Culture 2 hours

**Practicum (6 semester hours)**

**Complete the following:**

MATG 577 Practicum: Classroom Teaching 6 hours

**Specialization (9 semester hours)**

**Choose one of the following:**

**Single Subject**

MATG 555 Secondary Pedagogy in the Content Area 3 hours

MATG 555 Secondary Pedagogy in the Content Area 3 hours

MATG 560 Foundations of Language and Literacy 3 hours

Note: Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, physical education, social studies, and special education.



work leading to the Certificate must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty and the Oregon Writing Project Collaborative. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee and Oregon Writing Project Collaborative action and may subject the student to additional requirements for the degree.

## **Course Requirements**

The Certificate in the Teaching of Writing program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation.

## **Graduation Requirements**

In order to complete the Certificate in the Teaching of Writing, students must:

Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.

Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is



# Degree Outcomes

## **Program Duration and Time Frame**

Of the 56 hours required for the EdD program, a minimum of 44 hours must be taken through George Fox University, not to conflict with the transfer of credits from administrator licenses noted above. All work leading to the EdD must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the doctoral faculty. However, only one such extension per student may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires approval and may subject the student to additional requirements for the degree. Students maintain full standing in the program by being continuously enrolled (minimum of 2 credits/semester) until degree requirements are met.

## **Course Requirements**

The EdD program is generally three years in length with 56 semester hours of coursework required as a minimum for graduation and can be completed in that time frame by taking 19 semester credits in years one and two, and 18 semester credits in year three. Students who have successfully completed appropriate course work beyond the Master's degree may be able to finish the program at a faster pace. Of the total hours required for the program, 30 are in core coursework, 12 are in concentration coursework, 6 hours are electives, and 8 hours are dissertation.

## **Graduation Requirements**

In order to graduate with the EdD degree, students must satisfactorily complete a minimum of 56 semester hours with a grade of B or better in all courses. All Pass/No Pass courses need a grade of Pass.

## **Core Requirements**

The curriculum is designed so that students are required to take core course hours in the following perspective areas: faith and learning/ethics, educational foundations, leadership, teaching and learning, colloquium, and research. Students will choose from the following areas of concentration: P-20 Instructional Design and Development, P-12 Administration and Leading Learning. Issues of cultural diversity and justice are woven into courses within each perspective area.

## **Curriculum Plan**

**Cor**

## **Educational Foundations (3 hours required)**

### **Complete the following:**

EDDL 710 Political & Social Persp in Ed 3 hours

## **Leadership (3 hours required)**

### **Complete the following:**

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

## **Teaching and Learning (3 hours required)**

### **Complete the following:**

EDDL 720 Research in Effective Teaching 3 hours

## **Colloquium (3 hours required)**

### **Complete the following:**

*One-credit colloquia will be offered at each summer intensive experience in the program. Students must complete 3 credits:*

EDDL 725 Colloquia 1 hour

## **Research (12 hours required)**

### **Complete the following:**

EDDL 796 Research Literacy for Educational Leadership 3 hours

EDDL 797 Proposal D(i)12Psf (e)-3r ln(7)-34 (o)-3 (q)6r2.99y12Psredel D(L274 ohRgS9y12Ps) (red)5



*Director ahead of registering for EDDL 797 to determine the most appropriate track for either the 800-803 or 806-807 sequence; each track requires 8 credits for completion.*

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

## **Concentrations (18 hours - Choose one, or choose the combination track)**

### **Administrative Concentration**

#### **Principal License**

27 credits total (This option satisfies the track plus substitutes for EDDL 700, 710 and 716 from the doctoral core)

Complete the following:

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

Elective Coursework (6 hours required)

TSPC Information

#### **Professional Administrator License**

18 credits total (Students in this option are required to take EDDL 700, 710 and 716 from the doctoral core)

Complete the following:

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

Elective Coursework (3 hours required)

TSPC Information

## **P-20 Instructional Design and Development Concentration**

# Graduate College of Education Course Descriptions

Courses are listed alphabetically by prefix.

ADMN  
DUAL  
EDDL

# ADMN Course Descriptions

## **ADMN 540 Leadership in Education**

*3 hours*

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

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

*3 hours*

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

## **ADMN 542 Legal Persp on Ed Policy & Fin**

*3 hours*

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

## **ADMN 543 Ethics & Equity in Educational Leadership**

*3 hours*

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

## **ADMN 544 Instructional Leadership and Evaluation**

*3 hours*

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

## **ADMN 547 Portfolio Capstone**

*1 hour*

This course provides an opportunity for candidates for the Preliminary Administrator License to prepare and to present evidence that the practicum experience developed knowledge, skills, and dispositions reflected in the TSPC standards, the School of Education conceptual framework, and the dispositions.

## **ADMN 548 Principal License Practicum I**

*3 hours*

Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Principal License candidates

## **ADMN 640 School District Leadership**

*3 hours*

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

## **ADMN 642 Inclusive Systems to Promote Success for Each Student**

*3 hours*

This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. This course focuses on leadership responsibilities of specialized programs. The class will examine how educators can navigate federal mandates for special programs using Oregon's statutes, administrative rules, and agencies as a model. Participants will be involved through discussions, simulations, and presentations utilizing materials and personnel from a variety of educational organizations. Course topics include: administrating special programs (e.g., special education, talented and gifted, English as a second language); dealing with curricular and legal issues encountered in delivering these services to children; and developing strategies to improve the academic performance of students through special programs. Additional emphasis will be placed on emerging leadership strategies to address the needs of alternative education students.

## **ADMN 643 Executive Leadership in Education**

*3 hours*

This is a core requirement of the Professional Administrative Licensure program and requires admission to the doctoral program, the Professional Administrative Licensure program, or specific advisor approval. The role of the school superintendent is increasingly challenging and requires specialized knowledge and skills to avoid common pitfalls. This course provides practical knowledge and skills needed to succeed in the superintendent role focusing on school board relations and communication, facility development, collective bargaining, grievance resolution, board meeting management, board member development, and advanced personnel issues such as dismissal and sexual harassment investigation.



# DUAL Course Descriptions

## **DUAL 570 Applied Comparative Linguistics: English - Target Language**

*3 hours*

This course, taught in Target Language, examines the fundamental linguistic structures (phonology, morphology, syntax, semantics) of English and Target Language. Topics include comparative and contrastive analysis of both languages, linguistic transfer, linguistic basis for literacy, and discourse analysis of English and Target Language.

## **DUAL 571 Parent and Community Involvement**

*1 hour*

This course examines principles, research and applications that strengthen school and community relations to construct a supportive and inclusive learning environment for all students. Emphasis is on improving communication with Target Language families and considering parents as assets and partners in the education of their children.

## **DUAL 572 Sociolinguistics and Education**

*2 hours*

This course, taught in Target Language, examines issues related to the interaction between language, society and school, with a particular focus on Target Language population in the United States. It emphasizes topics such as language policy, bilingual education, linguistic identity, language choice, and pedagogical use of Target Language in dual language classrooms. It also examines the socio-cultural and historical forces that affect cross-cultural interaction; including social injustice that Target Language populations have experienced.

## **DUAL 573 Biliteracy Instruction**

*3 hours*



# EDDL Course Descriptions

## **EDDL 685 Special Topics**

*3 hours*

These courses are developed to provide the educator with in-depth knowledge on educational issues of importance to the field.

## **EDDL 695 Special Study**

*2-3 hours*

These independent courses are developed to provide the student with in-depth knowledge in the content of subject matter taught under the direction of a faculty member. Prerequisite: approval from the doctor of education director and the EDDL department chair.

## **EDDL 700 Ethics, Equity and Justice**

*3 hours*

This course approaches the study of ethics by examining the teachings of Jesus and contemporary ethical theories and applies them to the dilemmas of leadership within both public and private education in the culturally diverse communities they serve. Additionally, this course will examine theories and practices of educational equity in relation to various forms of social inequality and marginalization in the American context. Close reading and analysis of contemporary educational research will offer students an opportunity to explore how social justice issues play out in contemporary educational contexts and their implications for practice. Meets or is met by ADMN 543.

## **EDDL 701 How Faith Sustains the Life of the Mind**

*3 hours*

This course examines how faith, and particularly the Christian faith, can sustain the life of the mind, serving as an energizing and guiding force in the work and life of a

change; desegregation; decentralization; equality of educational opportunity; structure of educational organization; teacher/student relationships; reform in education at elementary, secondary, post-secondary levels; and multiculturalism are also examined. Meets or is met by ADMN 542.

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

*3 hours*

After a survey of contemporary leadership theories, this course will focus on strategies for effective organization change, thoughtful organizational development, and the impact of leadership on institutional vitality – both positive and negative. Leadership will be understood as both an art form open to creativity, passion and care, and a craft requiring disciplined t8 (o)6 h3 (ri)5 (e)6 (h)-3 (t)8 (f)-nd a cranaLeE-3 (cra)7 ch3 (r(rat)7 (u6 (e)-3 (rsto

# **EDDL 733 Contemporary Issues in Higher Education**

**EDDL 762 Assessment Literacy for Teacher Leaders**

**EDDL 775 Teaching Internship**

*1-3 hours*

## **EDDL 799 Using Data for Continuous Organizational Improvement**

*3 hours*

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

## **EDDL 800 Dissertation**

*2 hours*

Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this time frame, the candidate must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Prerequisites: EDDL 796, 797, 798 and 799.

## **EDDL 801 Dissertation Research**

*2 hours*

Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this timeframe, the candidate must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Prerequisite: EDDL 800. Can be enrolled concurrently with EDDL 800 with the permission of the Doctor of Education Program director.

## **EDDL 802 Dissertation Research**

*2 hours*

Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this timeframe, the candidate must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Prerequisite: EDDL 801

## **EDDL 803 Dissertation Research**

*2 hours*

Students are required to take a minimum of 8 semester credits for dissertation work (typically spread across fall/spring semesters of Year 3). If the student has not finished the dissertation in this timeframe, the candidate must stay continuously enrolled in dissertation credits (2 credits per semester) until the dissertation is completed. Prerequisite: EDDL 802. Can be enrolled concurrently with EDDL 802 with the permission of the Doctor of Education Program director.

## **EDDL 806 ISDiP Research**

*4 hours*

In this course, improvement science dissertation in practice (ISDiP) candidates work with their key organizational stakeholders to determine the fit and feasibility of their

# EDWR Course Descriptions

## **EDWR 505 Institute in the Teaching of Writing I**

*2-6 hours*

This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop the Tf72.2.999 syirBT/T47-3 (g)6espairea



development. Participants will implement and present an Inquiry project that includes a close analysis of student learning data. Prerequisites: OWPC Institute in the Teaching of Writing, and EDWR 505 and EDWR 515, Inquiry into the Teaching of Writing I and II.

### **EDWR 540 Professional Leadership in the Teaching of Writing**

*3 hours*

Participants will study and discuss what it means to be a teacher leader, develop effective coaching practices, strengthen their presentation skills, and design workshops and/or conference presentations based on their advanced inquiry project and/or an area of expertise. The course includes a practicum experience for students to apply and analyze emerging leadership skills. Prerequisite: EDWR 530.

### **EDWR 550 Teacher Leadership: Writing for Publication**

*3 hours*

This course supports teachers in writing for publication. Participants will analyze requirements and style of multiple professional publications to inform their own writing/publication efforts. Participants will create a draft for publication intended to disseminate learning from their advanced inquiry project or other area of expertise. This course includes a three-day writing retreat followed by a series of Saturday sessions. Prerequisites: EDWR 540, Professional Leadership in the Teaching of Writing.

# ESOL Course Descriptions

## **ESOL 570 Applied Eng Linguis:Oral & Lit**

*3 hours*

Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of

## **ESOL 595 Special Study in ESOL**

*3 hours*

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



## **MATG 521 Graduate Capstone Project for Teachers I**

*1 hour*

This course incorporates the design of a capstone project for the practicum(s) using appropriate data collection and analysis methods for the project. Candidates will analyze assessments, collect data, and interpret results in an effort to enhance instruction.

## **MATG 522 Graduate Capstone Project for Teachers II**

*2 hours*

This course facilitates the implementation and reporting of the capstone project for the practicum(s) using appropriate recording and analysis methods that focus on evidence of student learning in relation to educational and pedagogical decision making.

## **MATG 550 Elementary Pedagogy in Science & STEAM Education**

*2 hours*

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

## **MATG 551 Multiple Subjects Level Pedagogy in Language Arts**

*2 hours*

This course is a study of instructional strategies and the design, implementation, and evaluation of language arts curriculum for multiple subjects/elementary classrooms. The pattern of course topics presented is the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Emphasis will be placed on ELL, Dyslexia, RTI and Inclusion.

## **MATG 553 Multiple Subjects Level Pedagogy in Mathematical Thinking**

*3 hours*

This course seeks to integrate effective mathematics teaching and learning pedagogies within the framework of the common core state standards. The development of personal understanding of mathematical concepts and processes is emphasized; this process requires the student to expand his/her own learning beyond the course assignments to examine the relationships between mathematical concepts and the real world. Teaching mathematics effectively to diverse learners is emphasized. The course is interactive and dependent upon student participation.

## **MATG 555 Secondary Pedagogy in the Content Area**

*3 hours*

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

emphasis. For single subject endorsement candidates, this course offers an intensive exploration of pedagogical practices within the content area.

### **MATG 558 Teaching in the Middle**

*2 hours*

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

### **MATG 560 Foundations of Language and Literacy**

*3 hours*

This course is designed to introduce the concepts of literacy as defined by the integrated processes of reading, writing, speaking, listening, and interacting with oneself and others within the content area. An emphasis on ELL, language acquisition, assessment, RTI, and Sped with emphasis on high incidence disabilities in language development are reinforced as integral to the content.

### **MATG 561 English Language Arts: Foundations and Pedagogy in Early Childhood and Elementary**

*4 hours*

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

### **MATG 576 Practicum: Classroom Organization in Practice**

*4 hours*

This practicum may be completed at either multiple subject or single subjects endorsement area. Candidate demonstrates success in multiple performance and dispositional assessments.

### **MATG 577 Practicum: Classroom Teaching**

*6 hours*

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

### **MATG 580 Classroom Management: Classroom Culture**

*2 hours*

This course studies positive learning environment strategies including procedures, routines, and clear expectations that allow educators to shape context with students in the clinical practice. Problem solving simulations are grounded in both observations and educational theory.

### **MATG 581 Classroom Management Seminar**

*1 hour*

This course provides reflective opportunities to analyze individual and group management strategies, behavior analysis/ea2.999 (C)4T2 12 Tf106.1 87.384 Tibpo

strategies and positive behavioral support systems for all students within the context of the practicum experience.

**MATG 585 Selected Topics**

*1-3 hours*

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

**MATG 590 Professional Seminar**

*1 hour*

# **MEDU Course Descriptions**



## **MEDU 530 Overview of Qualitative and Quantitative Research Methodology**

*3 hours*

This course will introduce students conceptually to research as a way of thinking for classroom or school improvement. As consumers of research, students will learn to search databases, analyze data, identify and summarize results to inform educational decisions. Students will be exposed to both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.



# READ Course Descriptions

## **READ 530 Hist/Found Literacy Learning**

*2 hours*

Thoughtful classroom practice depends on sound theory. This course examines some current competing theories, looks at the implications of various literacy theories as they impact classroom decision making, and, through reading and discussion, develop a personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

## **READ 531 Analysis Read/Writ Assessments**

*2 hours*

Classroom teachers become acquainted with a wide variety of methods for assessing student progress in reading and writing. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

## **READ 532 Adv Strategies in Lit Instruct**

*2 hours*

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

## **READ 534 Issues & App Literacy Instruct**

*2 hours*

This course focuses on the issues related to public and school-based concerns about literacy learning. The discussion of issues will lead to research-based applications that can be translated into the classroom practice at the elementary, middle, or high school level.

## **READ 536 Reading/Writing Content Areas**

*2 hours*

This course focuses on the reading and writing needs of the student at the middle level and in the high school. The teaching of critical reading and writing strategies will be included as well as assessment tools. This course is required for those pursuing the middle level and high school authorizations of the reading endorsement, but is appropriate for teachers of all levels.

## **READ 537 Emergent Literacy**

*2 hours*

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

## **READ 538 Organization Reading Programs**

*3 hours*

The content of this course includes: the organization of reading programs within the context of state and federal regulation and within the structure of the school-wide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

## **READ 542 Reading Practicum**

*2 hours*

The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both authorization levels. Prerequisites: READ 530 History and Foundations of Literacy Learning; READ 531 Analysis of Reading and Writing Assessments; READ 532 Advanced Strategies in Literacy Instruction; READ 538 Organization of Reading Programs; or by permission.

## **READ 595 Special Study in Reading/Literacy**

*1 hour*

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

# **SPED Course Descriptions**

## **SPED 501 Theory, Foundations and Ethics for Special Educators**

*1 hour*

This course will focus on the historical foundations and purpose of special education, theory, special education law and policy, including legislation and litigation, and ethics. The course provides the foundational knowledge needed to understand exceptionalities of all kinds.

## **SPED 510 Theory, Foundations, and Ethics for Special Educators**

*2 hours*

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

## **SPED 511 Developmental Psychology and Learning Theory**

*1 hour*

The theoretical and practical aspects of human development with emphasis on - birth through young adult – and the connection to developmental psychology and learning theory. Functional knowledge of exceptionalities: autism, dyslexia, executive functioning are developed as it relates to learning.

## **SPED 512 Structures for Teaching and Learning: Academic**

*3 hours*

This course prepares candidates to meet the needs of school students with high incidence learning disabilities in general education classrooms. An emphasis on developing curricular modifications and adaptations to evaluate content curriculum, providing assistance to general education teachers, developing knowledge and skills to adjust curriculum content using Oregon State Standards, and utilizing informal assessments to provide information on student progress in the general education curriculum. This course will also prepare candidates to evaluate technological and assistive supports and determine appropriateness for exceptional learners. Candidates will design and develop assistive technology tools for use in academic settings.

appropriateness for exceptional learners. Candidates will design and develop assistive technology tools for use in academic and functional settings.

## **SPED 521 Assessment & Evaluation**

*4 hours*

This course addresses assessment and evaluation as the means for informing special education disability decisions as well as instructional decisions. The candidate will learn and practice multiple ways of assessing students. These include informal assessment, progress monitoring, formal evaluations, and standardized achievement tests. The candidate will learn to write formal reports that emphasize proper administration of assessments and desired outcomes. The candidate will also learn to evaluate







# Certificate in Spiritual Formation and Discipleship

## Overview

The Certificate in Spiritual Formation and Discipleship is a non-degree program designed to train students in the transformative work of Christian formation and discipleship. The entire curriculum pathway is designed to prepare you to companion and serve like Christ, the Way.

The Certificate in Spiritual Formation and Discipleship is designed for:

Individuals who desire to walk more deeply with Christ and who seek the companionship of academic and formation guides

Persons who feel called to spiritual direction and/or retreat ministries

Individuals who desire more biblical and formational training in order to serve more effectively as lay leaders in local churches or parachurch settings

The certificate is focused on expanding biblical and theological knowledge, deepening awareness of God and self, integrating life experiences, and enhancing Christ-like spiritual practices so that students can demonstrate the characteristics of Jesus in their vocational contexts. Our understanding of spiritual formation involves the intersection of Scripture, theology, psychology, and social-cultural factors. The focus of our curriculum, therefore, is on developing awareness, increasing empathy and compassion skills, and build

## **Degree Outcomes**

Equip students to develop habits of authentic disciplines that center on thinking and living in Christ's presence

Identify and evaluate one's own spiritual formation journey of conforming to the image of Christ.

Develop skills and practices for guiding the journey of others as disciples of Jesus

Foster socio-cultural awareness and relational skills that cultivates maturity into God's fullness

## **Admission Requirements**

Applicants seeking admission to the Certificate in Spiritual Formation and Discipleship program must hold a four-year baccalaureate degree from a regionally accredited college or university† with a minimum GPA of 2.5. In addition, applicants must complete the following to be considered for admission to the program:

# Course Requirements

The Certificate in Spiritual Formation and Discipleship program is generally two years in length with 23 semester hours of coursework required as a minimum for graduation. Of the total hours required for the degree, 6 are in biblical and theological foundations courses, 3 are in pastoral studies courses, and 14 are in spiritual formation courses.

## Graduation Requirements

In order to receive the Certificate in Spiritual Formation and Discipleship students must:

- Satisfactorily complete a minimum of 23 semester hours with a cumulative GPA of 3.0 or above

- Successfully complete each milestone

- Successfully pass candidacy

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

## Curriculum Plan

### Biblical Studies Course (3 hours)

Complete the following:

BIST 530 Sacred Stories of Formation 3 hours

### Christian History and Theology Courses (3 hours)

Complete the following:

CHTH 562 History of Spirituality and Renewal 3 hours

### Praxis Course (3 hours)

Complete the following:

PSTD 521 Pastoral Care 3 hours

### Spiritual Formation Courses (14 hours)

Complete the following:

SFAD 510 Identity and Purpose in Christ 1 hour

SFAD 511 Community and Belonging in the Life of God 1 hour

SFAD 512 Prayer and Practices in the Contemplative Life 1 hour

SFAD 513 Listening and Spiritual Dis92Bi (n)-3 (v8e)-34 ( a)4 (n)-3 (d)-3 ( S)5 ( 1)-5 ( )8 (h)-3 (o)6 (u)l

# **Certification for Spiritual Directors**

## **Overview**

This certification is open to persons who have completed spiritual direction training either at an ATS accredited institution or a spiritual direction training program (usually an 18-24 month pr

to one year after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the certificate.

## **Course Requireme**

# Master of Divinity

## Overview

The Master of Divinity (MDiv) program is designed for women and men preparing for roles as pastors, missionaries, chaplains, or some other form of Christian service. The MDiv curriculum is designed to enable students to prepare for ordination, licensing, or recording.\*

The MDiv curriculum is developed around biblical, theological, and historical foundations courses, leadership and pastoral studies courses, and spiritual formation courses as well as some elective credit courses. The entire curriculum pathway is designed to prepare you to lead and serve like Christ, the Way.

\* While the seminary provides training, it is denominations-not the seminary-that oversee the process of ordination, licensure, or recording.

## Program Competencies

The MDiv Program will equip and form students to think with clarity like Christ, live with integrity in



Committee action and may subject the student to additional requirements for the degree.

## **Course Requirements**



1. Ordination or a certificate of ministry from the person's denomination. "Endorsement by a judicatory" is required for board certification.
2. One year of post-MDiv residency. After completion of the MDiv, the student must apply for a year of residency at an approved CPE training hospital. These are full-time paid positions for which the individual completes an additional three to four units of CPE. The seminary CPE director keeps a file of residency positions available; these are posted on the bulletin board opposite the seminary office. An application should be made one year before the desired placement.
3. Board certification. After fulfilling the requirements of the Association of Professional Chaplains, the graduate would apply for board certification. Students are encouraged to become student members of APC.

## **MDiv Curriculum for Hospital Chaplaincy Students**

1. All the normal curriculum requirements for the MDiv degree, following the chaplaincy specialization.
2. Internship requirement would be PSTD 563 CPE one unit (6 hours, two of which are registered under PSTD 563, continued practicum). The student would not take PSTD 568/9/570 Ministerial Apprenticeship.
3. A student coming to the seminary with previous CPE units may register up to a maximum of 8 credit hours of PSTD 563/4/5.

## **Registering for PSTD 563-565 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 several centers: Legacy Health System, Oregon State Hospital, Providence/Portland Medical Center, Good Samaritan in Corvallis, and Veterans Affairs Medical Center. The ACPE directory with information concerning the centers, the contact persons, and application processes is available online at <http://www.acpe.edu/>. The student will contact the CPE coordinator at the preferred site, fill out an application, and pay the application fee. Once the student is accepted, he or she will register for PSTD 562. One unit of CPE is equal to 6 semester credits (two of which will be registered under PSTD 563, continued practicum). CPE courses are graded Pass/No Pass. Upon completion of the training, the student will submit the final supervision report to the seminary faculty director in order to record the course grade.

## **Military Chaplaincy Path**

Those who feel called to military chaplaincy should contact the branch of service in which they desire to serve. The chaplain recruiter for the area will acquaint the student with the scholarships, requirements, and steps toward accomplishing this objective. Those who attend Military Chaplaincy School will receive 8 hours in lieu of the chaplaincy specialization.

## **Graduation Requirements**

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

Satisfactorily complete a minimum of 72 semester hours with a cumulative GPA of 3.0 or above

BIST 522 Interpreting the Greek Testament 3 hours

### **Christian History and Theology Courses (12 hours)**

**Choose from the following:**

CHTH 503 Historical Theology I: Early Church to the Protestant Reformations 3 hours  
CHTH 504 Historical Theology II: Reformation through Contemporary Thought 3 hours  
CHTH 508 Essentials in Christian Theology 3 hours  
CHTH 509 History of Christianity in America 3 hours

### **Leadership Courses (12 hours)**

**Complete the following:**

MLDR 518 Theories and Praxis of Missional Leadership 3 hours  
MLDR 519 Formation, Healing & Discipleship 3 hours  
MLDR 520 Transformation in Cultures and Systems 3 hours  
MLDR 525 Diversity & Cultural Intelligence in Leadership 3 hours

### **Pastoral Studies Courses (12 hours)**

**Complete the following:**

PSTD 511 Theology/Practice of Worship 3 hours  
PSTD 512 Essentials of Preaching 3 hours  
PSTD 513 Pastoral Ministry 3 hours  
PSTD 521 Pastoral Care 3 hours

### **Spiritual Formation Courses (6 hours)**

**Complete the following:**

SFAD 510 Identity and Purpose in Christ 1 hour  
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## **Church History and Theology Concentration (9 hours)**

**Choose from the following:**

Students wanting



# Master of Arts in Theological Studies

## Overview

The Master of Arts in Theological Studies program is designed for women and men who desire graduate study in the field of theological studies with an emphasis in biblical studies, Christian history and theology, or the integration of the two. The MATS serves the purpose of shaping students as theologians and is ideally suited for those wishing to pursue a career in teaching or writing.

The curriculum includes courses in biblical history and theology, biblical studies, and spirituality. The curriculum begins with core courses that lay a foundation in these disciplines. The selected academic track includes Bible Studies, Christian History and Theology, or the Interdisciplinary Studies track. Elective courses that will further build on the core courses, offering the student the opportunity to gain expertise in a preferred discipline.

The apprenticeship requirement offers a unique and important opportunity for students to learn about pedagogy in theological studies, with real-life experience in teaching. A mentor guides students through the process. [MAT IET sassro](#)



## **Degree Outcomes**

Students will:

- Grow in the ability to analyze pertinent texts and materials
- Develop the capacity to think critically
- Learn research, writing, and communication skills
- Integrate and demonstrate these learnings through a summative project/thesis
- Be formed holistically, both academically and spiritually

## **Admission Requirements**

Applicants seeking admission to the MA in Theological Studies program must hold a four-year baccalaureate degree from a regionally accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Portland Seminary application and application fee
- One official transcript from each college/university attended
- Resumé or Curriculum Vitae
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- An interview

## **Transfer Credit**

Transfer of up to 23 hours credit is allowed toward the MA in Theological Studies program from ATS accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MATS program



the total hours required for the degree, 12 are in prescribed biblical studies courses, 12 in Christian history and theology, 4 in spiritual formation and discipleship, 3 in a teaching apprenticeship, and 3 in thesis/project study (or





# Master of Arts in Leadership and Culture

## Overview

The Master of Arts in Leadership and Culture degree program is designed to equip persons in ministry who want accessible, affordable, and pedagogically robust theological education, spiritual formation, and professional leadership training in cultural contexts. The entire curriculum pathway is designed to prepare you to lead and serve like Christ, the Way.

Graduates will serve in a variety of leadership roles, such as:

- Associate pastors
- Specialized church-ministry leaders
- Parachurch leaders and activists
- Overseas missionaries and cross-cultural personnel
- Camp or campus pastors
- Bivocational ministers
- Christian business and nonprofit organiz



# Residence Requirements

Residence, as described in this



Students completing an Apprenticeship will complete the following courses. Students can complete either one 3-credit course, three 1-credit courses, or any variation.

PSTD 568 Apprenticeship I 1 hour

PSTD 569 Apprenticeship II 1 hour

PSTD 570 Apprenticeship III 1 hour

### *Mentoring*

Students completing Mentoring will take the following mentoring courses (3 credits total) in sequence but may start the sequence in Fall, Spring, or Summer term.

MLDR 526 Mentoring for Ministry I 1 hour

MLDR 527 Mentoring for Ministry II 1 hour



Note: Students completing the Spiritual Formation and Discipleship Concentration must complete SFAD 572† and choose 3 additional credits from the listed Spiritual Formation course options listed below (for a total of 6 SFAD elective credits).

SFAD 513 Listening and Spiritual Discernment 1 hour

SFAD 514 Sacramental Pathways: Ritual, Mystery & Beauty 1 hour

# Master of Arts in Spiritual Formation

## Purpose

The Master of Arts in Spiritual Formation is a 36-credit-hour degree designed to equip persons as leaders for spiritual formation ministries in the church, community, and world or as spiritual directors. The entire curriculum pathway is designed to prepare you to lead and serve like Christ, the Way.

The Master of Arts in Spiritual Formation is focused on expanding biblical and theological knowledge, deepening awareness of God and self, integrating life experiences, and enhancing Christ-like spiritual practices so that students can demonstrate the character

Graduates will serve in various ministry roles, such as:

Persons who will serve in various ministry roles, such as:

Curriculum developers, writers, artists

## Program Competencies

The MA in Spiritual Formation will equip students to demonstrate the following competencies:

Competencies



A leave of absence is valid for up to one year after which the student must reapply to the program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

## **Course Requirements**

The MASF program is generally two years in length with 36 semester hours of coursework required as a minimum for graduation. Of the total hours required for the degree, 15 are in biblical and theological foundations courses, 6 are in pastoral care and formation leadership courses, 9 are spiritual formation core courses, and 6 are practicum courses either in a formation apprenticeship or in spiritual direction training.

## **Graduation Requirements**

In order to graduate with the MA in Spiritual Formation degree students must:

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

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

- Successfully pass candidacy

- Successfully complete each milestone

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

## **Other Degree Requirements**

Each masters student will undergo an initial personality assessment with a licensed mental health practitioner upon matriculation to identify strengths and areas for growth. The seminary faculty will conduct a first semester review of this assessment for newly matriculated students each fall semester and take it into consideration alongside

## **Christian History and Theology Courses (6 hours)**

**Complete the following:**

CHTH 552 Theologies of Suffering & Healing 3 hours

CHTH 562 History of Spirituality and Renewal 3 hours

## **Spiritual Formation Courses (9 hours)**

**Complete the following:**

SFAD 510 Identity and Purpose in Christ 1 hour

SFAD 511 Community and Belonging in the Life of God 1 hour

SFAD 512 Prayer and Practices in the Contemplative Life 1 hour

SFAD 513 Listening and Spiritual Discernment 1 hour

SFAD 514 Sacramental Pathways: Ritual, Mystery & Beauty 1 hour

SFAD 516 Spiritual Leadership for Life and Community 1 hour

SFAD 517 Christian Mysticism for the Everyday 1 hour

SFAD 518 Restorative Justice and the Shalom of God 1 hour

## **Spiritual Direction Training (6 hours)**

**Complete the following:**

SFAD 571 Becoming a Spiritual Director I 3 hours

SFAD 572 Becoming a Spiritual Director II 3 hours

# Doctor of Leadership (DLd)

## Purpose

The Doctor of Leadership (DLd) is the highest professional doctoral degree in the practice and theory of leadership for those who lead in ministry, nonprofit, or other kinds of service organizations. Designed as a degree for 20+ years of experienced Christian leaders who recognize their need to become differentiated and innovative leaders, able to guide their communities or organizations through uncertain times into a hopeful future. The Doctor of Leadership program at Portland Seminary is distinctive from other leadership doctorates in that its primary focus is on the practice of leadership from a Christ-centered, globally-minded, and theologically-informed perspective.

Completion of the DLd application form and payment of application fee.  
Submission of one official transcript from each college, seminary, or university attended.  
Curriculum vitae or resumé.  
Documentation of full-time participation in at least three years of leadership experience.  
Three letters of reference (as specified in admissions materials).  
Articulation of the scope and character of one's current leadership context.  
Evidence of the capacity for an advanced level of competence and critical thinking in the practice of leadership beyond that of the master's level and possession of writing skills sufficient to excel in an ATS-accredited professional doctorate program.  
Statement of faith.  
An academic writing sample.  
An entrance interview with the director of the Doctoral program (by invitation only).  
Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

## **Transfer Credit**

Transfer credit from another doctoral program may be allowed up to a maximum of 24 semester hours (i.e. # of the degree program). Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

## **Residence Requirements**

All work leading to the Doctor of Leadership must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the director. Program extension requests must be received prior to the conclusion of the sixth year. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional degree requirements.

Because of the cohort model used for this program, students must maintain full attendance throughout each intensive experience. However, a student in good standing, who must interrupt his or her studies for compelling reasons, may petition the director for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and will be required to apply for readmission.

## **Course Requirements**

The Doctor of Leadership program requires three years and the completion of 38 semester hours of coursework as a minimum for graduation. A maximum of 16 semester hours of coursework may be completed during one calendar year unless a student takes an approved leave of absence or works out an alternative plan with the director. The six-course project portfolio sequence is completed over three years. Of the total hours required for the degree, 16 hours are in prescribed lead mentor 'taught' courses and 22 hours in the project portfolio research and design sequence. The program also requires participation in three 'advance' face-to-face intensives.



# Doctoral Project

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

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

DLDR 817 Contextualising Global Leadership Challenges for Local Contexts 4 hours

**Project Portfolio Research Sequence (22 hours)**

**Complete the following:**

DLDR 750 Identifying the Need/Problem/Opportunity 4 hours

DLDR 751 Exploring Current Literature Surrounding the Need/Problem/Opportunity 4 hours

DLDR 850 Discovering Stakeholder Perspectives for Addressing the NPO 3 hours

DLDR 851 Experimenting with Prototypes 3 hours

DLDR 950 Designing the Doctoral Project 4 hours

DLDR 951 Assessment of the Doctoral Project 4 hours

DLDR 955 Doctoral Project Continuation (as required‡) 1 hour

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

# **Doctor of Ministry (DMin) in Leadership and Spiritual Formation**

documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.

Three letters of reference (as specified in admissions materials).

Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, purpose for pursuing a Doctor of Ministry degree, and research interests.

An academic writing sample.

An entrance interview with the director or associate director of the DMin program (by invitation only).

Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-

## **Transfer Credit**

Transfer credit from another doctoral program may be allowed up to a maximum of 19 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

## **Residence Requirements**

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the DMin Director. Program extension requests must be received prior to the conclusion of the sixth year. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

the examination committee makes a final assessment. If passed, students complete the remaining steps for archiving and conduct a presentation of their project prior to graduation.

## **Graduation Requirements**

To graduate with the Doctor of Ministry degree, students must:

Satisfactorily complete a minimum of 38 semester hours with a cumulative GPA of 3.0 or above.

Achieve no grade lower than a B- in all 'taught' courses. If a grade of a C+ or lower is received in a designated course, two options are available: 1) retake the course, 2) with department approval, correct deficiencies for an updated grade.

# Doctor of Ministry (DMin) in Semiotics, Church, and Culture

## Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Semiotics, Church, and Culture (DMin SCC) develops Christian leaders skilled at recognizing the signs of Jesus' work in the world and proactively guide the churches into the future. It proposes a missional, relational, and incarnational framework of discipleship as the most effective way to engage culture.

The delivery system of the Doctor of Ministry 10 (f)(f)8 0 612 79he,(u)-3auil noffmand

professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.

Three letters of reference (as specified in admissions materials)

Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, purpose for pursuing a Doctor of Ministry degree, and research interests.

An academic writing sample

An entrance interview with the director or associate director of the DMin program (by invitation only)



## **Transfer Credit**

Transfer credit from another doctoral program may be allowed up to a maximum of 19 semester hours. Transferability of credits earned at this institution and transferred to

the examination committee makes a final assessment. If passed, students complete the remaining steps for archiving and conduct a presentation of their project prior to graduation.

## **Graduation Requirements**

To graduate with the Doctor of Ministry degree, students must:

Satisfactorily complete a minimum of 38 semester hours with a cumulative GPA of 3.0 or above.

Achieve no grade lower than a B- in all 'taught' courses. If a grade of a C+ or lower is received in a designated course, two options are available: 1) retake the course, 2) with department approval, correct deficiencies for an updated grade.

Achieve no grade lower than a Pass in all project portfolio research and design sequence courses. If a grade of a No Pass is received in a designated course, that course must be retaken or the grade must be improved as outlined by the course instructor's approval and direction.

Fully participate in all intensives.

Complete and pass the project portfolio

Oral presentation of the project

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



# Doctor of Ministry (DMin) in Spirit-filled Global Leadership in the African Diaspora

## Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the practice of ministry. The DMin is also distinct from other

context. Because the world is made smaller and smaller through migrations and online technologies, it is crucial for the ministry leader to expand her or his leadership skills and perspective to respond to global concerns with contextual and social awareness. Students will demonstrate their expanded perspective through integrative reflection re toml and

An academic writing sample.

An entrance interview with the director or associate director of the DMin program (by invitation only). In some instances, a second interview may be required by the Partnership institution.

Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of an educational equivalent. The criteria below serve as a guide for assessing equivalency:

The ability to thoughtfully interpret scripture and the theological tradition of one's ministry context,

The capacity to understand and adapt one's ministry to the cultural context,

A basic self-understanding of one's ministerial identity and vocational calling,

A readiness to engage in ongoing personal and spiritual formation for one's ministry,

An accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling, and

Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level coursework to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' coursework be completed to graduate.

Note:

Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.

Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at Portland Seminary or any other ATS accredited institution. Course grade points must average 1.0

## **Residence Requirements**

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this lim

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Pass all four of the project portfolio research courses
3. Submit a topic for a Concept Proposal and gain approval from the Project Faculty

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry Office will notify 3e411 (o)6 (f)-s6l (i)12 m2 (A)-11 (o)6( in)-3 ( )8 (t)8 (h)ir pycepu4 (n)-3 (e)- (rt)11 (f)-1l (o)-3



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

Fully participate in all face-to-face intensives.

Complete any additional MDiv equivalency courses, as may be required.

Achieve candidacy for the degree.

Successfully defend the dissertation.

Be recommended by Portland Seminary faculty and Jakes Divinity School for graduation from George Fox University.

## **Curriculum Plan**

### **Spirit-filled Global Leadership in the African Diaspora Courses (16 hours)**

#### **Complete the following:**

DMIN 706 Introduction to Contemporary African Christianity 4 hours

DMIN 716 African Profiles of Ethical Leadership 4 hours

DMIN 806 The Holy Spirit and Cultural Diversity 4 hours

DMIN 816 The Art of Communication: TD Jakes' Method 4 hours

#### **Research Sequences )**

# Doctor of Ministry (DMin) - General

## Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and their ministries by integrating their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the practice of ministry. The DMin is also unique from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

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

## Degree Outcomes

Graduates of the DMin will:

- Apply a theological integration to gain a critical understanding of ministry.
- Develop skills and contextual competencies to identify, frame, and respond to

Five self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, and purpose for pursuing a Doctor of Ministry degree  
An entrance interview with the director or associate director of the DMin program (by invitation only)

Non-native English speakers must submit a TOEFL score of 80 (Internet-based) or

IELTS 6.5 and complete the Declaration of Finance. For more information, international applicants can reference the International Graduate Admissions page.

#### †Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of an educational equivalent. The criteria below serve as a guide for assessing equivalency:

The ability to thoughtfully interpret scripture and the theological tradition of one's ministry context,

The capacity to understand and adapt one's ministry to the cultural context,

A basic self-understanding of one's ministerial identity and vocational calling,

A readiness to engage in ongoing personal and spiritual formation for one's ministry,

An accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling, and

Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level coursework to attain equivalency status may be admitted to the program

## **Residence Requirements**

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires the approval of the DMin Committee. Program extension requests must be received prior to the conclusion of the seventh year, citing extenuating circumstances and specifying an expected date of completion. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 905 is required for students who do not finish their dissertation research within the minimum of 4 hours. DMIN 905 is repeatable each fall and spring semester until the dissertation is finished.

## **Course Requirements**

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

## **Candidacy**

Students are eligible for admission to candidacy upon completion of all coursework (32 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final dissertation and gain approval from the Dissertation Advisor

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry office will notify students of their status following the second y

Advisor selected by the DMin Committee. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

### **Track 2 Dissertation (Optional)**

As an optional alternative to the traditional (written) dissertation, students may produce a Track 2 Dissertation, which is composed of two parts: a Track 2 Artifact and a Written Statement. The Written Statement explains the theoretical underpinnings of the Dissertation. The Track 2 Artifact incarnates a practical, repintical,naoT/3 (n)-3 (d)-3 (F )8 (a)-3 ( p)-5 (

## **Research Courses (4 hours)**

**Complete the following:**

DMIN 702 Introduction to Research and Resources 1 hour  
DMIN 712 Developing a Topic for Research 1 hour  
DMIN 802 Designing a Research Model 1 hour  
DMIN 812 Writing the Dissertation 1 hour

## **Dissertation (4 hours)**

Complete the following:

DMIN 900 Dissertation 4 hours  
DMIN 905 Dissertation Continuation 1 hour

Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 905 is required for students who do not finish their dissertation research within the minimum of 4 hours. DMIN 905 is repeatable each fall and spring semester until the dissertation is finished.

# Seminary Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
BIST	Biblical Studies
CHTH	Christian History and Theology
DLDR	Doctor of Leadership
DMIN	Doctor of Ministry
MLDR	Ministry Leadership
PSTD	Pastoral Studies
SFAD	Spiritual Formation and Discipleship

# **BIST Course Descriptions**

## **BIST 500 Biblical Foundations for Spiritual Directors**

*2 hours*

Covers the primary content of either BIST501 or BIST503 on alternating years with special attention to equipping spiritual directors for critical and judicious understandings of scripture. Possible theological themes may include trauma, lament, identity and divine presence and absence. Requirements: Students must be enrolled in MASD program.

## **BIST 501 Old Testament Introduction**

*3 hours*

Introduces students to the literature of the Old Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice. Students will explore the contents of the Old Testament, the history of ancient Israel, historical geography, and interpretive approaches that explore the literary features of the Old Testament and its historical and cultural contexts.

## **BIST 502 New Testament Introduction**

*3 hours*

Introduces students to the literature of the New Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice. This course will discuss the history that leads up to the New Testament; the voices in early Christianities represented in the Gospels, Pauline, and other letters, and the churches and/or persons who first received them; as well as the voices of those who read them today. Besides introducing the general information on each book, this course will also highlight different themes in the books of the New Testament.

## **BIST 503 Engaging the Old Testament**

*3 hours*

Building on the foundation of BIST 501 through hermeneutics, the study of ancient and modern methods of biblical interpretation, this course introduces a variety of analytical and critical approaches, from the development of biblical exegesis and hermeneutics in early Jewish and Christian tradition to modern-day readings of the Old Testament. Topics include: textual witnesses, reception history, issues of translation, historical-criticism, reader-response criticism, canonical analysis; postcolonial, feminist, womanist, intersectional, and minority readings. Prerequisite: BIST 501.

## **BIST 504 Interpreting the New Testament**

*3 hours*

Building on the skills and knowledge of BIST 502, this course engages students with the nature of interpretation (hermeneutics) as well as methods and tools that support interpretation (exegesis). Special emphasis will be placed on key moral and theological concerns today and how a variety of viewpoints, methods, and approaches help the



## **BIST 511 Introducing Biblical Hebrew**

*3 hours*

This course is the first of a two-course sequence in Biblical Hebrew language. Introduces Hebrew grammar and syntax and includes reading and analysis of selected Old Testament texts, and introduction to digital and print resources, such as grammars, lexicons and biblical language software.

## **BIST 512 Interpreting the Hebrew Testament**

*3 hours*

This course is the second of a two-course sequence in Biblical Hebrew language. Students continue to develop mastery of Biblical Hebrew morphology and syntax, primarily through reading selected Old Testament texts. Advanced exegetical methods

to Levantine inscriptions and elements from the material record that contribute to an informed understanding of the world of the Old Testament.

### **BIST 534 Scripture in Context: New Testament, Early Judaism, and Today**

*3 hours*

This course reviews both the Jewish and Greco-Roman contexts of the New Testament. Students will engage primary texts through translation with particular emphasis on the contribution of these texts to an informed understanding of the New Testament.

### **BIST 535 Advanced Topics in Biblical Studies: New Testament - Book Study**

*3 hours*

This course will apply the interpretive skills developed in BIST 504, with special attention on the exegetical issue



**BIST 585 Advanced Topics in Biblical Studies**

*3 hours*

**BIST 595 Special Study**

*1-3*

# CHTH Course Descriptions

## **CHTH 503 Historical Theology I: Early Church to the Protestant Reformations**

*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 unfolding of Christian institutions and practice, the conflicts that confronted the Church from within and without, and the development of central theological doctrines.

## **CHTH 504 Historical Theology II: Reformation through Contemporary Thought**

*3 hours*

Covers the development of Christianity and Christian theology from the Reformation to the present outside North America. Examines the Reformation and its effects on the Continent and in England, important growth and changes in Roman Catholicism and Protestantism since the Reformation, key doctrinal developments, and implications from the global spread of Christianity.

## **CHTH 508 Essentials in Christian Theology**

*3 hours*

Discusses the historical development and contemporary global expressions of core Christian beliefs and their relation to

anthropology and the indigenous community, particularly within the Indigenous North American context, and explore its relationship to today's world. (Note: it is required that students take both MLDR 548 and MLDR 549).

### **CHTH 530 Gender and Christian Thought**

*2 hours*

Examines the status, roles, and contributions of women and men as they pertain to gender in the history of Christianity and explores the biblical and theological basis for gender equality. Investigating the effects of gender theory in culture and Christian thought, discussion will be aimed toward practical consider

the world. Students will also investigate the ecological issues of food, water, and waste and will engage in ecopraxis related to those issues. (Note: it is required that students take both CHTH 546 and CHTH 547).

### **CHTH 548 Ecopraxis I: Keeping the Garden**

*2 hours*

Immerses students in an experience of the natural world during an extended retreat. Students will reflect on the wonder of Creation and the immanence of God. They will engage such issues as climate change, agrarianism, and the relationship between science and faith. Students will have the opportunity to explore practical ways to build simple living into their daily lives. (Note: it i

## **CHTH 555 Seminar: Christian History & Theology I**

*2 hours*

A group of students study a specially selected topic with a professor. (Note: it is required that students take both CHTH 555 & 565.)

## **CHTH 558 Denominational Studies I: History and Polity**

*3 hours*

Examines the history and polity of a particular denominational tradition.

## **CHTH 559 Denominational Studies II: Christian Practices**

*3 hours*

Examines the praxis of a particular denominational tradition.

## **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 566 Theology in Wesleyan Tradition**

*3 hours*

John Wesley's personal and theological background, methodology, and major theological themes receive primary attention. The theology of holiness is examined from the basis of Scripture, Wesley's theology, and the later teachings of the Holiness Movement. The integration and application of holiness and social concerns is examined and students are given opportunities to experience and practice a holiness that is engaged in bringing the kingdom of God into the wounded places of the world. Students will also be involved in independent research in areas related to their ministry focus.

## **CHTH 568 Teaching Apprenticeship I: Internship and Pedagogy**

*2 hours*

This course combines instruction in pedagogy for higher education with a teaching internship in a higher-ed setting. Prerequisite: CHTH 503 and CHTH 504 or CHTH 508 and CHTH 509, dependent on emphasis.

## **CHTH 569 Teaching Apprenticeship II: Internship and Pedagogy**

*1 hour*

This course is the second part of a three-course sequence. It combines instruction in pedagogy for higher education with a teaching internship in a higher-ed setting. Prerequisite: CHTH 568.



**CHTH 582 Thesis II: Research/Thesis**

*1 hour*

# DLDR Course Descriptions

## **DLDR 707 Critical Thinking and Research Methods**

*4 hours*

An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of the course is to provide a forum in which students hone each other's thinking about one's role and philosophy of leadership. Additional course fee may be required.

## **DLDR 717 Global Contexts and Leadership**

*4 hours*

An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of this course is to overview, understand and critically engage the broad domains and dynamics of globalization and leadership.

## **DLDR 750 Identifying the Need/Problem/Opportunity**

*4 hours*

Introduces research tools and library resources and orients students to the doctoral research process. Students identify and articulate their ministry NPO and draft a discovery strategy to explore its contours. Pass/no pass.

## **DLDR 751 Exploring Current Literature Surrounding the Need/Problem/Opportunity**

*4 hours*

A course designed to immerse students in the professional, academic, and theological literature relevant to their research. Students will produce a draft of their Academic Literature Review Essay and present on their findings to their cohort. Pass/no pass.

## **DLDR 795 Special Study**

*1-3 hours*

An individualized course of research, involving in-depth study of a particular q (t792 reW\* nBT/TT2 1p

## **DLDR 817 Contextualising Global Leadership Challenges for Local Contexts**

*4 hours*

An interactive course that engages students in synchronous and asynchronous online interaction. This course functions to distill a vision or "dream" for leadership that arises out of the student's theology of leadership and that guides his or her thinking in the final formulation of the dissertation.

## **DLDR 850 Discovering Stakeholder Perspectives for Addressing the NPO**

*3 hours*

In this course, students engage key stakeholders from their ministry context in a discovery process to assess the real needs of those impacted by the NPO with a focus on identifying desired outcomes and questions. Students generate a report on their findings. Pass/no pass.

## **DLDR 851 Experimenting with Prototypes**

*3 hours*

In this course, students identify possible approaches to addressing the NPO. They create several 'low-resolution' prototypes and test them in a series of 'time-boxed' iterations. On the basis of what they discover, students identify one idea to pursue for their project. Students generate a report outlining their discovery process and findings.

## **DLDR 895 Special Study**

*1-3 hours*

An individualized course of research, involving in-depth study of a particular question, problem, or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department chair.

## **DLDR 950 Designing the Doctoral Project**

*4 hours*

In this course, students develop their Concept Proposal into a formal proposal for their Doctoral Project according to design standards for the chosen medium. The proposal identifies project parameters, audience, outcomes, a test group, and metrics for assessing effectiveness. Students create a prototype of their Doctoral Project. Pass/No Pass.

## **DLDR 951 Assessment of the Doctoral Project**

*4 hours*

A final research course in which students finish their Doctoral Project, and develop a post-graduation launch and sustainability strategy. Students will submit their Doctoral Project and Launch Plan for examination by the Project Faculty, Lead Mentor, and a third external examiner. Once approved, students compile a Project Portfolio to be archived in the University Digital Commons. Pass / No Pass.

## **DLDR 955 Doctoral Project Continuation**

*1 hour*

To maintain enrollment until the Doctoral Project is complete. Pass/No Pass.

## **DLDR 995 Special Study**

*1-3 hours*

An individualized course of research, involving in-depth study of a particular question, problem, or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department chair.

# **DMIN Course Descriptions**

## **DMIN 500 Old Testament Introduction**

*3 hours*

A DMin MDiv equivalency leveling course. Introduces students to the literature of the Old Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice.

## **DMIN 501 New Testament Introduction**

*3 hours*

A DMin MDiv equivalency leveling course. Introduces students to the literature of the New Testament in its socio-historical, literary, and theological contexts with particular interest in spiritual formation and Christian practice.

## **DMIN 502 Biblical Theology**

*3 hours*

A DMin MDiv equivalency leveling course. This course explores the message and theology of important texts, blocks of texts, books, and corpora in the Bible. Students gain greater skill in advanced Bible study methods. We also deal with relating the theology of the Bible to contemporary issues.

and Protestantism since the Reformation, and the theological development of doctrines such as sin, salvation, sanctification, the sacraments, and the word of God.

**DMIN 506 North American Church History**

*3 hours*

A DMin MDiv equivalency leveling course. Covers the development of Christianity in

## **DMIN 702 Introduction to Research and Resources**

*1 hour*

Introduces the tools for study and research in writing a Doctor of Ministry Dissertation. This will include orienting students to the library resources of George Fox University, Internet presence and capacities, etc., as well as how to use electronic communication and software tools effectively in research.

## **DMIN 703 Content Course I**

*4 hours*

The first of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

## **DMIN 704 Content Course II**

*4 hours*

# **DMIN 709 Introduction to Biblical, Ecclesial, and Cultural Semiotics**





### **DMIN 801 Customized Course III**

*3 hours*

In this course, students produce a semester learning plan that proposes a new semester reading list, a field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

### **DMIN 802 Designing a Research Model**

*1 hour*

The process of developing a design proposal for the Dissertation.

### **DMIN 803 Content Course III**

*4 hours*

The third of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

### **DMIN 804 Content Course IV**

*4 hours*

The final of a four-course individualized course sequence involving in-depth study in a specific content area. Examples include: Leadership and Spiritual Formation; Leadership and Global Perspectives; Semiotics, Church, and Culture. Course fee may apply.

### **DMIN 805 Dissertation Continuation**

*1 hour*

To maintain enrollment until dissertation is complete. Pass/No Pass.

### **DMIN 806 The Holy Spirit and Cultural Diversity**

*4 hours*

In this course, students will examine spirit-filled traditions that bridged the ethnic/racial divide. It will challenge students to rethink the impact of religion on racial problems in Africa and America - from Apartheid to Jim Crow. This course seeks to reveal the

# **DMIN 808 Processes & Principles of Systemic Transformation**

*4 hours*

media, and the environment on healthy leadership and authentic formation. The learning community will actively experience the formational value of differing cultures, artistic expressions, and engagement with justice concerns. Each person will develop a creative or active skill which requires involvement with a different culture or engagement with the environment and justice concerns. Additional course fee may apply for face to face component.

## **DMIN 819 Cultivating Imagination and Innovation in Ministry and Mission**

*2 hours*

An interactive course that engages students in synchronous and asynchronous online interaction. This course explores the nature of creativity and what it means to

## **DMIN 900 Dissertation**

*4 hours*

Completion of the dissertation. Pass/No Pass.

## **DMIN 905 Dissertation Continuation**

*1 hour*

To maintain enrollment until dissertation is complete. Pass/No Pass.

## **DMIN 950 Designing the Doctoral Project**

*4 hours*

In this course, students develop their Concept Proposal into a formal proposal for their Doctoral Project according to design standards for the chosen medium. The proposal identifies project parameters, audience, outcomes, a test group, and metrics for assessing effectiveness. Students create a prototype of their Doctoral Project. Pass/No Pass.

## **DMIN 951 Assessment of the Doctoral Project**

*4 hours*

A final research course in which students finish their Doctoral Project, and develop a post-

# **MLDR Course Descriptions**



## **MLDR 559 Advanced Leadership Studies II**

*2 hours*

Part II of a course on advanced leadership that will focus on influencing for positive systemic change in a group and elevates the character of individuals. Transformational leadership model is operationalized in this course by focusing on systems for managing self, others, programs, boards, finances, and communications. (Note: it is required that students take both MLDR 558 and MLDR 559).

## **MLDR 565 Seminar in Ministry Leadership II**

*2 hours*



# **PSTD Course Descriptions**

**PSTD 511 Theology/Practice of Worship**

*3 hours*

healthy differentiation and ministerial ethics. One of the principal objectives will be to

## **PSTD 595 Special Study**

*1-3 hours*

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



## **SFAD 516 Spiritual Leadership for Life and Community**

*1 hour*

Leaning deeper in reflection on areas of disintegration and integration, students will be invited to practice self-acceptance, generosity of spirit, boundaries, and to recognize invitations of growth. Analyzing the theology of spiritual leadership and reviewing elements which invite leaders to sustain a leadership role with integrity and health, students will reflect and create a rhythm of life that will serve as a fluid document to sustain them as they live out their vocational call within the communities they serve.

## **SFAD 517 Christian Mysticism for the Everyday**

*1 hour*

Invites students to experience and explore images of God and understandings of spirituality through Scripture and the writings of the mystical traditions of the Church. Studying the spiritual writings of others through history opens one to consider their own image of God and concept of spirituality. This recognition, often shaped from childhood and life experience, offers an invitation to an expanding understanding of God. Mystics invite us to move beyond knowledge about God into an experiential relationship with God that impacts everyday life.

## **SFAD 518 Restorative Justice and the Shalom of God**

*1 hour*

Invites students to explore God's transformative action and desire for restorative justice and Shalom through the writings of the biblical prophets, Christian mystics, and activists. Students will broaden their awareness of unjust systems while considering their personal participation in oppressive structures. Reflective practices and discussion will invite students to actively join with God and create practices for response and reconciliation that extend God's hospitality and restores the humanity of all.

## **SFAD 520 Mystical Exper/ Images of God**

*1 hour*

Gives students opportunities to explore images of God portrayed in the Scriptures and in the mystical traditions of the Church. Students compare these images and traditions to those that have shaped their own thoughts, emotions, and actions. Students are able to inform, strengthen, and transform their images and experiences.

## **SFAD 530 Christian Prayer**

*1 hour*

Provides an opportunity for students to develop deeper and more satisfying prayer lives in the context of a global environment. As the essential relational discipline of the Christian journey, prayer is examined and experienced in its diverse

## **SFAD 552 Awareness and Identity II**

*2 hours*

Gives students the opportunity in a seminar format to come to a deeper awareness of who they are and why they do what they do. Through practices and tools such as centering prayer, the enneagram, and the Myers Briggs Type Indicator, students will become healthier servant leaders through an intentional formation of their identities. (Note: it is required that students take both SFAD 551 and SFAD 552).

## **SFAD 555 Seminar in Spiritual Formation and Discipleship I**

*2 hours*

A small group of students study a specially selected topic with a professor in a seminar format. (Note: students are required to take both SFAD 555 and 565).

## **SFAD 560 Spiritual Leadership**

*1 hour*

Examines the unique nature and responsibility of spiritual leadership. It analyzes the theology of spiritual leadership and reviews elements such as accountability, boundaries, devotional habits, life balance, retreats, solitude, and emotional, spiritual, and physical health. The course also delves into some of the things that inhibit the exercise of spiritual leadership.

## **SFAD 565 Seminary in Spiritual Formation and Discipleship II**

*2 hours*

A small group of students study a specially selected topic with a professor in a seminar format. (Note: students are required to take both SFAD 555 and 565).

## **SFAD 571 Becoming a Spiritual Director I**

*3 hours*

This course focuses on hosting spiritual conversations for soul companions. Generous listening is a core practice for intentionally guiding persons in their spiritual growth and at the center of training for spiritual directors. This course explores the historical, theological, biblical, and psychological premises for soul companionship and introduces students to core practices. Students will reflect on meaning and definitions of hosting spiritual conversations in light of their own experience and the course teachings and personal discernment regarding vocational spiritual direction. Note: it is required that students take SFAD 571 & SFAD 572.

## **SFAD 572 Becoming a Spiritual Director II**

*3 hours*

This course continues the students' training in the discipline of spiritual direction. It addresses professional issues related to being a spiritual director and gives students practical experience in being spiritual directors, under the guidance of certified supervisors. (Note: it is required that students take both SFAD 571 & SFAD 572. Additional fees: The cost of personal spiritual direction is covered by the student.)

## **SFAD 576 Spiritual Direction Certification I**

*1 hour*

For those already trained as spiritual directors, this course along with the second course SFAD 577 and the Praxis course SFAD 578 are designed to prepare a student for certification as spiritual directors. This occurs through an intensive exploration of one's spiritual life and its intersection with one's spiritual direction practice with the guidance

of a trained spiritual dire

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# Doctor of Psychology in Clinical Psychology (PsyD Degree - beginning Spring 2024)

## Purpose

The Doctor of Psychology in Clinical Psychology (PsyD) program follows a professional, competency-based training model and is designed to prepare licensed, health service psychologists. While the PsyD degree provides training in the scientific foundations of psychology and in research methods and statistics, it places emphasis on the development of clinical skills. Since the initial endorsement of the doctor of psychology degree by the American Psychological Association in 1979, the professional model has been incorporated into the training programs of many universities and professional schools. The Graduate School of Clinical Psychology (GSCP) of George Fox University is accredited by the American Psychological Association. (*The American Psychological Association's Commission on Accreditation is located at 750 First Street N.E. in Washington, D.C. 20002, (202) 336-5979.*)

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

## Degree Outcomes

### Educational Objectives

To enable students to:

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

### Professional Objectives

To enable students to:

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

## Admission Requirements

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



## **Clinical Training**

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

## **Other Degree Requirements**

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

A Master of Arts in Clinical Psychology degree is normally conferred following successful completion of the first two years of the program and associated requirements. The MA degree is not designed or intended as a terminal degree; consequently, only students intending to complete doctoral study are admitted into the program. The MA degree is conferred following completion of 62 hours of coursework, including 52 hours of psychology coursework, 7 hours of which are Faith Integration coursework, and 6 hours of clinical training. Two hours of Research Vertical Team/Dissertation are also required.

## **Continuous Enrollment**

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

## **Professional Standards**

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

## **Additional Information**

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

## **Graduation Requirements**

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

- Satisfactorily complete a minimum of 125 semester hours of coursework with a cumulative GPA of 3.0 or above
- Retake a designated course if a grade below a B- is received (for more specific information, please refer to the GSCP \_must:Satisfactorychology Exam hash wthe Doon 0 0 ra So

PSYD 502 Psychopathology 3 hours  
PSYD 503 Learning, Cognition & Emotion 3 hours  
PSYD 504 Social Psychology 2 hours  
PSYD 505 Lifespan Development 3 hours  
PSYD 509 Bio Basis Behavior 3 hours

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

### **Diversity Sequence (10 hours)**

PSYD 708 Diversity I: Concepts and Foundations 2 hours  
PSYD 507 Diversity II: History & Systems of Psych 3 hours  
PSYD 709 Diversity III: Clinical Application 3 hours  
PSYD 710 Diversity IV: Advocacy and Advanced Concepts 2 hours  
Required for Master's Degree: PSYD 507, 708

### **Research Sequence (9 hours)**

**Complete the following:**

PSYD 511 Psychometrics 3 hours  
PSYD 512 Statistics 3 hours  
PSYD 513 Research Design 3 hours  
Required for Master's Degree: PSYD 511, 513

### **Assessment Sequence (7 hours)**

**Complete the following:**

PSYD 521 Personality Assessment 3 hours  
PSYD 557 Cognitive Assessment: Adult 2 hours  
PSYD 558 Cognitive Assessment: Child & Adolescent 2 hours  
Required for Master's Degree: PSYD 521, 557, 558

### **Psychotherapy Sequence (15 hours)**

**Complete the following:**

PSYD 530 Clinical Foundations I 3 hours  
PSYD 531 Clinical Foundations II 3 hours  
PSYD 551 Psychodynamic Psychotherapy 3 hours  
PSYD 552 Cognitive/Behav Psychotherapy 3 hours  
PSYD 563 Family Therapy in a Diverse Culture 3 hours  
Required for Master's Degree: PSYD 530, 531, 551, 552

## **Integration Sequence (12 hours)**

### **Complete the following:**

PSYD 571 Integrative Approaches To Psyc 3 hours

PSYD 579 Spirit & Rel Issues in Psych 2 hours

PSYD 616 Spiritual Formation 1 1 hour

PSYD 630 Integrative Topics 1 Topics 1PSYD 630PS] TJ 1 0 0 -1 59.36399841 11227.1900244 m [(F

## **Continuing Dissertation**

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

## **Clinical Internship (24 hours)**

**Complete the following:**

PSYD 610 Internship (Half-Time Units) 4 hours

PSYD 611 Internship (Half-Time Units) 4 hours

PSYD 612 Internship (Half-Time Units) 4 hours

PSYD 613 Internship (Half-Time Units) 4 hours



## **Primary Care Psychology (18 hours)**

### **Advanced Psychological Assessment (3 hours)**

Students may choose PSYD 520 Neuropsychological Assessment or PSYD 524 Comprehensive Psychological Assessment. Students may use elective credits if they are interested in enrolling in both courses.

PSYD 520 Neuropsychological Assessment 3 hours

PSYD 524 Comprehensive Psych Assessment 3 hours

### **Primary Care Psychology Track Required Coursework (4 hours)**

Complete the following:

PSYD 701 Foundations of Primary Care Psychology 2 hours

PSYD 702 Advanced Primary and Specialty Care Psychology 2 hours

### **Primary Care Track Electives (11 hours)**

Choose 11 hours from the following:

PSYD 510 Psychopharmacology

Complete 9 hours from the following:

PSYD 510

# Doctor of Psychology in Clinical Psychology (PsyD Degree - beginning Summer 2024)

## Purpose

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## Degree Outcomes

### Educational Objectives

To enable students to:

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

### Professional Objectives

To enable students to:

-



## **Clinical Training**

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

## **Other Degree Requirements**

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

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## **Professional Standards**

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PSYD 503 Learning, Cognition & Emotion 3 hours  
PSYD 504 Social Psychology 2 hours  
PSYD 505 Lifespan Development 3 hours  
PSYD 509 Bio Basis Behavior 3 hours

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

### **Diversity Sequence (10 hours)**

PSYD 708 Diversity I: Concepts and Foundations 2 hours  
PSYD 507 Diversity II: History & Systems of Psych 3 hours  
PSYD 709 Diversity III: Clinical Application 3 hours  
PSYD 710 Diversity IV: Advocacy and Advanced Concepts 2 hours  
Required for Master's Degree: PSYD 507, 708

### **Research Sequence (9 hours)**

**Complete the following:**

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PSYD 512 Statistics 3 hours  
PSYD 513 Research Design 3 hours  
Required for Master's Degree: PSYD 511, 513

### **Assessment Sequence (7 hours)**

**Complete the following:**

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PSYD 558 Cognitive Assessment: Child & Adolescent 2 hours  
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**Complete the following:**

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PSYD 552 Cognitive/Behav Psychotherapy 3 hours  
PSYD 563 Family Therapy in a Diverse Culture 3 hours  
Required for Master's Degree: PSYD 530, 531, 551, 552

## **Integration Sequence (12 hours)**

### **Complete the following:**

PSYD 571 Integrative Approaches To Psyc 3 hours

PSYD 579 Spirit & Rel Issues in Psych 2 hours

PSYD 616 Spiritual Formation 1 1 hour

PSYD 630 Integrative Topics 1 Topics 1PSYD 630PS] TJ 1 0 0 -1 59.36399841 11227.1900244 m [(F



## **Continuing Dissertation**

PSYD 655 is required for students who do not finish their dissertation research within the minimum 10 hours. PSYD 655 is repeatable until the dissertation is finished.  
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## **Clinical Internship (24 hours)**

**Complete the following:**

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

## **Training Tracks**

**Students choose one**

### **Broad and General Psychology (18 hours)**

**Choose one of the following:**

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

### **Clinical Psychology Electives (15 hours)**

**Complete 15 hours from any elective offering in the curriculum.**

PSYD 510 Psychopharmacology 2 hours  
PSYD 516 Child and Adolescent Treatment 2 hours  
PSYD 523 Projective Assessment 2 hours  
PSYD 526 Child & Adolescent Assessment 2 hours  
PSYD 556 Contemporary Psychoanalytic Therapy 2 hours  
PSYD 561 Group Psychotherapy 1-3 hours  
PSYD 575 Neuropsychological Topics 2 hours  
PSYD 581 Human Sexuality/Sexual Dysfunc 2 hours  
PSYD 582 Substance Abuse 2 hours  
PSYD 585 Selected Topics 1-3 hours  
PSYD 587 Health Psychology 1-3 hours  
PSYD 632 Advanced Integrative Topics 2 hours  
PSYD 701 Foundations of Primary Care Psychology 2 hours  
PSYD 702 Advanced Primary and Specialty Care Psychology 2 hours  
PSYD 703 Trauma Treatment in Clinical Practice 2 hours  
PSYD 704 Pediatric Psychology 2 hours  
PSYD 706 Child Neuropsychology 2 hours  
PSYD 707 Trauma Work Consultation Group 1 hour

PSYD 711 Risk Assessment 2 hours

**Primary Care Psychology (18 hours)**

**Advanced Psychological Assessment (3 hours)**

Students may choose PSYD 520 Neuropsychological Assessment or PSYD 524 Comprehensive Psychological Assessment. Students may use elective credits if they

PSYD 526 Child & Adolescent Assessment 2 hours

PSYD 704 Pediatric Psychology 2 hours

### **Child & Adolescent Psychology Track Electives (9 hours)**

Complete 9 hours from the following:

PSYD 510 Psychopharmacology 2 hours

PSYD 581 Human Sexuality/Sexual Dysfunc 2 hours

PSYD 582 Substance Abuse 2 hours

PSYD 585 Selected Topics 1-3 hours

PSYD 587 Health Psychology 1-3 hours

PSYD 703 Trauma Treatment in Clinical Practice 2 hours

PSYD 706 Child Neuropsychology 2 hours

PSYD 707 Trauma Work Consultation Group 1 hour

PSYD 711 Risk Assessment 2 hours

### **Assessment Track (18 hours)**

#### **Assessment Track Requirements (12 hours)**

Complete the following:

PSYD 510 Psychopharmacology 2 hours

PSYD 520 Neuropsychological Assessment 3 hours

PSYD 524 Comprehensive Psych Assessment 3 hours

PSYD 526 Child & Adolescent Assessment 2 hours

PSYD 706 Child Neuropsychology 2 hours

#### **Assessment Track Electives (2 hours)**

Complete 2 hours from the following:

PSYD 575 Neuropsychological Topics 2 hours

PSYD 582 Substance Abuse 2 hours

PSYD 703 Trauma Treatment in Clinical Practice 2 hours

PSYD 711 Risk Assessment 2 hours

#### **General Elective Credits (4 hours)**

Complete 4 hours from the following:

PSYD 516 Child and Adolescent Treatment 2 hours

PSYD 523 Projective Assessment 2 hours

PSYD 556 Contemporary Psychoanalytic Therapy 2 hours

PSYD 561 Group Psychotherapy 1-3 hours

PSYD 575 Neuropsychological Topics 2 hours

PSYD 581 Human Sexuality/Sexual Dysfunc 2 hours

PSYD 582 Substance Abuse 2 hours

PSYD 585 Selected Topics 1-3 hours

PSYD 587 Health Psychology 1-3 hours

PSYD 632 Advanced Integrative Topics 2 hours

PSYD 703 Trauma Treatment in Clinical Practice 2 hours

PSYD 704 Pediatric Psychology 2 hours

PSYD 707 Trauma Work Consultation Group 1 hour

# **Doctor of Education (EdD Degree) - Summer 2024**

## **Mission**

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

## **Purpose**

## **Degree Outcomes**

Core courses in the EdD are designed to equip learners with knowledge and skills foundational to their discipline. Successful candidates will demonstrate the following outcomes:

- Reflect critically and ethically on matters of equity and social justice in educational settings
- Collaborate to solve educational problems and implement strategic actions that reflect justice for all students and stakeholders
- Apply research-based skills to improve educational practice and student outcomes
- Provide strategic leadership in educational settings
- Analyze and apply research-based learning solutions that support schools and educational settings toward improved practice and student outcomes

## **Admission Requirements**



## **Educational Foundations (3 credit hours required)**

### **Complete the following:**

EDDL 710 Political & Social Persp in Ed 3 hours

## **Leadership (3 credit hours required)**

### **Complete the following:**

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

## **Teaching and Learning (3 credit hours required)**

### **Complete the following:**

EDDL 720 Research in Effective Teaching 3 hours

## **Colloquium (3 credit hours required)**

### **Complete the following:**

*Three, one-credit colloquia will be offered in the program.*

EDDL 725 Colloquia 1 hour

## **Research (12 credit hours required)**

### **Complete the following:**

EDDL 796/776 Research Literacy for Educational Leadership 3 hours

EDDL 797/779 Proposal Development for Inquiry and Research 3 hours

EDDL 798/778 Data Analysis & Evidence-Based Improvement 3 hours

EDDL 799/777 Using Data for Continuous Organizational Improvement 3 hours

## **Dissertation (8 credit hours required)**

### **Complete the following:**

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

#### **Note:**

*\*\*Doctoral students may take a maximum of 4 hours of doctoral dissertation research hours in any semester. EDDL 805 is for students who do not finish their dissertation research within the minimum 8 hours, and is repeated until the dissertation is finished. Students who make satisfactory progress each semester on their dissertation will receive a Pass grade until the dissertation is completed. Consult with the Research Director ahead of registering for EDDL 797/779 to determine the most appropriate*



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

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

## **Concentrations (Choose one)**

### **P-12 Administration Concentration**

27 credit hours total. Satisfies these Doctor of Education core requirements: ADMN 540 meets EDDL 716. ADMN 543 meets EDDL 700. ADMN 544 meets EDDL 720.

Choose from the following:

ADMN 540 Leadership in Education 3 hours  
ADMN 541 The Principal: Leading for Inclusion, Equity and Justice 3 hours  
ADMN 542 Legal Persp on Ed Policy & Fin 3 hours  
ADMN 543 Ethics & Equity in Educational Leadership 3 hours  
ADMN 544 Instructional Leadership and Evaluation 3 hours  
ADMN 550 Schools as Family and Community Partners 3 hours  
ADMN 551 Aligning Data and Resources for Continuous School Improvement 3 hours  
ADMN 640 School District Leadership  
ADMN 642

## **Leading Learning Concentration**

Choose 18 credits from the following

TSPC Information

ESOL Endorsement: Complete 18 credits of ESOL courses, plus 2 additional practicum credits.

Reading Interventionist Endorsement: Complete 18 credits of READ courses, plus 2 additional practicum credits.

Special Education Endorsement: Complete 20 credits of SPED courses, plus one SPED special study and 4 additional practicum credits.

**Be Known**