

President's Message

At George Fox, learning is our central activity. You will be encouraged here to pursue activities that facilitate your learning process. You also will be helped to define and achieve your goals and calling. Our goal is to help all students find coherence in their learning. We are part of a society that encourages fragmentation in our lives. At George Fox, we believe the person and work of Jesus Christ is a powerful and effective integrating factor. All aspects of the university work together to bring coherence to Christian faith and learning. Our faculty, staff, and administrators are committed to this. They are ready to be your friends, teachers, role models, and mentors.

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

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

U.S. News and World Report for 16 years has named George Fox as an outstanding university, ranked in the top tier in its category as "One of America's Best Colleges."

George Fox is one of 20 colleges and universities in the United States named to receive double honors by the John Templeton Foundation: The university is on

Preparing every person to serve Christ in the world

Preserving our Friends (Quaker) heritage

Student Outcomes

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

Accreditations and Approval

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

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

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

The seminary, a graduate school of George Fox University, is accredited by the Association of

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

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

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

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

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

Place

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

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

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. In 2000, Portland topped Money magazine's list of "Best Places to Live in the U.S." Oregon's largest city, Portland offers students, faculty, and staff its Old Town district, a downtown transit mall, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theatre groups and jazz clubs, and a world-class symphony, ballet, and opera. Other attractions include the Oregon

From only a handful of courses in the 1890s, the university now offers more than 30 undergraduate majors and graduate programs in psychology, counseling, education, business, ministry, and religion. In all, more than 15,500 students over the years have called this institution their alma mater.

George Fox has grown rapidly in the last two decades — both in reputation and facilities. *U.S. News & World Report* for 16 years has named George Fox "one of America's Best Colleges." In 2003, George Fox ranked in the top tier in the category of Best Universities -- Master's, West Region. It also was selected in the "Great Schools at Great Prices" category. National recognition also has come from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character Building Colleges.

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

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

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

George Fox University has more Friends students on our campuses than any other college in the United States. They represent approximately 9 percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian and Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare. There are also numerous students who attend independent churches.

Campus Facilities

For more information visit our [Maps and Locations](#) page.

Newberg Campus Facilities

Bound on three sides by a residential area, the George Fox Newberg campus borders Hess Creek canyon, with a natural setting of tall trees, ferns, and wildflowers. The spacious campus has been developed in recent years according to a master plan featuring a campus academic quadrangle; a recreational section

historic building purchased by the university in 1994. Renovated for office space in 1997, it houses the Office of Financial Affairs, including Human Resources.

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

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

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

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

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

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

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

The Virginia D. Hoge Memorial Rose Garden has

softball field, soccer field, and practice areas.

The Murdock Learning Resource Center houses 130,000 print volumes. Its features include study carrels and study rooms; special collections concentrating on Quaker, Hoover, and peace studies; university and Northwest Yearly Meeting archives; microform readers; CD-ROM workstations; Internet connectivity, including access to numerous research databases; and the curriculum library.

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

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

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

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

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

The Milo C. Ross Center, opened in 1978, houses the religious studies and music departments, including classrooms, studios, practice rooms, music listening labs, and faculty offices. The William and Mary Bauman Chapel/Auditorium, seating 1,150, was added in 1982. Security Services is located in a remodeled historic residence at Meridian and Sherman streets, the campus's main entrance.

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

The Edward F. Stevens Center opened in 2001, the newest campus building. It houses offices and services for student life, housing/residence life, career services, campus ministries, multicultural student services, graduate and undergraduate admission, the registrar, student financial services,

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

Housing

A variety of housing is available in Newberg and th

vending machines located on the 2nd floor in the Student Center. In addition, Bon Appétit provides evening food service Monday-Thursday, 4:30-7 p.m. Lunch service is also available Mondays and Thursdays. Coffee service is available daily at the Brewin' Bear.

Career Services

The Career Services Office of George Fox University is located in the Stevens Center room 325 (ext. 2330) on the Newberg campus. The office is open Monday and - Friday, 8 a.m. to 5 p.m., and Tuesday through Thursday 8 a.m. to 6 p.m. This office provides:

Career-related reference materials and books

Guidance and assessment for adults in career transition

SIGIPLUS online career planning:

[SIGIPlus](#)

careers.georgefox.edu

Online job listing services: <http://jobconnect.georgefox.edu> (call for password)

Career contact network of alumni advisors

Career Services Web site: <http://careers.georgefox.edu>

"Event information such as Job Hunter's Edge Workshops

Job search strategy assistance and training:

- o Professional resume and vitae
- o Interviewing
- o Networking and contacts
- o Job-hunting strategies
- o Professional portfolio Teacher portfolio and job search tools including self-managed professional documents, handbook and CD-rom

The Academic Resource Center

The Academic Resource Center, housed in the Student Life area on the third floor of the Stevens Center (Newberg Campus), consists of three branches: the Writing Center, Learning Enhancement, and Tutoring Services. Although the primary focus is on undergraduate students, all members of the George Fox community, including graduate students, are welcome to use the Center's services. In the past, the Writing Center and Learning Enhancement have been utilized by graduate students. Academic Consultants in the Writing Center provide guidance and feedback for students engaged in the writing process. Academic Consultants are students from various majors who have strong writing skills in their disciplines. Students meet individually with a consultant to work through assignments, application essays, or other projects. The focus of each session is on the process of creating sound written work.

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

Reading strategies

December 1956 to have proof of a second measles immunization. All records in Health and Counseling Services are confidential (for students 18 and over).

Counseling and health care professional services are provided at no cost to students who have paid the student health/counseling fee. All other students are charged \$10 \$20 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory fees.

located and meet one night each week, and several Friday nights/Saturdays, as well as online.

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

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

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

Through these programs the Division of Professional Studies serves the needs of adult learners and

The project examines issues in the student's social and behavioral environment.
The Division of Professional Studies offers its programs in the following locations:

Portland, Oregon
Clackamas, Oregon
Salem, Oregon
Redmond, Oregon
Boise, Idaho

The Management Core Courses

Students choosing the Management and Organizational Leadership (MOL), Management and Business Information Systems (MBIS), and Project Management (PM) majors are required to complete the following core courses:

MGOL 420 Organizational Behavior and Leadership
MGOL 421 Leadership Literature I
MGOL 422 Leadership Literature II
MGOL 423 Christian Faith and Thought
MGOL 424 Organizational Theory and Management
MGOL 426 Organizational Communication
MGOL 485 Management Seminar

Course Descriptions

MGOL 420 Organizational Behavior and Leadership
4 hours. Course content focuses on leadership models and their application in work, group, and virtual teams. Emphasis is placed on group behavior and how group functioning affects organizational effectiveness.

MGOL 421 Leadership Literature I
2 hours. The course will include a selection of readings from leadership literature. Included will be assigned articles from classical and contemporary leadership books. This course is designed for independent study, requiring journals and summaries of readings.

MGOL 422 Leadership Literature II
2 hours. The course will include a selection of readings from leadership literature. Included will be assigned articles from classical and contemporary leadership books. This course is designed for independent study, requiring journals and summaries of readings.

MGOL 423 Christian Faith and Thought
4 hours. The roots and origins of the Christian faith are investigated. Focus is placed on the history

of Christianity, the influence of Christianity upon society, and how Christian values relate to managing people. The Quaker faith and its traditions will also be discussed.

MGOL 424 Organizational Theory and Management

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

MGOL 426 Organizational Communication

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

MGOL 485 Management Seminar

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

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

Management and Business Information Systems (MBIS)

(B.S. Degree)

MPJM 427 Project Management

MBIS 428 Fundamentals of Information Systems

MBIS 429 Databases

MBIS 430 Networks and Telecommunications

Course Descriptions

MPJM 427 Project Management

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

MBIS 428 Fundamentals of Information Systems

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

MBIS 429 Databases

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

MBIS 430 Networks and Telecommunications

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

Management and Organizational Leadership (MOL)

(B.A. Degree)

MGOL 427 Marketing

MGOL 428 Research for Decision Makers

MGOL 429 Fiscal and Operational Management

MGOL 430 Managing Technology

Course Descriptions

MGOL 427 Marketing

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

MGOL 428 Research for Decision Makers

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

MGOL 429 Fiscal and Operational Management

4 hours. This course examines fiscal information for managerial purposes. It focuses on the relationship between fiscal and operational func

technology in organizations. Content includes working with global and domestic virtual teams, understanding e-commerce, and developing strategies for incorporating technical changes.

Project Management (PM)

(B.S. Degree)

MPJM 427 Project Management

MPJM 428 Project Management: Definition and Planning

MPJM 429 Project Management: Implementation and Evaluation

MPJM 430 Project Management: Synthesis

Course Descriptions

MPJM 427 Project Management

MSBS 424 Research Methods and Statistics

MSBS 426 Life Span Development

MSBS 427 Abnormal Psychology

MSBS 428 Interpersonal Communication

environmental conditions.

MSBS 427 Abnormal Psychology

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

MSBS 428 Interpersonal Communication

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

MSBS 429 Assessment and Referral

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

MSBS 430 Program Development, Evaluation Research, and Proposal Writing

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

MSBS 431 Contemporary Social Dynamics and Public Policy

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

MSBS 432 Personal and Professional Ethics.

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

MSBS 441 Senior Thesis I

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

MSBS 442 Senior Thesis II

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

MSBS 475 Practicum (1–3 credit electives)

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

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

Graduate Programs

Master of Business Administration

BUSG 556 Transformational Leadership

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

BUSG 560 Strategic Thinking

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

Doctor of Psychology

(Psy.D. Degree)

Program Description

The Doctor of Psychology (Psy.D.) Program follows a professional (practitioner-scholar) model and is designed to prepare qualified, professional psychologists. The professional model is distinguished from the more traditional scientist-practitioner model leading to the Ph.D. While the Psy.D. degree provides training in the scientific foundations of psychology and in research methods and statistics, it places greater emphasis on the development of clinical skills. Since the initial endorsement of the doctor of psychology degree by the American Psychological Association in 1979, the professional model has been incorporated into the training programs of many universities and professional schools. The Graduate School of Clinical Psychology (GSCP) of George Fox University is fully accredited by the American Psychological Association.

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

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

Mission

The mission of the GSCP is to prepare clinical psychologists who demonstrate:

Excellence and professionalism in the clinical skills of assessment, diagnosis, psychotherapy, consultation, and supervision

and video recordings of the interaction process are used in supervision to provide effective feedback for the student.

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

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

Student Evaluation

In addition to course grades, an evaluation of each student's academic progress, interpersonal relationships, legal and ethical conduct, and clinical skills is performed annually by the faculty of the GSCP. Practicum supervisors also provide regular evaluations of students' knowledge, skill, and professional attitudes displayed in clinical settings. Students failing to act in an ethical or professional manner, receiving unsatisfactory evaluation by practicum or internship supervisors,

Fall

PSYD 538 Preinternship

2

PSYD XXX elective

2

PSYD 576A Integration Seminar

1

PSYD 604 Dissertation - Research Team

3

designed by those enrolled and will also provide opportunities to apply course concepts. Issues of test use among ethnic and special populations will also receive attention.

PSYD 512 Statistics

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

PSYD 513 Research Design and Outcome Evaluation

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

Clinical Psychology Courses:

(Psy.D. Degree)

Domain A: Ethical and Professional Sequence

PSYD 517 Ethics for Psychologists

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

PSYD 518 Professional Issues

2 hours — Elective. Contemporary issues within the field of psychology are examined; guidelines and procedures for referral and interprofessional collaboration are reviewed; and legal, ethical, and professional issues involved in working in a multidisciplinary managed care context are discussed. Establishing a professional practice and the professional and personal life of the therapist also receive attention. Students will be expected to bring examples of curriculum vitae, marketing strategies, as well as management problems and issues from their current practice settings.

Prerequisite: fourth-year standing.

Domain B: Assessment Sequence

PSYD 521 Personality Assessment

3 hours — Required. Introduces the basic statistical concepts of measurement and objective and

Domain C: Practicum Sequence

PSYD 530-531 Prepracticum

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

PSYD 532-533 Practicum I

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

PSYD 535-536 Practicum II

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

PSYD 538-539 Preinternship

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

Domain D: Special Populations

PSYD 541 Multicultural Therapy

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

PSYD 544 Geropsychology

2 hours — Elective. This course will review normal aging processes as well as pathological conditions

with special emphasis on the problems of diagnosis, interpersonal issues, and paradigms for understanding unique female and male issues with clients. Case studies will be used for illustration and application.

Domain E: Individual Psychotherapies
PSYD 551 Psychodynamic Psychotherapy

PSYD 655 Dissertation

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

Bible/Religion Sequence

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

Clinical Psychology Internship

PSYD 610-619 Clinical Internship

A full-time internship comprising 50 weeks and 2,000 hours is required. The internship may be scheduled as a half-time placement for two calendar years or a full-time placement for a single year. Students are strongly encouraged to obtain an APA-accredited or APPIC-recognized internship site. It is likely that students will have to move out of state to complete the approved internship.

Prerequisite: Completion of M.A. degree and practicum requirements; and approval by the director of clinical training. Special fee assessed.

RELG 510 Christian Theology

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

RELG 520 Spiritual Formation

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

RELG 530 Contemporary Religious Worldviews

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

RELG 551 History of Theology and Church Tradition

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

RELG 576 Religion Integration Seminars

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

Master of Arts in Counseling

(M.A. Degree)

Approved by the Oregon Board of Licensed Professional Counselors and Therapists

Program Objectives

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

Understand persons as having physiological, psychological, relational, and spiritual needs

Understand and articulate the core dynamics of counseling in concert with sound theological principles

Acquire, refine, and demonstrate appropriate psychotherapeutic skills used in working with individuals and groups

Have begun the development of a professional identity as a professional counselor

Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, and cross-cultural

Be prepared for becoming a licensed professional counselor (LPC), and a regular member of the American Counseling Association (ACA)

Degree Requirements

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

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

Satisfactorily complete a minimum of 64 semester hours with a cumulative GPA of 3.0 or above.

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

Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, and a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy may be granted, provisionally granted, or denied. Some students will be dismissed at that time. Students may generally re-candidate once. Students may be required to take the MMPI in cases of provisional pass or denial of candidacy.)

Undergo a minimum of 20 one-hour sessions of personal therapy - individual, couple, and/or group therapy (no more than 10 sessions may be in group therapy) - with an approved therapist.

Complete a minimum of 600 supervised hours in an internship setting(s), of which at least 240 hours must be client contact hours.

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

Be recommended by the Graduate Department of Counseling (GDC) faculty for graduation from George Fox University.

Program Summary

Spiritual integration	10
Counseling core	42
Clinical internship	8-10
Counseling electives	2-4

Clinical Internship

(8-10 hours required)

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

Counseling Electives

Recognize human beings as functioning within a larger social ecology

Develop competency in the application of the various systemic and traditional psychotherapeutic treatment approaches in order to be able to effectively work with individuals, couples, and families

Be aware of and be able to use the various counseling approaches to marital and family systems therapy in a manner that is commensurate with master's-level training, while at the same time to have begun the development of one's own clinical home base and style

Have begun the development of a professional identity as a marriage and family therapist

Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, and cross-cultural

Be prepared for becoming a licensed marriage and family therapist (LMFT), a clinical member of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association's (ACA) Specialization in Marriage and Family Counseling, as well as a licensed professional counselor (LPC)

Degree Requirements

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

Satisfactorily complete a minimum of 79 semester hours with a cumulative GPA of 3.0 or above.

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

Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, and a write up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can be granted, provisionally granted, or denied. Some students will be dismissed at that time. Students may generally re-candidate once. Students may be required to take the MMPI in cases of provisional pass and denial of candidacy.)

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

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

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

Be recommended by the Graduate Department of Counseling faculty for graduation from George Fox University.

Program Summary

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

Course Requirements

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

MMFT 598 Treatment Planning II	1
MMFT 599 Graduate Clinical Project	1
Marriage/Family Specialization	
(15 hours required)	
MMFT 514 Advanced Marriage Therapy	3
MMFT 524 Advanced Family Therapy	3
MMFT 534 Human Sexuality	3
MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 574 Relationship Assessment	3
MMFT 580 Play Therapy	3
Clinical Internship	
(8-10 hours required)	
MMFT 591 Clinical Internship	2
MMFT 592 Clinical Internship	4
MMFT 593 Clinical Internship	4
MMFT 594 Clinical Internship	1-2
Marriage/Family Electives	
(2-4 hours required)	
MMFT___Marriage/Family elective	1
MMFT___Marriage/Family elective	1
MMFT___Marriage/Family elective	1
MMFT___Marriage/Family elective	1
Total hours required for degree	79

Notes:

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

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

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

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

Certificate in Marriage and Family Therapy

time. Students can be required to take the MMPI in cases of provisional pass and denial of candidacy.)

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

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

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

Program Summary

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

Course Requirements

Course Work

(30 hours required)

COUN 530 Psychopathology and Appraisal	3
COUN 540 Professional Orientation	3
COUN 560 Social and Cultural Foundations	3
COUN 561 Spirituality and Clinical Praxis I	3
MMFT 500 Introduction to Marriage and Family Therapy	3
MMFT 514 Advanced Marriage Therapy I	3
MMFT 524 Advanced Family Therapy I	3
MMFT 534 Human Sexuality	3
MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 574 Relationship Assessment	3

Clinical Internship

(8 hours required)

MMFT 591 Clinical Internship	2
MMFT 592 Clinical Internship	4

study and preparation for the school counseling profession.

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

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

Master of Science in School Psychology

(M.S. Degree)

Approved by Teacher Standards and Practices Commission (TSPC)

Program Objectives

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

Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students

Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing

Acquire, redefine, and demonstrate appropriate testing, assessment, and report writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems

Have begun the development of a professional identity as a school psychologist

Work knowledgeably with students varying in age and gender, ethnic and cultural background, socioeconomic level, disabilities, cognitive ability, emotional and psychological functioning, etc.

Be prepared to become a licensed school psychologist as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the National Association of School Psychologists (NASP) and/or the American Psychological Association (APA)

Degree Requirements

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

Satisfactorily complete a minimum of 67 semester hours with a cumulative GPA of 3.0 or above.

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

Meet all requirements for degree candidacy, including submission of the 16 PF, a group interpretation, and a write-up by the student to be brought to the candidacy interview, and a personal interview with the counseling faculty. (Candidacy can generally be granted,

provisionally granted, or denied. Students can re-candidate one time. Students can be required to take the MMPI in cases of provisional pass and denial of candidacy.)

Program Objectives

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

Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students

Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing

Acquire, redefine, and demonstrate appropriate testing, assessment, and report-writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems

(George Fox University's Graduate Department of Counseling offers as part of MSCN/MSPS 505 education of U.S. and Oregon civil rights laws and requires students to take a comprehensive test, which has been approved by the TSPC.)

Continuing School Psychology License Preparation Program

(Non-degree)

Approved by Oregon Standards and Practices Commission (TSPC)

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

Course Requirements

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

Play Therapy Certificate Program

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

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

Course Requirements

MMFT 500 Introduction to Marriage and Family Therapy	3
COUN 510 Human, Growth and Development	3
MMFT 580 Play Therapy	3
MMFT 583 Filial Therapy	3
MMFT 585 Special play therapy topics (e.g., group play therapy, sand-tray therapy, family play therapy)	1-3
Total hours required for certificate	15

Students in pursuit of this certificate may substitute workshops for some of the graduate-level

Certificate Structure

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

Important Information

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

Important: Many relief agencies require that mental health professionals serving in that capacity hold a mental health license and must verify that their license is in good standing with the state licensure agency.

Transfer Credit

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

Program Summary

Required Workshops	47 clock hours
<i>and</i>	
Elective choices - School trauma/disaster workshops	40 clock hours
<i>and/or</i>	
Elective choices - Community trauma/disaster workshops	40 clock hours
<i>and/or</i>	
Elective choices - International trauma/disaster workshops	40 clock hours
<i>and</i>	
Additional electives	
Total clock hours required for degree (minimal)	87 clock hours

CEU Course Requirements

Required Workshops
(47 clock hours)

Course Sequence

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

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

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

Certificate Completion

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

Counseling Courses

COUN 501 Principles and Techniques of Counseling I

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

COUN 502 Principles and Techniques of Counseling II

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

COUN 510 Human Growth and Development

3 hours. This course examines human development from birth through old age by surveying a variety of major developmental theories, including psychoanalytic, ego psychology, object relations, cognitive, and moral developmental theories. Development tasks appropriate for each stage in terms of physical, psychosocial, intellectual, and family development are considered, along with faith and moral development.

COUN 520 Personality and Counseling Theories

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

COUN 530 Psychopathology and Appraisal

3 hours. The treatment of individuals, couples, and families requires multidimensional assessment

faith relationships; compare and contrast with Western Christian worldview; systemic analysis; and therapeutic implications. It is recommended that students complete COUN 561 prior to enrolling in this course.

COUN 570 Lifestyle and Career Development

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

COUN 577 Images of God

1 hour. This course seeks to facilitate the student's growing awareness of God's presence in one's life by exploring the various images of God as presented in Scripture and in our faith communities. Special emphasis is placed on exploring inte

COUN 585 Seminar

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

COUN 590 Research/Thesis

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

COUN 591, 592, 593, 594 Clinical Internship

Supervised clinical experience in community counseling programs. Students must sign up and attend fall and spring terms concurrently with treatment planning. Summer I and II are optional. Prerequisites: COUN 501 Principles and Techniques of Counseling I, COUN 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (MMFT 500 Introduction to Marriage and Family Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theory, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy) and approved candidacy status. Students are expected to follow the sequence COUN 592 (4 hours), COUN 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for COUN 591 (an additional 2 hours). There are three grades a student can earn in the course: P=Pass, NP=No Pass, or L=Long-term. Students who do not finish client hours at the end of spring (COUN 593) will register for COUN 594 in summer (an additional 1-2 hours). Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair (during spring semester of that year).

COUN 595 Special Study

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

COUN 597 Treatment Planning I

1 hour. This course is intended to follow up COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN 592-593 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; long-term goals; and therapeutic interventions. Various therapeutic methods utilized in treatment and management

of mental disorders will be presented. There are three grades a student can earn in this course: P=Pass, L=Long-term, and NP=No Pass.

COUN 598 Treatment Planning II

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

COUN 599 Graduate Clinical Project

1 hour. In this course, the student will complete the graduate clinical project (GCP). The GCP is a four-part clinical exam in which the student's perceptual, conceptual, and executive skills are

MMFT 524 Advanced Family Therapy I

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

MMFT 534 Human Sexuality

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

MMFT 554 Substance Abuse From a Systemic Perspective

3 hours. This course examines the nature and prevalence of alcohol and drug abuse and addiction, as well as the impact chemical addictions have on individuals, marriages, and families. Various treatment approaches are examined, including systemic, psychodynamic, behavioral, and self-help models in order to prepare the entry-level therapist to effectively intervene in families that have been impacted by substance abuse/addictions either presently or in the past. Prerequisite: MMFT 500 Introduction to Marriage and Family Therapy or its equivalent and the permission of the instructor.

MMFT 583 Filial Therapy

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

MMFT 585 Seminar

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

MMFT 590 Research/Thesis

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

MMFT 591, 592, 593, 594 Clinical Internship

Supervised clinical experience in community counseling programs. Students must sign up and attend fall and spring terms concurrently with treatment planning. Summer I and II are optional. Prerequisites: COUN 501 Principles and Techniques of Counseling I, and COUN 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (MMFT 500 Introduction to Marriage and Family Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theory, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy) and approved candidacy status. Students are expected to follow the sequence COUN 592 (4 hours), COUN 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for COUN 591 (an additional 2 hours). There are three grades a student can earn in the course: P=Pass, NP=No Pass, or L=Long-term. Students who do not finish client hours at the end of spring (COUN 593) will register for COUN 594 in summer (an additional 1-2 hours). Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) apply for internship, and (d) attend the Internship Fair (during spring semester of that year).

MMFT 595 Special Study

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

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

MMFT 596 Training and Supervision in Systems Therapy and Professional Counseling

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

MMFT 597 Treatment Planning I

1 hour. This course is intended to follow COUN 530 Psychopathology and Appraisal and operates in conjunction with COUN 592 and 593 Clinical Internship. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic proc

MMFT ____ Integration elective

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

School Counseling Courses

MSCN 501 Principles and Techniques in the School System

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

MSCN 502 Strategies in School Counseling

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

MSCN 503 Risk and Resilience in Youth

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

MSCN 504 Childhood and Adolescent Disorders, Diagnosis, and Treatment

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

MSCN 505 Ethical and Legal Issues in Education

1-3 hours. This course covers the American School Counseling Association (ASCA) code of ethics and the Oregon statutes. It gives students an opportunity to learn the process of ethical decision making and how to deal with ethical "traps." Students will practice ethical decision making through case studies and role-plays, and will be introduced to how to get their Initial School Counselor and Continuing School Counselor licenses. (Students pursuing a certificate in school counseling who already hold a master's degree in a mental health field and have taken, as part of their master's degree, a 3-credit-hour course in law and ethics can request a transcript review for a two-hour waiver, and sign up for 1 credit hour only.)

MSCN 506 Internship A: Early Childhood and Elementary Counseling I

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

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

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

MSCN 508 Internship A: Early Childh

MSCN 550 Group Theory and Therapy

3 hours. A study of the field of group therapy with children and adolescents of various ethnic, cultural, and developmental needs. Various therapeutic approaches for a broad range of students and types of groups in and outside the classroom are studied. Students in this class will gain an understanding of group dynamics both theoretically and experientially.

MSCN 570 Lifestyle and Career Development

MSPS 501 Principles and Techniques in the School System

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

MSPS 502 The Exceptional Child in School

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

MSPS 505 Ethical and Legal Issues in Education

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

MSPS 507 Internship in School Psychology I

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

MSPS 508 Internship in School Psychology II

3 hours. The second internship will be a continuation of the first internship, and completed within the school system psycho educational facility. It is designed to stress the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) an

psychologists be more effective in encouraging student achievement acknowledging individual differences and diversity issues. Prerequisite: hold an Initial School Psychologist License.

MSPS 512 Advanced School Counseling Research II

2 hours. This course builds upon MSPS 5. Tw (sea)nl

by school psychologists, as well as the administration, scoring, and interpretation of objective personality measures and preparing written reports of test results.

MSPS 531 Introduction to School Psychology

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

MSPS 550 Group Theory and Therapy

3 hours. A study of the field of group therapy with children and adolescents of various ethnic, cultural, and developmental needs. Various therapeutic approaches and types of groups for a broad range of students are studied in and outside the classroom. The student will gain an understanding of group dynamics both theoretically and experientially.

MSPS 597 Treatment Planning I

1 hour. This course is intended to follow up on completion of all course work other than internship and the graduate clinical project, and in conjunction with MSPS 507 Internship in School Psychology I. The student will explore comprehensive assessment techniques and the administration, scoring, and interpretation of objective personality measures, as well as pr

findings and recommendations appearing in formal reports completed by qualified neuropsychologists. PSYX 509 and 522 are prerequisites.

PSYX 526 Child Psychopathology and Assessment

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

All EDFL courses are taught by other departments in the School of Education and are offered at the Portland Center. For specific course descriptions, please go to their [Web page](#).

Education

Master of Arts in Teaching

(M.A.T. Degree)

Program Description

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

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

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

All graduate candidates are required to have taken and passed the CBST and MSAT prior to being admitted in the program. Secondary graduate candidates are required to have taken and passed the appropriate Praxis Specialty Exam. Middle-level graduate candidates are required to have an appropriate undergraduate degree in the desired content area and/or have passed the appropriate

and technology will also be integrated in several of the professional courses.

Study of the Subject Matter Knowledge and Structure

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

Elementary/Middle Specialization

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

EDUG 554 Methods for Teaching Math and Science in the Elementary and Mid-Level Classroom 2.5

Course Descriptions

EDUG 501 The Professional Educator

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

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

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

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

2 hours. Special topics include teaching in a diverse society and meeting the needs of all students. Attention is paid to issues of inclusion, gender, race, class, and at-risk populations. Unique needs of each authorization level will also be addressed.

EDUG 510 Human Development

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

EDUG 520 Action Research for Teachers I

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

EDUG 521 Action Research for Teachers II

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

EDUG 522 Action Research for Teachers III

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

EDUG 530 Learning Theory

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

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

Early Childhood/Elementary Authorizations will enroll in EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood an

EDUG 556 Secondary Content Pedagogy

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

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

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

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

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

EDUG 560 Language and Literacy

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

EDUG 575 Practicum I: Enrichment Experience

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

EDUG 576 Practicum II: Classroom Organization in Practice

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

EDUG 577 Practicum III: Classroom Teaching

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

EDUG 590 Graduate Seminar

Program Elements

The Doctor of Education Program comprises 55 semester units of course work and a minimum of eight 8 semester units of dissertation. Students will fulfill these requirements by:

Transferring up to 17 semester units appropriate to the curriculum past the master's degree.

Taking 36 core semester hours from the following perspective areas: ethics, foundational, teaching and learning, leading and managing, and research.

Taking 19 elective hours (through transfer or course work) in their chosen specialties.

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

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

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

Admission

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

The doctor of education application form and fee.

Evidence of an approved, accredited master's degree in education or a related field, with a GPA of at least 3.25 on a 4.0 scale.

Evidence of scholarly work (master's thesis, term paper, publication, etc.).

Three letters of recommendation from people who can comment on your intellectual ability, creativity, initiative, sensitivity to others, and leadership potential.

A personal statement describing present goals and academic interests and showing their connection to your prior experiences (. Include in this essay a self-assessment stating your leadership strengths and areas of future growth.)

Evidence of at least three years of relevant professional experience.

Scores from either the Graduate Record Exam (GRE) or the Millers Analogies Test (MAT).

A current professional résumé.

Program Delivery

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

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

Students can earn any of the three K-12 Oregon administrative licenses while completing the doctor of education degree. Relevant courses are embe

EDFL 630 Advanced Developmental Psychology	
EDFL 631 Implementing Inclusion in the Regular Classroom	2
EDFL 634 Adult Development in Educational Organizations	2
EDFL 638 Testing and Measurements	2

EDFL 722 Dissertation Research	2
EDFL 723 Dissertation Research	2
EDFL 725 Dissertation Research	2

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

3. Valid Oregon teaching license or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience (Applicants desiring the M.Ed. degree that do not have a teaching license should submit a letter of explanation as to how the M.Ed. fits with their professional goals.)
4. One- to two-page essay as described in the application
5. One official transcript from all colleges or universities attended
6. Three references on forms provided in the application booklet
7. Completed Teachers Standards and Practices Character Questionnaire
8. Minimum 3.0 cumulative GPA for most recent 60 semester or 90 quarter hours (and an explanation if the grade point is below 3.0)

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

Part-time application and \$40 fee

Bachelor's degree in education or other applicable degree from a regionally accredited college or university

Degree Requirements

The master of education requires the student to earn a minimum of 36 semester hours for each specialization. Each specialization shares a co

EDFL 710 Historical Research Designs 2

Complete research with advisor and research project committee:

EDFL 714 Master's Research I (required) 2

EDFL 715 Master's Research II (optional) 2

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

1. A cumulative GPA of 3.0, with no grade lower than a C, must be earned for successful completion of the program.
2. No later than completion of 10 semester hours, a degree-seeking student must complete the M.Ed. degree application process.
3. Each degree-seeking student will be assigned a graduate faculty advisor who will assist the student in planning his or her proposed course of study.
4. The approved course of study must be completed to earn the degree for each specialization.

Master of Education in Curriculum and Instruction (36 hours)

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

Complete the following required 10 hours of curriculum and instruction courses:

EDFL 503 Classroom Assessment 3

EDFL 506 Research in Effective Teaching 3

EDFL 630 Advanced Developmental Psychology 2

EDFL 631 Implementing Inclusion in Regular Classrooms 2

Select 8 hours from the following restricted electives:

EDFL 500 Instructional Supervision 3

EDFL 501 Curriculum Development 2

EDFL 502 Classroom Management 3

EDFL 505 Trends and Issues in Education 3

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

Master of Education in Literacy (36 hours)

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

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

EDFL 530 Reading Theory 2

(must be taken in the first two semesters of the program)

EDFL 532 Advanced Strategies in Literacy Instruction 2

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

EDFL 534 Issues and Applications of Literacy Instruction 2

EDFL 536 Reading and Writing in the Content Areas 2

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

EDFL 500 Instructional Supervision* 3

EDFL 501 Curriculum Development* 2

EDFL 503 Classroom Assessment 3

EDFL 505 Trends and Issues in Education 3

EDFL 506 Research in Effective Teaching* 3

EDFL 515 Special Topics in Curriculum and Instruction 1-3

EDFL 515NZ New Zealand

EDFL 538 Organization of Reading Programs 3

EDFL 570 Applied English Linguistics: Oral and Literacy Focus 3

EDFL 624 Developing Curriculum With New Technologies* 2

EDFL 638 Testing and Measurement 2

EDFL 651 Strategic Planning for Education Systems* 2

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

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

Note: Students who have completed the master of education in literacy can add the endorsement by taking EDFL 538 Organization of Reading Programs, completing the EDFL 539 Reading Practicum, and passing the Praxis test for the Reading Endorsement and meet current TSPC requirements. All courses must be completed within seven years after graduating with the master's in literacy.

Master of Education in Reading (36 hours)

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

Complete the following required 13 hours of reading and literacy courses:

EDFL 530 Reading Theory 2

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

Note: * Research, unit, and major project should have a reading/writing-literacy focus, if possible. Select 5 hours of electives from the restricted electives that support the reading specialization, from the EDFL curriculum, or from transfer hours. Note: Reading students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the reading specialization and the electives.

Master of Education in English as a Second Language/Bilingual (36 hours)

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

Select 5 hours of electives from the EDFL curriculum or from transfer hours. Note: ESOL students can complete their Continuing Teaching License (6

EDFL 503 Classroom Assessment	3
EDFL 505 Trends and Issues in Education	3
EDFL 506 Research in Effective Teaching	3
EDFL 536 Reading and Writing in the Content Areas	2
EDFL 620 Technology in the Classroom I	2
EDFL 625 Technology in the Classroom II	1

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

Master of Education in Educational Leadership (36 hours)

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

Complete the following required 17 hours of educational leadership courses and practica:

EDFL 500 Instructional Supervision	3
EDFL 630 Advanced Developmental Psychology	2
EDFL 640 Leadership in Education	3
EDFL 648 Initial Administrative Practicum I	2
EDFL 649 Initial Administrative Practicum II	2
EDFL 655 Special Topics in Leading and Managing (twice for minimum of 1 hour each)	1-3
EDFL 682 Legal Perspectives on Educational Policy and Finance	3

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

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

Master of Education in Higher Education (36 hours)

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

Complete the following required 19 hours of educational leadership courses and practica:

EDFL 505 Trends and Issues in Higher Education	3
EDFL 519 Practicum	2
EDFL 634 Adult Development in Educational Organizations	2
Choose one:	
EDFL 651 Strategic Planning for Education Systems	2
EDFL 653 Organizational Change and Decision Making	2
EDFL 675 Faith and Learning Seminar: Faith Development	1
EDFL 682 Legal Perspectives on Educational Policy and Finance	3
EDFL 685 Counseling in Higher Education Settings	3

EDFL 694 History of American Higher Education 3

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

EDFL 642 Student Life: Issues, Policy and Planning 2

EDFL 643 Enrollment Issues: Marketing and Retention 2

EDFL 644 Advancing the Organization: Fund Raising 2

Oregon and Other States Licensure

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

Oregon Teachers Standards And Practices (TSPC) Approved Programs

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

Teaching Licenses, Authorizations, and Endorsements
Continuing Teaching License (CTL)

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

(1) For teachers with an undergraduate college degree only, an applicant must complete a master's or higher degree including the approved CTL program and demonstrate having met the 10 competencies required for the program and have three years of successful experience at least half time in one or more approved schools in Oregon.

(2) For teachers with a master's degree such as a master of arts in teaching (M.A.T), an applicant must complete an approved CTL program, demonstrate having met the 10 competencies, and have three years of successful experience at least half time in an approved school in Oregon.

The approved CTL program includes the following six-semester elements:

Three 1-semester-hour seminars:

ECTL 591 Continuing Teaching License Seminar I

ECTL 592 Continuing Teaching License Seminar II

ECTL 593 Continuing Teaching License Seminar III

Successfully complete 3 hours of course work from the Educational Foundations and Leadership

Leads to an endorsement (ESOL, reading, libra

Program Description

9. Demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction
10. Facilitate alternative learning environments wh

Collaborate with patrons, staff, and interested organizations in the development, evaluation, and improvement of policies and programs to meet school district needs

Implement practices that ensure effective organizations and management of school district policies and procedures

Develop productive school, board, and community relations

Demonstrate an advanced understanding of Oregon school law and school finance

Demonstrate an understanding of planning, maintenance, and management of facilities

Skill Development Core Courses (9 hours)

EDFL 650 Managing Organizational Resources	3
EDFL 660 School District Leadership	3

Curriculum

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

Understand policy development for a school district and the ability to implement policies effectively

Understand planning, maintenance, and management of facilities at a school district level

Develop a process for goal setting for the school district that involves community, school board, and staff

Use research that enhances best practice to implement the goals of the district

Leadership with students, staff, school board, and the community

Use various evaluation techniques in order to improve policies and programs across the district

Collaborate with patrons, staff, and interested organizations to enhance community relations for the school district

Skill Development Courses

Oregon Teachers Standards And Practices (TSPC) Approved Programs

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

Teaching Licenses, Authorizations, and Endorsements

Continuing Teaching License (CTL)

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

1. For teachers with an undergraduate college degree only, an applicant must complete a master's or higher degree including the a

coordinator the semester prior to the practicum. The practica can be taken in any order.

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

Teaching English to Speakers of Other Languages (ESOL)/Bilingual

Complete the following required 13 hours of ESOL courses:

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

Complete ESOL Practicum: Students choose one or both of the practica depending on their interests.

Enrollment in either practicum requires successful completion of EDFL 570, EDFL 571, EDFL 572, EDFL 573, and EDFL 574, and an application to the ESOL advisor the semester prior to the practicum. Current fingerprints and a PA-1 form are required for people not currently licensed and teaching in an Oregon public school.

EDFL 578 ESOL/Bilingual Practicum – Early Childhood/Elementary	2
EDFL 579 ESOL/Bilingual Practicum – Middle/High School	2

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

Administrative Licenses

Program Description

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

Program Goals

George Fox University is committed to providing a program that has as its goal: preparing competent and ethical leaders to meet the personnel needs of schools in Oregon. This can best be

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

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

Understand the developmental needs of students at all authorization levels

Be able to conduct and use research as a tool for improving a learning organization

2. Support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students.
3. Develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction, and assessment.
4. Engage staff in an ongoing study of current best practices and relevant research and

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

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

Continuing Administrator/Initial Superintendent License

Program Requirements

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

Curriculum

This 18-hour continuing administrator/initial superintendent licensure program is designed to match

4. Demonstrate effective leadership in communication with diverse and special interest organizations.
5. Collaborate with patrons, staff, and interested organizations in the development, evaluation, and improvement of policies and programs to meet school district needs.
6. Implement practices that ensure effective organizations and management of school district policies and procedures.
7. Develop productive school, board, and community relations.

EDFL 500 Instructional Supervision

3 hours. Offered fall and summer. Format: online and/or classroom centered. This course is

on a critical examination of children's literature as literature, considers curriculum development based on children's literature, and on a further development of a broad understanding of literacy learning issues.

EDFL 534 Issues and Application of Literacy Instruction

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

EDFL 536 Reading and Writing in the Content Areas

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

EDFL 538 Organization of Reading Programs

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

EDFL 539 Reading Practicum

2 hours. Offered fall and spring semesters. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at the two levels of authoriza2(u)-4(rll al)7(so)]Tarlota00

Candidates set goals for professional growth in th

EDFL 630 Advanced Developmental Psychology

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

EDFL 631 Implementing Inclusion in the Regular Classroom

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

EDFL 633 Classroom Guidance

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

EDFL 634 Adult Development in Educational Organizations

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

EDFL 635 Mentoring Seminar

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

EDFL 636 Mentoring Leadership in the School

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

EDFL 638 Testing and Measurement

2 hours. Spring semester. Format: classroom ce

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

EDFL 650 Managing Organizational Resources

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

EDFL 651 Strategic Planning for Education Systems

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

EDFL 654 Program Evaluation for Organizational Success

3 hours. Offered online, fall semester. This course surveys the principles and practices useful to the evaluation of organizational programs and policies. Participants examine the models and tools used in informing educational and other leaders as to evaluation purpose, design, and methods for understanding the role of evaluation in progra

methodological questions underlying the field of comparative education. Particular attention is given to types of social and political analysis that may be applied to comparative and cross-national studies in education.

EDFL 692 Historical Perspectives on American Education

3 hours. Spring semester (even years). Format: online. This course is designed to help educational leaders understand current educational policy from a historical perspective. If we examine the whole of culture - its institutions, texts, rituals, and techniques - what can we learn that will help us meet current challenges in educating citizens to continue supporting our democratic values? In this course we explore that question from several different pe

experimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection. Prerequisite: EDFL 700 and EDFL 701.

EDFL 708 Program Evaluation Research Designs

2 hours. Spring semester. Format: online. This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making. Prerequisite: EDFL 700 and either EDFL 701 or EDFL 702.

EDFL 709 Ethnographic Research Designs

2 hours. Spring semester. Format: online. This course is designed to develop conceptual and technical skills needed for designing and executing ethnographic research designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the following skills: observing and recording behavior in natural settings; problem definition and focus; sampling; controlled comparisons and meaningful variation; designing single and multiple case studies; data storage and retrieval systems; and trustworthiness (reliability/validity) of ethnographic research. Topics may include classroom ethnography, advanced ethnographic writing and/or multimedia design, discourse analysis, and microethnography of social interaction. Prerequisite: EDFL 700 and EDFL 702.

EDFL 710 Historical Research Designs

2 hours. Fall semester. Format: online. This course prepares students to use historical research tools for examining educational issues. History as a mode of inquiry will be a central element. While scholars in other fields can create their own evidence through experiment and observation, those who use historical research tools must rely upon clues left by others. The historian's challenge lies in unearthing evidence and knowing what questions to ask of the evidence. This course teaches students to identify and locate historical sources, to formulate historical claims on the basis of that evidence, and to interpret the possible significance of such claims in relation to existing historical knowledge. Focuses on both written and oral history. Prerequisite: EDFL 700 and EDFL 702.

EDFL 714 Master's Research I

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

EDFL 720 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 700, 701, 702, and two research design courses.

EDFL 721 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 720. Can be enrolled concurrently with EDFL 720 with the permission of the Doctor of Education Program director.

EDFL 722 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 721.

EDFL 723 Dissertation Research

2 hours. Research for and preparation of doctoral dissertation. Prerequisite: EDFL 722. Can be enrolled concurrently with EDFL 722 with the permission of the Doctor of Education Program director.

EDFL 725 Dissertation Research

2 hours. Required of doctoral level students who did not complete their dissertation research in EDFL 720-723.

Notes: Students in the research design courses (EDFL 702-710) will be expected to write research proposals appropriate to their degree level (action research, thesis, or dissertation).

Doctoral students may take a maximum of four hours of doctoral dissertation research hours in any semester.

CONTINUING TEACHING LICENSE SEMINARS**ECTL 591 Continuing Teaching License Seminar I**

1 hour. Fall, spring, and summer semesters. Format: Classroom centered and online. This seminar is designed to focus on a brief history of the CTL, Oregon Administrative Rules and the 10 Advanced Proficiencies that dictate CTL programs, the components and requirements of the GFU CTL program, and the philosophy that drives the notion of second licensure for professional teachers in Oregon. This seminar is for professional educators to thoughtfully and carefully examine their practice and the performance of their students in relation to the 10 Advanced Proficiencies. In addition, teachers will consider the impact on student achievement brought about by their collaborative work with students, parents, colleagues, and their school communities in relation to the 10 Advanced Proficiencies. *Course is offered on a Pass/No Pass basis only.*

ECTL 592 Continuing Teaching License Seminar II

1 hour. Fall and spring semester. The practicum experience is designed to ensure that CTL candidates are teaching, assessing, and establishing a classroom climate conducive to learning and collaboration with parents and colleagues as stated in the 10 Advanced Proficiencies. This practicum experience will require one orientation session and a minimum of two classroom visits/observations. Ideally, the university supervisor will observe instruction and provide feedback for the CTL

and leadership. Sessions examine how managers manage (or should manage); what their contribution is and should be; what results mean in the organizational context; how performance is assessed; managers' responsibilities to themselves, the people who work for and with them, and the communities they operate within. Attention is given to how managers do all of the above with competence, character, effectiveness, and enjoyment.

BUSG 525 Global Environment

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

MAOL 521 Human Resource Development and Diversity

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

MAOL 522 Leadership and Human Development

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

MAOL 531 Organizational Change

3 hours. Examines the steps involved in creating a learning organization. Interaction between leadership, strategic planning, and effective decision making are analyzed. Theories of leadership as

of ethical decision making, alternative dispute resolution, and Christian values run throughout the

them for appropriate ministry in their own denomination and in an increasingly multid denominational context.

Statement of Faith

The Trinity

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

God the Father

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

God the Son

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

God the Holy Spirit

We believe in the Holy Spirit, who breathed God's message into the prophets and apostles, opens

Christian Worship

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

The Future

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

Memberships

The seminary holds memberships in organizations that enable us to fulfill our mission.

Association of Theological Schools

The Association of Theological Schools (ATS) is our accrediting agency. The seminary holds an Accredited Membership in the ATS.

The National Association of Evangelicals

The National Association of Evangelicals (NAE) extends the kingdom of God through a fellowship of member denominations, churches, organizations, and individuals, demonstrating the unity of the body of Christ by standing for biblical truth, speaking with a representative voice, and serving the evangelical community through united action, cooperative ministry, and strategic planning.

Evangelicals for Social Action

Evangelicals for Social Action (ESA) is an association of Christians seeking to promote Christian engagement, analysis and understanding of major

institutional, and affiliate members providing programs, products, and services in support of theological and religious studies libraries and librarians.

The Pacific Association for Theological Studies

The Pacific Association for Theological Studies is an association of churches and educational institutions seeking to provide formal and informal theological education for churches in the Northwest and conducting research into leadership development for clergy and laity.

In addition to these memberships, the seminary maintains affiliation with the following organizations:

- The Association for Doctor of Ministry Education
- The John Wesley Seminary Foundation
- Wesleyan/Holiness Women Clergy
- Contextualized Urban Ministry Education Northwest
- Renovaré
- Willow Creek Association
- Christians for Biblical Equality
- Spiritventure
- Natural Church Development
- Leadership Catalyst
- Off the Map

Faculty are active in the following professional associations:

- The American Academy of Religion
- Christian Management Association
- The Dorothy L. Sayers Society
- The Evangelical Theological Society
- The Institute for Biblical Research
- National Association of Baptist Professors of Religion
- The Society of Biblical Literature
- The Wesleyan Theological Society

The Friends Center

The Friends Center at George Fox Evangelical Seminary is a program supported by the Friends denomination with goals of educating, training, mentoring, and equipping those who have been called to leadership in the Friends Church in the Northwest and beyond.

In addition to supporting the regular degree programs of the seminary with Friends-specific courses,

seminary. The spiritual-formation curriculum has a variety of core courses and specialty courses designed to stimulate personal transformational growth. A component of every spiritual-formation course is a supportive small-group experience.

Spiritual-Formation Curriculum

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

Prayer

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

It is often the case that the formal study of the faith at seminary squeezes out private devotion to God. The seminary determines to make prayer and consistent devotional life part of the fabric of the seminary student's life experience. Private devotions are encouraged, and support is readily available to those who seek guidance. Time is often taken in class to pray. Further, a prayer chapel is available for use at any time during the day.

Community Development

Community is developed within the seminary in various ways. Catered lunches and dinners are available for purchase at the Portland Center on Mondays and Thursdays. A refrigerator and microwave are provided for students to bring meals from home and eat together on campus. Professors encourage community in their classes by assigning group projects, giving students ownership in class processes, and providing times of fellowship for their students both in the classroom and out. Occasionally, the seminary community has picnics or get-togethers off campus, where students and their families have the opportunity to gather with other students and with faculty in informal contexts. From time to time, students and faculty take initiative to provide worship opportunities to the community, as well.

Assessment

The preparation of women and men for ministry requires us to engage the entire person — cognitive and affective, personal and professional. This means that GPAs do not tell the whole story about a student's preparedness for a program at seminary, nor do they tell the whole story about their preparedness for work in their chosen area of ministry when they leave seminary. Helping students to understand their temperament and relational skills may be as crucial to their success in ministry

2. A better understanding of the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality
3. Increased competence in utilizing the tools from biblical studies, theology, and philosophy to develop and implement effective ministry strategies
4. Increased competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care
5. Increased competence in church-management skills, strategic planning, and leadership development
6. Increased competence in identifying problem areas in a given ministry and devising and implementing a specific course of action by which to effectively address those areas

Admission Requirements

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

To be admitted to the D.Min. program a person must:

1. Possess an ATS-accredited M.Div. degree with a minimum GPA of 3.0 as verified by the submission of an official transcript, or meet the seminary's M.Div.-equivalency requirements (see below)
2. Document full-time participation in ministry for at least three years after the completion of the M.Div. degree, including a written endorsement of the applicant's admission to the D.Min. program from his or her church or parachurch organization
3. Submit a written statement of his or her ministerial goals, personal history, leadership experience, and recent reading
4. Submit vitae or résumé
5. Submit three letters of reference
6. Complete an interview with the D.Min. Committee

If English is a second language for the applicant, he or she must also demonstrate proficiency in the English language through a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

Equivalency Procedures

An applicant who holds a master's degree but does not hold the M.Div. degree from an ATS-accredited seminary may qualify for admission to the D.Min. program by meeting the requirements for M.Div. equivalency.

The 96-semester-hour M.Div. program at the seminary, as outlined below, serves as a guide for assessing equivalency:

All guided retreats or advances

Additional M.Div. equivalency courses, as may be required

Acceptance by the faculty for degree candidacy

Defense of doctoral dissertation

Recommendation by the seminary faculty for graduation from George Fox University

Module Four

(8 hours required)

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

proposal is approved. As part of the evaluation, the candidate must give an oral defense of the dissertation before the readers.

Doctor of Ministry in Leadership in the Emerging Culture

Program Summary

The delivery system of the doctor of ministry track in leadership in the emerging culture (D.Min. LEC) includes participation in several seminars and conferences offered through major teaching churches around the country and abroad; personal mentoring by select faculty advisors; online interactivity with cohort members and professors; three "advance" experiences; as well as reading, reflection, research, and writing.

Students select the specific conferences in light of their educational and vocational goals and in consultation with their faculty advisors. Students then draft a learning plan for each semester that customizes assignments around their experiences and maximizes the realization of their educational goals. The lead mentor and faculty advisors oversee the process and engage students both individually and collectively through asynchronous discussion postings, e-mails, and weekly real-time group meetings via the course Web site.

The amount of collateral work beyond attendance at conferences and seminars is governed by several factors:

The "seat time" involved in the event itself

The amount of work completed in conjunction with the event itself

Other activities and assignments associated with the semester in which academic credit is calculated for a given conference or seminar

Students are responsible for all costs associated with transportation, conference registrations, conference housing, books, and technology support.

Required course work is to be completed over a two-year period, and a doctoral dissertation will be written in the third year. Students begin the program by attending an orientation retreat that commences at the George Fox University Portland Center and concludes at a local retreat center. Students complete two learning plans and attend two conferences or seminars per year, complete DMIN 513 and DMIN 523 in the first year and DMIN 533 and DMIN 543 in the second year, attend summer advances in years one and two, engage with their fellow students and the lead mentor in several online venues named above, complete all reading, writing and practical assignments, and produce a doctoral dissertation and project (optional) during the third year. Between the first and second year, students are paired with a projec

Additionally, students are required to have at least one cross-cultural experience, either in the form of attending a conference or seminar abroad or by attending an event hosted by a group of another cultural or ethnic tradition.

Course Requirements

Year One

Fall Semester - Personal Leadership Formation (6 hours)

Orientation retreat

DMIN 513 Introduction to Research and Resources	1
DMIN 516 Contours of Leadership in Emerging Culture	3
DMIN 517 Engaging Leadership Concepts	2

Spring Semester - Dynamics of Leadership (6 hours)

DMIN 526 Vision and Voice in Postmodern Culture	3
DMIN 527 Developing Leadership Strategies	3

Summer Semester - Leadership and Personal Spiritual Formation (4 hours)

DMIN 523 Research Topic/Literature Review	1
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Spring Semester

DMIN 555 Dissertation (continuation 1 hour per semester until complete)

1

NOTE: This overview reflects both the general sequence in which students will attend conferences and seminars conducted by teaching churches and other entities (such as educational institutions, parachurch organizations, and missionary societies) and the discrete time frame within which all course work needs to be completed. A total of 32 semester hours must be completed within six sequential semesters, starting with the fall semester of year one and ending with the summer semester of year two.

Candidacy

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

1. Maintain a minimum GPA of 3.0 for year one
2. Complete the selection of a project advisor approved by the D.Min. director
3. Submit a doctoral dissertation topic and gain approval from the D.Min. Committee
4. Specify if the student will complete a project in addition to the doctoral dissertation
5. Submit an Application for Candidacy form to the D.Min. director

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

When the doctoral dissertation and project (optional) are complete the candidate submits them to two readers: the faculty advisor and another reader selected by the D.Min. Committee at the time the project proposal is approved. As

postings on WebCT, and real-time connectivity via technology that allows for synchronous interaction. The purpose of this course is to refine one's thinking about the role of vision and voice in effective leadership and to help students clarify an action plan that embodies specific strategies for one's ministry context.

DMIN 528 Spirituality and Leadership

3 hours. A course on personal spiritual formation. Students are challenged by the reading and writing assignments, as well as the retreat ("advance") experience, to reflect on who they are as persons in relationship with Jesus Christ and how one's identification with the person of Christ impacts one's self-perception as a leader. Students will reflect on what it means to be a leader after the manner of Jesus Christ with a view toward establishing a "Christ-centeredness" to one's understanding of vision and voice in leadership.

Year 2 Courses

DMIN 531 Leading the Church in a Postmodern World

3 hours. An analysis of the postmodern, multicultural context and its impact on Christian identity and ministry. This course examines postmodernism and its usefulness in understanding the roles of leadership in the church. Students will consider the historical precedents of the church's response to major cultural shifts, as well as the practical roles of ecclesiology and theology in the formation of leadership styles and models.

DMIN 532 Developing a Healthy Church

2 hours. This course presents the dynamics involved in a congregation's spiritual and emotional health. It explores what it means for the church to be healthy and analyzes specific strategies by which to actualize a congregation's optimal health and growth. Particular attention will be given to the essential qualities of healthy churches and how these qualities can be instantiated in one's own ministry setting.

DMIN 533 Designing a Research Model

1 hour. The process of developing a design proposal for the dissertation.

DMIN 534 Strategic Visioning in the Church

2 hours. An overview of leadership dynamics and visioning strategies in the context of the local church. The purpose of the course is to develop professional competence through increased understanding of leadership principles and strategic-planning theory. Particular attention will be given to coordinating information about the church, the church's vision, and the leader's style in order to develop and implement a specific plan of action for change and growth in the community.

DMIN 536 Leadership in Cross-Cultural Perspective

3 hours. A course that is designed to engage students in a cross-cultural experience and help them delineate how, specifically, such experiences enhance one's understanding of leadership in a postmodern context. Students will attend a conference or seminar in a cross-cultural context and write a paper and engage in a practical project that reflects specific ways in which this experience has enhanced their understanding of leadership in their own ministry context.

DMIN 537 Thinking Globally and Leading Locally

2 hours. An interactive course that engages students in three online venues: e-mails , discussion

postings on WebCT, and real-time connectivity via technology that allows for synchronous interaction. This course functions to distill a vision or "dream" for leadership that arises out of the student's theology of leadership and that guides his or her thinking in the final formulation and writing of the dissertation project.

DMIN 548 Spiritual Leadership

Degree Requirements

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

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

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

Program Summary

Biblical Studies	24
Christian History and Theology	18
Spiritual Formation and Discipleship	7
Pastoral Studies	30
Major requirements or electives	17
Total hours required for degree	96

Course Requirements

Biblical Studies

(24 hours required)

BIST 506	Old Testament I (Torah and Former Prophets)	3
BIST 507	Old Testament II (Latter Prophets and Writings)	3
BIST 508	New Testament I (Gospels and Acts)	3
BIST 509	New Testament II (Romans–Revelation)	3
BIST 511	Introducing Biblical Hebrew	3
BIST 521	Introducing New Testament Greek	3
One of the following two:		
BIST 512	Interpreting the Hebrew Testament	3
BIST 522	Interpreting the Greek Testament	3
One of the following two:		
BIST 542	Biblical Theology	3
BIST 543	Biblical Exegesis and Hermeneutics	3

Christian History and Theology

(18 hours required)

CHTH 511	Christian History and Theology I:	3
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	The Early Church to the Sixteenth Century	
CHTH 512	Christian History and Theology II: The Reformation and Its Ramifications	3
One of the following three:		
CHTH 546	Contemporary Theological Trends (prerequisite CHTH 512)	3
CHTH 552	Essentials of Christian Theology	3
CHTH 566	Theology in the Wesleyan Tradition	3
CHTH ____	Christian History and Theology elective	3
CHTH ____	Christian History and Theology elective	3
CHTH ____	Christian History and Theology elective	3

Spiritual Formation and Discipleship

(7 hours required)

SFAD 510	Becoming a Self Before God	1
A minimum of one of the following two:		
SFAD 520	Prayer	1
SFAD 530	Spiritual Life	1
SFAD 570	Spiritual Direction Experience	1
SFAD 591	Spiritual Leadership	1
SFAD ____	Spiritual Formation and Discipleship elective	1
SFAD ____	Spiritual Formation and Discipleship elective	1
SFAD ____	Spiritual Formation and Discipleship elective	1

Pastoral Studies

(30 hours required)

CMIN 500	Theology and Purpose of the Church	3
PSTD 506	Pastoral Ministry	3
PSTD 510	Essentials of Preaching	3
PSTD 540	Understanding Leadership and Congregations	3
PSTD 564	The Theology and Practice of Worship	3

CMIN 560 Principles of Teaching

3

Concentration or Electives

(17 hours required)

- ___ ___ elective
- ___ ___ elective
- ___ ___ elective
- ___ ___ elective
- ___ ___ elective
- ___ ___ elective

Total hours required for degree:

96

2. Completion of a unit of CPE training at an approved training site. A chaplaincy student would take PSTD 565 CPE training (6 hours). These are typically offered in two formats:
 - a. Summer 11-week intensive = 1 unit (100 hours of structured group and training and 300 hours of clinical practice — stipend offered by some hospitals)
 - b. Fall — spring extended program = .5 unit each semester (100 hours of structured group and training and some clinical practice — no stipend)
3. Ordination or a certificate of ministry from the person's denomination.
4. After completion of the M.Div., the individual would apply for a year of residency at an approved CPE training hospital. These are full-time paid positions for which the individual completes an additional 3 units of CPE. The seminary CPE director keeps a file of residency

553 Contextualized Urban Ministry or PSTD 554 Global Mission of the Church, and PSTD 575 Pastoral Internship (2 hours).

Master of Arts (Theological Studies)

(M.A.T.S. Degree)

Program Objectives

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

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

Degree Requirements

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

Thesis Requirement

Graduate research is a serious academic inquiry into a selected area of study with a view to obtaining information hitherto unknown to the researcher. The researcher must then present the results of this inquiry in acceptable written form for the benefit of other readers. The values of this phase of the student's total preparation for life's work are as follows:

1. To discourage the practice of making hasty generalizations based upon insufficient evidence
2. To encourage thoroughness of study and research in preparation for the varied tasks faced by the practitioner
3. To develop expertise in research and in formalizing research findings

General Requirements

1. In order to begin the thesis, a student must have completed 26 semester hours in an M.A. degree program or 54 semester hours in the M.Div. program. Graduate research requires a substantial foundation of course work in the field to be investigated.
2. Students must have a cumulative GPA of at least 3.0 to be eligible to write a thesis.
3. With approval of the academic advisor, the student will register for BIST 571/572 or CHTH 571/572 Research/Thesis for two consecutive semesters (may include summer term).
4. In consultation with the M.A.T.S. director, each student will choose two faculty research advisors/readers. The primary advisor should be a member of the seminary faculty and will have primary responsibility for overseeing thesis work. The M.A.T.S. director will normally be the second advisor/reader (unless already selected as primary advisor), though the second reader may instead be chosen from outside the seminary faculty. The second reader is responsible to provide a second voice as to the quality of the finished thesis, and may be selected from outside the seminary faculty contingent upon approval by the M.A.T.S. director. The M.A.T.S. director will be available to the student for matters related to thesis research and writing.
5. M.A.T.S. theses (75-100 pages in length) should demonstrate the ability to
 - o Formulate and research a specific problem
 - o Master a well-defined issue in academic study
 - o Interact equitably with other scholars and positions
 - o Write in a clear manner consistent with scholarly standards
6. In order to be accepted into the graduate thesis program, a student must submit an acceptable proposal to the department faculty. The proposal should reflect the fact that the student already has consulted with the research advisor, adequately defined and limited the proposed area of inquiry or need, structured a method of inquiry or solution, and conducted preliminary research to determine the availability of bibliographic and other resources. For deadlines, see the schedule provided below. Specific requirements for the proposal will be laid out in the syllabus for BIST/CHTH 571/572. Upon approval of the proposal, a signed and dated form will be returned to the student.

7. All work submitted, from proposal to final draft, must adhere to the form and style guidelines as described in the most recent edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.
8. A thesis requires a one-hour oral defense before the primary research advisor and the second reader. Notice of the defense will be given to the student and appropriate department faculty at least one week in advance.
9. Following the defense, the student must complete any additions or changes requested by the faculty research advisor and second reader. Final copies must be submitted in letter-quality type, in black ink. Two copies of the final version must be turned in on paper with at least a 75 percent rag content. These are formal, archival library copies, and are due the last day of classes. Personal copies for binding may also be submitted at this time (see binding fees in syllabus).
10. Each copy of the final thesis must have an original (not photocopied) approval sheet signed by the primary faculty research advisor and the second reader.
11. Duplicate copies should be made of all work, including rough draft and bibliography, to protect against inadvertent loss of materials.
12. Grading policy: All thesis projects will receive a letter grade.

Suggested Schedule*

Following an initial consultation with the faculty research advisor and subsequent library research,

CHTH 546 Contemporary Theological Trends (prerequisite CHTH 512)	3
CHTH 552 Essentials of Christian Theology	3
CHTH 566 Theology in the Wesleyan Tradition	3

Spiritual Formation and Discipleship Core

(4 hours required)

SFAD 510 Becoming a Self Before God	1
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At least one of the following two:

SFAD 520 Prayer	1
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SFAD 530 Spiritual Life	1
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SFAD ___ elective	1
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SFAD ___ elective	1
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Teaching Internship

(3 hours required)

CMIN 575 Teaching Internship	3
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Course Requirements - Biblical Studies Concentration

(33 hours required)

BIST 542 Biblical Theology	3
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BIST 543 Biblical Exegesis and Hermeneutics	3
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BIST 571 Research/Thesis in Biblical Studies	6
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BIST 572 Research/Thesis in Biblical Studies	6
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At least three semesters of biblical languages:

BIST 511 Introducing Biblical Hebrew	3
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BIST 512 Interpreting the Hebrew Testament	3
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BIST 521 Introducing New Testament Greek	3
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BIST 522 Interpreting the Greek Testament	3
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Four of the following:

BIST 505 English Book Study	3
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BIST 525 Greek Book Study	3
BIST 550 The Old Testament and the Ancient Near East ^a	3
BIST 551 The Old Testament, Early Judaism, and Christianity	

Course Requirements - Integrated Studies Concentration

(33 hours required)

BIST/CHTH 571 Research/Thesis	3
BIST/CHTH 572 Research/Thesis	3
Biblical Language (choose one language, two semesters)	
BIST 511 Introducing Biblical Hebrew	3
BIST 512 Interpreting the Hebrew Testament	3
BIST 521 Introducing New Testament Greek	3
BIST 522 Interpreting the Greek Testament	3

Choose any seven courses from the BIST and CHTH course offerings

Total hours required for degree 64

Master of Arts in Christian Ministries

(M.A. Degree)

Program Objectives

The master of arts in Christian ministries is a professional degree that prepares men and women for professional and spiritual leadership in educational and discipleship ministries within church or parachurch settings. The curriculum is designed so that having received the master of arts in Christian ministries, the graduate will be prepared to lead and facilitate ministries that effectively seek to "present every person complete in Jesus Christ." The student will be equipped to:

1. Administer and evaluate existing ministries, programs, and systems within a Christian community
2. Initiate new ministries and programs based on a biblical and theological framework
3. Articulate and employ a philosophy of ministry that is holistic, respectful and inclusive of all people, and biblical
4. Effectively recruit, disciple, and train laity for the work of the ministry
5. Carry out educational ministry with both professional and theological competence and, in most cases, qualify for ecclesiastical certification and endorsement
6. Demonstrate respect for the worth of all people, based on biblical truth and an understanding of the created gifts of personality, learning style, and spiritual giftedness

Degree Description and Uniqueness

The M.A. in Christian ministries is unique in the following ways:

1. It requires core courses that are philosophic and historical in nature while practical, reflective, and considerate of the current demands of Christian ministry.
2. It requires biblical, theological, and spiritual-formation courses, which students must integrate into practical ministry and use as a basis for thinking about, creating, and understanding Christian ministry.
3. It allows students to participate in the creation of their course of study by offering various concentrations and elective courses to equip them for specific areas of ministry.
4. It requires an internship in which the student will apply previously learned theory, participate in carefully supervised ministry, and develop a method of reflecting theologically on the practice of Christian leadership.

This degree is designed to educate and nurture men and women as Christian ministers and human beings in areas of integrity, attitude, interpersonal relationships, spirituality, discipline, and vision. The degree is aimed at enhancing the student's commitment to lifelong ministry, professionalism, lifelong learning, and reflection skills that will be practiced in solitude and in community.

The Christian ministries degree offers the following concentrations:

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

Degree Requirements

The curriculum is designed to equip men and women for a variety of occupations in Christian

Biblical/Theological Foundations	18
Spiritual Formation and Discipleship	4
Concentrations	15-17
Christian Ministries Internship	3
Electives	4-6
Total hours required for degree	64

Course Requirements

Christian Ministries Core

(18 hours required)

CMIN 500 Theology and Purpose of the Church	3
CMIN 510 Ministry to Families	3
CMIN 520 Communication in Christian Ministry	3
CMIN 530 Christian Ministry for Reconciliation	3
CMIN 550 Ministry to and With Adults	3
PSTD 540 Understanding Leadership and Congregations	3

Biblical/Theological Foundations

(18 hours required)

BIST 506 Old Testament I	3
BIST 508 or 509 New Testament I or II	3
BIST ___ elective	3
CHTH 511 Christian History and Theology I	3
CHTH 512 Christian History and Theology II	3
One of the following four:	
BIST 542 Biblical Theology	

Christian Ministries Internship

(3 hours required)

CMIN 575 Internship in Christian Ministry

3

Concentration in Christian Ministries

(15-17 hours required)

1. Adult Ministries

provide for the intentional spiritual formation of students in an academic setting and to train discerning and gifted persons as spiritual guides in the Christian tradit

Spiritual Formation and Discipleship electives	4
Total hours required for certificate	32

Course Requirements

Foundations

(18 hours required)

BIST 506 Old Testament I	3
BIST 508 New Testament I	3
OR BIST 509 New Testament II	
BIST or CHTH elective	3
CHTH 562 History of Spirituality and Renewal	3
COUN 501 Principles and Techniques of Counseling	3
OR PSTD 501 Pastoral Counseling	
MMFT 560 Social and Cultural Foundations	3
OR CMIN 530 Christian Ministry for Reconciliation	

Spiritual Formation and Discipleship — Phase One

(7 hours required)

SFAD 510 Becoming a Self Before God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 548 Advanced Personality and Spirituality	1
SFAD 570 Spiritual Direction Experience	1
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1

Spiritual Formation and Discipleship — Phase Two (final year)

(4 hours required)

SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practicum	2

Spiritual Formation and Discipleship electives

Choose three 1-hour electives. Recommended choices:

SFAD 536 Spirituality, Shame, and Grace	1
SFAD 540 Images of God	1
SFAD 556 Spirituality and the Writings of the Mystics	1

Total hours required for certificate	32
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Spiritual Director Certificate

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

1. At least 30 hours doing spiritual direction with at least two people over the course of a year
2. Receive 8 to 10 hours of supervision
3. An interview with the director of the SFAD program

Certificate For Spouses—Partners In Ministry

Program Objectives

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

Eligibility

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

Program Requirements

Courses are taken for credit and limited to one course per semester. Satisfactory completion of all

_____	Elective	1
Total hours required for certificate:		14

Seminary Course Descriptions

Biblical Studies

BIST 505 Biblical Book Study in English

3 hours. This course studies the text of a biblical book based on the English text and will apply interpretive principles learned in courses such as BIST 506, 507, 508, 509, and 543. It may be taught in conjunction with BIST 515 OT Book Study in Hebrew or 525 NT Book Study in Greek. BIST 505 must be chosen by students who have not yet completed the second semester of the pertinent biblical language. BIST 505 may be taken more than once, as long as a biblical book is not repeated.

BIST 506 Old Testament I (Torah and Former Prophets)

3 hours. This course begins with an introduction to the inductive method of Bible study, using the book of Amos as a laboratory. Then, it moves to a survey of the content and message of the Torah and the Former Prophets (Joshua to 2 Kings). We deal with introductory matters (e.g., authorship, dating, occasion, unity) as well as issues of purpose and theology. BIST 506 is a prerequisite for BIST 507

BIST 511 Introducing Biblical Hebrew

3 hours. The first course in the Hebrew language sequence, this course begins with the study of the Hebrew alphabet and vowel points and moves on to study the structure of the Hebrew noun and verb systems and syntactical features. Hebrew language and exegetical tools in both hard-copy and electronic formats are introduced.

BIST 512 Interpreting the Hebrew Testament

3 hours. The second course in the Hebrew language sequence, this class completes a basic study of Hebrew morphology, syntax, and vocabulary. Students gain facility in reading basic and advanced narrative and elementary poetry. Exegesis in the original language is explored. Students also are introduced to advanced original-language computer tools for Bible research and their use.

Prerequisite: BIST 511 Introducing Biblical Hebrew.

BIST 515 Old Testament Book Study in Hebrew

3 hours. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts. Prerequisite: BIST 512 Interpreting the Hebrew Testament.

BIST 521 Introducing New Testament Greek

3 hours. An introduction to New Testament Greek in which the student is exposed to the basic principles of New Testament Greek grammar, syntax, and exegesis, to the Greek text of the New Testament, and to the major tools used in its study.

be learned and applied to different genres of literature, e.g., historical narrative, psalms, epistles, and apocalyptic. Since exegesis is an "art" that can be learned only by practice, class emphasis will be on "doing" exegesis; i.e., the class will take on a "workshop" format. In the process, the student will gain facility with lexica, concordances, grammars, theological and exegetical dictionaries, and other exegetical aids.

BIST 546 The Text History of the Bible

3 hours. This course studies how the texts of the Old and New Testaments developed, were canonized, received their final form, and were transmitted and translated from their origins to the present. Attention is given to significant manuscript discoveries in the modern era.

BIST 550 The Old Testament and the Ancient Near East

3 hours. This course explores the relationship of the Bible to the ancient Near-Eastern world. Beginning with an introduction to archaeological method, the course moves into a study of extant sources from the ancient Near East and attempts to get a feel for the social, political, religious, and "philosophical" dynamics at work in that world and how they illumine various biblical passages. Students are encouraged to take BIST 506 Old Testament I and BIST 507 Old Testament II prior to registering for BIST 550.

BIST 551 The Old Testament, Early Judaism, and Christianity

3 hours. This course explores the historical and literary developments in the period of Second-Temple Judaism and on into the early centuries after Christ. This gives opportunity to trace the path and development of theological ideas from Old Testament to New Testament, as well as the New Testament's use of the Old Testament. Students are encouraged to take BIST 506 Old Testament I and BIST 508 New Testament I or BIST 509 New Testament II prior to registering for BIST 551.

BIST 560 Christology of the New Testament

3 hours. A theological study of the presentation of the person and work of Christ in the various books of the New Testament. Special emphasis is given to the Gospels, the Pauline writings, and contemporary scholarship.

BIST 561 Paul and His Letters

3 hours. This course will seek to understand Paul and his letters by focusing on the topic of Paul and the law. The issues surrounding Paul and his understanding of the law impact how believers are expected to live in relation to the Old Testam

BIST 572 (second semester) Research/Thesis in Biblical Studies

3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 575 Thesis Continuation

1 hour. Required for third and subsequent semesters of thesis research and writing.

BIST 585 Seminar in Biblical Studies

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the

CHTH 546 Contemporary Theological Trends

3 hours. A critical examination is made of significant writings of contemporary theologians, both in Europe and America. An attempt is made to keep abreast of literature in this field, and to evaluate it in the light of evangelical beliefs. Present trends such as New-Age thought, postmodernism, and other theological themes also will be examined in relationship to appropriate evangelical responses to 21st-century culture. CHTH 512 is a prerequisite for CHTH 546.

CHTH 547 History of Biblical Interpretation

3 hours. A study of the history of the interpretation of the Bible. Emphasis on the principles of hermeneutics and their theological development. Application to preaching and teaching in the church today.

CHTH 550 Christian Ethics

3 hours. A systematic study of philosophical, biblical, and Christian ethics for the purpose of applying the Christian ethical ideal to personal, social, economic, and political problems of our contemporary world.

CHTH 552 Essentials of Christian Theology

3 hours. This course in systematic theology provides a practical synthesis of Christian doctrine. It builds upon the student's understanding of the historical development of theology in relation to its biblical roots. The principal goal is to reflect upon the normative sources for theology, with a view toward equipping students to engage their own denomination's heritage and mission of the church in the world.

CHTH 560 History of the Holiness and Pentecostal Movement

3 hours. Explores the roots of the Holiness and Pentecostal movements in the United States by focusing on primary and secondary sources. Analyzes the primary theological emphases of these movements in the context of the Christian theological tradition. Examines the lives of key individuals in the Holiness and Pentecostal movements, as well as the distinctive contributions of these movements to religion in the United States and the world.

CHTH 562 History of Spirituality and Renewal

3 hours. Examines movements and people within Christianity who have brought spiritual renewal to the church, including monasticism, the mystics, the Reformers, Pietism, the Wesleyan/evangelical revival, and certain present-day examples. Focuses not only on history, but also on themes within spiritual renewal and on insights that can be drawn for the contemporary believer and church.

CHTH 563 The Evangelical Movement

3 hours. Students in this course seek to understand the origin and impetus of the American Evangelical Movement. Its antecedents in the Reform

CHTH 564 History and Polity of the Quaker Movement

3 hours. This course offers an overview of the Quaker movement from the 17th century to the present. It focuses on the characteristics, beliefs, and practices that give Quakerism its unique identity. Key writings, leaders, and contributions to Christian thought and practice are considered. The course is designed especially for those seeking to pursue ministry with evangelical Friends.

CHTH 566 Theology in the Wesleyan Tradition

3 hours. John Wesley's personal and theological background, methodology, and major theological themes receive primary attention. The theology of holiness is examined from the basis of Scripture,

structure and function. Questions will be addressed such as: What does it mean to be a family? What are the biblical models of families? How can families integrate faith and spiritual formation into their family life? What is a Christian family? The class will also consider how the church can and must minister effectively to families.

CMIN 520 Communication in Christian Ministry

3 hours. This course will focus on the various means of communication necessary for successful leadership by Christian ministers. Included will be leading meetings, interviewing, public speaking, and written communication. At least one third of the course will teach the value and practice of technological communication important to ministers and leaders.

CMIN 530 Christian Ministry for Reconciliation

3 hours. This course will examine the ways and means of carrying out the biblical mandate that all who are reconciled to God through Christ are to become agents of that reconciliation in the world. Special consideration will be given to promoting the reconciliation and equality of men and women, racial and ethnic groups, different generations, and Christian traditions.

CMIN 550 Ministry to and With Adults

3 hours. This course will examine the human and spiritual roles, tasks, and development of adults. Attention will be given to the processes and contexts by which adults mature as individuals and in community. Biblical and theological foundations for adult development, moral and faith development, adult characteristics, needs, life cycle, learning patterns, and transitions will be explored.

CMIN 560 Principles of Teaching

3 hours. Students will research and practice the art of teaching. They will be introduced to various methods of teaching, as well as the variety of ways one can structure a lesson plan. The class will focus equally on the importance

interest and special opportunities that become available in the Portland area, will be considered in arranging a seminar.

CMIN 595 Special Study in Christian Ministry

1 to 3 hours. This course is a specially designed and individually tailored course wherein the student requests an in-depth study of a particular question, problem, or issue. This individually designed course will include extensive reading, regular meetings with the professor, research, and written papers or projects. The student must make application for the study prior to registration for the semester in which the study will be carried out. The topic for this type of study is selected by the student and then approved by the faculty member overseeing the study and the department chair. Requests for taking regular courses of study as a special study course must be approved by the dean.

Pastoral Studies

PSTD 501 Pastoral Counseling

3 hours. An introduction to the counseling role of the minister. The purpose of the course is to

PSTD 540 Understanding Leadership and Congregations

3 hours. Integrating understanding of the complexities of leadership traits and behaviors within the context of the church organization is the focus of this course. Leadership inventories and assessments, case studies, feedback, and simulation exercises are used to help students identify their leadership gifts and to clarify the leadership role of the minister. Congregational insights about structure, culture, health, politics, and organizational development help give a systems perspective to the leadership role.

PSTD 550 World Religions

3 hours. A survey of the major religions of the world, in a context of Christian ministry. The uniqueness of Christianity is noted in its relation to contemporary religions.

PSTD 553 Contextualized Urban Ministry

3 hours. This course involves the student in ministry in an urban context. It lays the theoretical and

intercessory, conversational, confessional, centering, and meditation prayers. The paradoxes and problems of prayer also are explored.

SFAD 530 Spiritual Life

1 hour. Introduces students to classical exercises of the spiritual life. Certain disciplines - community, study of the Scriptures, confession, integrity, purity, simplicity, social justice, and compassion - are explored in order to bring the student into a deeper relationship with God. The process involves lecture, training, community, and personal practice and reflection.

Electives

SFAD 534 Spirituality and Social Justice

1 hour. Spirituality is often perceived as otherworldly, with a focus on the interior life and individual piety. But many spiritual traditions, such as the Wesleyan, with its biblical and theological foundation for uniting holiness and justice, provide an established model for relating prayer and social action. This course explores the Wesleyan tradition as well as other Christian traditions, both ancient and modern, that provide spiritual resources for social action rooted in prayer and contemplation. Service to others is both a means and an end of spiritual formation.

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

SFAD 544 Spiritual Formation for Women

1 hour. Examines the issues and challenges of spirituality that are unique to women from a biblical, historical, and sociological perspective. Spiritual formation involves the body, mind, and emotions, so gender plays a significant role. This course studies issues such as intimacy, dependency, anger and fear, power, abuse and victim patterns, impact of physiological changes on the woman's spirituality, women's leadership styles, and the changing roles of women and men in culture and the church.

SFAD 546 Spirituality and the Stewardship of Creation

1 hour. Offered in a retreat format every other summer, this course explores the relationship of the student's spiritual life to the spiritual discipline of stewardship. Attention will be given to stewardship of self and of resources, but a particular focus will be made on the stewardship of creation. The seminar (in an outdoor setting) involves lecture, discussion, silent and written reflection, and small group interaction.

SFAD 547 Spiritual Formation Through Journaling

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

SFAD 548 Advanced Personality and Spirituality

1 hour. Designed to provide a means for in-depth spiritual formation through greater self-awareness using the Enneagram personality profile tool. The Enneagram will help students delve into basic attitudes of their personal and spiritual lives and explore directions for individual and communal growth.

SFAD 549 Spiritual Formation for Men

1 hour. Examines the issues and challenges of spirituality that are unique to men. Spiritual formation is holistic, so gender plays a significant role in one's spiritual development. This course studies issues such as intimacy, power, aggression, lust, anger, and the changing roles of women and men in society and the church.

SFAD 550 Spirituality and Children

1 hour. Based on Jesus' high estimation of children, this course explores the role of children as our teachers. The course gives attention to the notion of our own child-selves and to our own childhood. Specific areas of inquiry are biblical references to children, the spirituality of children, historical and contemporary adult-child relationships, and the social destruction of childhood spirituality. This course intends that renewed observation of "soulfulness" in children will enrich the spirituality of class members.

SFAD 556 Spirituality and the Writings of the Mystics

SFAD 580 Group Spiritual Formation

1 hour. Enables students to gain experience in, and learn how to create, small groups that intentionally seek to form participants spiritually. The course focuses on building a spiritual-formation curriculum, utilizing small-group dynamics, and experiencing mutual accountability, with the intention of providing a resource vital to future ministry. Students will have a small-group-practicum experience with supervision.

SFAD 585 Seminar in Spiritual Formation and Discipleship

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

SFAD 591 Spiritual Leadership

1 hour. An examination of the unique nature and responsibility of spiritual leadership. The theology of spiritual leadership is analyzed in today's culture. Elements such as accountability, appropriate boundaries, devotional habits, life balance, and retreats and solitude and emotional, spiritual, and physical health are reviewed. Elements that inhibit the exercise of spiritual leadership are explored, such as burnout, depression, addictions, lack of self-differentiation, intimacy issues, sexual misconduct, fears, lack of discipline, conflict, and the misuse of power and innocence.

SFAD 595 Special Study in Spiritual Formation and Discipleship

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

Academic Policies

The following information applies to undergraduate Department of Professional Studies (DPS) and all graduate students attending George Fox University. If a policy is specific to a DPS, graduate, or seminary program, it will be noted. Programs of George Fox University may have their own policies related to enrollment and academic requirements. Students should consult their program's directors or guide with regard to specific policies.

Academic Sessions and Credits

The academic year at George Fox University is divided into two semesters of 15 weeks. In addition, the university operates a summer session that is integral to all graduate programs offered by the university.

In addition to traditional course formats, some courses are offered online, or partially online (Internet enhanced). The DPS, M.A.T., M.A.O.L., and D.Min. programs are offered through a cohort

model in which small groups of students attend class together through the entire program.

The unit of credit is the semester hour, which traditionally is granted for the successful completion of a course meeting 50 minutes per week for one semester. Credit for all courses is indicated in semester hours. All student requirements, advancements, and classifications are based on these units.

Attendance

The responsibility rests with the student to maintain standards of satisfactory scholarship. Regular class attendance is expected of each student in all courses. Specific consequences of class absences are included in the program guide or syllabus for each course. Students are never "excused" from their course work because of absences, and students are advised to notify professors of absences in advance whenever possible. Professors may request that students provide documentation of reasons for absence before allowing the student to make up work. Documentation includes the following:

Prolonged illness – Students are to visit Health and Counseling Services or their personal physician to obtain verification of the illness.

Students who have satisfied entrance requirements and are following a program leading to a degree are called regular students. They are classified as follows:

Juniors: students enrolled in a bachelor program who have completed 62 semester hours

Seniors: students enrolled in a bachelor program who have completed 93 semester hours

Graduate: students enrolled in a master or doctoral program who generally have a B.A. or B.S. degree from a regionally accredited college or university

Special Students

"Special student" is the term used for either of the following:

1. A student who is not seeking a George Fox University degree. This student is taking courses for personal enrichment or professional certification.
2. A student who is interested in pursuing a George Fox University degree but has not been formally admitted to graduate study. Any special student wishing to enter a degree program must fulfill regular admission requirements and be admitted. Special student enrollment does not guarantee subsequent admission to any graduate program/department. A maximum of 10 hours ta

may audit courses from which he or she wishes to derive benefit without fulfilling credit requirements. Auditors are not permitted in some programs because of the cohort model and program requirements. Additionally, prerequisite course requirements must be met before approval to audit will be granted. This must be established with the registrar at time of registration. Class attendance standards are to be met.

Registration

The Office of the Registrar maintains student registration for classes, degree audit information, and grades. Students may change their academic majors and advisors and order transcripts through this office.

All students are expected to register online, within the time period designated on the university calendar and to begin classes on the first day. In addition, each student should be aware of the regulations that appear under Course Numbering System.

Services to Disabled Students

Instructional assistancethnsOructnvjETEMChTT0 1-5(Tmd)]Tf-0.0005 Tc 0.0009 Tw 12.7253 vailabjETlystendars tdae le

class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

Letter Grade	Meaning	Points Per Semester Hour
A	Superior	4
A-		3.7
B+		3.3
B		3
B-	Good	2.7
C+		2.3
C		2
C-		1.7
D+	Average	1.3
D		1
F		0
I		Incomplete
W	Official withdrawal	
X	No grade reported by instructor	
P	Pass (average or above)	
NP	Not passing	
L	Long-term	

Plus (+) and minus (–) grades may be designated by a professor and will be entered on the transcript. Points will be calculated for the student’s GPA accordingly.

The grade I is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for an I grade is initiated with and approved by the registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the registrar. An I not completed by the date indicated or within one semester becomes the grade indicated by the professor on the incomplete form, or an F if no grade is indicated.

An L grade designates satisfactory progress in a course whose objectives continue for more than one semester. The L will be replaced by either a P grade or a point-receiving grade. This is not an incomplete or I grade.

An X grade indicates the instructor did not report a grade to the registrar’s office.

Repeating a Course

If a student repeats a particular course, the university counts the course credits only once toward graduation requirements. Only the second grade will count in the cumulative GPA, but the original grade will remain on the student's transcript.

Guarantees and Reservations

M.B.A.	2.2	3.3	3.00
D.Min.	3.0	4.5	3.00
Ed.D.	4.0	6.0	3.00
Psy.D.	5.0	7.5	3.00

In addition, no grade shall be lower than a B in designated graduate courses (see relevant program guide for a list of these courses). If students do not meet this standard, they must retake the course or courses and perform at a B level or better.

Academic warning, probation, or suspension may also be issued to graduate students for the following reasons:

- A grade of C in more than 6 hours of coursework
- A grade of D or F in any course
- A failing (no pass) grade in practica/internship
- A semester GPA below 3.0 for two consecutive semesters
- Failure to retake a course in a timely manner as specified by the school dean

The standard for satisfactory academic progress for students attending at a less than full-time rate will be adjusted based on the rate of enrollment.

Students who do not maintain satisfactory academic progress will generally not be eligible for financial aid. For additional information on the impact of unsatisfactory academic progress on financial aid, see the [financial aid section](#).

In addition, their academic standing will be affected as described below.

Academic Warning, Probation, Suspension, and Dismissal

If the GPA for a given semester is below the minimum (as noted above), but the cumulative GPA is at or above the required minimum for satisfactory academic progress, the student may receive an academic warning. This warning is not a part of the student's permanent record, but it does alert the student to potential difficulties and to potential loss of financial aid eligibility. The student is encouraged to contact his or her academic advisor, who will assist in the development of improved study plans and encourage better use of reading and library skills.

A student may be placed on academic probation when his or her cumulative GPA falls below the minimum standard (as noted above). The student is given one semester of probation to achieve the above standard, after which a student may be suspended. Students may be given additional semesters of probation rather than suspension if they show a reasonable chance of meeting graduation standards.

A student not making satisfactory academic progress may be given academic suspension. After one or more semesters have elapsed, the student may apply for readmission, and if admitted, reenter on probation. The university may suspend any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed, or any students who become so indifferent that they no longer benefit themselves or the university community.

A student not making satisfactory academic progress may be dismissed from the university. Students who are dismissed may not apply for readmission to George Fox University. The university may dismiss any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed, or any students who become so indifferent that they no longer benefit themselves or the university community.

In addition to the above standards, programs may have additional standards governing academic progress and continuation.

Academic Appeals

Academic actions can be appealed to appropriate university authorities. Suspensions may be repealed for students not making satisfactory academic progress when it deems the failure to be due to exceptional circumstances and judges the student has a reasonable chance to meet graduation requirements. Appeals are taken to be good faith actions that request reexamination of academic decisions. Submissions must be in writing delivered to the Office of Academic Affairs. All appeals must be made within limited time frames pending upon the hearing appealed. A successful academic appeal does not necessarily result in a reinstatement of financial aid eligibility.

A student who has lost financial aid eligibility due to academic suspension may appeal the suspension. A student who has lost financial aid eligibility due to academic suspension may appeal the suspension.

responsibly in every area of life. A student may be denied reenrollment, suspended for failure to achieve minimum academic standards, suspended or dismissed for failure to meet financial obligations to the university, or suspended or dismissed for cause.

Residency

A minimum number of hours of study must be completed at George Fox University to satisfy the residency requirement. Minimum residency requirements are:

Master of divinity: 32 semester hours

Master of arts in theological studies: 32 semester hours

Master of arts in Christian ministries: 32 semester hours

Master of arts in counseling: 43 semester hours

Master of arts in school counseling: 36 semester hours (with teaching experience; 40 semester hours without teaching experience)

academic work. An applicant whos

MBA admission deadline

Priority is given to applicants who complete their files by the

4. If advanced standing is granted with credit on the basis of appropriate evaluation, not more than one-sixth of the total credits required for an ATS-approved degree may be granted in this way.
5. At least 50 percent of the concentration hours must be taken at George Fox Evangelical Seminary.
6. A student must meet the minimum residency requirements of the individual programs: 32 hours for the master of divinity, master of arts in theological studies, and master of arts in Christian ministries.
7. Appropriate fees may be assessed for processing and evaluation.
8. Faculty may identify certain courses that are not available for advanced standing.

Department of Professional Studies (DPS) Admission Procedures

1. Obtain from George Fox University an application packet by calling or writing one of our admissions offices.
 - o Oregon: DPS Admissions, George Fox University Portland Center, 12753 S.W. 68th Ave., Portland, OR 97223, 888-888-0178, dps@georgefox.edu
 - o Idaho: DPS Admissions, George Fox University – Boise Center, 8660 W. Emerald St., Suite 158, Boise, ID 83704, 800-749-4369, 208-375-3900, dpsboise@georgefox.edu

Applications are also available at the George Fox Web site (www.georgefox.edu).

Instructions for the online application process are explained there.

2. Complete the application for admission and return to the DPS admissions office with a nonrefundable application fee of \$40.
3. Request official transcripts be sent directly to George Fox University from each college or university attended. (See application for request forms.)
4. Have two letters of recommendation completed and sent to the DPS admissions office. (See application.)
5. Complete a one- to two-page writing sample, to be evaluated by George Fox University faculty.
6. After acceptance into a DPS program, and at least two weeks prior to the first class session, a tuition deposit of \$150 is required for registration.

Policies

Admission into DPS programs is based on the following criteria:

1. A minimum of 62 transferable semester hours (93 quarter hours) consisting of 35 general education hours and 27 elective hours from accredited colleges or universities, or approved military education

2. For the SBS, a minimum of 50 transferable semester hours (75 quarter hours) consisting of 35 general education hours and 15 elective hours from accredited colleges or universities, or approved military education
3. Minimum of five years qualifying work experience documented in a résumé
4. Official transcripts indicating a cumulative GPA of 2.0 or higher
5. Two letters of recommendation (one personal and one professional) from people qualified to assess academic or professional competency
6. Writing sample, assessed by George Fox University faculty, that demonstrates competency needed for success in the program
7. Completed application and \$40 nonrefundable application fee

To graduate with a bachelor's degree, students must complete a total of 126 semester hours as follows:

Required entry credit	62
Approved portfolio credit* or additional transfer credit	28
Department of Professional Studies Program	36
Total	126

*Students entering the program with fewer than 90 semester hours may earn academic credit through the prior learning portfolio process. Credit may be awarded for college-level learning through personal growth and professional development or by writing life-learning essays. A maximum of 28 semester hours is allowed.

Finances

George Fox University maintains high educational standards at the lowest possible cost. The individual student pays about 75 percent of the actual cost of education. The remainder of the cost is underwritten by gifts from alumni, friends, churches, businesses, and institutions. An extensive financial aid program assists students in meeting university costs.

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

Student Financial Services

This office awards scholarships, grants, loans, and other forms of financial assistance, and it bills students for tuition, fees, room and board, and other expenses related to attending college. Representatives and counselors assist with payment plan options and advise students regarding financial aid.

Tuition, Fees, and Expenses (2004-2005)

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

MBIS	\$13,970
MOL	\$13,970
PM	

Master of arts in counseling, per hour	\$399
Master of arts in marriage and family therapy, per hour	\$399
Master of arts in school counseling, per hour	\$399
Master of arts in school psychology, per hour	\$399
Certificate in marriage and family therapy	\$399
Certificate in school counseling	\$399
Certificate in school psychology	\$399
Certificate in play therapy	\$399
Continuing school psychology license preparation program	\$399
Mental health trauma certificate	\$399
(Graduate courses may be audited for half the applicable regular charge.)	
SFD certificate (noncredit), per hour	\$170

Student Body Membership

Students registered for 8 hours or more each semester	\$70 per semester
Students registered for 4-7 hours each semester	\$35 per semester

This fee covers the cost of student activities, services, social events, and the student centers.

Health/Counseling Fee

Health/counseling fee, per semester	\$55
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Health Insurance

Evidence of acceptable medical insurance for accidents, sickness, and prolonged illness is required by the second week in the semester of all full-time students. Students are required to enroll in the university-approved student medical insurance plan unless an insurance waiver form and proof of insurance are submitted at the time of registration indicating comparable coverage elsewhere. A new waiver form must be submitted each academic year.

The premium is subject to change each year by the underwriter but is estimated at \$1,000 for 12 months coverage, payable on the first-semester billing.

Health and Counseling Services fee: per-visit fee charged for students not attending on the Newberg campus who use services of Health and Counseling Services. \$10 per visit

Deposits and Admission Fees

Application fee (nonrefundable, submitted with application for admission)	\$40
Tuition deposit for graduate students	\$200
Tuition deposit for seminary students	\$100
Tuition deposit for degree-completion students	\$150

Registration, Records, and Graduation fees

Late registration fee (applicable if registration is not made prior to the first day of classes each semester)	\$50
Change of registration fee, per change form submitted after the end of the add/drop period	\$10
Graduation fee:	
Master's degree	\$135
Doctoral degree	\$165
Thesis Processing:	

Psy.D. dissertation	\$212.50
Personal copy, per bound copy	\$32
Copyright fee (optional)	\$45
Transcripts, per copy	\$3
Unofficial transcript	\$2
Rushed official transcript	\$10
Examination fee	\$50
Seminary candidacy assessment fee	\$125
Counseling department candidacy assessment fee	\$125
Seminary graduate research/thesis	\$100
Placement file, first set per order	\$10
Additional sets with same order	\$5

Departmental Fees

Several classes require an extra fee to cover special facilities, equipment, transportation, etc., ranging from \$10 to \$615 per class, although some specific courses may be higher. (*D.Min. LEC cohort retreat fees are \$615 per retreat, or total of \$1,845 for all three retreats.)

Late Payment Fees

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

Returned check fee, per check	\$25
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Parking Fee/Fines (Newberg campus programs)

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

must be paid.

Per semester	\$30
Annual	\$50
Summer	No charge
Parking violations	\$15-100

Schedule of Required Deposits

Admitted students are required to pay a non-refundable tuition deposit by the date established by the specific graduate or seminary program.

Financial Arrangements

All charges made by the university are due August 15 for fall semester, December 15 for spring semester, or may be made on an installment basis through an approved monthly payment plan (an enrollment fee applies.) Students receiving scholarships, grants, or loans must complete all necessary arrangements well in advance of the semester start. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that may still be pending when payment is due must have a letter of commitment from the lender acceptable to the university. Service charges will be made on unpaid accounts even though financial aid and loans are pending, so the application process should be started early.

Payment for summer tuition is due in full when billed. Students may be asked to leave at any time during a semester if appropriate arrangements have not been made at the beginning of the semester or if arrangements made are not honored.

Restrictions

The university will withhold transcript of records and diploma until all university bills have been paid. Students will not be permitted to attend for a new semester, including summer term, until all bills are paid for the previous session.

Removal of Institutional Charges and Financial Aid Policies

Note: No transcripts will be released until the student's account is paid in full. This includes current charges, balances that are the result of financial aid funds returned, and fines that may be assessed after the student leaves.

Removal of Institutional Aid

If a student withdraws and is granted a removal of tuition, George Fox University allows the student to retain a percentage of the disbursed institutional financial aid equal to the percentage that they have been charged, but not to exceed standard charges minus \$100. Standard charges are considered to be tuition and fees. The order that institutional financial aid is removed is at the discretion of Student Financial Services.

Removal of Title IV Funds

The Return of the Title IV Federal Funds

These policies apply to students who withdraw entirely or take an approved leave of absence from George Fox University without earning credit for the enrollment period, or to students who are asked to withdraw for academic, disciplinary, or financial reasons.

Note: Both The Return of the Title IV Funds and Removal of Institutional Aid policies and the George Fox University Removal of Institutional Charges Policy must be considered when determining the financial impact of withdrawing completely from the university.

Return of Title IV Funds

Federal law requires that all Title IV funds disbursed to the school be included in the return calculation, including funds in excess of the student account balance that the institution has forwarded to the student and eligible funds pending disbursement. (See Postwithdrawal Disbursement.)

The percentage of Title IV funds returned is based on the number of calendar days that the student was enrolled; including the established withdraw date, and allowable charges.

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

To estimate the amount that will be returned to federal aid programs:

1. Divide the days transpired by the total number of days in the period. (See Withdraw Date and Refund Calculation Period above.)
2. Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This generally equals the percentage of aid that is considered "earned" and subsequently may be retained.

The borrower will be advised that no late disbursement will be made for these purposes unless authorization is received within 14 days of the date the institution sent the notification.

These policies are in compliance with the Higher Education Reauthorization Act. For refund examples, please stop by Student Financial Services or call 503-554-2291.

Financial Aid

Basis of Student Aid

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

Information on financial aid options and application procedures is available from Student Financial Services. Options and procedures change annually, so please make sure you have information for the current year.

With few exceptions, students must be enrolled full time (at least 8 hours per semester) to receive financial aid. However, eligibility for assistance from the Federal Stafford Loan program requires half-time enrollment (4 hours). Students must also meet eligibility requirements of the programs

academic progress for financial aid eligibility regardless of whether the student received aid while attempting those hours.

Failure to meet either standard could include warning, probation, or revoke status. An appeal process is available for students who can document that extenuating circumstances impacted their ability to meet the standards. Circumstances may include, but are not limited to, external factors that impacted their ability to study, health or family issues. Contact your Student Financial Services counselor for information on the financial aid appeals process.

Awards Based Upon Financial Need

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

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

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

Loans, Scholarships, and Grants

The university participates in the federal William D. Stafford Subsidized and Unsubsidized Direct Loan programs. Eligibility for both Stafford loans is determined from the FAFSA information, as well as by the number of hours enrolled in and whether the student has been accepted to a qualified degree-seeking program. When other funds are not available, loans place the responsibility for financing higher education on the student. Students are encouraged to be cautious when applying for loans, but to consider the value of receiving financial assistance when needed and of paying some of the cost of education later when they are better able to do so. The university expects loans to be a significant part of the financial aid award for graduate students, but the student must decide whether loans are necessary based upon his/her financial situation. Students who are taking out a Stafford loan for the first time with George Fox University are required to go through an entrance interview. The Student Financial Services Office will provide information about that requirement and how to satisfy it.

Governmental Funds and Provisions

Prospective and enrolled students may request and receive information from the financial aid staff

concerning available financial assistance and student consumer information.

Financial resources are supplied by the federal gove

The **H.W. and Wilma Ogden Scholarship** is awarded to Free Methodist students in the ministry program at the seminary.

The **Richard Parker Scholarship** was established by Jeannette Parker in memory of her husband. It is awarded to students in the master of divinity, master of arts in Christian ministries, or master of arts in theological studies programs.

The **John and Emma Pike Scholarship** is awarded to master of divinity students committed to full-time pastoral ministry upon graduation.

Earnings from the **Arthur T. Shelton Scholarship Fund** are awarded to students coming from the states of Oregon and Washington.

Earnings from the **Lydia C. Sundberg Memorial Fund** are awarded to international students who will return to their homeland, or students planning to enter missionary service.

The **Glenn and Allee Yoder Memorial Scholarship** was established in 1993 by their family for the educational advancement of Christian students.

Eligibility for all of the above scholarships is based on evidence of financial need and is limited to tuition only. If a student's enrollment status changes, the amount of the scholarship may be decreased accordingly. A student may not be on academic probation more than one semester to maintain eligibility. Awards are limited to the amount of funds available and to seminary courses taken for credit only, not audit courses or off-campus courses and seminars.

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

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

Higbee Memorial Scholarship: The Oregon Conference of the Free Methodist Church is custodian of a scholarship fund for Free Methodist students. The fund is in honor of Dellno Higbee.

Northwest Yearly Meeting of Friends Church Scholarship: A limited number of Friends students may receive tuition scholarship assistance from allocated funds set apart for this purpose by Northwest Yearly Meeting.

Paul T. and Vera E. Walls Foundation Scholarships: These scholarships are designated to provide assistance to seminary students who are members of the Pacific Northwest Conference of the Free Methodist Church.

Waldo Hicks Memorial Scholarship: His widow, Frances Hicks French, and her two sons, Bruce and David, have designated this annual scholarship to assist a student of the Friends Church.

Wesleyan Church Scholarship: Funds are made available to Wesleyan students on a loan basis. Repayment is dependent on years of service in the denomination following seminary training.

Compliance With Federal Laws and Regulations

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

The following offices may be contacted for information regarding compliance with legislation:

Director of admissions: student consumer information

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

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

Director of Student Financial Services: Title IV (Higher Education Act of 1965 as amended), student consumer information, the Pell Program, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Stafford Loan Program, the Parents Loan for Undergraduate Students Program, and the Supplemental Loans for Students Program

Registrar: Rehabilitation Act of 1973, veterans' benefits, Immigration and Naturalization Act, and the Family Educational Rights and Privacy Act.

Family Educational Rights and Privacy Act

George Fox University accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety

- A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter
- The name and address of the school, school district, and superintendent of the district
- Any additional evidence that would be helpful in the consideration of the complaint

(Adapted from: *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974*, American Association of Collegiate Registrars and Admissions Officers, 1990.)

Drug-Free Environment

George Fox University is concerned about the intellectual, physical, psychological, and spiritual well being of all its students and employees. The community recognizes the danger to one's physical and psychological well being presented by the use of certain products. Therefore, members of the community are prohibited from using tobacco in any form, alcoholic beverages, and illicit or nonprescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

Disabled Students

The Office of Student Life coordinates services for disabled students. This office also promotes campus awareness of issues and needs of disabled students. Supportive services may be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability generally will be required.

Specific courses on career exploration, study skills, and writing development are available. Special adaptive physical education classes for students with disabilities are offered through the Department of Health and Human Performance.

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

Disclosure of Uses for Social Security Numbers

Providing one's Social Security number is voluntary. If a student provides it, the university may use his or her Social Security number for keeping records, doing research, and reporting. The university does not use the number to make any decision directly affecting the student or any other

person. A student's Social Security number is not given to the general public. Students who choose not to provide their Social Security numbers are not denied any rights as a student. Providing one's Social Security number means that the student consents to use of the number in the manner described.

Anti-Harassment Policy

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

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

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

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

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, and grades) in response to sexual contact. More subtle forms of inappropriate behavior such as offensive posters, cartoons, caricatures, comments, and jokes of a

The student will be notified by Student Financial Services of financial obligations when the withdraw calculation is completed. For a copy of or examples of the refund policy, please contact Student Financial Services.

The official withdraw date is established by the registrar's office. Generally, the withdraw date is the date the withdraw form is completed and submitted to the registrar's office or the date established on the withdraw form.

For during-semester withdraws, students generally lose enrollment privileges five working days after the official withdraw date established by the registrar's office. These services may include, but are not limited to, e-mail, library, student activities, food service, on-campus housing, health, and other related services associated with enrolled student status. The university reserves the right to remove privileges immediately upon official withdraw notification.

Rescind Notification of Intent to Withdraw

If a student wishes to cancel his or her official withdraw from the institution, that student must submit to the registrar's office, in writing, his or her intent to complete the current term of enrollment. This rescinds the student's notification of intent to withdraw.

Unofficial Withdraw

If a student fails to follow the official withdraw process, he or she will be considered to have unofficially withdrawn. If the student unofficially withdraws, the institution will generally use the 50 percent point of term or a documented earlier or later date of academic activity or attendance as the official withdraw date. Generally, the student will be awarded F grades for all courses affected by an unofficial withdraw.

Appeal

An appeal of the established withdraw date is to be submitted in writing to the registrar's office within 60 days from the established withdraw date.