George Fox University

Graduate Programs

2015-16

GEORGE FOX
UNIVERSITY

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GEORGE FOX UNIVERSITY
2015-16 Graduate Programs

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Notes about use of catalogs

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

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

Graduate Programs

Mission

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

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

College of Behavioral Science and Health Professions

College of Business

College of Education

George Fox Evangelical Seminary

Basis of Graduate Admission

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

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

College of Behavioral and Health Sciences

The College of Behavioral and Health Sciences is committed to providing high-quality programs that prepare students to care for the overall wellness of diverse individuals and groups by utilizing their expertise in the areas of physical, emotional and spiritual healing.

Programs

Programs offered by the College of Behavioral and Health Sciences include:

Clinical Psychology

- Doctor of Psychology (PsyD Degree Requirements)

Physical Therapy

- Doctor of Physical Therapy (DPT Degree Requirements)

Social Work

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

College of Behavioral and Health Sciences Course Descriptions

Master of Social Work — 2-Year Program

Purpose

The Master of Social Work program offers a 62-semester-hour course of study, and 450+ hours of field internship work per year. The School of Social Work seeks to integrate Christian scholarship within the discipline of social work. Upon completion of the prescribed curriculum the student should be able to demonstrate mastery of the theories, methods, techniques, and values of the social work profession as prescribed by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). The student should be able to integrate their personal faith within the program's curriculum and understand how this impacts them both personally and professionally. It is the program's goal that students graduate with the ability to differentiate personal belief systems from their client's beliefs and conduct themselves ethically as advanced practice social workers, working with diverse and vulnerable populations in a variety of settings.

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

Mission Statement

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

Degree Outcomes

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

- Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
- Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
- Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Enhance the well-being of people and communities locally, regionally, nationally, and around the world.

- Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

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

Admission to the GFU School of Social Work graduate program is conducted by formal application. Qualified students will be admitted regardless of race, color, national or ethnic origin, gender, age, or disability. The applicant's packet will be considered complete when the following parts have been received:

1. A completed online application and application fee; An official transcript from each junior college, college, or university in which baccalaureate coursework was taken.
2. A written response to questions related to the applicant’s reason for applying, professional goals and interest, work and/or volunteer experiences, and reflection on case-related materials.
3. Recommendations: Three strong professional references who can attest to the applicant’s ability in these areas: intellectual competence; potential for academic success; the ability to work with people around sensitive issues, including people from diverse backgrounds; possession of critical thinking and communication skills; a sense of values and ethics; and potential as a professional social worker. At least one of the recommenders must be an academic reference having been the instructor of the applicant in a classroom setting. Recommenders must submit these directly to the School of Social Work graduate program using the online link provided. If a letter is included, the letters must be written on institutional or business letterhead.
4. Current resume.

Admission Requirements

The graduate program requires that all applicants have either a bachelor's degree from an accredited institution in the United States or proof of equivalent education at an international institution of higher learning.

The Admissions Committee will only review an application that is missing no more than one prerequisite course. The applicant will be expected to complete all undergraduate prerequisites prior to enrolling in the program.

Applicants are expected to have a record of undergraduate study and experience that is predictive of success in graduate study. A minimum admissible grade point average is 2.75.

A satisfactory grade point average in and of itself does not guarantee admission to a graduate program. Approval for admission is provided after consideration of the assessment and review processes conducted by the graduate admissions committee.

Applicants are evaluated based on the admissions criteria specified in the Admissions Criteria section of the *MSW Student Handbook*.

The graduate program‘s letter of admission constitutes the University‘s official notification of the admission decision. Admitted students will have a maximum of one year from the date of admission within which to enroll. Attempts to enroll after the one-year period will require completion of another application. The University reserves the

right to refuse admission to any applicant whose previous academic record and/or readiness for graduate study in social work is deemed unsatisfactory (*MSW Student Handbook*).

Transfer Credit

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

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

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

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

- The courses were taken in a graduate program accredited by the Council on Social work Education.
- A course description and syllabus is available and the Director judges the courses to be an appropriate substitution for a specific course in the graduate program.
- Once the Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

A petition for transfer credit must fulfill the conditions listed below:

- Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation.
- The work must have been done while the student was enrolled in good standing as a graduate student.
- The work must have been done within five years prior to the award of the master‘s degree from George Fox University.
- The school from which the credits are transferred must be accredited by a regional accreditation agency.
- No earned grade for transfer credit is less than a B.
- None of the transfer coursework consists of extension or workshop courses.
- Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

Residence Requirements

Of the 62 credit hours required for the Master of Social Work program, a minimum of 47 credit hours must be taken in resident study at George Fox University. All work leading to the degree must meet the requirements stated in the program transfer policy.

Leave of Absence

If a student must take a leave of absence from the program due to an illness, accident, or other substantial reason that impair their ability to continue course work or field internship they must submit a written request explaining reasons for requesting a leave. All incomplete coursework or fieldwork must be completed within two years from the date of his or her original start. If they are unable to complete the program in that time frame, they will be dismissed from the program.

The director of the School of Social Work must approve leaves of absence for the Master of Social Work program.

Graduation Requirements

In order to graduate with the Master of Social Work degree students must:

- Satisfactorily complete a minimum of 62 credit hours with a cumulative GPA of 3.0 or above.
- Maintenance of a minimum average of 3.0 on a 4.0 scale for all academic courses taken and a minimum grade of C for all academic courses taken.
- Earn a grade of B or higher in all Field Internship courses.
- Complete a 480-hour supervised internship in the foundation-year and a 600-hour supervised internship in the concentration-year in an agency setting approved by the School of Social Work.
- Completion of all degree requirements within four (4) years of matriculation.

MSW 2-Year Program Curriculum Plan

The George Fox University's Master of Social Work Program builds its curriculum from an assumption of a solid liberal arts foundation that is designed to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning. Students admitted to the MSW Program must have earned a bachelors degree and document in their application to the Program courses taken in "baccalaureate coursework that demonstrates a strong liberal arts background" (MSW Student Handbook) Students' transcripts must document completion of courses in the natural sciences, communication or language skills (composition or writing course), social and behavior sciences, the humanities and /or history (philosophy, religion, arts, government, political science, economics, history, literature) and statistics.

The foundation courses are structured to provide all students with a set of common values, skills, and knowledge base about the social work profession, human behavior and the social environment, conceptual and practice theories (e.g., trauma-informed, ecological systems theory, developmental theory, strengths perspective), research and statistics, values and ethics, diversity, policy, and social work practice. The content of the foundation courses are then applied to practice through field internships.

Foundation-Year Courses (30 hours)

SWKG 500 Introduction to the Social Work Profession	1
SWKG 531 Human Behavior in the Social Environment I	3
SWKG 532 Human Behavior in the Social Environment II	3
SWKG 540 Research Methods & Statistics	2

SWKG 541 Research Methods & Applications	2
SWKG 560 Social Policy	3
SWKG 570 Values & Ethics; Spirituality & Religion	3
SWKG 576 Foundation Internship I	3
SWKG 577 Foundation Internship II	3
SWKG 591 Social Work Practice I: Families, Individuals & Groups	3
SWKG 592 Social Work Practice II: Organization & Communities	3
SWKG 596 Concentration Year Seminar	1
Concentration-Year Courses (32 hours)	
SWKG 642 Advanced Research I	2
SWKG 643 Advanced Research II	2
SWKG 676 Advanced Internship I	4
SWKG 677 Advanced Internship II	4
SWKG 685 Special Topics in Advanced Social Work Practice	6
SWKG 698: Program Development, Administration & Funding	3
SWKG 690: Social Work Capstone	1
Students must select one concentration:	
Direct Practice Concentration:	
SWKG 691 Theories for Advanced Practice: Direct Practice	3
SWKG 693 Skills for Advanced Practice: Direct Practice	4
SWKG 696 Special Issues in Advanced Practice: Direct Practice	3
Community Practice Concentration:	
SWKG 692 Theories for Advanced Practice: Community Practice	3
SWKG 694 Skills for Advanced Practice: Community Practice	4
SWKG 697 Special Issues in Advanced Practice: Community Practice	3

College of Behavioral and Health Sciences Course Descriptions

Master of Social Work (MSW) — Advanced Standing Program

Purpose

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

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

Mission Statement

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

Degree Outcomes

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

- Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
- Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
- Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Enhance the well-being of people and communities locally, regionally, nationally, and around the world.

- Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

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

Admission to the GFU School of Social Work graduate program is conducted by formal application. Qualified students will be admitted regardless of race, color, national or ethnic origin, gender, age, or disability. The applicant's packet will be considered complete when the following parts have been received:

1. A completed online application and application fee; An official transcript from each junior college, college, or university in which baccalaureate coursework was taken.
2. A written response to questions related to the applicant’s reason for applying, professional goals and interest, work and/or volunteer experiences, and reflection on case-related materials.
3. Recommendations: Three strong professional references who can attest to the applicant’s ability in these areas: intellectual competence; potential for academic success; the ability to work with people around sensitive issues, including people from diverse backgrounds; possession of critical thinking and communication skills; a sense of values and ethics; and potential as a professional social worker. At least one of the recommenders must be an academic reference having been the instructor of the applicant in a classroom setting. Recommenders must submit these directly to the School of Social Work graduate program using the online link provided. If a letter is included, the letters must be written on institutional or business letterhead.
4. Current resume.

Admission Requirements

Students who have a baccalaureate degree in social work from George Fox University, as well as students who have earned a baccalaureate degree in social work from another program accredited by the Council on Social Work Education, may apply for admission into the Advanced Standing at George Fox University. If admitted, full time students can complete their MSW at GFU in 32 semester credit hours of graduate work.

Applicants to the GFU Advanced Standing Program with a degree from an international social work program must provide evidence through CSWE’s International Social Work Degree Recognition and Evaluation Service that the program from which they have graduated or anticipate graduating is certified by CSWE.

Preference will be given to admitting to Advanced Standing those students who completed their baccalaureate degrees no more than five years prior to application. If students completed their baccalaureate degree in social work more than five years before applying to the MSW program, they must demonstrate that they have engaged in continuing education and professional social work practice during a majority of the years since their baccalaureate education. Decisions about their admission to Advanced Standing will be based on the following, in addition to the standard graduate social work application:

- An overall grade point average of 3.0 or higher on a 4.0 scale, a grade point average of 3.0 or higher in all social work coursework, to include a minimum grade of B in all practice and field courses.
- A copy of the student's Field Evaluation from baccalaureate social work field experience(s) documenting satisfactory generalist practice experience and skills in the internship is required. (While prospective students may be admitted conditionally based on their performance in the field, full admission is contingent upon receipt of final field evaluation. When the final field evaluation is not available, a positive reference from a social work supervisor familiar with the applicant's skills in social work practice is necessary.)

Transfer Credit

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

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

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

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

- The courses were taken in a graduate program accredited by the Council on Social work Education.
- A course description and syllabus is available and the Director judges the courses to be an appropriate substitution for a specific course in the graduate program.
- Once the Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

A petition for transfer credit must fulfill the conditions listed below:

- Students who wish to transfer credits must make the request and present relevant syllabi and transcripts six (6) weeks prior to the beginning of the first semester of matriculation.
- The work must have been done while the student was enrolled in good standing as a graduate student.
- The work must have been done within five years prior to the award of the master's degree from George Fox University.
- The school from which the credits are transferred must be accredited by a regional accreditation agency.
- No earned grade for transfer credit is less than a B.
- None of the transfer coursework consists of extension or workshop courses.

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

Residence Requirements

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

Leave of Absence

If a student must take a leave of absence from the program due to an illness, accident, or other substantial reason that impair their ability to continue course work or field internship they must submit a written request explaining reasons for requesting a leave. All incomplete coursework or fieldwork must be completed within two years from the date of his or her original start. If they are unable to complete the program in that time frame, they will be dismissed from the program.

The director of the School of Social Work must approve leaves of absence for the Master of Social Work program.

Graduation Requirements

In order to graduate with the Master of Social Work degree in the Advanced Standing Program students must:

- Satisfactorily complete a minimum of 32 credit hours with a cumulative GPA of 3.0 or above.
- Maintenance of a minimum average of 3.0 on a 4.0 scale for all academic courses taken and a minimum grade of C for all academic courses taken.
- Earn a grade of B or higher in all Field Internship courses.
- Complete a 600-hour supervised internship in an agency setting approved by the School of Social Work.
- Completion of all degree requirements within four (4) years of matriculation.

MSW Advanced Standing Program Curriculum Plan

The George Fox University's Master of Social Work Program builds its curriculum from an assumption of a solid liberal arts foundation that is designed to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning. Students admitted to the MSW Program must have earned a bachelors degree and document in their application to the Program courses taken that demonstrate "baccalaureate coursework that demonstrates a strong liberal arts background" (MSW Student Handbook, p.7) Students' transcripts must document completion of courses in the natural sciences, communication, social and behavior sciences, communication (composition or writing course), the humanities and /or history (philosophy, religion, arts, government, political science, economics, history, literature) and statistics.

The advanced standing curriculum is design for students who have a baccalaureate degree in social work from a CSWE accredited program and meet all of the requirements of admission for advanced standing. The advanced standing curriculum consists of 32 semester credit hours. The advanced standing (concentration year) is designed to build on the curriculum of the bachelors of social work.

Courses (32 hours)

SWKG 642 Advanced Research I	2
SWKG 643 Advanced Research II	2
SWKG 676 Advanced Internship I	4
SWKG 677 Advanced Internship II	4
SWKG 685 Special Topics in Advanced Social Work Practice	6
SWKG 698: Program Development, Administration & Funding	3
SWKG 690: Social Work Capstone	1

Students must select one concentration:

Direct Practice Concentration:

SWKG 691 Theories for Advanced Practice: Direct Practice	3
SWKG 693 Skills for Advanced Practice: Direct Practice	4
SWKG 696 Special Issues in Advanced Practice: Direct Practice	3

Community Practice Concentration:

SWKG 692 Theories for Advanced Practice: Community Practice	3
SWKG 694 Skills for Advanced Practice: Community Practice	4
SWKG 697 Special Issues in Advanced Practice: Community Practice	3

College of Behavioral and Health Sciences Course Descriptions

Doctor of Physical Therapy

Doctor of Physical Therapy

(DPT degree)

Purpose

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

Mission

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

Accreditation

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

Program Objectives

Professional and Educational Objectives

To enable students to:

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

Admission Requirements

Enrollment is highly competitive and applicants seeking admission to the DPT program must hold a four-year baccalaureate degree from an accredited college or university with a minimum cumulative GPA of 3.0. Applicants must have completed all prerequisite courses with a minimum GPA of 3.0 prior to entry into the program.

Additional admission criteria include knowledge of the physical therapy profession in a variety of settings. This is evaluated by the number of hours spent either observing or working in the field of physical therapy. Although there is no minimum requirement at present, it's not uncommon to have applicants with well over 100 hours of observation time. Other factors that are included into the admission criteria are letters of recommendation, essay response, content of the application, and service to the community.

Prerequisite Courses

George Fox University offers an allied health major, which is an interdisciplinary course of study that includes the prerequisites needed for most physical therapy programs. Although there are benefits to completing those courses at George Fox University, this does not guarantee admission into the program. All prerequisite coursework must be completed with a minimum grade of "C". A general description of prerequisite coursework is listed below.

Anatomy and Physiology: 8 semester credits (or equivalent) required course: human anatomy (with dissection preferred) & physiology. Laboratory sessions are required.

Biological Sciences: 4 semester credits (or equivalent) required courses: Biological sciences can include general biology, neuroscience, genetics, microbiology, advanced anatomy and other upper division classes. Equivalent courses include kinesiology, exercise physiology, and biomechanics.

Physics: 8 semester credits (or equivalent): required course: general physics. The course should reflect a standard two-semester (or equivalent) course which includes laboratory.

Chemistry: 8 semester credits (or equivalent): required course: general chemistry. Equivalent courses such as organic & biological chemistry courses should reflect standard two-semesters which includes laboratory. Advanced courses such as organic chemistry, physical chemistry and biochemistry are strongly recommended.

Psychology: 6 semester credits (or equivalent): course should include but not limited to a general course in psychology. Additional coursework in abnormal psychology, human development, and neuroscience are strongly recommended.

Statistics: 2 semester credits (or equivalent): course can be taken as either math, or social science credit.

Social Science and Humanities: combined 12 semester credits (or equivalent): required course: English composition. Additional coursework should include classes in more than one discipline such as literature, communication, foreign language, philosophy, sociology, political science, economics, and fine arts.

Those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the following minimum international iBT (Internet-based TOEFL) scores: 25 points in each of the following, reading, writing, speaking and listening.

In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of Physical Therapy application form and application fee
- One official transcript from all colleges or universities attended
- Two references (one academic and one physical therapist; forms provided in the application materials)
- An in-person interview

Transfer Credit

The core faculty and the director have the authority for determining the acceptance of specific undergraduate credits that may fall outside the lines of the traditional prerequisites. Transfer credits and transfer students from other physical therapy programs will be considered on a case-by-case basis.

Course Requirements

The Doctor of Physical Therapy program is approximately three years in length (29 months) with 92 semester hours of didactic coursework required as a minimum for graduation, as well as 35 weeks of full-time clinical internships. The first year of the program emphasize didactic study in the scientific foundations and evidence-based practice in physical therapy and includes a 4 week introduction to clinical practice during the summer. Students will integrate their didactic knowledge into clinical practice progressing in complexity as they advance through the program.

Clinical Training

A significant part of the program consists of 35 weeks of full-time clinical training. Integrated throughout all three years of the didactic component is hands-on clinical training in a variety of settings including private practice, hospital acute care, orthopedics, pediatric and rehabilitation facilities. Students should be prepared to participate in clinical internships outside of the Portland metropolitan area during the clinical education portion of the program. During these out-of-area internships (as well as other internships), students are responsible for living and transportation expenses.

Continuous Enrollment

Students are expected to maintain continuous enrollment throughout the program.

Professional Standards

Standards for graduate education in physical therapy, as well as for the practice of physical therapy, are set by the policies of the American Physical Therapy Association (APTA) through its Commission on Accreditation in Physical Therapy Education (CAPTE) and those of the relevant state laws and administrative rules. In Oregon this includes the Oregon Physical Therapy Licensing Board. The design, structure, and processes of graduate education at George Fox University are influenced by these statutes, accreditation criteria, and policies. Consequently, in addition to the policies of the university's graduate program, students in the physical therapy program are expected to know and abide by the professional standards established by these

regulatory agencies. Both faculty and students are expected to adhere to the APTA Code of Ethics and Guide for Professional Conduct (2010).

Graduation Requirements

In order to graduate with a doctor of physical therapy degree students must:

- Satisfactorily complete a minimum of 127 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than C+ in all but 2 courses. See grading policy for further details.

Grading

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

An incomplete ("I") is given when the student is performing satisfactorily but there may be circumstances beyond the student's control which resulted in the student not completing all of the assignments within the allotted time. If the incomplete work is not completed in the timeframe outlined by the faculty, the grade will be replaced with an "F". Students cannot progress to the next sequenced course until the "I" is replaced with a passing grade. If circumstances arise such that the student is unable to complete the semester they must either apply for a leave of absence, withdraw, or be dismissed

Course grades of D and F are unacceptable and cannot be included as graduate credit and may result in immediate dismissal from the program. Students may appeal grades through the university's academic appeals process. A student will be also dismissed from the program for the following reasons:

1. Repeating more than one clinical affiliation
2. Failure to achieve a minimum cumulative GPA of 3.0 by the end of the final semester

Clinical Grading

The DCE will assign a grade of "Pass, No Pass or Incomplete" to the clinical education experienced based upon the final APTA web based Clinical Performance Instrument (CPI) completed by the Clinical Instructor (CI) and student as well as input from the agency CCCE as appropriate. This grade will be determined using the following as a guideline for determining a passing grade. Students are expected to reach the performance by the end of each clinical experience.

-PDPT 580 Beginner to advanced beginner in all criteria

-PDPT 680 Advanced beginner to intermediate in all criteria
-PDPT 780 Intermediate in all criteria
-PDPT 781 Advanced intermediate in all criteria
-PDPT 782 Entry level to above entry level in all criteria

Progression, Retention, Withdrawal, Dismissal, and Reapplication

For continued matriculation, promotion, and graduation, Doctor of Physical Therapy students must maintain an average GPA of 3.0. If a student's GPA falls below 3.0, the student will be placed on academic warning and the Program Director and faculty will consider the student's potential for continued success. The faculty and Program Director will make recommendations to the course of action to the Dean of the College of Behavioral and Health Sciences. If a student receives a C or C- in a single course, the student will be required to meet with their academic advisor for counseling and/or remediation. If a student receives a C or C- in two designated courses, that student will be subject to academic warning and remediation. The remediation process could take the form of extra written work, retaking examinations (written or lab), or to retaking the course at the consent of the Program Director and faculty. In all circumstances, counseling between the student and academic advisor will be necessary to establish avenues to improve future performance. If a student receives a C or C- in three designated courses, that student may be subject to dismissal.

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

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

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

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

Upon completion of the remediation activity, the Program Director and Faculty will review the results and determine the outcome of the remediation process. Successful completion of the remediation activity will result in restoration of good academic

standing, and a new grade will be assigned. Unsuccessful completion may result in retaking the class, reassignment to another cohort, or dismissal.

Leave of absence

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

Curriculum Plan

PDPT 500 Professional Practices in Physical Therapy	2
PDPT 503 Basic Patient Care Skills	2
PDPT 510 Human Anatomy I	4
PDPT 520 Biomechanics and Kinesiology I	3
PDPT 531 Neuroscience	4
PDPT 550 Therapeutic Exercise I	2
PDPT 570 Applied Physiology	3
PDPT 504 Principles of Motor Control	2
PDPT 511 Human Anatomy II	3
PDPT 521 Biomechanics and Kinesiology II	3
PDPT 529 Evidence-Based Practice & Clinical Decision Making	2
PDPT 540 Therapeutic Modalities	2
PDPT 551 Therapeutic Exercise II	2
PDPT 560 Essentials of Research Methods	3
PDPT 573 Pathophysiology	3
PDPT 580 Clinical Internship I	4
PDPT 600 Cardiovascular and Pulmonary Therapeutics	3
PDPT 610 Pharmacology for Physical Therapy	3
PDPT 620 Geriatric Physical Therapy	2
PDPT 630 Neurorehabilitation I	4
PDPT 649 Medical Screening and Differential Diagnosis	2
PDPT 650 Orthopedic Assessment and Rehabilitation I	4
PDPT 750 Professional Research Project I	1
PDPT 611 Medical Surgical and Integumentary Conditions	3
PDPT 619 Health and Wellness in Physical Therapy	2
PDPT 631 Neurorehabilitation II	3
PDPT 651 Orthopedic Assessment and Rehabilitation II	4
PDPT 660 Prosthetics and Orthotics	2
PDPT 670 Pediatric Physical Therapy	3
PDPT 680 Clinical Internship II	6
PDPT 690 Diagnostic Imaging for Physical Therapists	2

PDPT 710 Psychosocial Aspects of Patient Care and Disability	1
PDPT 751 Professional Research Project II	1
PDPT 760 Professional Duty and Social Responsibility	2
PDPT 720 Administration in Physical Therapy	3
PDPT 730 Professional Seminar	2
PDPT 752 Professional Research Project III	1
PDPT 770 Special Topics	2
PDPT 780 Clinical Internship III	8
PDPT 753 Professional Research Project IV	2
PDPT 781 Clinical Internship IV	8
PDPT 782 Clinical Internship V	9

College of Behavioral and Health Sciences Course Descriptions

Doctor of Psychology

Doctor of Psychology

(PsyD degree)

Purpose

The Doctor of Psychology (PsyD) program follows a professional (practitioner-scholar) model and is designed to prepare licensed, professional psychologists. The professional model is distinguished from the scientist-practitioner model leading to the PhD. While the PsyD degree provides training in the scientific foundations of psychology and in research methods and statistics, it places greater emphasis on the development of clinical skills. Since the initial endorsement of the doctor of psychology degree by the American Psychological Association in 1979, the professional model has been incorporated into the training programs of many universities and professional schools. The Graduate Department of Clinical Psychology (GDCP) of George Fox University is fully accredited by the American Psychological Association. (*The American Psychological Association's Commission on Accreditation is located at 750 First Street N.E. in Washington, D.C. 20002, (202) 336-5979*.)

The central distinctive of the program is the integration of a Christian worldview and the science of psychology at philosophical, practical, and personal levels. The program offers specialized training in dealing with the psychological aspects of religious or spiritual issues within the Christian and other religious communities.

Program Objectives

Educational Objectives

To enable students to:

- Competently provide psychological services in a wide variety of clinical settings
- Evaluate, implement and apply psychological research

Professional Objectives

To enable students to:

- Become licensed as psychologists
- Commit themselves to the highest standards of professional ethics.

Admission Requirements

Applicants seeking admission to the PsyD program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 3.0, and approximately 18 semester hours of psychology or other related social science credits. In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of Psychology application form and application fee
- Scores on the Graduate Record Examination (GRE) Aptitude Scales
- One official transcript from all colleges or universities attended
- Four references (forms provided in the application materials)
- An in-person interview

Transfer Credit

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

Residence Requirements

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

Course Requirements

The Doctor of Psychology program is generally five years in length with 125 semester hours of course work required as a minimum for graduation. This involves 93 hours of psychology coursework, 20 hours of faith integration coursework, and 12 hours of dissertation. In addition, 24 clinical internship hours are required for the degree.

The first two years of the program emphasize study in the scientific foundations of psychology and an introduction to clinical theory and practice. As the student advances in the program, the emphasis shifts toward application of basic knowledge through integration of these areas in clinical practice. Professional training in assessment and psychotherapy begins in the first year with course work and prepracticum, and clinical training continues incrementally throughout the program, culminating in the clinical internship during the fifth year.

Clinical Training

Clinical training is a central component of the PsyD curriculum. Although it is a distinct part of the curriculum, it is also integrated with the academic course work throughout the program. The clinical training process begins in the first year and continues throughout the program, ultimately preparing the student for postdoctoral residency training and licensure as a psychologist. The following domains are the focus of developing clinical competencies: intervention, relationship, research/evaluation, assessment, consultation/education, human diversity and supervision/management.

Graduate Studies in the Integration of Psychology and Christianity

Integration classes involve studying biblical, historical and systematic theology, learning about world religions, and studying integrative themes in psychology and Christianity. Three core integration classes are team-taught with a religious studies scholar and a psychologist in the classroom together, helping students explore the relationship of psychology and Christianity. In addition, the psychology department offers colloquia integrating religion/spirituality and psychology.

Other Degree Requirements

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

A Master of Arts in Clinical Psychology degree is normally conferred following successful completion of the first two years of the program and associated requirements. The MA degree is not designed or intended as a terminal degree; consequently, only students intending to complete doctoral study are admitted into the program. The MA degree is conferred following completion of 62 hours of course work, including 40 hours of psychology coursework, 9 hours of which are Faith Integration coursework, 1 hour of Research Vertical Team/Dissertation and 12 hours of clinical training (marked with an * in the Curriculum Plan below).

Continuous Enrollment

Students are expected to maintain continuous enrollment throughout the program. While full-time enrollment normally consists of a minimum of 8 hours each semester, failure to enroll for a minimum of 2 hours each semester (summer term is excepted) will result in suspension from the program. Reenrollment will require application for readmission.

Professional Standards

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

Additional Information

Additional program information can be obtained on the program website. Among this material is an FAQ page within which can be found information concerning time to completion, program costs, success in internship placement, attrition rates and licensure following graduation.

Graduation Requirements

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

- Satisfactorily complete a minimum of 125 semester hours of coursework with a cumulative GPA of 3.0 or above
- Retake a designated course if a grade below a B- is received (for more specific information, please refer to the GDCP *Student/Clinical Training Handbook*)
- Successfully pass the Comprehensive Clinical Exam. The Comprehensive Clinical Exam has two components, a Scientific Foundations Exam (SFE) and Clinical and Assessment Exam (CAE). The first component is a Scientific Foundations Exam that ensures a student has acquired a minimal level of achievement related to the scientific and theoretical aspects of academic psychology. Students are required to pass this exam before they can advance to doctoral candidacy, including the scheduling or defense of their preliminary dissertation proposal. The second component is the Clinical and Assessment Exam, which demonstrates a minimum level of achievement in conceptualization from a specific theoretical orientation, the selection of evidenced-based interventions, the use of standardized assessment data to inform their understanding of the client and clinical practice, and the ability to assess and respond to outcome data. The CAE must be passed before student begins the internship application process (see GDCP handbook for additional details).
- Complete the equivalent of a one-year full-time clinical internship (normally 50 weeks and 2,000 clock hours; 24 semester hours)
- Successfully defend the doctoral dissertation (minimum of 12 hours) and submit related documentation components (See the GDCP *Student/Clinical Training Handbook*)

Curriculum Plan

Core Psychology Courses (56 hours)

PSYD 501 Theories of Personality and Psychotherapy*	3
PSYD 502 Psychopathology*	3
PSYD 503 Learning, Cognition, and Emotion*	3
PSYD 504 Social Psychology*	3
PSYD 505 Human Development*	3
PSYD 507 History and Systems of Psychology*	3
PSYD 509 Biological Basis of Behavior	3
PSYD 511 Psychometrics and Test Development*	3
PSYD 512 Statistics	3
PSYD 513 Research Design*	3
PSYD 517 Ethics for Psychologists*	3
PSYD 521 Personality Assessment*	3
PSYD 522 Cognitive Assessment*	4
PSYD 541 Multicultural Issues in Therapy	3
PSYD 551 Psychodynamic Psychotherapy*	3
PSYD 552 Cognitive-Behavioral Psychotherapy*	3

PSYD 563 Family Therapy in a Diverse Culture	3
PSYD 591 Consultation, Education, and Program Evaluation I	1
PSYD 592 Consultation, Education, and Program Evaluation II	1
PSYD 593 Supervision and Management of Psychological Services I	1
PSYD 594 Supervision and Management of Psychological Services II	1
Core Psychology Course Electives (3 hours)	
Students must select 3 hours from the following courses:	
PSYD 524 Comprehensive Psychological Assessment	3
PSYD 525 Neuropsychological Assessment	3
Faith Integration Courses (20 hours)	
PSYD 571 Integrative Approaches to Psychology and Psychotherapy*	3
PSYD 572 Bible Survey for Psychologists*	4
PSYD 574 Spiritual and Religious Diversity in Professional Psychology	3
PSYD 578 Christian History and Theology Survey for Psychologists	4
PSYD 579 Spiritual and Religious Issues in Professional Psychology	2
PSYD 616 Spiritual Formation 1*	2
PSYD 617 Spiritual Formation 2	.5
PSYD 618 Spiritual Formation 3	.5
PSYD 619 Spiritual Formation 4	.5
PSYD 620 Spiritual Formation 5	.5
Clinical Training (24 hours)	
PSYD 530 Clinical Foundations I*	3
PSYD 531 Clinical Foundations II*	3
PSYD 532 Practicum I*	3
PSYD 533 Practicum I*	3
PSYD 535 Practicum II	3
PSYD 536 Practicum II	3
PSYD 538 Preinternship	3
PSYD 539 Preinternship	3
Clinical Psychology Electives (10 hours)	
Dissertation (12 hours)	
PSYD 801 Research Team - I*	1
PSYD 802 Research Team - II	2
PSYD 803 Research Team - III	3
PSYD 655 Dissertation (continuation as needed)	2
Clinical Internship (24 hours)	
PSYD 610-615 Clinical Internship	24

Note:

PSYD 655 is required for students who do not finish their dissertation research within the minimum 12 hours. PSYD 655 is repeatable until the dissertation is finished.

College of Behavioral and Health Sciences Course Descriptions

College of Behavioral and Health Sciences Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
PDPT (500-782)	Physical Therapy PSYD
(501-510)	Scientific Foundations
PSYD (511-513)	Psychological Research
PSYD (517-518)	Ethics and Professional
PSYD (521-526)	Assessment
PSYD (530-539)	Practicum
PSYD (541-545)	Special Populations
PSYD (551-556)	Individual Psychotherapies
PSYD (561-563)	Child, Family, and Group Psychotherapies
PSYD (571-579, 616-620)	Integration
PSYD (581-587)	Physiological and Health Psychology
PSYD (591-597)	Clinical Subspecialities
PSYD (801-803, 655)	Dissertation
PSYD (609, 610-615)	Internship
SWKG (500-698)	Social Work

Master of Social Work (MSW) Courses

SWKG 500: Introduction to the Social Work Profession
1 hour. This course explores the history and development of the social work profession, social work values and ethics, foundations of knowledge, and fields of practice with systems of all sizes.

SWKG 531: Human Behavior and the Social Environment I: Theoretical Foundations
3 hours. This first course in the 2-semester HBSE sequence will focus on major theories of human behavior from infancy through adulthood in the context of the interaction between and among the range of social systems (individuals, families, groups, organizations, communities) and with consideration of the impact of social and economic forces on all aspects of human development. The aim of this course is to provide a framework for creating, organizing, and understanding of theory, research, and practice issues of human behavior and the social environment as a foundation to practice advanced generalist social work, and on which to build advanced generalist practice skills. The focus of this course is on behavior and the continuous, reciprocal interchange and influence in, between, and among different systems of the larger environment. A strengths-based and person-in-environment theory approach leads to an understanding of how the biological, psychological, social, cultural and spiritual systems are interrelated and affect human development throughout the life span. Special attention is given to the impact of human diversity, discrimination, social injustices and oppression on the ability to reach or maintain optimal health and well-being. Values and ethical issues related to the theories presented will also be considered. Throughout the course, students will be encouraged to consider the crucial relationship between evidence-based theory and social work practice.

SWKG 532: Human Behavior and the Social Environment II: Assessment through the Lifespan
3 hours. *Assessment through the Lifespan* builds on HBSE I, which provided knowledge and understanding of theory, research, and practice issues of human development within the context of biological, psychological, and socio-cultural factors. Emphasis is placed on understanding of the relevance of evidence-based theory for practice and how race, ethnicity, culture, gender, and socioeconomic variables influence and contribute to human development and behavior within social systems. This second course in the 2-semester HBSE sequence further examines theories and knowledge of human bio-psycho-social-cultural- spiritual development from childhood to later adulthood in the context of the range of social systems (individuals, families, groups, organizations, communities), and with consideration of the impact of social and economic forces on all aspects of human development. The aim of this course is to use a strengths-based and person-in-environment theoretical framework to provide students with the knowledge, skills, and values necessary for understanding human behavior as a function of biological, social, psychological, spiritual, and cultural systems across the life span. The focus of this course is on behavior and the impact of the larger environment on the individual. Special attention is given to the impact of social injustice, discrimination and oppression on the ability to reach or maintain human well-being.

SWKG 540: Research Methods & Statistics
2 hours. This course is designed to encourage and equip you to read, critically evaluate, and use the research of others to improve your effectiveness in practice and conduct

your own practice research. The following will be examined: scientific methods for building knowledge for social work practice, ethical standards for scientific inquiry, qualitative and quantitative research methodologies, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the critical review and utilization of research findings.

SWKG 541: Research Methods & Applications

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

SWKG 560: Social Policy

3 hours. Social Policy is designed to provide students with an overview of the complexities of social welfare policy issues and analysis. Social welfare policy is the process by which society creates structures to deal with social relationships and social problems. In addition, social work views social policy as a means to inform social advocacy and professional leadership in service of vulnerable and oppressed populations. The content of this course relates to understanding the history of, influences on, and promotion of social welfare and economic justice.

SWKG 570: Values & Ethics: Spirituality & Religion

3 hours. This course provides students with a comprehensive exploration of social work values and ethics, with a particular emphasis on their intersection with religious and spiritual values. Course content includes an examination of ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities along with an exploration of the historical and contemporary relationships between social work ethics and religious belief. Students will acquire and practice the skills of ethical decision-making including values clarification, application of ethical theory, utilization of codes of ethics, and models of ethical analysis.

SWKG 576: Foundation Internship I

3 hours. This course is designed to provide an opportunity for social work students to apply academic learning to professional social work practice under the supervision of a qualified and experienced social work practitioner. Social Work 576 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. Social Work 576, Foundation Internship I, is a required course for all students in the standard MSW program. It consists of a minimum of 240 hours of applied learning in an agency field setting and a 2-hour integrative seminar that meets weekly at the university. All students participating in field education must meet the entry-level competence required by their field agency. Academic course work will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups and communities in various agency settings.

SWKG 577: Foundation Internship II

3 hours. This course is designed to provide an opportunity for social work students to apply academic learning to professional social work practice under the supervision of a qualified and experienced social work practitioner. Social Work 577 bridges classroom learning and the practice of social work through faculty coordination of the

field experience and facilitation of the seminar sessions. Social Work 577, Foundation Internship II, follows the successful completion of Social Work 575, Foundation Internship I, and is a required course for all students in the standard MSW program. It consists of a minimum of 240 hours of applied learning in an agency field setting and a 2-hour integrative seminar that meets weekly at the university. All students participating in field education must meet the entry-level competence required by their field agency. Academic course work will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups and communities in various agency settings.

SWKG 591: Social Work Practice I: Families, Individuals & Groups
3 hours. Students apply the steps of the Generalist Intervention Model (engagement, assessment, planning, intervention, evaluation, and termination/transition) to create care management plans for individuals, families, and groups. Attention is paid to knowledge, skills, and values associated with planned change. Students discover and analyze developmental theories and apply these to the various life stages with special attention being given to human diversity and populations at risk. Students examine biological, psychological, spiritual, and social aspects of the human experience and explore how individuals and families are impacted by the various systems within which they live and work. Students apply knowledge and values of human behavior and the social environment in order to increase their capacity as a generalist social worker. Students strengthen personal and professional awareness as they perform and evaluate helping skills in the beginning, middle, and endings/transitions of planned change. This course is one of the two students take that will inform their capacity to intervene at micro, mezzo, and macro levels of social work practice.

SWKG 592: Social Work Practice II: Communities & Organizations
3 hours. This course is designed to teach students the values, knowledge, and skills for working in and through groups, communities, and organizations to (1) create structures and processes that foster social and economic justice, (2) reduce the vulnerability to distress and deprivation of at-risk populations, and (3) enhance the resources and strengths of persons, families, networks, groups, and communities. It emphasizes organizations, communities, and policies as the target of change, using rational, group problem-solving, and power utilization models. Students encounter the ethical dilemmas endemic to macro practice and analyze the values and beliefs that shape the decision to choose a course of action. The course includes attention to faith communities and religious organizations as contexts for professional practice.

SWKG 596: Concentration Year Seminar
1 hour. This course is designed to prepare you for the second year of the MSW program. The seminar links your foundation-year curriculum, your practice experience, and the advanced level concentration of your choice.

SWKG 642: Advanced Research I
2 hours. Scientific methods of knowledge development for social work practice; ethical standards for scientific inquiry; quantitative and qualitative research methods; and research designs are applied to critical evaluation of research in your area of concentration and to development of a plan for research project implementation. Students will engage in an advanced research practice experience that enables them to demonstrate the capacity to plan, conduct, and evaluate an agency-based research project. The research proposal is implemented during the Advanced Field Internship and Advanced Research II (SWKG 643).

SWKG 643: Advanced Research II

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

SWKG 676: Advanced Internship I
4 hours. This course is designed to provide an opportunity for social work students to apply academic learning to advanced professional social work practice in the area of their chosen concentration, Direct Practice or Community Practice, under the supervision of a qualified and experienced social work practitioner. Social Work 676 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. SWKG 676, Advanced Internship I, is a required course for all students in the concentration year of the MSW program who have successfully completed the Foundation Year sequence of SWKG 576 and 577 or their equivalent. SWKG 676 consists of a minimum of 250 hours of applied learning in an agency field setting and a 2-hour integrative seminar that meets weekly at the university.

SWKG 677: Advanced Internship II
4 hours. This course is designed to provide an opportunity for social work students to apply academic learning to advanced professional social work practice in the area of their chosen concentration, Direct Practice or Community Practice, under the supervision of a qualified and experienced social work practitioner. Social Work 677 bridges classroom learning and the practice of social work through faculty coordination of the field experience and facilitation of the seminar sessions. SWKG 677, Advanced Internship II, is a required course for all students of the MSW program who have successfully completed SWKG 676 and are in the final semester of their concentration year. SWKG 677 consists of a minimum of 250 hours of applied learning in the agency field setting and a 2-hour integrative seminar that meets weekly at the university.

SWKG 685: Selected Topics in Advanced Social Work Practice
3 hours. These courses are developed to provide social workers with in-depth knowledge on specific topics of interests in fields of practice. Examples of possible courses include: Child Welfare; Play Therapy; Trauma-Informed Practice; International Social Work.

SWKG 690: Social Work Capstone
1 hour. The capstone is an integrative seminar at the end of the MSW process intended to provide students the opportunity to help demonstrate their readiness to practice social work at an advanced level in their area of concentration and to contribute to the professional knowledge and development of colleagues. Students will reflect on the major themes, goals, and objectives of the social work program. You will each deliver a professional continuing education presentation to the practice community and faculty, supported by an abstract (brief explanation of presentation topic and content), presentation objectives, a methodology statement, and a vita or resume.

SWKG 691: Theories For Advanced Practice: Families, Children, Individuals & Groups
3 hours. This course provides an overview of theory and models of social work intervention with families, children, individuals and groups. Students learn the

philosophy and theoretical constructs of a variety of methods, as well as how to apply those methods with different client systems. Emphasis is placed on both cultural and gender issues, as well as on working with families with both traditional and non-traditional structures.

SWKG 692: Theories For Advanced Practice: Community Organizations & Development
3 hours. This course provides an overview of the theory and models of community intervention essential for social work practice with neighborhoods, organizations, and communities. It addresses issues of community organizing, program development, policy practice, and advocacy at the legislative level. This course presents the conceptual and theoretical foundations for understanding the role of advanced social work community practice. Theoretical models for community practice interventions will be reviewed, focusing on models such as development, planning, organizing, and social action. Global issues, values and ethics, work with diverse and at-risk populations, and the appropriate incorporation of spirituality and religion in competent social work community practice are examined.

SWKG 693: Skills For Advanced Practice: Families, Children, Individuals & Groups
4 hours. This theory-based course develops knowledge and skill for the application of research-informed models of direct social work with families, children, individuals and groups. Advanced practice skills are emphasized with particular attention to engagement, assessment, intervention, and evaluation. Attention is also given to integrating research in direct social work practice with families, children, individuals and groups.

SWKG 694: Skills For Advanced Practice: Community Organizations & Development
4 hours. The course emphasizes community interventions that are sensitive to human diversity in many forms, including community development, social action and organizing/planning. Knowledge, skills, and the application of social work values prepare students to assess and intervene in communities. The course uses practice theory and methods rooted in professional social work literature. Students also will examine the relationship between religious faith and communities, as well as the role of congregations and religiously affiliated organizations in community practice. In order to accomplish this, this advanced community practice will have a class project as its focus for the entire semester.

SWKG 695: Special Study
1-3 hours. Independent study of subjects outside of regular offering. Guiding bibliographies are provided, and regular reading reports and conferences are scheduled. Permission required by program director. No more than 6 credit hours of special study can be applied toward the completion of the MSW degree.

SWKG 696: Special Issues in Advanced Practice: Families, Children, Individuals & Groups
3 hours. This course focuses on current clinical issues that families face, allowing students the opportunity to apply the methods to particular problem areas.

SWKG 697: Special Issues in Advanced Practice: Community Organizations & Development
3 hours. This course focuses on current issues in advanced practice with communities and organizations.

SWKG 698: Program Development, Administration, and Funding
3 hours. Social Work Administration prepares students to perform managerial functions in public, nonprofit, and faith-based human service organizations with particular emphasis on those with programs designed to improve family resilience and human wellness. Specific attention is given to the topics of leadership, human resources, fund raising, organizational development, structure and governance, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system. Students analyze and evaluate selected administrative systems, management practices, and programs in their advanced internship agency and design strategies to maximize both their learning and performance in this and other settings. The course emphasizes the school of social work themes of integrating faith and practice, the strengths perspective, and building communities.

Doctor of Physical Therapy (PDPT) Courses

PDPT 500 Professional Practices in Physical Therapy
2 hours. Required. This course introduces the student to current federal, state and local regulations regarding physical therapy practice. It also introduces the student to the history of the physical therapy profession and the role it has in health care including topics such as professional behavior, learning methods, ethical practice, professional writing and documentation, medical terminology, and functions of an autonomous practitioner. Emphasis is placed on developing effective attitudinal, interpersonal and communication skills within the health care system. Through class lectures and small group discussions students also explore his/her own moral values, teaching, and learning styles. Course also includes faculty directed application of skills and service to the community.
Prerequisite: Admission to the program or authorized by program director

PDPT 503 Basic Patient Care Skills
2 hours. Required. This course introduces the student to basic skills necessary for the practice of physical therapy to include taking a history, documentation, body mechanics, goniometry, vital signs, assistive equipment, patient movement and transfers, positioning, patient safety. Additional information includes the effects of inactivity, infection control, total joint arthroplasty and wound care. Principles from the Guide to Physical Therapy Practice are incorporated into the skills.
Prerequisite: Admission to the program or authorized by program director

PDPT 504 Principles of Motor Control
2 hours. Required. This course covers current theories in normal and abnormal motor development and motor control as it relates to the neuromuscular system. Topics include plasticity, skeletal muscle fatigue, neural mechanisms of muscle strengthening, spinal circuitry, reflexes, spasticity, rigidity, and balance and posture. Changes in motor development and motor control as aging occurs will also be discussed.
Prerequisite: Admission to the program or authorized by program director

PDPT 510 Human Anatomy I
4 hours. Required. This is the first of a two-term intensive course in gross human anatomy. This course includes advanced study of gross human anatomy utilizing cadaver dissection and includes lecture and laboratory sessions. Emphasis is placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems. Utilization of additional methodologies such as radiographic, computerized tomographic, and magnetic resonance imaging is also included. Emphasis is also placed on head and neck, upper extremity, thorax and abdominal wall including bones, joints, nerves, and connective tissue.
Prerequisite: Admission to the program or authorized by program director

PDPT 511 Human Anatomy II
3 hours. Required. This is the second of a two-term intensive course in gross human anatomy. This course includes advanced study of gross human anatomy utilizing cadaver dissection and includes lecture and laboratory sessions. Emphasis is placed on the musculoskeletal, cardiovascular, respiratory, and nervous systems. Utilization of additional methodologies such as radiographic, computerized tomographic, and

magnetic resonance imaging is also included. Emphasis is also placed on spine, pelvis, hip, knee, ankle, and foot, including bones, joints, nerves, and connective tissue.
Prerequisite: Successful completion of PDPT 510

PDPT 520 Biomechanics and Kinesiology I

3 hours. Required. This is the first of a two-term course in clinical biomechanics. This course investigates normal and pathological movement based on an understanding of muscle and joint mechanics as well as muscle testing and function. It is also designed to examine basic evaluation and clinical physical therapy skills such as range of motion, manual muscle testing, goniometry, stretching, and palpation. This course also includes medical and surgical management of orthopedic conditions. Kinesiology is studied from a clinical and functional approach and emphasis is placed on the head and neck, upper extremity, thorax and abdominal wall.
Prerequisite: Admission to the program or authorized by program director

PDPT 521 Biomechanics and Kinesiology II

3 hours. Required. This is the second of a two-term course in clinical biomechanics. This course investigates normal and pathological movement based on an understanding of muscle and joint mechanics as well as muscle testing and function. It is also designed to examine basic evaluation and clinical physical therapy skills such as range of motion, stretching, goniometry, manual muscle testing, and palpation. This course also includes medical and surgical management of orthopedic conditions. Kinesiology is studied from a clinical and functional approach and emphasis is placed on the spine, pelvis, hip, knee, ankle, and foot. Additional content such as gait analysis, posture assessment, and scoliosis will also be covered.
Prerequisite: Successful completion of PDPT 520

PDPT 529 Evidence-Based Practice & Clinical Decision Making

2 hours. Required. This course includes lecture, small group discussions and simulated patient-client clinical examination. Emphasis is placed on clinical cases and clinical problems using student-centered, problem-based learning format including evidence-based practice objectives. This course introduces the student to evidence-based practice and the process of critical inquiry.
Prerequisite: Admission to the program or authorized by program director

PDPT 531 Neuroscience

4 hours. Required. This course introduces the student to the fundamentals and essential concepts of neuromuscular function and includes an in-depth study of the anatomical and physiological study of the nervous system. Emphasis is placed on neuroanatomy, neurophysiology, and neurodevelopment. This course includes topics such as the peripheral and central nervous systems, and the auditory, visual, and vestibular systems and emphasizes disorders commonly found in physical therapy practice. Both acute and chronic pain mechanisms will also be discussed.
Prerequisite: Admission to the program or authorized by program director

PDPT 540 Therapeutic Modalities

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

PDPT 550 Therapeutic Exercise I
2 hours. Required. This course is intended to provide basic patient care and clinical skills such as assistive devices and gait, bed mobility, draping, positioning, transfer training, dynamic stretching, strengthening, and principles of therapeutic exercise progression. Emphasis is placed on patient safety and handling, proper and safe body mechanics, patient communication and documentation for the therapist. This course also introduces the student to patient assessment and treatment through small group interaction, clinically-based studies and case study presentations.
Prerequisite: Admission to the program or authorized by program director
PDPT 551 Therapeutic Exercise II
2 hours. Required. This course is a continuation of PDPT 550 and emphasizes the principles of therapeutic exercise progression from the pediatric patient to the geriatric patient while utilizing exercise for injury prevention and reducing functional impairments. Current concepts in fitness evaluation and health education will be discussed. This course also introduces the student to the concepts of wellness and nutrition including education and prevention programs for individuals, groups, and communities.
Prerequisite: Successful completion of PDPT 550
PDPT 560 Essentials of Research Methods
3 hours. Required. This course is intended to provide students with fundamental knowledge of statistical design with emphasis on statistical methodology specific to the biological sciences. Introduction to evidence-based practice that includes question formation and analysis as it relates to current literature and physical therapy practice will also be discussed. The course will also include a review of current statistical models and provide a critical review of published literature with the students beginning to developing their individual or group professional research project. The student will also develop competence in understanding and applying the principles of research into clinical practice.
Prerequisite: Admission to the program or authorized by program director
PDPT 570 Applied Physiology
3 hours. Required. This course is a study of human physiology starts at the cellular level of function and progresses to looking at the interrelationships between organ systems. Areas stressed are the autonomic nervous, cardiovascular, renal, hematologic, immune, integumentary, pulmonary, gastrointestinal, endocrine, and skeletal systems. In addition the physiologic effects of pregnancy as well as organ histology are covered.
Prerequisite: Admission to the program or authorized by program director
PDPT 573 Pathophysiology
3 hours. Required. This course covers pathophysiology starting with the molecular and cellular processes that result in structural and functional pathophysiologic changes. Topics covered include cell and tissue injury, healing and repair, inflammation, infection, and cancer. Diseases of the endocrine metabolic, gastrointestinal, renal, musculoskeletal, genital, cardio-pulmonary, hematologic, nervous systems over the life-span are covered. Disease definition, incidence, etiology, pathogenesis, clinical manifestations and treatment approaches are discussed. Embryology is reviewed and congenital conditions covered.
Prerequisite: Admission to the program or authorized by program director
PDPT 580 Clinical Internship I
4 hours. Required. This course is a 4 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, or acute care facility. Clinical sites vary in their location and it is the student’s responsibility for travel and living expenses if they occur.

Prerequisite: Successful completion of didactic courses in year 1

PDPT 600 Cardiovascular and Pulmonary Therapeutics

3 hours. Required. This course covers normal human physiology of body systems and students receive instruction and practice skills associated with conditions related to the cardiopulmonary system. Special emphasis is placed on the body systems most directly affected by the practice of physical therapy. This course also applies the basic concepts and techniques in the management of patients with acute and chronic cardiac and pulmonary disorders. The student gains experience in the interpretation of EKG, heart and lung sounds, and hematological and serum chemistry analysis. Students will demonstrate proper techniques in laboratory sessions.
Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 610 Pharmacology for Physical Therapy

3 hours. Required. This course covers the general principles of pharmacology. This includes pharmacokinetics, how drugs are administered, absorbed, metabolized and excreted by the body, and pharmacodynamics, how the drugs have their effects on cells. For each organ system the pharmacologic treatment of disease processes will be explored, looking at the mechanism of action, indications, adverse effects, and drug interactions of the major drugs commonly used. Impact of different agents on exercise is considered.
Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 611 Medical Surgical and Integumentary Conditions

3 hours. Required. This course covers physical therapy examination and intervention for the medical surgical and integumentary systems. Also included are the concepts of the inflammatory process, types and classification of wounds and wound care, patient education and prevention will also be addressed. Medical and surgical interventions of burns, surgical incisions and wounds, as well as other integumentary procedures such as debridement and non-surgical protocols will be discussed. In addition, physical therapy evaluation and treatment procedures for the management of selected systems such as genitourinary, renal, immune, gastrointestinal, and endocrine will also be covered. Client care problems are emphasized with a problem-solving/case-study format.
Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 619 Health and Wellness in Physical Therapy

2 hours. Required. Concepts of health, wellness, and nutrition are addressed. Topics include diabetes, heart disease, obesity, with emphasis on prevention and wellness. Clinical nutrition as it relates to post-surgical conditions, chronic illness and disease will also be discussed. *Prerequisites: Successful completion of coursework year 1 or authorized by program director*

PDPT 620 Geriatric Physical Therapy

2 hours. Required. This course is designed to provide an intense study of geriatric physical therapy and related issues. Specific emphasis is given to the normal development process of again, preventative care and management of pathological aging. Additionally, this course includes a holistic approach to the geriatric patient as an active participant in their health care. *Prerequisites: Successful completion of coursework year 1 or authorized by program director*

PDPT 630 Neurorehabilitation I

4 hours. Required. This didactic and laboratory-based course requires students to apply principles of motor control and neuroscience to the clinical care of adults with neurologic health conditions resulting from acquired disorders of the central nervous system. Using current evidence, students will engage in a systematic clinical decision-making approach to the physical therapy examination, movement system diagnosis/ prognosis, and management of these individuals. This approach will guide students to integrate their knowledge of a patient's neurologic health condition with data derived from the patient's medical history, relevant standardized tests and measures, and functional task analyses, enabling them to develop and evaluate causal hypotheses and generate goals addressing body structure/ function impairments, activity limitations, and participation restrictions. Design, progression, and outcomes assessment of the physical therapy plan of care will be considered, guided by current concepts of neuroplasticity and neurotherapeutics. A holistic, interdisciplinary team approach to neurorehabilitation will be emphasized. *Prerequisites: Successful completion of year 1 coursework or authorization by Program Director*

PDPT 631 Neurorehabilitation II

3 hours. Required. This didactic and laboratory-based course continues to build on the principles of motor control and neuroscience previously taught, and expands on concepts introduced in PDPT 630. This course will focus on the application of a systematic clinical decision-making approach to the physical therapy care of adults with neurologic health conditions resulting from specific acquired disorders of both the central and peripheral nervous systems. Students will be required to integrate their knowledge of current evidence addressing each neurologic disease/disorder with the patient's medical history, interdisciplinary examination findings, and results of tests and measures examining body structure/function impairments, activity limitations, and participation restrictions. Clinical decisions addressing the areas of examination, movement system diagnosis, goal-setting, design and progression of the physical therapy plan of care, and outcomes assessment will be considered as they relate to each health condition.

Prerequisites: Successful completion of PDPT 630

PDPT 649 Medical Screening and Differential Diagnosis

2 hours. Required. This course is designed to equip the student with the skills necessary to perform a medical screening and differential diagnosis. Lectures and hands on lab sessions will include algorithms for problem solving, systems review of pathology, integration of diagnostic imaging and laboratory testing in diagnosis, palpation and observation.

Prerequisite: Successful completion of coursework year 1 or authorized by program director

PDPT 650 Orthopedic Assessment and Rehabilitation I

4 hours. Required. This course addresses the examination, evaluation, diagnosis, prognosis, and intervention of orthopedic/musculoskeletal injuries of the upper and lower extremities. Medical screening and differential diagnosis will also be covered. Students will plan, initiate, develop, and implement appropriate therapeutic treatments including manual techniques, outcome assessment, and patient education. This course will also consist of laboratory sessions where the students must demonstrate techniques under the direct supervision of a faculty member.

Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 651 Orthopedic Assessment and Rehabilitation II

4 hours. Required. This course addresses the examination, evaluation, diagnosis, prognosis, and intervention of orthopedic/musculoskeletal injuries of the cervical, thoracic, lumbar, and pelvic regions as well as TMJ. Students will plan, initiate, develop, and implement appropriate therapeutic treatments including manual techniques, outcome assessment, and patient education. This course will also consist of laboratory sessions where the students must demonstrate techniques under the direct supervision of a faculty member.
Prerequisites: Successful completion of PDPT650

PDPT 660 Prosthetics and Orthotics
2 hours. Required. This course covers the examination, evaluation, diagnosis, prognosis, and intervention for individuals with upper and lower limb amputations or impairments requiring external stabilization such as orthotics, splints, or prosthetics. This course will also consist of laboratory sessions where the students must demonstrate techniques under the direct supervision of a faculty member.
Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 670 Pediatric Physical Therapy
2-*3 hours.* Required. Students receive instruction in the examination, evaluation, diagnosis, prognosis, and intervention of children with musculoskeletal and neuromuscular disorders. Emphasis will be placed on school-based practice, early intervention, age-specific standardized developmental tests and assessments, and the psychosocial needs of the child and family.
Prerequisites: Successful completion of coursework year 1 or authorized by program director

PDPT 680 Clinical Internship II
6 hours. Required. This course is a 6 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur.
Prerequisites: Successful completion of PDPT 580 and preparedness approval

PDPT 690 Diagnostic Imaging for Physical Therapists
2 hours. Required. Students receive instruction in the various imaging techniques used in the diagnosis of musculoskeletal and neuromuscular disorders including x-ray, computerized tomography, magnetic resonance, ultrasound and radioisotope imaging. The class covers the principles of each technique, discusses the advantages and disadvantages of each and focuses on the clinical interpretation and implications for rehabilitation. *Prerequisites: Successful completion of coursework year 1 or authorized by program director*

PDPT 710 Psychosocial Aspects of Patient Care and Disability
1 hour. Required. This course covers issues related to the culture of disability, social and behavioral effects of illness and injury and the influence disability has on families and patients. Issues relating with coping, dying, living with, and acquiring a disability will also be discussed. Emphasis will be placed on the interpersonal relationship between the healthcare provider and the patient and family.
Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 720 Administration in Physical Therapy
3 hours. Required. This course introduces students to various aspects of physical therapy practice management. Topics include: demographic analysis and feasibility

study, business plan design, contract negotiation, marketing strategies and practice building, daily operations, billing and productivity, liability, personnel management, human resources and community service. Elements unique to private practice, hospital and skilled care facilities will be analyzed. Current topics in government health care policy will be discussed.
Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 730 Professional Seminar
2 hours. Required. This course covers professional licensure, comprehensive examination, preparation for the national exam, continuing education requirements, and post-graduate opportunities in teaching and research.
Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 750 Professional Research Project I
1 hours. Required. In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor.
Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 751 Professional Research Project II
1 hours. Required. In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor.
Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 752 Professional Research Project III
1 hours. Required. In this course students will develop a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor.
Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 753 Professional Research Project IV
2 hours. Required. In this course students will complete a scholarly professional research project. The professional research project may take the form of: assisting faculty in their on-going research, developing and delivering an educational program for a specific audience, evidence-based clinical research, patient-related outcomes research, and other projects proposed by the student which is agreed upon by their faculty research advisor. Students are expected to successfully pass and defend the professional research project.
Prerequisites: Successful completion of prior coursework or authorized by program director

PDPT 760 Professional Duty and Social Responsibility
2 hours. Required. This course emphasizes service learning. During this course, the students will identify community needs, develop a service-learning project in conjunction with a community partner, and carry out the project. Ideas related to social responsibility, advocacy and professionalism are explored through class room activities, formal papers, reflective journaling, readings and a final project presentation.
Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 770 Special Topics
2 hours. Required. Students receive instruction in topics of current interest and provide advanced study in specific areas such as running, orthotics, casting and bracing for pediatrics, 3-D motion analysis, footwear design, endurance training, athletic taping, educational strategies, fatigue, and other areas related to physical therapy.
Prerequisites: Successful completion of coursework year 2 or authorized by program director

PDPT 780 Clinical Internship III
8 hours. Required. This course is an 8 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, pediatric facility, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur.
Prerequisite: Successful completion of PDPT 680 and preparedness approval

PDPT 781 Clinical Internship IV
8 hours. Required. This course is a 8 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, pediatric facility, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur.
Prerequisite: Successful completion of PDPT 780

PDPT 782 Clinical Internship V
9 hours. Required. This course is a 9 week full time clinical experience. Students will be under direct supervision of a clinical instructor at an assigned outpatient physical therapy clinic, rehabilitation clinic, pediatric facility, or acute care facility. Clinical sites vary in their location and it is the student's responsibility for travel and living expenses if they occur.
Prerequisite: Successful completion of PDPT 781

Doctor of Psychology (PSYD) Courses

Scientific Foundations of Psychology

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

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

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

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

PSYD 505 Human Development
3 hours. Required. An overview of the important psychological developments that occur throughout the life span. Contemporary research and developmental theories will provide a structure for understanding the change of people from infancy to senescence. Central issues of human functioning such as intelligence, social relations, motor functions, gender, faith, morality, and selfhood will be discussed in order to provide a normative and foundational basis for understanding people.

PSYD 507 History and Systems of Psychology
3 hours. Required. An overview of the development of psychology via prominent historical figures and systems from the early Greek philosophers to the 21st century. Current developments from these roots will be critically evaluated.

PSYD 509 Biological Basis of Behavior
3 hours. Required. An overview of human neuroscience is provided, with emphasis on those areas of importance to the clinical psychologist.

PSYD 510 Psychopharmacology
2 hours. Elective. An introduction to the foundations and principles of clinical psychopharmacology, with an additional emphasis on the interrelationship of the psychologist in clinical settings.

Psychological Research

PSYD 511 Psychometrics and Test Development
3 hours. Required. A survey of theory and methods of test construction, with emphasis on professional standards for evaluating published tests and application of test results. Concepts of test development will be examined, including scaling, item analysis, standardization, measurement error, reliability, and validity. Basic statistics and statistical software related to correlational analyses will also be included. Commonly used psychology tests will be used as psychometric examples (especially cognitive scales). Issues of test use among ethnic and special populations will also receive attention.

PSYD 512 Statistics
3 hours. Required. This course emphasizes a review of basic statistics (univariate statistics such as Pearson r, t-tests, and ANOVA), then generalizes these to the case of multiple dependent variables. Numerous methods of comparing and combining results will be discussed including test assumptions, methods for tests of significance, and effect sizes.

PSYD 513 Research Design
3 hours. 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 and an introduction to qualitative research. Data analyses include MANOVA, MANCOVA, Discriminate Analysis, Meta-analysis, Factor Analysis, and an examination of the assumptions of each.

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," federal and state laws relevant to 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. In addition to assisting toward internship application, this course focuses on contemporary issues within the field of psychology; 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.

Assessment Sequence

PSYD 521 Personality Assessment

3 hours. Required. Introduces the basic statistical concepts of measurement and objective and projective personality assessment. Administration, scoring, and interpretation of objective personality measures will be emphasized as well as preparing written reports of test results. Additional course fee required.

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

PSYD 523 Projective Assessment
2 hours. Elective. Introduces the basic concepts of projective assessment and the administration, interpretation, and report writing for a variety of projective techniques, such as the House-Tree-Person, Thematic Apperception Test, and Rotter Incomplete Sentences. The Rorschach Inkblot Test and the Comprehensive System of John E. Exner (revised) will be emphasized. Additional course fee required.
Prerequisite: PSYD 521 Personality Assessment.

PSYD 524 Comprehensive Psychological Assessment
3 hours. Reviews major instruments already learned in Personality, Projective, Cognitive, and Achievement assessment. Discusses further instrument selection as well as interpretation and synthesis of test findings in writing psychological reports. Specific applications of comprehensive psychological assessments in settings such as schools and forensics are also discussed.
Prerequisites: PSYD 521 Personality Assessment and PSYD 522 Cognitive Assessment.

PSYD 525 Neuropsychological Assessment
3 hours. An introduction to the anatomical, empirical, and clinical aspects of neuropsychology, with an emphasis upon clinical assessment. Fixed, flexible, and process battery approaches will be illustrated in a weekly practice lab component of the course. Integrating test findings, functional neurology, history, and report writing will be highlighted. Additional course fee required.
Prerequisites: PSYD 509 Biological Basis of Behavior (or equivalent), PSYD 521 Personality Assessment and PSYD 522 Cognitive Assessment.

PSYD 526 Child/Adolescent Therapy and Assessment
3 hours. Elective. This course will build on PSYD 505 Human Development, PSYD 521 Personality Assessment, and PSYD 522 Cognitive Assessment, focusing on personality, cognitive and behavioral assessment measures for children and adolescents. Cognitive behavioral, behavioral, and developmental play therapy techniques will be highlighted. Topics will include psychological assessment and therapeutic interventions for children and adolescents. Both spectrum and disorder specific treatments will be taught including: behavior disorders, enuresis, attention deficit disorders, depressive and anxiety disorders, adjustment disorders, and post-traumatic stress disorders.
Prerequisites: PSYD 505 Human Development, PSYD 521 Personality Assessment, and PSYD 522 Cognitive Assessment (or instructor approval).

Practicum Sequence

PSYD 530 Clinical Foundations I
3 hours. Required. This two-semester sequence prepares the student for the Practicum I training experience. It is a two semester sequence that includes weekly lecture and coursework; in additon, participation in weekly lab groups is required. The experiential component begins with simulated clinical during the first month and culminates in two long-term clients during the second semester. The clinical sessions integrate course theory and practice and are taped and closely supervised. The clinical sessions provide a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. In addition to weekly lectures, students are expected to participate in weekly, vertical, clinical team meeting with students from all cohorts, weekly, small group lab meetings with students from their own cohort, 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 531 Clinical Foundations II
3 hours. Required. This two-semester sequence prepares the student for the Practicum I training experience. It is a two semester sequence that includes weekly lecture and coursework; in additon, participation in weekly lab groups is required. The experiential component begins with simulated clinical during the first month and culminates in two long-term clients during the second semester. The clinical sessions integrate course theory and practice and are taped and closely supervised. The clinical sessions provide a laboratory experience in which students learn interpersonal communication and empathy skills using role-play techniques and audio and video feedback. In addition to weekly lectures, students are expected to participate in weekly, vertical, clinical team meeting with students from all cohorts, weekly, small group lab meetings with students from their own cohort, 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.
Prerequisite: PSYD 530 Clinical Foundations I.

PSYD 532 Practicum I
3 hours. Required. This is a sequence of at least two semesters that builds on PSYD 530-531 Clinical Foundations of Treatment and emphasizes practical training in assessment, diagnosis, psychotherapy, and case management through supervised practice in a variety of clinical settings. Students also participate in team meetings, didactics, and oversight training groups.
Prerequisites: PSYD 517 Ethics for Psychologists and PSYD 531 Clinical Foundations of Treatment II.

PSYD 533 Practicum I
3 hours. Required. This is a sequence of at least two semesters that builds on PSYD 530-531 Pre-practicum, Clinical Foundations 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 532 Practicum I.

PSYD 535 Practicum II

3 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 533 Practicum I.

PSYD 536 Practicum II
3 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 535 Practicum II.

PSYD 538 Preinternship
3 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 536 Practicum II.

PSYD 539 Preinternship
3 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 538 Preinternship.

Special Populations

PSYD 541 Multicultural Issues in 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
3 hours. Elective. This course will review normal aging processes as well as pathological conditions common to elderly populations. Particular emphasis will be placed on clinical issues relevant to mental health services for this age group.
Prerequisite: PSYD 505 Human Development.

PSYD 545 Gender Issues in Psychotherapy
3 hours. Elective. The literature and issues related to gender in psychotherapy will be examined, with special emphasis on the problems of diagnosis, interpersonal issues, and paradigms for understanding unique female and male issues with clients. Case studies will be used for illustration and application.

Individual Psychotherapies

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

PSYD 552 Cognitive-Behavioral Psychotherapy
3 hours. Required. This class provides an introduction to cognitive-behavioral techniques, explores their application in short-term and longer-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies are used to develop skills in planning cognitive behavioral interventions, establishing behavioral objectives, and measuring outcomes of treatment. Consistencies and tensions with Christian beliefs and worldviews will be explored, and practical strategies for using cognitive-behavioral interventions with religious clients are examined.

PSYD 556 Object Relations Therapy
2 hours. Elective. An introduction to object-relational theory and psychotherapeutic techniques that grow out of that perspective. Though this is not a practicum course, ideally the student should be involved in working in a counseling setting in which applications of this psychodynamic approach may be tested in practice.
Prerequisites: PSYD 501 Theories of Personality and Psychotherapy and PSYD 551 Psychodynamic Psychotherapy.

Child, Family, and Group Psychotherapies

PSYD 561 Group Psychotherapy
3 hours. Elective. Theory and application of small-group process in clinical settings; laboratory practice in selection of participants, leadership, and interaction methods; and design and implementation of short-term focal groups.

PSYD 562 Child and Adolescent Psychopathology
3 hours. Elective. This course focuses on childhood and adolescent disorders. Particular attention will be given to understanding the developmental trajectory of spectrum and specific diagnostic disorders. Attention deficit disorders, mood, anxiety and behavior disorders, attachment disorders, and developmental learning disorders will be highlighted. This course is recommended for those planning to work with children or who want to gain a more thorough understanding of the developmental trajectory of psychopathology.
Prerequisites: PSYD 505 Human Development, and PSYD 502 Psychopathology.

PSYD 563 Family Therapy in a Diverse Culture
3 hours. Required. This is a survey course of the major theoretical developments in family and couples therapy. Leading theories, concepts, assessment strategies, and intervention techniques will be discussed and demonstrated. A systems perspective on health and dysfunction will be contrasted with individual approaches to psychotherapy. The process and outcome research literature will be reviewed. An emphasis is placed

on understanding the diversity of family structures and styles in contemporary society, as well as the ways many Christians understand marriage and family relationships. Several issues relevant to clinical work with Christian families and couples will be discussed.

Integration of Faith and Psychology

PSYD 571 Integrative Approaches to Psychology and Psychotherapy
3 hours. Required. This class provides an overview of the theoretical, conceptual, and practical issues involved in relating worldviews to psychology, psychopathology, and psychotherapy. Emphasis will be placed on the various philosophical and practical ways in which Christian psychologists and theologians have resolved the tensions of faith and practice. Practical implications for conducting psychotherapy with people who have spiritual and religious concerns will be explored.

PSYD 572 Bible Survey for Psychologists
4 hours. An investigation of the Bible, emphasizing thematic and structural elements that enhance the student's ability to perceive unity within diversity and that provide a basis for continued theological and integrative studies. Issues in interpretation will also be explored, with attention given to meaningful application of central themes. Implications for professional psychology will be emphasized.

PSYD 574 Spiritual and Religious Diversity in Professional Psychology
3 hours. An introduction to the development and teachings of the major religions of the world. 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 professional psychologists can be sensitive and effective in dealing with clients who hold various religious views, concerns, and practices.

PSYD 578 Christian History and Theology Survey for Psychologists
4 hours. An overview of significant events, doctrines, people, and developments in Christianity. The purpose is to provide a panoramic view of the central aspects of Christian faith as well as the key issues and traditions that shaped Western culture and society. Implications for professional psychology will be emphasized.

PSYD 579 Spiritual and Religious Issues in Professional Psychology
2 hours. Required. In this faith integration capstone course, major themes of Christian theology are considered with regard to their implications for the life and work of a professional psychologist.

PSYD 616 Spiritual Formation 1
2 hours. An introduction to the ways God works in human lives, affecting redemptive change and spiritual transformation, with special attention given to the personal life of professional psychologists. A theoretical basis for reflection, combined with experiential components of the classical spiritual disciplines, will enable the student to establish a personal foundation of spiritual formation, including such elements as prayer, journaling, and various approaches to worship. Additional course fee required.

PSYD 617 Spiritual Formation 2
.5 hour. A guided spiritual formation practicum involving spiritual reading, reflection, journaling, monthly meetings with a spiritual director, and exercises in self-care and personal renewal while in the process of professional development. Additional course fee required.

PSYD 618 Spiritual Formation 3
.5 hour. Continuation of PsyD 617. Prerequisite: PsyD 617. Additional course fee required.

PSYD 619 Spiritual Formation 4
.5 hour. A guided spiritual formation practicum in which the student experiences psychology as ministry to the disenfranchised and marginalized. An individualized spiritual formation plan is developed that may include service, reading, journaling, or meeting with a spiritual director. Additional course fee required.

PSYD 620 Spiritual Formation 5
.5 hour. Continuation of PsyD 619. Prerequisite: PsyD 619. Additional course fee required.

Physiological and Health Psychology

PSYD 581 Human Sexuality and Sexual Dysfunction
2 hours. Elective. Provides an overview of physiological, sociological, and psychological aspects of sexuality and sexual dysfunctions. Approaches to evaluation and treatment of dysfunctions and consideration of the influences of beliefs upon the causes and remediations of problems are included. *Prerequisite: PSYD 532-533 Practicum I*.

PSYD 582 Substance Abuse
2 hours. Elective. A survey of the literature on substance abuse and chemical dependency. Emphasis is placed on psychological assessment and intervention for persons with substance abuse disorders.

PSYD 587 Health Psychology
3 hours. Elective. The focus of this course is on the practical understanding and application of Health Psychology. This course will introduce you to the biopsychosocial model of health to understand the factors that influence the maintenance of health as well as disease progression. The course includes research-based interventions to treat illness, slow or prevent disease progression.

Clinical Subspecialties

PSYD 591 Consultation, Education, and Program Evaluation I
1 hour. Required. Reviews a range of consultation methods in professional psychology, from expert-prescriptive models to collaborative models. Principles of education and program evaluation are described in the process. Specific skills such as articulating effective consultation questions, developing questionnaires, conducting qualitative data analyses, and writing in professional psychology are also considered.

PSYD 592 Consultation, Education, and Program Evaluation II
1 hour. Required. Reviews a range of consultation methods in professional psychology, from expert-prescriptive models to collaborative models. Principles of education and program evaluation are also explored. Specific skills such as articulating effective consultation questions, developing questionnaires, conducting qualitative data analyses, and writing in professional psychology are considered.
Prerequisite: PSYD 591 Consultation, Education, and Program Evaluation I.

PSYD 593 Supervision and Management of Psychological Services I

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

PSYD 594 Supervision and Management of Psychological Services II
1 hour. Required. This course provides an introduction to the theory, research and practice of clinical supervision and to the management of clinical service provision. The student will become acquainted with theory and research on management and supervision and engage in experiential learning of supervision and management skills. This course is structured as a two-semester course that involves both theory and supervised practice in Supervision and Management.
Prerequisite: Fourth Year standing; PSYD 593 Supervision and Management of Psychological Services I.

PSYD 597 Forensic Psychology
2 hours. Elective. Introduces legal, psychological, ethical, and practical issues involved in the practice of forensic psychology. Assessment strategies and legal issues involved in child custody and abuse, law enforcement evaluation of fitness for duty, competency to stand trial, criminal responsibility (sanity), presentencing evaluations, personal injury, and workers' compensation are addressed.
Prerequisites: PSYD 521 Personality Assessment, PSYD 522 Cognitive Assessment, and PSYD 532-533 Practicum I.

Dissertation Sequence

PSYD 801 Research Teams - I
1 hour. Required. The Research Team is the formal mechanism by which students' involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and research application. Participation in the Research Team will help students' to build the necessary skills to generate and evaluate original research. As part of the research sequence, students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 802 Research Teams - II
2 hours. Required. The Research Team is the formal mechanism by which students' involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and research application. Participation in the Research Team will help students' to build the necessary skills to generate and evaluate original research. As part of the research sequence, students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 803 Research Teams - III

3 hours. Required. The Research Team is the formal mechanism by which students' involvement in original empirical research is formulated and guided. The Research Team is part of a formal academic sequence involving statistical analysis, research design and research application. Participation in the Research Team will help students' to build the necessary skills to generate and evaluate original research. As part of the research sequence, students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 655 Dissertation
2 hours. To maintain continuous enrollment until dissertation is complete. *Does not count toward the degree.*

Clinical Psychology Internship

PSYD 609 Professional Preparation
2-4 hours. For those who have completed all course requirements and are preparing for their pre-doctoral internship. The focus is on gaining additional professional preparation in anticipation of licensure as a clinical psychologist. Course content will be tailored to the students needs.
Prerequisite: Permission of Director of Clinical Training.

PSYD 610-615 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.
Prerequisites: completion of MA degree and practicum requirements and approval by the director of clinical training. Special fee assessed.

College of Business Programs

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

Programs

Programs offered by the College of Business include:

Master's

- Master of Business Administration (MBA) Part-Time Program
- Master of Business Administration (MBA) Full-Time Program

Doctoral

- Doctor of Business Administration (DBA)

College of Business Course Descriptions

Master of Business Administration

Master of Business Administration (Part-Time Program)

(MBA degree)

Mission and Purpose

The mission of the George Fox Master of Business Administration (MBA) program is to prepare trusted leaders who will transform business through academic, professional and spiritual preparation that enables students to think with clarity, act with integrity and serve with passion. The purpose of the Master of Business Administration (MBA) program is to enable graduates to be professionally competent, ethically grounded, globally engaged, socially responsible and servant leaders.

The part-time MBA program is designed for managers and leaders in the private, public and not-for-profit sectors in any industry or field. The program is designed to enhance management and leadership abilities through intellectual, moral and creative growth through an academic experience that is global, relevant and life-changing. In addition to a rigorous curriculum focused on academic excellence, the program draws on student experiences for shared learning opportunities and application.

Program Objectives

To enable students to:

- Integrate knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Critically analyze organizational, management and leadership problems creatively and substantively to apply innovative solutions
- Evaluate external and internal drivers of change in order to manage organizational change effectively
- Enhance leadership, management and interpersonal skills
- Effectively communicate in organizational settings through written and oral presentations
- Evaluate one’s own values and the role that integrity, compassion, accountability, ethics and servant leadership may play in leadership practice
- Synthesize professional competence across the major functional areas of an organization with a global perspective
- Increase capacity for conceptualization, strategic thinking, and problem solving

Admission Requirements

Applicants seeking admission to the MBA program must hold a four-year baccalaureate degree from a regionally accredited college or university, with a minimum GPA of 3.0 in the final two years (60 semester hours) of course work. In addition, applicants must complete the following to be considered for admission to the program:

- Master of business administration application form and application fee

- Submit one official transcript from each college/university attended
- Verification of five years of full-time professional work experience
- Three letters of recommendation
- A two- to three-page admission essay
- Current resumé
- Group interview
- Complete and pass a financial e-learning course

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

Transfer Credit

Transfer of up to 9 hours credit is allowed toward the MBA program from an MBA program at an accredited graduate school. Consult the registrar's office for information on eligibility of transfer credit.

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

Residence Requirements

A minimum of 33 of the 42 hours required for the MBA program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Business Administration program is generally two years in length with 42 semester hours of course work required as a minimum for graduation. All program hours are in prescribed business courses.

Other Degree Requirements

Students are expected to maintain continuous enrollment in the program, remaining with their cohort throughout, so personal and work commitments should be planned accordingly. The program is generally structured on a cohort model, in which a group of students follows an integrated sequence of courses from beginning to end. The program requires 26 months to complete.

- Achieve no grade lower than C+ in all but 6 credit hours of the program curriculum. If a grade lower than C is received in a course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

BUSG 501 Personal and Organizational Effectiveness	3
BUSG 502 Organizational Systems and Change	3
BUSG 503 Accounting and Financial Reporting	3
BUSG 507 Economics	3
BUSG 527 Managerial Finance	3
BUSG 534 Ethical and Legal Responsibilities	3
BUSG 524 Marketing Management	3
BUSG 551 Operations and Global Supply Chain Management	3
BUSG 560 Strategy	3
BUSG 556 Transformational Leadership	3
Please select one of the following two courses:	
BUSG 525 Global Environment	3
BUSG 526 Global Environment- International Residency Option	3

Concentrations (9 hours - students must select one)

Finance

BUSG 571 Corporate Finance	3
BUSG 572 Investments	3
BUSG 573 Entrepreneurial Finance	3

Organizational Strategy

BUSG 581 Global Strategy	3
BUSG 582 Leading Strategic Change	3
BUSG 585 Special Topics in Strategy	3

Strategic Human Resource Management

BUSG 591 Foundations of Strategic Human Resource Management	3
BUSG 592 Human Resource Management Strategies and Practices	3
BUSG 593 Human Resource Development and High Performance Organizations	3

Management and Leadership

Select a combination of three courses (9 hours) from any of the three concentration options listed above. Choices will be limited to the three concentration courses offered each class session.

Master of Business Administration — Full-Time Program

Master of Business Administration (Full-Time Program)

(MBA degree)

Purpose

The Master of Business Administration (MBA) program is designed to prepare practitioners in a variety of fields in both the profit and not-for-profit sectors. The program is intended for students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the university's mission, believing that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service and other spiritually significant elements that are part and parcel of George Fox University programs.

Program Objectives

Educational Objectives

To enable students to:

- Integrate knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Apply creativity, innovation and change
- Develop leadership and interpersonal skills
- Communicate in the functional areas of business
- Practice in organizational settings human virtues, such as integrity, humility, compassion and perseverance
- Increase capacity for conceptualization, strategic thinking and problem solving
- Develop the propensity to act on one's values and ethics as foundational to good management and leadership

Professional Objectives

To enable students to:

- Manage capably in a fast-paced world of demographic, cultural, global and technological change

Admission Requirements

Applicants seeking admission to the MBA program must hold a four-year baccalaureate degree from a regionally accredited college or university, with a minimum GPA of 3.0

in the final two years (60 semester hours) of course work. In addition, applicants must complete the following to be considered for admission to the program:

- Master of business administration application form and application fee
- One official transcript from each college/university attended
- Three letters of recommendation
- A writing sample/essay
- A resumé
- A group interview

Students must have completed the prerequisite courses in accounting, economics, statistics and marketing or management. Students whose GPA from the final two years of course work does not reflect their aptitude for graduate work may choose to submit a GMAT test score for consideration in the admission process. The department may consider applicants who show significant promise but do not specifically meet all of these criteria.

Transfer Credit

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

Residence Requirements

All 42 hours required for the MBA program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Business Administration full-time program is one year in length with 42 semester hours of course work required as a minimum for graduation. All program hours are in prescribed business courses.

Other Degree Requirements

Students are expected to maintain continuous enrollment in the program, remaining with their cohort throughout, so personal and work commitments should be planned accordingly. This program is structured on a cohort model where a group of students follow an integrated sequence of courses from beginning to end.

- Achieve no grade lower than C+ in all but 6 credit hours of courses. If a grade lower than C- is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

BUSG 503 Accounting and Financial Reporting	3
BUSG 507 Economics	3
BUSG 524 Marketing Management	3
BUSG 525 Global Environment	3
BUSG 527 Managerial Finance	3
BUSG 530 Creativity, Innovation, and Entrepreneurship	3
BUSG 534 Ethical and Legal Responsibilities	3
BUSG 544 Organizational Systems and Change	3
BUSG 546 Market Research	3
BUSG 551 Operations and Global Supply Chain Management	3
BUSG 553 Business Seminar I	3
BUSG 554 Business Seminar II	3
BUSG 556 Transformational Leadership	3
BUSG 560 Strategy	3

Business Administration Course Descriptions

Prerequisite track for International Students

This program is intended for those international students who have completed a Bachelor's degree, but whose business acumen needs strengthening. As part of the learning outcome goals, this one-year prerequisite track progam is intended to help international students gain a foundation in general business studies and equip them with adequate business knowledge needed for successful completion of the 42 credit FTMBA program.

- American Language and Culture Prerequisite track
- Business Prerequisite track

MBA American Culture & Language Prerequisite Track Program

Language and Culture Prerequisite Track Program

Purpose and goal:

The Full Time MBA Language and Culture Prerequisite Track refers to a program of American culture and language studies intended for those international students, largely business majors, who have studied business at college in their undergraduate work, but whose English needs strengthening. As part of the learning outcome goals this one-year pre-track is intended to help these Full time MBA students learn American English and culture and equip students with adequate English and cultural knowledge needed for a successful completion of the 42 credit Full time MBA program. Students will be required to earn a 3.0+ cumulative GPA in the Prerequisite courses in order to continue to the Full Time MBA coursework.

Admission requirement:

- College work with GPA 3.0+
- An English level as supported by a TOEFL score of 70+ or an IELTS score of 6.0+

Courses for Language & Culture Prerequisite Track (Total 25 credits):

Students must take the following courses and earn a cumulative GPA of 3.0. Course descriptions will not change and remain the same.

ACLA 481 Reading and Vocabulary for Academia	3
ACLA 482 Writing and Research for Academia	4
ACLA 483 Speech and Listening for Academia	2
ACLA 484 Research and Study Skills	4
ACCT 271 Principles of Financial Accounting	3
FINC 260 Business Finance	3
BUSN 290 Business Ethics	3
WRIT 110 College Writing (Along with Writing Tutorial Support as needed)	3

Upon successful completion of these course with a cumulative GPA of at least 3.0, students will be admitted into the 42 credit Full Time MBA Program.

MBA Business Prerequisite Track Program

Business Prerequisite Track Program

Purpose and goal:

The Full Time MBA Business Prerequisite Track refers to a program of core business studies intended for those international students, largely English majors or those who have studied English in college in their undergrad work, but whose business acumen needs strengthening. As part of the learning outcome goals this this one-year pre-track is intended to help these MBA students gain a foundation in general business studies and equip them with adequate business knowledge needed for successful completion of the FTMBA Business Track refers to a program of core business studies intended for those international students, largely English majors or those who have studied English in college in their undergrad work, but whose business acumen needs strengthening. As part of the learning outcome goals this this one-year pre-track is intended to help these MBA students gain a foundation in general business studies and equip them with adequate business knowledge needed for successful completion of the 42 credit FTMBA program. Students will be required to earn a 3.0+ cumulative GPA in the Prerequisite courses in order to continue to the FTMBA coursework.

Admission requirement:

- College work with GPA 3.0+
- An English level as supported by a TOEFL score of 70+ or an IELTS score of 6.0+

Courses for Business Prerequisite Track (Total 24 credits):

Students must take the following courses and earn a cumulative GPA of 3.0.

WRIT 110 - College Writing (Along with Writing Tutorial Support as needed)	3
ACCT 271 - Principles of Financial Accounting	3
FINC 260 - Business Finance	3
BUSN 240 - Statistics for Business and Economics	3
MAN 260 - Principles of Management	3
ECON 202 - Principles of Macroeconomics&	3

Students must choose two from the following courses:

ACLA 484 – Research and Study Skills	4
MKTG 260 – Principles of Marketing	3
BUSN 290 – Business Ethics	3
BIBL 100 – Bible Survey	3

Upon successful completion of these course with a cumulative GPA of at least 3.0, students will be admitted into the 42 credit Full Time MBA Program.

Doctor of Business Administration

Doctor of Business Administration

(DBA degree)

Purpose

The purpose of the Doctor of Business Administration (DBA) program is to prepare Christian business educators for the college/university classroom. This program equips students to research and teach a variety of business disciplines, with a unique focus on the integration of faith and ethics into teaching and practice. Students complete a business core, research core and education core (including a teaching practicum). In addition, they choose a management or marketing concentration for in-depth study.

Courses are offered in hybrid and online formats all year round (spring, summer and fall semesters). Hybrid courses include an on-campus residency. Online courses are conducted entirely over the Internet. Students can expect to spend three four-day residencies on the Newberg campus every year. Course work can be completed in three years with the dissertation to follow. The program follows a cohort model for all core classes. Students who drop classes may be required to stop out of the program and join the next cohort.

Program Objectives

Educational Objectives

To enable students to:

- Integrate faith, moral character and sound ethical reasoning into practice
- Understand the important issues and trends facing organizations in an increasingly global society
- Be equipped with the concepts, theories and methodologies that enable them to conduct organizational research
- Master cross-cultural competencies that enable them to lead diverse groups in a global society
- Develop academic research and scholarship, business research and strategy

Professional Objectives

To enable students to:

- Lead organizational and societal change efforts
- Understand the practice and theory of business, improving personal effectiveness by applying insights from a variety of academic disciplines
- View business and academe from a variety of disciplinary and historical perspectives
- Prepare students to become academics and business professionals

- Acquire additional expertise in selected subject areas tailored to individual interests (marketing, leadership, nonprofit, enterprise development, crisis management, accounting)
- Demonstrate effective instructional strategies and practices acquired through mastering management and marketing and accounting teaching and hands-on experience

Admission Requirements

Applicants seeking admission to the DBA program must hold both a four-year baccalaureate degree and approved master's degree from a regionally accredited college or university (students holding both bachelor's and master's degrees from George Fox will not be admitted to the program unless granted a special exemption by the DBA admissions committee), with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of business administation application form and application fee
- One official transcript from each college/university attended
- Evidence of appropriate professional experience
- Three letters of reference (as specified in admissions materials)
- GMAT test results or Peregrine assessment results (GRE results may be substituted with permission of the DBA Admissions Committee)
- Evidence of completion of the following prerequisites: one course in economics, one course in accounting and one course in finance (can be completed at either the undergraduate or graduate level)
- A sample of academic writing from prior coursework, which demonstrates the applicant's ability to gather, synthesize, organize, and evaluate research or an essay assigned by the DBA Admissions Committee
- A personal statement describing the applicant's vision for her or his future contribution as a result of completing this degree (not to exceed three pages)
- A formal interview (invitation will be extended to those meeting initial program criteria)
- A TOEFL score of 550 or higher (non-native English speakers)

Transfer Credit

Transfer of up to 6 hours credit beyond the master's degree is allowed toward the DBA program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the DBA program will be considered for transfer. Potential transfer credit will be evaluated on a class-by-class basis by the program director and registrar's office. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution.

Residence Requirements

Of the 56 hours required for the DBA program, a minimum of 50 hours must be taken in resident study at George Fox University. All work leading to the DBA must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the College of Business faculty. However, only one such extension may

be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Doctor of Business Administration program is generally four years in length with 56 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in core business courses, 17 in doctoral research and dissertation, 9 in education and teaching, and 9 hours in an area of concentration.

Other Degree Requirements

Students will be evaluated annually by program faculty to certify their ability to continue in the program.

Graduation Requirements

In order to graduate with the doctor of business administration degree students must:

- Satisfactorily complete a minimum of 56 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B- in all core courses. If a grade lower than a B- is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Successfully complete four written qualifying essays
- Be admitted to candidacy for the degree
- Submit an approved written doctoral dissertation
- Successfully defend the written project

Curriculum Plan

Core Business Courses (21 hours)	
BUSD 701 Faith and Spirituality in Business	3
BUSD 702 Foundations of Management and Leadership	3
BUSD 703 Foundations of Marketing	3
BUSD 704 Conceptual Foundations of Economics	3
BUSD 705 Conceptual Foundations of Finance	3
BUSD 706 International Business	3
BUSD 707 Ethics and Moral Decision-Making in Business	3
Doctoral Research and Dissertation Courses (17 hours)	
BUSD 710 Doctoral Research and Writing I	2
BUSD 711 Doctoral Research and Writing II	1
BUSD 712 Research Methods	3
BUSD 713 Research Design	3
BUSD 801 Doctoral Dissertation I	1
BUSD 802 Doctoral Dissertation II	1
BUSD 803 Doctoral Dissertation III	1

BUSD 804 Doctoral Dissertation IV	1
BUSD 805 Doctoral Dissertation V	1
BUSD 806 Doctoral Dissertation VI	1
BUSD 807 Doctoral Dissertation VII	1
BUSD 808 Doctoral Dissertation VIII	1
BUSD 815 Doctoral Dissertation Continuation (as needed†)	1

Education and Teaching Courses (9 hours)

BUSD 721 Effective Teaching in Higher Education	3
BUSD 722 Critical Issues in Higher Education	3
BUSD 723 Business Teaching Practicum	3

Concentrations (9 hours - must select one)

Management

BUSD 730 Organizational Theory and Behavior I	2
BUSD 731 Organizational Theory and Behavior II	1
BUSD 732 Human Resource Development	3
BUSD 733 Strategic Management I	2
BUSD 734 Strategic Management II	1

Marketing

BUSD 740 Research Design in Marketing I	2
BUSD 741 Research Design in Marketing II	1
BUSD 743 Advanced Topics in Marketing	3
BUSD 746 Seminar in Consumer Behavior I	2
BUSD 747 Seminar in Consumer Behavior II	1

Accounting (Beginning Summer 2015)

BUSD 750 Seminar in Accounting (Theory/literature development) I	2
BUSD 751 Seminar in Accounting (Theory/literature development) II	1
BUSD 753 Advanced Applications of Ethical Reasoning/Compliance in Accounting I	2
BUSD 754 Advanced Applications of Ethical Reasoning/Compliance in Accounting II	1
BUSD 756 Advanced Topics in Accounting	3

Note:

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

Doctor of Business Administration Course Descriptions

College of Business Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
BUSD	Business — Doctoral
BUSG	Business — Master's

BUSD (Business) Course Descriptions

BUSD (Business) Course Descriptions

BUSD 701 Faith and Spirituality in Business
3 hours. This course enhances understanding of the relationship between Christian faith, spirituality and the study and teaching of business disciplines. Special focus on the integration of faith and learning, the relationship between religion and spirituality, vocation, and the application of theological and spiritual principles and practices in the workplace and classroom.

BUSD 702 Foundations of Management and Leadership
3 hours. This course prepares students to teach and research management and leadership. Participants will survey the historical and theoretical foundations of these related fields and identify emerging trends in management and leadership studies and practice.

BUSD 703 Foundations of Marketing
3 hours. This course provides students with a foundation in the concepts and theories of marketing and marketing management. Participants will study marketing theory, market analysis, marketing mix strategy, strategic marketing, and measuring market performance.

BUSD 704 Conceptual Foundations of Economics
3 hours. This course provides a conceptual framework for the study and teaching of economics through a critical review of historical and current research. Analysis of the underlying philosophies that motivate and guide resource allocation decisions in different political and social systems.

BUSD 705 Conceptual Foundations of Finance
3 hours. This course provides students with a conceptual framework for the study and teaching of finance through a critical review and analysis of historical and current research. Examination of philosophies that underlie profitability and corporate health.

BUSD 706 International Business
3 hours. This course encourages and facilitates the study of major issues facing today's international managers. Theoretical underpinnings of international business will be covered (including international trade, foreign direct investment, foreign exchange markets, and monetary systems) as well as the practical applications and issues of international management (including strategy, structure, financing, and human resource management).

BUSD 707 Ethics and Moral Decision-Making in Business
3 hours. This course examines historical and contemporary research and theory in business and organizational ethics. Special focus on moral reasoning and the application of ethical perspectives to contemporary business issues.

BUSD 710 Doctoral Research and Writing I
2 hours. This course is designed to orient students to the basics of research design, research methods, and scholarly writing. Course activities will include exercises in selecting research topics and designs and in writing using APA style. Participants will review and critique the research of others. Includes a residency period.

BUSD 711 Doctoral Research and Writing II

1 hours. Students interact on line to complete work begun in BUSD 710 and submit a final project.

BUSD 712 Research Methods
3 hours. This course introduces and examines major research methods, both quantitative and qualitative. Students will determine which method is most appropriate when investigating research questions, and be able to apply research methods to address various inquiries as a scholar and practitioner.

BUSD 713 Research Design
3 hours. This course prepares students for the doctoral dissertation process. Participants will develop, design, and present a pre-proposal for feedback and evaluation.

BUSD 721 Effective Teaching in Higher Education
3 hours. This course analyzes and investigates current research in effective instructional methods and adult development as related to teaching in the college and university classroom.

BUSD 722 Critical Issues in Higher Education
3 hours. This course examines contemporary trends and issues in American higher education designed to orient students to issues, ideas, and literature that constitute the study of higher education, with emphasis on underlying social and political issues that shape higher education and organizational change.

BUSD 723 Business Teaching Practicum
3 hours. Teaching/training experience supervised by a faculty member and on site supervisor. Can be completed at the student's workplace and taken over more than one semester. Must have permission of course coordinator.

BUSD 730 Organizational Theory and Behavior I
2 hours. This course surveys major theoretical perspectives required for understanding, researching, and developing organizations. Topics will include classical management theories, human relations and human resources approaches, systems perspectives, critical theories, and organizational culture studies. Emphasis placed on understanding theories for the purpose of improving the design, culture, and effectiveness of modern organizations. Includes a residency period.

BUSD 731 Organizational Theory and Behavior II
1 hours. Students interact on line to complete work begun in BUSD 730 and submit a final project.

BUSD 732 Human Resource Development
3 hours. This course focuses on aspects of human resources, human resource management, strategic human resource management, and specifically human resource development. Activities relating to these functions, including training and developing, organizational change, performance management, and organizational learning, will be researched and studied. Further, the implications of human resource development, such as leader/follower dyadic relationships, motivation, and variances in localization and globalization as they relate to high performance organizations, will also be investigated.

BUSD 733 Strategic Management I
2 hours. This course examines the theoretical foundations and major components of the strategic planning process in contemporary business and nonprofit organizations, including, for example, development of a strategic plan, mission statements, change management, and stakeholder analysis. Includes a residency period.

BUSD 734 Strategic Management II
1 hours. Students interact on line to complete work begun in BUSD 733 and submit a final project.

BUSD 740 Research Design in Marketing I
2 hours. This course examines research tools and techniques common in marketing, building on prior coursework in research methods. Students will study experimental design, qualitative techniques, and survey research methodology specific to the marketing context. The course will involve the design of a marketing research study and the critique of others' marketing research. Includes a residency period.

BUSD 741 Research Design in Marketing II
1 hours. Students work on line to complete work begun in BUSD 740 and submit a final project.

BUSD 743 Advanced Topics in Marketing
3 hours. This course explores current topics in marketing, and topics of special interest, that may include marketing for non-profits, cause marketing, social marketing, and the marketing of services. Students will select, research, and present a marketing topic of interest. Marketing faculty will present and discuss topics in their respective areas of expertise.

BUSD 746 Seminar in Consumer Behavior I
2 hours. This course introduces students to behavioral science approaches to the study of consumers and firms, approaches derived from marketing, psychology, sociology, and social psychology. Consumer behavior topics include motivation and information processing, memory processes, attitude formation and change, consumer decision-making, and the influence of culture on consumption.

BUSD 747 Seminar in Consumer Behavior II
1 hours. Students interact on line to complete work begun in BUSD 746 and submit a final project.

BUSD 795 Special Study in Business
*1 - 3 hours.*Individual research and plans of study completed under the supervision of a School of Business faculty member. Permission required from the professor and program director. Pass/No Pass.

BUSD 801 Doctoral Dissertation I
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 802 Doctoral Dissertation II
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 803 Doctoral Dissertation III
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of

Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 804 Doctoral Dissertation IV
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 805 Doctoral Dissertation V
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 806 Doctoral Dissertation VI
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 807 Doctoral Dissertation VII
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 808 Doctoral Dissertation VIII
1 hour. An extended examination and analysis of a significant research question in the student's area of concentration. The dissertation includes an introduction, literature review, methodology, discussion, and conclusion with recommendations. School of Business faculty must approve all dissertation proposals. Includes an oral defense before the student's faculty dissertation committee.

BUSD 815 Doctoral Dissertation Continuation
1 hour. Designed as a continuing course for those who did not complete the doctoral dissertation in BUSD 801-808. Students are required to remain continuously enrolled through the dissertation process and register for a minimum of eight total hours of dissertation credit. Students who fail to complete their dissertations within the eight hours allotted will need to register for additional credit. Registration for this course is necessary to maintain continuous enrollment until the doctoral dissertation is complete.

BUSG (Business) Course Descriptions

BUSG (Business) Course Descriptions

BUSG 501 Personal and Organizational Effectiveness (Part-time MBA)
3 hours. This course explores both theory and application of competencies that contribute to effectiveness in an organizational setting at the individual, team and organizational level. This is the introductory course to the George Fox University MBA Program. It is intended to demonstrate the unique and distinctive ethos of the university. Further, this course introduces expectations and skills for success in graduate education including research, writing, presenting and teamwork. The approach features readings, case studies, class discussion and interaction, and written material and oral presentations.

BUSG 502 Organizational Systems and Change (Part-time MBA)
3 hours. This course explores how organizations are formed, managed and led in an environment that is increasingly global, diverse, and unpredictable. We probe the nature of organizations, their behavior, their culture, how they change, and the human impact of those changes. Students will conduct a criteria-based examination of a specific organization, exploring the question, "What is a world-class organization?" We will investigate proven approaches for managing change and transition in organizations.

BUSG 503 Accounting and Financial Reporting
3 hours. This course examines the fundamental accounting principles underlying the balance sheet, income statement, statement of stockholders' equity and statement of cash flows. An emphasis is placed on financial analysis as a basis for operational and financial decision making within various companies and industries. Key internal accounting and operating controls are identified as a basis for the processing of critical business and transactional information through the accounting and operating systems of an organization.

BUSG 507 Economics
3 hours. This course focuses on the economic operating environment and examines the underlying assumptions, concepts and methods of microeconomics and macroeconomics, with emphasis placed on the application of economics to managerial decision-making. Competing economic theories and the role of economic institutions will be investigated. This course is also intended to raise economic awareness in business leaders to enhance responsible and ethical engagement with the economy.

BUSG 524 Marketing Management
3 hours. This course examines the core issues of marketing management including the marketing planning process, promotion, pricing, sales and distribution, and product strategy. The role of market research and market intelligence will be examined. Specific topics include understanding the consumer, brand management, selection of target markets, and marketing mix decisions.

BUSG 525 Global Environment
3 hours.As world citizens we are increasingly aware of the globalization of markets, economies, strategies and structures in our world. This class offers an overview of the issues encountered in globalization with a concentration on understanding the nature of international business, and the development of cultural awareness. Students will understand the differences in types of organizations and the role of government

and society, and be able to identify key issues to be resolved in internationalizing, recognizing both positive and negative impacts of globalization.

BUSG 526 Global Environment: International Residency Option
3 hours. As world citizens we are increasingly aware of the globalization of markets, economies, strategies and structures in our world. This class offers an in-depth view of the issues encountered through preparation and travel to an international destination to witness its business and culture firsthand. Students will understand the differences in types of organizations, the role of government and society, and be able to identify key issues to be resolved in internationalizing, recognizing both positive and negative impacts of globalization.

BUSG 527 Managerial Finance
3 hours. This course covers the fundamental concepts, techniques, and practices of managerial finance. It is designed to help students develop the critical thinking and quantitative skills they need in financial decision-making processes. Topics covered include financial statement analysis, time value of money, stock and bond valuation, capital budgeting, risk and return trade-off, capital asset pricing model (CAPM), financial derivatives, business valuation, efficient markets, portfolio theory and working capital management.

BUSG 530 Creativity, Innovation, and Entrepreneurship (Full-time MBA)
3 hours. We take the road less traveled, on occasion, to find new opportunities and challenges. The strategic requirements for exploiting these are formed into business plans.

BUSG 534 Ethical and Legal Responsibilities
3 hours. This course introduces practical legal issues that arise in the work environment and the ethical tools to understand and inform day-to-day activities in the workplace. This course focuses on building understanding of what businesses must do (law) and what businesses should do (ethics) and surveys the legal rules and ethical issues inherent in dealing with the structure of the legal system, business litigation, contracts, employment issues, intellectual property, competition and sales, and international law. The course will help students develop the ability to anticipate and recognize key legal issues in business and how to apply principles for ethical decision making. Christian values run throughout the course and are covered specifically in several topics.

BUSG 544 Organizational Systems and Change (Full-time MBA)
3 hours. We study the fundamental changes in the ways organizations are managed and led in an environment that is increasingly global, diverse, and unpredictable. We probe the nature of organizations, their culture, how they change, and the human impact of those changes. We will pursue integrity between our espoused theories and our theories.

BUSG 546 Market Research (Full-time MBA)
3 hours. The study and application of market research methodology to solving a variety of marketing issues faced by both the profit and non-profit sectors. A specific focus of this course will be the opportunity for students to work with a public benefit organization to apply marketing research to help the organization improve its decision making.

BUSG 551 Operations and Global Supply Chain Management
3 hours. This course focuses on developing understanding of operations management and global supply management from a general management perspective, particularly

as these functions influence a firm's performance. Topics include process analysis and design; capacity and utilization; manufacturing and service process performance; supply chain management, including inventory management, warehousing, sourcing, downstream and upstream issues and the role of information technology; continuous improvement and quality, including Lean and Six Sigma concepts. The course integrates both qualitative and quantitative concepts.

BUSG 553 Business Seminar I (Full-time MBA)
3 hours. This course involves in-depth student research, company visits, high-level corporate debriefings and student reports and presentations on a variety of businesses in the greater Portland area. There will be a strong global component to the businesses that are studied and visited. Educational objectives including critical thinking, financial analysis, specific discipline related issues, global awareness, primary research and communication skills will be emphasized. The format will consist of developing a teaching/learning environment that is built around interactions with Portland area business leaders, visits to a variety of organizations, and written and oral pre-briefings and de-briefings involving students and faculty.

BUSG 554 Business Seminar II (Full-time MBA)
3 hours. A continuation of Business Seminar I, the course will focus on continued organization visits and debriefings. There will be a culminating experience that will involve student presentations and interaction with the organization executives who have been involved throughout the two semester sequence. These two courses together will give particular emphasis to the major integrating curricular strands of the Residential MBA program, including critical thinking, verbal and written presentation skills, financial analysis, teamwork, global awareness and Christian world view.

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

BUSG 560 Strategy
3 hours. This course examines the strategy process, including planning and implementation, for effectively building sustainable competitive advantage in an organization. Topics considered are building effective planning processes; assessing internal, external and competitive environments; linking corporate mission and values with goals and strategic directions; emergent versus deliberate strategic directions and opportunities; evaluating the impact of global considerations, such as geographic expansion, emerging economies, and the role of culture on strategy formation; and leading strategic change.

BUSG 571 Corporate Finance
3 hours. This course examines the fundamentals of the sources of finance, debt and equity, and the uses of that finance to manage growth. Optimal capital structures will be explored from the standpoint of the operational and financial condition of various businesses and capital budgeting needs. More sophisticated financial topics such as leverage recapitalizations, weighted average cost of capital for debt and equity, and fair market value techniques for business valuation will be covered. *Prerequisite: BUSG 527 Managerial Finance*.

BUSG 572 Investments
3 hours. This course examines the fundamentals of commercial banking in the capital markets from a financial management perspective. Emphasis will be placed on an analysis of investment characteristics, systematic risk, valuation, diversification, and the market price behavior of debt, equity, and derivative securities. Potential sources and uses of firm financing will be examined along with the determination of the appropriate financial structure and related risks. Portfolio theory, the insights and limitations of capital asset pricing model (CAPM) and passive versus active investing will be explored. *Prerequisite: BUSG 527 Managerial Finance*.

BUSG 573 Entrepeneurial Finance
3 hours. This course takes the student through the life cycle of a start-up as seen by the entrepreneur responsible for its finance. The course examines innovation as the foundation for a financially successful venture. With the capitalization table as one important point of reference, the course examines rounds of financing by angel investors, venture capitalists and finally by corporate and institutional investors in an exit round. Milestones of start-up to corporate achievement, and the strategic focus and coherence required for those milestones, are examined in integrative case studies. *Prerequisite: BUSG 527 Managerial Finance*.

BUSG 581 Global Strategy
3 hours. This course focuses on the strategic considerations of global business engagement. The necessary organization-wide adaptations required to be an effective, efficient and successful global player will be explored. The implications for choices involving markets, products and sourcing will be examined, as will the importance of understanding global differences in government relationships, market systems and cultures. Topics include globalization and the impact on the global business environment; leveraging international resources and capabilities; understanding global institutions and cultural differences for effective strategic planning and action; entering foreign markets and managing global competitive dynamics; issues concerning global governance and corporate social responsibility.*Prerequisite: BUSG 560 Strategy*.

BUSG 582 Leading Strategic Change
3 hours. This course will focus on the development of corporate strategy with implementation strategies at the functional levels of finance, operations, manufacturing, service delivery, marketing, sales and other relevant functions. Leadership and management philosophies and practices important in strategic planning will be considered as a critical component of implementation and strategic action. Topics include implementing strategic initiatives across multiple divisions of an organization; corporate and functional competitive dynamics; leading strategic change and change management, including stakeholder engagement, during strategic implementation; the critical importance of effective communication during strategic implementation; and measuring the success of strategic implementation. *Prerequisite: BUSG 560 Strategy*.

BUSG 585 Special Topics in Strategy
3 hours. This course will focus on current topics that may influence strategic formulation and implementation. Topics may include triple bottom line strategic approaches; the strategic impact of corporate social responsibility initiatives in environmental and social sustainability; the impact and strategic considerations of changes in financial and regulatory issues; corporate governance; fraud and legal misrepresentation; crisis management; strategic considerations of fundraising choices and/or changing the shareholder base (e.g. from private to public share basis); the role of innovation; and

globalization and changes in the global business climate. *Prerequisite: BUSG 560 Strategy*.

BUSG 591 Foundations of Strategic HR Management
3 hours. This course examines the role and function HR Management and its strategic value to organizations. Specifically, learning will focus on HRM philosophies, advanced topics in employment law, labor and employee relations, managing risk, effective recruitment, selection, alignment, and deployment of people and teams in organizations.

BUSG 592 Human Resource Management Strategies and Practices
3 hours. This course emphasizes the strategic role of human resource management and the strategic responsibility of the HR practitioner. Key areas of influence explored include (but are not limited to) workforce planning and talent management, corporate social responsibility, total rewards, HR information systems and the HR implications of globalization.

BUSG 593 Human Resource Development and High Performance Organizations
3 hours. HR is a critical component in developing a high performance organization. This course focuses on training and developing, large-scale change (including mergers and acquisitions), performance management and measuring HR outcomes.

College of Education

The College of Education at George Fox University offers counseling programs as well as education programs for both preservice and in-service educators.

Programs

The College of Education offers programs in the following areas:

Graduate Counselor Education

- Certificates
- Licensure Preparation
- Master's Degrees

Graduate Teaching and Leading

- Authorizations
- Certificates
- Licensure Preparation
- Master's Degree

Doctor of Education

Graduate Counselor Education Programs

George Fox University offers certificate and degree programs that lead to degrees designed for the practice of professional counseling and for preservice and in-service educators.

- Masters (MA) in Clinical Mental Health Counseling
- Masters (MA) in Marriage, Couple, and Family Counseling
- Certificate in Marriage, Couple, and Family Counseling
- Certificate in Trauma Response Services

Oregon TSPC Approved Programs

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

School Counseling

- Masters (MA) in School Counseling
- Initial School Counseling Licensure Preparation Program

School Psychology

- Education Specialist (EdS) in School Psychology
- Initial School Psychology Licensure Preparation Program
- Continuing School Psychology Licensure Preparation Program

Counseling Course Descriptions

Certificate in Marriage, Couple, and Family Counseling

Certificate in Marriage, Couple, and Family Counseling

(Non-degree)

Purpose

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

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a marriage, couple and family counselor
- Demonstrate knowledge of theories and treatment of individuals, couples, and families, articulating the core dynamics from an integrated systemic perspective (e.g. human development, family dynamics, traditional and contemporary marriage, couple, and family theories, research and cultural context.)
- Demonstrate clinical competence as a marriage, couple and family counseling intern including the skills and practices of individual, couple, and family treatment, systemic assessment and diagnosis, treatment, termination, documentation and ethical practice
- Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy
- Apply relevant research and evaluation methods in the practice of marriage, couple and family counseling
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a marriage, couple and family counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu

- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

Transfer Credit

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

Residence Requirements

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

Course Requirements

The Certificate in Marriage, Couple, and Family Counseling program is generally 1-2 years in length with 36 semester hours of course work required as a minimum for graduation. Of those hours, 15 are in prescribed counseling courses, 15 in prescribed marriage and family therapy courses, and 6 in clinical internship hours.

Other Program Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the Certificate in Marriage, Couple, and Family Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GDC faculty will review students each fall and spring semester. During spring term prior to internship, students must pass a national exam before they can start their internship: the Counselor Preparation Comprehensive Examination (CPCE). Only students who pass the national exam may start their internship after having completed all prerequisites. For more specific information, please refer to the student handbook.

Graduation Requirements

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

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of therapy from a family systems perspective with a licensed marriage and family therapist
- Complete a 700-hour supervised clinical internship in marriage and family therapy that meets the currently articulated criteria for such training, with at least 270 hours of direct client contact (135 hours required with couples and families; 135 with individuals, couples, or families)
- Successfully complete the Clincal Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Counseling Core (15 hours)	
GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 530 Psychopathology and Appraisal	3
GCEP 540 Professional Orientation	3
GCEP 554 Addictions	2
GCEP 561 Spirituality and Clinical Praxis	3
GCEP 587 Interpersonal Neurobiology and Pharmacology	1
Marriage and Family Therapy Courses (15 hours)	
GCEP 514 Couple Therapy	3
GCEP 524 Family Therapy	3
GCEP 534 Human Sexuality	2

GCEP 580 Play Therapy: Lifespan Applications	3
GCEP 588 Clinical Portfolio	1
GCEP 597 Treatment Planning I	1
GCEP 598 Treatment Planning II	1
Students must select 1 credit of elective from any additional GCEP or TRMA coursework	1

Clinical Internship (6 hours)

GCEP 592 Clinical Internship	3
GCEP 593 Clinical Internship	3

Notes:

- Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for an additional 2 hours (and GCEP 599 for one additional hour), but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.
- All course work for this master's program is taught from a systems perspective, to meet LMFT licensure requirements. GCEP 540 Professional Orientation focuses on the AAMFT Code of Ethics.

Counseling Course Descriptions

Certificate in Trauma Response Services

Certificate in Trauma Response Services

(Non-degree)

Purpose

The post-graduate Certificate in Trauma Response Services is to train professionals who will advance the field of traumatology, and promote the safe and effective care of individuals and communities prior, during, and after traumatic incidents. The program is designed for mental health, education, medical, and ministerial professionals seeking demonstrated competency in responding to traumatic incidents in local, regional, and international settings. The educational environment is comprised of new and experienced professionals working together to increase the quality of care to individuals and communities impacted by traumatic events.

Program Objectives

Educational Objectives

To enable students to:

- Function as multi-professional trauma/disaster aid responders by promoting minimum standards of training, skills, and personal readiness of responders from government and non-government organizations
- Understand and apply professional and ethical standards in trauma/disaster response
- Be prepared as trauma/disaster responders for crisis intervention including the use of psychological first aid strategies
- Understand multicultural trends, cultural context and the effects of crises, disasters and other trauma-causing events on persons of all ages

Professional Objectives

To enable students to:

- Understand their roles and responsibilities as members of interdisciplinary emergency management response teams during local, regional or national trauma/disaster events
- Develop uniform standards for recruitment, orienting, supervising, and debriefing the responder
- Assist organizations in strengthening their disaster response services
- Increase the effectiveness of response organizations through a multi-level systemic approach to service delivery

Admission Requirements

The Certificate in Trauma Response Services program is open to a variety of current graduate students in qualifying degree programs and post-graduate professionals in qualifying professions. Qualifying graduate degree programs and professions include mental health, education, health sciences, and ministry. All Certificate in Trauma Response Services applicants must submit their application fees along with their application materials. *Current George Fox University Graduate Students may take eligible TRMA classes without enrolling in the certificate if they are in good standing within their degree program.* Admission requirements are as follows:

- Current George Fox Graduate Students
  - Graduate Department of Counseling application form and application fee
  - GPA of 3.0 or higher
  - Good standing in current degree program
- Current Master's Students Attending Other Colleges or Universities
  - Graduate Department of Counseling application form and application fee
  - GPA of 3.0 or higher
  - Graduate school transcripts verifying completion of a qualifying degree
- Current Post-Graduate Professionals
  - Graduate Department of Counseling application form and application fee
  - GPA of 3.0 or higher
  - Graduate school transcripts verifying completion of a qualifying degree program

Transfer Credit

Transfer of up to 2 hours credit is allowed toward the Certificate in Trauma Response Services from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Certificate in Trauma Response Services will be considered for transfer. Continuing education workshops, seminars, and conferences do not qualify for transfer credit. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 12 hours required for the Certificate in Trauma Response Services, a minimum of 10 credit hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Certificate in Trauma Response Services can be completed in 1-2 years in length with 12 semester hours of course work required as a minimum for certificate completion. Of those hours, 4 are in foundational knowledge coursework, 4 in best practice strategies, and 4 in field experience credits.

Each student must complete the program requirements based on the following criteria:

- Track I is for education, school counseling, school psychology, medical and ministerial professionals
- Track II is for independent mental health practitioners and students such as clinical psychologists, clinical social workers, marriage and family therapists, and professional counselors

Other Program Requirements

TRMA courses are not available for audit.

Graduation Requirements

In order to complete the Certificate in Trauma Response Services program students must:

- Satisfactorily complete a minimum of 12 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Foundational Knowledge (4 hours)

TRMA 500 Introduction to Traumatology	1
TRMA 501 Basic Skills in Individual and Group Crisis Intervention	1
TRMA 502 Interpersonal Neurobiology of Trauma	1
TRMA 503 Grief and Loss Across the Lifespan	1

Best-Practice Strategies (4 hours)

Track I

TRMA 560 Cognitive Behavioral Therapy Applications in Crisis Intervention	1
Students must complete the following course for 3 semester credits:	
TRMA 585 Trauma Response with Specific Populations	1

Track II

TRMA 560 Cognitive Behavioral Therapy Applications in Crisis Intervention	1
TRMA 585 Trauma Response with Specific Populations	1
Students must complete the following course for 2 semester credits:	
TRMA 685 Clinical Treatment of Trauma-Related Distress	1

Field Experience (4 hours)

TRMA 581 Legal and Ethical Issues in Trauma Response	1

TRMA 582 Field Operations and Incident Command	1
TRMA 591 Field Experience in Trauma Response I	1
TRMA 592 Field Experience in Trauma Response II	1

Note:

- Specific learning outcomes for each course are congruent with national traumatology certification expectations. Course requirements primarily involve project-based learning assignments requiring the student to demonstrate mastery and application of course content. In addition, all Certificate in Trauma Response Services course outcomes reflect core competencies expected in accordance with CA-CREP and NCATE educational standards.

Counseling Course Descriptions

Education Specialist (EdS) in School Psychology

Education Specialist in School Psychology (EdS degree)

Approved by Teacher Standards and Practices Commission (TSPC) and accredited by the *Council for the Accreditation of Educator Preparation (CAEP)*

Purpose

The EdS in School Psychology program is designed for men and women who desire graduate study and preparation for the school psychology profession.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as professional school psychologist including foundations, models, methods, public policy, ethical, professional and legal standards
- Demonstrate the knowledge and skills to collect data in a variety of areas for service and evaluate outcomes with cultural competence and relevance to age birth to 21 years
- Acquire, redefine and demonstrate appropriate testing, assessmen, and report-writing skills, as well as skills in facilitating feedback sessions with students, families and the school and community systems
- Demonstrate knowledge, methods, and application of behavioral, mental health, collaborative, and other consultation models.
- Demonstrate the personal awareness, theoretical knowledge, including human learning processes, and clinical skills needed to provide multi-culturally sensitive prevention, intervention, collaboration and consultation
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members.
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with information sources and technology to advocate for all students, and to evaluate and improve quality of services
- Apply relevant research, statistics and evaluation methods in the practice of school psychology
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school psychologist

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

Transfer Credit

Transfer of up to 20 hours credit is allowed toward the EdS in School Psychology program from accredited graduate schools (transfer credit is not allowed toward internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the EdS in School Psychology program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 61 hours required for the EdS in School Psychology program, a minimum of 41 hours must be taken in resident study at George Fox University. All work leading to the degree must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must reapply to the program.

Course Requirements

The EdS in School Psychology program is generally 3-4 years in length with 61 semester hours of course work required as a minimum for graduation. The program is designed for full-time study, with the first 2-3 years in classroom course work and the last year in a full-time internship in a public school. Of those hours, 3 are in spiritual integration coursework, 24 in core counseling courses, 28 in school psychology core courses, and 6 clinical internship credits.

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the EdS in School Psychology program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GDC faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to complete the EdS in School Psychology program students must:

- Satisfactorily complete a minimum of 61 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of personal therapy - individual, couples, and/or group (no more than 10 sessions may be in group therapy) - with a licensed therapist
- Complete a minimum of 1,200 supervised hours in internship setting(s)
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of school psychology and applies the same through an analysis of his/her school psychology skills, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Spiritual Integration (3 hours)	
GCEP 561 Spirituality and Clinical Praxis	3
Counseling Core (24 hours)	
GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 Clinical Practicum	3
GCEP 510 Human Growth and Development	3
GCEP 520 Personality and Counseling Theory	3
GCEP 550 Group Theory and Therapy	3

GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3
GCEP 587 Interpersonal Neurobiology and Pharmacology	1
School Psychology Core (28 hours)	
EDFL 708 Program Evaluation Research Designs	2
GCEP 511 Ethical and Legal Issues	3
GCEP 531 Introduction to School Psychology	3
GCEP 543 The Exceptional Child	3
GCEP 544 Academic Assessment*	4
GCEP 545 Cognitive Assessment*	4
GCEP 546 Test and Measurement	3
GCEP 547 Personality and Behavioral Assessment*	4
GCEP 558 Treatment Planning	1
GCEP 559 School Psychology Portfolio	1
Clinical Internship (6 hours)	
GCEP 548 Internship in School Psychology I	3
GCEP 549 Internship in School Psychology II	3

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

Notes:

- In addition to fulfilling the above course requirements, school psychology students in the EdS in School Psychology program who seek the Initial School Psychology License will be asked to submit passing scores on the following assessments:
  1. ORELA Protecting Student and Civil Rights in the Educational Environment Examination
  2. Praxis II Specialty Area Test in School Psychology
  3. Fall 2014 applicants must submit official passing scores for one of the following basic skills tests: Praxis I Test or California Basic Educational Skills Test (CBEST)

Counseling Course Descriptions

School Counseling - Initial Licensure Preparation Program

Initial School Counseling Licensure Preparation Program

(Non-degree)

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

Purpose

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

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as professional school counselors that blends the roles of mental health professional and educational leader
- Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental school counseling program that aligns with the American School Counseling Association’s National Model and advances the mission of the school
- Demonstrate skills as educational leaders who can effectively advocate with multicultural sensitivity for all students’ holistic well-being at individual and systemic levels
- Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling, classroom guidance, collaboration and consultation
- Demonstrate how to individually and in collaboration with teachers develop and teach engaging guidance-related curriculum that facilitates students’ personal/ social, academic and career development
- Demonstrate the awareness, knowledge, and skills to effectively work with all students, K-12, to advance their college and/or career readiness
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values

- Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the school counseling profession
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

The Admissions Committee will consider each application item and the Group Interview as part of the admissions decision. Additional requirements for international students are online here.
Transcripts of previous graduate work and supportive documentation will be evaluated by the GDC faculty committee to verify completion of the following prerequisite courses:

Prerequisite Coursework (12 hours)

GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 504 Child and Adolescent Disorders	3
GCEP 550 Group Theory and Therapy	3
GCEP 554 Addictions	2
GCEP 587 Interpersonal Neurobiology and Pharmacology	1

Any of the prior courses not taken as part of a master's or doctoral training program in a mental health field will be added to the total hours required to complete the program. Waivers of prerequisite course work* might vary greatly from student to student. In addition to the prerequisite coursework, all students must complete the required 33 semester hours of course work listed below.

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

Transfer Credit

Transfer of up to 11 hours credit is allowed toward the Initial School Counseling Licensure Preparation Program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Initial School Counseling Licensure Preparation Program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 32 to 36 hours required for the Initial School Counseling Licensure Preparation Program, a minimum of 23 credit hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate School of Counseling (GSC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Initial School Counseling Licensure Preparation Program is generally 2 to 3 years in length with 32 to 36 semester hours of course work required as a minimum for graduation. Of those credit hours, 3 are in spiritual integration coursework, 25 in prescribed school counseling core courses (which includes a 200-hour teaching practicum), and 6 internship hours.

Other Program Requirements

Each student must complete a minimum of 20 hours of personal counseling/therapy. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GSC faculty will review students each fall and spring semester. Students must pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination, and in the final year must pass the ORELA School Counselor Examination. For more specific information please refer to the student handbook.

Graduation Requirements

In order to complete the Initial School Counseling Licensure Preparation Program students must:

- Satisfactorily complete a minimum of 32 to 36 semester hours with a cumulative GPA of 3.0 or above.

- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of personal therapy—individual, couples, and/or group (no more than 10 sessions may be in group therapy)—with a licensed therapist.
- Complete a minimum of 200 supervised hours in a teaching practicum, including a minimum of 75 clock hours of full responsibility for teaching and classroom management.
- Complete a minimum of 600 supervised internship hours, of which at least 240 hours must be direct client contact hours.
- Successfully complete the Scchool Counseling Portfolio (reading fees are assessed during the final semester of school counseling internship), in which the student articulates his/her current understanding of school counseling and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan.

Curriculum Plan

Spiritual Integration (3 hours)	
GCEP 561 Spirituality and Clinical Praxis	3
School Counseling Core (27 hours)	
GCEP 503 Risk and Resilience in Youth	3
GCEP 505 Strategies in School Counseling	3
GCEP 506 Classroom Teaching and Learning	3
GCEP 507 Teaching Practicum	3
GCEP 508 Action Research	2
GCEP 509 Lifestyle and Career Development	3
GCEP 511 Ethical and Legal Issues	3
GCEP 515 Treatment Planning I	1
GCEP 518 Treatment Planning II	1
GCEP 519 Clinical Portfolio	1
GCEP 566 Research Methods and Statistics	2
GCEP 571 Tests and Assessments	2
Clinical Internship (6 hours)	
Students must choose one of the following sequences:	
GCEP 512 Internship A: Early Childhood and Elementary Counseling I *and*	3
GCEP 513 Internship A: Early Childhood and Elementary Counseling II	3
GCEP 516 Internship B: Middle Level and High School Counseling I *and*	3
GCEP 517 Internship B: Middle Level and High School Counseling II	3

Notes:

- Students who have previously taken a career counseling and/or ethical and legal issues graduate course may request that the course be reviewed for possible transfer credit. If transfer credit is granted for 2 credits each they may register for only 1 credit in GCEP 509 Lifestyle and Career Development and/or 1 credit in GCEP 511 Ethical and Legal Issues.

- The internship can be at either or both of the paired levels: Level 1: Early Childhood and Elementary Counseling, and Level 2: Middle Level and High School. Internship requires a minimum of 600 clock hours of supervised school counseling experience in a public or approved private school per TSPC guidelines.
- The teaching practicum for school counseling must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 75 clock hours of full responsibility for teaching and classroom management. Students are required to take: GCEP 506 Classroom Teaching and Learning and GCEP 507 Teaching Practicum.

Counseling Course Descriptions

School Psychology – Continuing Licensure Preparation Program

Continuing School Psychology Licensure Preparation Program

(Non-degree)

Approved by Oregon Standards and Practices Commission (TSPC)

Purpose

The Continuing School Psychology Licensure Preparation Program is designed to meet the coursework requirements for the Continuing School Psychology License.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as professional school psychologist including foundations, models, methods, public policy, ethical, professional, and legal standards
- Demonstrate the knowledge and skills to collect data in a variety of areas for service and evaluate outcomes with cultural competence and relevance to age birth to 21 years
- Demonstrate knowledge, methods, and application of behavioral, mental health, collaborative, and other consultation models
- Demonstrate the personal awareness, theoretical knowledge, including human learning processes, and clinical skills needed to provide multi-culturally sensitive prevention, intervention, collaboration and consultation
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with information sources and technology to advocate for all students, and to evaluate and improve quality of services
- Apply relevant research, statistics and evaluation methods in the practice of school psychology
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school psychologist

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu

- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

Applicants to the Continuing School Psychology Licensure Preparation Program must have completed the course work identified under the Education Specialist in School Psychology program and any additional course work identified by the Graduate Department of Counseling faculty committee. Alternatively, the applicant must have completed, in Oregon or another U.S. jurisdiction, an initial graduate program in school psychology at an institution approved by TSPC.

Transfer Credit

No transfer credit is allowed toward the Continuing School Psychology Licensure Preparation Program. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 6 hours required for the Continuing School Psychology Licensure Preparation Program must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to three semesters after which the student must re-apply to the program.

Course Requirements

The Continuing School Psychology Licensure Preparation Program is generally two years in length with 6 semester hours of course work required as a minimum for graduation.

Graduation Requirements

In order to complete the Continuing School Psychology Licensure Preparation Program students must:

- Satisfactorily complete a minimum of 6 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook)

Curriculum Plan

GCEP 611 Advanced School Psychology Research I	1
GCEP 612 Advanced School Psychology Research II	2
GCEP 613 Advanced Leadership, Collaboration, and Advocacy I: With School Personnel, Parents, and the Community	1
GCEP 614 Advanced Leadership, Collaboration, and Advocacy II: With Diverse and Special Interest Groups	1
GCEP 616 Law and the School Psychologist	1

Counseling Course Descriptions

School Psychology - Initial Licensure Preparation Program

Initial School Psychology Licensure Preparation Program

(Non-degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC) and accredited by the National Council for the Accreditation of Teacher Education (NCATE)

Purpose

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

Student Learning Outcomes Objectives

Graduates will:

- Demonstrate and articulate an identity as professional school psychologist including foundations, models, methods, public policy, ethical, professional and legal standards
- Demonstrate the knowledge and skills to collect data in a variety of areas for service and evaluate outcomes with cultural competence and relevance to age birth to 21 year.
- Demonstrate knowledge, methods, and application of behavioral, mental health, collaborative and other consultation models
- Demonstrate the personal awareness, theoretical knowledge, including human learning processes, and clinical skills needed to provide multi-culturally sensitive prevention, intervention, collaboration and consultation
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with information sources and technology to advocate for all students, and to evaluate and improve quality of services
- Apply relevant research, statistics and evaluation methods in the practice of school psychology
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a professional school psychologist

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

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

Prerequisite Coursework (43 hours)	
GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 Clinical Practicum	3
GCEP 510 Human Growth and Development	3
GCEP 520 Personality and Counseling Theory	3
GCEP 543 The Exceptional Child	3
GCEP 544 Academic Assessment	4
GCEP 545 Cognitive Assessment	4
GCEP 546 Test and Measurement	3
GCEP 547 Personality and Behavioral Assessment	4
GCEP 550 Group Theory and Therapy	3
GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3
EDFL 708 Program Evaluation Research Designs	2

Any of the prior courses not taken as part of a master's or doctoral training program in a mental health field will be added to the total hours required to complete the program. Waivers of prerequisite course work* might vary greatly from student to student. In addition to the prerequisite coursework, all students must complete the required 16 semester hours of course work listed below.

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

Transfer Credit

Transfer of up to 5 semester hours credit beyond the required prerequisite coursework is allowed toward the Initial School Psychology Licensure Preparation Program from accredited graduate schools (transfer credit is not allowed toward internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Initial School Counseling Licensure Preparation Program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 16 semester hours required for the Initial School Psychology Licensure Preparation Program, a minimum of 11 hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 5 years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The Initial School Psychology Licensure Preparation Program is generally 2-4 years in length with 16 hours of course work required as a minimum for graduation. Of those hours, 10 are in core counseling and school psychology coursework and 6 internship hours.

Other Program Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the Initial School Psychology Licensure Preparation Program program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. GDC faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to complete the Initial School Psychology Licensure Preparation Program students must:

- Satisfactorily complete a minimum of 18 semester hours (beyond the stated prerequisite coursework) with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of personal therapy—individual, couples, and/or group (no more than 10 sessions may be in group therapy)—with a licensed therapist
- Complete a minimum of 1,200 supervised hours in internship setting(s)
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of school psychology and applies the same through an analysis of his/her school psychology skills, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Core Counseling and School Psychology Courses (12 hours)

GCEP 511 Ethical and Legal Issues	3
GCEP 531 Introduction to School Psychology	3
GCEP 558 Treatment Planning	1
GCEP 559 School Psychology Portfolio	1
GCEP 561 Spiritual and Clinical Praxis	3
GCEP 587 Interpersonal Neurobiology and Pharmacology	1

Internship (6 hours)

GCEP 548 Internship in School Psychology I	3
GCEP 549 Internship in School Psychology II	3

Notes:

- In addition to fulfilling the above course requirements, school psychology students in the Initial School Psychology Licensure Preparation Program who seek the Initial School Psychology License will be asked to submit passing scores on the following assessments:
  1. California Basic Educational Skills Test (CBEST) or Praxis I (PPST), or have five years of experience practicing school psychology full time in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license
  2. Praxis II Specialty Area Test in School Psychology
  3. ORELA Protecting Student and Civil Rights in the Educational Environment Examination

Counseling Course Descriptions

Masters (MA) in Clinical Mental Health Counseling

Masters in Clinical Mental Health Counseling (MA degree)

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the Oregon Board of Licensed Professional Counselors and Therapists

Purpose

The MA in Clinical Mental Health Counseling program is designed for men and women who desire graduate study and preparation for the counseling profession. We recognize the clinical training and expertise required for working with individuals, groups, and the broader community. It is therefore intended that the program leading to the MA in Clinical Mental Health Counseling degree will assist students in the process of developing such expertise for effective counseling practice.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a clinical mental health counselor
- Demonstrate knowledge of the primary domains of clinical mental health counseling (i.e., foundations; counseling prevention and intervention, diversity and advocacy; assessment; research and evaluation; diagnosis.)
- Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation and ethical practice
- Demonstrate the personal awareness, theoretical knowledge and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy
- Apply relevant research and evaluation methods in the practice of clinical mental health counseling
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as examination of personal values
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one's identity and practice as a clinical mental health counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu

- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

Transfer Credit

Transfer of up to 18 hours credit is allowed toward the MA in Clinical Mental Health Counseling program from accredited graduate schools (transfer credit is not allowed toward internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Clinical Mental Health Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 60 hours required for the MA in Clinical Mental Health Counseling program, a minimum of 42 hours must be taken in resident study at George Fox University. All work leading to the MA must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

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

Other Degree Requirements

Each student must complete a minimum of 20 clock hours of personal counseling/ therapy as part of the MA in Clinical Mental Health Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of Counseling faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

In order to graduate with the MA in Clinical Mental Health Counseling degree students must:

- Satisfactorily complete a minimum of 60 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete 20 clock hours of personal counseling/therapy
- Complete a 600-hour supervised clinical internship in counseling that meets the currently articulated criteria for such training, with at least 240 hours of direct client contact
- Successfully complete the Clinical Portfolio (reading feesare 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

Curriculum Plan

Spiritual Integration (6 hours)	
GCEP 561 Spirituality and Clinical Praxis	3
GCEP 577 Images of God	1
GCEP 578 Shame and Grace	1
GCEP 579 Spiritual Identity	1
Counseling Core (48 hours)	
GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 Clinical Practicum	3
GCEP 510 Human Growth and Development	3
GCEP 520 Personality and Counseling Theory	3
GCEP 522 Advanced Clinical Skills	2
GCEP 530 Psychopathology and Appraisal	3
GCEP 534 Human Sexuality	2
GCEP 540 Professional Orientation	3
GCEP 550 Group Theory and Therapy	3

GCEP 554 Addictions	2
GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3
GCEP 570 Lifestyle and Career Development	2
GCEP 571 Tests and Assessments	2
GCEP 587 Interpersonal Neurobiology and Pharmacology	1
GCEP 588 Clinical Portfolio	1
GCEP 597 Treatment Planning I	1
GCEP 598 Treatment Planning II	1
Students must select 5 credits of electives from any additional GCEP or TRMA coursework	3
Clinical Internship (6 hours)	
GCEP 592 Clinical Internship	3
GCEP 593 Clinical Internship	3

Notes:

- Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for an additional 2 hours (and GCEP 599 for 1 additional hour), but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.

Counseling Course Descriptions

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

Masters in Marriage, Couple, and Family Counseling (MA degree)

Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the Oregon Board of Licensed Professional Counselors and Therapists

Purpose

The MA in Marriage, Couple, and Family Counseling program is designed for men and women who desire graduate study and preparation for marriage and family therapy. We recognize there is a need for specific clinical training and expertise required for working with couples and families as well as individuals, groups, and the broader community. It is therefore intended that the program leading to the MA degree in Marriage, Couple, and Family Counseling will assist students in the process of developing such expertise for effective practice in marriage and family therapy.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an understanding of professional identity as a marriage, couple, and family counselor
- Demonstrate knowledge of theories and treatment of individuals, couples, and families, articulating the core dynamics from an integrated systemic perspective. (e.g. human development, family dynamics, traditional and contemporary marriage, couple, and family theories, research and cultural context.)
- Demonstrate clinical competence as a marriage, couple, and family counseling intern including the skills and practices of individual, couple, and family treatment, systemic assessment and diagnosis, treatment, termination, documentation and ethical practice
- Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual, couple, family and group counseling and advocacy
- Apply relevant research and evaluation methods in the practice of marriage, couple, and family counseling
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one’s identity and practice as a marriage, couple and family counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

Transfer Credit

Transfer of up to 22 hours credit is allowed toward the MA in Marriage, Couple, and Family Counseling program from accredited graduate schools (transfer credit is not allowed toward internship requirements). Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Marriage, Couple, and Family Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 68 hours required for the MA in Marriage, Couple, and Family Counseling program, a minimum of 46 hours must be taken in resident study at George Fox University. All work leading to the MA must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree. A leave of absence is valid for up to one year after which the student must re-apply to the program.

Course Requirements

The MA in Marriage, Couple, and Family Counseling program is generally 2-4 years in length with 68 semester hours of course work required as a minimum for graduation. Of those hours, 6 are in prescribed spiritual integration courses, 33 in prescribed counseling courses, 23 in the area of specialization, and 6 in clinical internship credits.

Other Degree Requirements

Each student must complete a minimum of 20 hours of personal counseling/therapy as part of the MA in Marriage, Couple, and Family Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of Counseling faculty will review students each fall and spring semester. For more specific information, please refer to the student handbook.

Graduation Requirements

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

- Satisfactorily complete a minimum of 68 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete a minimum of 20 one-hour sessions of therapy from a family systems perspective with a licensed marriage and family therapist.
- Complete a 700-hour supervised clinical internship in marriage and family therapy that meets the currently articulated criteria for such training, with at least 270 hours of direct client contact (135 hours required with couples and families; 135 with individuals, couples, or families)
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Spiritual Integration (6 hours)	
GCEP 561 Spirituality and Clinical Praxis	3
GCEP 577 Images of God	1
GCEP 578 Shame and Grace	1
GCEP 579 Spiritual Identity	1
Counseling Core (33 hours)	
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 Clinical Practicum	3

GCEP 510 Human Growth and Development	3
GCEP 520 Personality and Counseling Theory	3
GCEP 530 Psychopathology and Appraisal	3
GCEP 540 Professional Orientation	3
GCEP 550 Group Theory and Therapy	3
GCEP 554 Addictions	2
GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3
GCEP 570 Lifestyle and Career Development	2
GCEP 571 Tests and Assessments	2
GCEP 587 Interpersonal Neurobiology and Pharmacology	1
Marriage/Family Specialization (23 hours)	
GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 514 Couple Therapy	3
GCEP 524 Family Therapy	3
GCEP 534 Human Sexuality	2
GCEP 580 Play Therapy: Lifespan Applications	3
GCEP 588 Clinical Portfolio	1
GCEP 597 Treatment Planning I	1
GCEP 598 Treatment Planning II	1
Students must select 6 credits of electives from any additional GCEP or TRMA coursework	6
Clinical Internship (6 hours)	
GCEP 592 Clinical Internship	3
GCEP 593 Clinical Internship	3

Notes:

- Students are expected to follow the sequence GCEP 592, GCEP 593 beginning with the fall semester of the final year. Students who begin internship in the summer will register for GCEP 591 for an additional 2 hours (and GCEP 599 for 1 additional hour), but will still need to register for and attend fall and spring internship. Students who continue internship into the following summer will register for GCEP 594 for an additional 2 hours.
- All course work for this master's program is taught from a systems perspective, to meet LMFT licensure requirements. GCEP 540 Professional Orientation focuses on the AAMFT Code of Ethics.

Counseling Course Descriptions

Masters (MA) in School Counseling

Masters in School Counseling (MA degree)

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

Purpose

The MA in School Counseling program is designed for men and women who desire graduate study and preparation for the school counseling profession.

Student Learning Outcomes

Graduates will:

- Demonstrate and articulate an identity as professional school counselors that blends the roles of mental health professional and educational leader
- Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental school counseling program that aligns with the American School Counseling Association's National Model and advances the mission of the school
- Demonstrate skills as educational leaders who can effectively advocate with multicultural sensitivity for all students' holistic well-being at individual and systemic levels
- Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling, classroom guidance, collaboration and consultation
- Demonstrate how to individually and in collaboration with teachers develop and teach engaging guidance-related curriculum that facilitates students' personal/ social, academic and career development
- Demonstrate the awareness, knowledge, and skills to effectively work with all students, K-12, to advance their college and/or career readiness
- Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as in an examination of personal values
- Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the school counseling profession
- Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice
- Articulate how personal faith informs one's identity and practice as a professional school counselor

Admission Requirements

- Bachelor's degree from a regionally accredited institution. A grade point average of 3.0 or above is required. The undergraduate degree does not have to be in the field of psychology.
- Application form completed at apply.georgefox.edu
- $40 non-refundable application fee
- Résumé of work and/or volunteer experience sent to counseling@georgefox.edu
- Written admission statement addressing the question provided in the online application
- One academic reference form (provided in application packet, or available for download)
- One professional reference form (provided in application packet, or available for download)
- An official transcript from each college or university attended
- Official results from the Miller Analogies Test (MAT)
- Group interview with the Admissions Committee. An invitation will be extended to those meeting initial program criteria.

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

Additional requirements for international students are online here.

Transfer Credit

Transfer of up to 19 hours credit is allowed toward the MA in School Counseling program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in School Counseling program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 57 hours required for the MA in School Counseling program (63 for Track II students), a minimum of 38 hours (44 for Track II students) must be taken in resident study at George Fox University. All work leading to the degree must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Department of Counseling (GDC) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the program. A leave of absence is valid for up to one year after which the student must reapply to the program.

Course Requirements

The MA in School Counseling program is generally 2-4 years in length with 57 semester hours of course work (63 for Track II students) required as a minimum for graduation.

Of those hours, 3 are in spiritual integration coursework, 28 in core counseling courses, 20 in prescribed school counseling core courses (26 for Track II students), and 6 clinical internship credits.

Each student must complete the program requirements based on the following verification of teaching license and prerequisite licensed teaching experience:

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

Other Degree Requirements

Each student must complete a minimum of 20 hours of personal counseling/therapy as part of the MA in School Counseling program. Additionally, an ongoing review process serves as a way to assess the student's fit for the program; fit for the profession; emotional, psychological, and intellectual ability; as well as maturity level for functioning safely as a mental health professional. Graduate School of Counseling faculty will review students each fall and spring semester. Students must pass the ORELA Protecting Student and Civil Rights in the Educational Environment Examination, and in the final year must pass the ORELA School Counselor Examination. For more specific information please refer to the student handbook.

Graduation Requirements

In order to complete the MA in School Counseling program students must:

- Satisfactorily complete a minimum of 57 semester hours (63 for Track II students) with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a required course, that course must be retaken (for more specific information, please refer to the student handbook)
- Complete a minimum of 20 one-hour sessions of personal therapy—individual, couples, and/or group (no more than 10 sessions may be in group therapy)—with a licensed therapist
- *(Track II only)* Complete a minimum of 200 supervised hours in a teaching practicum, including a minimum of 75 clock hours of full responsibility for teaching and classroom management
- Complete a minimum of 600 supervised internship hours, of which at least 240 hours must be direct client contact hours
- Successfully complete the Clinical Portfolio (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of school counseling and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a three-year professional development plan

Curriculum Plan

Spiritual Integration (3 hours)

GCEP 561 Spirituality and Clinical Praxis	3

Counseling Core (28 hours)

GCEP 500 Introduction to Couple and Family Therapy	3
GCEP 501 Principles and Techniques of Counseling	3
GCEP 502 Clinical Practicum	3
GCEP 510 Human Growth and Development	3
GCEP 520 Personality and Counseling Theory	3
GCEP 550 Group Theory and Therapy	3
GCEP 554 Addictions	2
GCEP 566 Research Methods and Statistics	2
GCEP 567 Cultural Foundations and Social Justice	3
GCEP 571 Tests and Assessments	2
GCEP 587 Interpersonal Neurobiology and Pharmacology	1

School Counseling Core (20 hours/26 for Track II students)

GCEP 503 Risk and Resilience in Youth	3
GCEP 504 Child and Adolescent Disorders	3
GCEP 505 Foundations in School Counseling	3
GCEP 508 Action Research Designs	2
GCEP 509 Lifestyle and Career Development	3
GCEP 511 Ethical and Legal Issues	3
GCEP 515 Treatment Planning I	1
GCEP 518 Treatment Planning II	1
GCEP 519 School Counseling Portfolio	1

Track II (6 hours)

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

Clinical Internship (6 hours)

Students must choose one of the following sequences:

GCEP 512 Internship A: Early Childhood and Elementary Counseling I *and*	3
GCEP 513 Internship A: Early Childhood and Elementary Counseling II	3
GCEP 516 Internship B: Middle Level and High School Counseling I *and*	3
GCEP 517 Internship B: Middle Level and High School Counseling II	3

Notes:

- The internship can be at either or both of the paired levels: Level 1: Early Childhood and Elementary Counseling, and Level 2: Middle Level and High School. Internship requires a minimum of 600 clock hours of supervised school counseling experience in a public or approved private school per TSPC guidelines.
- The teaching practicum for school counseling must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public or approved private school per TSPC guidelines. It must include a minimum of 75 clock hours of full responsibility for teaching and classroom management.
- In addition to fulfilling the above course requirements, school counseling students in the master's program who seek the Initial School Counseling License will be asked to submit passing scores on the following assessments:
    1. ORELA Protecting Student and Civil Rights in the Educational Environment Examination

2. Praxis II Specialty Area Test in School Counseling
3. Fall 2014 applicants must submit official passing scores for one of the following basic skills tests: Praxis I Test or California Basic Educational Skills Test (CBEST)

Counseling Course Descriptions

Counseling Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
GCEP	Graduate Counselor Education
TRMA	Trauma Response Services

GCEP (Graduate Counselor Education)

GCEP (Graduate Counselor Education) Course Descriptions

GCEP 500 Introduction to Couple and Family Therapy

3 hours. This course surveys the history and major contemporary approaches to couple, marriage and family counseling. Focusing on the systemic perspective, consideration is given to sociocultural factors and diversity, family life cycle/development, healthy family functioning, approaches to prevention as well as intervention, various practice settings, professional organizations and licensing, systemic conceptualizing of presenting concerns and family dynamics, systemic assessment and procedures in a multicultural society, whom to involve in the therapeutic process, evidence-based treatments, and relevant research findings that inform the practice of marriage, couple, and family counseling prevention and intervention.

GCEP 501 Principles and Techniques of Counseling

3 hours. This course reviews basic concepts and skills of counseling individuals, including practice in applying those concepts and techniques in counseling situations during class. Emphasis is on conditions for effective helping relationships, attending and interviewing skills, basic theoretical assumptions, ethical principles, and professional orientation.

GCEP 502 Clinical Practicum

3 hours. This course is designed to advance student understanding of theory as it related to clinical practice of counseling and therapy, including intake and assessment skills, the influence of the clinician, the development of interventions, crisis strategies, and treatment plans, consultation, file management, and the ethical treatment of clients, especially those from diverse and/or multicultural populations. Emphasis is placed on understanding the client(s) from systemic and developmental perspectives. Pass/No Pass. *Prerequisite: GCEP 501.*

GCEP 503 Risk and Resiliency in Youth

3 hours. This course examines sources of biological and social risk that impede the development of personal wellness, academic achievement, and social competency in children and adolescents. Students explore the prevalence of these risk factors nationwide and in local communities, with emphasis on sources of resiliency that ameliorate risk and are enhanced by community, environmental, institutional, and cultural protective factors and opportunities. Students are exposed to and guided in assessing current, local partnerships between school, county, and community agencies addressing barriers that hinder children's personal, social, and academic functioning. Students also gain an understanding of the multifaceted role school counselors have as advocates for and designers of policies, comprehensive programs, and collaborative services that are equitable and responsive to the needs of diverse children and their families. Legal and ethical issues in working with these populations are addressed throughout the course. For students in School Counseling programs only; others by permission.

GCEP 504 Child and Adolescent Disorders

3 hours. The goal of this course is to provide students with an concentrated study of various childhood and adolescent disorders. The etiology, diagnostic criteria, assessment needs, and recommended intervention and treatment strategies of

childhood disorders will be presented. A focus will be placed on understanding the disorders in school settings, including the role of Individualized Education (IEP) and 504 Plans. An integrative perspective will be taken that acknowledges biological, psychological, social, and cultural influences and their interdependence, and is guided by the consideration of developmental processes that shape and are shaped by the expression of these disorders. Co-morbidities and developmental norms that help inform diagnostic decisions will also be discussed. For students in School Counseling programs only. others by permission.

GCEP 505 Foundations in School Counseling
3 hours. This course integrates theory, practice, and research to provide an overview of school counseling models, services, and skills. Students will learn the ASCA National Model and Oregon's Comprehensive Guidance and Counseling Framework. They will become familiar with the roles and functions of the professional school counselor across levels. Students will understand different models of and develop essential skills in consultation, coordination, and collaboration. They will understand how school counselors advocate and take leadership for systemic change. Students will develop skills for designing, implementing, evaluating, and advocating for comprehensive school counseling programs that include all students and meet the needs of diverse student populations. Students will begin to develop a professional identity as school counselors. For students in School Counseling programs only, others by permission.

GCEP 506 Classroom Teaching and Learning
3 hours. This course, first in a sequence of two, is designed to fundamentally prepare students for the required student teaching practicum for Track II school counseling students pursuing an Initial School Counseling License who do not have teaching experience. Students will gain an overview of the historical aspects and progression of the educational system. The fundamentals of how to appropriately plan for student learning, organize curriculum, utilize a variety of instructional strategies, assess learning, and develop techniques for effective classroom management are also addressed. Meeting the needs of diverse learners while promoting academic success, personal/social, and/or career development will be emphasized. Students will plan and develop a 5-day integrated unit of study related to a counseling theme using a variety of instructional strategies that promote critical thinking, problem solving, and performance skills. Pass/No Pass. For students in School Counseling programs only.

GCEP 507 Teaching Practicum
3 hours. This course will partially fulfill requirements for the school counseling licensure criteria established by the Oregon Teacher Standards and Practices Commission (TSPC) for prospective school counselors who do not have two years of teaching experience in Oregon or out-of-state public or regionally accredited private schools (Track II). The classroom student teaching practicum will prepare prospective school counselors to work collaboratively with educators by learning about how today's schools operate, what guiding principles educators use, and how research-based practices are effective in the classroom in promoting academic success, personal/social, and/or career development. Prospective school counselors will have the opportunity to integrate educational concepts and instructional strategies within the classroom environment while also addressing the needs of diverse and multicultural learners through planned learning activities. Students will prepare and teach a work sample under the guidance of a cooperating teacher. Both formative and summative assessment will be a key component of the work sample. Pass/No Pass. For students

in School Counseling programs only. *Prerequisite: GCEP 506 Classroom Teaching and Learning.*

GCEP 508 Action Research Designs
3 hours. This course develops a basic understanding for the critical role data plays in school improvement efforts, and acquaints students with the conceptual and technical skills needed for designing and executing action research studies that professional school counselors can implement in classrooms and within the broader school system. Students gain an understanding of the following: data-driven decision making; methods for observing and recording behavior in school settings; problem definition and focus; data storage and retrieval systems; and trustworthiness of action research, as well as school visioning and improvement planning and the role they play in a comprehensive school counseling plan. Emphasis is placed on defining and investigating problems that require the professional school counselor to implement strategies for improving their practice and student learning. Students are introduced to several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access to high standards for all students. During this course students will draft a critical question, create an action research design, conduct a literature review, gather data, and present the results. This course is intended for Master of Arts in School Counseling Students.
Corequisite: GCEP 512 Internship A: Early Childhood and Elementary School Counseling I or GCEP 516 Internship B: Middle Level and High School Counseling I.

GCEP 509 Lifestyle and Career Development
3 hours. This course is designed to acquaint students with the foundational issues and resources of career counseling, the lifestyle and career decision making process, and comprehensive career-guidance programs for K-12 populations. Students gain an overview of the historical development of career counseling and a basic understanding of relevant theories. The interrelatedness of lived experience, life roles, and calling in career development for diverse populations is visited. Students are exposed to opportunities to gain both multicultural and social justice advocacy awareness, knowledge, and skills as they relate to lifestyle and career development for all students. Students will also identify the criteria necessary to plan, organize, implement, administrate, and evaluate a comprehensive K-12 career counseling program that addresses the career development of all students, along with an understanding of career and educational planning, placement, follow-up, and evaluation. In addition they are acquainted with cutting edge technology resources and assessment tools used in career counseling in schools. For students in School Counseling programs only.
Prerequisite: GCEP 501 Principles and Techniques of Counseling.
Recommended Prerequisite: GCEP 505 Strategies in School Counseling.

GCEP 510 Human Growth and Development
3 hours. The study of human growth and development recognizes that a complex interplay of biological, intrapsychic, relational, and social dynamics are in constant motion throughout one's lifespan. Therefore, this course examines human development from an ecosystemic perspective by surveying a variety of major developmental theories as applied across the lifespan and identifying the use of those theories in the practice of Counseling and Marriage and Family Therapy. The influence of cultural dynamics on human development is also considered, as expressed through dominant social values shaping our understanding and experience of self, family, gender, race, ethnicity, and spirituality. Emphasis is placed on applying developmental theories in the

assessment and diagnosis of individuals, couples, and families, and in the educational environment.

GCEP 511 Ethical and Legal Issues
3 hours. This course is preparatory for students' school-based internship experience, and is designed to acquaint students with the professional, legal, and ethical issues with which school counselors and school psychologists grapple. Students will become familiar with the ACA and ASCA or APA and NASP ethical codes, Oregon laws related to licensure and practicing as a school counselor or school psychologist, as well as the legal and professional responsibilities of school counselors and school psychologists, and will understand and experience how their values interact with the implementation of their codes. Students will also understand licensure and certification requirements relevant to their respective fields as part of their ongoing professional identity development. For students in School Counseling and School Psychology programs only.

GCEP 512 Internship A: Early Childhood and Elementary School Counseling I
3 hours. Internship is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of clients in a school setting, and experience in carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. pass/No Pass. For students in Master of Arts in School Counseling programs only.
Prerequisites: Completion of all other School Counseling coursework; students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).
Corequisite: GCEP 515 Treatment Planning I

GCEP 513 Internship A: Early Childhood and Elementary School Counseling II
3 hours. Internship is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of clients in a school setting, and experience in carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. For students in Master of Arts in School Counseling programs only. Pass/No Pass.
Prerequisite: GCEP 512 Internship A: Early Childhood and Elementary School Counseling I or 516 Internship B: Middle Level and High School Counseling I.
Corequisites: GCEP 518 Treatment Planning and GCEP 519 School Counseling Portfolio.

GCEP 514 Couple Therapy
3 hours. This course equips the student to function more effectively in providing systemically-oriented conjoint couple therapy. Attention is given to understanding and assessing the couple as an interacting system; treatment planning; developing and maintaining therapeutic balance; and acquiring and practicing specific skills and frameworks for systemic case conceptualization, intervention, and termination. Focus is on an integrative, holistic paradigm of couple functioning, including diversity. A common-factors and core competencies approach to interventions and the use

of the therapeutic triangle as the basic structure for conjoint couple counseling are emphasized throughout.
Prerequisite: GCEP 500 Introduction to Couple and Family Therapy and GCEP 501 Principles and Techniques of Counseling.

GCEP 515 Treatment Planning I
3 hours. Internship is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of clients in a school setting, and experience in carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. Pass/No Pass. For Master of Arts in School Counseling students only. Corequisite: GCEP 512 Internship A: Early Childhood and Elementary School Counseling I or GCEP 516.

GCEP 516 Internship B: Middle Level and High School Counseling I
3 hours. Internship is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of clients in a school setting, and experience in carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. Pass/No Pass. For Master of Arts in School Counseling students only. Prerequisites: Completion of all other coursework. Corequisite: GCEP 515 Treatment Planning students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).

GCEP 517 Internship B: Middle Level and High School Counseling II
3 hours. Internship is a supervised experiential learning component of the school counseling program. As such, students will gain hands-on experience under the direct supervision of a licensed and experienced school counselor in developing clinical skills for working with a variety of clients in a school setting, and experience in carrying out the full spectrum of tasks in which professional school counselors engage. Students will also participate in campus-based group supervision of the above process. Pass/No Pass. For students in Master of Arts in School Counseling programs only.
Prerequisite: GCEP 512 Internship A: Early Childhood and Elementary School Counseling I or GCEP 516 Internship B: Middle Level and High School Counseling I. Corequisites: GCEP 518 Treatment Planning II and GCEP 519 School Counseling Portfolio.

GCEP 518 Treatment Planning II
3 hours. This course is intended to follow up MSCN 504 Childhood and Adolescent Disorders and operates in conjunction with MSCN 506 Internship A: Early Childhood and Elementary Counseling I or MSCN 507 Internship B: Middle Level and High School Counseling I. The student will explore comprehensive treatment planning strategies, including the development of written statements of cognitive, behavioral, and emotional symptoms; systemic processes; short-term objectives; intervention strategies, appropriate community referrals, and collaboration with the school systems and parents. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. Pass/No Pass. For Master of Arts in School Counseling students only.

Corequisite: GCEP 513 Internship A: Early Childhood and Elementary School Counseling II or GCEP 517 Internship B: Middle Level and High School Counseling II.

GCEP 519 School Counseling Portfolio
3 hours. The School Counseling Portfolio is the capstone of both the degree and licensure only programs, and is done concurrent with the student's final semester of internship. This multidimensional project includes four sections. In Part I the student will prepare a comprehensive paper detailing his or her theory of the nature of persons, the change process, healthy/unhealthy functioning, and the therapeutic process. In Part II the student will demonstrate the application of this theory in an actual case presentation through the use of video, session transcripts, and written reflection, thereby demonstrating perceptual, conceptual, and executive clinical skills. In Part III the student will present a 3- year growth plan, a counselor introduction statement, and a professional résumé. In part IV the student will provide work samples for each of the licensure standards for school counselors set forth by TSPC. This four-part portfolio will be evaluated by a GDC supervisor and a licensed professional school counselor (outside reader) from the community. For Master of Arts in School Counseling students only. Pass/No Pass.
Corequisite: GCEP 513 Internship A: Early Childhood and Elementary School Counseling II or GCEP 517 Internship B: Middle Level and High School Counseling II.

GCEP 520 Personality and Counseling Theory
3 hours. This course is a survey of major contemporary theories of counseling and personality development with particular emphasis on the etiology, assessment, and treatment of psychopathological states as interpreted within various theoretical frameworks. The course surveys the major figures and their theories in the area of personality and counseling modalities. Theorists are examined to discover their views of anthropology, psychopathology, normalcy, behavioral, and relational assessment, in addition to their therapeutic goals and interventions. The course explores each theory in light of social and cultural diversity as well as the integrative impact of spirituality and religiosity on the development of the person. The systemic perspective, which recognizes that personality is embedded in various systems (family, relational, social, community and cultural), is considered throughout.

GCEP 522 Advanced Clinical Skills
2 hours. It is crucial that professional counselors, after a basic framework of counseling is in place and an introspective process has begun, be trained in the advanced clinical skills of helping. To do this well, the counselor must be trained in such topics and skills as: transference and counter-transference, influencing skills, treatment planning, spirituality, and termination. This course will introduce the student to these counseling topics and more. This course builds on GCEP 501 and utilizes the Egan Model of Counseling described in that course. This course is for Clinical Mental Health Counseling students only, all others by permission. *Prerequisite: GCEP 501 Principles and Techniques of Counseling*

GCEP 524 Family Therapy
3 hours. This course explores and applies fundamental knowledge and skills utilized in the treatment of relational systems. Perceptual, conceptual and executive skills will be developed through direct case application of required reading as well as simulated therapy sessions with specific client families. The student will also demonstrate an awareness of current best practice strategies, while also exploring issues of justice and advocacy as embedded in relational ethics and the challenge of interpersonal

forgiveness. In addition, the student will identify multi-model intake and initial assessment methods. Instruction format includes a hybrid-learning environment utilizing both face-to-face and online class activities. This course is intended for Master of Arts in Marriage, Couple, and Family Counseling students. Students from other programs my request permission from the Department.
Prerequisites: GCEP 500 Introduction to Couple and Family Therapy and GCEP 501 Principles and Techniques of Counseling.

GCEP 530 Psychopathology and Appraisal
3 hours. The treatment of individuals, couples, and families requires multidimensional assessment skills in order to ensure ethical, appropriate, and effective intervention strategies. This course is intended to begin the student's process of developing mastery in the assessment and diagnosis of psychopathology as codified in the DSM-V. Biological, psychological, cultural, and systemic factors are considered in the assessment, etiology, and treatment of various disorders.
Prerequisites: GCEP 500 Introduction to Couple and Family Therapy and GCEP 501 Principles and Techniques of Counseling.

GCEP 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. For students in School Psychology programs only, others by permission. This course is intended for students in School Psychology programs only, others by permission. *Prerequisite: GCEP 501 Principles and Techniques of Counseling.*

GCEP 534 Human Sexuality
2 hours. Many dimension of human sexuality will be explored, including anatomy, physiology, identity, values, culture, relationships, family, spirituality, dysfunction, therapy techniques, and ethics. Students will evaluate their perceptions about their sexuality in order to understand the impact of the clinician's values on clients. This course is intended for students in the Master of Arts in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs only.

GCEP 540 Professional Orientation
3 hours. This course is a study of the professional and ethical issues that most effect the preparation for the practice of counseling individuals, couples, and families. The course is focused on the development of the professional identity of counselors in training. This includes study of legal and ethical issues (including professional mental health organizations and state law) related to licensure and clinical practice, as well as the professional responsibilities of counselors. Development and maintenance of private and agency professional practice is also addressed. This course is intended for students in the Master of Arts in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs only.

GCEP 543 Exceptional Child
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. This course is intended for students in School Psychology programs only, others by permission.

GCEP 544 Academic Assessment

4 hours. Students will be provided with educational achievement instruments used by school psychologists and introduced to the administration skills needed for assessing academic achievement, learning modalities, and processing skills. Interpretation and presentation of test scores, formulation of educational recommendations and goals, and comprehensive report writing skills will be emphasized. Particular attention will be given to working with learners of culturally and linguistically diverse populations. This course is intended for students in School Psychology programs only, others by permission.

GCEP 545 Cognitive Assessment
4 hours. This course will teach about administration skills for cognitive assessment, and evaluations on children/students (birth to 21) as used by school psychologists. It has a practice application component regarding how to administer and interpret a variety of standardized tests, and present assessment results and educational recommendations. Focus will be given to working with a diverse student population. This course is intended for students in School Psychology programs only, others by permission.

GCEP 546 Test and Measurement
3 hours. A study of the basic concepts and principles of psychological assessment tools employed in schools. It builds on the foundation of statistical knowledge, especially of factors influencing validity and reliability. Students will explore a broad variety of psychological testing materials used by school psychologists and review alternative methods of assessing competencies and person-situation interactions. Ethical considerations in the field of assessment are emphasized as well as contemporary issues, such as validity of assessment instruments for diverse populations and their impact. This course is intended for students in School Psychology programs only, others by permission.
Prerequisite: GCEP 566 Research Methods and Statistics.

GCEP 547 Personality and Behavioral Assessment
4 hours. This course will introduce the school psychology student to administration skills for assessments and evaluations in the areas of personality and behavior. Skills in interviewing, record review, observation, interpretation and assessment tools and checklists, and presentation of test results and recommendations for regular and special education students will be covered. This course is intended for students in School Psychology programs only, others by permission.

GCEP 548 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). This course is intended for students in School Psychology programs only.
Prerequisites: completion of all other coursework; students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).
Corequisite: GCEP 558 Treatment Planning.

GCEP 549 Internship in School Psychology II
3 hours. The second internship will be a continuation of the first internship, and completed within the school system psycho-educational facility. It is designed to stress

the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). This course is intended for students in School Psychology programs only.
Prerequisite: GCEP 548 Internship in School Psychology I.
Corequisites: GCEP 559 School Psychology Portfolio and EDFL 708 Program Evaluation Research Designs.

GCEP 550 Group Theory and Therapy
3 hours. The primary objective of this course is to teach group leadership theories and skills, and to help students understand how proper group processes and methods can contribute to clients' mental health. Students will learn group leadership, group dynamics, theories of group development, group treatment planning, group assessment, and ethical considerations related to group treatment. Students will also take part in a community-based group experience.
Prerequisite: GCEP 501 Principles and Techniques of Counseling.

GCEP 554 Addictions
2 hours. This course examines theory, etiology, assessment, and treatment of addictive disorders in individual, marriage, couple, family, and group modalities. The course also provides insight into the collaborative nature of treatment in the field of addiction, providing opportunities for students to work with each other and professionals in the field to enhance knowledge of treatment interventions and treatment planning.
Prerequisites: GCEP 500 Introduction to Couple and Family Therapy and GCEP 501 Principles and Techniques of Counseling.

GCEP 558 Treatment Planning
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 GCEP 548 Internship in School Psychology I. The student will explore comprehensive assessment techniques and the administration, scoring, and interpretation of objective personality measures, as well as preparing written reports of test results; intervention strategies; appropriate community referrals; and collaboration with the school system and parents. Various therapeutic methods utilized in treatment and management of mental disorders will be presented. Pass/No Pass. This course is intended for students in School Psychology programs only.
Corequisite: GCEP 548 Internship in School Psychology I.

GCEP 559 School Psychology Portfolio
1 hour. In this course, the student will complete the Clinical Portfolio. In Part I, the student will prepare a comprehensive literature review of their theory of application. In Part II, through use of video, session transcripts, and written reflection, the student will demonstrate the application of this theory in an actual case presentation, and in Part III the student will provide work samples for each of the TSPC school psychology standards. This course is intended for students in School Psychology programs only. Pass/No Pass.
Corequisite: GCEP 549 Internship in School Psychology II.

GCEP 561 Spirituality and Clinical Praxis
3 hours. This course examines the role of religion and spirituality in the counseling process. Spirituality in mental health and the related ethical codes are explored. The Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

competencies, ethnic and cultural diversity, the spiritual/religious values and orientation of both client and clinician, and how to respond ethically and wisely to clients' and their spiritual/religious concerns are discussed. Healthy and toxic faith systems, spiritual development, spiritual/religious assessment, the impact of and coping with crisis and trauma, forgiveness, and treatment interventions are among the topics explored. Various faith systems, in addition to Christianity, are considered. The implications for practicing in a variety of clinical settings (e.g., private practice, agencies, school systems) and collaborating with clergy and other clinicians are discussed. Assignments and in-class experiences are designed to foster the spiritual growth of the students themselves.

GCEP 566 Research Methods and Statistics
2 hours. Students will engage in all steps of the research process by participating in a collaborative research project that emphasizes the importance of research in the counseling profession, including work that informs evidenced-based practices in the field. Students participate in the ethical design, analysis, reporting, and evaluation of empirical research. Students will also learn to fundamentals of program evaluation, including needs assessments and strategies for program modification.

GCEP 567 Cultural Foundations and Social Justice
3 hours. This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will examine several major spiritual traditions, with a view to understanding the implications for clinical practice with persons in these populations. Within each tradition, the following are explored: history and tradition; sacred writings; central doctrines; spiritual authority; faith communities; communal and personal disciplines/rituals; health/ happiness and pathology; means of grace; social and cultural practice; relationship to creator/creation; gender, blood, and faith relationships; compare and contrast with Western Christian worldview; systemic analysis; and therapeutic implications. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles.

GCEP 570 Lifestyle and Career Development
2 hours. This course is a study of the foundational psychological and social issues related to career counseling. The following areas will be explored: lifestyle and career decision making process, career guidance programs for special populations, and future issue as it relates to the work place and the necessary skills to become a careerist. The integration of career counseling philosophy, methodologies, resources, and psychotherapy will be explored in the context of a total person approach. This course is intended for students in the Master of Arts in Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs only.
Prerequisite: GCEP 501 Principles and Techniques of Counseling.

GCEP 571 Tests and Assessments
2 hours. This course offers a study of the basic concepts and principles of psychological assessment, including historical factors influencing testing and test construction. Students will also learn the statistical language and theory related to measurement error, scales of measurement, measures of central tendency and variability, reliability and validity. Students will learn about a selected group of assessment instruments and their range of applications in the field. Critical evaluation of assessment instruments will

be included as well. This course is intended for Master of Arts in Clinical Mental Health, Marriage, Couple and Family and School Counseling students only. No Prerequisites.

GCEP 577 Images of God
1 hour. This course is an introduction into the complex psychological variable called Image of God. The course will introduce the student to the theoretical framework and the clinical perspective in understanding and working with a client's spirituality and/or religiosity. The course takes an integrative approach combining both theological and psychological data regarding the client's unconscious image of God within the contexts of relational, social, and cultural factors.

GCEP 578 Shame and Grace
1 hour. It is challenging to understand the difference between guilt, shame, and grace. It is also difficult to know then how to apply this to our spiritual lives, and yet harder to know how to apply this to someone else's life. This course is designed to inform the therapist about family shame, guilt, and grace. Definitions, characteristics, and change strategies for shame in clients, both individuals and families, will be discussed. Models of grace and healing for shame will be identified. There will be significant emphasis on the student's own experience of shame and grace.

GCEP 579 Spiritual Identity
1 hour. Provides an opportunity for students to develop/deepen their own spiritual identity. Views of God, creation, self, family, relationships, faith communities, personal disciplines, personality type, spiritual health, and pathology are among the topics for exploration. Students will explore literature of spiritual formation, reflect/journal on their spiritual histories, participate in intentional community experiences, and consider the therapeutic and clinical implications of their spiritual identity.

GCEP 580 Play Therapy: Lifespan Applications
3 hours. This course will cover an introduction to the theory and practice of play therapy as a primary therapeutic approach when working with children in individual and family psychotherapy. The course is designed to prepare the student to effectively provide developmentally appropriate counseling for children, focusing on the development of a therapist-child relationship and utilization of play media in the systemic counseling process as a means to facilitate expression, self-understanding, and personal growth and development. Students will become familiar with play therapy theory techniques, therapeutic stages, ethical issues, and application. Observation of and experience in play therapy are an integral part of the course. This course is available to all GSC students. As it is an MCFC requirement, priority enrollment will be given to MCFC students. *Prerequisites: GCEP 500 Introduction to Marriage, Couple and Family Counseling or its equivalent*

GCEP 583 Filial Therapy
1 - 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: GCEP 580 Play Therapy: Lifespan Applications or permission of the instructor.*

GCEP 585 Special Topics

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.

GCEP 587 Interpersonal Neurobiology and Pharmacology
1 hour. This course intends to deepen the student's knowledge base regarding the complexities of the human experience by examining neurological functioning and its role in human distress and recovery. Specifically, it explores the interplay between neurobiology, the social environment, and pharmacological interventions, and its influence on cognitive, affective, and behavioral functioning. The course offers an overview of neuroanatomy orienting the student to basic brain structure, advances in interpersonal neurobiology confirming the role of attachment relationships in brain development, and the role of interpersonal relationships and pharmacology in altering brain functioning.

GCEP 588 Clinical Portfolio
1 hour. This course involves development of a culminating graduate-level clinical thesis, built upon the internship experience and previous courses. Concurrent with the student's final semester of internship, this multidimensional clinical project involves the student demonstrating perceptual, conceptual, and executive skills—demonstrating minimum practice standards in the legal, ethical and effective treatment of clients. Students are expected to prepare a comprehensive paper detailing their primary theoretical orientation, including perspective of the nature of persons, change and dysfunction, as well as the therapeutic process. Additionally, the portfolio includes video, session transcripts, psychosocial assessment, and written reflection—which will be reviewed by the instructor and a licensed mental health professional in the community. Intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only. Pass/No Pass.
Corequisite: GCEP 593 Clinical Internship II.

GCEP 591 Clinical Internship
2 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Prerequisites: GCEP 500 Introduction to Couple and Family Therapy; GCEP 501 Principles and Techniques of Counseling; GCEP 502 Clinical Practicum; GCEP 510 Human Growth and Development; GCEP 520 Personality and Counseling Theory; GCEP 530 Psychopathology and Appraisal; GCEP 540 Professional Orientation; GCEP 550 Group Theory and Therapy; students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).
Corequisite: GCEP 596 Treatment Planning.

GCEP 592 Clinical Internship I
3 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Prerequisites: GCEP 500 Introduction to Couple and Family Therapy; GCEP 501 Principles and Techniques of Counseling; GCEP 502 Clinical Practicum; GCEP 510 Human Growth and Development; GCEP 520 Personality and Counseling Theory; GCEP 530 Psychopathology and Appraisal; GCEP 540 Professional Orientation; GCEP 550 Group Theory and Therapy; students must have (a) completed all prerequisites with a B or better grade, (b) applied and been accepted as an internship candidate, and (c) attended the Internship Orientation (during spring semester of that year).
Corequisite: GCEP 596 Treatment Planning.

GCEP 593 Clinical Internship II
3 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and supervision facilitated by a university instructor. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Prerequisite: GCEP 592 Clinical Internship I.
Corequisites: GCEP 588 Clinical Portfolio and GCEP 598 Treatment Planning I.

GCEP 594 Clinical Internship
2 hours. The clinical internship is the culminating field experience for students in the Clinical Mental Health and Marriage, Couple, and Family Counseling programs. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. This course is optional and is designed for students continuing their internship sequence beyond GCEP 593 Clinical Internship II. Students will have an on-site placement in a public or private mental health setting, with the goal of creating the necessary bridge between training and professionalism. The goal of these courses is the attainment of competency equivalent to that of an entry level professional mental health professional, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor, and case consultation and

supervision facilitated by a university instructor. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Prerequisite: GCEP 593 Clinical Internship II.
Corequisite: GCEP 599 Treatment Planning.

GCEP 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.

GCEP 596 Treatment Planning
1 hour. This course is optional and is designed for students beginning their internship sequence in advance of the fall semester and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Corequisite: GCEP 591 Clinical Internship.

GCEP 597 Treatment Planning I
1 hour. This course focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Corequisite: GCEP 592 Clinical Internship I.

GCEP 598 Treatment Planning II
1 hour. This course focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Corequisite: GCEP 593 Clinical Internship II.

GCEP 599 Treatment Planning
1 hour. This course is optional and is designed for students continuing their internship sequence beyond GCEP 598 Treatment Planning II and focuses on the development and implementation of treatment plans, reporting and assessing progress of treatment, appropriate referral procedures, and consultation. This course considers traditional and contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and evidence-based interventions. It is expected that case conceptualization and treatment plans be consistent with diagnosis [DSM-IV-TR] and the counselor's theoretical orientation. The goal is to assist student interns with the development of advanced clinical counseling and case conceptualization skills that are consistent with sound clinical, ethical, and systemic practice. Pass/No Pass. This course is intended for Clinical Mental Health and Marriage, Couple, and Family Counseling students only.
Corequisite: GCEP 594 Clinical Internship.

GCEP 611 Advanced School Psychology Research I
1 hour. This course will help students learn about and apply emerging research in school psychology, learning, and school improvement. Special emphasis will be placed on diversity issues in each of these research areas. There will be a focus on how this information can help school psychologists be more effective in encouraging student achievement acknowledging individual differences and diversity issues.
Prerequisite: hold an Initial School Psychologist License.

GCEP 612 Advanced School Psychology Research II
2 hours. This course builds upon MSPS 511. It will focus on issues of learning and diversity, and the relevant research on these topics, such as culturally sensitive instruments. The course will be a combination of lecture, group discussion, and student presentations. Students will write a literature review focusing on learning and diversity (preapproved by the professor) of publishable quality.
Prerequisites: hold an Initial School Psychologist License and GCEP 611.

GCEP 613 Advanced Leadership, Collaboration, and Advocacy I: With School Personnel, Parents, and the Community
1 hour. This systems course will emphasize the importance of school counselors working from a systems perspective to encourage student success in the classroom. Special focus will be placed on how to work most effectively with colleagues, staff, parents, and the public, separately with each system when appropriate, and when to work collaboratively with two or more systems, and the impact it might have on the student. The role of the school psychologist as a leader, collaborating with others, and advocating for the student will be explored in consideration of ethical and legal guidelines.
Prerequisite: hold an Initial School Psychology License.

GCEP 614 Advanced Leadership, Collaboration, and Advocacy II: With Diverse and Special Interest Groups
1 hour. This systems course will explore how to work effectively with culturally, ethnically, and socioeconomically diverse students and/or parents, teachers, school personnel, and communities. There will also be an emphasis on special interest groups and how to work collaboratively with students and/or parents, teachers, school personnel, and communities to encourage student success. It will also consider the role of the school psychologist in taking leadership, collaboration, and advocacy when working with diverse and specialized interest groups.

Prerequisites: hold an Initial School Psychologist License and GCEP 612.

GCEP 616 Law and the School Psychologist
1 hour. This course is designed for individuals with an Initial Psychologist License. It will address advanced legal issues encountered by school psychologists. Emphasis will be placed on reviewing school law pertaining to school psychologists. Through case discussion, individuals will have an opportunity to apply school law. A legal decision-making process for school psychologists will be introduced and applied in this course. *Prerequisite: hold an Initial School Psychologist License*.

TRMA (Trauma Services)

TRMA (Trauma Services) Course Descriptions

TRMA 500 Introduction to Traumatology
1 hour. This course provides an introduction to traumatology including the nature of traumatic events and the impact on biological, psychological, and social functioning. In addition, the course will explore PTSD prevention, intervention, and postvention services, as well as the various roles and tasks of the trauma responder. Vicarious trauma and compassion fatigue as it applies to the trauma responder will also be explored.

TRMA 501 Basic Skills in Individual and Group Crisis Intervention
1 hour. This course prepares the student for designing individual and group crisis interventions in the aftermath of a critical incident in accordance with best-practice strategies and one's scope of practice and competence. Students will apply universal and foundational traumatic stress assessment skills in discerning appropriate intervention methods based on level of need, context, and stage of recovery. Psychological/ emotional first-aid and revised CISM processes will be mastered. Differentiation will be made between crisis intervention verses psychotherapy. Students will learn individual crisis intervention models, including the SAFER-R model along with a review of suicide prevention protocols. Students will also learn the difference between demobilizations, defusings, and debriefings in group settings and will demonstrate basic competencies in using the techniques via role-plays and video presentations.

TRMA 502 Interpersonal Neurobiology of Trauma
1 hour. This course examines the neurobiology of trauma and is intended to deepen the student's knowledge base regarding the interplay between a traumatic experience, social interactions, and neurological functioning. The interpersonal neurobiology perspective allows the student to understand not only the immediate physiological impact of a traumatic incident, but the interconnectedness between our social, emotional, physical, and spiritual well-being in the aftermath of chronic abuse and/or a sudden traumatic event. Students will demonstrate an interpersonal neurobiologically-informed assessment of human functioning and response, and an ability to communicate this information in psychoeducational arenas tailored for survivors of traumatic incidents.
Prerequisite: COUN 587 Psychopharmacology and Interpersonal Neurobiology.

TRMA 503 Grief and Loss Across the Lifespan
1 hour. Of central concern to the trauma responder is helping individuals and communities recover from extreme loss. This course examines the nature of grief in the face of loss as experienced across the lifespan. Students will gain a deeper awareness of common grief reactions as well as short and long-term psychosocial challenges congruent with common recovery processes. Using theories examining individual and systemic resiliency, students will explore personal and contextual issues influencing an individual and community's resiliency in the face of loss. And finally, students will learn how to discern grief processes beyond one's scope of practice within the trauma response setting.

TRMA 560 Cognitive Behavioral Therapy Applications in Crisis Intervention

1 hour. Cognitive Behavioral Therapy (CBT) is recognized as a best practice strategy effective in mitigating the impact of traumatic stress in those struggling in the aftermath of a critical incident. In this course students will learn a series of CBT techniques useful in early and middle stage interventions with individuals and groups. Students will identify the difference between using these techniques in the context of crisis response verses therapy. Competence in the techniques will be demonstrated via videotape or class role-plays.
Prerequisite: TRMA 500 Introduction to Traumatology and TRMA 501 Basic Skills in Individual and Group Crisis Intervention. Corequisite: TRMA 591 Field Experience in Trauma Response I.

TRMA 581 Legal and Ethical Issues in Trauma Response
1 hour. This course examines ethical issues central to trauma response practice. A multi-systemic model for understanding trauma response services and the evolving maturation of the specialty, along with ethical codes emerging from within the trauma response field will be presented. Within this context, various elements of practice will be explored during the Field Experience year such as: Recruitment; informed consent; preparing for an assignment; functioning as a team member; honoring the culture of the setting; re-entry; field supervision; confidentiality; scope of practice; scope of competence; compassion fatigue; and media management.
Prerequisite: TRMA 500 Introduction to Traumatology and TRMA 501 Basic Skills in Individual and Group Crisis Intervention. Corequisite: TRMA 591 Field Experience in Trauma Response I.

TRMA 582 Field Operations and Incident Command
1 hour. Students will complete three United States Federal Emergency Management Agency web-based courses: IS-100 Introduction to Incident Command System; IS-700 National Incident Management System; and IS-7 Citizen's Guide to Disaster Assistance. Proof of successful completion of the online exam will be required. Course content will then be discussed in class and applied as relevant to the student's Field Experience. In addition, participants will interview two distinct organizations involved in crisis response work (a non-government organization and a government-funded agency) regarding their policies and procedures for deploying trauma / crisis responders according to the multi-systemic best-practice model presented in TRMA 581 Legal and Ethical Issues in Trauma Response.
Prerequisite: TRMA 500 Introduction to Traumatology and TRMA 501 Basic Skills in Individual and Group Crisis Intervention. Corequisite: TRMA 592 Field Experience in Trauma Response I.

TRMA 585 Trauma Response with Specific Populations
1 hour. These courses focus on the contextual issues and best-practice strategies related to trauma response within specific settings and populations requiring mastery for effective early to middle stage crisis intervention. Course offerings will be rotated on an every 2 to 3 year basis depending on interest, and will be tailored to specific professions often called upon as first responders serving on trauma-response teams.
Prerequisite: TRMA 500 Introduction to Traumatology. Prerequisite or Corequisite: TRMA 501 Basic Skills in Individual and Group Crisis Intervention.

TRMA 591 Field Experience in Trauma Response I
1 hour. Field Experience represents the culminating project-based experience earning the student the Trauma Response Services post-graduate certificate. During Field Experience, the student will engage in a 9 to 12 month project designed to advance

service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of Field Experience requires completion of the project as detailed in the candidate's Field Experience Application including a written summary of the project suitable for publication. Students will participate in Field Experience project work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director.
Prerequisite: TRMA 500 Introduction to Traumatology and TRMA 501 Basic Skills in Individual and Group Crisis Intervention. Corequisite: TRMA 581 Legal and Ethical Issues in Trauma Response.

TRMA 592 Field Experience in Trauma Response II
1 hour. Field Experience represents the culminating project-based experience earning the student the Trauma Response Services post-graduate certificate. During Field Experience, the student will engage in a 9 to 12 month project designed to advance service delivery and/or research related to improving trauma response services. Post-graduate certificate candidates may opt to partner with government or non-government organizations, including the Trauma Response Institute, engaged in research or service delivery projects in progress, or design their own project to be developed and implemented within a designated setting. Students may also opt to collaborate together in the completion of a project as long as each student has clearly identified responsibilities. Successful completion of Field Experience requires completion of the project as detailed in the candidate's Field Experience Application including a written summary of the project suitable for publication. Students will participate in Field Experience project work groups during the Fall and Spring academic terms as all projects will be completed under the supervision of the Trauma Response Institute director.
Prerequisite: TRMA 500 Introduction to Traumatology, TRMA 501 Basic Skills in Individual and Group Crisis Intervention, and TRMA 591 Field Experience in Trauma Response I. Corequisite: TRMA 582 Field Operations and Incident Command.

TRMA 685 Clinical Treatment of Trauma-Related Distress
1 hour. These courses focus on the clinical treatment of those severely impacted by traumatic incidents. The intention is to provide independent mental health practitioners foundational knowledge required to safely and effectively assess, diagnosis, and treat individuals and systems experiencing significant distress as a result of chronic and/or severe traumatic incidents. Enrollment in these courses is restricted to participants who have completed the required prerequisites, and are seeking an independent practitioner mental health degree, or are graduates of such programs. This course is for independent mental health practitioners or students only.
Prerequisite: TRMA 500 Introduction to Traumatology. Prerequisite or Corequisite: TRMA 501 Basic Skills in Individual and Group Crisis Intervention.

Graduate Teaching and Leading Programs

Master of Arts in Teaching

- Master of Arts in Teaching

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

- Master of Arts in Teaching Plus ESOL Endorsement
- Master of Arts in Teaching Plus Reading Endorsement
- Master of Arts in Teaching Plus Special Education Endorsement

Master of Education

- Master of Education (MEd)
- Master of Education + Special Education Endorsement (MEd + SPED)
- Education Specialist in Administrative Leadership (EdS)
- Education Specialist in Administrative Leadership Plus Continuing Administrator License (EdS)
- Education Specialist in Teacher Leadership (EdS)

Additional Oregon TSPC Approved Programs

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

Authorizations

- Middle Level Authorization

Endorsements

- Reading Endorsement
- Teaching English to Speakers of Other Languages (ESOL) Endorsement
- Special Education Endorsement

Licensure Preparation Programs

- Initial Administrator License
- Continuing Administrator License

Specialization

- Educational Technology Certificate

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

Oregon Writing Project Collaborative

Part of the prestigious National Writing Project network, certificate coursework provides the opportunity for in-service teachers to develop their expertise in sustained, graduate level work.

- Certificate in the Teaching of Writing

Graduate Teacher Leadership Course Descriptions

Master of Arts in Teaching

Master of Arts in Teaching

(MAT degree)

Purpose

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

The Master of Arts in Teaching program may be completed in one of three ways:

1. MAT Fulltime: a three-semester full-time format
2. MAT in Your Community: a two-semester part-time, plus two-semester full-time format
3. MAT @ Night: a five-semester part-time format (the last semester is full time)

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

Program Objectives

Educational Objectives

To enable students to:

- Build on their knowledge of subject matter as they develop pedagogical skills and research methodologies
- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education
- Apply these understandings in early childhood, elementary, middle and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"
- Receive an Oregon Initial Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary

licensure and middle-level authorization, and California Basic Educational Skills Test)

The Initial Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications,* Spanish and technology education.

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

Admission Requirements

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

- Master of arts in teaching application form and application fee
- Submit one official transcript from each college/university attended
- Passing scores on the Praxis I or PPST (see below)
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 tuition deposit is required. Deadline for application is Feb. 1 for the full-time format, June 1 for the MAT @ Night format, and Oct. 1 for MAT in Your Community. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed either ORELA (early childhood, elementary, middle school) and the appropriate PRAXIS specialty exam.

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

Transfer Credit

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

Residence Requirements

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

Course Requirements

The Master of Arts in Teaching program is generally 1-2 years in length with 36 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in prescribed core education courses, 5 in area of specialization, and 11 practicum hours.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model
Students will work in cohorts of 15 to 18 students. Cohorts will include early childhood, elementary, middle and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

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

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

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

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

Reflection

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

Graduation Requirements

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

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure

Curriculum Plan

Education Core Courses (21 hours)

MATG 501 The Professional Educator	2
MATG 502 Structures for Teaching and Learning	3
MATG 503 Diverse Populations	3
MATG 510 Human Development with Developmental Psychology and Learning Theory	3
MATG 521 Action Research for Teachers I	2
MATG 522 Action Research for Teachers II	2
MATG 560 Foundations of Language and Literacy	3
MATG 580 Classroom Management and Behavioral Support	3

Practicum Courses (11 hours)

MATG 575 Practicum I: Enrichment Experience	1
MATG 576 Practicum II	3
MATG 577 Practicum III	6

Specialization (5 hours-must select one)

Middle/Secondary Specialization

MATG 555 Secondary Content Pedagogy†	2
MATG 557 Topics in Secondary Education: Rethinking High School	1
MATG 558 Topics in Mid-Level Education: Teaching in the Middle	1
MATG 559 Pedagogical Content Knowledge	1

Early Childhood/Elementary Specialization

MATG 550 Early Childhood/Elementary Level Pedagogy of Integration: Science, Social Studies, Music and Art	1
MATG 551 Early Childhood/Elementary Level Pedagogy in Language Arts	2
MATG 553 Early Childhood/Elementary Level Pedagogy in Mathematical Thinking	2

Elementary/Middle Specialization

MATG 552 Elementary/Middle Level Pedagogy in Language Arts	2
MATG 554 Elementary/Middle Level Pedagogy in Mathematical Thinking	2
MATG 556 Elementary/Middle Level Pedagogy of Integration: Science, Social Studies, Music and Art	1

†Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.

Graduate Teacher Education Course Descriptions

Prerequisite Track for International Students

- **American Culture & Language Prerequisite Track Program**

Master of Arts in Teaching Plus ESOL Endorsement

Master of Arts in Teaching Plus ESOL Endorsement

(MAT degree)

Purpose

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

The Master of Arts in Teaching Plus ESOL Endorsement program may be completed in one of three ways:

1. MAT Fulltime: a three-semester full-time format
2. MAT in Your Community: a two-semester part-time, plus two-semester full-time format
3. MAT @ Night: a five-semester part-time format (the last semester is full time)

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

Program Objectives

Educational Objectives

To enable students to:

- Build on their knowledge of subject matter as they develop pedagogical skills and research methodologies
- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"

- Earn the ESOL or ESOL/Bilingual Specialist Endorsement
- Receive an Oregon Initial Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Initial Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications,* Spanish, and technology education.

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

Admission Requirements

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

- Master of arts in teaching application form and application fee
- Submit one official transcript from each college/university attended
- Passing scores on the Praxis I, or PPST (see below)
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 tuition deposit is required. Deadline for application is February 1 for the full-time format, June 1 for the MAT @ Night format, and October 1 for MAT in Your Community. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed either ORELA (early childhood, elementary, middle school) and the appropriate PRAXIS specialty exam.

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

graduation, the director will not sign any official documents recommending the student as a candidate for licensure in Oregon or any other state.

Transfer Credit

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

Residence Requirements

All 47 hours required for the MAT Plus ESOL Endorsement program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching Plus ESOL Endorsement program is generally 1-2 years in length with 47 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in prescribed core education courses, 5 in area of specialization, 11 in ESOL endorsement courses, and 10 practicum hours.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model
Students will work in cohorts of 15 to 18 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

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

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

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

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

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

Endorsement Courses
Endorsement courses are completed concurrently with MAT cohort courses. Three courses are taken throughout the MAT cohort program and two courses are taken in May/June after Commencement. The endorsement courses blend with some MAT formats better than others.

Graduation Requirements

In order to graduate with the Master of Arts in Teaching degree Plus ESOL Endorsement students must:

- Satisfactorily complete a minimum of 47 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure.
- Pass Praxis content area exam.
- Complete ESOL endorsement work sample.
- Complete a successful ESOL endorsement practicum experience.

Curriculum Plan

Education Core Courses (21 hours)	
MATG 501 The Professional Educator	2
MATG 502 Structures for Teaching and Learning	3
MATG 503 Diverse Populations	3
MATG 510 Human Development with Developmental Psychology and Learning Theory	3
MATG 521 Action Research for Teachers I	2
MATG 522 Action Research for Teachers II	2
MATG 560 Foundations of Language and Literacy	3
MATG 580 Classroom Management and Behavioral Support	3
Practicum Courses (10 hours)	
MATG 575 Practicum I: Enrichment Experience	1
MATG 576 Practicum II	3
MATG 577 Practicum III	6
ESOL Endorsement Courses (11 hours)	
ESOL 570 Applied English Linguistics: Oral and Literacy Focus	3

ESOL 571 Second Language Acquisition and Development	2
ESOL 573 Planning and Managing ESOL/Bilingual Curriculum and Instruction	3
ESOL 574 Assessing ESOL/Bilingual Student Learning and Language Proficiency	3

Specialization (5 hours-must select one)

Middle/Secondary Specialization

MATG 555 Secondary Content Pedagogy†	2
MATG 557 Topics in Secondary Education: Rethinking High School	1
MATG 558 Topics in Mid-Level Education: Teaching in the Middle	1
MATG 559 Pedagogical Content Knowledge	1

Early Childhood/Elementary Specialization

MATG 550 Early Childhood/Elementary Level Pedagogy of Integration: Science, Social Studies, Music and Art	1
MATG 551 Early Childhood/Elementary Level Pedagogy in Language Arts	2
MATG 553 Early Childhood/Elementary Level Pedagogy in Mathematical Thinking	2

Elementary/Middle Specialization

MATG 552 Elementary/Middle Level Pedagogy in Language Arts	2
MATG 554 Elementary/Middle Level Pedagogy in Mathematical Thinking	2
MATG 556 Elementary/Middle Level Pedagogy of Integration: Science, Social Studies, Music and Art	1

†Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.

Graduate Teacher Education Course Descriptions

Master of Arts in Teaching Plus Reading Endorsement

Master of Arts in Teaching Plus Reading Endorsement

(MAT degree)

Purpose

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

The Master of Arts in Teaching Plus Reading Endorsement program may be completed in one of three ways:

1. MAT Fulltime: a three-semester full-time format
2. MAT in Your Community: a two-semester part-time, plus two-semester full-time format
3. MAT @ Night: a five-semester part-time format (the last semester is full time)

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

Program Objectives

Educational Objectives

To enable students to:

- Build on their knowledge of subject matter as they develop pedagogical skills and research methodologies
- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"

- Earn the Reading Specialist Endorsement
- Receive an Oregon Initial Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Initial Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications,* Spanish and technology education.

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

Admission Requirements

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

- Master of arts in teaching application form and application fee
- Submit one official transcript from each college/university attended
- Passing scores on the Praxis I, or PPST (see below)
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 tuition deposit is required. Deadline for application is Feb. 1 for the full-time format, June 1 for the MAT @ Night format, and Oct. 1 for MAT in Your Community. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed either ORELA (early childhood, elementary, middle school) and the appropriate PRAXIS specialty exam.

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

graduation, the director will not sign any official documents recommending the student as a candidate for licensure in Oregon or any other state.

Transfer Credit

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

Residence Requirements

All 47 hours required for the MAT Plus Reading Endorsement program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching program is generally 1-2 years in length with 47 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in prescribed core education courses, 5 in area of specialization, 11 in reading endorsement courses, and 10 practicum hours.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model
Students will work in cohorts of 15 to 18 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

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

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

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

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

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

Endorsement Courses
Endorsement courses are completed concurrently with MAT cohort courses. Three courses are taken throughout the MAT cohort program and two courses are taken in May/June after Commencement. The endorsement courses blend with some MAT formats better than others.

Graduation Requirements

In order to graduate with the Master of Arts in Teaching degree Plus Reading Endorsement students must:

- Satisfactorily complete a minimum of 47 semester hours with a cumulative GPA of 3.0 or above
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure
- Pass Praxis content area exam
- Complete ESOL endorsement work sample
- Complete a successful ESOL endorsement practicum experience

Curriculum Plan

Education Core Courses (21 hours)	
MATG 501 The Professional Educator	2
MATG 502 Structures for Teaching and Learning	3
MATG 503 Diverse Populations	3
MATG 510 Human Development with Developmental Psychology and Learning Theory	3
MATG 521 Action Research for Teachers I	2
MATG 522 Action Research for Teachers II	2
MATG 560 Foundations of Language and Literacy	3
MATG 580 Classroom Management and Behavioral Support	3
Practicum Courses (10 hours)	
MATG 575 Practicum I: Enrichment Experience	1
MATG 576 Practicum II	3
MATG 577 Practicum III	6
Reading Endorsement Courses (11 hours)	
EDFL 530 History and Foundations of Literacy Learning	2

EDFL 531 Analysis of Reading and Writing Assessments	2
EDFL 532 Advanced Strategies in Literacy Instruction: Assessment and Remediation	2
EDFL 534 Issues and Application of Literacy Instruction	2
EDFL 538 Organization of Reading Programs	3

Specialization (5 hours-must select one)

Middle/Secondary Specialization

MATG 555 Secondary Content Pedagogy†	2
MATG 557 Topics in Secondary Education: Rethinking High School	1
MATG 558 Topics in Mid-Level Education: Teaching in the Middle	1
MATG 559 Pedagogical Content Knowledge	1

Early Childhood/Elementary Specialization

MATG 550 Early Childhood/Elementary Level Pedagogy of Integration: Science, Social Studies, Music and Art	1
MATG 551 Early Childhood/Elementary Level Pedagogy in Language Arts	2
MATG 553 Early Childhood/Elementary Level Pedagogy in Mathematical Thinking	2

Elementary/Middle Specialization

MATG 552 Elementary/Middle Level Pedagogy in Language Arts	2
MATG 554 Elementary/Middle Level Pedagogy in Mathematical Thinking	2
MATG 556 Elementary/Middle Level Pedagogy of Integration: Science, Social Studies, Music and Art	1

†Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese, or Russian.

Graduate Teacher Education Course Descriptions

Master of Arts in Teaching Plus SPED Endorsement

Master of Arts in Teaching Plus Special Education Endorsement

(MAT degree)

Purpose

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

The Master of Arts in Teaching Plus SPED Endorsement program may be completed in one of three ways:

1. MAT Fulltime: a three-semester full-time format
2. MAT in Your Community: a two-semester part-time, plus two-semester full-time format
3. MAT @ Night: a five-semester part-time format (the last semester is full time)

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

Program Objectives

Educational Objectives

To enable students to:

- Build on their knowledge of subject matter as they develop pedagogical skills and research methodologies
- Gain knowledge about the psychological, sociological, historical, and philosophical foundations of education
- Apply these understandings in early childhood, elementary, middle, and secondary classrooms
- Successfully meet the challenges of classroom teaching

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of a "highly qualified teacher"
- Earn the Special Education (SPED) Endorsement
- Receive an Oregon Initial Teaching License upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary and middle-level licensure, ORELA for elementary licensure and middle-level authorization, and California Basic Educational Skills Test)

The Initial Teaching License may bear endorsements in the following areas: advanced mathematics, agriculture, art, basic mathematics,* biology, business, chemistry, drama,* family/consumer sciences, French, German, health education, integrated science,* Japanese, language arts, marketing, music, physical education, physics, Russian, social studies, speech communications,* Spanish and technology education.

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

Admission Requirements

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

- Master of arts in teaching application form and application fee
- Submit one official transcript from each college/university attended
- Passing scores on the Praxis I, or PPST (see below)
- Completion of the character reference statement required by Oregon TSPC
- Three recommendations
- A group assessment with the MAT Admission Committee

If accepted into the program, a $200 tuition deposit is required. Deadline for application is Feb. 1 for the full-time format, June 1 for the MAT @ Night format, and Oct. 1 for MAT in Your Community. Applications may be reviewed after those dates on a space-available basis. Preference will be given to those candidates who have had experience in schools working with students in their desired authorization level as well as to those candidates who have passed either ORELA (early childhood, elementary, middle school) and the appropriate PRAXIS specialty exam.

All graduate candidates are required to have taken and passed the Praxis PPST and ORELA prior to being admitted in the program. Secondary graduate candidates are required to have taken and passed the appropriate Praxis Specialty Exam. Middle-level graduate candidates are required to have an appropriate undergraduate degree in the desired content area and/or have passed the appropriate Praxis Specialty Exam. Candidates failing to meet this deadline may apply for an exception and be "conditionally admitted." Prior to full-time student teaching, students in the graduate elementary through middle-level program must have taken and passed the ORELA, and students in the graduate secondary education and middle-level program must have taken and passed the Praxis Specialty Exam for the discipline as necessary. If a student

has not completed this requirement, she/he may apply for an exception; however, if an exception is granted and the student does not pass the required exams prior to graduation, the director will not sign any official documents recommending the student as a candidate for licensure in Oregon or any other state.

Transfer Credit

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

Residence Requirements

All 55 hours required for the MAT Plus SPED Endorsement program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Arts in Teaching Plus SPED Endorsement program is generally 1-2 years in length with 55 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in prescribed core education courses, 5 in area of specialization, 19 in SPED endorsement courses, and 10 practicum hours.

Other Degree Requirements

The program structure will be characterized by:

Cohort Model
Students will work in cohorts of 15 to 18 students. Cohorts will include early childhood, elementary, middle, and secondary levels. Cohorts are both blended- and authorization-specific. Although they are separate cohorts, they will be blended together for certain experiences and courses.

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

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

Thematic Strands
Major strands, such as cultural proficiency, values, action research, and decision making, will be incorporated throughout the professional courses. Other topics such

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

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

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

Endorsement Courses
Endorsement courses are completed concurrently with MAT cohort courses. Three courses are taken throughout the MAT cohort program and two courses are taken in May/June after Commencement. The endorsement courses blend with some MAT formats better than others.

Graduation Requirements

In order to graduate with the Master of Arts in Teaching degree Plus SPED Endorsement students must:

- Satisfactorily complete a minimum of 55 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Pass appropriate exams to be recommended for licensure
- Pass Praxis content area exam
- Complete SPED endorsement work sample
- Complete a successful SPED endorsement practicum experience

Curriculum Plan

Education Core Courses (21 hours)

MATG 501 The Professional Educator	2
MATG 502 Structures for Teaching and Learning	3
MATG 503 Teaching Exceptional and Diverse Populations	3
MATG 510 Human Development with Developmental Psychology and Learning Theory	3
MATG 521 Action Research for Teachers I	2
MATG 522 Action Research for Teachers II	2
MATG 560 Foundations of Language and Literacy	3
MATG 580 Classroom Management and Behavioral Support	3

Practicum Courses (10 hours)

SPED 575 Practicum I	1
SPED 576 Practicum II	3
SPED 577 Practicum III	6

Endorsement Courses (19 hours)

SPED 512 Structures for Teaching and Learning: Academic	3
SPED 513 Structures for Teaching and Learning: Functional	3
SPED 521 Assessment and Evaluation	3
SPED 524 Assistive Technology and Specialized Support	1
SPED 531 Case Management	2
SPED 552 Community Support and Transitional Programs	2
SPED 576 Practicum: Mild to Moderate	3
SPED 577 Practicum: Moderate to Severe	2

Specialization (5 hours-must select one)

Middle/Secondary Specialization

MATG 555 Secondary Content Pedagogy†	2
MATG 557 Topics in Secondary Education: Rethinking High School	1
MATG 558 Topics in Mid-Level Education: Teaching in the Middle	1
MATG 559 Pedagogical Content Knowledge	1

Early Childhood/Elementary Specialization

MATG 550 Early Childhood/Elementary Level Pedagogy of Integration: Science, Social Studies, Music and Art	1
MATG 551 Early Childhood/Elementary Level Pedagogy in Language Arts	2
MATG 553 Early Childhood/Elementary Level Pedagogy in Mathematical Thinking	2

Elementary/Middle Specialization

MATG 552 Elementary/Middle Level Pedagogy in Language Arts	2
MATG 554 Elementary/Middle Level Pedagogy in Mathematical Thinking	2
MATG 556 Elementary/Middle Level Pedagogy of Integration: Science, Social Studies, Music and Art	1

†Secondary/Mid-Level Authorization students will enroll in MATG 555 Secondary Content Pedagogy according to their specific content area: art, biology, business, chemistry, family and consumer science, mathematics, music, integrated science, physics, social studies, technology education, German, Japanese or Russian.

Graduate Teacher Education Course Descriptions

MAT American Culture & Language Prerequisite Track Program

Language and Culture Prerequisite Track Program

Purpose and goal:

The Master of Arts in Teaching (MAT) American Culture and Language (ACLA) Prerequisite Track refers to a selection of undergraduate courses for American culture and language studies. These courses are intended for those international students who have been preparing to teach after their undergraduate work, but whose understanding of culture and language needs strengthening. As part of the learning outcome goals this one-year pre-track is intended to help these future MAT students deepen their understanding of American English and culture, in the U.S. college classroom, and equip students with adequate English and cultural knowledge needed for a successful completion of the 36 credit MAT program and to possibly teach in American classrooms. Students will be required to earn a 3.0+ cumulative GPA in the prerequisite courses and provide evidence of an undergraduate degree conferred by a partner university on an official international transcript in order to continue to the MAT graduate-level coursework.

Admission requirement:

- College work with GPA 3.0+
- An English level as supported by a TOEFL score of 70+ or an IELTS score of 6.0+

Courses for Language & Culture Prerequisite Track (Total 21-23 credits):

Students must take the following courses and earn a cumulative GPA of 3.0. Course descriptions will not change and remain the same.

ACLA 481 Reading and Vocabulary	3
ACLA 482 Writing and Research for Academia	4-5
ACLA 483 Speech and Listening for Academia	2-3
ACLA 484 Research and Study Skills	4
ACLA 490 American Schools and Culture	3
EDUG 250 Teaching as a Profession	2
EDUC 285 Practicum	3

Upon successful completion of these courses, substituted courses approved by the program director, or courses identified through agreement with the sending university students will be admitted into the 36 credit MAT Program. Course materials and activities will include practicum experiences and thesis/dissertation preparation for international students to meet the undergraduate degree requirements of sending institutions.

Master of Education

Master of Education

(MEd degree)

Purpose

The Master of Education program is designed to fulfill the professional development needs of educators who specialize in different aspects of P-12 education and other educational related fields. There are four different specialties from which candidates can choose:

- Reading (meets TSPC requirements for the Reading Specialist Endorsement along with passing the Reading Praxis exam)
- English as a Second Language (meets TSPC requirements for the ESOL Endorsement along with passing the ESOL Praxis exam)
- Educational Leadership (meets TSPC requirements for the Initial Administrator License along with passing the Educational Leadership Praxis exam)
- Educational Technology

Career Outcomes for a Master of Education Student

- P-12 Classroom teacher leader
- Building/District leadership
- Online teaching pioneer/settler with pedagogical expertise

Learning Outcomes

- Dynamic student access to Professional Learning Networks
- Strengthen professional identity of each teacher to include the habits of scholarship (use and evaluation of research, participation in research, evaluation of programs)
- Evidence of strong learning and adherence to ethical foundations of teaching and leading

Admission Requirements

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

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

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

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

Transfer Credit

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

Residence Requirements

The 30 hours required for the Master of Education program consists of 15 hours of core courses and 15 hours of a selected specialization. The 15 hours of core courses must be taken from George Fox University. The core courses within the Master of Education program are delivered online.

All work leading to the Master of Education is regularly completed within a pre-determined semester cycle within a cohort model. Any extensions required must be approved by the MEd faculty. A leave of absence enables a student to be absent from the program for one year but after that time, students must reapply to the program, accepting responsibility for all changes made to the program. Length of program may vary from 4-7 semesters depending on start date.

Course Requirements

The Master of Education program is generally 4-7 semesters in length with 30 total semester hours of course work required for graduation. Of those 30 hours, 15 are in core education foundations courses, and 15 in a chosen area of specialization.

Other Degree Requirements

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

- No later than completion of 10 semester hours, a degree-seeking student must complete the MEd degree application process.
- Each degree-seeking student will be assigned a graduate faculty advisor who will assist the student in planning his or her proposed course of study.
- The approved course of study must be completed to earn the degree for each specialization.

Licensure in Oregon and Other States

Upon completion of the MEd degree, students will be eligible for advanced teaching licenses in Oregon. (In some cases, additional professional tests may be required.) This MEd program may also allow students to meet the licensure or recertification requirements of other states as well. Non-Oregon students will need to check each particular state's licensing criteria before designing the MEd program.

Graduation Requirements

In order to graduate with the MEd degree students must:

- Satisfactorily complete a minimum of 30 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a core course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Career Outcomes:

- P-12 classroom teacher leader
- A district technology leader
- Online teaching pioneer/settler

Learning Outcomes:

- Increased student access to technology
- Digital instructional strategies and tools, such as blogs, webs, podcasts, feedback chanels, and other Web 2.0 tools, become the new norm in learning and assessment
- A strong understanding of and adherence to ethical foundations of technology usage

Sequence of Study:

- Each student will choose one of the strands listed below which most aligns with her/his professional goals. The course of study will then follow that selected strand.

Foundations Core (8 hours)

MEDU 510 Foundations of Educational Practice	2
MEDU 520 Curriculum and Assessment	3
MEDU 543 Ethical Perspectives in Educational Leadership	3

Research Core (7 hours)

MEDU 530 Overview of Qualitative and Quantitative Research Methodology	3
MEDU 540 Action Research I	2
MEDU 541 Action Research II	2

Specialization (15 hours-select one)

Reading

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

Early Childhood/Elementary Authorization Courses

READ 537 Emergent Literacy	2
READ 539 Early Childhood/Elementary Reading Practicum	2

Elementary/Middle Level Authorization Courses

READ 540 Elementary/Middle Level Reading Practicum	2
Students must choose one of the following courses:	
READ 536 Reading and Writing in the Content Areas	2
READ 537 Emergent Literacy	2

Middle Level/High School Authorization Courses

READ 536 Reading and Writing in the Content Area	2
READ 541 Middle Level/High School Reading Practicum	2

English as a Second Language/Bilingual

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

Students must select at least one of the following ESOL Practica:†

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

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

Note:

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

Educational Leadership

ADMN 540 Leadership in Education	3
ADMN 542 Legal Perspectives on Educational Policy and Finance	3
ADMN 544 Instructional Supervision	3
ADMN 546 Managing Instructional Budgets	1
ADMN 547 Portfolio Capstone	1
ADMN 548 Initial Administrator Practicum I	2
ADMN 549 Initial Administrator Practicum II	2

Educational Technology

Classroom Teacher/Leader

EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom	2
EDTC 582 Teaching Using Technology in the P-12 Environment	3
EDTC 583 Foundations of Digital Curriculum Design	3
EDTC 587 Ethical Considerations for the Technology Educator	2
EDTC 624 Evaluation of Educational Technology	3
EDTC 630 Technology Teaching Practicum	2

District Technology Leader

EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom	2
EDTC 582 Teaching Using Technology in the P-12 Environment	3
EDTC 583 Foundations of Digital Curriculum Design	3
EDTC 587 Ethical Considerations for the Technology Educator	2
EDTC 630 Technology Teaching Practicum	2
Students must choose one of the following courses:	
EDTC 624 Evaluation of Educational Technology	3
EDTC 626 Implementing Technology in Educational Organizations	3

Online Teacher Leader

EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom	2
EDTC 581 Tools for Success in Online Teaching	3
EDTC 583 Foundations of Digital Curriculum Design	3
EDTC 587 Ethical Considerations for the Technology Educator	2
EDTC 624 Evaluation of Educational Technology	3
EDTC 630 Technology Teaching Practicum	2

ADMN Course Descriptions

EDTC Course Descriptions

ESOL Course Descriptions

MEDU Course Descriptions

READ Course Descriptions

Master of Education + Special Education Endorsement

Master of Education + Special Education Endorsement

(MEd + SPED degree)

Purpose

Candidates for the Master of Education + Special Education Endorsement have multiple opportunities to demonstrate progress toward professional standards. Every course in the endorsement has a common assessment tied directly to course goals, which in turn align with the Oregon Teacher Standards and Practices Commission (TSPC) and Council for Exceptional Children (CEC) standards. George Fox University is committed to multiple measures of candidates' abilities to provide meaningful learning experiences for students in P-12 settings who have specialized learning needs. Candidates for the Special Education endorsement must also pass the Special Education National Evaluation Series™ (NES®) test and the Multiple Subjects Examination (MSE).

Note: Those students accepted into the Master of Education degree program with the Special Education endorsement will begin the MEd + SPED program in the summer sessions and move through the program in a cohort with a planned sequence of courses.

Program Objectives

Educational Objectives

To enable students to:

- Hone the personal development and professional teaching skills in order to meet the needs of all students in today's world

Professional Objectives

To enable students to:

- Fulfill their professional development needs as educators who specialize in different aspects of K-12 education
- Earn the Special Education (SPED) Endorsement

Admission Requirements

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

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

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

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

Transfer Credit

No transfer credit will be available for the MEd + SPED degree program.

Residence Requirements

Of the 40 hours required for the Master of Education + SPED program, all hours must be taken in resident study at George Fox University. All work leading to the Master of Education + SPED degree must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Educational Foundations and Leadership (EDFL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Education + SPED program is generally 3 years in length with 40 semester hours of course work required as a minimum for graduation. Of those hours, 8 are in core education foundations courses, 7 in prescribed research courses, and 25 hours in the Special Education courses.

Other Degree Requirements

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

- No later than completion of 10 semester hours, a degree-seeking student must complete the MEd degree application process.
- Each degree-seeking student will be assigned a graduate faculty advisor who will assist the student in planning his or her proposed course of study.
- The approved course of study must be completed to earn the Master of Education + SPED.

Licensure in Oregon and Other States

Upon completion of the MEd + SPED degree, students 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. Non-Oregon students will need to check each particular state's licensing criteria before designing the MEd program.

Graduation Requirements

In order to graduate with the MEd + SPED degree students must:

- Satisfactorily complete a minimum of 40 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a core course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Note: The curriculum plan is prescribed and candidates will be advised as to the proper sequencing for the MEd core courses and the Special Education courses.

Foundations Core (8 hours)

MEDU 510 Foundations of Educational Practice	2
MEDU 520 Curriculum and Assessment	3
MEDU 543 Ethical Perspectives on Educational Leadership	3

Research Core (7 hours)

MEDU 530 Overview of Qualitative and Quantitative Research Methodology	3
MEDU 540 Action Research I	2
MEDU 541 Action Research II	2

Special Eucation Courses

SPED 501 Theory, Foundations and Ethics for Special Educators	2
SPED 511 Developmental Psychology and Learning Theory	2
SPED 512 Structures for Teaching and Learning: Academic	3
SPED 513 Structures for Teaching and Learning: Functional	3
SPED 521 Assessment and Evaluation	3
SPED 524 Assistive Technology & Specialized Support	1
SPED 531 Case Management	2
SPED 550 Behavior Support and Classroom Management	2
SPED 552 Community Supports and Transitional Programs	2
SPED 576 Practicum (Mild to Moderate)	3
SPED 577 Practicum (Moderate to Severe)	2

MEDU Course Descriptions

SPED Course Descriptions

Education Specialist in Administrative Leadership

Education Specialist in Administrative Leadership

(EdS degree)

Purpose

The Education Specialist (EdS) in Administrative Leadership program is a post-master's practitioner's degree program, midway between the masters and the doctorate, designed for educators who desire preparation and licensure for collaborative leadership roles as administrators in schools.

Program Objectives

Educational objectives

To enable students to:

- Understand and be able to articulate the personal relevance of the six "lenses" provided by the EDFL Conceptual Framework (Think Critically, Transform Practice, Promote Justice) and Professional Dispositions (Commitment to Courage, Integrity, and Seeking Multiple Perspectives) within a context of servant leadership
- Demonstrate mastery of the six administrative standard areas: visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political context
- Use technology to solve problems
- Use research tools to investigate questions and apply educational research to problems of practice
- Understand measures of student achievement and know how to gather and use evidence appropriately

Professional Objectives

To enable students to:

- Attain Initial Administrator License and begin Continuing Administrator License coursework
- Apply area of expertise as a servant leader in a collaborative leadership context
- Create and sustain collaborative, collegial learning organizations
- Enact leadership that is just, effective, and provides reasoned solutions to problems encountered in the process of meeting valued institutional and community goals
- Integrate personal faith commitments into professional practice

Admission Requirements

Applicants seeking admission to the EdS program must show evidence of a master's degree in education or related field from a regionally accredited university with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Education Specialist application form and application fee
- Personal essay as described in the application
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)*
- One official transcript from all colleges or universities attended
- Three professional references comprised of both a written letter and the Graduate Programs Reference Forms
- Evidence of at least five years of full-time teaching experience. (Exceptions may be granted based upon George Fox faculty recommendation.)
- A current professional résumé
- Verification of valid Oregon teaching or administrative license or the equivalent
- Completed Teachers Standards and Practices Character Questionnaire
- Signed State of Oregon Guide to the Ethical Educator
- Oregon Administrator License District/School Partnership form
- District Employment Verification Form
- Applicants must be available for an interview (in person or by phone) if deemed necessary for the admission process

**Students who do not have sufficient preparation in research will take EDFL 703 Bibliographic Research and Writing (2 hours) in addition to their program requirements.*

Transfer Credit

Transfer credit is not typically accepted for the Education Specialist program; however, limited exceptions may be made based upon approval.

Residence Requirements

All work leading to the Education Specialist in Administrative Leadership must be completed within five years from the time of matriculation. Extension of this limit requires approval of the Educational Foundations and Leadership (EDFL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Education Specialist program is generally 3 years in length with 32 semester hours of course work required as a minimum for graduation. The Initial Administrator License (IAL) is typically earned at the conclusion of the second year of the program. Within the 32-hour program, 18 hours are in Administrative Leadership and 14 hours are in the EdS Integration and Application Core.

Graduation Requirements

In order to graduate with the EdS degree students must:

- Satisfactorily complete a minimum of 32 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Integration and Application Core (14 hours)

EDFL 681 Foundations of Servant Leadership	2
(must be taken during the first semester in program)	
EDFL 652 Leadership for Instructional Improvement: Using Research and Data	2
EDFL 657 Leadership for Organizational Change	2
EDFL 658 Leadership for Organizational Learning	2
EDFL 659 Leadership for Instructional Equity	2
EDFL 676 EdS Capstone Project I	1
EDFL 677 EdS Capstone Project II	1
EDFL 678 EdS Capstone Project III	1
EDFL 679 EdS Capstone Project IV	1

Administrative Leadership (18 hours)

ADMN 544 Instructional Supervision	3
ADMN 546 Managing Instructional Budgets	1
ADMN 548 Initial Administrator Practicum I	2
ADMN 543 Ethical Perspectives on Educational Leadership	3
ADMN 542 Legal Perspectives on Educational Policy and Finance	3

Students must choose six hours from the following courses:

ADMN 646 Managing Organizational Resources	3
ADMN 644 Program Evaluation for Organizational Success	3
ADMN 642 Administration of Specialized Programs	3

ADMN Course Descriptions

EDFL Course Descriptions

Education Specialist in Administrative Leadership Plus Continuing Administrator License

Education Specialist in Administrative Leadership Plus Continuing Administrator License

(EdS degree)

Purpose

The Education Specialist (EdS) in Administrative Leadership Plus Continuing Administrator License (CAL) program is a post-master's practitioner's degree program, midway between the masters and the doctorate, designed for educators who desire preparation and licensure for collaborative leadership roles as administrators in schools and want to combine both the Initial and Continuing Administrator Licenses in the degree program.

Program Objectives

Educational objectives

To enable students to:

- Understand and be able to articulate the personal relevance of the six "lenses" provided by the EDFL Conceptual Framework (Think Critically, Transform Practice, Promote Justice) and Professional Dispositions (Commitment to Courage, Integrity, and Seeking Multiple Perspectives) within a context of servant leadership
- Demonstrate mastery of the six administrative standard areas: visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political context
- Use technology to solve problems
- Use research tools to investigate questions and apply educational research to problems of practice
- Understand measures of student achievement and know how to gather and use evidence appropriately

Professional Objectives

To enable students to:

- Attain Initial Administrator License and Continuing Administrator License
- Apply area of expertise as a servant leader in a collaborative leadership context
- Create and sustain collaborative, collegial learning organizations
- Enact leadership that is just, effective, and provides reasoned solutions to problems encountered in the process of meeting valued institutional and community goals
- Integrate personal faith commitments into professional practice

Admission Requirements

Applicants seeking admission to the EdS program must show evidence of a master's degree in education or related field from a regionally accredited university with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Education Specialist application form and application fee
- Personal essay as described in the application
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)*
- One official transcript from all colleges or universities attended
- Three professional references comprised of both a written letter and the Graduate Programs Reference Forms
- Evidence of at least five years of full-time teaching experience (Exceptions may be granted based upon George Fox faculty recommendation.)
- A current professional résumé
- Verification of valid Oregon teaching or administrative license or the equivalent
- Completed Teachers Standards and Practices Character Questionnaire
- Signed State of Oregon Guide to the Ethical Educator
- Oregon Administrator License District/School Partnership form
- District Employment Verification Form
- Applicants must be available for an interview (in person or by phone) if deemed necessary for the admission process

**Students who do not have sufficient preparation in research will take EDFL 703 Bibliographic Research and Writing (2 hours) in addition to their program requirements.*

Transfer Credit

Transfer credit is not typically accepted for the Education Specialist program; however, limited exceptions may be made based upon approval.

Residence Requirements

All work leading to the Education Specialist in Administrative Leadership Plus Continuing Administrator License must be completed within six years from the time of matriculation. Extension of this limit requires approval of the Educational Foundations and Leadership (EDFL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Education Specialist Plus program is generally 5 years in length with 43 semester hours of course work required as a minimum for graduation. The Initial Administrator License (IAL) is typically earned at the conclusion of the second year of the program. Within the 43-hour program, 29 hours are in Administrative Leadership and 14 hours are in the EdS Integration and Application Core.

Graduation Requirements

In order to graduate with the EdS degree students must:

- Satisfactorily complete a minimum of 43 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Integration and Application Core (14 hours)

EDFL 681 Foundations of Servant Leadership (must be taken during the first semester in program)	2
EDFL 652 Leadership for Instructional Improvement: Using Research and Data	2
EDFL 657 Leadership for Organizational Change	2
EDFL 658 Leadership for Organizational Learning	2
EDFL 659 Leadership for Instructional Equity	2
EDFL 676 EdS Capstone Project I	1
EDFL 677 EdS Capstone Project II	1
EDFL 678 EdS Capstone Project III	1
EDFL 679 EdS Capstone Project IV	1

Administrative Leadership (29 hours)

ADMN 542 Legal Perspectives on Educational Policy and Finance	3
ADMN 543 Ethical Perspectives on Educational Leadership	3
ADMN 544 Instructional Supervision	3
ADMN 546 Managing Instructional Budgets	1
ADMN 548 Initial Administrator Practicum I	2
ADMN 640 School District Leadership	3
ADMN 642 Administration of Specialized Programs	3
ADMN 643 Executive Leadership for the 21st Century	3
ADMN 644 Program Evaluation for Organizational Success	3
ADMN 646 Managing Organizational Resources	3
ADMN 648 Continuing Administrator Practicum I	2

ADMN Course Descriptions

EDFL Course Descriptions

Education Specialist in Teacher Leadership

Education Specialist in Teacher Leadership

(EdS degree)

Purpose

The Education Specialist (EdS) in Teacher Leadership equips teachers who want to extend themselves to serve in teacher-leader roles, both formal and informal, and apply their knowledge and skills to best serve the common good in their school or district. The program supports the development of educational leaders who can critically evaluate and apply current research, analyze educational trends, gather and use evidence appropriately, and know how to promote and guide best practices in student and adult learning.

The EdS in Teacher Leadership develops servant leaders who are masters of their speciality but also masters of the big picture so they will improve the system and the lives of students. The 32-credit program can be completed in two to three years and offers the following specialty options:

- **Curriculum, Instruction, and Assessment** concentration specifically designed for current or aspiring Instructional Coaches, Mentors, and Teachers on Special Assignment.
- **Reading/Literacy** which meets TSPC requirements for the Reading Specialist Endorsement along with passing the Reading Praxis exam.
- **English as a Second Language/Bilingual** which meets TSPC requirements for the ESOL Endorsement along with passing the ESOL ORELA. Students can add the Bilingual category to the ESOL Endorsement by reflecting that aspect in their practicum and passing an additional Content Knowledge and Productive Language Skills test.
- **EdS in Teacher Leadership PLUS Special Education Endorsement (39 cr.)** The EdS in Teacher Leadership PLUS Special Education Endorsement degree provides professionals seeking the opportunity to embed a Special Education endorsement within the context of a degree that connects learning from that area of specialization to the larger context of school/district systems and educational leadership. Teacher leaders are essential contributors to successful schools and districts. Special Education services bring challenges and complexities that are rarely addressed well in school improvement and reform efforts.

Program Objectives

Educational objectives

To enable students to:

- Understand and be able to articulate the personal relevance of the six “lenses” provided by the EDFL Conceptual Framework (Think Critically, Transform Practice,

Promote Justice) and Professional Dispositions (Commitment to Courage, Integrity, and Seeking Multiple Perspectives)
- Develop expertise in a specialty area
- Use analysis of organizations, educational initiatives, and processes to promote and guide effective action
- Use technology to solve problems
- Use research tools to investigate questions and apply educational research to problems of practice
- Understand measures of student achievement and know how to gather and use evidence appropriately

Professional Objectives

To enable students to:

- Attain professional endorsement related to a specialty area
- Apply that area of expertise as a servant leader in a collaborative leadership context
- Create and sustain collaborative, collegial learning organizations
- Enact just leadership that provides effective, reasoned solutions to problems encountered in the process of meeting valued institutional and community goals
- Integrate personal faith commitments into professional practice

Admission Requirements

Applicants seeking admission to the EdS program must show evidence of a master's degree in education or related field from a regionally accredited university with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Education Specialist application form and application fee
- Personal essay as described in the application
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)*
- One official transcript from all colleges or universities attended
- Three professional references comprised of both a written letter and the Graduate Programs Reference Forms
- Evidence of at least five years of full-time teaching experience. (Exceptions may be granted based upon George Fox faculty recommendation.)
- A current professional résumé
- Verification of valid Oregon teaching or administrative license or the equivalent
- Completed Teachers Standards and Practices Character Questionnaire
- Signed State of Oregon Guide to the Ethical Educator
- Applicants must be available for an interview (in person or by phone) if deemed necessary for the admission process

**Students who do not have sufficient preparation in research will take EDFL 703 Bibliographic Research and Writing (2 hours) in addition to their program requirements.*

Transfer Credit

Transfer credit is not typically accepted for the Education Specialist program; however, limited exceptions may be made based upon approval.

Residence Requirements

All work leading to the Education Specialist in Teacher Leadership must be completed within five years from the time of matriculation. Extension of this limit requires approval of the Educational Foundations and Leadership (EDFL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Education Specialist program is generally 2-3 years in length with 32 semester hours of course work required as a minimum for graduation. Of those hours, 18 hours are in an area of specialization and 14 hours are in the EdS Integration and Application Core, which includes a 4-hour capstone project.

EdS in Teacher Leadership PLUS Special Education Endorsement degree program option increases the required degree hours from 32 to 39. The endorsement courses in special education include 25 credits that are added to the 14 credits in the EdS Integration and Application Core.

Graduation Requirements

In order to graduate with the EdS degree students must:

- Satisfactorily complete a minimum of 32 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Integration and Application Core (14 hours)

EDFL 681 Foundations of Servant Leadership (must be taken during the first semester in program)	2
EDFL 652 Leadership for Instructional Improvement: Using Research and Data	2
EDFL 657 Leadership for Organizational Change	2
EDFL 658 Leadership for Organizational Learning	2
EDFL 659 Leadership for Instructional Equity	2
EDFL 676 EdS Capstone Project I	1
EDFL 677 EdS Capstone Project II	1
EDFL 678 EdS Capstone Project III	1

EDFL 679 EdS Capstone Project IV	1

Specialization (18 hours-select one)

Curriculum, Instruction, & Assessment

EDFL 503 Classroom Assessment	3
EDDL 720 Research in Effective Teaching	3
EDFL 508 Learning and Cognition	3
READ 534 Issues and Application of Literacy Instruction	2
EDTC 626 Implementing Technology in Educational Organizations	2
EDFL 631 Social Justice Perspectives on Disabilities	3
EDFL 636 Mentoring Leadership in the School	3

Reading/Literacy

READ 530 History and Foundations of Literacy Learning (must be taken in the first two semesters of the program)	2
READ 531 Analysis of Reading and Writing Assessment	2
READ 532 Advanced Strategies in Literacy Instruction	2
READ 534 Issues and Applications of Literacy Instruction	2
READ 538 Organization of Reading Programs	3
EDFL 636 Mentoring Leadership in the School	3

Early Childhood/Elementary Authorization Courses

READ 537 Emergent Literacy	2
READ 539 Early Childhood/Elementary Reading Practicum	2

Elementary/Middle Level Authorization Courses

READ 540 Elementary/Middle Level Reading Practicum	2
Students must choose one of the following courses:	
READ 536 Reading and Writing in the Content Areas	2
READ 537 Emergent Literacy	2

Middle Level/High School Authorization Courses

READ 536 Reading and Writing in the Content Area	2
READ 541 Middle Level/High School Reading Practicum	2

English as a Second Language/Bilingual

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

ESOL 574 Assessing ESOL/Bilingual Student Learning and Language Proficiency	3
EDFL 636 Mentoring Leadership in the School	3

Students must select at least one of the following ESOL Practica:†

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

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

Special Education (25 hours)

SPED 501 Theory, Foundations and Ethics for Special Educators	2
SPED 511 Developmental Psychology and Learning Theory	2
SPED 512 Structures for Teaching and Learning: Academic	3
SPED 513 Structures for Teaching and Learning: Functional	3
SPED 521 Assessment and Evaluation	3
SPED 524 Assistive Technology and Specialized Support	1
SPED 531 Case Management	2
SPED 550 Behavior Support and Classroom Management	2
SPED 552 Community Supports and Transitional Programs	2
SPED 576 Practicum: Mild to Moderate	3
SPED 577 Practicum: Moderate to Severe	2

EDDL Course Descriptions

EDFL Course Descriptions

EDTC Course Descriptions

ESOL Course Descriptions

READ Course Descriptions

SPED Course Descriptions

Middle Level Authorization

Middle Level Authorization (grades 5-8)

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

Admission Requirements

Applicants seeking admission to the Middle Level Authorization program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Educational Foundations and Leadership application form and application fee

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

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

Transfer Credit

No transfer credit is allowed toward the Middle Level Authorization program from non-accredited graduate schools. Students must have earned a grade of B or better from an accredited graduate school for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 5-14 hours required for the Middle Level Authorization program all hours must be taken in resident study at George Fox University. All work leading to the authorization must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Educational Foundations and Leadership (EDFL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Middle Level Authorization program is generally 1 year in length with 5-14 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 4 are in middle level education courses and 1-10 hours of practica.

Other Program Requirements

In addition to the core requirements, students must complete Praxis content area exam required by Oregon Teachers Standards and Practices Commission (TSPC).

Graduation Requirements

In order to graduate with the Middle Level Authorization students must:

- Satisfactorily complete a minimum of 5-14 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

MEDU 519 Practicum	1-10
EDFL 522 Middle Level Education	2
EDFL 523 Middle Level Methods	2

Students must complete additional content area courses as determined by Educational Foundations and Leadership faculty to meet the requirements of the authorization.

EDFL Course Descriptions

MEDU Course Descriptions

Reading Endorsement

Purpose

The Reading Endorsement program is designed to prepare students for specialized work in diagnosing reading difficulties, creating school-wide reading programs, and improving reading instruction in the classroom.

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

Program Objectives

Educational Objectives

To enable students to:

- Gain experience in the understanding and teaching of reading and writing

Professional Objectives

To enable students to:

- Meet the federal government's "No Child Left Behind" definition of "highly qualified" in the area of literacy
- Obtain the reading endorsement added to their teaching license

Admission Requirements

Applicants seeking admission to the Reading Endorsement program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Educational Foundations and Leadership application form and application fee

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

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

Transfer Credit

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

Residence Requirements

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

Course Requirements

The Reading Endorsement program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 11 are in general reading and literacy courses and 4 hours of specific authorization level courses.

Other Program Requirements

Students must select at least one authorization level and complete the course requirements for that authorization level. In addition to the core requirements, students must complete the Praxis content area exam required by Oregon Teachers Standards and Practices Commission (TSPC).

Graduation Requirements

In order to complete the reading endorsement students must:

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Reading and Literacy (11 hours)

READ 530 History and Foundations of Literacy Learning (must be taken in the first two semesters of the program)	2
READ 531 Analysis of Reading and Writing Assessment	2

READ 532 Advanced Strategies in Literacy Instruction	2
READ 534 Issues and Applications of Literacy Instruction	2
READ 538 Organization of Reading Programs	3

Authorization Level Course work (4 hours)*

Early Childhood/Elementary Authorization

READ 537 Emergent Literacy†	2
READ 539 Early Childhood/Elementary Reading Practicum	2

Elementary/Middle Level Authorization

READ 540 Elementary/Middle Level Reading Practicum	2

Students must select one of the following courses:

READ 536 Reading and Writing in the Content Areas†	2
READ 537 Emergent Literacy†	2

Middle Level/High School Authorization

READ 536 Reading and Writing in the Content Areas†	2
READ 541 Middle/High Level Reading Practicum	2

† Students who have succesfully completed a Master of Arts in Teaching degree at George Fox University are not required to take READ 536/537 for this endorsement.

* Students choose one of three authorizations. Enrollment in the appropriate practicum requires successful completion of READ530, READ531, READ532, READ534 and READ538.

READ Course Descriptions

Teaching English to Speakers of Other Languages (ESOL) Endorsement

Purpose

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

Program Objectives

Educational Objectives

To enable students to:

- Gain experience in the understanding and teaching of English to speakers of other languages.

Professional Objectives

To enable students to:

- Meet the federal governments "No Child Left Behind" definition of "highly qualified" in the area of teaching English to speakers of other languages.
- Obtain the Teaching English to Speakers of Other Languages Endorsement added to their teaching license.

Admission Requirements

Applicants seeking admission to the Teaching English to Speakers of Other Languages Endorsement program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Educational Foundations and Leadership application form and application fee

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

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

Transfer Credit

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

Residence Requirements

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

Course Requirements

The Teaching English to Speakers of Other Languages Endorsement program is generally 2 years in length with 15 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 13 are in ESOL/ bilingual courses and 2 hours of practica.

Other Program Requirements

In addition to the core requirements, students must complete ORELA content area exam required by Oregon Teachers Standards and Practices Commission (TSPC).

Graduation Requirements

In order to complete the Teaching English to Speakers of Other Languages Endorsement students must:

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

ESOL/Bilingual Courses (13 hours)

ESOL 570 Applied English Linguistics: Oral and Literacy Focus	3
ESOL 571 Second Language Acquisition and Development	2
ESOL 572 Intercultural Communication in the ESOL/Bilingual Context †	2

ESOL 573 Planning and Managing ESOL/Bilingual Curriculum and Instruction	3
ESOL 574 Assessing ESOL/Bilingual Student Learning and Language Proficiency	3

ESOL Practicum (2 hours)

Students must select at least one of the following ESOL Practica *

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

† Students who have succesfully completed a Master of Arts in Teaching degree at George Fox University are not required to take ESOL 572 for this endorsement.

* Students choose one or both of the practica depending on their interests. Enrollment in either practicum requires successful completion of ESOL570, ESOL571, ESOL572†, ESOL573 and ESOL574.

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

ESOL Course Descriptions

Special Education Endorsement

Purpose

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

Endorsement Description

Special Education Endorsement [Early Childhood/Elementary, Elementary/Middle School or Middle School/High School]

The Special Education Endorsement for candidates holding an initial teaching license is a 25-semester hour program. This standards-based program will provide in-service educators with the knowledge, skills, and dispositions necessary to increase the academic progress of students idenitified with special learning needs. Professors in the program are either current practitioners or higher education personnel who hold appropriate credentials and degrees to teach and mentor accepted candidates. The program requires clinical experiences under the guidance of experienced special education teachers. Courses are either taught face-to-face, online or in a hybrid format.

The Special Education Endorsement will serve these types of educators:

- In-service educators who hold an Oregon Initial I license and want to add the Special Education Endorsement in the move toward an Initital II or Continuing Teacher Licensure (CTL) or other advanced credentials.
- Teachers who already have an Oregon Initial II or Continuing Teaching License, but want to work with students in Special Education.
- Teachers from other states with current teaching credentials who wish to add the Special Education Endorsement to that license.

Candidates for the Special Education Endorsement will have multiple opportunities to demonstrate progress toward professional standards during the program. Every course in the endorsement program has a common assessment tied directly to course goals, which in turn align with the Oregon Teacher Standards and Practices Commission (TSPC) and Council for Exceptional Children (CEC) standards. George Fox University is committed to multiple measures of candidates/abilities to provide meaningful learning experiences for students in P-12 settings who have specialized learning needs. Candidates for the Special Education Endorsement must also pass all appropriate state testing in order to add the endorsement to an existing license.

Students accepted into the Special Education Endorsement will begin coursework in the fall session of each year and move through the program in a cohort with a planned sequence of courses.

Program Objectives

Educational Objectives

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

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

Professional Objectives

To enable students to:

- Fulfill their professional development needs as educators who specialize in different aspects of P-12 education
- Earn the Special Education (SPED) Endorsement.

Admission Requirements

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

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

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

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

Transfer Credit

No transfer credit will be available for the Special Education Endorsement.

Residence Requirements

Of the 25 hours required for the Special Education Endorsement program, all hours must be taken in resident study at George Fox University. Courses are offered face to face, online, and in a hybrid format.

Course Requirements

The Special Education Endorsement (SPED) program is generally 18 months in length with 25 semester hours of SPED course work required for completion.

Licensure in Oregon and Other States

Upon completion of the SPED program, students will need to take the appropriate SPED tests before applying for their Special Education Endorsement through Oregon's Teachers Standards and Practice Commission (TSPC). Non-Oregon students will need to check each particular state's licensing criteria before entering the SPED program.

Graduation Requirements

In order to earn the Special Education Endorsement students must:

- Satisfactorily complete a minimum of 25 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Note: The curriculum plan is prescribed and candidates will be advised as to the proper sequencing for the Special Education Endorsement courses.

Special Eucation Courses	
SPED 501 Theory, Foundations and Ethics for Special Educators	2
SPED 511 Developmental Psychology and Learning Theory	2
SPED 512 Structures for Teaching and Learning: Academic	3
SPED 513 Structures for Teaching and Learning: Functional	3
SPED 521 Assessment and Evaluation	3
SPED 524 Assistive Technology & Specialized Support	1
SPED 531 Case Management	2
SPED 550 Behavior Support and Classroom Management	2
SPED 552 Community Supports and Transitional Programs	2
SPED 576 Practicum (Mild to Moderate)	3
SPED 577 Practicum (Moderate to Severe)	2

Initial Administrator License

Initial Administrator License

Purpose

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

George Fox University offers candidates the opportunity to earn as many as two licenses that prepare educators to serve in Oregon public schools as K-12 building or district-level administrators. The 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.

Program Objectives

Educational Objectives

To enable students to:

- Understand the developmental needs of students at all authorization levels
- Be able to conduct and use research as a tool for improving a learning organization
- Understand the goals of the Oregon Content Standards and how to use them as a guide in assessing each school's goals and evaluating progress

Professional Objectives

To enable students to:

- Be prepared to lead teachers in helping students meet learning standards and in continuing their professional development
- Understand current school practices and work within the larger political, social, economic, legal, and cultural context to facilitate new ways of helping all students become productive citizens

Admission Requirements

Applicants seeking admission to the Initial Administrator License program must hold an approved master's degree such as a master of arts in teaching (MAT) degree from an accredited college or university, with a minimum GPA of 3.0. For applicants with an undergraduate college degree only, the applicant must complete a master's or higher degree including the approved Initial Administrator License program. In addition, applicants must complete the following to be considered for admission to the program:

- Educational Foundations and Leadership application form and application fee

- Verification of at least three years of successful licensed teaching or personnel experience in public schools or regionally accredited private schools on an appropriate level
- Evidence of leadership potential based on assessments of skills in leadership, management, and human relations as supported by supervisors' recommendations
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

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

Residence Requirements

Of the 18 hours required for the Initial Administrator License program, a minimum of 15 hours must be taken in resident study at George Fox University. All work leading to the license program must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Initial Administrator License program is generally 1-3 years in length with 18 semester hours of course work required as a minimum for graduation. Of those hours, 14 are core educational courses and 4 hours are practicum.

Other Program Requirements

The university and site mentors will meet to verify the candidate's demonstration and documentation of the following knowledge, skills, and competencies listed in OAR 584-017-0251:

- Visionary Leadership - Develops, articulates, implements, and stewards a vision by promoting community involvement.
- Instructional Improvement - Promotes a positive culture and provides effective instructional programs using best practice to design comprehensive professional growth plans.
- Effective Management - Manages the organization, operations, and resources of the school or district.
- Inclusive Practice - Collaborates with families, responds to interests/needs, and mobilizes community resources.
- Ethical Leadership - Acts fairly, ethically, and with integrity.
- Socio-Political Context - Understands, influences, and responds to the larger context.

Graduation Requirements

In order to complete the Initial Administrator License students must:

- Satisfactorily complete a minimum of 18 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Core Courses (14 hours)

ADMN 540 Leadership in Education	3
ADMN 542 Legal Perspectives on Educational Policy and Finance	3
ADMN 543 Ethical Perspectives on Educational Leadership	3
ADMN 544 Instructional Supervision	3
ADMN 546 Managing Instructional Budgets	1
ADMN 547 Portfolio Capstone	1

Practica (4 hours) †

ADMN 548 Initial Administrator Practicum I	2
ADMN 549 Initial Administrator Practicum II	2

† The two semesters of practicum have three components: on-site experiences, online seminars, and a professional portfolio. Practicum experiences may begin at the completion of at least three of the following four core classes (ADMN 540, ADMN 542, ADMN 543, ADMN 544) or on the approval of the program director. Administrative license candidates will begin their professional portfolio at the start of ADMN 548 Initial Administrator Practicum I. Candidates will add to the portfolio throughout their practicum, ending with ADMN 549 Initial Administrator Practicum II and a public presentation in ADMN 547 Portfolio Capstone. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-017-0251.

ADMN Course Descriptions

Continuing Administrator License

Continuing Administrator License

Purpose

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

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

Program Objectives

Educational Objectives

To enable students to:

- Understand the developmental needs of students at all authorization levels
- Be able to conduct and use research as a tool for improving a learning organization
- Understand the goals of the Oregon Content Standards and how to use them as a guide in assessing each school's goals and evaluating progress

Professional Objectives

To enable students to:

- Be prepared to lead teachers in helping students meet the standards and in continuing their professional development
- Understand current school practices and work within the larger political, social, economic, legal, and cultural context to facilitate new ways of helping all students become productive citizens

Admission Requirements

Applicants seeking admission to the Continuing Administrator License program must hold an approved Master's degree such as a master of arts in teaching (MAT) degree from an accredited college or university, with a minimum GPA of 3.0. For applicants with an undergraduate college degree only, the applicant must complete a master's or higher degree including the approved Continuing Administrator License program. In addition, applicants must complete the following to be considered for admission to the program:

- Educational Foundations and Leadership application form and application fee
- Verification of valid Oregon teaching license

- Verification 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
- Evidence of leadership potential based on assessments of skills in leadership, management, and human relations as supported by supervisors' recommendations
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

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

Residence Requirements

Of the 18 hours required for the Continuing Administrator License program, a minimum of 15 hours must be taken in resident study at George Fox University. All work leading to the license program must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Continuing Administrator License program is generally 1-3 years in length with 18 semester hours of course work required as a minimum for graduation. Of those hours, 15 are core educational courses and 3 hours are practicum.

Other Program Requirements

The university and site mentors will meet to verify the candidate's demonstration and documentation of the following knowledge, skills, and competencies listed in OAR 584-017-0251:

- Visionary Leadership - Develops, articulates, implements, and stewards a vision by promoting community involvement.
- Instructional Improvement - Promotes a positive culture and provides effective instructional programs using best practice to design comprehensive professional growth plans.
- Effective Management - Manages the organization, operations, and resources of the school or district.
- Inclusive Practice - Collaborates with families, responds to interests/needs, and mobilizes community resources.
- Ethical Leadership - Acts fairly, ethically, and with integrity.

- Socio-Political Context - Understands, influences, and responds to the larger context.

Graduation Requirements

In order to complete the Continuing Teaching License program students must:

- Satisfactorily complete a minimum of 18 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Core Courses (15 hours)

ADMN 640 School District Leadership	3
ADMN 642 Administration of Specialized Programs	3
ADMN 643 Executive Leadership for the 21st Century	3
ADMN 644 Program Evaluation for Organizational Success	3
ADMN 646 Managing Organizational Resources	3

Practica (3 hours)

ADMN 648 Continuing Administrator/Initial Superintendent Practicum I	2
ADMN 649 Continuing Administrator/Initial Superintendent Practicum II	1

ADMN Course Descriptions

Educational Technology Certificate

Purpose

The Educational Technology Certificate is designed to equip educators to teach, model and promote digital learning for 21st century learners.

Students may add this specialization within the master of education program, or as a stand-alone program. Students desiring the specialization only would complete the requirements below.

Program Objectives

Technological Infusion

- Will provide instructors with pedagogically sound infusion of technology into best practices
- Increase student-teacher access
- Move instructional tools from uni-dimensional to multi-dimensional learning platforms
- Move the professional identity of the educator from the source of knowledge to the guide to knowledge, from the “what” to the “how”

Career Outcomes

- P-12 classroom teacher leader
- A district technology leader
- Online teaching pioneer/settler

Learning Outcomes

- Increased student access to technology
- Digital instructional strategies and tools, such as blogs, webs, podcasts, feedback channels, and other Web 2.-0 tools, become the new norm in learning and assessment
- A strong understanding of and adherence to ethical foundations of technology usage

Admission Requirements

Applicants seeking admission to the Educational Technology Certificate program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- Educational Foundations and Leadership application form and application fee

Transfer Credit

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

Residence Requirements

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

Course Requirements

The Educational Technology Certificate program is generally 1-2 years in length with 15 semester hours of course work required as a minimum for completion of the specialization.

Other Program Requirements

Students must select at least one area of specialization and complete the course requirements for that area.

Graduation Requirements

In order to complete the educational technology specialization students must:

- Satisfactorily complete 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Educational Technology

Classroom Teacher/Leader

EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom	2
EDTC 582 Teaching Using Technology in the P-12 Environment	3
EDTC 583 Foundations of Digital Curriculum Design	3
EDTC 587 Ethical Considerations for the Technology Educator	2

EDTC 624 Evaluation of Educational Technology	3
EDTC 630 Technology Teaching Practicum	2
District Technology Leader	
EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom	2
EDTC 582 Teaching Using Technology in the P-12 Environment	3
EDTC 583 Foundations of Digital Curriculum Design	3
EDTC 587 Ethical Considerations for the Technology Educator	2
EDTC 630 Technology Teaching Practicum	2
Students must choose one of the following courses:	
EDTC 624 Evaluation of Educational Technology	3
EDTC 626 Implementing Technology in Educational Organizations	3
Online Teacher Leader	
EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom	2
EDTC 581 Tools for Success in Online Teaching	3
EDTC 583 Foundations of Digital Curriculum Design	3
EDTC 587 Ethical Considerations for the Technology Educator	2
EDTC 624 Evaluation of Educational Technology	3
EDTC 630 Technology Teaching Practicum	2

EDTC Course Descriptions

Certificate in the Teaching of Writing

Purpose

Students desiring to add a Certificate in the Teaching of Writing to their professional preparation would complete the requirements below.

Program Objectives

Educational Objectives

To enable students to:

- Develop expertise in the teaching of writing and use of writing to learn across content areas, in reflective teaching and inquiry, and in teacher leadership

Professional Objectives

To enable students to:

- Obtain a certificate of professional preparation that confirms expertise in the teaching of writing, the use of writing to learn across content areas, reflective teaching and inquiry and teacher leadership
- Serve their school or district as a leader in literacy teaching and learning

Admission Requirements

Applicants seeking admission to the Certificate in the Teaching of Writing program must hold an approved bachelor's degree from an accredited college or university, with a minimum GPA of 3.0 and have teaching experience. In addition, applicants must complete the following to be considered for admission to the program:

- Graduate Teaching and Leading application form and application fee, and application form submitted to the Oregon Writing Project Collaborative.

Transfer Credit

Upon approval by the department and the Oregon Writing Project Collaborative, up to 3 hours of Graduate level credit is allowed toward the Certificate in the Teaching of Writing from approved National Writing Project Institutes at accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Students should consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 15 hours required for the Certificate in the Teaching of Writing program, a minimum of 12 hours must be taken in resident study at George Fox University. All work leading to the Certificate must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Graduate Teaching and Leading (GTL) Faculty and the Oregon Writing Project Collaboratve. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee and Oregon Writing Project Collaborative action and may subject the student to additional requirements for the degree.

Course Requirements

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

Graduation Requirements

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

- Satisfactorily complete a minimum of 15 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).

Curriculum Plan

Certificate in the Teaching of Writing Courses

EDWR 505 Institute in the Teaching of Writing I	2-6
EDWR 515 Institute in the Teaching of Writing II (follow-up)	1-3
EDWR 520 Inquiry into the Teaching of Writing	3
EDWR 530 Advanced Strategies in the Teaching of Writing	2
EDWR 540 Professional Leadership in the Teaching of Writing	3
EDWR 550 Teacher Leadership: Writing for Publication	3

EDWR Course Descriptions

Graduate Teacher Leadership Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
ADMN	Administrative Licensure
EDFL	Educational Foundations and Leadership
EDTC	Educational Technology
EDWR	Certificate in the Teaching of Writing
ESOL	English as a Second Language Perspectives
MATG	Master of Arts in Teaching
MEDU	Master of Education
READ	Reading and Literacy Perspectives
SPED	Special Education

ADMN (Administrative Licensure)

ADMN (Administrative Licensure/Educational Leadership) Course Descriptions

Initial Administrator License (IAL) Program

ADMN 540 Leadership in Education
3 hours. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education.

ADMN 542 Legal Perspectives on Educational Policy and Finance
3 hours. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial policy. The course investigates creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

ADMN 544 Instructional Supervision
3 hours. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning to establish educational policy and transform educational practice at their institutions. The course emphasizes ways in which cultural, social, and organizational contexts influence learning. Students will learn to use the clinical supervision model and other tools for supervising and evaluating teacher performance based on best practices. The course will examine the leader's role in establishing and maintaining an environment that is conducive to student and adult learning.

ADMN 546 Managing Instructional Budgets
1 hour. This course is designed for those who want to understand how to manage the school budget successfully in a school. The day-to-day budget issues, including prioritizing, monitoring, and approving expenditures, will be discussed as well as the underlying framework of public budgets, Oregon State Chart of Accounts. This course provides practical knowledge and skills needed to read budget documents with understanding. Practices that encourage ethical care, goal oriented spending, and knowledgeable monitoring are explored and developed.

ADMN 547 Portfolio Capstone
1 hour. This course provides an opportunity for candidates for the Initial Administrator License to prepare and to present evidence that the practicum experience developed knowledge, skills, and dispositions reflected in the TSPC standards, the School of Education conceptual framework, and the dispositions.

ADMN 548 Initial Administrator Practicum I
2 hours. Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Initial Administrator License candidates will begin a 360-hour practicum in elementary AND in middle level/ high schools under the direct supervision of a university supervisor and a licensed school administrator. A minimum of 90 hours is required at each level. Assignments

will require candidates to learn about issues at the site, work with mentors to resolve the issues, and evaluate how they are being handled. These experiences will be supplemented by online administrative academic projects that focus on school governance and partnerships along with school management topics. The university supervisor and candidates will communicate via the Internet providing feedback to colleagues on various projects. Two Saturday Seminars are required and will focus on current topics of administrative competencies. Pass/No Pass

ADMN 549 Initial Administrator Practicum II
2 hours. Practicum experiences continue at a building level of responsibility. Initial Administrator License candidates will complete a 360-hour practicum in elementary AND in middle level/high school under the direct supervision of a university supervisor and a licensed school administrator. Practicum experiences are supplemented by online administrative academic projects that focus on curriculum and staff development, supervision and evaluation, and personnel hiring. The supervisors and candidates will communicate via the Internet. Pass/No Pass

EDFL (Educational Foundations and Leadership)

EDFL (Educational Foundations and Leadership) Course Descriptions

Teaching and Learning Perspectives

EDFL 501 Curriculum Development
2 hours. Teachers learn to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated.

EDFL 502 Classroom Management
3 hours. Classroom teachers learn innovations in classroom organization and management and are encouraged to apply classroom management methods in the classroom setting.

EDFL 503 Classroom Assessment
3 hours. Classroom teachers become acquainted with a wide variety of methods for assessing student progress at the classroom and individual level. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of assessment - including portfolios, rubrics, and other forms of authentic assessment - will be covered.

EDFL 508 Learning and Cognition
3 hours. This course considers major topics dealing with the theories of cognition and learning. Topics include: the human as a processor of information, memory, schema theory, network models of cognition, meaningful learning, transfer of learning, situated cognition, perceptual control theory, and a biblical view of cognition and learning.

Curriculum and Instruction Perspectives

EDFL 515 Selected Topics in Curriculum and Instruction
1-3 hours. These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, music, health and human performance, social studies, and speech.

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

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

Pupil Personnel Perspectives

EDFL 631 Social Justice Perspectives on Disabilities
3 hours. This course focuses on the historical foundations of special education and the American with Disabilities Act Amendments Act (ADAAA), theory, law and policy to include legislation and litigation, and ethical perspectives. The course addresses issues of culture, language, and diversity in relation to disabilities, social justice, and the inclusion of all students within the P-20 classroom and individuals with disabilities within the public sector. This course is applicable to inservice teachers, school administrators, higher education faculty, and community service personnel.

EDFL 634 Adult Development in Educational Organizations
3 *hours*. 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 636 Mentoring Leadership in the School
3 hours. Emphasis is placed on application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers, and peers. *Prerequisite: Teacher's permission.*

EDFL 638 Testing and Measurement
2 hours. A foundation course in which students review the principles of educational testing. Standardized testing instruments, including individual and group tests, will be explored. Students will also learn and apply basic statistical procedures and software used in educational testing. Required for students who have chosen the thesis option.

Leading and Managing Perspectives

EDFL 641 Personal Leadership Assessment
3 hours. This course introduces students to the concepts, skills, and strategies of personal/professional transformation that are the foundation of leading organizations in diverse communities. Topics include time management, personal vision, establishing a proactive stance, serving in diverse communities, creating a context for innovation, and maintaining personal well being. Students will explore leadership theory and practice within a global environment.

EDFL 651 Strategic Planning for Education Systems
2 hours. Planning is one of the methods people and organizations use to increase the likelihood of positive outcomes from change. Most often, leaders react to changes in the organization's environment. Effective planning allows for proactive responses, even

anticipating outside influences. The methods and issues of planning are therefore both political and technical. The course provides training in methods of goal clarification, performance auditing, design of strategies, scenario writing, and stakeholder analysis. Students will apply these strategic planning tools to an organization while identifying its strengths, weaknesses, opportunities, and threats.

EDFL 652 Leadership for Instructional Improvement: Using Research and Data
2 hours. Participants will review the characteristics of educational research, including action research, and its appropriate use in decision-making. Participants will consider the value and limitations of various forms of data regarding student achievement, from large-scale testing to day-to-day formative assessment, and how each kind of data is best used in decision-making. Emphasis will be placed on research and assessment literacy and integrity in decision-making. Assignments will be adapted to each student's professional work.

EDFL 653 Organizational Change and Decision Making
3 hours. This course examines the principles of organizational decision making and policy formation, implementation, and analysis in the context of organizational change. Educators often turn to research when faced with a policy decision. Whether using existing literature, hiring a consultant, or conducting one's own research, decision-makers must pay close attention to the quality of research design. This course addresses several questions when examining research quality: How can we turn broad policy concerns into questions that are answerable from evidence? What different kinds of evidence can be brought to bear on these questions? How can we gather this evidence? How do we know that this evidence can be trusted? How do we write good organizational policy? Topics include: models for effective decision making; analysis of the influence of psychological, societal, and institutional factors in organizational decisions; and communicating decisions effectively to organizational stakeholders.

EDFL 655 Selected Topics in Leading and Managing
1-3 hours. These courses are developed to provide administrators and educational leaders access to courses that focus on topics relevant to faculty research or that deal with current issues in leading and managing educational organizations.

EDFL 656 Organizational Behavior in Education
3 hours. This course addresses organizations, their structures, intended outcomes and how they deal with culture, employee behavior, and values. Students will examine strategies designed to create and evaluate knowledge, including the psychological basis for human action, individual and organizational learning, and communicating across cultures. This course also examines such topics as communication, motivation, work teams, organizational change, power, influence and trust.

EDFL 657 Leadership for Organizational Change
2 hours. Change is part of the world of schooling. Understanding the dynamics of change and the strategies to maintain coherence in the midst of change are keys to successful leadership from the classroom to the school board. This course will focus on the use of technology as a tool in instruction, assessment, and professional development as a case study to explore how change initiatives come about, how they enter the school setting, how they are processed, and why some change initiatives bring positive results, some falter, and some never get off the ground. Special attention will be given to analysis of current initiatives at the national, state, and district level. Assignments will be adapted to each student¿s professional work.

EDFL 658 Leadership for Organizational Learning

2 hours. This course provides foundational concepts related to organizational and professional learning theory, especially related to current practices in developing a learning culture and creating, leading, and sustaining professional learning communities that are focused on student growth. Mentoring and peer coaching models will be explored. Assignments will be adapted to each student's professional work.

EDFL 659 Leadership for Instructional Equity
2 hours. The focus of this course is on identifying, implementing, and supporting best practice at both the classroom and systems levels with a special focus on issues of equitable access and achievement for diverse learners. Best practice will be examined from several theoretical models, as well as from the research base in effective teaching literature. Barriers to change will be explored, including issues of cultural competence. The course will emphasize current reform initiatives in schools designed to address access barriers and achievement gaps. Assignments will be adapted to each student's professional work.

Ethical Perspectives

EDFL 675 Faith and Learning Seminars
1 hour. Seminars integrating a Christian perspective on life with aspects of learning, leading, and believing. Examples of possible seminars include:

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

Foundational Perspectives

EDFL 676 EdS Capstone Project I
1 hour. The student will submit a proposal for the capstone project, utilizing the preparation from EDFL 657 and EDFL 678. The project will involve an in-depth educational research project that addresses a current initiative or problem of practice being addressed in student¿s school or district and requires that the student has a leadership role in the work.

EDFL 677 EdS Capstone Project II
1 hour. The student will complete final portions of their capstone project. The final document will be prepared in the format of an article for a professional journal and will be posted on TaskStream.

EDFL 678 EdS Capstone Project III
1 hour. The student will present their completed project to fellow Ed.S. students and faculty. Students will also make a presentation in the local context where the work was conducted (district or school) that shares results but also demonstrates an understanding of the specific system by discerning what message content and methods are most appropriate in the specific context.

EDFL 679 EdS Capstone Project IV

1 hour. Each student will update and revise the personal essay, which incorporates personal reflections on the elements of the EDFL Conceptual Framework and Professional Dispositions, and addresses Servant Leadership. This revision will allow students to reflect upon learning in classes and understandings gained from capstone project work. This essay will be posted on TaskStream.

EDFL 681 Foundations of Servant Leadership
2 hours. Students are introduced to the six lenses of the EDFL Conceptual Framework and Professional Dispositions within the context of servant leadership and will begin the process of applying these understandings to the work of creating collegial, collaborative environments in schools. Each student will write a personal essay incorporating personal reflections on the six lenses and elements of effective leadership for the common good. Students will also be introduced to a model of organizational coherence to serve as a tool to analyze the workings of educational systems and apply this to their work context.

EDFL 682 Legal Perspectives on Educational Policy and Finance
3 hours. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial policy. The course investigates creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

EDFL 685 Selected Topics in Foundational Perspectives
1-3 hours. These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include:

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

EDFL 690 International Perspectives on Education
3 hours. Education is ever on the agenda of national governments. What role is education expected to play in national development? In this course students will examine the varied ways by which different nations tackle issues such as equity, efficiency, and quality in education. The course will also examine the conceptual and methodological questions underlying the field of comparative education. Particular attention is given to types of social and political analysis that may be applied to comparative and cross-national studies in education.

EDFL 692 Historical Perspectives on American Education
3 hours. This course is designed to help educational leaders understand current educational policy from a historical perspective. If we examine the whole of culture - its institutions, texts, rituals, and techniques - what can we learn that will help us meet current challenges in educating citizens to continue supporting our democratic values? In this course we explore that question from several different perspectives and periods in history. We look at education in the lives of individuals, in the struggle of families, in the work of teachers, in the reform of school systems, in the content of textbooks, and in the ideas of leading educators. The course will also look at how educators, politicians, and social reformers have attempted to use education to influence the social structure of American life.

Special Study

EDFL 695 Special Study
2-3 hours. These courses are developed to provide the student with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, health and human performance, social studies, and speech.
Prerequisite: approval from the doctor of education or the master of education director and the EDFL department chair.

Research Perspectives

EDFL 707 Survey Research Designs
2 hours. This presents the techniques of processing and analyzing non-experimental and quasi-experimental quantitative data. Focuses on problems of conceptualization, organization, and gathering non-experimental and quasi-experimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection.

EDFL 708 Program Evaluation Research Designs
2 hours. This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making.
Prerequisites: Instructor permission.

EDFL 711 Master's Project Proposal
1 hour. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the first course in a three-course sequence that students enroll in to finalize a project proposal. Student works under the guidance of the student's faculty research committee chair to clarify a research topic, identify data sources, and prepare a written proposal. Pass/No Pass.
Prerequisite: Qualitative and Quantitative Research and Bibliographic Research and Writing.

EDFL 712 Master's Project Research
1 hour. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the second stage in the culminating activity for the Master of Education Program research project. Student works under the guidance of assigned faculty research committee to conduct a research project as approved by the committee. Pass/No Pass.
Prerequisite: EDFL 711.

EDFL 713 Master's Presentation
1 hour. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the third stage in the culminating activity for the Master of Education Program research project. Student presents a written and oral presentation of the research project to faculty research committee and professional peers. Pass/No Pass.
Prerequisite: EDFL 712.

EDFL 714 Master's Research II
1-4 hours. Research for and preparation of master's thesis or action research project. This course provides additional credit for extra research above and beyond that required for the thesis.

EDFL 715 Master's Research Continuation
1hour. Research for and preparation of master's thesis or action research project. Required of master's-level students who did not complete their thesis or action research project in EDFL 712.

EDTC (Educational Technology)

EDTC (Educational Technology) Course Descriptions

EDTC 580 Trends and Issues: Effective Strategies for Implementing Technology in the Classroom
2 hours.This course examines current issues and developing trends in the field of online learning and technology use in the face to face classroom, the flipped classroom, and the online classroom. Students will research and evaluate multiple models of digital curriculum design and delivery.

EDTC 581 Tools for Success in Online Teaching
3 hours. Introduction to the technology tools identified with online teaching. Students will explore in-depth the tools used effectively in the online learning environment, including learning management systems, discussion forums, online chat and video conferencing, blogs and wikis, and other developing technologies. Students will create an interconnected suite of digital learning tools, that includes an LMS, digital feedback tools, and a variety of content delivery and assessment platforms. Students will also identify the strengths and weaknesses of each tool as it relates to student learning styles and student success.

EDTC 582 Teaching Using Technology in the P-12 Environment
3 hours. Introduction to the technology tools identified with online teaching. Students will explore in-depth the tools used effectively in the online learning environment, including learning management systems, discussion forums, online chat and video conferencing, blogs and wikis, and other developing technologies. Students will create an interconnected suite of digital learning tools, that includes an LMS, digital feedback tools, and a variety of content delivery and assessment platforms. Students will also identify the strengths and weaknesses of each tool as it relates to student learning styles and student success.

EDTC 583 Foundations of Digital Curriculum Design
3 hours. Students will explore traditional curriculum designs with an analysis of how various digital technologies assist the learning within the paradigm. Students will also consider relevant digital strategies in online learning and explore effectiveness by creating a module of instruction.

EDTC 587 Ethical Considerations for the Technology Educator
2 hours. This course provides an overview of the complexities of engaging students in an online or technologically rich environment. Students will consider the historical, sociological, and legal implications of how these factors impact the P-12 classroom.

EDTC 624 Evaluation of Educational Technology
3 hours. This course will emphasize research and evaluate online educational programs, digital curriculum and emergent technology applications.Analysis will include recommendations for further development and use in P-12 classroom or online environments.

EDTC 626 Implementing Technology in Educational Organizations
3 hours. This course explores the complex issues of implementing, sustaining, and institutionalizing the use of technology for teaching and learning throughout an educational organization. A plan for a real or hypothetical education organization is a final project for the course.

EDTC 630 Technology Teaching Practicum
2 hours. Must be approved by advisor. This course is a supervised practicum for students seeking to gain practical experience in teaching with technology in either P-12 or university environments. Students will teach and evaluate lessons, assess student achievement, and evaluate themselves. Pass/NoPass.

EDWR (Certificate in the Teaching of Writing)

EDWR (Certificate in the Teaching of Writing) Course Descriptions

EDWR 505 Institute in the Teaching of Writing I

2-6 hours. This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop their leadership potential for a variety of roles, including reform efforts that support the education of Oregon's diverse student population. Issues of teaching diverse student populations, writing to learn, and using technology to strengthen teaching and learning provide a lens for teacher inquiry. Participants must apply and successfully complete EDWR 505 and EDWR 515 for admission into the Certificate program. The Institute consists of two courses for a combined 4 semester credits.

EDWR 515 Institute in the Teaching of Writing II

1-3 hours.This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop their leadership potential for a variety of roles, including reform efforts that support the education of Oregon's diverse student population. Issues of teaching diverse student populations, writing to learn, and using technology to strengthen teaching and learning provide a lens for teacher inquiry. Participants must apply and successfully complete EDWR 505 and EDWR 515 for admission into the Certificate program. The Institute consists of two courses for a combined 4 semester credits. *Prerequisite: EDWR 505, Institute in the Teaching of Writing I.*

EDWR 520 Inquiry into the Teaching of Writing

3 hours.In this course, teachers will study the nature of inquiry and develop a question that has arisen out of their classroom practice: a problem, an issue, or a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to prepare for conducting research in their own classrooms by developing their questions, planning their methodology, understanding ways to gather and analyze data from student writing, and planning strategies for using new insights in their teaching practice. *Prerequisite: EDWR 505 and EDWR 515, Institute in the Teaching of Writing I and II.*

EDWR 530 Advanced Strategies in the Teaching of Writing

2 hours. This course focuses on using inquiry to advance practice in the teaching of writing with a focus on three major themes: supporting the writing development of diverse learners, using writing to learn across content areas, and using technology to support literacy development. Participants will implement and present an Inquiry project

that includes a close analysis of student learning data. *Prerequisites: OWPC Institute in the Teaching of Writing, and EDWR 505 and EDWR 515, Inquiry into the Teaching of Writing I and II.*

EDWR 540 Professional Leadership in the Teaching of Writing
3 hours.Participants will study and discuss what it means to be a teacher leader, develop effective coaching practices, strengthen their presentation skills, and design workshops and/or conference presentations based on their advanced inquiry project and/or an area of expertise. The course includes a practicum experience for students to apply and analyze emerging leadership skills. *Prerequisite: EDWR 530, Advanced Strategies in the Teaching of Writing.*

EDWR 550 Teacher Leadership: Writing for Publication
3 hours.This course supports teachers in writing for publication. Participants will analyze requirements and style of multiple professional publications to inform their own writing/publication efforts. Participants will create a draft for publication intended to disseminate learning from their advanced inquiry project or other area of expertise. This course includes a three-day writing retreat followed by a series of Saturday sessions. *Prerequisites: EDWR 540, Professional Leadership in the Teaching of Writing.*

ESOL (English for Speakers of Other Languages)

ESOL (English for Speakers of Other Languages) Course Descriptions

English as a Second Language Perspectives

ESOL 570 Applied English Linguistics: Oral and Literacy Focus
3 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

ESOL 571 Second Language Acquisition and Development
2 hours. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.
Prerequisite or concurrent enrollment in ESOL 570.

ESOL 572 Intercultural Communication in the ESOL/Bilingual Context
2 hours. Examines the diverse and dynamic role of culture in the ESOL students' language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

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

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

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

ESOL 579 ESOL/Bilingual Practicum - Middle/High School

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

MATG (Master of Arts in Teaching)

MATG (Master of Arts in Teaching) Course Descriptions

MATG 501 The Professional Educator
2 hours. Historical foundations, theory, school law and policy, ethics, and an introduction to exceptionalities in the classroom and in the law.

MATG 502 Structures and Strategies with a SPed and RTI emphasis
3 hours. Structures for teaching and learning, lesson planning, unit construction, instructional methods and strategies, differentiation. SPed emphasis on high incidence disabilities.

MATG 503 Diverse Populations
3 hours. Issues surrounding race, ethnicity, culture, qualities needed for cultural competency, and inclusion. IEP's and 504 information will be founded in this course.

MATG 510 Human Development with developmental psychology and learning theory
3 hours. Human Development with developmental psychology and learning theory. Theoretical and practical aspects of human development-birth through adolescence. Foundations in learning theory and their connections to developmental psychology and learning theory. Foundational knowledge of exceptionalities.

MATG 521 Action Research for Teachers I
2 hours. Design and implement action research project for the practicum using a variety of methods. Design, teach, assess, and interpret results in an effort to enhance instruction. In 522, students will publish their results in a research symposium.

MATG 522 Action Research for Teachers II
2 hours. Design and implement action research project for the practicum using a variety of methods. Design, teach, assess, and interpret results in an effort to enhance instruction. Students will publish their results in a research symposium

Authorization and Content-Specific Courses

MATG 550 Early Childhood/Elementary Level Pedagogy of Integration: Science, Social Studies, Music and Art
1 hour. Methods for integrating Science, Social Studies, Art and Music into the Early Childhood and Elementary Classroom.

MATG 551 Early Childhood/Elementary Level Pedagogy in Language Arts
2 hours. A study of instructional strategies and the design, implementation, and evaluation of language arts curriculum for early childhood and elementary classrooms. The pattern of course topics presented is the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Emphasis will be placed on RTI and Inclusion.

MATG 552 Elementary/Middle Level Pedagogy in Language Arts
2 hours. A study of instructional strategies and the design, implementation, and evaluation of language arts and social studies curriculum for elementary and mid-level classroom. The pattern of course topics presented is nature of content knowledge,

general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

MATG 553 Early Childhood/Elementary Level Pedagogy in Mathematical Thinking
2 hours. Early Childhood/Elementary Level Pedagogy (EC/EL) in Mathematical Thinking (2.0).

MATG 554 Elementary/Middle Level Pedagogy in Mathematical Thinking
2 hours. Elementary/Middle Level Pedagogy (EL/MS) in Mathematical Thinking (2.0).

MATG 555 Content Area Pedagogy
2 hours. A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classrooms. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis.

MATG 556 Elementary/Middle Level Pedagogy of Integration: Science, Social Studies, Music and Art
1 hours. Integration of content areas (Science, Art, Music, Social Studies) into LA and Math content areas.

MATG 557 Rethinking High School
1 hour. A study that looks intently at knowledge growth in the content area. Course will include an investigation of technological pedagogy in the content area.

MATG 558 Teaching in the Middle
1 hour. A study of structures, strategies, issues, designs, and possibilities for the organization of middle schools and implementation of curriculum to meet the specific needs of mid-level students. Inclusion emphasis.

MATG 559 Pedagogical Content Knowledge
1 hour. A study that looks intently at knowledge growth in the content area. Course will include an investigation of technological pedagogy in the content area.

MATG 560 Foundations of Language and Literacy
3 hours. Foundations in reading, writing and communication development and instruction. Emphasis on assessment, RTI, and SPed emphasis on high incidence disabilities in language development.

MATG 575 Practicum I: Enrichment Experience
1 hour. In the four semester programs, a full year practicum is offered. Work Samples are designed and taught and assessed during these practicums.

MATG 576 Practicum II: Classroom Organization in Practice
3 hours. In the four semester programs, a full year practicum is offered. Work Samples are designed and taught and assessed during these practicums.

MATG 577 Practicum III: Classroom Teaching
6 hours. In the four semester programs, a full year practicum is offered. Work Samples are designed and taught and assessed during these practicums.

MATG 580 Classroom Management and Behavioral Support
3 hours. Individual and group management strategies, behavior analysis, modifications of environment, preventative strategies, positive behavioral support systems for all students.

MATG 585 Selected Topics

1-3 hours. Occasional special courses chosen to fit the interests and needs of students and faculty.

MATG 595 Special Study
3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the program.

MEDU (Master of Education)

MEDU (Master of Education) Course Descriptions

Foundations

MEDU 506 Research in Effective Teaching
3 hours. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

MEDU 510 Foundations of Educational Practice
2 hours. Students will be introduced to the six "lenses" of the EDFL Conceptual Framework and Professional Dispositions. Each student will develop a deeper understanding of personal vocation and mission in light of this overall framework by engaging each of these "lenses" to evaluate their current dispositions and work. The intent is for each student to establish a foundation of self-understanding and to become a self-reflective and analytical practitioner and learner.

MEDU 519 Practicum
1-10 hours. Must be approved by advisor. A supervised practicum for students adding a content area endorsement, age authorization level, the higher education specialization, or student teaching to complete the Initial Teaching License in the license-only program. Students teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated. *Prerequisite: approval of the MEd director.*

MEDU 520 Curriculum and Assessment
3 hours. This course will focus on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching, learning and assessment. There will be an emphasis on the development and implementation of an integrated interdisciplinary unti for the candidate's specific teaching or educational assignment that utilizes concept-based curriculum strategies and instructional techniques to "teach beyond the facts for the thinking classroom." In addition, students will be participating in a Professional Learning Community that will focus in on a data collection cycle to inform and evaluate practice. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of formative assessment - including portfolios, rubrics, and other forms of authentic assessment - will guide and inform discussions.

MEDU 543 Ethical Perspectives on Educational Leadership
3 hours. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders.

Research

MEDU 530 Overview of Qualitative and Quantitative Research Methodology

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

MEDU 540 Action Research I
2 hours. This course is designed to develop conceptual and technical skills needed for designing and implementing action research studies in classrooms, schools, and other educational settings. The focus is on the following: observing and recording behavior in school settings; problem definition and focus; sampling; data storage and retrieval systems; and trustworthiness of action research. Emphasis is placed on defining and investigating problems which require the educator to investigate strategies for improving their practice and student learning. *Prerequisite: MEDU 530, Overview of Qualitative and Quantitative Research Methodology.*

MEDU 541 Action Research II
2 hours. This course is part two of the master's research project in which the student continues to work under the direction of the advising professor. In this final stage the student completes a written paper, publishes the work on an open-source site, and publicly presents results of the research project.

MEDU 542 Master's Project Research II
1-2 hours. Research for and preparation of master's thesis or action research project. This course provides additional credit for extra research above and beyond that required for the thesis.

MEDU 685 Special Topics
1-3 hours. These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include: Minority Education in Cross-cultural Perspective; Biography: Portraits of Teaching, Learning, and Culture.

READ (Reading and Literacy)

READ (Reading and Literacy) Course Descriptions

Reading and Literacy Perspectives

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

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

READ 532 Advanced Strategies in Literacy Instruction: Assessment and Remediation
2 hours. This course focuses on current methods and materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

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

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

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

READ 538 Organization of Reading Programs
3 hours. The content of this course includes: the organization of reading programs within the context of state and federal regulation and within the structure of the school-wide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and

the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

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

READ 540 Elementary and Middle Level Reading Practicum
2 hours. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in an elementary and middle school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both levels of authorization. Pass/No Pass
Prerequisites: READ 530 History and Foundations of Literacy Learning; READ 531 Analysis of Reading and Writing Assessments; READ 532 Advanced Strategies in Literacy Instruction; READ 538 Organization of Reading Programs; or by permission.

READ 541 Middle Level and High School Reading Practicum
2 hours. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a middle school and high school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both levels of authorization. Pass/No Pass
Prerequisites: READ 530 History and Foundations of Literacy Learning; READ 531 Analysis of Reading and Writing Assessments; READ 532 Advanced Strategies in Literacy Instruction; READ 538 Organization of Reading Programs; or by permission.

SPED (Special Education)

SPED (Special Education) Course Descriptions

SPED 501 Theory, Foundations and Ethics for Special Educators
2 hours. This course will focus on the historical foundations and purpose of special education, theory, special education law and policy, including legislation and litigation, and ethics. The course provides the foundational knowledge needed to understand exceptionalities of all kinds.

SPED 511 Developmental Psychology and Learning Theory
2 hours. The theoretical and practical aspects of human development - birth through young adult – and the connection to developmental psychology and learning theory. Functional knowledge of exceptionalities is developed.

SPED 512 Structures for Teaching and Learning: Academic
3 hours. This course prepares candidates to meet the needs of school students with high incidence learning disabilities in general education classrooms. Develops curricular modifications and adaptations, evaluates content curriculum, and provides assistance to general education teachers in implementation RTI Tier II and III strategies.

SPED 513 Structures for Teaching and Learning: Functional
3 hours. This course prepares candidates to meet the needs of school students with low incidence learning disabilities who may or may not spend some time in general education classrooms. Candidates explore and discuss low incidence disabilities including: intellectual disability, hearing impairment, visual impairment, deaf/blindness, communication disorder, emotional disturbance, orthopedic impairment, traumatic brain injury, autism spectrum disorder, and other health impairments. Functional living skills are incorporated into content planning.

SPED 521 Assessment and Evaluation
3 hour. This course addresses assessment and evaluation as the means for making instructional decisions. The candidate will learn and practice multiple ways of assessing students. These include informal assessment, progress monitoring, formal evaluations, and standardized achievement tests to synthesize all that data to create a cohesive picture of the student's standing, and continue to use the appropriate assessment tools to generate the information needed to make curricular and program decisions. Understand the special identification process (the discrepancy model, IQ vs. academic achievement test).

SPED 524 Assistive Technology & Specialized Support
1 hours. This course will focus on developing candidates' ability to evaluate technological and assistive supports and determine appropriateness for exceptional learners. Candidates will design and develop assistive technology tools for use in academic and functional settings.

SPED 531 Case Management
2 hours. Candidates will gain knowledge and skills in writing effective Individualized Education Programs (IEPs) and acquire communication and collaboration strategies to facilitate IEP meetings and interactions with families. Candidates will identify key issues

that could lead to litigation. Course content includes communication, organization, and administrative management.

SPED 550 Behavior Support and Classroom Management
2 hours. This course will focus on preparation of candidates to work with students who demonstrate significant emotional/behavioral problems and use interventions that are research-based. Candidates are exposed to principles of behavior analysis and modification strategies.

SPED 552 Community Supports and Transitional Programs
2 hours. This course will focus on the families, individuals, and community supports for individuals with disabilities ages birth - 21. Candidates will identify age-appropriate services such as Head Start, early intervention, vocational educational programs, community experiences, employment and other post-school adult living objectives, acquisition of daily living skills, if appropriate, and access to state and federal services.

SPED 576 Practicum: Mild to Moderate
3 hours. This practicum will be completed at either early childhood elementary, or elementary middle, or middle level and high school, in settings with students identified with mild to moderate disabilities. Candidates will complete a work sample during this practicum. Candidates will complete a minimum of 90 hours of clinical practice in a mild to moderate disability placement.

SPED 577 Practicum: Moderate to Severe
2 hours. This practicum will be completed at either early childhood elementary, or elementary middle, or middle level and high school, in settings with students identified with moderate to severe disabilities. Candidates will complete a minimum of 45 hours of clinical practice in a moderate to severe disability placement.

SPED 585 Selected Topics
1-3 hours. Occasional special courses chosen to fit the interests and needs of students and faculty.

SPED 595 Special Study in Special Education
1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the program.

Doctor of Education

The Doctor of Education program design focuses on the formation of scholars along key themes of integration, intellectual community, stewardship, apprenticeship, and colloboration.

- Doctor of Education (EdD)

Doctor of Education Course Descriptions

Doctor of Education

(EdD degree)

Mission

Our mission is to develop leaders with the knowledge, skills, and dispositions to effectively inspire, educate, and serve others effectively for the common good.

Purpose

The EdD prepares scholar-practitioners for P-12 and higher education settings to be leaders who think with clarity, act with integrity, and serve with passion. Our faculty lead students to gain critical and research-based skills for excellent and effective teaching. Students will become critical consumers of research so they can practice inquiry and engage in scholarly pursuits, enabling them to become leaders who effectively communicate with key constituencies. We promote the scholarship of teaching by helping students bring scholarly habits of mind to their work.

Program Distinctives

Formation of Scholars

- Our program design focuses on the formation of scholars along key themes of integration, intellectual community, stewardship, apprenticeship, and collaboration.

Scholar-Practitioner Development

- Our program emphasizes scholarly habits of mind, dispositions, and skills essential for leading in today's academic environments.

Integration

- Our program features an integrated approach to learning through lenses of faith, stewardship, and service. Quaker values shape our perspectives.

Community of Learners

- Our cohort model supports strong student relationships and peer mentorship amidst high faculty involvement.

Personal Care for Students

- Our high completion rates and strong faculty/student relationships indicate commitment to student support and modeling.

Program Objectives

Core courses in the EdD are designed to equip learners with knowledge and skills foundational to their discipline. Successful candidates will demonstrate the following outcomes:

- Reflect critically and ethically on matters of equity and social justice in educational settings
- Collaborate to solve educational problems and implement strategic actions that reflect justice for all students and stakeholders
- Apply research-based skills to improve educational practice and student outcomes
- Provide strategic leadership in educational settings
- Analyze and apply research-based learning solutions that support schools and educational settings toward improved practice and student outcomes

Admission Requirements

Applicants seeking admission to the EdD program must hold an approved master's degree from an accredited college or university, with a minimum graduate GPA of 3.25. In addition, applicants must complete the following to be considered for admission to the program:

- Doctor of Education application form and application fee
- Resume indicating a minimum of three years professional experience
- An essay as described in the application packet
- Three letters of recommendation from people who can comment on the applicant's intellectual ability, creativity, initiative, sensitivity to others, and leadership potential
- Completed Teachers Standards and Practices Character Questionnaire
- Completed Teachers Standards and Practices Ethical Educator Form
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)
- One official transcript from all colleges or universities attended
- Scores from either the Graduate Record Exam (GRE) or the Millers Analogies Test (MAT)

Transfer Credit

Upon approval by the department, transfer of up to 6 credit hours beyond the Master's degree is allowed toward the EdD program from accredited graduate schools. Students choosing the P-12 Administration Concentration who have previously completed an IAL/CAL may transfer in their university quarter or semester credits toward their license as completion of their concentration and elective credits (18 credit hours). Students must have earned a grade of "B" or better for a course to be considered for transfer. All transfer courses must be post-masters from a regionally accredited institution. Transfer credit will be evaluated by the faculty upon admission to the program.

Program Duration and Timeframe

Of the 56 hours required for the EdD program, a minimum of 50 hours must be taken through George Fox University. All work leading to the EdD must be completed within seven years from the time of matriculation. Extension of this limit requires approval of

the doctoral faculty. However, only one such extension per student may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires approval and may subject the student to additional requirements for the degree. Students maintain full standing in the program by being continuously enrolled (minimum of 2 credits/semester) until degree requirements are met.

Course Requirements

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

Graduation Requirements

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

Core Requirements

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

Faith and Learning/Ethics (6 hours required)

Students must take the following:

EDDL 700 Ethics, Equity and Justice	3
EDDL 701 How Faith Sustains the Life of the Mind	3

Educational Foundations (3 hours required)

EDDL 710 Political and Social Perspectives in Education	3

Leadership (3 hours)

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

Teaching and Learning (3 hours required)

EDDL 720 Research in Effective Teaching	3

Colloquium (3 hours required)

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

EDDL 725 Colloquia	1

Research (12 hours required)

Students must take the following:

EDDL 790 Intro to Qualitative & Quantitative Research	3

EDDL 791 Critical Research Skills	3
EDDL 792 Educational Statistics	3

Students must select one of the following advanced research methods courses:

EDDL 793 Advanced Qualitative Research Methods	3
EDDL 794 Advanced Quantitative Research Methods	3

Higher Education Concentration (12 hours required + 6 hours elective credit)

EDDL 730 Teaching & Learning in Higher Education	3
EDDL 731 Higher Education History and Current Practice	3
EDDL 732 Higher Education Leadership and Management	3
EDDL 733 Contemporary Issues in Higher Education	3

P-20 Instructional Design and Development Concentration (12 hours required + 6 hours elective credit)

EDDL 740 Curriculum, Instruction and Assessment	3
EDDL 741 Leading Educational Organizations through Professional Development	3
EDDL 742 Leading People	3
EDDL 743 Equity in Educational Environments	3

P-12 Administrative Concentration - Initial Administrator License (18 hours required)

ADMN 540 Leadership in Education	3
ADMN 542 Legal Perspectives on Ed Policy & Finance	3
ADMN 543 Ethical Perspectives on Ed Leadership	3
ADMN 544 Instructional Supervision	3
ADMN 546 Managing Instructional Budgets	1
ADMN 547 Portfolio Capstone	1
ADMN 548 Initial Administrator Practicum I	2
ADMN 549 Initial Administrator Practicm II	2

P-12 Administrative Concentration - Continuing Administrator License (18 hours required)

ADMN 640 School District Leadership	3
ADMN 642 Administration of Specialized Programs	3
ADMN 643 Executive Leadership for the 21st Century	3
ADMN 644 Program Evaluation for Organizational Success	3
ADMN 646 Managing Organizational Resources	3
ADMN 648 Continuing Administrator Practicum I	2
ADMN 649 Continuing Administrator Practicum II	1

Elective Coursework (6 hours required)

Students choose from the following courses:

EDDL 760 The Idea of the University and Contemporary Developments	3
EDDL 742 Leading People	3
EDDL 762 Assessment Literacy for Teacher Leaders	3
EDDL 763 Leadership in Digital Technology for Education Organizations	3
EDDL 764 International Perspectives on Education	3
EDDL 765 Research Internship	1-3

EDDL 766 Principles of Effective Mentoring	3
EDDL 769 Scholarly Reading and Writing Seminar	3
EDDL 775 Teaching Internship	1-3

Dissertation (8 hours required)

Within six units of core plus concentration, students take the following:

EDDL 800 Dissertation Research	2
EDDL 801 Dissertation Research	2
EDDL 802 Dissertation Research	2
EDDL 803 Dissertation Research	2
EDDL 805 Dissertation Research	2

Note:

***Doctoral students may take a maximum of 4 hours of doctoral dissertation research hours in any semester. EDDL 805 is for students who do not finish their dissertation research within the minimum 8 hours, and is repeated until the dissertation is finished. Students who make satisfactory progress each semester on their dissertation will receive a Pass grade until the dissertation is completed.*

EDDL Course Descriptions

ADMN Course Descriptions

Doctor of Education Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
ADMN (540-649)	P-12 Administrative Concentration
EDDL (700-701)	Faith and Learning/Ethics
EDDL (710)	Educational Foundations
EDDL (716)	Leadership
EDDL (720)	Teaching and Learning
EDDL (725)	Colloquium
EDDL (730-733)	Higher Education Concentration
EDDL (740-743)	P-20 Instructional Design and Development Concentration
EDDL (760-775)	Electives
EDDL (790-794)	Research
EDDL (800-805)	Dissertation

ADMN (Administrative Licensure)

ADMN (Administrative Licensure) Course Descriptions

Initial Administrator License (IAL) Program

ADMN 540 Leadership in Education
3 hours. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education.

ADMN 542 Legal Perspectives on Educational Policy and Finance
3 hours. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial policy. The course investigates creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

ADMN 543 Ethical Perspectives on Educational Leadership
3 hours. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders.

ADMN 544 Instructional Supervision
3 hours. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning to establish educational policy and transform educational practice at their institutions. The course emphasizes ways in which cultural, social, and organizational contexts influence learning. Students will learn to use the clinical supervision model and other tools for supervising and evaluating teacher performance based on best practices. The course will examine the leader's role in establishing and maintaining an environment that is conducive to student and adult learning.

ADMN 546 Managing Instructional Budgets
1 hour. This course is designed for those who want to understand how to manage the school budget successfully in a school. The day-to-day budget issues, including prioritizing, monitoring, and approving expenditures, will be discussed as well as the underlying framework of public budgets, Oregon State Chart of Accounts. This course provides practical knowledge and skills needed to read budget documents with understanding. Practices that encourage ethical care, goal oriented spending, and knowledgeable monitoring are explored and developed.

ADMN 547 Portfolio Capstone
1 hour. This course provides an opportunity for candidates for the Initial Administrator License to prepare and to present evidence that the practicum experience developed knowledge, skills, and dispositions reflected in the TSPC standards, the School of Education conceptual framework, and the dispositions.

ADMN 548 Initial Administrator Practicum I

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

ADMN 549 Initial Administrator Practicum II
2 hours. Practicum experiences continue at a building level of responsibility. Initial Administrator License candidates will complete a 360-hour practicum in elementary AND in middle level/high school under the direct supervision of a university supervisor and a licensed school administrator. Practicum experiences are supplemented by online administrative academic projects that focus on curriculum and staff development, supervision and evaluation, and personnel hiring. The supervisors and candidates will communicate via the Internet. Pass/No Pass

Continuing Administrator License (CAL) Program

ADMN 640 School District Leadership
3 hours. This is a core requirement of the continuing administrator program and requires admission to the doctoral program, the continuing administrator program, or specific advisor approval. This course focuses on district-level leadership roles and the importance of shared vision. Participants will assess their management styles in light of the requirements of various upper-level management positions in a variety of educational organizations. The class will examine how education districts of various sizes organize to maximize learning and to perform necessary functions as required by state and national mandates. Topics include establishing a vision for the organization, empowering others to lead, human resource selection and development, working with other leaders, making public presentations, and dealing with hostile constituents.

ADMN 642 Administration of Specialized Programs
3 hours. This course focuses on leadership responsibilities of specialized programs. The class will examine how educators can navigate federal mandates for special programs using Oregon's statutes, administrative rules, and agencies as a model. Participants will be involved through discussions, simulations, and presentations utilizing materials and personnel from a variety of educational organizations. Course topics include: administrating special programs (e.g., special education, talented and gifted, English as a second language); dealing with curricular and legal issues encountered in delivering these services to children; and developing strategies to improve the academic performance of students through special programs. Additional emphasis will be placed on emerging leadership strategies to address the needs of alternative education students.

ADMN 643 Executive Leadership for the 21st Century

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

ADMN 644 Program Evaluation for Organizational Success
3 hours. This course surveys the principles and practices useful to the evaluation of organizational programs and policies. Participants examine the models and tools used in informing educational and other leaders as to evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding: the purposes of evaluation, the role of the evaluator, evaluation designs and analysis, presentation of evaluation results, and the role of evaluation conclusions in organizational decision making.

ADMN 646 Managing Organizational Resources
3 hours. 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.

ADMN 648 Continuing Administrator Practicum I
2 hours. Practicum experiences are carried out at building or district level of responsibility. Practicum experiences are supplemented by online administrative academic projects that focus on advanced competencies of administration. The supervisors and candidates will communicate via the Internet. Two Saturday Seminars are required and will focus on current topics of administrative competencies.

ADMN 649 Continuing Administrator Practicum II
1 hour. Practicum experiences begun in EDFL 668 will continue at building or district level of responsibility. Practicum experiences are supplemented by online administrative academic projects that focus on advanced competencies of administration. The supervisors and candidates will communicate via the Internet. Two Saturday Seminars are required and will focus on current topics of administrative competencies.
Prerequisite: ADMN 648 Continuing Administrator Practicum I

EDDL (Doctor of Education)

EDDL (Doctor of Education) Course Descriptions

Faith and Learning/Ethics

EDDL 700 Ethics, Equity and Justice
3 hours. This course approaches the study of ethics by examining the teachings of Jesus and contemporary ethical theories and applies them to the dilemmas of leadership within both public and private education in the culturally diverse communities they serve. Additionally, this course will examine theories and practices of educational equity in relation to various forms of social inequality and marginalization in the American context. Close reading and analysis of contemporary educational research will offer students an opportunity to explore how social justice issues play out in contemporary educational contexts and their implications for practice.

EDDL 701 How Faith Sustains the Life of the Mind
3 hours. This course examines how faith, and particularly the Christian faith, can sustain the life of the mind, serving as an energizing and guiding force in the work and life of a scholar-practitioner. We will examine both the positives and challenges of serving a public religion, the shaping influence of denominational beliefs, what might it mean to teach from a Christian perspective, the concerns regarding maintaining distinctiveness yet avoiding proclamation in educational settings, and the characteristics and commitments that make an educational institution truly Christian. Quaker testimonies (values) will also be examined as a case study for the formation of wisdom communities.

Educational Foundations

EDDL 710 Political and Social Perspectives in Education
3 hours. Educators operate in a complex web of political relationships - within schools and universities, between educational institutions and their communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political and social relationships in order to improve, restructure, and transform educational institutions. The following questions are examined: What is power? How is political consciousness formed in children and adults? How do social problems become political issues? How is the political decision-making agenda set? How are policy issues decided? How do policy decisions affect, and how are they affected by, the organizational structure of institutions? How can educational leaders use political power to transform schools? The issues of change; desegregation; decentralization; equality of educational opportunity; structure of educational organization; teacher/student relationships; reform in education at elementary, secondary, postsecondary levels; and multiculturalism are also examined.

Leadership

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

3 hours. After a survey of contemporary leadership theories, this course will focus on strategies for effective organization change, thoughtful organizational development, and the impact of leadership on institutional vitality - both positive and negative. Leadership will be understood as both an art form open to creativity, passion and care, and a craft requiring disciplined thought and action. Each student will also develop a personal philosophy of leadership.

Teaching and Learning

EDDL 720 Research in Effective Teaching
3 hours. This course focuses on theories and models of learning and their resulting practice as a means of informing effective teaching. Learners will consider their roles as teachers and learners to research effective teaching within their particular content area, and study 21st century learning skills to articulate the nature and practice of effective teaching. We will consider frameworks for learning and creating effective classroom settings in face-to-face, online, and blended learning environments, within the context of research on effective teaching strategies to meet the diverse needs of P-20 students.

Colloquium

EDDL 725 Colloquium
1 hour.This course is designed to extend and deepen thinking about education, "educational leadership" and inquiry through shared readings, interaction with faculty and local educational leaders, and critical reflective writing and conversation.

Higher Education Concentration

EDDL 730 Teaching & Learning in Higher Education
3 hours. A course designed to lead professors to gain knowledge and skill in instructional planning, teaching, and assessment in face-to-face, blended, and online instructional environments. Students will review current research focused on young adult and adult learners.

EDDL 731 Higher Education History and Current Practice
3 hours. A course designed to introduce students to the history of higher education from ancient times through the Middle Ages to the development of the current state of the American research university from a Colonial College Model. The course is designed to focus on how events and issues from the past have been addressed and how they tend to resurface today. The intent is to provide the student with insight, perspectives, and wisdom to address contemporary issues and improve current practice.

EDDL 732 Higher Education Leadership and Management
3 hours. This course is designed to accomplish three things: (1) provide an synopsis of cogent leadership theories and their application to higher education; (2) offer an overview of the structures, challenges, and concerns facing senior higher education administrators, and (3) identify and examine the management functions at work in contemporary higher education.

EDDL 733 Contemporary Issues in Higher Education
3 hours. This course examines contemporary trends and issues in American higher education designed to orient students to issues, ideas, and literature that constitute the

study of higher education, with emphasis on underlying social and political issues that shape higher education and organizational change.

P-20 Instructional Design & Development Concentration

EDDL 740 Curriculum, Instruction and Assessment
3 hours. In this class, candidates will gain advanced knowledge of curriculum theory, policy, models and practice. They will learn to lead curriculum development and assessment projects, and explore research-based instruction and assessment to support curriculum development.

EDDL 741 Leading Educational Organizations through Professional Development
3 hours. This course examines the adult learner and principles of effective professional development.

EDDL 742 Leading People
3 hours. Bringing about change in organizations requires a unique set of leadership skills. Those charged with leadership responsibilities need knowledge and skill to lead people and teams in productive ways. This course explores emerging theories related to leading people.

EDDL 743 Equity in Educational Environments
3 hours. This course will lead students to reflect and act on the intersection of personal, interpersonal, and organizational influences on beliefs, values, policies, practices,and structures. They will examine the ways these influences prohibit or advantage educational equity and opportunity for all individuals. Students will explore leadership that promotes equitable policies, procedures, and systems to enhance learning within P-20 or community-based educational organizations.

Elective Coursework

EDDL 742 Leading People
3 hours. Bringing about change in organizations requires a unique set of leadership skills. Those charged with leadership responsibilities need knowledge and skill to lead people and teams in productive ways. This course explores emerging theories related to leading people.

EDDL 760 The Idea of the University and Contemporary Developments
3 hours. This course examines the idea of the university since its beginning in medieval times, paying particular attention to thinkers in the 19^{th}, 20^{th}, and 21^{st} centuries. The intent is to provide the students with a philosophical orientation and perspective on recurring contemporary issues related to higher education, helping to guide decision making at all levels of the institution in order to provide wise care of the structures, values, practices, and persons who live and work in institutions of higher education.

EDDL 762 Assessment Literacy for Teacher Leaders
3 hours. In this course, teacher leaders will explore and practice processes that help educators to make informed data driven decisions related to classroom and school-wide outcomes. Advanced work with formative and summative assessment prepares teacher leaders to direct building intiatives.

EDDL 763 Leadership in Digital Technology for Education Organizations

3 hours. This course focuses on the real-world issues of planning for, implementing, sustaining, and institutionalizing the use of technology to enhance teaching and learning throughout an educational organization.

EDDL 764 International Perspectives on Education
3 hours. Education is ever on the agenda of national governments. What role is education expected to play in national development? In this course students will examine the varied ways by which different nations tackle issues such as equity, efficiency, and quality in education. The course will also examine the conceptual and methodological questions underlying the field of comparative education. Particular attention is given to types of social and political analysis that may be applied to comparative and cross-national studies in education.

EDDL 765 Research Internship
1,2 or 3 hours. This internship provides apprenticeship-learning opportunities alongside EdD professors, with a focus on developing and applying knowledge for educational practice. Students may demonstrate proficiency in program evaluation as part of the internship. Internships provide students with in-depth learning experiences in settings outside the university classroom. Opportunities include research-based partnerships with EdD professors or other possible educational partners. All internships are planned and completed under the guidance of a university faculty member. Students in the EdD program should consider internships as elective options to enrich their program of study. Please contact an individual faculty member for each internship exeprience at least one semester prior to enrolling.

EDDL 766 Principles of Effective Mentoring
3 hours. Research, theory and effective practice is explored in this course on mentoring in educational settings.

EDDL 769 Scholarly Reading and Writing Seminar
3 hours. This course is designed for students who wish to delve more deeply into a specific area of study relevant to their doctoral concentration, and to write about that subject in a scholarly manner, producing material worthy of publication. In partnership with the professor of record, students will construct a list of scholarly publications and resources to engage, and a writing schedule with content criteria, submission due dates, and desired outcomes for the seminar.

EDDL 775 Teaching Internship
1,2 or 3 hours. This internship provides apprenticeship alongside George Fox professors teaching undergrad or graduate teacher education courses in the student's field of study. Emphasis is on developing thoughtful and informed pedagogy in online, hybrid, or face-to-face learning environments. Internships provide students with in-depth learning experiences in settings outside the university classroom. Opportunities include teaching-based partnerships with EdD professors. All internships are planned and completed under the guidance of a university faculty member. Students in the EdD program should consider internships as elective options to enrich their program of study. Please contact the individual faculty member for each internship experience at least one semester prior to enrolling.

Research

EDDL 790 Intro to Qualitative & Quantitative Research

*3 hours.*This course introduces the student to both qualitative and quantitative research conducted in schools and colleges. Students learn to critically read and evaluate research in both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.

EDDL 791 Critical Research Skills
3 hours. This course is designed to provide students with directed experience in critical inquiry, emergent research design, and academic writing. Basic processes of inquiry, research synthesis, and scholarly habits of mind will orient students to the kind of research and scholarship expected in their graduate program and professional careers. Article analysis and writing well as a developmental process are strong course foci. *Prerequisite: EDDL 790.*

EDDL 792 Educational Statistics
3 hours. This course provides an introduction to descriptive and inferential statistics for beginning educational researchers; a necessary foundation for understanding and evaluating quantitative research designs and findings. Topics focus on the statistical process of investigating education-related questions and problems of practice through data collection, analysis, and interpretation. *Prerequisite: EDDL 790.*

EDDL 793 Advanced Qualitative Research Methods
3 hours. Qualitative research does not mean just using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research. *Prerequisite: EDDL 790.*

EDDL 794 Advanced Quantitative Research Methods
3 hours. This course is designed for those who desire further preparation in quantitative research designs. Specific focus will be on the nature and issues associated with prominent quantitatative designs employed in educational research such as existing data, survey research, experimental and quasi-experimental designs, and meta-analyses. The course will examine the advantages and disadvantages of various quantitative designs. It will also help students to identify which designs are best suited for the general research question they are considering.*Prerequisite: EDDL 790.*

Dissertation

EDDL 800 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisites: EDDL 790 Qualitative and Quantitative Research, EDDL 791 Critical Research Skills, EDDL 792 Educational Statistics, and either EDDL 793 Advanced Qualitative Research Methods or EDDL 794 Advanced Quantitative Research Methods.

EDDL 801 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisite: EDDL 800. Can be enrolled concurrently with EDDL 800 with the permission of the Doctor of Education Program director.

EDDL 802 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisite: EDDL 801. Can be enrolled concurrently with EDDL 801 with the permission of the Doctor of Education Program director.

EDDL 803 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisite: EDDL 802. Can be enrolled concurrently with EDDL 802 with the permission of the Doctor of Education Program director.

EDDL 805 Dissertation Research
2 hours. Required of doctoral level students who did not complete their dissertation research in EDDL 800-803.

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

George Fox Evangelical Seminary

Purpose Statement

George Fox Evangelical Seminary exists to develop leaders and scholars to have a transformative and prophetic influence for Jesus Christ in the church and the world. We pursue this purpose by integrating spiritual formation, history, theology, and biblical and pastoral studies, in a multicultural and ecologically-sensitive environment.

Mission Statement

George Fox Evangelical Seminary is Christ-centered, broadly-evangelical, and committed to equipping women and men holistically for local and global service.

Seminary Heritage

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

The first students came from the founding denominations: the Evangelical Church and the Northwest Yearly Meeting of Friends. Soon the Free Methodist and Wesleyan churches lent their support. Today, more than 40 denominations are represented in the student body.

When the seminary began, it fulfilled the dream of its first president, Paul Petticord, and other regional Christian leaders, who recognized the need for a Wesleyan seminary in the Pacific Northwest.

Seminary Distinctives
Statement of Faith
Accreditation
Memberships
Information and Technology
Community Life
Assessment
Graduate Competencies
Seminary Programs

Seminary Distinctives

Distinctives of George Fox Evangelical Seminary

Rootedness: We prepare leaders who are rooted in Scripture and proclaim in word and deed the gospel of Jesus' incarnation, life, death and resurrection, carrying out through the Church God's mission to foster personal and community transformation.

Spiritual Formation: We are committed to forming our students and alumni holistically in Christ.

Equality: We promote women, people of color, and other commonly disenfranchised persons in full ministry, engaging global, intercultural, and other forms of diversity.

Earthkeeping: We emphasize that caring for creation, as a form of activism in service to racial and economic reconciliation, is an essential part of our faithfulness to Christ.

Innovation: We are a Portland-based, national seminary that is redesigning theological education to prepare leaders to serve in both entrepreneurial and established ministries.

Seminary Statement of Faith

Statement of Faith

The Trinity

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

God the Father

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

God the Son

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

God the Holy Spirit

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

Salvation

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

The Bible

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

The Christian Life

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

The Church

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

Christian Worship

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

The Future

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

Accreditation and Memberships

George Fox Evangelical Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS), and the following degree programs are approved:

- Master of Divinity
- Master of Arts in Intercultural Studies
- Master of Arts in Ministry Leadership
- Master of Arts in Spiritual Formation
- Master of Arts (Theological Studies)
- Doctor of Ministry

The commission's contact information is:

The Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275
USA
Phone: 412-788-6505
Fax: 412-788-6510
www.ats.edu

The Northwest Commission on Colleges and Universities also certifies the seminary's programs. This dual accreditation is maintained through George Fox University and assures students of the highest academic and professional standards.

Information and Technology

Information and Technology

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

Grounding in Information Literacy

A person who is "information literate":

- Knows when information is needed
- Knows how to formulate an effective search strategy
- Knows how to access information
- Knows how to evaluate information he or she has accessed
- Knows how to incorporate information into his or her work

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

Participation in a Technologically Enriched Environment

A Lilly-Endowment grant has brought new technology resources to the classroom instruction of seminary students. "Smart classrooms" (classrooms equipped with computer projection equipment with full multimedia capability and access to all network and Internet resources) enrich the in-class experience. Course websites and online access to licensed databases and library resources enable ongoing work and vibrant exchanges among students and faculty between class sessions. Faculty members have also strengthened their skills in the effective use of technology in teaching, and students often serve as interns and teaching assistants.

Exposure to Critical Software Tools

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

Access to Online Licensed Databases

All students have online access to valuable databases for study and research: ATLAS Religion Index, Academic Search Premier, PsycInfo, Sociological Abstracts, ERIC, and Dissertation Abstracts are a few of the more than 50 discipline-specific databases available. Students have access to the full text of the top theological journals of the past 50 years. Students can access these at the library or from home via the Internet through the George Fox University proxy server.

Resources for Advanced Study

Encounters with historical and contemporary texts in theology and religion are an integral part of a seminary education. The Portland Center Library houses 67,000 volumes of the university's 203,000 print-item collection and receives more than 300 periodicals. In addition, a regional consortium provides daily delivery from its combined collections of 27 million items. Interlibrary loans through an international reserve of 65 million items ensure that faculty and students have access to the variety of voices that speak to theological issues.

Participation in Electronically Enhanced Courses

Many of the seminary's courses are "electronically enhanced." A course that is electronically enhanced has a live class period once a week and an interactive website that directs the remainder of the work for the week (between 6 and 7.5 hours). Students at a distance do not need to be in class every day, but can come once or twice a week and do the rest of their work online.

Access to Computer Labs

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

Community Life

Community Life

Spiritual Life

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

The seminary community fosters spiritual formation by promoting:

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

To fulfill this mission, the seminary endeavors to have a comprehensive spiritual-life program. The program is designed to engage students in formational experiences throughout their time in seminary. The spiritual-formation curriculum has a variety of core courses and specialty courses designed to stimulate personal transformational growth. A component of every spiritual-formation course is a supportive small-group experience.

Spiritual-Formation Curriculum

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

Prayer

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

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

Community Development

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

Assessment

Assessment

The preparation of women and men for ministry requires us to engage the entire person - cognitive and affective, personal and professional. This means that GPAs do not tell the whole story about a student's preparedness for a program at seminary, nor do they tell the whole story about their preparedness for work in their chosen area of ministry when they leave seminary. Helping students to understand their temperament and relational skills may be as crucial to their success in ministry as helping them master a body of knowledge. Because of this, assessment of students must address more than just the cognitive aspects of their development.

The seminary conducts two assessments for students. The first is carried out after one semester of study and assesses the student's potential for success in seminary study. The second is candidacy, which is conducted at the midpoint of their study. At this assessment, the faculty members are better able to address the nature of the student's calling, gifts, and abilities.

During these times of assessment, several possible outcomes may be determined. A detailed description of these outcomes is found in the Student Assessment Plan. These times of assessment provide opportunity to affirm the gifts of students and to guide them in a direction that will maximize their time of study according to their gifting and their calling.

Competencies of Seminary Graduates

Competencies of Seminary Graduates

The programs of George Fox Evangelical Seminary are designed to produce specific competencies in its graduates. These competencies are to be understood in conjunction with our statement of faith and our school distinctives. Our community serves in a Christ-centered, biblically grounded orthodox evangelical understanding of Christian faith and ministry. Competencies are developed in four key domains:

Identity Formation (Being and Becoming Who God Created You To Be)

Graduates of our programs will:

- Have a transformational relationship with Christ and cultivate an intentional spiritual life
- Increase in the capacity to love
- Know their self-worth and capabilities
- Demonstrate trustworthiness, honesty, and integrity
- Engage in intentional self-care
- Model their lives after the example of Jesus
- Discern their gifts and calling
- Foster congruence between outer social behaviors and inner self-awareness
- Engage in a faith community with others

Habits of the Mind (Capable to Think Critically and Creatively)

Graduates of our programs will:

- Be able to take and defend a position with accuracy, clarity, and gentleness
- Generate new ways of viewing situations outside the boundaries of standard conventions with open-mindedness, graciousness, and a restrained impulsivity
- Engage intensely in tasks even when answers or solutions are not immediately apparent
- Generate, trust, and maintain their own standards of evaluation
- Gain an understanding of biblical content and church history
- Engage in ongoing theological reflection
- Contextualize faith and culture

Skills of Relationship (The Ability to Manage Social Exchange)

Graduates of our programs will:

- Create healthy environments and relationships of trust and grace
- Be responsive and sensitive to human hurt, need, and global justice
- Cultivate and maintain a web of relationships
- Foster teamwork, collaboration, and demonstrate accountability
- Demonstrate flexibility in adapting to changing situations or overcoming obstacles
- Seek and appropriately respond to feedback
- Steward their own power and voice

- Have a capacity to listen and attend to others

Skills of Service (The Ability to Cultivate Effective Ministry)

Graduates of our programs will:

- Serve as a transforming agent of change
- Communicate effectively
- Use and interpret Scripture
- Inspire others in a deeper spiritual life
- Relate social issues to faith
- Coach and engage people in ministry
- Influence and organize a group in pursuing a common vision and mission
- Engage a community in strategic thinking and initiating strategic action
- Develop and steward the needed resources
- Organize and respond to cultural trends
- Instill in others a passion for service and mission
- Understand the nature of conflict and gaining skills to resolve conflicts

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Seminary Programs

Certificate Programs

Certificate in Spiritual Formation and Discipleship

Certificate for Partners in Ministry

Certificate in Spiritual Direction

Master's Programs

Master of Divinity (M.Div.)

Master of Arts [Theological Studies] (M.A.[TS])

Master of Arts in Intercultural Studies (M.A.)

Master of Arts in Ministry Leadership (M.A.)

Master of Arts in Spiritual Formation (M.A.)

Doctoral Programs

Doctor of Ministry (D.Min.) in Leadership and the Emerging Culture

- Leadership and Global Perspectives track
- Semiotics and Future Studies track
- Preaching as Story track

Doctor of Ministry (D.Min.) in Leadership and Spiritual Formation

Seminary Course Descriptions

Certificate for Partners In Ministry

Certificate for Partners in Ministry

(Non-degree)

Purpose

The Certificate for Partners in Ministry is a non-degree program designed to benefit the spouses of seminary students.

Program Objectives

Educational Objectives

To enable students to:

- Be equipped to be an effective partner in ministry
- Assist the spouse in his or her own self-development and spiritual growth
- Be acquainted with the expectations and stresses of ministry

Professional Objectives

To enable students to:

- Be an effective partner in ministry

Admission Requirements

Applicants seeking admission to the Certificate for Partners in Ministry program must be a spouse of a degree-seeking student. No bachelor's degree is required. In addition, applicants must complete the following to be considered for admission to the program:

- Certificate for Partners in Ministry application form and application fee

Transfer Credit

No transfer credit is allowed toward the Certificate for Partners in Ministry program from accredited graduate schools. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All 14 hours required for the Certificate for Partners in Ministry program must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

Courses are subject to a space-available basis. Scholarships are available to participants, but limited to the courses required for the program. Courses are taken for credit and limited to one course per semester. Satisfactory completion of all courses is required for the certificate.

The Certificate for Partners in Ministry program is generally two to three years in length with 14 semester hours of course work required as a minimum for graduation. Of the total hours required for the certificate, 6 are in biblical and theological foundations, 1 spiritual formation hour, and 7 elective hours.

Graduation Requirements

In order to complete the requirements for the Certificate for Partners in Ministry degree students must:

- Satisfactorily complete a minimum of 14 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Be recommended by the seminary faculty for completion of certificate from George Fox University.

Curriculum Plan

Biblical and Theological Foundations Courses (6 hours)

CHTH elective	3

Students must select one of the following courses:

BIST 506 Old Testament I (Torah and Former Prophets)	3
BIST 508 New Testament I (Gospels and Acts)	3

Spiritual Formation Course (1 hour)

SFAD 510 Knowing Self, Knowing God	1

Electives (7 hours)

Seminary Course Descriptions

Certificate in Spiritual Direction

Certificate in Spiritual Direction

Upon completion of all the requirements for the SFAD certificate or for the MASF degree students who desire to serve as professional spiritual directors will need to complete the following additional requirements of spiritual direction and supervision. (If an MASF graduate did the internship rather than SFAD 571 and SFAD 572, those two courses are required before starting the spiritual direction requirements.) After completing the requirements below it will be necessary to make an appointment to meet with the designated GFES Spiritual Director supervisor for a final interview.

Requirements:

1. *Complete 30 hours of spiritual direction with at least two persons over the course of one year. Thedirector demonstrates that he/she is able to sustain a spiritual direction relationship with two or more individuals over a 12 month period (at least one session per month for each individual for 12 months)*
2. *Receive 10 hours (at least 10 one-hour sessions) of supervision by a trained/ approved supervisor.*

Certificate in Spiritual Formation and Discipleship

Certificate in Spiritual Formation and Discipleship

(Non-degree)

Purpose

The Certificate in Spiritual Formation is a non-degree program designed to provide for the intentional spiritual formation of students in an academic setting and to train discerning and gifted persons as spiritual guides in the Christian tradition. The program is designed for men and women who desire preparation in the classical Christian art of spiritually guiding others. Such people can be gifted laypeople, ordained clergy, Christian educators, or trained counselors. The specialization trains called individuals in a variety of contexts to offer spiritual guidance and discipleship.

Program Objectives

Educational Objectives

To enable students to:

- Mature into God's fullness
- Develop habits of authentic disciplines for thinking and living in Christ's presence
- Gain an understanding of the biblical, theological, psychological, and historical foundations of spirituality
- Live a life of power in the Spirit and in communion with all God's people

Professional Objectives

To enable students to:

- Develop skills for individual spiritual direction and group spiritual formation

Admission Requirements

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

- George Fox Evangelical Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)

†Applicants who do not hold a four-year baccalaureate degree from an accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 10 hours credit is allowed toward the Certificate in Spiritual Formation program (15 hours for current seminary or postseminary-degree students) from accredited graduate schools. Students must have earned a grade of B- or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the Certificate in Spiritual Formation program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 32 hours required for the Certificate in Spiritual Formation program, a minimum of 16 hours must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Certificate in Spiritual Formation program is generally two years in length with 32 semester hours of course work required as a minimum for graduation (15 hours for current seminary or postseminary-degree students). Of the total hours required for the degree, 12 are in biblical and theological foundations courses, 6 in pastoral ministries courses, 14 spiritual formation hours.

Requirements for MAML and MDiv Degree Students

MAML and MDiv students must satisfactorily complete all the required courses for the Certificate in Spiritual Formation. Required courses for the Spiritual Formation Certificate can be fulfilled through a combination of core courses required for the degree and the certificate, as well as through the specialization or concentration available in the degree.

Requirements for Non-degree or Postseminary-degree Students

Non-degree students or students who have completed a seminary degree and are returning for further training must complete the following requirements:

- Non-degree students must satisfactorily complete 32 hours in the certificate program.
- Postseminary-degree students must satisfactorily complete all courses required for the certificate.
- Be recommended for certification at the completion of SFAD 572.

Graduation Requirements

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

- Satisfactorily complete a minimum of 32 semester hours with a cumulative GPA of 3.0 or above.
- Be admitted to candidacy for the certificate.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Biblical and Theological Foundations Core (12 hours)

BIST 506 Old Testament I	3
CHTH 562 History of Spirituality and Renewal	3
BIST or CHTH elective	3

Students must select one of the following courses:

BIST 508 New Testament I (Gospels and Acts)	3
BIST 509 New Testament II (Romans - Revelation)	3

Pastoral Ministries Courses (6 hours)

MLDR 570 Christian Ministry for Reconciliation	3
PSTD 501 Pastoral Counseling	3

Spiritual Formation and Discipleship Courses (11 hours)

SFAD 510 Knowing Self, Knowing God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 548 Spirituality and Personality	1
SFAD 561 Spiritual Direction Experience I	.5
SFAD 562 Spiritual Direction Experience II	.5
SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practicum	2
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1

Spiritual Formation and Discipleship Electives (3 hours)

Students must select 3 hours from any SFAD courses not yet taken.

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

Seminary Course Descriptions

Master of Divinity

Master of Divinity

(MDiv degree)

Purpose

The Master of Divinity program is designed for men and women preparing to be Christian ministers, missionaries, chaplains, evangelists, or preparing to enter some other form of Christian service. The MDiv 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.

Program Objectives

To enable students to:

- Interact with Christian Scripture, history, and theology; to interpret the truths critically; and to express them faithfully.
- Experience an ever-deepening sense of the reality of Christ through spiritual formation.
- Understand themselves and relate to others as created in God's image and called into community.
- Engage in the just transformation of societies through personal and social holiness motivated by love.
- Lead the church under the lordship of Jesus Christ in its mission and ministries.
- Be equipped practically to preach, teach, exercise pastoral care, equip, and lead in the local church.

Admission Requirements

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

- George Fox Evangelical Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- A group interview or phone interview (by invitation only)

†Applicants who do not hold a four-year baccalaureate degree from an accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

MDIV Online or Local

The degree is offered in an online cohort format or a local delivery format. The online cohort has hybrid courses which are a combination of face-to-face classroom experiences and online experiences. Cohort students come to campus for week-long face-to-face intensives in the fall and spring and some summers over a period of four years. A learning community is created for the transfer of information, exchange of ideas, critical-thinking development through discussions and papers posted and read online, and acquired wisdom through sharing professional experiences.

The local delivery format allows students to take the majority of their coursework in the local classroom setting at the Portland Center. The local delivery format also provides greater flexibility regarding the number of credit hours for which students may enroll each semester.

Transfer Credit

Transfer of up to 42 hours credit is allowed toward the MDiv program from accredited graduate schools and seminaries. Students must have earned a grade of B- or better for a course to be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 84 hours required for the MDiv program, a minimum of 42 hours must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Master of Divinity program is generally three to four years in length with 84 semester hours of course work required as a minimum for graduation. Of those hours, 21 are in biblical studies courses, 18 in Christian history and theology, 6 in spiritual formation and discipleship, 27 in pastoral studies, and 12 in a chosen area of concentration or electives.

Graduation Requirements

In order to graduate with the master of divinity degree students must:

- Satisfactorily complete a minimum of 84 semester hours with a cumulative GPA of 3.0 or above
- Be admitted to candidacy for the degree

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

Curriculum Plan

Pastoral Studies Concentration

Biblical Studies Courses (21 hours)

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

Students must select 6 hours from the following Hebrew and/or Greek courses:

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

Students must select one of the following two courses:

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

Christian History and Theology Courses (18 hours)

CHTH 511 Christian History and Theology I: The Early Church to the Sixteenth Century	3
CHTH 512 Christian History and Theology II: The Reformation and Its Ramifications	3
CHTH 552 Essentials of Christian Theology	3
CHTH electives	6

Students must select one of the following two courses:

CHTH 513 American Church History	3
CHTH 546 Contemporary Theological Trends	3

Spiritual Formation and Discipleship Courses (6 hours)

SFAD 510 Knowing Self, Knowing God	1
SFAD 561 Spiritual Direction Experience I	.5
SFAD 562 Spiritual Direction Experience II	.5
SFAD 591 Spiritual Leadership	1
SFAD electives	2

Students must select one of the following courses:

SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1

Pastoral Studies Courses (27 hours)

MLDR 510 Missional Ecclesiology	3
PSTD 501 Pastoral Counseling	3
PSTD 506 Pastoral Ministry	3
PSTD 510 Essentials of Preaching	3
MLDR 520 Missional Leadership	3
PSTD 564 The Theology and Practice of Worship	3

Students must select one of the following courses:

PSTD 565 Clinical Pastoral Education	3
MLDR 575 Internship	3
PSTD 575 Pastoral Internship	3

Students must select two of the following six courses:

PSTD 530 Equipping and Discipleship	3
PSTD 580 Evangelism	3
PSTD 584 Church Administration	3
MLDR 540 Culture and System Change	3
MLDR 550 Communication in Christian Ministry	3
MLDR 570 Christian Ministry for Reconciliation	3

Concentrations (12 hours - students must select one or complete 12 hours of electives)

Biblical Studies Concentration‡

Students must select one of the following courses:

BIST 550 The Old Testament and the Ancient Near East	3
BIST 551 The Old Testament, Early Judaism, and Christianity	3
BIST 505 Biblical Book Study in English	3
BIST 515 Old Testament Book Study in Hebrew	3

Students must select one of the following courses:

BIST 560 Christology in the New Testament	3
BIST 561 Paul and the Law	3
BIST 505 Biblical Book Study in English	3
BIST 525 New Testament Book Study in Greek	3

Students must select two of the following courses:

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
Any BIST elective not yet taken	3

Chaplaincy Studies Concentration

MLDR 570 Christian Ministry for Reconciliation	3
PSTD 550 World Religions	3
PSTD 565 Clinical Pastoral Education	3
PSTD 585 Advanced Pastoral Counseling	3

Christian Earthkeeping Concentration

CHTH 541 Theology and Stewardship of Creation I	1.5
CHTH 542 Theology and Stewardship of Creation II	1.5
CHTH 543 Eschatology, New Creation, and Communal Ethics I	1.5
CHTH 544 Eschatology, New Creation, and Communal Ethics II	1.5
CHTH 556 Theology and Ethic of the Land	3
CHTH 558 Poverty and Restorative Earthkeeping	3

Christian History and Theology Concentration‡

Students must select one of the following courses:

CHTH 550 Christian Ethics	3
CHTH 553 Bio-ethics	3

Students must select one of the following courses:

CHTH 560 History of the Holiness and Pentecostal Movements	3
CHTH 563 The Evangelical Movement	3
CHTH 566 Theology in the Wesleyan Tradition	3

Students must select one of the following courses:

CHTH 520 Doctrine of God	3
CHTH 521 Doctrine of Christ	3
CHTH 522 Doctrine of the Holy Spirit	3

Students must select one of the following courses:

CHTH 530 Women in Church History	3
CHTH 562 History of Spirituality and Renewal	3

General Electives

Students not pursuing a concentration may complete 12 credit hours of electives. These 12 credits are pre-determined for students in the On-Line Learning Community.

Pastoral Studies Concentration

12 additional PSTD or MLDR credits	12

Spiritual Formation and Discipleship Concentration

The following courses are required for the SFAD Concentration (whichever courses were not taken to complete the standard MDiv):

CHTH 562 History of Spirituality and Renewal	3
MLDR 570 Christian Ministry for Reconciliation	3
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practicum	2
SFAD 580 Group Spiritual Formation	1
SFAD 548 Spirituality and Personality	1

In addition to taking 11 semester hours from the list above, students in the SFAD Concentration must take 1 semester hour of required SFAD Elective (preferably one of the following: SFAD 536 Spirituality, Shame, and Grace [1]; SFAD 540 Images of God [1]; SFAD 556 Spirituality and the Writings of the Mystics [1])

‡A student may elect to do a thesis in either biblical studies or Christian history and theology. The student would request the option from his or her advisor. BIST/CHTH 571, 572, and 575 are the thesis option courses.

Seminary Course Descriptions

Chaplaincy

Clinical Pastoral Education

Clinical Pastoral Education (CPE) brings seminary students into supervised ministry with people in crises. The heart of CPE is ministry with people and learning from that ministry through reflection, discussion, and evaluation with other students and a certified CPE supervisor. CPE training centers are usually located in hospitals and medical centers. George Fox Evangelical Seminary is a member of the Association of Clinical Pastoral Education. Therefore, any seminary student in the MDiv degree program may choose to do his or her internship in a CPE setting. Students pay regular seminary tuition for seminary credits awarded for CPE units. However, students may be eligible to be reimbursed for the cost of CPE units. Reimbursement is limited to 75 percent of the seminary tuition paid for the credits awarded for CPE experience. Students can apply for reimbursement by submitting receipts upon successful completion of the CPE program. Students who feel called to hospital chaplaincy would take the following recommended path at George Fox Evangelical Seminary:

Hospital Chaplaincy Path

1. Acceptance into the MDiv degree program (some hospitals are beginning to accept people with seminary MA degrees as chaplains, but the MDiv is preferred).
2. Completion of a unit of CPE training at an approved training site. A chaplaincy student would take PSTD 565 CPE training (6 hours). These are typically offered in two formats:
    a. Summer 11-week intensive = 1 unit (100 hours of structured group and training and 300 hours of clinical practice - stipend offered by some hospitals)

   b. Fall - spring extended program = .5 unit each semester (100 hours of structured group and training and some clinical practice - no stipend)
3. Ordination or a certificate of ministry from the person's denomination.
4. After completion of the MDiv, the individual would apply for a year of residency at an approved CPE training hospital. These are full-time paid positions for which the individual completes an additional 3 units of CPE. The seminary CPE director keeps a file of residency positions available. Application should be made one year before desired placement.
5. After fulfilling the requirements of the Association of Professional Chaplains, the individual would apply for certification. Students are encouraged to become student members of APC.
6. The seminary CPE director keeps a file of chaplaincy position openings.

MDiv Curriculum for Hospital Chaplaincy Students

1. All the normal curriculum requirements for the MDiv degree.
2. Internship requirement would be PSTD 565 CPE unit one (6 hours). The student would not take PSTD 575 Pastoral Internship.
3. Students may substitute MLDR 550 Communication in Christian Ministry for PSTD 510 Essentials of Preaching.
4. A student coming to the seminary with previous CPE units may be awarded up to a maximum of 9 credits.

Registering for PSTD 565 Clinical Pastoral Education

Students should apply for acceptance into an approved CPE center one year ahead of their desired internship date. In Oregon there are four centers: Legacy Health System, Oregon State Hospital, Providence/Portland Medical Center, and Veterans Affairs Medical Center. The ACPE directory with information concerning the centers, the contact persons, and application processes is available online at http://www.acpe.edu/. The student contacts the CPE coordinator at the preferred site, fills out an application, and pays the application fee. Once the student is accepted, he/she would register for PSTD 565. One unit of CPE is equal to 6 semester credits. CPE courses are graded Pass/No Pass. Upon completion of the training, the student submits the final supervision report to the seminary faculty director in order to record the course grade.

Military Chaplaincy

Those who feel called to military chaplaincy should contact the branch of service in which they desire to serve. The chaplain representative for the area will acquaint you with the scholarships, requirements, and steps toward accomplishing this objective. Those students who attend Military Chaplaincy School will receive 8 hours as substitute for PSTD 501 Pastoral Counseling, a PSTD course (depending on training), and PSTD 575 Pastoral Internship (2 hours).

Master of Arts (Theological Studies)

Master of Arts (Theological Studies)

(MA[TS] degree)

Purpose

The Master of Arts (Theological Studies) program is designed for men and women who desire graduate study in the field of theological studies with an emphasis in biblical studies, Christian history and theology, or the integration of the two. The MA(TS) is not intended as preparation for pastoral ministry.

Coursework, Project, or Thesis Option
In recognition of the varying needs of students obtaining the MA(TS) degree, the seminary offers three tracks to complete the degree. The choice of track is to be made only in consultation with the student's academic advisor.

1. Coursework Track

   This track is designed for students who desire further study in their area of concentration, but do not intend further academic study of theology and who would not profit significantly from the writing of a master's thesis or production of a master's project (see below).
2. Project Track

   This track is designed for students who desire familiarity with advanced research and writing skills in their area of concentration, but do not need, or will not significantly profit from, writing an academic master's thesis.
3. Thesis Track

   This track is designed for students intending further academic study of theology or who wish to learn the skills involved in researching and writing an advanced thesis in theology.

Program Objectives

Educational Objectives

To enable students to:

- Gain knowledge appropriate to the field of specialization
- Grow in the ability to analyze pertinent texts and materials
- Develop the capacity to think critically
- Learn research, writing, and communication skills

Professional Objectives

To enable students to:

- Prepare for future degree work in biblical and theological studies

Admission Requirements

Applicants seeking admission to the MA (Theological Studies) program must hold a four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 2.5. In addition, applicants must complete the following to be considered for admission to the program:

- George Fox Evangelical Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- A group interview (by invitation only)

Transfer Credit

Transfer of up to 32 hours credit is allowed toward the MA (Theological Studies) program from accredited graduate schools. Students must have earned a grade of B or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA(TS) program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 64 hours required for the MA (Theological Studies) program, a minimum of 32 hours must be taken in resident study at George Fox University. All work leading to the MA(TS) must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the Seminary Faculty. However, only one such extension may be considered due to special circumstances, such as ill health. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MA (Theological Studies) program is generally two to three years in length with 64 semester hours of course work required as a minimum for graduation. Of the total hours required for the degree, 12 are in prescribed biblical studies courses, 12 in Christian history and theology, 4 in spiritual formation and discipleship, 3 in a teaching internship, and 33 hours in an area of concentration.

Language Requirement (Biblical Studies Concentration)
Students in this concentration will be introduced to the biblical languages through BIST 511 Introducing Biblical Hebrew and BIST 521 Introducing New Testament Greek. The student will elect to focus further study on at least one of the two languages by taking either BIST 512 Interpreting the Hebrew Testament or BIST 522 Interpreting the Greek Testament. The student who chooses to focus on Hebrew will take the Hebrew sequence in the first year and the introductory Greek course in the fall of the second year. Likewise, the student who chooses to focus on Greek will take the Greek

sequence the first year and the introductory Hebrew course in the fall of the second year. The student may elect to complete both sequences to gain proficiency in the study of both testaments.

Thesis/Project Requirements

1. In order to begin the thesis or project, a student must have completed 26 semester hours in the MA(TS) program.
2. Students must have a cumulative GPA of at least 3.0 to be eligible to write a thesis or project.
3. With approval of the academic advisor, the student will register for:
    - Thesis Track: BIST/CHTH 571/572 Thesis Research and Writing for two consecutive semesters
      or
    - Project Track: BIST/CHTH 573 Master's Summative Project for one semester.
4. In consultation with the MA(TS) thesis director, each student will choose faculty advisors/readers.
    - Thesis Track (two advisors/readers): The primary thesis advisor is normally a member of the seminary faculty and has primary responsibility for overseeing thesis work. The second reader may be chosen from a wider field of qualified academics with expertise in the thesis topic.
    - Project Track (one advisor/reader): The faculty project advisor is normally a member of the seminary faculty.
5. Thesis/Project Description
   The primary advisor will work with the student to define the thesis topic or the nature and scope of the project.
    - Theses should be 75-100 pages in length and should demonstrate the ability to
        # Formulate and research a narrowly defined problem
        # Master a well-defined issue in academic study
        # Interact equitably with other scholars and positions
        # Write in a clear manner consistent with scholarly standards
    - Projects may include, but are not limited to
        # Media presentations
        # Course curriculum
        # Website development
6. Thesis/Project Proposal
    - Thesis Proposal: Along with completion of two thesis-writing classes (1 1/2 hrs. each), the student must submit a formal thesis proposal for acceptance by the primary advisor (elements found in course syllabus). For deadlines, see the schedule provided below.
    - Project Proposal: In consultation with the faculty project advisor, the student must submit a project proposal for formal approval by the advisor.
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 K. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.
8. A thesis requires a one-hour oral defense before the primary thesis advisor and the second reader. This defense will occur following submission of the final draft of the thesis and at least one week before the final day of the semester.
9. Following the oral defense, the student must complete any additions or changes requested by the faculty advisor/reader. At least two copies must be submitted in

letter-quality type, black ink, on paper with at least 75 percent rag content. These are formal, archival library copies, and are due by the last day of the semester. Personal copies may also be submitted for binding at this time (see binding fees in syllabus).

10. Each copy of the final thesis or project will include an original (not photocopied) approval sheet signed by the advisors/readers.
11. All theses and projects will receive a letter grade.

Thesis Schedule

Thesis registration should be BIST/CHTH 571 (3) for the first semester and BIST/CHTH 572 (3) for the second semester. Students who do not complete the thesis within two semesters will be required to register for BIST/CHTH 575 (1) each subsequent semester until the thesis is complete.

In addition to attending two sessions on the research and writing process, the student should carefully observe the following deadlines.

Task	Beginning Fall Semester*	Beginning Spring Semester*	Beginning Summer Semester* *(with special permission only)*
First draft of proposal due to faculty research advisor**	early October	early February	mid June
Proposal presented for faculty approval**	late October	late February	mid July
Research and writing	November-March	March-July	July-November
Completion of first draft**	7 weeks prior to last day of spring semester	7 weeks prior to last day of fall semester	7 weeks prior to last day of fall semester
Submission of final thesis**	4 weeks prior to last day of spring semester	4 weeks prior to last day of fall semester	4 weeks prior to last day of fall semester
Oral defense before faculty advisor and second reader	2 weeks prior to last day of spring semester	2 weeks prior to last day of fall semester	2 weeks prior to last day of fall semester
Deadline for the submission of archival copies (2) of the thesis	1 week prior to last day of spring semester	1 week prior to last day of fall semester	1 week prior to last day of fall semester

* If needed and approved by the instructor for BIST/CHTH 571/572, thesis writers may be granted one additional semester for completion of the thesis without grade penalty. In this case the student must register for BIST/CHTH 575 Thesis Continuation; 1 hr. for this third semester. Arrangements for an additional (third) semester must be made prior to the deadline for first draft submission and must be accompanied by a new schedule of completion with deadlines. Theses requiring more than three semesters will normally

suffer a grade penalty.

** These are firm deadlines. Failure to meet these deadlines will automatically result in postponement of graduation until the following semester. Theses submitted late will receive a grade no higher than A-.

Graduation Requirements

In order to graduate with the MA (Theological Studies) degree students must:

- Satisfactorily complete a minimum of 64 semester hours with a cumulative GPA of 3.0 or above within five years after advancement to candidacy.
- Achieve no grade lower than a B in all core courses. If a grade of a B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Be admitted to candidacy for the degree.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Biblical Studies Courses (12 hours)

BIST 506 Old Testament I (Torah and Former Prophets)	3
BIST 507 Old Testament II (Latter Prophets and Writings)†	3
BIST 508 New Testament I (Gospels and Acts)†	3
BIST 509 New Testament II (Romans-Revelation)†	3

†Instead of these three core courses, those concentrating in Christian History and Theology may select:

1. One of the following courses:

   BIST 508 New Testament I (Gospels and Acts) (3)

BIST 509 New Testament II (Romans-Revelation) (3)

2. Two of the following courses:

   BIST 507 Old Testament II (3)
   Either BIST 508 or 509 (3) (if not chosen above)
   BIST 511 Introducing Biblical Hebrew (3) (full year recommended)
   BIST 512 Interpreting the Hebrew Testament (3) (full year recommended)
   BIST 521 Introducing New Testament Greek (3) (full year recommended)
   BIST 522 Interpreting the Greek Testament (3) (full year recommended)

Christian History and Theology Courses (12 hours)

CHTH 511 Christian History and Theology I: The Early Church to the 16th Century	3
CHTH 512 Christian History and Theology II: The Reformation and Its Ramifications	3
CHTH elective or PSTD 550 World Religions	3

Students must select one of the following courses:

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

Spiritual Formation and Discipleship Courses (4 hours)

SFAD 510 Knowing Self, Knowing God	1
SFAD electives	2

Students must select at least one of the following courses:

SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1

Internship (3 hours)

BIST 565 Internship or CHTH 565 Internship	3

Concentrations (33 hours - must select one)

Biblical Studies Concentration

Students must select at least three of the following courses:

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

Students must select one of the following courses:

BIST 550 The Old Testament and the Ancient Near East[a]	3
BIST 551 The Old Testament, Early Judaism, and Christianity[a]	3

Students must select one of the following courses:

BIST 560 Christology of the New Testament[a]	3
BIST 561 Paul and the Law[a]	3

Students must select one of the following courses:

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

Students must select 9 hours of additional BIST elective credits

BIST electives[b]	9

Students must select one of the following tracks within the concentration:

Coursework Track

BIST electives	6

Project Track

BIST elective	3
BIST 573 Master's Summative Project	3

Thesis Track

BIST 571 Research/Thesis in Biblical Studies	3
BIST 572 Research/Thesis in Biblical Studies	3

Christian History and Theology Concentration

Students must select nine of the following courses:

CHTH 513 American Church History	3
CHTH 530 Women in Church History[c]	3
CHTH 546 Contemporary Theological Trends	3
CHTH 550 Christian Ethics[c]	3

CHTH 552 Essentials of Christian Theology	3
CHTH 560 History of the Holiness and Pentecostal Movement[c]	3
CHTH 562 History of Spirituality and Renewal	3
CHTH 563 The Evangelical Movement[c]	3
CHTH 564 History and Polity of the Quaker Movement[c]	3
CHTH 566 Theology in the Wesleyan Tradition[c]	3
CHTH elective	3

Students must select one of the following tracks within the concentration:

Coursework Track

CHTH elective	6

Project Track

CHTH elective	3
CHTH 573 Master's Summative Project	3

Thesis Track

CHTH 571 Research/Thesis in Biblical Studies	3
CHTH 572 Research/Thesis in Biblical Studies	3

Christian History and Theology/Christian Earthkeeping Concentration

CHTH 541 Theology and Stewardship of Creation I	1.5
CHTH 542 Theology and Stewardship of Creation II	1.5
CHTH 543 Eschatology, New Creation, and Communal Ethics I	1.5
CHTH 544 Eschatology, New Creation, and Communal Ethics II	1.5
CHTH 556 Theology and Ethic of the Land	3
CHTH 558 Poverty and Restorative Earthkeeping	3

Students must select five of the following courses:

CHTH 513 American Church History	3
CHTH 530 Women in Church History[c]	3
CHTH 546 Contemporary Theological Trends	3

CHTH 550 Christian Ethics[c]	3
CHTH 552 Essentials of Christian Theology	3
CHTH 560 History of the Holiness and Pentecostal Movement[c]	3
CHTH 562 History of Spirituality and Renewal	3
CHTH 563 The Evangelical Movement[c]	3
CHTH 564 History and Polity of the Quaker Movement[c]	3
CHTH 566 Theology in the Wesleyan Tradition[c]	3
CHTH elective	3

Students must select one of the following tracks within the concentration:

Coursework Track

CHTH elective	6

Project Track

CHTH elective	3
CHTH 573 Master's Summative Project	3

Thesis Track

CHTH 571 Research/Thesis in Biblical Studies	3
CHTH 572 Research/Thesis in Biblical Studies	3

Integrated Studies Concentration

Students must select one of the following sequences:

BIST 511 Introducing Biblical Hebrew *and* BIST 512 Interpreting the Hebrew Testament	6
BIST 521 Introducing New Testament Greek *and* BIST 522 Interpreting the Greek Testament	6

Students must select seven courses from the BIST and CHTH course offerings:

BIST/CHTH electives	21

Students must select one of the following tracks within the concentration:

Coursework Track

BIST/CHTH electives	6

Project Track

BIST/CHTH elective	3
BIST or CHTH 573 Master's Summative Project	3

Thesis Track

BIST/CHTH 571 Research/Thesis	3
BIST/CHTH 572 Research/Thesis	3

Integrated Studies/Christian Earthkeeping Concentration

CHTH 541 Theology and Stewardship of Creation I	1.5
CHTH 542 Theology and Stewardship of Creation II	1.5
CHTH 543 Eschatology, New Creation, and Communal Ethics I	1.5
CHTH 544 Eschatology, New Creation, and Communal Ethics II	1.5
CHTH 556 Theology and Ethic of the Land	3
CHTH 558 Poverty and Restorative Earthkeeping	3

Students must select one of the following sequences:

BIST 511 Introducing Biblical Hebrew *and* BIST 512 Interpreting the Hebrew Testament	6
BIST 521 Introducing New Testament Greek *and* BIST 522 Interpreting the Greek Testament	6

Students must select three courses from the BIST and CHTH course offerings:

BIST/CHTH electives	9

Students must select one of the following tracks within the concentration:

Coursework Track

BIST/CHTH electives	6

Project Track

BIST/CHTH elective	3
BIST or CHTH 573 Master's Summative Project	3

Thesis Track

BIST/CHTH 571 Research/Thesis	3
BIST/CHTH 572 Research/Thesis	3

Notes:

- [a]BIST 550, 551, 560, and 561 are offered in alternating years.
- [b]BIST 585 Greek Reading (1 hour) may be taken three times (totaling 3 hours) toward concentration requirements.
- [c]CHTH 530, 550, 560, 563, 564, and 566 are offered in alternating years.

Seminary Course Descriptions

Master of Arts in Intercultural Studies

Master of Arts in Intercultural Studies

(MA degree)

Purpose

The Master of Arts in Intercultural Studies program focuses on the concept of a mutual learning exchange between cultures within and beyond North America. The program is multidisciplinary and strives to develop each co-learner's heart and mind through the disciplines of anthropology, missiology, theology, Bible, church history, ethics, and spiritual formation. The program is holistic in scope, seeking to create opportunities for co-learners to gain both knowledge and experience appropriate for the 21st century.

The George Fox Evangelical Seminary faculty, in conjunction with the North American Institute for Indigenous Theological Studies (NAIITS) is dedicated to equipping men and women for meaningful engagement within cultural diversity, including global and local cultural contexts. The majority of instructors for the MAIS are Indigenous North Americans.

This unique program provides teaching from alternative epistemologies and pedagogies (anthrogogies) that assist co-learners in the creation of informed paradigms beyond traditional western models. Guided field activities are central to the co-learner's experience. Graduates will serve in a variety of ministry roles such as:

- Anthropologically informed community leaders
- Specialized leaders such as organizational cultural liaisons and inter-cultural specialists
- Pastors and church planters in the multi-ethnic/inter-cultural church
- Inter-cultural missionaries and ministry personnel
- Inter-cultural parachurch leaders
- Overseas ministry personnel
- Camp or university campus spiritual directors

The Curriculum Philosophy

George Fox Evangelical Seminary and the North American Institute for Indigenous Theological Studies have pursued a relationship with one another as a means of supporting the education of Indigenous peoples in the area of theological education and development. After years of work and planning by Native leaders experienced in theology and mission, NAIITS has produced an adult-focused methodology that allows NAIITS, together with George Fox, to more effectively to serve Indigenous Americans and other Indigenous peoples admitted to the program.

The MAIS program is primarily geared to an Indigenous North American student population. However, students from all backgrounds are encouraged to apply. If you desire an education filled with non-western constructs and learning experiences, this program may be right for you. Admission to the program is determined on a case-by-case basis.

We have identified the following principles as being of particular importance if our effort at education and formation in a First Nations context is to be successful:

1. Training and formation must be incremental. As noted, we must not allow our desire for impact to drive the instructional methods, content or expectations beyond student capacity or availability.
2. It must be modular, allowing for ease of entry and exit into the learning stream and the learning circle. A linear, building-block model of instruction will not provide an adequate means for the acquisition of "knowledge" for Indigenous people given their current context and the history of their experience within the mainstream educational system.
3. It is progressive and does not dwell on the use of past knowledge alone but utilizes historic ways of knowing and relating knowledge to access and promote new knowledge and experience. To that end, we seek to merge the best of the past and the best of the present as the proper foundation upon which to create a solid future.
4. It is focused locally and connected more widely to ensure that the circle is not a new creation at some distance from the community. It accommodates the local community immediately in both the learning and the teaching while simultaneously introducing the local people to the wider relationships of the church.
5. It is mission focused. The intent is to increase the capacity of Indigenous peoples to engage in effective mission – at home and abroad (whatever and wherever that might take them).
6. Those involved must be challenged to see the spectacular horizon of God's mission among and through Indigenous peoples.
7. All ministry/mission study will be undertaken in a contextualized or inculturative fashion in both local and extended global content as well as in methodology of instruction and focus of learning.
8. People involved in the program must remain active in their local context. We have already made clear that failure to do so will mean failure to address the theological disadvantage of First Nations people effectively. It is crucial, therefore, that all approaches seek to maximize presence in the local context.
9. Participants serve the local Church today as a part of the learning and teaching experience, rather than waiting for certification. As an approach, this serves two functions. First, it creates ownership of the process in the community and the church within the community. As most development models make clear, if someone does not own it, they will not care for it. The same will be true of a program of biblical and pastoral preparation. Second, it provides a sort of 'apprenticeship' approach to the mentoring and learning process. The teaching/ learning paradigm is not perceived as a one-way approach to acquiring knowledge, but is instead perceived as a mutual pursuit of understanding.
10. Vocation and spiritual-gift discernment is integral to the process and ongoing. The beginnings of the process lie in the heart of the process as spiritual formation. Because we see competence and spiritual formation as primary to our history as a people and to the ongoing transmission of the gospel in story and teachings, it will be imperative that people work from the base of their gifting.
11. Training and ministry is collegial and team based. As noted previously, this is community learning in all senses of the word. The learners will have much to teach as will the teachers have much to learn. The objective is enhanced mutual

understanding, not the pursuit of knowledge for its own sake, or for the strictly utilitarian purpose of a degree.
12. People are equipped with a practical personal and communal prayer discipline.
13. The focus of the training is broad and holistic, not compartmentalized. Here again we emphasize that a disconnected learning process and/or content will not serve Aboriginal people well. There is a critical need to ensure the content has broad applicability in life – is itself life-based, not simply knowledge or skill focused – so as to ensure it integrates thoroughly.
14. Mentors/elders are to be seen as a key to the effective process of both decolonization and indigenization – even if many (depending on context) have not themselves been decolonized.
15. The emphasis in the overall environment is to be relational and not programmatic.
16. There are to be high standards of expectation for performance, in terms of learning and discipleship.
17. Leadership will most often be expressed in a council, team or consensus-based approach.

Program Objectives

To enable students to:

- Mature into God's fullness
- Develop habits and authentic disciplines for thinking and living in Christ's presence
- Gain a critical and constructive understanding of the anthropological, missiological, spiritual, biblical and theological foundations of the Faith
- Understand the mission of God in the world and their place in it
- Understand themselves and relate more effectively to others created in God's image and called into diverse community and ministry

- Function as leaders who are themselves being transformed, and are therefore healthy and effective instruments of transformation

Admission Requirements

Applicants seeking admission to the MA in Intercultural Studies program must hold a three- or four-year baccalaureate degree from an accredited college or university, with a minimum GPA of 2.5. In addition, applicants must complete the following to be considered for admission to the program:

- George Fox Evangelical Seminary/NAIITS joint application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- A group interview or phone interview (by invitation only)

†Applicants who do not hold a four-year baccalaureate degree from an accredited college or university may apply, but will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 27 hours of credit is allowed toward the MA in Intercultural Studies program from accredited graduate schools. Students must have earned a grade of B- or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Intercultural Studies program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Formal campus residency is not required for this program. However, of the 54 hours required for the MA in Intercultural Studies program, a minimum of 27 hours must be taken while enrolled at George Fox University in the joint MAIS program. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MA in Intercultural Studies program is generally three years in length with 54 semester hours of course work required as the minimum for graduation. Courses are offered in a two- to three week intensive at approved sites in the summer with other coursework undertaken in blended teaching/learning styles. This program is a flexible cohort group experience with a hybrid education format of online and face-to-face learning. Of the total hours required for the degree, 26 are in Intercultural Studies core courses, 24 in Biblical/Historical/Theological courses, and 4 in spiritual formation.

Graduation Requirements

In order to graduate with the MA in Intercultural Studies degree, students must:

- Satisfactorily complete a minimum of 54 semester hours with a cumulative GPA of 3.0 or above.
- Be admitted to candidacy for the degree
- Be recommended by the NAIITS/GFES faculty for graduation from George Fox University.

Curriculum Plan

Intercultural Studies Core (26)

- MLDR 510 Missional Ecclesiology (3)
- MLDR 520 Missional Leadership (3)
- MLDR 540 Culture and System Change (3)
- MLDR 544 Cultural Anthropology (3)
- MLDR 548 Ethics in Intercultural Context (3)
- MLDR 561 Ministry Leadership Conference (1)
- MLDR 562 Ministry Leadership Conference (1)
- MLDR 575 Field Internship (3)

- CHTH 554 Colonialism and Neo-colonialism (3)
- PSTD 550 World Religions (3)

Biblical/Historical/Theological Foundations (24)

- BIST 506 Old Testament 1 (3)
- BIST 508 New Testament 1 (3)
- CHTH 511 Christian History and Theology 1 (3)
- CHTH 513 North American Church History (3)
- CHTH 514 Indigenous History and Mission (North American) (3)
- CHTH 552 Essentials of Christian Theology (3)
- CHTH 556 Theology and Ethic of the Land (3)
- CHTH 557 Theology and Praxis of Pedagogy (3)

Spiritual Formations Core (4)

- SFAD 536 Spirituality, Shame and Grace (1)
- SFAD 541 Spirituality and the Heavens (1)
- SFAD 554 Indigenous Spirituality (1)
- SFAD 585 Spirituality and Culture (1)

Master of Arts in Ministry Leadership

Master of Arts in Ministry Leadership

(MA degree)

Purpose

The Master of Arts in Ministry Leadership is designed to equip persons in ministry who want accessible, affordable, and pedagogically mature theological education, spiritual formation, and professional training. Graduates will serve in a variety of ministry roles such as:

- Associate pastors
- Specialized ministry leaders such as youth, women, men, or children
- Parachurch leaders
- Overseas missionaries and ministry personnel
- Church planters
- Camp or campus pastors

MAML Online or Local

The degree is offered in an online cohort format or a local delivery format. The online cohort has hybrid courses which are a combination of face-to-face classroom experiences and online experiences. Cohort students come to campus for week-long face-to-face intensives in the fall and spring with online courses in the summer over a period of three years. A learning community is created for the transfer of information, exchange of ideas, critical-thinking development through discussions and papers posted and read online, and acquired wisdom through sharing professional experiences.

The local delivery format allows students to take the majority of their coursework in the local classroom setting at the Portland Center. The local delivery format also provides greater flexibility regarding the number of credit hours for which students may enroll each semester.

The Curriculum

The MA in Ministry Leadership curriculum is designed around leadership-in-ministry courses, biblical and theological foundations courses, specialization courses, and spiritual formation courses. Leadership in any field requires attention to the interdisciplinary and integrative nature of the topic. Therefore, students in the MA in Ministry Leadership learn about leadership from biblical, historical, sociological, and theological perspectives. The study of leadership involves exposure and training in disciplines such as conflict resolution, reconciliation skills, cross-cultural awareness, communication, organizational systems studies, strategic change processes, and individual and social transformation processes. The spiritual formation courses give the student exposure to development of deep moral and spiritual values, spiritual disciplines, and self-awareness and self-management skills. The student also has the ability to customize his or her training to fit any particular interest or calling.

Program Objectives

To enable students to:

- Mature into God's fullness
- Develop habits of authentic disciplines for thinking and living in Christ's presence
- Gain a critical and constructive understanding of the biblical and theological foundations of the Christian tradition
- Understand the mission of God in the world and their place in it
- Understand themselves and relate to others as created in God's image and called into community and ministry

- Understand the mission of the church, the church's role in the world, and their relationship to that mission
- Function as transforming leaders to lead their churches and groups to be healthy and effective places of transformation

Admission Requirements

Applicants seeking admission to the MA in Ministry Leadership program must hold a four-year baccalaureate degree from an accredited college or university,† with a minimum GPA of 2.5. In addition, applicants must complete the following to be considered for admission to the program:

- George Fox Evangelical Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- A group interview or phone interview (by invitation only)

†Applicants who do not hold a four-year baccalaureate degree from an accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

Transfer Credit

Transfer of up to 28 hours credit is allowed toward the MA in Ministry Leadership program from accredited graduate schools. Students must have earned a grade of B- or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Ministry Leadership program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 56 hours required for the MA in Ministry Leadership program, a minimum of 28 hours must be taken in resident study at George Fox University. Reinstatement to the

program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MA in Ministry Leadership program is generally three years in length with 56 semester hours of course work required as a minimum for graduation. Of the total hours required for the degree, 18 are in leadership courses and 18 in biblical and theological foundations courses. Students not pursuing the SFAD Concentration will complete 5 credits of SFAD classes, 3 credits of internship and 12 credits of concentration/ specialization. Students pursuing the SFAD Concentration will do 4 required SFAD classes, 4 credits of Spiritual Direction/Practicum and 12 credits in the concentration.

Graduation Requirements

In order to graduate with the MA in Ministry Leadership degree students must:

- Satisfactorily complete a minimum of 56 semester hours with a cumulative GPA of 3.0 or above.
- Be admitted to candidacy for the degree
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership Core (18 hours)	
MLDR 550 Communication in Christian Ministry	3
MLDR 570 Christian Ministry for Reconciliation	3
MLDR 510 Missional Ecclesiology	3
MLDR 520 Missional Leadership	3
MLDR 530 Personal Transformation or PSTD 530 Equipping & Discipleship	3
MLDR 540 Culture and System Change	3
Biblical and Theological Foundations (18 hours)	
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
CHTH 511 Christian History and Theology I: The Early Church to the Sixteenth Century	3
CHTH 512 Christian History and Theology II: The Reformation and Its Ramifications	3
Spiritual Formation Foundation (3 hours)	
SFAD 510 Knowing Self, Knowing God	1
SFAD 520 Prayer	1
SFAD 591 Spiritual Leadership	1
Internship (3 hours) plus 2 SFAD electives for all students not pursuing SFAD Concentration (5 hours)	
MLDR 575 Internship (or MLDR 575A, 575B, 575C)	3

SFAD Electives	2

Spiritual Direction courses plus 1 SFAD elective for students pursuing SFAD Concentration (5 hours)

SFAD 571 The Art of Spiritual Direction	2
SFAD 572 Spiritual Direction Practicum	2
SFAD 536 Spirituality, Shame, and Grace	1

Concentration (12 hours- students must select Christian Earthkeeping Concentration, Spiritual Formation Concentration, or the Required General Electives)

Christian Earthkeeping Concentration (12 hours)

CHTH 541 Theology and Stewardship of Creation I	1.5
CHTH 542 Theology and Stewardship of Creation II	1.5
CHTH 543 Eschatology, New Creation and Communal Ethics I	1.5
CHTH 544 Eschatology, New Creation and Communal Ethics II	1.5
CHTH 556 Theology and Ethic of the Land	3
CHTH 558 Poverty and Restorative Earthkeeping	3

Spiritual Formation Concentration (12 hours)

CHTH 562 History of Spirituality and Renewal	3
PSTD 501 Pastoral Counseling	3
SFAD 530 Spiritual Life	1
SFAD 540 Images of God	1
SFAD 548 Spirituality and Personality	1
SFAD 556 Spirituality and Writing of the Mystics	1
SFAD 561 Spiritual Direction Experience I	.5
SFAD 562 Spiritual Direction Experience II	.5
SFAD 580 Group Spiritual Formation	1

Required General Electives (12 hours)

CHTH 513 American Church History; or a denomination-specific course	3
CHTH 552 Essentials of Christian Theology	3
MLDR 595 Special Study (or MLDR 595A, 595B, 595C series)	3
MLDR 561 Ministry Leadership Conference	1
MLDR 562 Ministry Leadership Conference	1
SFAD Elective	1

Notes:

- Specialization may be achieved in an area such as student ministry, church planting, drama ministry
- The curriculum is designed to equip men and women for a variety of occupations in Christian ministry. A student looking forward to certification or ordination by a denomination or parachurch organization must secure recommendation from the desired institution and fulfill the expected procedures and competencies required. The Seminary assumes no responsibility for these processes. The MA in Ministry Leadership does not substitute for a Master of Divinity degree in preparation for senior pastoral ministry.

Master of Arts in Spiritual Formation

Master of Arts in Spiritual Formation

(MA degree)

Purpose

The Master of Arts in Spiritual Formation is a professional degree designed for evangelical Christians who desire a deeper personal walk with Christ; a grounding in Bible, theology, and church history; and the development of ministry skills for helping others become more Christlike in their everyday living. The program provides professional ministry training for persons who desire to further their Christian understanding in a formational and academic context.

The Master of Arts in Spiritual Formation is designed for:

- Men and women who desire training in biblical and theological studies, in spiritual formation, and in discipleship, and who want a degree
- Spiritual directors who desire to augment their education with a degree program
- Persons who feel called to spiritual-formation ministry in the church or parachurch settings and want a degree program
- Professionals who desire formational experiences and training in an academic environment known for its excellence

Applicants looking toward certification by a denomination or parachurch organization must secure recommendation from the desired institution and fulfill the expected procedures and competencies required for the desired certification. MA in Spiritual Formation is not intended as preparation for pastoral ministry.

Program Objectives

As a result of completing the MASF degree program, the individual will:

- Describe, critically and constructively, the biblical and theological foundations of the Christian tradition in relation to formation
- Define, implement, and assess spiritual formation processes in individuals and groups in a variety of social and cultural settings
- Identify and evaluate his or her spiritual formation journey of conforming to the image of Christ for the sake of others
- Develop habits of authentic disciplines for living holistically in today's world
- Demonstrate the character and skills necessary for spiritually guiding others in the Christian tradition
- Practice skills of leading and teaching in the specialized ministry of spiritual formation

Admission Requirements

Applicants seeking admission to the MA in Spiritual Formation program must hold a four-year baccalaureate degree from an accredited college or university†, with

a minimum GPA of 2.5. In addition, applicants must complete the following to be considered for admission to the program:

- George Fox Evangelical Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- A group interview or phone interview (by invitation only)

†Applicants who do not hold a four-year baccalaureate degree from an accredited college or university may apply to the university but will be required to submit additional documentation to be considered for admission.

MASF Online or Local

The degree is offered in an online cohort format or a local delivery format. The online cohort has hybrid courses which are a combination of face-to-face classroom experiences and online experiences. Cohort students come to campus for week-long face-to-face intensives in the fall and spring and some summers over a period of four years. A learning community is created for the transfer of information, exchange of ideas, critical-thinking development through discussions and papers posted and read online, and acquired wisdom through sharing professional experiences.

The local delivery format allows students to take the majority of their coursework in the local classroom setting at the Portland Center. The local delivery format also provides greater flexibility regarding the number of credit hours for which students may enroll each semester.

Transfer Credit

Transfer of up to 21 hours credit is allowed toward the MA in Spiritual Formation program from accredited graduate schools. Students must have earned a grade of B- or better for a course to be considered for transfer. In addition, only courses taken elsewhere within 10 years of the date of matriculation to the MA in Spiritual Formation program will be considered for transfer. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

Of the 42 hours required for the MA in Spiritual Formation program, a minimum of 21 hours must be taken in resident study at George Fox University. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The MA in Spiritual Formation program is generally two to three years in length with 42 semester hours of course work required as a minimum for graduation. Of the total hours

required for the degree, 15 are in biblical and theological foundations courses, 12 in Christian or pastoral ministries courses, 15 spiritual formation hours.

Graduation Requirements

In order to graduate with the MA in spiritual formation degree students must:

- Satisfactorily complete a minimum of 42 semester hours with a cumulative GPA of 3.0 or above.
- Be admitted to candidacy for the degree
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Biblical and Theological Foundations Core (15 hours)	
BIST 506 Old Testament I (Torah/Former Prophets)	3
CHTH 562 History of Spirituality and Renewal	3
BIST or CHTH electives	6
Students must select one of the following courses:	
BIST 508 New Testament I (Gospels and Acts)	3
BIST 509 New Testament II (Romans -Revelations)	3
Christian and Pastoral Ministries Courses (12 hours)	
MLDR 570 Christian Ministry for Reconciliation	3
PSTD 501 Pastoral Counseling	3
PSTD 575 Internship or MLDR 575 Internship‡	3
PSTD or MLDR elective	3
Spiritual Formation Courses (15 hours)	
SFAD 510 Knowing Self, Knowing God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 536 Spirituality, Shame, and Grace	1
SFAD 540 Images of God	1
SFAD 548 Spirituality and Personality	1
SFAD 556 Spirituality and the Writings of the Mystics	1
SFAD 561 Spiritual Direction Experience I	.5
SFAD 562 Spiritual Direction Experience II	.5
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1
SFAD electives‡	2
Students must select one of the following:	
SFAD 533 Personal Study in Spiritual Formation or MLDR 595 (A, B, C) Special Study	3

Concentration in Spiritual Direction‡ (4 hours)

Students choosing the concentration in spiritual direction must select the following two courses in place of PSTD/MLDR 575 Internship & one hour of SFAD elective:

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

Seminary Course Descriptions

Doctor of Ministry in Leadership in the Emerging Culture

Doctor of Ministry in Leadership in the Emerging Culture

Doctor of Ministry (DMin degree)

Purpose

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

The DMin is distinctive from academic doctorates such as the PhD, ThD, and STD in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

DMin LEC Program

The Doctor of Ministry (DMin) in Leadership in the Emerging Culture program explores the character and shape of effective Christian leadership in the emerging culture. The program delivery system of includes participation in several seminars, conferences, or field experiences around the country and abroad; personal mentoring by both the lead mentor and select faculty advisors; online interactivity with cohort members and professors; “advance” face-to face experiences; as well as reading, reflection, research, writing, and the completion of a Dissertation.
Students select one of three available tracks:

1. Semiotics and Future Studies: This track prepares an advance guard of application-oriented semioticians, leaders adept at seeing signs of Jesus' work in the world--leaders who can proactively guide the church into the future of this era of uncertainty and change. This approach helps students transition the church from being primarily attractional and propositional, to being missional, relational, image-rich, and participatory.
2. Leadership and Global Perspectives: This track focuses on equipping Christian leaders in churches and faith-based nonprofit organizations to confidently, constructively, and effectively carry out the mission of the gospel of Jesus Christ in an increasingly interconnected world.
3. Preaching as Story: This track trains pastors, church planters, and missional leaders in an innovative preaching paradigm that involves three interrelated competencies: doing image-exegesis, building a sermon using metaphor and story, delivering a sermon in an EPIC (experiential, participatory, image-rich, and connective) style.

Doctor of Ministry in Leadership and the Emerging Culture, Leadership and Global Perspectives

Doctor of Ministry in Leadership and Global Perspectives

Crafting ministry for an interconnected world.

(DMin degree)

Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the *practice of ministry*. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Leadership and Global Perspectives program (LGP DMin) fosters an open learning community that brings together people, cultures, and ideas from around the world to shape Christian leaders skilled at creatively serving within their local contexts.

The delivery system of the Doctor of Ministry in Leadership and Global Perspectives includes participation in several seminars, conferences, or 'field research' experiences; personal mentoring by both the lead mentor and select faculty advisors; online interactivity with cohort members and professors; three international 'advance' face-to-face intensives; as well as reading, reflection, research, and writing.

Program Learning Outcomes

Graduates of the Leadership and Global Perspectives Doctor of Ministry track will:

- gain an advanced understanding and integration of ministry in relation to the dynamics of globalization and leadership.
- formulate a comprehensive and critical understanding of ministry informed by the social sciences, economics, and the history of world-wide Christianity.
- develop and acquire skills and competencies in research methods, critical thinking, academic voice, and ministry application.
- contribute to the understanding and practice of ministry through the completion of a doctoral-level project.
- foster competencies in nuanced and civil engagement with others, contextualization, and organizational innovation.
- engage with diverse cultural, religious, and linguistic contexts of ministry through cross-cultural field experiences.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- DMin application form and payment of application fee
- Submission of one official transcript from each college, seminary, or university attended
- Curriculum vitae or resumé
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced, professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials)
- Three self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, and purpose for pursuing a Doctor of Ministry degree
- An entrance interview with the director or associate director of the DMin program (by invitation only)
- Non-native English speakers must submit a TOEFL score of 80 (Internet based) or IELTS 6.5

†Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level course work to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' course work be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling

work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at George Fox Evangelical Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to 18 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the DMin Committee. However, only one such extension may be considered due to special circumstances, such as ill health. Program extension requests must be received prior to the conclusion of the seventh year, citing extenuating circumstances and specifying an expected date of completion. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Doctor of Ministry program is generally three years in length with 36 semester hours of course work required as a minimum for graduation. A maximum of 16 semester hours of course work may be completed during one calendar year, requiring a minimum of two years for the completion of the course work. All coursework must be completed within six sequential semesters, starting with the fall semester of year one and ending with the summer semester of year two, unless a student takes an approved leave of absence. The dissertation may be completed in the third year.

In addition to coursework, students must participate in two conference, seminar, or 'field research' experiences per year and attend the three advance face-to-face experiences in years one and two. Students are also required to have at least one cross-cultural experience, either in the form of participating in a conference, seminar, or 'field research' experience abroad or by participating in an event hosted by a group of another cultural or ethnic tradition. Students are responsible for all costs associated with transportation, conference registrations, conference housing, books, and technology support associated with the conference, seminar, or 'field research' experiences.

Leave of Absence

Because of the cohort model used for this DMin program, students must maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the DMin Committee for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Candidacy

Students are eligible for admission to candidacy upon completion of all coursework (32 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final dissertation and gain approval from the Dissertation Advisor

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry office will notify students of their status following the second year of the program.

Dissertation

All George Fox Evangelical Seminary Doctor of Ministry programs include the design and completion of a dissertation during the third year of the program. The DMin dissertation addresses both the nature and the practice of ministry. As such, the goal of the dissertation is not to offer a unique contribution to ministry in general, but to apply theological research skills to a significant real-world ministry problem.

Between the first and second year of the DMin program, students are paired with a Dissertation Advisor who will guide them in the process of research, development, and completion of the dissertation. The dissertation involves research and writing at both the theoretical and practical levels and serves to evaluate the student's competency in a specialized area of ministry related to his or her personal experience and interest. By engaging in the research courses and through the support of a Dissertation Advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the Dissertation Advisor for approval. When the dissertation is complete, the candidate submits the dissertation to two advisors: the Dissertation Advisor and a Secondary Advisor selected by the DMin Committee. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Track 2 Dissertation (Optional)

As an optional alternative to the traditional (written) dissertation, students may produce a Track 2 Dissertation, which is composed of two parts: a Track 2 Artifact and a Written Statement. The Written Statement explicates the theoretical underpinnings of the Dissertation. The Track 2 Artifact incarnates a practical, real-world solution to the stated ministry problem utilizing one or more of the following media forms: audio, video, web, print. When completed, the candidates submit the Track 02 Dissertation, which includes both the Written Statement and Track 2 Artifact, to the Dissertation, Secondary, and when necessary, Expert Advisors. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all core courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken or the grade must be improved as outlined by the course instructor's approval and direction.

- Fully participate in all 'advances'.
- Complete any additional MDiv equivalency courses, as may be required.
- Complete four conference, seminar, or 'field research' experiences, one of which must be cross-cultural.
- Successfully defend the dissertation.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership and Global Perspectives 'Taught' Courses (16 hours)

DMIN 717 Engaging Leadership Concepts - Global Concerns in Historical Perspective	2
DMIN 727 Developing Leadership Strategies - Global Concerns in Theological Perspective	3
DMIN 728 Spirituality and Leadership - Global Concerns in Sociological Perspective	3
DMIN 737 Thinking Globally and Leading Locally - Church, World, and Culture	2
DMIN 747 Distilling a Dream for Leadership in the Emerging Culture - The Nature & Art of Global Missional Leadership	3
DMIN 748 Spiritual Leadership in Christian Community - Geography of Personhood: Remapping Local Identity in a Global Context	3

Faculty Advisor Courses (12 hours)

DMIN 716 Customized Course I	3
DMIN 726 Customized Course II	3
DMIN 736 Customized Course III	3
DMIN 746 Customized Course IV	3

Research Courses (4 hours)

DMIN 713 Introduction to Research and Resources	1
DMIN 723 Research Topic/Literature Review	1
DMIN 733 Designing a Research Model	1
DMIN 743 Writing the Dissertation	1

Dissertation (4 hours)

DMIN 800 Dissertation	4
DMIN 805 Dissertation Continuation (as required‡)	1

‡Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 805 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 805 is repeatable each fall and spring semester until the dissertation is finished.

Seminary Course Descriptions

Doctor of Ministry in Leadership and Spiritual Formation

Doctor of Ministry in Leadership and Spiritual Formation

Influencing for Christ from the inside out

(DMin degree)

Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Leadership and Spiritual Formation (DMin LSF) shapes experienced influencers through the literature and art and practice of Christian spiritual formation and leadership to impact their communities and the world.

The delivery system of the Doctor of Ministry in Leadership and Spiritual Formation program includes participation in several seminars, conferences, or 'field research' experiences around the country or abroad; personal mentoring by both the lead mentor and select faculty advisors; online interactivity with cohort members and professors; five 'advance' face-to-face intensives; as well as reading, reflection, research, and writing.

Program learning outcomes

Graduates of the Leadership and Spiritual Formation track will:

- Demonstrate an advanced understanding of key historical spiritual formation texts, practices, people, and events.
- Formulate a critical understanding of cultural and transformational servant leadership characteristics and practices as evidenced in oneself and one's leadership environment.
- Develop and acquire skills and competencies in research methods, critical thinking, academic voice, and ministry application.
- Contribute to the understanding and practice of ministry through the completion of a doctoral-level project in the field of formation and leadership.
- Demonstrate competency in Christian formation practices, individual and organizational change processes, and designing contextualized formational communities.
- Engage with diverse cultural, religious, and linguistic contexts of ministry.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- DMin application form and payment of application fee
- Submission of one official transcript from each college, seminary, or university attended
- Curriculum vitae or resumé
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced, professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials)
- Three self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, and purpose for pursuing a Doctor of Ministry degree
- An entrance interview with the director or associate director of the DMin program (by invitation only)
- Non-native English speakers must submit a TOEFL score of 80 (Internet based) or IELTS 6.5

†Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS-requirements of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level course work to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' course work be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling

work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at George Fox Evangelical Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum or 18 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the DMin Committee. However, only one such extension may be considered due to special circumstances, such as ill health. Program extension requests must be received prior to the conclusion of the sixth year, citing extenuating circumstances and specifying an expected date of completion. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Doctor of Ministry program is generally three years in length with 36 semester hours of course work required as a minimum for graduation. A maximum of 16 semester hours of course work may be completed during one calendar year, requiring a minimum of two years for the completion of the course work. The dissertation may be completed in the third year. Of the total hours required for the degree, 28 are in prescribed Leadership and Spiritual Formation 'taught' courses, four in research, and four dissertation hours. The program also requires participation in four 'retreats'.

Leave of Absence

Because of the cohort model used for this DMin program, students must maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the DMin Committee for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Candidacy

Students are eligible for admission to candidacy upon completion of all coursework (32 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final dissertation and gain approval from the Dissertation Advisor

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The doctor of ministry office will notify students of their status following the second year of the program.

Dissertation

All George Fox Evangelical Seminary Doctor of Ministry programs include the design and completion of a dissertation during the third year of the program. The dissertation addresses both the nature and the practice of ministry. As such, the goal of the dissertation is not to offer a unique contribution to ministry in general, but to apply theological research skills to a significant real-world ministry problem.

From the outset of the program, students are paired with a faculty advisor, who supervises the 4 customized courses over the first two years of the program. This person normally goes on to serve as a student's dissertation advisor who will guide them in the process of research, development, and completion of the dissertation. The dissertation involves research and writing at both the theoretical and practical levels and serves to evaluate the student's competency in a specialized area of ministry related to his or her personal experience and interest. By engaging in the research courses and through the support of a dissertation advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the dissertation advisor for approval. When the dissertation is complete, the candidate submits the dissertation to two advisors: the dissertation advisor and a second advisor selected by the DMin Committee. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Track 2 Dissertation (Optional)

As an optional alternative to the traditional written dissertation, students in the program may produce a Track 2 Dissertation, which is composed of two parts: a Track 2 Artifact and a Written Statement. The Written Statement explicates the theoretical underpinnings of the Dissertation. The Track 2 Artifact incarnates a practical, real-world solution to the stated ministry problem utilizing one or more of the following media forms: audio, video, web, print. When completed, the candidates submits the Track 02 Dissertation, which includes both the Written Statement and Track 2 Artifact, to the Dissertation, Secondary, and when necessary, expert advisors. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all core courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Fully participate in all 'retreats'.
- Complete any additional MDiv equivalency courses, as may be required.
- Successfully defend the dissertation.
- Be admitted to candidacy for the degree.

- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership and Spiritual Formation Lead Mentor- 'Taught' Courses (16 hours)	
DMIN 710 Leadership and Spiritual Formation - The Inner World of the Leader	4
DMIN 720 Leadership and Spiritual Formation - Historical and Biblical Perspectives of Leadership and Formation	4
DMIN 730 Leadership and Spiritual Formation - Processes and Principles of Systemic Transformation	4
DMIN 740 Leadership and Spiritual Formation - Cultural, Artistic, and Global Engagement	4
Faculty Advisor Courses (12 hours)	
DMIN 716 Customized Course I	3
DMIN 726 Customized Course II	3
DMIN 736 Customized Course III	3
DMIN 746 Customized Course IV	3
Research Courses (4 hours)	
DMIN 713 Introduction to Research and Resources	1
DMIN 723 Research Topic/Literature Review	1
DMIN 733 Designing a Research Model	1
DMIN 743 Writing the Dissertation	1
Dissertation (4 hours)	
DMIN 800 Dissertation	4
DMIN 805 Dissertation Continuation (continuation as required‡)	1

‡Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 805 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 805 is repeatable each fall and spring until the dissertation is finished.

Seminary Course Descriptions

Doctor of Ministry in Leadership and the Emerging Culture, Preaching as Story

Doctor of Ministry in Preaching as Story

Innovative preaching for a Google Generation

(DMin degree)

Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the practice of ministry. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Preaching as Story program nourishes preachers to answer God's call to minister to people in our "current time and place" in a manner that maintains the authenticity of the Gospel and the kingship of Jesus while providing space for people to come into a relationship with Christ from wherever they are.

The delivery system of the Doctor of Ministry in Preaching as Story program includes participation in several seminars, conferences, or 'field research' experiences around the country or abroad; personal mentoring by both the lead mentor and select faculty advisors; online interactivity with cohort members and professors; three 'advance' face-to-face intensives; as well as reading, reflection, research, and writing.

Program learning outcomes

Graduates of the Preaching as Story Doctor of Ministry track will:

- Demonstrate an advanced understanding of the nature of semiotic preaching, that is preaching informed by metaphor, story, and image exegesis.
- Formulate a theology of homiletics.
- Develop and acquire skills and competencies in research methods, critical thinking, academic voice, and ministry application.
- Contribute to the understanding and practice of ministry through the completion of a doctoral-level project.
- Demonstrate competency in delivering experiential, participatory, image-rich, and connective (EPIC) modes of preaching.
- Engage with diverse cultural, religious, and linguistic contexts of ministry.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- DMin application form and payment of application fee
- Submission of one official transcript from each college, seminary, or university attended
- Curriculum vitae or resumé
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced, professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree. Special attention is paid to preaching experience and prior homiletics coursework.
- Three letters of reference (as specified in admissions materials)
- Three self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, and purpose for pursuing a Doctor of Ministry degree
- An entrance interview with the director or associate director of the DMin program (by invitation only)
- Non-native English speakers must submit a TOEFL score of 80 (Internet based) or IELTS 6.5

†Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS-requirements of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level course work to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' course work be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.
- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling

work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at George Fox Evangelical Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to a maximum or 18 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the DMin Committee. However, only one such extension may be considered due to special circumstances, such as ill health. Program extension requests must be received prior to the conclusion of the sixth year, citing extenuating circumstances and specifying an expected date of completion. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Doctor of Ministry program is generally three years in length with 36 semester hours of coursework required as a minimum for graduation. A maximum of 16 semester hours of coursework may be completed during one calendar year, requiring a minimum of two years for the completion of the coursework. The dissertation may be completed in the third year. Of the total hours required for the degree, 16 are in lead mentor-led prescribed 'taught' courses, 12 in faculty-advisor-supervised customized courses, 4 in research, and 4 dissertation hours. The program also requires participation in three face-to-face ‘advances’.

Leave of Absence

Because of the cohort model used for this DMin program, students must maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the DMin Committee for a leave of absence of not more than one year. Students who discontinue enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Candidacy

Students are eligible for admission to candidacy upon completion of all coursework (32 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final dissertation and gain approval from the Dissertation Advisor

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The doctor of ministry office will notify students of their status following the second year of the program.

Dissertation

All George Fox Evangelical Seminary Doctor of Ministry programs include the design and completion of a dissertation during the third year of the program. The dissertation addresses both the nature and the practice of ministry. As such, the goal of the dissertation is not to offer a unique contribution to ministry in general, but to apply theological research skills to a significant real-world ministry problem.

From the outset of the program, students are paired with a faculty advisor, who supervises the 4 customized courses over the first two years of the program. This person normally goes on to serve as a student’s dissertation advisor who will guide them in the process of research, development, and completion of the dissertation. The dissertation involves research and writing at both the theoretical and practical levels and serves to evaluate the student's competency in a specialized area of ministry related to his or her personal experience and interest. By engaging in the research courses and through the support of a dissertation advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the dissertation advisor for approval. When the dissertation is complete, the candidate submits the dissertation to two advisors: the dissertation advisor and a second advisor selected by the DMin Committee. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Track 2 Dissertation (Optional)

As an optional alternative to the traditional written dissertation, students in the program may produce a Track 2 Dissertation, which is composed of two parts: a Track 2 Artifact and a Written Statement. The Written Statement explicates the theoretical underpinnings of the Dissertation. The Track 2 Artifact incarnates a practical, real-world solution to the stated ministry problem utilizing one or more of the following media forms: audio, video, web, print. When completed, the candidates submits the Track 02 Dissertation, which includes both the Written Statement and Track 2 Artifact, to the Dissertation, Secondary, and when necessary, expert advisors. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B- in all core courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Fully participate in all 'advances'.
- Complete any additional MDiv equivalency courses, as may be required.
- Successfully defend the dissertation.
- Be admitted to candidacy for the degree.

- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership and Spiritual Formation Lead Mentor- 'Taught' Courses (16 hours)	
DMIN 780 Special Topic: 21st Century Preaching for a 22nd Century Generation	2
DMIN 781 Special Topic: A Semiotic Homiletic	3
DMIN 782 Special Topic: Iconography, Artifacts, and Material Culture in the Art of Communication Then and Now	3
DMIN 783 Special Topic: The Art of Storytelling	2
DMIN 784 Special Topic: Metaphor as Metamorphosis	3
DMIN 786 Special Topic: The Wildcard of Interactivity	3
Faculty Advisor Courses (12 hours)	
DMIN 716 Customized Course I	3
DMIN 726 Customized Course II	3
DMIN 736 Customized Course III	3
DMIN 746 Customized Course IV	3
Research Courses (4 hours)	
DMIN 713 Introduction to Research and Resources	1
DMIN 723 Research Topic/Literature Review	1
DMIN 733 Designing a Research Model	1
DMIN 743 Writing the Dissertation	1
Dissertation (4 hours)	
DMIN 800 Dissertation	4
DMIN 805 Dissertation Continuation (continuation as needed‡)	1

‡Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 805 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 805 is repeatable each fall and spring until the dissertation is finished.

Seminary Course Descriptions

Doctor of Ministry in Leadership and the Emerging Culture, Semiotics and Future Studies

Doctor of Ministry in Semiotics and Future Studies

Anticipate change. Proactive leadership in Google Culture.

(DMin degree)

Purpose

The Doctor of Ministry (DMin) degree is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through the integration of their experience with advanced training, research, and reflection. The DMin is distinctive from academic doctorates such as the PhD and ThD in that its primary focus is on the *practice of ministry*. The DMin is also distinctive from other professional degrees such as the EdD and the PsyD in that it builds on the three-year master of divinity (MDiv) and at least three years of post-MDiv ministry experience.

The Doctor of Ministry in Semiotics and Future Studies program (SFS DMin) develops Christian leaders skilled at 1) anticipating the activity of Jesus in contemporary culture and 2) proactively guiding their ministries into the future. It proposes a missional, relational, and incarnational framework of discipleship as the most effective way to engage culture.

The delivery system of the Doctor of Ministry in Semiotics and Future Studies program includes participation in several seminars, conferences, or 'field research' experiences around the country or abroad; personal mentoring by both the lead mentor and select faculty advisors; online interactivity with cohort members and professors; three 'advance' face-to-face intensives; as well as reading, reflection, research, and writing.

Program Learning Outcomes

Graduates of the Semiotics and Future Studies Doctor of Ministry track will:

- gain an advanced understanding and integration of ministry in relation to leadership and contemporary culture.
- formulate a comprehensive and critical understanding of ministry informed by the application of semiotics and future studies.
- develop and acquire skills and competencies in research methods, critical thinking, academic voice, and ministry application.
- contribute to the understanding and practice of ministry through the completion of a doctoral-level project.
- foster competencies in semiotic analysis/reading of the culture and anticipating trends for local ministry application.

- engage with diverse cultural, religious, and linguistic contexts of ministry through cross-cultural field experiences.

Admission Requirements

Applicants seeking admission to the Doctor of Ministry program must hold an ATS-accredited MDiv degree or meet the seminary's MDiv-equivalency requirements†, with a minimum GPA of 3.0. In addition, applicants must complete the following to be considered for admission to the program:

- DMin application form and payment of application fee
- Submission of one official transcript from each college, seminary, or university attended
- Curriculum vitae or resumé
- Documentation of ministry experience that demonstrates that the applicant possesses the level of competence and reflection appropriate for advanced, professional ministerial studies. This is normally reflected in the applicant's documentation of full-time participation in ministry for at least three years after the completion of the MDiv degree.
- Three letters of reference (as specified in admissions materials)
- Three self-assessment essays that outline the applicant's spiritual pilgrimage, leadership experience, and purpose for pursuing a Doctor of Ministry degree
- An entrance interview with the director or associate director of the DMin program (by invitation only)
- Non-native English speakers must submit a TOEFL score of 80 (Internet based) or IELTS 6.5

†Equivalency Procedures

An applicant who holds a master's degree but does not hold the MDiv degree from an ATS-accredited seminary may qualify for admission to the DMin program by meeting the ATS requirement of a 72-graduate-semester-hour educational equivalent in theology, biblical studies, and the arts of ministry from an accredited institution.

The MDiv standard below serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Total	**72**

Upon submission of official transcripts from all prior graduate work, the DMin program director or associate director will assess the correspondence between the applicant's educational portfolio and the 72-graduate-semester-hour MDiv standard and make a recommendation to the DMin Committee concerning the applicant's equivalency status. Applicants needing extra graduate-level course work to attain equivalency status may be admitted to the program with the stipulation that the appropriate 'leveling' course work be completed in order to graduate. Note:

- Applicants not holding the MDiv and requiring 18 hours of MDiv equivalent leveling work or less may be admitted into the program.

- Applicants with greater than 18 hours of MDiv equivalent leveling work will not be permitted to enter the DMin program until the remaining amount of required leveling work has been reduced to 18 semester hours of MDiv equivalent leveling work or less.

Students may complete the 'leveling' work at George Fox Evangelical Seminary or any other ATS-accredited institution. Course grade points must average a minimum of 3.0.

Transfer Credit

Transfer credit from another doctoral program may be allowed up to 18 semester hours. Transferability of credits earned at this institution and transferred to another is at the discretion of the receiving institution. Consult the registrar's office for information on eligibility of transfer credit.

Residence Requirements

All work leading to the DMin must be completed within seven years from the time of matriculation. Extension of this limit requires approval of the DMin Committee. However, only one such extension may be considered due to special circumstances, such as ill health. Program extension requests must be received prior to the conclusion of the seventh year, citing extenuating circumstances and specifying an expected date of completion. Reinstatement to the program after withdrawal requires Admissions Committee action and may subject the student to additional requirements for the degree.

Course Requirements

The Doctor of Ministry program is generally three years in length with 36 semester hours of course work required as a minimum for graduation. A maximum of 16 semester hours of course work may be completed during one calendar year, requiring a minimum of two years for the completion of the course work. All coursework must be completed within six sequential semesters, starting with the fall semester of year one and ending with the summer semester of year two, unless a student takes an approved leave of absence. The dissertation may be completed in the third year.

In addition to coursework, students must participate in two conference, or seminar, or 'field research' experiences per year and attend the three advance face-to-face experiences in years one and two. Students are also required to have at least one cross-cultural experience, either in the form of participating in a conference, seminar, or 'field research' experience abroad or by participating in an event hosted by a group of another cultural or ethnic tradition. Students are responsible for all costs associated with transportation, conference registrations, conference housing, books, and technology support associated with the conference, seminar, or 'field research' experiences.

Leave of Absence

Because of the cohort model used for this DMin program, students must maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the DMin Committee for a leave of absence of not more than one year. Students who discontinue

enrollment without an official leave of absence will be withdrawn and required to apply for readmission.

Candidacy

Students are eligible for admission to candidacy upon completion of all coursework (32 semester hours). To qualify as a doctoral candidate, each student must:

1. Maintain a minimum GPA of 3.0 with no course grade lower than a B-
2. Submit a topic for the final dissertation and gain approval from the Dissertation Advisor

Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The Doctor of Ministry office will notify students of their status following the second year of the program.

Dissertation

All George Fox Evangelical Seminary Doctor of Ministry programs include the design and completion of a dissertation during the third year of the program. The DMin dissertation addresses both the nature and the practice of ministry. As such, the goal of the dissertation is not to offer a unique contribution to ministry in general, but to apply theological research skills to a significant real-world ministry problem.

Between the first and second year of the DMin program, students are paired with a Dissertation Advisor who will guide them in the process of research, development, and completion of the dissertation. The dissertation involves research and writing at both the theoretical and practical levels and serves to evaluate the student's competency in a specialized area of ministry related to his or her personal experience and interest. By engaging in the research courses and through the support of a Dissertation Advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the Dissertation Advisor for approval. When the dissertation is complete, the candidate submits the dissertation to two advisors: the Dissertation Advisor and a Secondary Advisor selected by the DMin Committee. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Track 2 Dissertation (Optional)

As an optional alternative to the traditional (written) dissertation, students may produce a Track 2 Dissertation, which is composed of two parts: a Track 2 Artifact and a Written Statement. The Written Statement explicates the theoretical underpinnings of the Dissertation. The Track 2 Artifact incarnates a practical, real-world solution to the stated ministry problem utilizing one or more of the following media forms: audio, video, web, print. When completed, the candidates submit the Track 02 Dissertation, which includes both the Written Statement and Track 2 Artifact, to the Dissertation, Secondary, and when necessary, Expert Advisors. As part of the evaluation, the candidate must give an oral defense of the dissertation before the advisors.

Graduation Requirements

In order to graduate with the doctor of ministry degree students must:

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

- Achieve no grade lower than a B- in all core courses. If a grade of a C+ or lower is received in a designated course, that course must be retaken or the grade must be improved as outlined by the course instructor's approval and direction.
- Fully participate in all 'advances'.
- Complete any additional MDiv equivalency courses, as may be required.
- Complete four conference, seminar, or 'field research' experiences, one of which must be cross-cultural.
- Successfully defend the dissertation.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Semiotics and Future Studies 'Taught' Courses (16 hours)

DMIN 717 Engaging Leadership Concepts - Semiotics in Historical Perspective	2
DMIN 727 Developing Leadership Strategies - Missional Concerns in Theological Perspective	3
DMIN 728 Spirituality and Leadership - Relational Concerns Sociological Perspective	3
DMIN 737 Thinking Globally and Leading Locally - Church, World, and Culture	2
DMIN 747 Distilling a Dream for Leadership in the Emerging Culture - Nature and Art of MRI Leadership	3
DMIN 748 Spiritual Leadership in Christian Community - Geography of Personhood: Remapping discipleship as followership	3

Faculty Advisor Courses (12 hours)

DMIN 716 Customized Course I	3
DMIN 726 Customized Course II	3
DMIN 736 Customized Course III	3
DMIN 746 Customized Course IV	3

Research Courses (4 hours)

DMIN 713 Introduction to Research and Resources	1
DMIN 723 Research Topic/Literature Review	1
DMIN 733 Designing a Research Model	1
DMIN 743 Writing the Dissertation	1

Dissertation (4 hours)

DMIN 800 Dissertation	4
DMIN 805 Dissertation Continuation (as required‡)	1

‡Students must maintain continuous enrollment in the dissertation continuation until completion. DMIN 805 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 805 is repeatable each fall and spring semester until the dissertation is finished.

Seminary Course Descriptions

Seminary Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
BIST	Biblical Studies
CHTH	Christian History and Theology
DMIN	Doctor of Ministry
MLDR	Ministry Leadership
PSTD	Pastoral Studies
SFAD	Spiritual Formation and Discipleship

BIST (Biblical Studies)

BIST (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 Old Testament I (Torah and Former Prophets), BIST 507 Old Testament II (Latter Prophets and Writings), BIST 508 New Testament I (Gospels and Acts), BIST 509 New Testament II (Romans-Revelation), and BIST 543 Biblical Exegesis and Hermeneutics. It may be taught in conjunction with BIST 515 Old Testament Book Study in Hebrew or BIST 525 New Testament 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 Old Testament II (Latter Prophets and Writings)*.

BIST 507 Old Testament II (Latter Prophets and Writings)
3 hours. This course continues the study of the Old Testament, moving into a study of the Latter Prophets and the Writings. We introduce and discuss advanced issues in exegetical method and provide an introduction to the modern history of the interpretation of the Old Testament.
Prerequisite: BIST 506 Old Testament I (Torah and Former Prophets).

BIST 508 New Testament I (Gospels and Acts)
3 hours. This course familiarizes students with the content and structure, distinctive theology, and introductory matters (e.g., date, authorship, occasion) of the four New Testament Gospels and the book of Acts. Attention will be given to methods of interpretation of these texts, and use will be made of a synopsis of the Gospels. Together with BIST 509 New Testament II (Romans - Revelation), the course provides students with a solid grasp of the New Testament canon, with particular attention given to its use in ministry. (BIST 008/508 and BIST 009/509 New Testament II (Romans - Revelation) need not be taken sequentially.)

BIST 509 New Testament II (Romans - Revelation)
3 hours. This course familiarizes students with the content, structure, theology, and introductory matters (e.g., date, authorship, genre) related to Romans through Revelation. Attention will be given to the social-historical setting of early Christianity and its usefulness in understanding these texts. Together with New Testament I (Gospels and Acts), the course provides students with a solid grasp of the New Testament canon, with particular attention given to its use in ministry. (BIST 008/508 New Testament I (Gospels and Acts) and BIST 009/509 need not be taken sequentially.)

BIST 511 Introducing Biblical Hebrew
3 hours. The first course in the Hebrew language sequence, this course begins with the study of the Hebrew alphabet and vowel points and moves on to study the structure

of the Hebrew noun and verb systems and syntactical features. Hebrew language and exegetical tools in both hard-copy and electronic formats are introduced.

BIST 512 Interpreting the Hebrew Testament
3 hours. The second course in the Hebrew language sequence, this class completes a basic study of Hebrew morphology, syntax, and vocabulary. Students gain facility in reading basic and advanced narrative and elementary poetry. Exegesis in the original language is explored. Students also are introduced to advanced original-language computer tools for Bible research and their use.
Prerequisite: BIST 511 Introducing Biblical Hebrew.

BIST 515 Old Testament Book Study in Hebrew
3 hours. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts.
Prerequisite: BIST 512 Interpreting the Hebrew Testament.

BIST 521 Introducing New Testament Greek
3 hours. An introduction to New Testament Greek in which the student is exposed to the basic principles of New Testament Greek grammar, syntax, and exegesis, to the Greek text of the New Testament, and to the major tools used in its study. While the basics of Greek have to be the center of focus in this introductory course, attention also is given to the Greek text of the New Testament.

BIST 522 Interpreting the Greek Testament
3 hours. This continuation of BIST 521 adds to the student's knowledge and understanding of New Testament Greek through further exposure to the Greek text of the New Testament. While it pays close attention to matters of grammar, the central focus is the text itself, its interpretation, and its use.
Prerequisite: BIST 521 Introducing New Testament Greek.

BIST 525 New Testament Book Study in Greek
3 hours. Greek text book studies apply principles of hermeneutics and exegesis to original Greek texts.
Prerequisite: BIST 522 Interpreting the Greek Testament or its equivalent.

BIST 531 Theological German I
1 hour. This course teaches the basic grammar and vocabulary needed in order to begin translating German theological texts. Those desiring facility in German translation should take German II in the Spring semester as well. These two courses (Theological German I and II) are designed to fulfill German language entry requirements for most PhD programs in theology.

BIST 532 Theological German II
1 hour. This course will improve facility in translating German theological texts. Some attention will be given to issues of grammar and syntax particularly helpful in reading theological German. Students who pass this course should be able to sustain German entrance exams for PhD programs in theological disciplines. Pre-requisite: Theological German I or its equivalent.

BIST 535 Hebrew Readings
1 hour. We will read through selections of the Hebrew text as time allows, as well as improve command of basic Hebrew vocabulary and of Hebrew grammar and syntax. The course will aid the student to improve facility in reading OT Hebrew; gain familiarity with the Hebrew text; increase memorized vocabulary; and solidify and advance grasp

of Hebrew grammar and syntax. May be repeated for credit, as long as a biblical book is not repeated.

BIST 542 Biblical Theology
3 hours. This course explores the message and theology of important texts, blocks of texts, books, and corpora in the Bible. Students gain greater skill in advanced Bible-study method. We also deal with relating the theology of the Bible to contemporary issues.

BIST 543 Biblical Exegesis and Hermeneutics
3 hours. This course familiarizes students with tools and methods for interpreting biblical texts and provides the foundation for a lifelong, careful study of the Bible. A comprehensive methodology will be learned and applied to different genres of literature, e.g., historical narrative, psalms, epistles, and apocalyptic. Since exegesis is an "art" that can be learned only by practice, class emphasis will be on "doing" exegesis; i.e., the class will take on a "workshop" format. In the process, the student will gain facility with lexica, concordances, grammars, theological and exegetical dictionaries, and other exegetical aids.

BIST 545 Greek Readings
1 hour. We will read through as much of a New Testament Greek text as time allows, as well as improve command of basic Greek vocabulary and of Greek grammar and syntax. The course will aid the student to improve facility in reading NT Greek; gain familiarity with a Greek text; increase memorized vocabulary; and solidify and advance grasp of Greek grammar and syntax. May be repeated for credit, as long as a biblical book is not repeated.

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

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

BIST 560 Christology of the New Testament
3 hours. A theological study of the presentation of the person and work of Christ in the various books of the New Testament. Special emphasis is given to the Gospels, the Pauline writings, and contemporary scholarship. Students are encouraged to take BIST 508 New Testament I (Gospels and Acts) or BIST 509 New Testament II (Romans-Revelation) prior to this course.

BIST 561 Paul and the Law
3 hours. This course will seek to understand Paul and his letters by focusing on the topic of Paul and the law. The issues surrounding Paul and his understanding of the law impact how believers are expected to live in relation to the Old Testament law

(is the law still required?), how grace and moral responsibility are to be balanced in the Christian life, and how we understand salvation in relation to other religious traditions (especially Jewish-Christian relations). Attention will be given to the so-called "new perspective on Paul." Students will (1) read the major contributors on this issue, including traditional and newer approaches; (2) study key New Testament texts (Galatians; 2 Corinthians 3; Philippians 3; Romans 1-11); and (3) analyze the impact of Paul's view of the law for church ministry and theology. Students are encouraged to take BIST 509 New Testament II (Romans-Revelation) prior to this course.

BIST 565 Internship
3 hours. The seminary provides some opportunities and has also cooperated with local universities to provide internship experience under the supervision of qualified professors. The internship requires a minimum of 120 hours serving the selected teaching site and attendance at three classes, usually held on selected Saturdays. Reflection papers, regular meetings with the ministry supervisor and the internship director, and assigned readings are also required. Students are expected to secure their own teaching site and supervisor, which must be approved by the faculty internship director. Students should take the teaching internship course during the last half of their program.

BIST 571 (first semester) Research/Thesis in Biblical Studies
3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 571 (first semester) Research/Thesis in Biblical Studies
3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 572 (second semester) Research/Thesis in Biblical Studies
3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 573 Master's Summative Project
3 hours. See requirements outlined in Master of Arts in Theological Studies.

BIST 575 Thesis/Project Continuation
1 hour. Required for third and subsequent semesters of thesis research and writing or second and subsequent semesters of Summative Project work.

BIST 585 Seminar in Biblical Studies
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

BIST 595 Special Study in Biblical Studies
1 to 3 hours. An individualized course of research, involving in-depth study of a particular question, problem, or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department chair.

CHTH (Christian History and Theology)

CHTH (Christian History and Theology)

CHTH 511 Christian History and Theology I: The Early Church to the 16th Century
3 hours. Covers the development of Christianity and Christian theology from the end of the apostolic period to the 16th century. Examines the expansion of the church, the growth of Christian institutions, the conflicts that confronted the church from within and without, and the theological development of doctrines such as the Trinity, Christology, the Holy Spirit, the church, and revelation.

CHTH 512 Christian History and Theology II: The Reformation and Its Ramifications
3 hours. Covers the development of Christianity and Christian theology from the Reformation to the present outside the United States. Examines various aspects of the Reformation on the Continent and in England, the effects of the Reformation, important growth and change in Roman Catholicism and Protestantism since the Reformation, and the theological development of doctrines such as sin, salvation, sanctification, the sacraments, and the word of God.

CHTH 513 American Church History
3 hours. Covers the development of Christianity in the United States from its early Colonial beginnings up to the present. Gives special attention to the development of denominations, trends in theological thought, significant church leaders, and the place of the church in contemporary culture.

CHTH 514 Indigenous History and Mission (North American)
3 hours. This course provides an examination of the history of Christian mission among Indigenous peoples, current Indigenous life and Indigenous spiritualities in geographic regionally specific studies that connect to both global issues and local context. Students will explore issues such as the harmony ethic, building a theology of the land, indigenous religious practices and how these all relate to the Christian faith will be explored.

CHTH 520 Doctrine of God
3 hours. The course covers the doctrine of God from a systematic, topical, and historical perspective. It explores God's nature, character, and relations to the created order.

CHTH 521 Doctrine of Christ
3 hours. The course covers the doctrine of Christ from a systematic, topical, historical, and contemporary perspective. It explores Jesus Christ's nature, character, work, and relation to other religions.

CHTH 522 Doctrine of the Holy Spirit
3 hours. This course covers the theological development of doctrine of the Holy Spirit from early Judaism to the present from a biblical, historical, and systematic perspective. It explores outstanding theologians of the Spirit and key controversies surrounding His Nature, Person, Work, and Charismata.

CHTH 530 Women in Church History
3 hours. Reviews the biblical basis of women's leadership and the role women have played in Christian history. Explores issues relating to women in contemporary ministry through readings, case studies, discussion, and interaction with guest speakers.

CHTH 541 Theology and Stewardship of Creation I
1.5 hours. This course seeks to wrestle with Old Testament theologies of creation, stewardship and the role of humanity in the created order. Students will engage the history and development of these ideas within the Church and consider how this legacy relates to the current state of the world. They will write their own ecotheology and create a spiritual practice that reflects it. Note: students who take CHTH 541 are also required to take CHTH 542 the following term. CHTH 541 is a prerequisite for CHTH 542.

CHTH 542 Theology and Stewardship of Creation II
1.5 hours. This course seeks to wrestle with Old Testament theologies of creation, stewardship and the role of humanity in the created order. Students will engage the history and development of these ideas within the Church and consider how this legacy relates to the current state of the world. They will write their own ecotheology and create a spiritual practice that reflects it.
Prerequisite: CHTH 541 Theology and Stewardship of Creation I.

CHTH 543 Eschatology, New Creation, and Communal Ethics I
1.5 hours. This course addresses New Testament theologies of eschatology, Trinitarian community, soteriology, and Jesus' new kingdom. By considering the historical currents of these theologies, students will identify how this legacy relates to the current state of the world. Students will engage communal ethics and the role of the local Christian church in addressing ecological issues. Note: students who take CHTH 543 are also required to take CHTH 544 the following term. CHTH 543 is a prerequisite for CHTH 544.

CHTH 544 Eschatology, New Creation, and Communal Ethics II
1.5 hours. This course addresses New Testament theologies of eschatology, Trinitarian community, soteriology, and Jesus' new kingdom. By considering the historical currents of these theologies, students will identify how this legacy relates to the current state of the world. Students will engage communal ethics and the role of the local Christian church in addressing ecological issues.
Prerequisite: CHTH 543 Eschatology, New Creation, and Communal Ethics I.

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 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 553 Bio-Ethics

3 hours. A study of the ethical theory and moral norms related to ethical decisions concerning biomedical issues. A Christian perspective on such issues as death and dying, euthanasia/assisted suicide, suffering, pain management, life-sustaining medical choices, organ transplantation, genetic engineering, and advanced directives are examined.

CHTH 554 Colonialism and Neo-colonialism
3 hours. This course explores both historical and current manifestations of colonialism as a preparation for holistic Christian mission. It considers its subtle, powerful, and far-reaching impact on host cultures and asks what kind of change is necessary or possible. Students will demonstrate an understanding of what is expected of converts if persons in mission address only ideological change and exclude any concern with economic and political hegemonies.

CHTH 556 Theology and Ethic of the Land
3 hours. This course immerses students in the natural world during a five-day retreat. Students will abide in Creation and experience the beauty and hope of our immanent God. They will consider a Shalom and Native American understanding of the land and the relationship between science and faith. They will engage current issues such as agriculture, conservation, land use and consumption of natural resources.

CHTH 557 Theology and Praxis of Pedagogy
3 hours. This course explores the theological and philosophical underpinnings of academic teaching, in the context of communicating practical strategies and advancing the student's professional development as a teacher.

CHTH 558 Poverty and Restorative Earthkeeping
3 hours. This course immerses students during a five-day retreat in a setting that illustrates the integral relationships between earthkeeping, global systems, and issues such racism, sexism, and poverty. Students will encounter the tension between the devastating nature of these relationships and the potential and hope for restoration of the created order.

CHTH 560 History of the Holiness and Pentecostal Movement
3 hours. Explores the roots of the Holiness and Pentecostal movements in the United States by focusing on primary and secondary sources. Analyzes the primary theological emphases of these movements in the context of the Christian theological tradition. Examines the lives of key individuals in the Holiness and Pentecostal movements, as well as the distinctive contributions of these movements to religion in the United States and the world.

CHTH 562 History of Spirituality and Renewal
3 hours. Examines movements and people within Christianity who have brought spiritual renewal to the church, including monasticism, the mystics, the Reformers, Pietism, the Wesleyan/evangelical revival, and certain present-day examples. Focuses not only on history, but also on themes within spiritual renewal and on insights that can be drawn for the contemporary believer and church.

CHTH 563 The Evangelical Movement
3 hours. Students in this course seek to understand the origin and impetus of the American Evangelical Movement. Its antecedents in the Reformation, Pietistic, and Wesleyan movements, as well as the American Awakenings, are traced. Its origins in the rise and fall of early 20th-century Fundamentalism are explored. Its own rise to

eminence in the mid-to-late 20th century is detailed. Finally, its possible futures will be explored.

CHTH 564 History and Polity of the Quaker Movement
3 hours. This course offers an overview of the Quaker movement from the 17th century to the present. It focuses on the characteristics, beliefs, and practices that give Quakerism its unique identity. Key writings, leaders, and contributions to Christian thought and practice are considered. The course is designed especially for those seeking to pursue ministry with evangelical Friends.

CHTH 565 Internship
3 hours. The seminary provides some opportunities and has also cooperated with local universities to provide internship experience under the supervision of qualified professors. The internship requires a minimum of 120 hours serving the selected teaching site and attendance at three classes, usually held on selected Saturdays. Reflection papers, regular meetings with the ministry supervisor and the internship director, and assigned readings are also required. Students are expected to secure their own teaching site and supervisor, which must be approved by the faculty internship director. Students should take the teaching internship course during the last half of their program.

CHTH 566 Theology in the Wesleyan Tradition
3 hours. John Wesley's personal and theological background, methodology, and major theological themes receive primary attention. The theology of holiness is examined from the basis of Scripture, Wesley's theology, and the later teachings of the Holiness Movement. The integration and application of holiness and social concerns is examined and students are given opportunities to experience and practice a holiness that is engaged in bringing the kingdom of God into the wounded places of the world. Students will also be involved in independent research in areas related to their ministry focus.

CHTH 571 (first semester) Research/Thesis in Biblical Studies
3 hours. See requirements outlined in Master of Arts in Theological Studies.

CHTH 572 (second semester) Research/Thesis in Biblical Studies
3 hours. See requirements outlined in Master of Arts in Theological Studies.

CHTH 573 Master's Summative Project
3 hours. See requirements outlined in Master of Arts in Theological Studies.

CHTH 575 Thesis/Project Continuation
1 hour. Required for third and subsequent semesters of thesis research and writing or second and subsequent semesters of Summative Project work.

CHTH 585 Seminar in Christian History and Theology
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

CHTH 595 Special Study in Christian History and Theology
1 to 3 hours. A specially designed and individually tailored course of research, involving in-depth study of a particular question, problem, or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty

member overseeing the study and the departmental chair. Special arrangements for regular courses of study must be approved by the dean.

DMIN (Doctor of Ministry)

DMIN (Doctor of Ministry)

DMIN 710 Leadership and Spiritual Formation - The Inner World of the Leader

4 *hours*. "Maturity is the willingness to take responsibility for one's own emotional being and destiny." - Edwin Friedman. Leadership and Formation begin in the authentic critical evaluation of one's inner world as it is reflected in one's daily life practices and passions. This module will provide opportunities for personal assessment and a re-alignment of one's life rhythms with the development of a Rule of Life in community. The learning community will explore the content and skills needed for experienced Christian leaders to personally and relationally thrive throughout a lifetime. Additional course fee may be required.

DMIN 713 Introduction to Research and Resources

1 hour. Introduces the tools for study and research in spiritual formation and leadership. This will include orienting students to the resources of both campuses (George Fox University's Murdock Learning Resource Center, Portland Center library, Internet presence and capacities, etc.), as well as how to use electronic communication and software tools effectively in research. Additional course fee may be required.

DMIN 716 Customized Course I

3 hours. In this cornerstone course, students develop two learning plans under the supervision of an assigned faculty advisor. First, they produce a customized course learning plan that identifies and offers a rationale for their educational and ministry goals, research specialization, and four field-research experiences. Second, students produce a module learning plan that proposes a module reading list, a first field-research experience, and a description of the academic essay. Following faculty-advisor approval, students complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans.

DMIN 717 Engaging Leadership Concepts

2 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of the course is to provide a forum in which students hone each other's thinking about one's role and philosophy of leadership. Additional course fee may be required.

DMIN 720 Leadership and Spiritual Formation - Historical and Biblical Perspectives of Leadership Formation

4 *hours*. "Spirituality is not primarily about values and ethics, not about exhortations to do right or live well. The spiritual traditions are primarily about reality...an effort to penetrate the illusions of the external world and to name its underlying truth." - Parker J. Palmer. Leadership and Formation require an engagement with the historical and biblical footprints of spiritual leaders and texts. This module will expose the learning community to relevant biblical and historical texts on leadership and spiritual formation in order to expand imagination and critical thinking about the nature and expression of leadership and formation. Each person will explore the writings and life of a spiritual leader of a faith movement and a renowned Christian mystic, saint, or justice leader. Additional course fee may be required.

DMIN 723 Research Topic/Literature Review

1 hour. The process of developing a topic proposal for the dissertation and for completing a foundational review of literature in support of the topic. Additional course fee may be required.

DMIN 726 Customized Course II
3 hours. In this course, students refine their customized course learning plan developed in the first module and produce a second module learning plan that proposes a new module reading list, a second field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 727 Developing Leadership Strategies
3 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of this course is to refine one's thinking about effective leadership and to help students clarify a learning plan that embodies specific strategies for one's ministry context.

DMIN 728 Spirituality and Leadership
3 hours. A course on personal spiritual formation. Students are challenged by the reading and writing assignments to 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 leadership. Additional course fee may be required.

DMIN 730 Leadership and Spiritual Formation - Processes and Principles of Systemic Transformation
4 *hours*. “I believe we are here on the planet Earth to live, grow up and do what we can to make this world a better place for all people to enjoy freedom.” Rosa Parks. Leadership and Formation are fundamentally geared towards resilient and systemic change in tune with the kingdom purposes of God. This module will engage the learning community with current research on the physical, relational, cultural, and spiritual complexities of transformation processes. Each person will create a contextualized model for transformation which solves a specific need for change in a community system. Additional course fee may be required.

DMIN 733 Designing a Research Model
1 hour. The process of developing a design proposal for the dissertation. Additional course fee may be required.

DMIN 736 Customized Course III
3 hours. In this course, students refine their customized course learning plan developed in the first module and produce a third module learning plan that proposes a new module reading list, a cross-cultural field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the cross-cultural field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 737 Thinking Globally and Leading Locally
2 hours. An interactive course that engages students in synchronous and asynchronous online interaction. An interactive course in which students explore how, specifically, their cross-cultural experiences will impact their practice of leadership in their particular ministry context. Students will also be challenged to consider how they might modify

their learning plan developed in Module Two to incorporate these new insights. Additional course fee may be required.

DMIN 740 Leadership and Spiritual Formation - Cultural, Artistic, and Global Engagement
4 *hours*. “So every day I was surrounded by the beautiful crying forth of the ideas of God” - Mary Oliver. Leadership and Formation flourish in the soil of creativity, culture, and engagement with the world. This module will explore the impact of art, culture, social media, and the environment on healthy leadership and authentic formation. The learning community will actively experience the formational value of differing cultures, artistic expressions, and engagement with justice concerns. Each person will develop a creative or active skill which requires involvement with a different culture or engagement with the environment and justice concerns.

DMIN 743 Writing the Dissertation
1 hour. The process of research and writing in preparing the dissertation. Additional course fee may be required.

DMIN 746 Customized Course IV
3 hours. In this course, students finalize their customized course learning plan developed in the first module and produce a final module learning plan that proposes a new module reading list, a fourth field-research experience, and a description of the next academic essay. Students then complete the course reading, engage the field-research experience, and write the academic essay in keeping with the stated goals of their learning plans. Faculty advisors supervise, approve, and evaluate all coursework.

DMIN 747 Distilling a Dream for Leadership in the Emerging Culture
3 hours. An interactive course that engages students in synchronous and asynchronous online interaction. This course functions to distill a vision or "dream" for leadership that arises out of the student's theology of leadership and that guides his or her thinking in the final formulation of the dissertation.

DMIN 748 Spiritual Leadership in Christian Community
3 hours. A course on community spiritual formation. Students are challenged to reflect on the essential intermingling of leadership and spiritual formation in corporate Christian contexts and to consider that the primary objective of "spiritual leadership" is community spiritual formation. Students seek to articulate the specific ways community spiritual formation will be actualized in their particular ministry contexts. Additional course fee may be required.

DMIN 780 Special Topic: 21st Century Preaching for a 22nd Century Generation
2 hours. We are called to preach within the culture, time, and place in which we find ourselves. An interactive course that engages students in synchronous and asynchronous online interaction, this course looks at how to preach to a culture that understands story, image, and soundtrack, not words and rhetoric. The shift from document to docudrama encourages a cinematic approach to the Story that connects people to the Gospel of Jesus Christ in deep and personal ways. Additional course fee may be required.

DMIN 781 Special Topic: A Semiotic Homiletic
3 hours. Jesus taught his disciples in story and metaphor (parables and images), built upon the images in scripture, and invited people to read the signs around them. This course hones students’ ability to exegete the stories and images of scripture and to use them contextually in preaching. Different from wordbased exegesis, semiotic exegesis

opens up layered depth and richness within the scriptural texts and allows the preacher to connect visually and colorfully with sermon participants, lifting them to a higher level of understanding and connection.

DMIN 782 Special Topic: Iconography, Artifacts, and Material Culture in the Art of Communication Then and Now
3 *hours*. The course examines the role of icons and artifacts in the worship experience in prereformationEurope and in 21st century culture. The role of art and creativity in preaching, as well as the power of how sensory experience in worship contributes to connecting with Christ intimately and the conversion experience are explored. On location in Prague, students will experience some of the rich history of the Reformation preachers in context. Additional course fee may be required.

DMIN 783 Special Topic: The Art of Storytelling
2 hours. Semiotic preaching is the art of combining images and metaphors with story to create “narraphors.” Preaching is telling the Story of Jesus in technicolor and surround sound, so that the Story becomes a docudrama, in which the listeners become participants, and the Jesus Story becomes part of their story, their story part of the Jesus Story. An interactive course that engages students in synchronous and asynchronous online interaction, this course looks at the artistry and artisanship of story building and the organic architecture of the sermon, as well as how to bring a metaphor to life in preaching.

DMIN 784 Special Topic: Metaphor as Metamorphosis
3 *hours*. Metaphors are powerful agents of change. The way we frame and reframe our metaphors can be our greatest tools as preachers in order to bring people into relationship with Jesus in ways that change them body and soul. This course introduces metaphors as conduits and catapults which allow people to experience Jesus and to enter into the Jesus Reality through the sermon experience. Students examine the nature of conversion and the role of the sermon in facilitating personal relational experience.

DMIN 786 Special Topic: The Wildcard of Interactivity
3 hours. This course looks at the worship space as “field preaching” in which all people are participants. Students will discuss the wonders and perils of openmic, openended preaching, in which they invite their congregation to become part of the story. The preaching act, the shift from illustration to animation, and the energy and power of interactive preaching, will be examined in theory and in praxis. Additional course fee may be required.

DMIN 795 Special Study in Doctor of Ministry
1 to 3 hours. An individualized course of research, involving in-depth study of a particular question, problem, or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department director.

DMIN 800 Dissertation
4 hours. Completion of the dissertation. Additional course fee may be required.

DMIN 805 Dissertation Continuation
1 hour. To maintain enrollment until dissertation is complete.

MLDR (Ministry Leadership)

MLDR (Ministry Leadership)

MLDR 510 Missional Ecclesiology
3 hours. The purpose of this course is to gain an understanding of the work of God in the world by examining a missional ecclesiology that is biblical, historical, contextual, eschatological, and that can be translated into practice. Attention is given to the expansion of the gospel as it relates to culture. What is the church? What is the church for? What is our role in relationship to the church? These three questions provide the framework for this course.

MLDR 520 Missional Leadership
3 hours. This course studies the biblical, historical, and cultural development of leadership as a missional response to God's concerns in the world. The history of leadership studies and the various leadership theories are explored. The qualities and skills of the missional leader are discussed. Particular emphases on the leader's global view of Christianity, the leader's creative and entrepreneurial development, and his or her stewardship responsibility are the focal points of the course.

MLDR 530 Personal Transformation
3 hours. The Scriptures are replete with examples and teachings about the transforming power of faith in a person's life. This course focuses on the person of the leader and the deep change he or she needs to experience in his or her soul. The scriptural, historical, developmental, and biological nature of personal transformation is explored. Special attention is given to personal transformation as a whole-body experience and to the leader's role in creating an environment that maximizes the conditions for personal transformation.

MLDR 540 Culture & System Change
3 hours. Designed to give the missional leader perspectives and tools for interpreting and guiding a cultural system toward deep change. Insights from various disciplines, such as anthropology, social psychology, and organizational science, stimulate the exegesis of culture in fresh ways. Jesus as a change master in a complex cultural system is the model for guiding effective and lasting change.

MLDR 544 Cultural Anthropology
3 hours. Cultural Anthropology is the study of the variety in human culture. Students will learn to balance the many gifts that Anthropology has given us with helpful critiques, particularly from indigenous scholars and anthropologists. Students listen to both the non-indigenous anthropologist and perspectives from the indigenous community, particularly the Indigenous North American context, surrounding Anthropology.

MLDR 548 Ethics in Intercultural Context
3 hours. Using a missiological approach to the nature and function of systems of values and ethics in various societies, the course focuses on various concepts such as culture and conscience, shame and guilt, individual and community, cultural relativism and moral absolutes, cross-cultural universals of human behavior, conversion, values and ethics. The goal is to come to an understanding and appreciation of the diversity of values and ethical systems on the one hand, and the interaction of the gospel with these systems on the other.

MLDR 550 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.

MLDR 561/562 Ministry Leadership Conference
Two 1-hour courses. These courses are offered in the fall and spring semester of the third year for the purpose of specialized learning opportunities. Conferences expose students to ideas and experiences outside their normal environment. A student attends a conference from a list of approved conferences, or petitions the course facilitator concerning some other conference. The conference must last at least two days. The student will read 500 pages of materials recommended by the conference, and prepare a 1,000-word report on the conference including: topic, place, dates of conference; seat time; sessions/presentations attended with brief paragraph on each one; an evaluation of the conference including key insights and questions.

MLDR 570 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.

MLDR 575 Internship
1 hour. The Internship develops and enhances students' practical ministry capacities. In this course students engage in leadership experiences and are personally coached through the implementation of a ministry project in their current setting.

MLDR 595 Special Study in Ministry Leadership
Three 1-hour courses. Offered in the student's second year. The courses are designed to give a student an opportunity to customize his or her learning experience. A course facilitator will provide the format and structure for choosing the topic, gathering information and doing the study and work, and presenting the learnings in a written, artistic, or technological form.

PSTD (Pastoral Studies)

PSTD (Pastoral Studies)

PSTD 501 Pastoral Counseling
3 hours. An introduction to the counseling role of the minister. The purpose of the course is to acquaint the student with basic counseling methods in relation to the typical situations encountered in pastoral ministry. Special attention will be given to marital and family dynamics and process, as well as to the minister's own marriage and family. One of the principal objectives will be to help the student recognize when and how to refer persons to qualified mental health professionals.

PSTD 506 Pastoral Ministry
3 hours. An analysis of the theology and practice of pastoral ministry. The purpose of the course is to develop professional competence through increased understanding of (1) the theological basis of pastoral ministry, (2) the various types or models of pastoral ministry, and (3) how one's theological orientation and personality type (as adduced by the Myers-Briggs Type Indicator) predisposes a person to one ministry model over another. Attention will also be given to anticipated leadership responsibilities associated with pastoral ministry and how the student's personal leadership style may both help and hinder the satisfactory fulfillment of these responsibilities.

PSTD 510 Essentials of Preaching
3 hours. This course introduces students to the theology of preaching and to the principles of sermon construction and delivery. The purpose of preaching as an essential element in the ministry of the church will be considered, as well as the various sermon types and communication techniques used to convey the timeless message of Scripture within a contemporary setting.

PSTD 520 Advanced Preaching
3 hours. An advanced-level preaching course in which homiletical theory and practical application are brought together. The course consists mainly of student preaching and peer evaluation and builds on the foundational principles covered in PSTD 510 Essentials of Preaching. The goal is to enhance both the student's theology of preaching and skills in sermon preparation and delivery.

PSTD 530 Equipping & Discipleship
3 hours. Examines the human and spiritual roles, tasks, and development of adults. Attention will be given to the processes and contexts by which adults are discipled as individuals and in community. Biblical and theological foundations for discipleship as it relates to moral and faith development, and to service in the church and community will be explored. The course focuses on developing spiritual-gifts-based ministry, and mobilizing, coaching, and supporting adults in the local church, which includes building small groups for Christian community and spiritual formation.

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 554 Global Mission of the Church
3 hours. This course is designed to enhance the student's understanding of the global outreach of the gospel, especially as it manifests itself in a world that is being globalized

and tribalized at the same time. The cultivation of a "missional imagination" and cross-cultural learnings and leanings are primary objectives of this course.

PSTD 564 The Theology and Practice of Worship
3 hours. This course examines the purposes of worship and its biblical, theological, and historical roots. It also focuses on evaluating current trends in worship, understanding the connection of worship to evangelism, learning how to plan and lead worship, and exploring the role of music and the arts in worship.

PSTD 565 Clinical Pastoral Education
6 hours. Chaplain internship at an approved CPE center. Upon completion of one CPE unit, the student sends a copy of the final supervisor's report to the CPE director in order to receive 6 credits for the course. See Hospital Chaplaincy section of the MDiv program description for more information.

PSTD 575 Pastoral Internship
2 to 6 hours. A full range of pastoral experience, including preaching at an approved church with a minimum of 10 hours a week of supervised involvement.

PSTD 580 Evangelism
3 hours. This course examines the theology, history, and methodology of evangelism and seeks to apply them to personal witness and the ministry of the local church. It examines methods for evaluating the evangelistic fruitfulness of a local church, methods of personal and corporate evangelism, small group rationale and methodology for evangelism, and methods for equipping laity to do evangelistic ministry. Students will learn to develop a lifestyle of intentional evangelism and apologetics while avoiding the modern trap that makes our hearers often feel cornered, bullied, or trapped.

PSTD 584 Church Administration
3 hours. The purpose of this course is to enhance professional competence in pastoral ministry by providing insights and skills pertaining to the administration and management of the local church. Particular attention will be given to time management, conflict resolution, delegation, conducting meetings, coordinating committees, communication among staff, managing the church office, volunteer recruitment, training and support, church finances, and tax and legal considerations.

PSTD 585 Seminar in Pastoral Studies
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

PSTD 595 Special Study in Pastoral Studies
1 to 3 hours. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem, or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair. Special arrangements for regular courses of study must be approved by the dean.

SFAD (Spiritual Formation and Discipleship)

SFAD (Spiritual Formation and Discipleship)

SFAD 510 Knowing Self, Knowing God
1 hour. Provides an opportunity for students to develop their own self-awareness in the context of their Christian faith and preparation for ministry. Through lecture, reflection, and intentional community, the course equips students to be critically and positively reflective on their giftedness, calling, personal spiritual histories, and the strengths, weaknesses, and spirituality of their personality types.

SFAD 520 Prayer
1 hour. Provides an opportunity for students to develop, in community, deeper and more satisfying prayer lives. As the essential relational discipline of the Christian journey, prayer is examined in its various forms as modeled by Jesus and the church. The student will experience liturgical, intercessory, conversational, confessional, centering, and meditation prayers. The paradoxes and problems of prayer also are explored.

SFAD 521 Prayer and Inner Healing
1 hour. This introductory course will look at the Christian tradition of healing prayer beginning with Jesus and the apostles and then primarily focus on current models and practices being used in clinical, pastoral, spiritual direction, and lay-counseling settings.

SFAD 530 Spiritual Life
1 hour. Introduces students to classical exercises of the spiritual life. Certain disciplines - community, study of the Scriptures, confession, integrity, purity, simplicity, social justice, and compassion - are explored in order to bring the student into a deeper relationship with God. The process involves lecture, training, community, and personal practice and reflection.

SFAD 533 Personal Study in Spiritual Formation
3 hours. An individually tailored course of research involving in-depth study, praxis, and reflection on a particular question, problem, or issue in the field of spiritual formation. The question, problem, or issue is presented by the student. The student makes application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the MA program director. The study must follow the spiritual formation personal study guidelines available from the faculty member responsible for the course.

SFAD 534 Spirituality and Social Justice
1 hour. Spirituality is often perceived as otherworldly, with a focus on the interior life and individual piety. But many spiritual traditions, such as the Wesleyan, with its biblical and theological foundation for uniting holiness and justice, provide an established model for relating prayer and social action. This course will explore the Wesleyan model and other Christian traditions, both ancient and modern, that provide spiritual resources for social action rooted in prayer and contemplation. Service to others is both a means and an end of spiritual formation.

SFAD 536 Spirituality, Shame, and Grace
1 hour. Based on an understanding of persons as created in God's image yet broken, this class explores how shame manifests itself in one's life. Emphasis is given to how

the Christian faith unknowingly reflects a shame-based identity and perpetuates shame in the life of the believer. By exploring God's response of grace, the believer finds healing, breaking the distorted image of God created by shame-based faith systems.

SFAD 537 Spirituality and Suffering
1 hour. This course examines the issue of suffering in the world and in the life of the Christian. The formation of spirituality through suffering is a principal concern. The nature of Christ's sufferings and their relationship to the Christian life will be examined with a view toward understanding redemption and spiritual development.

SFAD 540 Images of God
1 hour. Designed to give the student opportunities to explore images of God as portrayed through Old and New Testament stories, prayers, and poetry, through Christ's words and deeds, and through the work of Jesus' first disciples. These images are compared to the student's internal images of God, which shape one's thoughts, emotions, and actions. The course guides the student toward allowing God to transform, build, and strengthen these images.

SFAD 541 Spirituality and the Heavens
1 hour. An exploration of the relationship between the meaning, process, and experience of creation and our existence as spiritual beings. Of particular interest will be the conditions in which God's creative work is most likely to occur. Astronomy is the primary discipline for our exploration.

SFAD 542 Spiritual Formation in Marriage
1 hour. Offered in a seminar format every other summer, this course explores the spiritual dynamics of a couple in the intimate marital relationship. Attention is given to how couples can cultivate a meaningful shared spiritual life. Though the student registers for the course, both the student and the student's spouse attend the retreat.

SFAD 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 Earth
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. Additional course fee required.

SFAD 547 Spirituality and the Senses
1 hour. This course is designed to provide students with a wide range of sensory experiences for the purpose of Christian spiritual formation. The focus of SFAD 547 will be on an exploration of our five senses: sight, hearing, smell, touch, and taste. Sensations can be a means of deepening spirituality: “Prayerful interrogation of the senses opens the door to significant disciplines of spirituality. Constructive use of the senses constitutes acceptable worship of the creator” (Messengers of God, 183).

SFAD 548 Spirituality and Personality

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 554 Indigenous Spirituality (North American)
1 hour. This course is an examination of Indigenous American spirituality from a Christian perspective and its relationship to Americans from every culture. Students will be exposed to the spirituality of America’s First Nations through readings, shared experiences and various media. The values associated with the Indigenous American harmony concept will be explored along with an understanding of Indigenous American theologies of the land.

SFAD 556 Spirituality and the Writings of the Mystics
1 hour. An exploration of the mystical tradition of spiritual development. Students will read and reflect on representative selections from both male and female Christian mystics, looking at the theology, images of God, and practices that have shaped the contemplative tradition of Christian spirituality. Included in the course is a small-group practicum to assimilate contemplative practices into the student's devotional life.

SFAD 561 Spiritual Direction Experience I
.5 hours. A two-semester course designed to give MDiv, MASF, and SFAD certificate students an intentional one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual-direction model is used. Course is closed to other degree students. Additional course fee required for certificate students.

SFAD 562 Spiritual Direction Experience II
.5 hours. A two-semester course designed to give MDiv, MASF, and SFAD certificate students an intentional one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual-direction model is used. Course is closed to other degree students. Additional course fee required for certificate students.

SFAD 571 The Art of Spiritual Direction
2 hours. Spiritual direction as a discipline for intentionally guiding persons in their spiritual growth is the focus of this course. Topics of the course include the heritage of spiritual direction; the theological, biblical, and psychological premises for the

practice of spiritual direction; the difference between spiritual direction, discipleship, and counseling; the art of discernment; and the nature and practice of spiritual direction. Course participation is limited to students in the SFAD certificate program, the MASF degree program, and the Spiritual Formation Concentration of the MDIV.
Prerequisites: SFAD 510 Knowing Self, Knowing God, SFAD 520 Prayer, SFAD 530 Spiritual Life, SFAD 548 Spirituality and Personality, SFAD 561 Spiritual Direction Experience I, SFAD 562 Spiritual Direction Experience II, and CHTH 562 History of Spirituality and Renewal.

SFAD 572 Spiritual Direction Practicum
2 hours. The sequence course for SFAD 071/571, Spiritual Direction Practicum gives students an experience in being spiritual directors under the supervision of a trained director. Further course topics include professionalism issues such as confidentiality, the directee-director relationship, the emotional health of the directee, and the beginning and ending of a spiritual direction relationship. Course participation is limited to students in the SFAD certificate program, the MASF degree program, and the Spiritual Formation Concentration of the MDIV.
Prerequisite: SFAD 571 The Art of Spiritual Direction.

SFAD 580 Group Spiritual Formation
1 hour. Enables students to gain experience in, and learn how to create, small groups that intentionally seek to form participants spiritually. The course focuses on building a spiritual-formation curriculum, utilizing small-group dynamics, and experiencing mutual accountability, with the intention of providing a resource vital to future ministry. Students will have a small-group-practicum experience with supervision.

SFAD 585 Seminar in Spiritual Formation and Discipleship
1 hour. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

SFAD 591 Spiritual Leadership
1 hour. An examination of the unique nature and responsibility of spiritual leadership. The theology of spiritual leadership is analyzed in today's culture. Elements such as accountability, appropriate boundaries, devotional habits, life balance, and retreats and solitude and emotional, spiritual, and physical health are reviewed. Elements that inhibit the exercise of spiritual leadership are explored, such as burnout, depression, addictions, lack of self-differentiation, intimacy issues, sexual misconduct, fears, lack of discipline, conflict, and the misuse of power and innocence.

SFAD 595 Special Study in Spiritual Formation and Discipleship
1 hour. A specially designed and individually tailored course of research involving in-depth study of a particular question, problem, or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair.

Academic Calendar 2015-2016

Fall Semester

Fall Semester Begins	August 31, 2015
Last Date for Adding Classes Online (without Instructor Approval)	September 4, 2015
Last Date for Audit or Special Student Class Registration	September 4, 2015
Labor Day Holiday (non-Newberg locations only)	September 7, 2015
Serve Day	September 9, 2015
Last Day to Change Registration (Add/Drop)	September 13, 2015
Census Date	September 15, 2015
Last Day to Exercise Pass/No Pass Option	September 25, 2015
Last Day to Submit Application for Degree (Fall Commencement Participation)	5:00 pm, October 2, 2015
Mid-Semester Holiday	October 16, 2015
Mid-Semester Grade Entry	October 21-23, 2015
Registration for Spring Semester Opens for Graduate and ADP Students	October 26, 2015
Last Day to Withdraw from Class without Grade Responsibility	November 8, 2015
Thanksgiving Holiday	November 26-27, 2015
Transfer Credit Transcript Due Date (Fall Commencement Participation)	5:00 pm, December 4, 2015
Dissertation Signed Approval Sheets Due (Fall Commencement Participation)	5:00 pm, December 4, 2015
Study Day (Traditional Undergraduate)	December 14, 2015
Final Exams (Traditional Undergraduate)	December 15-18, 2015
Fall Semester Ends	December 18, 2015
Mid-year Commencement	December 19, 2015
Christmas/New Year's Break	December 20, 2015 – January 10, 2016
Final Grade Entry Deadline	December 27, 2015

Spring Semester

Spring Semester Begins	January 11, 2016
Last Date for Adding Classes Online (without Instructor Approval)	January 15, 2016
Last Date for Audit or Special Student Class Registration	January 15, 2016
Martin Luther King Jr. Holiday	January 18, 2016
Last Day to Change Registration (Add/Drop)	January 24, 2016
Census Date	January 26, 2016
Last Day to Exercise Pass/No Pass Option	February 5, 2016
Registration for Summer Semester Opens	February 22, 2016
Mid-Semester Grade Entry	March 2-4, 2016
Juniors Abroad Registration	March 11, 2016
Registration for Fall 2016 and Spring 2017 Opens for Traditional Undergraduates	March 16-18, 2016
Last Day to Withdraw from Class without Grade Responsibility	March 20, 2016
Spring Break	March 21-25, 2016
Registration for Fall Semester Opens for Graduate and ADP Students	April 11, 2016
Transfer Credit Transcript Due Date (Spring Commencement Participation)	5:00 pm April 15, 2016
Dissertation Signed Approval Sheets Due (Spring Commencement Participation)	5:00 pm April 15, 2016
Study Day (Traditional Undergraduate)	April 25, 2016
Final Exams (Traditional Undergraduate)	April 26-29, 2016
Spring Semester Ends	April 29, 2016
Spring Commencement	April 30, 2016
Final Grade Entry Deadline	May 8, 2016

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Summer Semester/May Term

Summer Semester/May Term Begins	May 2, 2016
Last Day to Change May Term Registration (Add/Drop)	May 3, 2016
Last Day to Withdraw from May Term Class without Grade Responsibility	May 5, 2016
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop)	May 15, 2016
May Term Ends	May 20, 2016
May Term Final Grade Entry Deadline	May 29, 2016
Memorial Day Holiday	May 30, 2016
Summer Online Session Begins	June 6, 2016
Last Day to Change Summer Online Registration (Add/Drop)	June 12, 2016
Census Date for Summer	July 1, 2016
Independence Day Holiday	July 4, 2016
Last Day to Withdraw from Full Semester Summer Class without Grade Responsibility	July 10, 2016
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility	July 10, 2016
Summer Online Session Ends	July 31, 2016
Summer Online Session Grade Entry Deadline	August 7, 2016
Summer Semester Ends	August 19, 2016
Final Grade Entry Deadline	August 28, 2016

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