GEORGE FOX UNIVERSITY

Use of Catalog

This catalog is 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 this catalog are subject to change through normal academic process. New courses and changes in existing course work are initiated by the cognizant graduate school, department, or program, and approved by the Office of Academic Affairs and the university faculty. Changes to the curriculum are published in the program outlines and schedule of classes.

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President's Message

George Fox University is becoming one of the nation's premier institutions of Christian higher education. We offer an environment that nurtures and develops the whole person. At George Fox, we see the world through the lens of the living Christ. In our pursuit of truth, we seek the wisdom to know how best to serve humanity in the light of Christ and his kingdom. We believe that God has created each person to serve and love the people and world he has created.

It is our greatest hope that a George Fox education prepares students to face the challenges of our changing society and prepares them to engage the culture from deeply held Christian convictions and with the knowledge and skills to make a difference. Whether students are in graduate or in undergraduate programs, the dedicated faculty at George Fox University will teach effectively and guide students onto a path where they will find their calling in Christ and learn to serve the community for a lifetime.

Robin Baker, President
George Fox University

University Profile

Our Heritage

More than a century ago, early Oregon Quaker pioneers helped settle the rich and fruitful Chehalem Valley of Oregon. One of their first priorities, along with the founding of their church, was the education of their children. In 1885, the Christian instruction of their offspring was assured with the establishment of Friends Pacific Academy. At the same time, founding pioneers were looking ahead with a dream of a college to provide more advanced education. That time came Sept. 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day.

In the 116 years since George Fox University's founding, major changes have included the name of the university itself. Retitled in 1949 because of the many "Pacific" colleges, the school was named in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary.

From only a handful of courses in the 1890s, the university now offers 38 undergraduate majors, and graduate programs in psychology, counseling, education, business, ministry, and religion. Over the years, more than 16,000 students have called this institution their alma mater.

George Fox has grown rapidly in the last two decades — both in reputation and facilities. *U.S. News & World Report* for 17 years has named George Fox "One of America's Best Colleges." In 2005, George Fox ranked in the top tier in the category of Best Universities — Master's, West Region. National recognition also has come from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character-Building Colleges.

Following a series of campus master plans, George Fox has expanded in recent years to now include 70 buildings on approximately 85 acres. The most recent expansion is the 2006 purchase of an adjacent eight acres formerly occupied by Providence Newberg Hospital. The growth to the east incorporates tree-filled Hess Creek Canyon within the main campus. The canyon formerly served as the campus' eastern boundary. A 24-acre tract north of the campus also is to be developed into a new athletic field complex. More than 3,000 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

Even as it expands its mission by offering graduate programs and serving adult learners, George Fox remains committed to providing more than 1,500 traditional undergraduate students with a residential campus atmosphere in Newberg. There, learning continues outside the classroom — as well as inside — through a variety of experiences including music, athletics, clubs and organizations, special events, and Christian ministries.

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

George Fox University has more Friends students on campus than any other college in the United States.

They represent approximately 5 percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian and Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare. There are also numerous students who attend independent churches.

Mission and Objectives

The mission of the university from its beginning has been to demonstrate the meaning of Jesus Christ by offering a caring educational community in which each individual may achieve the highest intellectual and personal growth, and by participating responsibly in our world's concerns. The foregoing mission statement of George Fox University is detailed in the following institutional objectives:

1. Teach all truth as God's truth, integrating all fields of learning around the person and work of Jesus Christ, bringing the divine revelations through sense, reason, and intuition to the confirming test of Scripture.

2. Support academic programs that liberate the student for a life of purpose and fulfillment through awareness of the resources of knowledge and culture available; maximize career-oriented education through counseling, curriculum, field experience, and placement.

3. Maintain a program of varied activities that directs the student to a commitment to Christ as Lord and Savior, encourages attitudes of reverence and devotion toward God, leads to recognition that the revealed commandments of God are the supreme criteria of the good life, enables the student to mirror the example of Christ in human relationships, and develops a greater desire to serve humanity in a spirit of Christian love.

4. Provide a center for Quaker leadership where faculty and students learn the history and Christian doctrines of the Friends movement and make contemporary applications of these insights.

5. Give leadership to evangelical Christianity generally, through scholarly publication, lecturing, and by evangelistic and prophetic proclamation and service.

6. Promote cocurricular activities that will emphasize the development of leadership, initiative, and teamwork by giving opportunity to make practical use of the skills and ideas acquired through academic courses.

7. Make itself a community in which studies and activities are made relevant to life, develop insight into social and political issues confronting humanity, and learn to participate democratically in decisionmaking and policy implementing as responsible citizens.

8. Serve as a cultural center for all publics of the university and sponsor programs that are informative and culturally stimulating to the larger university community.

9. Provide distinctive learning opportunities through continuing education programs and through curriculum enhancements such as off-campus centers, study abroad, honors programs, and other special programs and events.

10. Cultivate awareness, respect, understanding, and appreciation of cultural diversity throughout the university community to provide members of diverse races and cultures an affirming environment that encourages cross-cultural sharing in the context of Christian lifestyle expectations.

Statement of Faith

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

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

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

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

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

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

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

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

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

The Future

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

Values Statement

The George Fox University community values…

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

Student Outcomes

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

Accreditation and Memberships

George Fox University is accredited by the Northwest Commission on Colleges and Universities, by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields, and by the National Association of Schools of Music. It is approved by the U.S. government and the states of Oregon and Idaho for the education of veterans, and by the U.S. attorney general for the admission of international students.

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

The undergraduate athletic training education program is accredited by the Commission on Accreditation of Allied Health Education Programs.

The undergraduate engineering program is accredited by the Engineering Accreditation Committee of the Accreditation Board for Engineering and Technology.

The undergraduate music program is accredited by the National Association of Schools of Music.

The undergraduate nursing program is accredited by the Commission on Collegiate Nursing Education.

The undergraduate social work program is accredited by the Council on Social Work Education.

The School of Education is accredited by the National Council for Accreditation of Teacher Educaton (NCATE).

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

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

George Fox Evangelical Seminary is accredited by the Association of Theological Schools in the United States and Canada and by the Northwest Association of Schools and Colleges.

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

Counseling and marriage and family therapy degrees fulfill all the educational requirements for licensure by the Oregon Board of Licensed Professional Counselors and Therapists.

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

The other 12 members of the Christian College Consortium are Asbury College, Wilmore, Ky.; Bethel College, St. Paul, Minn.; Gordon College, Wenham, Mass.; Greenville College, Greenville, Ill.; Houghton College, Houghton, N.Y.; Malone College, Canton, Ohio; Messiah College, Grantham, Pa.; Seattle Pacific University, Seattle, Wash.; Taylor University, Upland, Ind.; Trinity College, Deerfield, Ill.; Westmont College, Santa Barbara, Calif.; and Wheaton College, Wheaton, Ill.

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

Locations

George Fox University serves students at a number of locations in the Pacific Northwest, including its Portland Center, Salem Center, Boise (Idaho) Center, and teaching sites in other Oregon communities. Its residential undergraduate campus is in Newberg, Ore., in the lower Willamette Valley, on an 85-acre tree-shaded campus in a residential neighborhood. This area offers a variety to meet most interests. Newberg is a friendly community close (23 miles) to a major metropolitan environment of 1.9 million people. It is located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing and easy access to rugged coastal beaches just an hour away.

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

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

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

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 20,000, with many residents living in Newberg and commuting to Portland for their jobs. Historic downtown Newberg consists of a variety of stores, shops, and services. Friendly merchants who appreciate the university's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition—former President Herbert Hoover once lived here.

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

Learning Environment

George Fox University offers a learning environment designed to facilitate the learning that occurs at the university. We recognize the varied nature of the learning that happens as part of an education as well as the resources needed to accomplish the programs at George Fox. Some of the resources that are provided to students at the university are as follows:

- Academic Resource Center
- Career Services
- Health and Counseling Services
- International Student Services
- Libraries
- Multicultural Services

In addition, the university maintains certain standards of conduct that are expected to be upheld by students while enrolled at the institution.

Academic Resource Center

The Academic Resource Center (ARC), housed on the third floor of the Newberg campus' Stevens Center, consists of three primary branches: Writing Services, Academic Coaching, and Tutoring Services.

- Consultants provide **writing services** by giving guidance and feedback to students engaged in the writing process. ARC consultants are students from various majors who have strong writing skills in their disciplines.
- **Academic coaching** consists of one or more meetings with an ARC consultant to discuss strategies for success. Everyone can benefit from sharpening skills in areas that support learning. Individual advising might include topics such as reading strategies, note-taking skills, preparation for exams, and time management. Handouts on these and other topics are available in the Academic Resource Center. The center's website also includes links to other learning-related resources.
- Students desiring **tutoring services** for specific courses should first go to labs on campus that offer discipline-specific tutoring (e.g., math or languages). If such services do not exist, students can check to see if an ARC consultant has experience with the course or discipline. An appointment can then be made with the ARC consultant.

Additional information about the Academic Resource Center is available at arc.georgefox.edu.

Portland Writing Center

The Portland Writing Center (PWC) is located in Room 141 within the Portland Center library. The writing center works with graduate and professional studies students to improve their writing. No matter what the discipline is, clear, effective writing is imperative. The PWC is not an editing service – it's purpose is to help students become better writers, not merely edit their papers for them. The hope is to work with students to develop the tools to write well. Elements that might be covered in a consultation include:

- Writing topics (thesis, organization, voice, grammar, etc.)
- Citation formatting (MLA, APA, or Turabian), and
- Software use (Word, EndNote, etc.).

If an in-person appointment cannot be made, papers can be sent in via email. A consultant will add comments to the paper and send it back. Further discussion and clarification can then take place over the phone as needed.

Additional information about the Portland Writing Center is available at pwc.georgefox.edu.

Career Services

Located on the third floor of the Stevens Center—Newberg campus, this office is the center for career coaching, career information/education, employment services, graduate school admission preparation, and internship assistance. Students can receive guidance as they discover their mission in life, choose a major, explore occupational options, select an internship or other work experience, find professional employment, or plan to attend graduate school. This career planning can be self-managed by each student through the Student to Professional (STP) program.

Programming and resources include three online career classes (for undergraduate students), valuable workshops, career assessment, coaching and consultation, internship guidance and database, virtual internship center, internships for credit, special events, job-search skills training (cover letter, résumé, interviewing, portfolio, job search strategy), and networking with alumni on our website (careers.georgefox.edu). Also available is a resource center with occupational, graduate school, and employer information. Permanent, summer, student employment, and internship jobs are posted electronically on JobConnect in Bruindata.

Computerized and Online Career Assessments, Degrees-at-Work Etiquette Dinner, Networking Event, Internship Fair, Oregon Liberal Arts Placement Consortium (OLAPC), Career and Graduate School Fair, Graduate School Focus Week, Job Hunter's Workshop, Practice Interview Day, and Professional Preview Day are special program features. Self-managed job search tools are also available for teachers.

Health and Counseling Services

Health and Counseling Services exists to help you maintain a good state of health through early diagnosis and treatment of illness and injuries and through preventative medical care, including health education. A medical practitioner and a registered nurse provide medical services fall and spring semesters, September through mid-May. Services are available by appointment. Health and Counseling Services is located in the Woodward House—Newberg campus.

The counseling staff consists of doctoral-level students supervised by the program director, a licensed psychologist. Individual counseling with a focus on using short-term techniques is provided for students who wish to discuss a wide variety of personal concerns. Sessions are normally planned weekly and usually last about one hour. Marriage and premarital counseling, crisis intervention, testing, and referrals are also available. Counseling sessions are by appointment only.

Professional services such as counseling and health care are provided at no cost to full-time undergraduate students. Laboratory and X-ray testing are arranged through an outside provider and are billed to your medical insurance. Fees may be charged for supplies.

International Student Services

International Student Services serves as a resource for advising and assisting international students and helps facilitate the meeting of diverse cultures in the George Fox University community. The university recognizes that international students bring with them unique needs as well as welcomed contributions.

The International Student Services office seeks to help students adjust to their new surroundings and to help the campus community develop a sensitivity to their needs. The director and assistant director of this office encourage the participation of international students in the academic and social life of the university and in the exploration of the surrounding American culture. They also assist students in complying with U.S. Immigration regulations. The staff members are friends and advocates of the international student.

Libraries

Murdock Learning Resource Center (Newberg) and Portland Center Library (Tigard)

George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center (MLRC) is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The MLRC houses 136,000 print volumes and receives nearly 900 periodical titles. In addition, thousands of full-text periodicals are also available online from both the Newberg campus and the Portland Center, and off campus through a proxy server. The MLRC has several special collections, including the Quaker Collection of basic Quaker books, pamphlets, and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

The Portland Center library houses 67,000 print volumes and receives more than 300 periodicals. The collection is especially strong in religion and counseling. Also located in the Portland Center library are the archives of George Fox Evangelical Seminary.

The university's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. Students at one site may request books from the other location through the catalog. George Fox is a member of the Orbis Cascade Alliance, a consortium of 34 academic libraries in Oregon and Washington. Through "Summit Borrowing," students may conveniently request books and other materials from the consortium's union catalog of more than 27 million items. GFU students can also check out directly from any other Orbis Cascade library when presenting their current GFU ID card.

Many licensed indexing/abstracting services and full text journals are made available by the library via the Internet. Journal articles not available through the library may be requested through interlibrary loan. Normally articles are scanned and sent to GFU electronically from other libraries. Users requesting articles will be notified via e-mail as to how to retrieve such documents electronically as a pdf file. George Fox is a member of OCLC, which provides access to thousands of libraries for interlibrary loan purposes.

Multicultural Services

The Office of Multicultural Services is a resource center charged with advancing George Fox University's commitment to preparing students for a diverse society and promoting equality and integrity on the campus, in the community, and in the world. Cultural difference is the Lord's creation, which all of us should be proud of and celebrate.

The office provides individuals with the opportunity to broaden their views and enrich their cultural experiences through participation in diversity programs and training workshops. The office encourages and facilitates activities that allow students to voice their opinions, serve the community, and advocate for making George Fox University a place that welcomes difference and individuality.

George Fox University fosters diversity through the belief that awareness and knowledge of diversity and the ability to operate in a pluralistic society are important hallmarks of a quality liberal arts education. The multicultural experiences on and off campus prepare students to serve the Lord across the globe. Education in the multicultural arena, by following teachings of the gospel, encourages the development of a distinctively Christian worldview in the context of habits of lifelong learning.

A multicultural presence helps all students better understand the challenges and rewards of living in a diverse climate. Day-to-day dialogue among students, faculty, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus community where heterogeneity, whether cultural, racial, or economic, gives voice to a wider range of perspectives and worldviews.

Standards of Conduct

When enrolling at George Fox University, students agree to respect the expectations and appointed leadership of the institution. All expectations are designed to allow the fullest liberty consistent with efficient work, while at the same time promoting the welfare of the entire campus community.

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

Any student whose behavior is dishonest, destructive, unethical, or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may warrant appropriate consequences, with the most severe possibly resulting in suspension or dismissal.

In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the university community accepts a lifestyle that forbids immoral sexual behavior and the use, possession, or distribution of alcohol, tobacco, or illegal drugs. Gambling and obscene or pornographic materials or literature, including pornography via the Internet, also are unacceptable. Students are expected to maintain these lifestyle standards both on and off campus.

Students found in violation of the written standards of conduct and the university lifestyle agreement may lose good standing and citizenship with the Office of Student Life. A student's participation in off-campus programs and other activities may be jeopardized as a result of the change in status.

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:

- School of Education
- School of Management
- School of Behavioral and Health Sciences
- George Fox Evangelical Seminary

School of Education

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

Programs

The School of Education offers programs in the following areas:

Graduate Counseling

Certificate and Licensure Programs

- Certificate in Marriage and Family Therapy
- Certificate in Mental Health Trauma
- Certificate in Play Therapy
- Initial School Counseling Licensure Preparation Program
- Initial School Psychology Licensure Preparation Program
- Continuing School Psychology Licensure Preparation Program

Master's Programs

- Master of Arts in Counseling (MA)
- Master of Arts in Marriage and Family Therapy (MA)
- Master of Arts in School Counseling (MA)

Education Specialist Program

- Education Specialist in School Psychology (EdS)

Graduate Teacher Education

- Master of Arts in Teaching (MAT)
- Master of Arts in Teaching (MAT) Plus ESOL Endorsement
- Master of Arts in Teaching (MAT) Plus Reading Endorsement

Education Foundations and Leadership

Authorization, Certificate, and Licensure Programs

- Early Childhood Education Authorzation
- Middle Level Authorization
- Reading Endorsement
- Library Media Specialist Endorsement
- Teaching English to Speakers of Other Languages (ESOL)/Bilingual Endorsement
- Initial Teaching License Program
- Continuing Teaching License (CTL) Program
- Initial Administrator License Program
- Continuing Administrator License Program

Master's Program

- Master of Education (MEd)

Doctoral Program

- Doctor of Education (EdD)

Graduate Department of Counseling

Counseling 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.

- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Certificate in Marriage and Family Therapy
- Certificate in Play Therapy
- Certificate in Mental Health Trauma

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

- Master of Arts in School Counseling
- Initial School Counseling Licensure Preparation Program

School Psychology

- Education Specialist in School Psychology
- Initial School Psychology Licensure Preparation Program
- Continuing School Psychology Licensure Preparation Program

Master of Arts in Counseling

(MA degree)

Approved by the Oregon Board of Licensed Professional Counselors and Therapists

Purpose

The Master of Arts in 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 Master of Arts in Counseling degree will assist students in the process of developing such expertise for effective counseling practice.

Program Objectives

Educational Objectives

To enable students to:

- Understand persons as having physiological, psychological, relational, and spiritual needs
- Understand and articulate the core dynamics of counseling in concert with sound theological principles
- Acquire, refine, and demonstrate appropriate psychotherapeutic skills used in working with individuals and groups

Professional Objectives

To enable students to:

- Begin the development of a professional identity as a professional counselor
- Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, ethnic, and culturally and socioeconomically diverse
- Be prepared to become a licensed professional counselor (LPC), and a member of the American Counseling Association (ACA)

Admission Requirements

Applicants seeking admission to the MA in Counseling program must hold a four-year baccalaureate 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:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

Transfer Credit

Transfer of up to 21 hours credit is allowed toward the MA in 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 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 56 hours required for the MA in Counseling program, a minimum of 35 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.

Course Requirements

The MA in Counseling program is generally 2-4 years in length with 56 semester hours of course work required as a minimum for graduation. Of those hours, 9 are in prescribed spiritual integration courses, 41 in prescribed counseling courses, and 6 in clinical internship credits.

Other Degree Requirements

Each student must complete 20 clock hours of personal counseling/therapy as part of the MA in 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, counseling 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 MA in Counseling 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 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).
- Complete 20 clock hours of personal counseling/therapy.

Curriculum Plan

Spiritual Integration (9 hours)

COUN 561 Spirituality and Clinical Praxis	3
COUN 567 Social Justice, Diversity, Culture, and Religious/Spiritual Issues	3
COUN 577 Images of God	1
COUN 578 Shame and Grace	1
COUN 579 Spiritual Identity	1

Counseling Core (41 hours)

COUN 501 Principles and Techniques of Counseling	3
COUN 510 Human Growth and Development	3

COUN 520 Personality and Counseling Theories and Philosophy	3
COUN 522 Introduction to Community Counseling	1
COUN 530 Psychopathology and Appraisal	3
COUN 540 Professional Orientation	3
COUN 550 Group Theory and Therapy	3
COUN 563 Clinical Practicum	3
COUN 566 Research Methods and Statistics	3
COUN 570 Lifestyle and Career Development and Consultation	3
COUN 571 Test and Assessment in Counseling	2
COUN 587 Psychopharmacology and Neurobiology	1
COUN 588 Clinical Master's Thesis	1
MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically	3
MMFT 534 Human Sexuality: An Overview of Theory and Therapy	3
MMFT 580 Play Therapy	3
Clinical Internship (6 hours)	
COUN 592 Clinical Internship	3
COUN 593 Clinical Internship	3

Notes:

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

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

Master of Arts in Marriage and Family Therapy

(MA degree)

Approved by the Oregon Board of Licensed Professional Counselors and Therapists

Purpose

The Master of Arts in Marriage and Family Therapy program is designed for men and women who desire graduate study and preparation for marriage and family therapy. 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 Master of Arts in Marriage and Family Therapy degree will assist students in the process of developing such expertise for effective practice in marriage and family therapy.

Program Objectives

Educational Objectives

To enable students to:

- Understand people as having physiological, psychological, relational, and spiritual needs

- Know and articulate the core dynamics of marital and family systems in concert with sound theological principles
- Recognize human beings as functioning within a larger social ecology
- Develop competency in the application of the various systemic and traditional psychotherapeutic treatment approaches in order to be able to effectively work with individuals, couples, and families
- Be aware of and be able to use the various counseling approaches to marital and family systems therapy in a manner that is commensurate with master's-level training, while at the same time to have begun the development of one's own clinical home base and style

Professional Objectives

To enable students to:

- Begin the development of a professional identity as a marriage and family therapist
- Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, ethnic, and culturally and socioeconomically diverse
- Be prepared for becoming a licensed marriage and family therapist (LMFT), a clinical member of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association's (ACA) Specialization in Marriage and Family Counseling, as well as preparation for becoming a licensed professional counselor (LPC)

Admission Requirements

Applicants seeking admission to the MA in Marriage and Family Therapy program must hold a 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:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

Transfer Credit

Transfer of up to 22 hours credit is allowed toward the MA in Marriage and Family Therapy 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 and Family Therapy 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 and Family Therapy 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.

Course Requirements

The MA in Marriage and Family Therapy program is generally 2-4 years in length with 68 semester hours of course work required as a minimum for graduation. Of those hours, 9 are in prescribed spiritual integration courses, 30 in prescribed counseling courses, 23 in the area of specialization, and 6 in clinical internship credits.

Other Degree Requirements

Each student must complete 20 hours of personal counseling/therapy as part of the MA in Marriage and Family Therapy 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, counseling 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 MA in Marriage and Family Therapy 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 designated 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 graduate clinical project (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 (9 hours)

COUN 561 Spirituality and Clinical Praxis	3
COUN 567 Social Justice, Diversity, Culture, and Religious/Spiritual Issues	3
COUN 577 Images of God	1
COUN 578 Shame and Grace	1
COUN 579 Spiritual Identity	1

Counseling Core (30 hours)

COUN 501 Principles and Techniques of Counseling	3
COUN 510 Human Growth and Development	3
COUN 520 Personality and Counseling Theories and Philosophy	3
COUN 530 Psychopathology and Appraisal	3
COUN 540 Professional Orientation	3
COUN 550 Group Theory and Therapy	3
COUN 563 Clinical Practicum	3
COUN 566 Research Methods and Statistics	3
COUN 570 Lifestyle and Career Development and Consultation	3
COUN 571 Test and Assessment in Counseling	2
COUN 587 Psychopharmacology and Neurobiology	1

Marriage/Family Specialization (23 hours)

MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically	3
MMFT 514 Advanced Couple and Marriage Counseling/Theory	3
MMFT 523 Introduction to the MFT Profession	1
MMFT 524 Advanced Family Therapy	3
MMFT 534 Human Sexuality: An Overview of Theory and Therapy	3
MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 574 Relationship Assessment	3
MMFT 580 Play Therapy	3
MMFT 588 Clinical Master's Thesis	1

Clinical Internship (6 hours)

MMFT 592 Clinical Internship	3
MMFT 593 Clinical Internship	3

Notes:

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

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

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

Certificate in Marriage and Family Therapy

(Non-degree)

Purpose

The Certificate in Marriage and Family Therapy program is designed to provide to practitioners in the helping professions special training and expertise required for working effectively with couples and families.

Helping professionals — e.g., licensed professional counselors, clinical psychologists, and social workers — who want and need to be more effective in their service to individuals, couples, and families can avail themselves of a variety of educational and training opportunities. This certificate program is also designed for master's or doctoral level mental health professionals who desire to be better equipped to work with couples and families.

Clergy who hold a master's degree and can verify training in foundational counseling skills at the graduate level may take an occasional professional studies offering, or may wish to enroll in the Certificate in Marriage and Family Therapy program that includes not only essential seminars and course work but also a supervised clinical experience in marriage and family therapy in one or more community settings. They may not be eligible for licensure or membership in American Association for Marriage and Family Therapy (AAMFT).

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

Program Objectives

Educational Objectives

To enable students to:

- Understand people as spiritual-psychological-biological-relational beings.
- Think biblically and theologically in a psychologically informed way and think psychologically in a biblically and theologically informed way.
- Understand and articulate the core dynamics of marital and family systems in concert with sound biblical and theological principles.
- Acquire, redefine, and demonstrate appropriate master's level clinical skills used in working with couples, families, and other relationship systems.
- Be aware of and be able to use the various approaches to marital and family systems therapy in a manner that is commensurate with master's level training, while at the same time identifying one's primary theoretical orientation(s) and therapy style.

Professional Objectives

To enable students to:

- Begin the development of a professional identity as a marriage and family therapist.
- Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, and cross-cultural.
- Individuals who hold at least a masters degree in counseling, social work, or a Ph.D./Psy.D. in psychology, or an M.D. in Psychiatry may qualify to pursue becoming a full clinical member of the American Association for Marriage and Family Therapy (AAMFT) and an Oregon Licensed Marriage and Family Therapist. In addition, courses are available that lead to certification with the Association for Couples in Marriage Enrichment and Interpersonal Communication Programs, Inc.

Admission Requirements

Applicants seeking admission to the Certificate in Marriage and Family Therapy program must hold a four-year baccalaureate 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:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

Transfer Credit

Transfer of up to 12 hours credit is allowed toward the Certificate in Marriage and Family Therapy 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 and Family Therapy 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 38 hours required for the Certificate in Marriage and Family Therapy program, a minimum of 26 hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within 7 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.

Course Requirements

The Certificate in Marriage and Family Therapy program is generally 1-2 years in length with 38 semester hours of course work required as a minimum for graduation. Of those hours, 9 are in prescribed counseling courses, 21 in prescribed marriage and family therapy courses, and 8 in clinical internship hours.

Other Program Requirements

Each student must complete 20 clock hours of personal counseling/therapy as part of the Certificate in Marriage and Family Therapy 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 and Family Therapy students must:

- Satisfactorily complete a minimum of 38 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a B in all 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).
- 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 graduate clinical project (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 (9 hours)

COUN 530 Psychopathology and Appraisal	3
COUN 540 Professional Orientation	3
COUN 561 Spirituality and Clinical Praxis I	3

Marriage and Family Therapy Courses (21 hours)

MMFT 500 Introduction to Marriage and Family Therapy	3
MMFT 514 Advanced Marriage Therapy I	3
MMFT 524 Advanced Family Therapy I	3

MMFT 534 Human Sexuality	3
MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 574 Relationship Assessment	3
MMFT 597 Treatment Planning I	1
MMFT 598 Treatment Planning II	1
MMFT 599 Graduate Clinical Project	1

Clinical Internship (8 hours)

MMFT 592 Clinical Internship	4
MMFT 593 Clinical Internship	4

Notes:

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

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

Certificate in Play Therapy

(Non-degree)

Purpose

The Graduate Department of Counseling at George Fox University operates the Northwest Center for Play Therapy Studies (NWCPTS).

The Certificate in Play Therapy program is designed to provide the knowledge and skills to competently provide individual, group, and family play therapy. In addition, the program is intended to prepare a student to become a Registered Play Therapist (RPT) through the Association for Play Therapy (APT), an international organization established in 1982.

Admission Requirements

This program is open to students who have completed a bachelor's degree in a mental health field and a graduate course equivalent to COUN 501 Principles and Techniques of Counseling I and who are enrolled or have graduated from a master's or doctoral program in a mental health field.

Course Requirements

For specific requirements of the Certificate of Play Therapy please contact the Director of the Northwest Center for Play Therapy Studies.

Certificate in Mental Health Trauma

(Non-degree)

Purpose

The Certificate in Mental Health Trauma program is designed to prepare mental health professionals to be more fully prepared to work with trauma survivors. It is designed to provide mental health professionals (in pursuit of a master's or higher degree, as well as those with a master's or higher degree in a mental health field) with a foundation to understand the physiological and psychological impact of trauma on trauma survivors, their families, and the community.

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

1. School trauma/disaster (e.g., school shootings, suicides, gang violence, child abductions, and other acts of violence)

2. Community trauma/disaster (e.g., human-made disasters [terrorism, bombing, shootings, hostage situations, etc.] and natural disasters [earthquake, floods, fire, tornado, hurricane, etc.])

3. International trauma/disaster (e.g., human-made [terrorism, bombing, shootings, war, etc.] and natural disasters [earthquake, floods, fire, tornado, hurricane, etc.])

All workshops address issues of gender, race, ethnicity, socioeconomic status, and spirituality. Certificate holders should understand that the certificate does not guarantee eligibility to serve as a relief worker with any local or national organization.

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

Program Objectives

Educational Objectives

To enable students to:

- Possess a foundational knowledge and understanding of trauma, as well as knowledge and skills in the chosen area of specialization
- Learn how trauma and disaster impacts the emotional, physiological, and relational aspects of a person's life
- Learn how to engage individuals, couples, families, and communities in dealing effectively with the after effects of trauma and disaster

Professional Objectives

To enable students to:

- Be prepared professionally to intervene in school trauma, community trauma, and international trauma and disaster

Admission Requirements

Individuals wanting to pursue one or more trauma specializations should request and complete the special Trauma Certificate Application Form.

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

Transfer Credit

All continuing education hours toward the Certificate in Mental Health Trauma program (except those indicated by an asterisk below) must be earned through workshops sponsored by the George Fox University Graduate Department of Counseling (exceptions will be evaluated on a case-by-case basis and must be approved by the GDC chair). 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 87 clock hours required for the Certificate in Mental Health Trauma program, a minimum of 47 clock hours must be taken in resident study at George Fox University. All work leading to the certificate must be completed within five 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.

Course Requirements

The Certificate in Mental Health Trauma program is generally 5 years in length with 87 clock hours of course work required as a minimum for graduation. Of those hours, 47 clock hours are in core course work with an additional 40 clock hours of electives in the chosen specialty area(s). All course work is offered or sponsored by the Graduate Department of Counseling and presented in the form of workshops. Completion of the workshops provides continuing education units (CEU) only, and not graduate credit, meeting the continuing education requirements for most mental health licensure. Local, national, and international experts in the field teach the workshops.

There is no requirement concerning the order in which workshops must be taken. However, the following are often best taken first:

1. Overview of the Physiological Impact of Trauma

2. Overview of the Psychological Impacts of Trauma

3. Trauma Responses, Needs, and Treatment From a Developmental Process

Graduation Requirements

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

Curriculum Plan

Required Workshops (47 clock hours)

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

Specializations (40 clock hours)

Students may select workshop electives from one or multiple specializations for a total of 40 clock hours.

School Trauma/Disaster Workshops

Nature and Cause of School Violence	6 clock hours
Different Kinds of Violence: Prevention and Intervention	8 clock hours
Crisis Intervention With Children	6 clock hours
Recovery and Healing From School Violence	8 clock hours

Students must choose 12 clock hours of additional electives.

Community Trauma/Disaster Workshops

Crisis Intervention Strategies in Natural Disasters	8 clock hours
Crisis Intervention Strategies in Human-made Disasters	8 clock hours
Dual Disorders 6 clock hours	
Family Treatment Approaches to Trauma	6 clock hours

Students must choose 12 clock hours of additional electives.

International Trauma/Disaster Workshops

How to Assess Trauma/Disaster Needs Within Other Countries	6 clock hours
Culturally Sensitive Relief Work	8 clock hours
Working Collaboratively: A Systems Approach	4 clock hours
Helping the Helper: Providing Help to Other Rescue Workers	4 clock hours
Training, Supporting, and Empowering Nationals	6 clock hours

Students must choose 12 clock hours of additional electives.

Additional Electives (Optional)

Eye Movement Desensitization and Reprocessing I*	12 clock hours
Eye Movement Desensitization and Reprocessing II*	12 clock hours

Trauma and Grief Recovery 6 clock hours

*These couses can be taken only by mental health professionals who hold an active mental health license.

Master of Arts in School Counseling

(MA degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC)

Purpose

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

Program Objectives

Educational Objectives

To enable students to:

- Understand students as having physiological, psychological, relational, spiritual, and educational needs
- Understand and articulate the core dynamics of school counseling in concert with sound theological principles
- Acquire, refine, and demonstrate appropriate school counseling and guidance skills used in working with students, families, and school and community systems
- Work effectively with elementary through high school students, as well as the interaction with schools and school systems
- Work knowledgeably and with facility in a variety of school situations, e.g., individual and group counseling and classroom guidance, as well as working with private, institutional, community, ecclesiastical, ethnic and culturally and socioeconomically diverse

Professional Objectives

To enable students to:

- Have begun the development of a professional identity as a school counselor
- Be prepared for becoming a licensed school counselor as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the American School Counselor's Association

Admission Requirements

Applicants seeking admission to the MA in School Counseling program must hold a 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:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

Applicants who do not hold a teaching license or cannot verify two years of full-time or four years of part-time teaching experience will be required to complete an additional 6 hours of coursework (see Track II requirements below).

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 7 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.

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, 6 are in spiritual integration coursework, 25 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 teaching experience:

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

Other Degree Requirements

Each student must complete 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. 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 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 designated 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 600 supervised hours in practicum setting(s), of which at least 240 hours must be direct client contact hours.
- Successfully complete the graduate clinical project (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of 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 (6 hours)

COUN 561 Spirituality and Clinical Praxis	3
COUN 567 Social Justice, Diversity, Culture, and Religious/Spiritual Issues	3

Counseling Core (25 hours)

COUN 501 Principles and Techniques of Counseling	3
COUN 510 Human Growth and Development	3
COUN 520 Personality and Counseling Theories and Philosophy	3
COUN 550 Group Theory and Therapy	3
COUN 563 Clinical Practicum	3
COUN 566 Research Methods and Statistics	3
COUN 587 Psychopharmacology and Neurobiology	1
MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically	3

Students must choose one of the following courses:

MMFT 554 Substance Abuse From a Systemic Perspective	3
MMFT 580 Play Therapy	3

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

MSCN 502 Strategies in School Counseling	3
MSCN 503 Risk and Resilience in Youth	3
MSCN 504 Child/Adolescent Disorders, Diagnosis, and Treatment	3
MSCN 505 Ethical and Legal Issues in Education	3
MSCN 570 Lifestyle and Career Development and Consultation	3
MSCN 571 Test and Assessment in School Counseling	2
MSCN 588 Clinical Master's Thesis	1
EDFL 716 Action Research Designs	2

Track II (6 hours)

EDFL 504 Classroom Teaching and Learning	3
EDFL 519 Practicum	3

Clinical Internship (6 hours)

Students must choose one of the following sequences:

MSCN 506 Internship A: Early Childhood and Elementary Counseling I	3
and MSCN 508 Internship A: Early Childhood and Elementary Counseling II	3

MSCN 507 Internship B: Middle Level and High School Counseling I	3
and MSCN 509 Internship B: Middle Level and High School Counseling II	3

Notes:

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

- 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 school or other approved 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. California Basic Educational Skills Test (CBEST) or Praxis I Test

    2. Praxis II Specialty Area Test in School Counseling

    3. Discrimination and the Oregon Educator Test

- George Fox University's Graduate Department of Counseling offers as part of MSCN 505 Ethical and Legal Issues in Education coverage of U.S. and Oregon civil rights laws and requires students to take a comprehensive test that has been approved by the TSPC.

Initial School Counseling Licensure Preparation Program

(Non-degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC)

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).

Program Objectives

Educational Objectives

To enable students to:

- Understand students as having physiological, psychological, relational, spiritual, and educational needs
- Understand and articulate the core dynamics of school counseling in concert with sound theological principles
- Acquire, refine, and demonstrate appropriate school counseling and guidance skills used in working with students, families, and school and community systems
- Work effectively with elementary through high school students, as well as the interaction with schools and school systems
- Work knowledgeably and with facility in a variety of school situations, e.g., individual and group counseling and classroom guidance, as well as working with private, institutional, community, ecclesiastical, ethnic and culturally and socioeconomically diverse

Professional Objectives

To enable students to:

- Have begun the development of a professional identity as a school counselor
- Be prepared for becoming a licensed school counselor as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the American School Counselor's Association

Admission Requirements

Applicants seeking admission to the Initial School Counseling Licensure Preparation program must hold a four-year baccalaureate 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:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

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

Transfer Credit

Transfer of up to 10 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 30 hours required for the Initial School Counseling Licensure Preparation Program, a minimum of 20 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.

Course Requirements

The Initial School Counseling Licensure Preparation Program is generally 2-4 years in length with 30 semester hours of course work required as a minimum for graduation. Of those hours, 3 are in spiritual integration coursework, 23 in prescribed school counseling core courses, and 4 clinical internship hours.

Other Program Requirements

Each student must complete 20 clock hours of personal counseling/therapy as part of the Initial School Counseling Licensure Preparation 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 complete the Initial School Counseling Licensure Preparation Program 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 designated 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 600 supervised hours in practicum setting(s), of which at least 240 hours must be direct client contact hours.
- Successfully complete the graduate clinical project (reading fees are assessed during the final semester of clinical internship), in which the student articulates his/her current understanding of 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)

COUN 561 Spirituality and Clinical Praxis I	3

School Counseling Core (23 hours)

COUN 582 Research and Evaluation	3
EDFL 504 Classroom Teaching and Learning	3
MSCN 502 Strategies in School Counseling	3
MSCN 503 Risk and Resilience in Youth	3
MSCN 505 Ethical and Legal Issues in Education	3
MSCN 511 Learning Practicum for School Counseling	3
MSCN 570 Lifestyle and Career Development	3
MSCN 597 Treatment Planning	1
MSCN 599 Graduate Clinical Project	1

Clinical Internship (4 hours)

Students must choose one of the following courses:

MSCN 506 Internship A: Early Childhood and Elementary Counseling I	2
MSCN 507 Internship B: Middle Level and High School Counseling I	2

Students must choose one of the following courses:

MSCN 508 Internship A: Early Childhood and Elementary Counseling II	2
MSCN 509 Internship B: Middle Level and High School Counseling II	2

Notes:

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

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

- The teaching practicum for school counselors must be supervised and consist of a minimum of 200 clock hours in a regular classroom in a public school. It must include a minimum of 75 clock hours of full responsibility for teaching and classroom management. Students are required to take: EDFL 504 Classroom Teaching and Learning and MSCN 511 Learning Practicum for School Counseling.

- In addition to fulfilling the above course requirements, school counseling students in the Initial School Counseling Licensure Preparation Program who seek the Initial School Counseling License will be asked to submit passing scores on the following assessments:

    1. California Basic Educational Skills Test (CBEST) or Praxis I Test

    2. Praxis II Specialty Area Test in School Counseling

    3. Discrimination and the Oregon Educator Test

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

- All EDFL courses are taught by other departments in the School of Education. For specific course descriptions, please visit the EDFL section of the catalog.

Education Specialist in School Psychology

(EdS degree)

Approved by Teacher Standards and Practices Commission (TSPC)

Purpose

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

Program Objectives

Educational Objectives

To enable students to:

- Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students
- Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing
- Acquire, redefine, and demonstrate appropriate testing, assessment, and report-writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems
- Develop the clinical, educational, cognitive testing/assessment, and report-writing expertise required to work effectively with grades K-12 children, their families, and the school system to assist each child to be successful in his/her learning and interpersonal relationships
- Work knowledgeably with students varying in age and gender, ethnic and cultural background, socioeconomic level, disabilities, cognitive ability, emotional and psychological functioning, etc.

Professional Objectives

To enable students to:

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

Admission Requirements

Applicants seeking admission to the EdS in School Psychology program must hold a 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:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

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.

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, 6 are in spiritual integration coursework, 19 in core counseling courses, 30 in school psychology core courses, and 6 clinical internship credits.

Other Degree Requirements

Each student must complete 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. 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 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 designated 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 graduate clinical project (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 (6 hours)

COUN 561 Spirituality and Clinical Praxis	3
COUN 567 Social Justice, Diversity, Culture, and Religious/Spiritual Issues	3

Counseling Core (19 hours)

COUN 501 Principles and Techniques of Counseling	3
COUN 510 Human Growth and Development	3
COUN 520 Personality and Counseling Theories and Philosophy	3
COUN 550 Group Theory and Therapy	3
COUN 563 Clinical Practicum	3
COUN 587 Psychopharmacology and Neurobiology	1
MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically	3

School Psychology Core (30 hours)

MSPS 502 The Exceptional Child in School	3
MSPS 505 Ethical and Legal Issues in Education	3
MSPS 531 Introduction to School Psychology	3
MSPS 544 Academic Achievement and Processing Assessment*	4
MSPS 546 Cognitive Assessment*	4
MSPS 547 Personality and Behavioral Adaptive Assessment*	4
MSPS 566 Research Methods and Statistics in School Psychology	3
MSPS 571 Test and Measurements - Psychometrics	3
MSPS 588 Clinical Master's Thesis	1
EDFL 708 Program Evaluation Research Designs	2

Clinical Internship (6 hours)

MSPS 507 Internship in School Psychology I	3
MSPS 508 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 MS in School Psychology 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 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. Discrimination and the Oregon Educator Test

- George Fox University's Graduate Department of Counseling offers as part of MSCN/MSPS 505 Ethical and Legal Issues in Education coverage of U.S. and Oregon civil rights laws and requires students to take a comprehensive test that has been approved by the TSPC.

Initial School Psychology Licensure Preparation Program

(Non-degree)

Approved by Oregon Teacher Standards and Practices Commission (TSPC)

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).

Program Objectives

Educational Objectives

To enable students to:

- Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students
- Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing
- Acquire, redefine, and demonstrate appropriate testing, assessment, and report-writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems
- Develop the clinical, educational, cognitive testing/assessment, and report-writing expertise required to work effectively with grades K-12 children, their families, and the school system to assist each child to be successful in his/her learning and interpersonal relationships
- Work knowledgeably with students varying in age and gender, ethnic and cultural background, socioeconomic level, disabilities, cognitive ability, emotional and psychological functioning, etc.

Professional Objectives

To enable students to:

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

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

Admission Requirements

Applicants seeking admission to the Initial School Psychology Licensure Preparation program must hold a master's or higher degree in a behavioral science (e.g., counseling, social work, marriage and family therapy, psychology, and/or psychiatry) or their derivative therapeutic professions from an accredited college or university, with a minimum GPA of 3.0. Applicants must also hold a bachelor's degree from a regionally accredited institution. In addition, applicants must complete the following to be considered for admission to the program:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

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 (41 hours)

COUN 501 Principles and Techniques of Counseling I	3
COUN 510 Human Growth and Development	3
COUN 520 Personality and Counseling Theories	3
COUN 560 Social and Cultural Foundations	3
COUN 581 Tests and Measurements	3
COUN 582 Research and Evaluation	3
EDFL 708 Program Evaluation Research Designs	2
MMFT 500 Introduction to Marriage and Family Therapy	3
MSCN 502 Strategies in School Counseling	3
MSPS 544 Academic Achievement and Processing Assessment	4
MSPS 545 Cognitive Assessment	4
MSPS 546 Personality and Behavioral Adaptive Assessment	4
MSPS 550 Group Theory and Therapy	3

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 18 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 6 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 18 semester hours required for the Initial School Psychology Licensure Preparation 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 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.

Course Requirements

The Initial School Psychology Licensure Preparation Program is generally 2-4 years in length with 18 hours of course work required as a minimum for graduation. Of those hours, 8 are in core counseling and school psychology coursework and 10 internship and treatment planning hours.

Other Program Requirements

Each student must complete 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. 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 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 designated 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 graduate clinical project (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 (8 hours)

COUN 561 Spiritual and Clinical Praxis I	3
MSPS 505 Ethical and Legal Issues in Education	1
MSPS 531 Introduction to School Psychology	3
MSPS 599 Graduate Clinical Project	1

Internship and Treatment Planning (10 hours)

MSPS 507 Internship in School Psychology I	4
MSPS 508 Internship in School Psychology II	4
MSPS 597 Treatment Planning I	1
MSPS 598 Treatment Planning II	1

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 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. Discrimination and the Oregon Educator Test

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

Continuing School Psychology 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.

Program Objectives

Educational Objectives

To enable students to:

- Understand the physiological, psychological, rational, spiritual, interpersonal/interactional, and educational needs of K-12 students
- Understand and be able to articulate the core dynamics of school psychology in concert with sound testing and assessment skills and report writing
- Acquire, redefine, and demonstrate appropriate testing, assessment, and report-writing skills, as well as skills in facilitating feedback sessions with students, families, and the school and community systems
- Develop the clinical, educational, cognitive testing/assessment, and report-writing expertise required to work effectively with grades K-12 children, their families, and the school system to assist each child to be successful in his/her learning and interpersonal relationships
- Work knowledgeably with students varying in age and gender, ethnic and cultural background, socioeconomic level, disabilities, cognitive ability, emotional and psychological functioning, etc.

Professional Objectives

To enable students to:

- Continue the development of a professional identity as a school psychologist
- Meet continued licensure requirements of a licensed school psychologist as defined by the Teacher Standards and Practices Commission (TSPC) of the state of Oregon and a regular member of the National Association of School Psychologists (NASP) and/or the American Psychological Association (APA)

Admission Requirements

Applicants seeking admission to the Continuing School Psychology Licensure Preparation program must possess an Initial School Psychology License and hold a master's degree in a behavioral science or their derivative therapeutic professions from an accredited college or university, with a minimum GPA of 3.0. Applicants must also hold a bachelor's degree from a regionally accredited institution. In addition, applicants must complete the following to be considered for admission to the program:

- Graduate Department of Counseling application form and application fee
- One official transcript from all colleges or universities attended
- Two references (forms provided in the application materials)

Applicants to the Continuing School Psychology Licensure Preparation Program must have completed the course work identified under the Master of Science in School Psychology program and any additional course

work identified by the Graduate Department of Counseling faculty committee. 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.

Course Requirements

The Continuing School Psychology Licensure Preparation Program is generally 2 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 designated course, that course must be retaken (for more specific information, please refer to the student handbook)

Curriculum Plan

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

Graduate Department of Counseling Course Descriptions

COUN (Counseling)

COUN 501 Principles and Techniques of Counseling
3 hours. This course examines and invites the student to experience issues, topics, and foundational skill building in counseling. The focus is primarily on principles, techniques, and a personal introspective process.

COUN 510 Human Growth and Development
3 hours. This course examines human development from birth through old age by surveying a variety of major developmental theories, including psychoanalytic, ego psychology, object relations, cognitive, and moral developmental theories. Development tasks appropriate for each stage in terms of physical, psychosocial, intellectual, and family development are considered, along with faith and moral development.

COUN 520 Personality and Counseling Theories and Philosophy
3 hours. A survey of major contemporary theories of counseling and personality development, philosophy, with particular emphasis on the etiology and treatment of psychopathological states as interpreted within various theoretical frameworks. A biblical theory of personality is explored.

COUN 522 Introduction to Community Counseling
1 hour. This course will provide an overview of the counseling profession. It is designed to help the student become more familiar with the roles and responsibilities of the profession, as well as an introduction to their professional organization and licensure requirements.

COUN 530 Psychopathology and Appraisal
3 hours. The treatment of individuals, couples, and families requires multidimensional assessment skills in order to ensure ethical, appropriate, and effective intervention strategies. This course is intended to begin the student's process of developing mastery in the assessment and diagnosis of psychopathology as cataloged in the DSM-IV-TR. Biological, psychological, and systemic factors are considered in the assessment, etiology, and treatment of various disorders. It is recommended that students enroll in this course in the academic year immediately preceding enrollment in COUN 591, 592 Clinical Internship.

COUN 540 Professional Orientation
3 hours. A study of the professional and ethical issues that most affect the preparation for and practice of counseling. The course is preparatory for the student's clinical experience in the community. It is recommended that students enroll in this course in the academic year immediately preceding enrollment in COUN 591, 592 Clinical Internship.

COUN 550 Group Theory and Therapy
3 hours. A study of the field of group therapy, including various therapeutic approaches and types of groups. The student will gain an understanding of group dynamics both theoretically and experientially.
Prerequisite: COUN 501 Principles and Techniques of Counseling.

COUN 561 Spirituality and Clinical Praxis
3 hours. This course examines both the content and process of the Christian faith as well as its implications for clinical practice. Explored are an introduction to spirituality in mental health, basic hermeneutics as applied to Christian Scripture, basic theological concepts, the relationship between theology and psychology, health and toxic faith systems, spiritual development, spiritual/religious assessment, the spiritual/religious orientation and value system of the therapist, and treatment interventions in the spiritual/religious realm.

COUN 563 Clinical Practicum
3 hours. This course builds on the concepts and introspective process of COUN 501 Principles and Techniques of Counseling and moves into the mastery in application of the foundational principles and techniques learned. It totals 100 hours (40 direct client contact hours, group and individual supervision, paperwork, and other).
Prerequisite: COUN 501 Principles and Techniques of Counseling.

COUN 566 Research Methods and Statistics
3 hours. An introduction to qualitative and quantitative methods used in the mental health field. The emphasis is on understanding, interpreting, and critiquing research studies. The role of socio-cultural context in research is considered.

COUN 567 Social Justice, Diversity, Culture, and Religious/Spiritual Issues
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.

COUN 570 Lifestyle and Career Development and Consultation
3 hours. A study of the foundational issues and resources of career counseling, the lifestyle and career decision-making process, career guidance programs for special populations, and future issues. The integration of career counseling and psychotherapy will be considered for a "total person" approach. There will an introduction to different theories, models and processes of consultation and change.
Prerequisite: COUN 501 Principles and Techniques of Counseling or equivalent.

COUN 571 Test and Assessment in Counseling
2 hours. The basic elements of test construction, reliability, and validity are covered. In addition, students review major appraisal instruments in the field and examine case studies.

COUN 577 Images of God
1 hour. This course seeks to facilitate the student's growing awareness of God's presence in one's life by exploring the various images of God as presented in Scripture and in our faith communities. Special emphasis is placed on exploring internalized distorted images, which impact our understanding of self and others. Through class readings, discussion, personal reflection, group sharing, meditation, and prayer, students will explore various images of God, with an extended exploration of gender-based God imagery.

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

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

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

COUN 587 Psychopharmacology and Neurobiology
1 hour. This course provides an overview of psychotropic agents used to treat mental and emotional disorders. It also focuses on the impact these agents on brain function, cognition, emotions, behavior and social effects. Neurobiology, in the context of psychophamarcology, will be addressed.

COUN 588 Clinical Master's Thesis
1 hour. In this course, the student will complete the Clinical Masters Thesis (CMT). 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.

COUN 590 Research/Thesis
3 hours. Conduct graduate-level research in the area of counseling psychotherapy, including study design, data collection, data analysis, and drawing inferences from data. Research design will be quantitative or qualitative, and may be experimental, theoretical, or applied. Requires two faculty readers, with at least one being a Graduate Department of Counseling faculty member, and oral and written defense before full faculty.
Prerequisites: assignment of faculty research advisor; approval of research plan from full faculty.

COUN 591 Clinical Internship
2 hours. Supervised clinical experience in community counseling programs. Optional course for students who begin their internship in summer term. Pass/No Pass.
Prerequisites: COUN 501 Principles and Techniques of Counseling, MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theories and Philosophy, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy. Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair (during spring semester of that year).

COUN 592 Clinical Internship
3 hours. Supervised clinical experience in community counseling programs. Pass/No Pass.
Prerequisites: COUN 501 Principles and Techniques of Counseling, MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy, COUN 510 Human Growth and Development, COUN 520 Personality and Counseling Theories and Philosophy, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy. Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair (during spring semester of that year).

COUN 593 Clinical Internship
3 hours. Supervised clinical experience in community counseling programs. Pass/No Pass.
Prerequisites: COUN 592 Clinical Internship

COUN 594 Clinical Internship
2 hours. Supervised clinical experience in community counseling programs. Optional course for students who have not completed their internship hours by the end of COUN 593 Clinical Internship. Pass/No Pass.
Prerequisites: COUN 593 Clinical Internship.

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

MMFT (Marriage and Family Therapy)

MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically
3 hours. An examination of key concepts in marital and family systems, including the family life cycle, as well as an introduction to various approaches to marital and family therapy. Core counseling skills as used in systems therapy will be taught and practiced. Prevention services as well as the roles of ethnicity and culture will be studied.

MMFT 514 Advanced Couple and Marriage Counseling Theory
3 hours. This course is intended to equip the student to work more effectively with couples. Attention is given to understanding and assessing the couple as an interacting system, treatment planning, developing and maintaining therapeutic balance, as well as acquiring and practicing specific skills and frameworks for system intervention.
Prerequisites: MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically or its equivalent and the permission of the instructor.

MMFT 523 Introduction to the MFT Profession
1 hour. This course will provide an overview of the marriage and family therapy (MFT) profession. It is designed for the student to become more familiar with the roles and responsibilities of the profession, as well as an interdiction to their professional organization and licensure requirements.

MMFT 524 Advanced Family Therapy
3 hours. A course concentrating on utilizing the interactional/systemic perspective in counseling with families. Attention is given to the acquisition and practice of family therapy skills and procedures, the development of an integrated approach to working with families, and the impact of culture and ethnicity in family counseling.
Prerequisites: MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically and MMFT 514 Advanced Couple and Marriage Counseling Theory or their equivalent and the permission of the instructor.

MMFT 534 Human Sexuality: An Overview of Theory and Therapy
3 hours. This course will provide an overview of the anatomy and physiology of human sexuality, as well as sexual identity, intimacy, values, attitudes, and relationships with others and with the creator of sex. Sexuality will be viewed in the context of marriage and family as well as the larger cultural milieu. In addition, students will be introduced to sexual therapy and its role in therapeutic process.

MMFT 554 Substance Abuse From a Systemic Perspective
3 hours. This course examines the nature and prevalence of alcohol and drug abuse and addiction, as well as the impact chemical addictions have on individuals, marriages, and families. Various treatment approaches are examined, including systemic, psychodynamic, behavioral, and self-help models in order to prepare the entry-level therapist to effectively intervene in families that have been impacted by substance abuse/addictions either presently or in the past.
Prerequisites: MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically or its equivalent and the permission of the instructor.

MMFT 574 Relationship Assessment
3 hours. An examination of various relationship assessment devices and their role in the assessment, diagnosis, and treatment of couples and families. Assessment of premarital, marital, parenting, and family systems is considered. Participants are trained in the administration and clinical application of five standardized inventories. Students also will examine how their theoretical orientation informs their assessment methodology.
Prerequisites: MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically or its equivalent and the permission of the instructor. Student should be enrolled in MMFT 592 or MMFT 593 Clinical Internship concurrently with enrollment in this course.

MMFT 580 Play Therapy
3 hours. This course will cover an introduction to the theory and practice of play therapy as a primary therapeutic approach when working with children in individual and family psychotherapy. The course is designed to prepare the student to effectively provide developmentally appropriate counseling for children, focusing on the development of a therapist-child relationship and utilization of play media in the systemic counseling process as a means to facilitate expression, self-understanding, and personal growth and development. Students will become familiar with play therapy theory techniques, therapeutic stages, ethical issues, and application. Observation of and experience in play therapy are an integral part of the course.
Prerequisites: MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically or its equivalent and the permission of the instructor.

MMFT 583 Filial Therapy
3 hours. This course covers an introduction to the theory and practice of filial therapy, a play-therapy-based parent-training program. Filial therapy has been shown to be an empirically effective child- and family-therapy intervention. Parents are trained by experienced play therapists to be agents of therapeutic change in their children's lives through the utilization of their basic play therapy skills. These skills are employed in regularly scheduled parent-child structured play sessions in their own homes. How to train parents in their overall principles and methodology of child-centered play therapy is addressed.
Prerequisite: MMFT 580 Play Therapy or permission of the instructor.

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

MMFT 588 Clinical Master's Thesis
1 hour. In this course, the student will complete the Clinical Masters Thesis (CMT). 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.

MMFT 590 Research/Thesis
3 hours. Conduct graduate-level research in the area of counseling psychotherapy, including study design, data collection, data analysis, and drawing inferences from data. Research design will be quantitative or qualitative, and may be experimental, theoretical, or applied. Requires two faculty readers, with at least one being a Graduate Department of Counseling faculty member, and oral and written defense before full faculty.
Prerequisites: assignment of faculty research advisor; approval of research plan from full faculty.

MMFT 591 Clinical Internship
2 hours. Supervised clinical experience in community counseling programs. Optional course for students who begin their internship in the summer. Pass/No Pass.
Prerequisites: COUN 501 Principles and Techniques of Counseling, MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically, COUN 510 Human Growth and Development, MMFT 514 Advanced Couple and Marriage Counseling Theory, COUN 520 Personality and Counseling Theories and Philosophy, MMFT 524 Advanced Family Therapy, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy. Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair (during spring semester of that year).

MMFT 592 Clinical Internship
3 hours. Supervised clinical experience in community counseling programs.
Prerequisites: COUN 501 Principles and Techniques of Counseling, MMFT 500 Introduction to Marital, Couple and Family Counseling/Therapy Theory: Thinking Systemically, COUN 510 Human Growth and Development, MMFT 514 Advanced Couple and Marriage Counseling Theory, COUN 520 Personality and Counseling Theories and Philosophy, MMFT 524 Advanced Family Therapy, COUN 530 Psychopathology and Appraisal, COUN 540 Professional Orientation, and COUN 550 Group Theory and Therapy. Students wishing to enroll in clinical internship must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair (during spring semester of that year).

MMFT 593 Clinical Internship
3 hours. Supervised clinical experience in community counseling programs. Pass/No Pass.
Prerequisites: MMFT 592 Clinical Internship.

MMFT 594 Clinical Internship
3 hours. Supervised clinical experience in community counseling programs. Optional course for students who have not completed their internship hours by the end of MMFT 593 Clinical Internship. Pass/No Pass.
Prerequisites: MMFT 593 Clinical Internship.

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

MMFT 596 Training and Supervision in Systems Therapy and Professional Counseling
2 hours. This course is designed to train experienced clinicians to provide systems therapy and professional counseling supervision. It offers partial fulfillment of American Association for Marriage and Family Therapy (AAMFT) Approved Supervisor educational requirements, as well as the 30-clock-hour postgraduate educational requirements of the Oregon Board of Professional Counselors and Therapists. This course is intended to assist licensed therapists to become acknowledged as systems therapy supervisors for MMFT interns.

MSCN (School Counseling)

MSCN 502 Strategies in School Counseling
3 hours. This course provides an overview of the various responsibilities of school counselors, focusing on scheduling, program development, counseling, referral making, etc. It also incorporates the latest findings in the research literature related to the development of becoming and functioning as school counselors, as well as the more recent challenges in how to address and focus on school violence prevention programs. It also provides an opportunity for the student to interact with school counselors in the field.

MSCN 503 Risk and Resilience in Youth
3 hours. This course is designed to introduce students to a variety of biological and social risk factors that impede the development of competence in children and/or adolescents. Early intervention and prevention services are explored. This course also assesses research findings in various areas, but especially focuses on resiliency research. Public policies, statutes, and regulations are reviewed that relate to children and adolescents with biological and social risk factors.

MSCN 504 Childhood and Adolescent Disorders, Diagnosis, and Treatment
3 hours. This course provides students with advanced concentrated study of the etiology, diagnostic criteria, recommended intervention strategies/treatment, and diagnostic procedures appropriate for the identification of children's mental health needs, as well as the physiological and social bases of mental health problems. Focus will be placed on the etiology, identifying features, prognosis, and preferred intervention for conditions that place a child at risk for maladaptive social or emotional adjustment.

MSCN 505 Ethical and Legal Issues in Education
3 hours. This course covers the American School Counseling Association (ASCA) code of ethics and the Oregon statutes. It gives students an opportunity to learn the process of ethical decision making and how to deal with ethical "traps." Students will practice ethical decision making through case studies and role-plays, and will be introduced to how to get their Initial School Counselor and Continuing School Counselor licenses. (Students pursuing a certificate in school counseling who already hold a master's degree in a mental health field and have taken, as part of their master's degree, a 3-credit-hour course in law and ethics can request a transcript review for a two-hour waiver, and sign up for 1 credit hour only.)

MSCN 506 Internship A: Early Childhood and Elementary Counseling I
3 hours. Supervised internship in school counseling. All prerequisites must have been met before taking internship. Internship begins in fall and continues until spring, providing an opportunity for the student to function in all aspects of school counseling in the early childhood and elementary school settings, under close supervision and following the professional code of ethics closely. Pass/No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair before enrolling in internship.)

MSCN 507 Internship B: Middle Level and High School Counseling I
3 hours. Supervised internship in school counseling. All prerequisites must have been met before taking internship. Internship begins fall and continues until spring, providing an opportunity for the student to function in all aspects of school counseling in the middle school and high school settings, under close supervision and following the professional code of ethics closely. Pass/No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair before enrolling in internship.)

MSCN 508 Internship A: Early Childhood and Elementary Counseling II
3 hours. A continuation of MSCN 506 Internship A: Early Childhood and Elementary Counseling I, providing an opportunity for the student to function in all aspects of school counseling in the early childhood and elementary school settings, under close supervision and following the professional code of ethics closely. Pass/No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair before enrolling in internship.)

MSCN 509 Internship B: Middle Level and High School Counseling II
3 hours. A continuation of MSCN 507 Internship B: Middle Level and High School Counseling I, providing an opportunity for the student to function in all aspects of school counseling in the middle school and high school settings, under close supervision and following the professional code of ethics closely. Pass/No Pass. (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B or better grade, (c) applied for internship, and (d) attended the Internship Fair before enrolling in internship.)

MSCN 511 Learning Practicum for School Counseling
3 hours. This course provides students the opportunity to prepare for participation in the complex and demanding work of public education. This experience 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 and why research-based practices are effective in the classroom. Practicum participants will become familiar with the special education system and other school-based resources designed to promote student success. Students are placed in a local school through the School of Education Placement Office and are required to spend a total of 200 hours of observation and work in a public school. Seventy-five of the 200 hours are guided teaching time. Students will work closely with the instructors who will guide the prospective counselors in completing the formal work sample that meets course guidelines and TSPC requirements and will supervise teaching of the unit of study.
Prerequisite: EDFL 504 Classroom Teaching and Learning or equivalent.

MSCN 570 Lifestyle and Career Development and Consultation
3 hours. A study of the foundational issues and resources of career counseling, the lifestyle and career decision making process, career guidance programs for special populations, and future issues. Special focus will be given to cutting-edge technology and career counseling used in middle and high schools. The role of the middle and high school counselor and career counseling will be assessed. The integration of the whole person in career counseling is addressed. Prerequisite: MSCN 501 Principles and Techniques. (Students pursuing a certificate in school counseling who hold a masters degree in a mental health field, and have taken as part of their masters degree, a 3 credit hour course in career counseling, can request a transcript review for a two hour waiver, and sign up for 1 credit hour only.) There will an introduction to different theories, models and processes of consultation and change when working with parents, guardians, families and communities to empower them to act on behalf of their children.
Prerequisite: COUN 501 Principles and Techniques of Counseling or equivalent.

MSCN 588 Clinical Master's Thesis
1 hour. In this course, the student will complete the Clinical Masters Thesis (CMT). 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 counselor standards.

MSPS (School Psychology)

MSPS 502 The Exceptional Child in School
3 hours. This class introduces students to the cognitive, psychosocial, and psychomotor needs of students with a variety of disabilities. Focus is placed on a need-based model of assessment, program planning, and evaluation. Instructional strategies are evaluated in terms of their impact on various disabilities.

MSPS 505 Ethical and Legal Issues in Education
3 hours. This course covers the National Association of School Psychologists' (NASP) code of ethics and the Oregon statutes. It gives students an opportunity to learn the process of ethical decision making and how to deal with ethical "traps." Students will practice ethical decision making through case studies and role-plays, and be introduced to obtaining the Initial School Psychologist and Continuing School Psychologist licenses. (Students who already hold a master's or higher degree in a mental health field and are pursuing their certificate can obtain a review and verification of a graduate-level course on law and ethics in their master's program and request a two-credit-hour waiver and, if approved, need only take 1 credit hour.)

MSPS 507 Internship in School Psychology I
3 hours. The internship will be completed in a school system psycho-educational facility, with the goal of emphasizing the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B grade or better, (c) applied for internship, and (d) attended the Internship Fair before enrolling in internship.)

MSPS 508 Internship in School Psychology II
3 hours. The second internship will be a continuation of the first internship, and completed within the school system psycho-educational facility. It is designed to stress the professional practice of school psychology. Students will be expected to complete a total of 1,200 hours over a two-semester internship (600 hours per semester) of school psychology practicum under supervision, provided weekly both at the site (individual) and at George Fox University (in groups). (Students must have: (a) successfully passed candidacy, (b) completed all prerequisites with a B grade or better, (c) applied for internship, and (d) attended the Internship Fair before enrolling in internship.)

MSPS 511 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.

MSPS 512 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 MSPS 511.

MSPS 513 Advanced Leadership, Collaboration, and Advocacy I: With School Personnel, Parents, and the Community
1 hour. This systems course will emphasize the importance of school counselors working from a systems perspective to encourage student success in the classroom. Special focus will be placed on how to work most effectively with colleagues, staff, parents, and the public, separately with each system when appropriate, and when to work collaboratively with two or more systems, and the impact it might have on the student. The role of the school psychologist as a leader, collaborating with others, and advocating for the student will be explored in consideration of ethical and legal guidelines.
Prerequisite: hold an Initial School Psychology License.

MSPS 514 Advanced Leadership, Collaboration, and Advocacy II: With Diverse and Special Interest Groups
1 hour. This systems course will explore how to work effectively with culturally, ethnically, and 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 MSPS 512.

MSPS 516 Law and the School Psychologist
1 hour. This course is designed for individuals with an Initial Psychologist License. It will address advanced legal issues encountered by school psychologists. Emphasis will be placed on reviewing school law pertaining to school psychologists. Through case discussion, individuals will have an opportunity to apply school law. A legal decision-making process for school psychologists will be introduced and applied in this course.
Prerequisite: hold an Initial School Psychologist License.

MSPS 531 Introduction to School Psychology
3 hours. The course provides instruction in the design and individualization of interventions and the evaluation of intervention effectiveness. Topics include individual and group counseling, self-directed intervention procedures, and preventative mental health groups.

MSPS 544 Academic Achievement and Processing 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.

MSPS 546 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.

MSPS 547 Personality and Behavioral Adaptive 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.

MSPS 566 Research Methods and Statistics in School Psychology
3 hours. Introduction to research methods, with an emphasis on design, sampling, measurement issues and introductory data analysis. The student also will gain skills to evaluate and learn from published school psychology research.

MSPS 571 Test and Measurements-Psychometrics
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.
Prerequisite: Bachelors level or above statistics knowledge.

MSPS 588 Clinical Master's Thesis
1 hour. In this course, the student will complete the Clinical Masters Thesis (CMT). 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.

Graduate Teacher Education

The Graduate Teacher Education Department offers the following graduate degree:

- 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 on currently 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

(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; or
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 CBEST exam, 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 CBEST or Praxis PPST and ORELA prior to being admitted in the program. Secondary graduate candidates are required to have taken and passed the

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

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 (20 hours)

EDUG 501 The Professional Educator	1
EDUG 502 Structures for Teaching and Learning	2
EDUG 503 Teaching Exceptional and Diverse Populations	2
EDUG 510 Issues in Human Development: Theory Into Practice	2
EDUG 520 Action Research for Teachers I	1
EDUG 521 Action Research for Teachers II	3
EDUG 522 Action Research for Teachers III	3
EDUG 530 Learning Theory	2
EDUG 560 Language and Literacy	2
EDUG 590 Graduate Seminar	2

Practicum Courses (11 hours)

EDUG 575 Practicum I: Enrichment Experience	2
EDUG 576 Practicum II	3
EDUG 577 Practicum III	6

Specialization (5 hours-must select one)

Middle/Secondary Specialization

EDUG 556 Secondary Content Pedagogy†	3
EDUG 557 Topics in Secondary Education: Rethinking High School	1
EDUG 558 Topics in Mid-Level Education: Teaching in the Middle	1

Early Childhood/Elementary Specialization

EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood and Elementary Classroom	2.5
EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom	2.5

Elementary/Middle Specialization

EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary and Mid-Level Classroom	2.5
EDUG 554 Methods for Teaching Math and Science in the Elementary and Mid-Level Classroom	2.5

†Secondary/Mid-Level Authorization students will enroll in EDUG 556 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.

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; or

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

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 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.

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 (20 hours)

EDUG 501 The Professional Educator	1
EDUG 502 Structures for Teaching and Learning	2
EDUG 503 Teaching Exceptional and Diverse Populations	2
EDUG 510 Issues in Human Development: Theory Into Practice	2
EDUG 520 Action Research for Teachers I	1
EDUG 521 Action Research for Teachers II	3
EDUG 522 Action Research for Teachers III	3
EDUG 530 Learning Theory	2
EDUG 560 Language and Literacy	2
EDUG 590 Graduate Seminar	2

Practicum Courses (11 hours)

EDUG 575 Practicum I: Enrichment Experience	2
EDUG 576 Practicum II	3
EDUG 577 Practicum III	6

ESOL Endorsement Courses (11 hours)

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

Specialization (5 hours-must select one)

Middle/Secondary Specialization

EDUG 556 Secondary Content Pedagogy†	3
EDUG 557 Topics in Secondary Education: Rethinking High School	1
EDUG 558 Topics in Mid-Level Education: Teaching in the Middle	1

Early Childhood/Elementary Specialization

EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood and Elementary Classroom	2.5

EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom 2.5

Elementary/Middle Specialization

EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary and Mid-Level Classroom 2.5

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

†Secondary/Mid-Level Authorization students will enroll in EDUG 556 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.

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

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 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.

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 (20 hours)

EDUG 501 The Professional Educator 1

EDUG 502 Structures for Teaching and Learning	2
EDUG 503 Teaching Exceptional and Diverse Populations	2
EDUG 510 Issues in Human Development: Theory Into Practice	2
EDUG 520 Action Research for Teachers I	1
EDUG 521 Action Research for Teachers II	3
EDUG 522 Action Research for Teachers III	3
EDUG 530 Learning Theory	2
EDUG 560 Language and Literacy	2
EDUG 590 Graduate Seminar	2

Practicum Courses (11 hours)

EDUG 575 Practicum I: Enrichment Experience	2
EDUG 576 Practicum II	3
EDUG 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

EDUG 556 Secondary Content Pedagogy†	3
EDUG 557 Topics in Secondary Education: Rethinking High School	1
EDUG 558 Topics in Mid-Level Education: Teaching in the Middle	1

Early Childhood/Elementary Specialization

EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood and Elementary Classroom	2.5
EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom	2.5

Elementary/Middle Specialization

EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary and Mid-Level Classroom	2.5
EDUG 554 Methods for Teaching Math and Science in the Elementary and Mid-Level Classroom	2.5

†Secondary/Mid-Level Authorization students will enroll in EDUG 556 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

EDUG (Education)

EDUG 501 The Professional Educator
1 hour. An introduction to the characteristics and role of the professional educator in today's society. An interrogation of prevailing Western strands of thought upon education, the role of the professional educator, and the changing terrain of education.

EDUG 502 Special Topics for the Professional Educator: Structures for Teaching and Learning
2 hours. Special topics include the Oregon Content Standards, instructional strategies, unit planning, classroom management, and educational technology.

EDUG 503 Special Topics for the Professional Educator: Teaching Exceptional and Diverse Populations
2 hours. Special topics include teaching in a diverse society and meeting the needs of all students. Attention is paid to issues of inclusion, gender, race, class, and at-risk populations. Unique needs of each authorization level will also be addressed.

EDUG 510 Issues in Human Development: Theory Into Practice
2 hours. The theoretical and practical aspects of human development - birth through adolescence.

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

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

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

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

Authorization and Content-Specific Courses

EDUG 551 Methods for Teaching Language Arts and Social Studies in the Early Childhood and Elementary Classroom
2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of language arts and social studies curriculum for early childhood and elementary classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 552 Methods for Teaching Language Arts and Social Studies in the Elementary and Mid-Level Classroom
2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of language arts and social studies curriculum for elementary and mid-level classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 553 Methods for Teaching Math and Science in the Early Childhood and Elementary Classroom
2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of math and science curriculum for the early childhood and elementary classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 554 Methods for Teaching Math and Science in the Elementary and Mid-Level Classroom
2.5 hours. A study of instructional strategies and the design, implementation, and evaluation of math and science curriculum for the elementary and mid-level classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 556 Secondary Content Pedagogy
3 hours. A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classroom. The pattern of course topics presented is nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods.

EDUG 557 Topics in Secondary Education: Rethinking High School
1 hour. A study of structures, strategies, issues, designs, and possibilities for the organization of high schools and implementation of curriculum to meet the specific needs of high school students.

EDUG 558 Topics in Mid-Level Education: Teaching in the Middle
1 hour. A study of structures, strategies, issues, designs, and possibilities for the organization of middle schools and implementation of curriculum to meet the specific needs of mid-level students.

EDUG 560 Language and Literacy
2 hours. Language/reading, writing, and communication will be discussed, along with how they are applied across the disciplines.

EDUG 575 Practicum I: Enrichment Experience
2 hours. Planning, teaching, tutoring, and/or community service with grades P through 12 are possible options for this practicum. Each MAT program provides a unique experience for interaction in an authorization appropriate environment. Pass/No Pass.

EDUG 576 Practicum II: Classroom Organization in Practice
3 hours. Observation and teaching in an elementary or secondary classroom. An opportunity to plan, implement, and evaluate the first work sample. Pass/No Pass.

EDUG 577 Practicum III: Classroom Teaching
6 hours. Full-time supervised student teaching. Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated. Pass/No Pass.

EDUG 590 Graduate Seminar
2 hours. A seminar focusing on issues related to current trends and questions in education, classroom organization and management, and ethics/values in teaching. Classroom observations in minority, cross-cultural, and alternative school settings. Professional transition topics will include résumé writing, job-search strategies, placement services, and interviewing skills.

Education Foundations and Leadership

Authorization, Certificate, and Licensure Programs

- Early Childhood Education Authorization
- Middle Level Authorization
- Reading Endorsement
- Library Media Specialist Endorsement
- Teaching English to Speakers of Other Languages (ESOL)/Bilingual Endorsement
- Initial Teaching License Program
- Continuing Teaching License (CTL) Program
- Initial Administrator License Program
- Continuing Administrator License Program

Early Childhood Education Authorization (age 3 to grade 4)

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 Early Childhood Education 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

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 Early Childhood Education Authorization students must:

- Satisfactorily complete a minimum of ?? 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

EDFL 519 Practicum	1-10
EDFL 520 Early Childhood Education	2
EDFL 521 Early Childhood Methods	2

Students must complete additional content area courses as determined by Educational Foundations and Leadership faculty to meet the requirements of the 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

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 ?? 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

EDFL 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.

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 (10 hours if embedded in the MEd) 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)

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

Authorization Level Course work (4 hours)

Early Childhood/Elementary Authorization

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

Elementary/Middle Level Authorization

EDFL 540 Elementary/Middle Level Reading Practicum	2

Students must select one of the following courses:

EDFL 536 Reading and Writing in the Content Areas	2
EDFL 537 Emergent Literacy	2

Middle Level/High School Authorization

EDFL 536 Reading and Writing in the Content Areas	2
EDFL 540 Elementary/Middle Level Reading Practicum	2

Library Media Specialist Endorsement

Purpose

The Library Media Specialist Endorsement program is designed to prepare students for service as certified school library media specialists for grades K-12 institutions.

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:

- Develop and provide intellectual access to information
- Develop and provide physical access to information
- Develop and provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
- Develop and provide leadership, instruction, and collaboration in the use of instructional and informational technology
- Develop and provide resources and activities that contribute to lifelong learning, while accommodating a wide range of differences in teaching and learning activities, instructional methods, interests, and capabilities
- Develop and provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effectiveness and responsibility in a democracy
- Think critically, transform practice, and promote justice in all material used or created
- Develop lessons that meet the needs of different learning styles as well culturally diverse and multicultural audiences

Professional Objectives

To enable students to:

- Develop and present information literacy objectives: the ability to access, evaluate, and use information from a variety of sources and in a variety of formats
- Meet the requirements for the Oregon TSPC OARS
- Develop lessons that meet the national information literacy standards, national technology standards, and the Oregon curriculum standards
- Serve as teachers, reading advocates, information specialists, library program administrators, and collaborators with teachers, parents, and communities
- Serve as leaders who implement quality teaching and learning in their respective school communities

- Ensure that students and staff are effective users of ideas and information

Admission Requirements

Applicants seeking admission to the Library Media Specialist Endorsement program must hold an approved bachelor's degree program 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 10 hours credit is allowed toward the Library Media Specialist 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 18 hours required for the Library Media Specialist Endorsement program, a minimum of 8 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 Library Media Specialist Endorsement program is generally 1 1/2 years in length with 18 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 14 are in library media courses and 4 hours of practica.

Other Program Requirements

In addition to the core requirements, students must complete Praxis content area exams required by Oregon Teachers Standards and Practices Commission (TSPC).

Graduation Requirements

In order to graduate with the Library Media Specialist Endorsement 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

Library Media Courses (14 hours)

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

Library Media Practica (4 hours)

Students must complete both of the following practica:†

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

†Oregon TSPC standards require two practica for the library media endorsement, one at the elementary level and one at either a middle school or high school. Enrollment in either practicum requires successful completion of EDFL 533, EDFL 550, EDFL 552, EDFL 554, and EDFL 556 and an application to the Library Media Coordinator the semester prior to the practicum.

Teaching English to Speakers of Other Languages (ESOL) Endorsement

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.

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

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 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)

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

ESOL Practicum (2 hours)

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

EDFL 578 ESOL/Bilingual Practicum - Early Childhood/Elementary	2
EDFL 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 EDFL 570, EDFL 571, EDFL 572, EDFL 573, and EDFL 574, and an application to the ESOL advisor the semester prior to the practicum. Current fingerprints and a PA-1 form are required for individuals not currently licensed and teaching in an Oregon public school.

Note:

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

Initial Teaching License

Also referred to as the Alternative Pathways program, this program is designed for those with previous teaching experience but without a valid license in the state of Oregon.

Continuing Teaching License (CTL)

Admission Requirements

Applicants seeking admission to the Continuing Teaching 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 CTL 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
- Demonstrate having met the 10 competencies required for the program
- Verification of valid Oregon teaching license
- Verification of three years of successful experience at least half time in one or more approved schools in Oregon
- Completed Teachers Standards and Practices Character Questionnaire

Transfer Credit

No transfer credit is allowed toward the Continuing Teaching License 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 Teaching License program 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 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 Continuing Teaching License program is generally 1-2 years in length with 6 semester hours of course work required as a minimum for graduation. Of the total hours required for the program, 3 are required seminar hours and 3 are approved elective hours (based on professional goals as specified below).

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 Continuing Teaching License 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 designated course, that course must be retaken (for more specific information, please refer to the student handbook)

Curriculum Plan

Seminars (3 hours)

ECTL 591 Continuing Teaching License Seminar I	1
ECTL 592 Continuing Teaching License Seminar II	1
ECTL 593 Continuing Teaching License Seminar III	1

Approved Electives (3 hours)

Students must select 3 hours of EDFL coursework that meets one of the following conditions:

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

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 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 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, 13 are core educational courses and 5 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)

EDFL 500 Instructional Supervision	3
EDFL 640 Leadership in Education	3
EDFL 646 Managing Instructional Budgets	1
EDFL 647 Portfolio Capstone	1
EDFL 671 Ethical Perspectives on Educational Leadership	3
EDFL 682 Legal Perspectives on Educational Policy and Finance	3

Practica (4 hours) †

EDFL 648 Initial Administrator Practicum I	2
EDFL 649 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 (EDFL 500, EDFL 640, EDFL 671, EDFL 682) or on the approval of the program director. Administrative license candidates will begin their professional portfolio at the start of EDFL 648 Initial Administrator Practicum I. Candidates will add to the portfolio throughout their practicum, ending with EDFL 649 Initial Administrator Practicum II and a public presentation in EDFL 647 Portfolio Capstone. Each candidate assembles a portfolio that documents satisfactory performance in the TSPC standards listed in OAR 584-017-0251.

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 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 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)

EDFL 650 Managing Organizational Resources	3
EDFL 654 Program Evaluation for Organizational Success	3
EDFL 660 School District Leadership	3
EDFL 661 Administration of Specialized Programs	3
EDFL 662 Executive Leadership for the 21st Century	3

Practica (3 hours)

EDFL 668 Continuing Administrator/Initial Superintendent Practicum I	2
EDFL 669 Continuing Administrator/Initial Superintendent Practicum II	1

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 K-12 and higher education. There are eight different specialties from which students can choose:

- Curriculum and Instruction (Students may elect to complete the TSPC requirements for the Initial or Continuing Teaching License.)
- Literacy
- 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)
- Library Media (meets TSPC requirements for the Library Media Endorsement along with passing the Library Media Praxis exam)
- Secondary Education (meets TSPC requirements for the standard teaching license)
- Educational Leadership (meets TSPC requirements for the Initial Administrator License along with passing the Educational Leadership Praxis exam)
- Higher Education

Program Objectives

Educational Objectives

To enable students to:

- Hone the personal development and professional teaching skills needed to guide 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 and higher education

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

Upon approval by the department, transfer of up to 10 hours credit is allowed toward the Master of Education 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 36 hours required for the Master of Education program, a minimum of 26 hours must be taken in resident study at George Fox University. All work leading to the Master of Education 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 program is generally 2-3 years in length with 36 semester hours of course work required as a minimum for graduation. Of those hours, 5 are in core education foundations courses, 8 in prescribed research courses, and 23 hours in a chosen area of specialization or electives.

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 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 degree students must:

- Satisfactorily complete a minimum of 36 semester hours with a cumulative GPA of 3.0 or above.
- Achieve no grade lower than a C in all 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).

Curriculum Plan

Foundations Core (5 hours)

EDFL 703 Bibliographic Research and Writing	2

Students must select one of the following courses:

EDFL 670 Ethical Foundations of Education	3
EDFL 671 Ethical Perspectives on Educational Leadership	3

Research Core (8 hours)

EDFL 704 Survey of Qualitative and Quantitative Research	3

Students must select one of the following specific research design courses:

EDFL 706 Experimental Research Designs	2
EDFL 707 Survey Research Designs	2
EDFL 708 Program Evaluation Research Designs	2
EDFL 709 Ethnographic and Case Study Research Designs	2
EDFL 710 Historical Research Designs	2
EDFL 716 Action Research Designs	2

Research course work to be completed with advisor and research project committee:

EDFL 711 Master's Project Proposal	1
EDFL 712 Master's Project Research	1
EDFL 713 Master's Presentation	1
EDFL 715 Master's Research II (registration continuation as needed)	1-4

Specialization (23 hours-select one)

Curriculum and Instruction

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

Students must select 8 hours from the following restricted electives:

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

Students must also select 5 hours of electives from the EDFL curriculum.

Note: Curriculum and instruction students can complete their Continuing Teaching License (6 hours) within the program electives.

Literacy

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

Students must select 8 hours from the following electives:

EDFL 500 Instructional Supervision*	3
EDFL 501 Curriculum Development*	2
EDFL 503 Classroom Assessment	3
EDFL 505 Trends and Issues in Education	3
EDFL 506 Research in Effective Teaching*	3
EDFL 515 Selected Topics in Curriculum and Instruction	1-3
EDFL 531 Analysis of Reading and Writing Assessment	2
EDFL 538 Organization of Reading Programs	3
EDFL 570 Applied English Linguistics: Oral and Literacy Focus	3
EDFL 624 Developing Curriculum With New Technologies*	2
EDFL 638 Testing and Measurement	2
EDFL 651 Strategic Planning for Education Systems*	2

Students must also select 5 hours of electives from the EDFL curriculum that support the literacy specialization.

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

Note: Literacy students can complete their Continuing Teaching License (6 hours) within the restricted electives and electives.

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

Reading

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

Early Childhood/Elementary Authorization Courses

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

Elementary/Middle Level Authorization Courses

Students must choose one of the following courses:

EDFL 536 Reading and Writing in the Content Areas	2
EDFL 537 Emergent Literacy	2
EDFL 540 Elementary/Middle Level Reading Practicum	2

Middle Level/High School Authorization Courses

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

Students must select 3 hours from the following electives:

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

Students must also select 5 hours of electives from the EDFL curriculum that support the Reading specialization.

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

Note: Reading students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the reading specialization and the electives.

English as a Second Language/Bilingual

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

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

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

Students must select 3 hours of additional ESOL electives.‡

Students must also select 5 hours of electives from the EDFL curriculum.

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

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

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

ESOL students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the English as a second language specialization and the electives.

Library Media

EDFL 550 The Dynamic School Library Media Program	3
EDFL 552 Information Literacy in the K-12 Curriculum	3
EDFL 554 Core Collection Development	3
EDFL 556 Resource Management	3
EDFL 533 Advanced Studies in Children's and Adolescent Literature	2
EDFL 567 Library Media Practicum I - Early Childhood/Elementary	2
EDFL 569 Library Media Practicum II - Middle School/High School	2

Students must select 5 hours of electives from the EDFL curriculum.

Note: Library media students can complete their Continuing Teaching License (6 hours) within the restricted electives that support the Library Media specialization and the electives.

Oregon TSPC standards require two practica for the Library Media Endorsement, one at the elementary level and one at either a middle school or high school. Enrollment in either practicum requires successful completion of EDFL 550, EDFL 552, EDFL 554, EDFL 556, and EDFL 533; a copy of a current Oregon teaching license; and an application to the library media coordinator the semester prior to the practicum. The practica can be taken in any order.

Secondary Education

This specialization is designed for the high school or middle school teacher desiring to take graduate courses in their teaching content area and apply for a standard license to TSPC. This specialization requires a minimum of 10 semester hours of content area courses in the area of the basic teaching license. These courses would typically be taken as independent studies with a GFU faculty member or transferred from another graduate institution.

Students must select 8 hours from the following courses:

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

Students must also select 5 hours of electives from the EDFL curriculum that support the secondary education specialization.

Note: Secondary education students can complete their Continuing Teaching License (6 hours) within the electives

Educational Leadership

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

Students must also select 6 hours of electives from the EDFL curriculum.

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

Higher Education

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

Students must select one of the following courses:

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

Students must select 4 hours from the following courses or another approved EDFL course:

EDFL 642 Student Life: Issues, Policy, and Planning	2
EDFL 643 Enrollment Issues: Marketing and Retention	2
EDFL 644 Advancing the Organization: Fund Raising	2
EDFL 687 Critical Issues in Higher Education	3

Doctor of Education

(EdD degree)

Purpose

The Doctor of Education program is designed to prepare educators to be leaders in their chosen specialties. The program focuses on qualities of cultural, moral, and organizational leadership as the basis for leading complex educational organizations.

This program assumes that leadership is: (1) a conceptual art, building on the power of theory and ideas; (2) a moral art, depending upon core values; and (3) a performing art, perfecting the integration of theory and values in practice and experience. This curriculum provides a comprehensive framework from ethical, legal, social, political, and historical perspectives within a Christian worldview.

Program Objectives

Educational Objectives

To enable students to:

- Effectively use writing to communicate ideas
- Use technology to solve problems
- Communicate orally to large and small audience
- Use research tools to investigate questions and solve problems

Professional Objectives

To enable students to:

- Enact leadership that is just, effective, and provides reasoned solutions to problems encountered in the process of meeting valued institutional and community goals

- Integrate faith and learning into professional practice

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 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
- Evidence of scholarly work (master's thesis, term paper, publication, etc.)
- A personal statement as described in the application
- One official transcript from all colleges or universities attended
- Three letters of recommendation from people who can comment on the applicant's intellectual ability, creativity, initiative, sensitivity to others, and leadership potential
- Evidence of at least three years of relevant professional experience
- Scores from either the Graduate Record Exam (GRE) or the Millers Analogies Test (MAT)
- A current professional résumé
- 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 17 hours credit beyond the Master's degree is allowed toward the EdD 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 63 hours required for the EdD program, a minimum of 46 hours must be taken in resident study at 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 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 EdD program is generally four years in length with 63 semester hours of course work required as a minimum for graduation and can be completed in that timeframe by taking 18 semester credits in year one and 15 semester credits in years two through four. 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, 36 are in educational perspectives courses, 19 hours of electives including those in an area of specialty, and 8 hours of dissertation.

Other Degree Requirements

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

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

- A comprehensive qualifying exam that reveals students' breadth of knowledge
- Competency qualifying projects tied to the ability to communicate ideas to diverse stake holders and to use research effectively when making organizational decisions
- A doctoral dissertation that reveals the ability to use research tools to shed light on important problems

Licensure in Oregon and Other States

Upon completion of the EdD degree, students will be eligible for three administrative licenses for service in Oregon's public K-12 schools: Initial Administrator, Continuing Administrator, and Continuing Superintendent licenses. Oregon has reciprocal licensure arrangements with 25 other states, thus allowing those who seek employment elsewhere to meet the administrative licensure requirements for those states.

Graduation Requirements

In order to graduate with the EdD degree students must:

- Satisfactorily complete a minimum of 63 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

The curriculum is designed so that students are required to take core course hours in the following perspective areas: ethics, foundations, teaching and learning, leading and managing, and research. Within each area students are allowed to choose electives that enhance their own areas of professional

development, although some areas have required courses that are essential to the doctorate. Issues of cultural diversity are woven into courses within each perspective area.

Ethical Perspectives (6 hours)

EDFL 675 Faith and Learning Seminars (three 1-hour courses)	3

Students must select one of the following courses:

EDFL 670 Ethical Foundations of Education	3
EDFL 671 Ethical Perspectives on Educational Leadership	3

Foundational Perspectives (6 hours)

Students must select 6 hours from the following courses:

EDFL 680 Philosophical Perspectives on Education	3
EDFL 682 Legal Perspectives on Educational Policy and Finance	3
EDFL 685 Selected Topics in Foundational Perspectives	1-3
EDFL 686 Political and Social Perspectives on Education	3
EDFL 687 Critical Issues in Higher Education	3
EDFL 690 International Perspectives on Education	3
EDFL 692 Historical Perspectives on American Education	3
EDFL 694 History of American Higher Education	3

Teaching and Learning Perspectives (6 hours)

Students must select 6 hours from the following courses:

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

Leading and Managing Perspectives (6 hours)

Students must select 6 hours from the following courses:

EDFL 626 Implementing Technology in Educational Organizations	2
EDFL 640 Leadership in Education	3
EDFL 642 Student Life: Issues, Policy, and Planning	2
EDFL 643 Enrollment Issues: Marketing and Retention	2
EDFL 644 Advancing the Organization: Fund Raising	2
EDFL 650 Managing Organizational Resources	3
EDFL 651 Strategic Planning	2
EDFL 653 Organizational Change and Decision Making	2
EDFL 654 Program Evaluation for Organizational Success	3
EDFL 655 Selected Topics in Leading and Managing	1-3
EDFL 660 School District Leadership	3

EDFL 661 Administration of Specialized Programs	3
EDFL 662 Superintendency for the 21st Century	3

Research Perspectives (12 hours)

EDFL 701 Quantitative Research Methods	3
EDFL 702 Qualitative Research Methods	3
EDFL 703 Bibliographic Research and Writing	2
EDFL 704 Survey of Qualitative and Quantitative Research (test out option)	3

Students must select two of the following courses:

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

Electives (19 hours)

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

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

Dissertation (8 hours)

EDFL 720 Dissertation Research	2
EDFL 721 Dissertation Research	2
EDFL 722 Dissertation Research	2
EDFL 723 Dissertation Research	2
EDFL 725 Dissertation Research (continuation as needed)	2

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

Education Foundations and Leadership Course Descriptions

ECTL (Continuing Teaching License Seminar)

ECTL 591 Continuing Teaching License Seminar I
1 hour. Offered, fall, spring, and summer. Format: classroom centered and online. This seminar is designed to focus on a brief history of the CTL, Oregon Administrative Rules and the 10 Advanced Proficiencies that dictate CTL programs, the components and requirements of the GFU CTL program, and the philosophy that drives the notion of second licensure for professional teachers in Oregon. This seminar is for professional educators to thoughtfully and carefully examine their practice and the performance of their students in relation to the 10 Advanced Proficiencies. In addition, teachers will consider the impact on student achievement brought about by their collaborative work with students, parents, colleagues, and their school communities in relation to the 10 Advanced Proficiencies. *Pass/No Pass*

ECTL 592 Continuing Teaching License Seminar II
1 hour. Offered fall and spring. The practicum experience is designed to ensure that CTL candidates are teaching, assessing, and establishing a classroom climate conducive to learning and collaboration with parents and colleagues as stated in the 10 Advanced Proficiencies. This practicum experience will require one orientation session and a minimum of two classroom visits/observations. Ideally, the university supervisor will observe instruction and provide feedback for the CTL candidate based upon the 10 Advanced Proficiencies while the candidate is employed in a K-12 school and during the completion of the "Preparing an Analysis of Student Work" task. *Pass/No Pass*

ECTL 593 Continuing Teaching License Seminar III: Portfolio Assimilation and Portfolio Review
1 hour. Offered fall, spring, and summer. Each CTL candidate will develop a personal professional portfolio to present for review at the conclusion of this seminar. Candidates arrange to meet individually with the instructor of the course to review the assimilation process and to organize their portfolio review committee composed of appropriate district and university personnel. *Pass/No Pass*

EDFL (Educational Foundations and Leadership) Course Descriptions

Teaching and Learning Perspectives

EDFL 500 Instructional Supervision
3 hours. Offered fall and summer. Format: online and/or classroom centered. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning to establish educational policy and transform educational practice at their institutions. The course emphasizes ways in which cultural, social, and organizational contexts influence learning. Students will learn to use the clinical supervision model and other tools for supervising and evaluating teacher performance based on best practices. The course will examine the leader's role in establishing and maintaining an environment that is conducive to student and adult learning.

EDFL 501 Curriculum Development
2 hours. Offered summer. Format: classroom centered. Teachers learn to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated.

EDFL 502 Classroom Management
3 hours. Offered summer. Format: classroom centered. Classroom teachers learn innovations in classroom organization and management and are encouraged to apply classroom management methods in the classroom setting.

EDFL 503 Classroom Assessment
3 hours. Offered spring and summer. Format: online or classroom centered. Classroom teachers become acquainted with a wide variety of methods for assessing student progress at the classroom and individual level. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of assessment - including portfolios, rubrics, and other forms of authentic assessment - will be covered.

EDFL 504 Classroom Teaching and Learning
3 hours. Offered fall. Format: classroom centered. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education. Note: This course is designed for students in the teaching license only and school counselor programs.

EDFL 505 Trends and Issues in Education
3 hours. Offered spring. Format: online. A variety of trends and issues affecting educators based on psychological and sociological research are addressed. Topics to be covered include school reform, assessment, classroom management, curriculum innovations, technology in education, and topics selected by the students.

EDFL 506 Research in Effective Teaching
3 hours. Offered fall. Format: online. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

EDFL 508 Learning and Cognition
3 hours. Offered fall. Format: online. This course considers major topics dealing with the theories of cognition and learning. Topics include: the human as a processor of information, memory, schema theory, network models of cognition, meaningful learning, transfer of learning, situated cognition, perceptual control theory, and a biblical view of cognition and learning.
Curriculum and Instruction Perspectives

EDFL 511 Hands-on Math
2 hours. Offered summer. Format: classroom centered. A variety of hands-on activities that address state and national math content standards for grades K through 8 will be shared through active participation. This class gives educators an opportunity to collect and share ideas and materials that encourage the construction of mathematical understanding.

EDFL 512 Hands-on Science
2 hours. Offered summer. Format: classroom centered. This course is intended to enhance an educator's skills, knowledge, and confidence in basic science instruction in the elementary/middle school classroom. Qualitative and quantitative science projects will be presented that consider a child's natural curiosity and propensity to ask questions.

EDFL 514 Work Sample Seminar
2 hours. Offered spring. Format: classroom centered. This course is designed to introduce students to the work sample requirement for the Initial Teaching License programs in the state of Oregon. Students are required to teach a 10-day unit, evaluate student learning during the unit, and submit written reflection on their teaching of the unit. Students will also be observed and evaluated during the teaching unit. Pass/No Pass
Prerequisite: EDFL 519 Practicum or simultaneous enrollment.

EDFL 515 Selected Topics in Curriculum and Instruction
1-3 hours. Offered fall, spring, and summer. Format: independent research under the direction of a faculty member. These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, music, health and human performance, social studies, and speech.

EDFL 516 Curriculum Issues and Methods and the Christian Teacher
3 hours. Offered summer every other year. Format: classroom centered. Focus on the curriculum needs and issues of teachers in Christian school settings. An emphasis on the integrations of faith and learning will be made. This course will also deal with issues related to Christian teachers in the public school setting.
EDFL 518 Oregon Teaching License Portfolio
1 hour. Offered fall, spring, and summer. Format: classroom centered. This course teaches candidates the process for submitting a portfolio of past teaching experiences; required test scores; and knowledge, competencies, and skills needed for a Teachers Standards and Practices Commission (TSPC)-approved licensure program. At the end of the course the portfolio is evaluated by faculty for determining the candidate's specific program. Pass/No Pass

EDFL 519 Practicum
1-10 hours. Offered every semester. Must be approved by advisor. A supervised practicum for students adding a content area endorsement, age authorization level, the higher education specialization, or student teaching to complete the Initial Teaching License in the license-only program. Students teach and evaluate lessons, assess student achievement, and evaluate themselves. Work samples will be implemented and evaluated. Pass/No Pass
Prerequisite: approval of the MEd director.

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

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

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

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

Reading and Literacy Perspectives

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

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

EDFL 532 Advanced Strategies in Literacy Instruction: Assessment and Remediation
2 hours. Offered summer. Format: classroom centered. This course focuses on current methods and materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

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

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

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

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

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

EDFL 539 Early Childhood and Elementary Reading Practicum
2 hours. Offered fall and spring. 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: EDFL 530 History and Foundations of Literacy Learning; EDFS 531 Analysis of Reading and Writing Assessments; EDFL 532 Advanced Strategies in Literacy Instruction; EDFL 538 Organization of Reading Programs; or by permission.

EDFL 540 Elementary and Middle Level Reading Practicum
2 hours. Offered fall and spring. 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: EDFL 530 History and Foundations of Literacy Learning; EDFL 531 Analysis of Reading and Writing Assessments; EDFL 532 Advanced Strategies in Literacy Instruction; EDFL 538 Organization of Reading Programs; or by permission.

EDFL 541 Middle Level and High School Reading Practicum
2 hours. Offered fall and spring. 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: EDFL 530 History and Foundations of Literacy Learning; EDFL 531 Analysis of Reading and Writing Assessments; EDFL 532 Advanced Strategies in Literacy Instruction; EDFL 538 Organization of Reading Programs; or by permission.

Library Media Perspectives

EDFL 550 The Dynamic School Library Media Program
3 hours. Offered summer. Format: classroom centered. This course introduces the student to all aspects of program administration, including the role of the media center; development of goals, both short and long term; human, physical, and financial resources.

EDFL 552 Information Literacy in the K-12 Curriculum
3 hours. Offered fall. Format: classroom centered. This course introduces library media specialists to aspects of learning and teaching, including the development for designing units of study integrating information literacy skills with classroom content.

EDFL 554 Core Collection Development
3 hours. Offered spring. Format: classroom centered. This course introduces the library media specialist to information access and delivery, including the development of information resources, learning characteristics of students and staff, and methods for matching student needs with appropriate materials. The course will also emphasize reference and information sources and services in the school media center.

EDFL 556 Resource Management
3 hours. Offered summer. Format: classroom centered. This course provides the media specialist with resources and knowledge about the organization, cataloging, classification, and arrangement of resources in the media center.

EDFL 558 Collaborative Instructional Strategies
2 hours. Development of collaborative skills for working with teachers and students.

EDFL 560 Information Access and Delivery
2 hours. The examination of Internet search engine methodologies; identification, location, and retrieval of authoritative resources; organization and presentation of information using various software application; definition of copyright and intellectual property law, and software law.

EDFL 562 Multimedia Design and Production
2 hours. Examination and practice of effective design concepts for content delivery. Design and production of lessons and student projects keyed to standards using various multimedia software programs.

EDFL 567 Library Media Practicum I - Early Childhood/Elementary Experience
2 hours. Offered fall and spring. A supervised practicum in an approved elementary school demonstrating knowledge and strategies developed in the library media courses. Pass/No Pass
Prerequisites: successful completion of all required library media courses and approval of the faculty advisor. Fall or spring. Students can take either practicum first depending upon their employment position and course scheduling. A practicum could also be arranged in the summer at a school offering at least half-day sessions.

EDFL 569 Library Media Practicum II - Middle/High School Experience
2 hours. Offered fall and spring. A supervised practicum in an approved middle school or high school, demonstrating knowledge and strategies developed in the library media courses. Pass/No Pass
Prerequisites: successful completion of all required library media courses and approval of the faculty advisor. Fall or spring. Students can take either practicum first depending upon their employment position and course scheduling. A practicum could also be arranged in the summer at a school offering at least half-day sessions.

English as a Second Language Perspectives

EDFL 570 Applied English Linguistics: Oral and Literacy Focus
3 hours. Offered fall, spring, and summer. Format: classroom centered. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

EDFL 571 Second Language Acquisition and Development
2 hours. Offered spring and summer. Format: classroom centered. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.
Prerequisite or concurrent enrollment in EDFL 570.

EDFL 572 Intercultural Communication in the ESOL/Bilingual Context
2 hours. Offered fall and summer. Format: classroom centered. Examines the diverse and dynamic role of culture in the ESOL students' language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

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

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

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

EDFL 579 ESOL/Bilingual Practicum - Middle/High School
2 hours. Offered fall and spring. 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.

Technology Perspectives

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

EDFL 624 Developing Curriculum With New Technologies
2 hours. Offered spring. Format: online. Can new technologies significantly improve teaching and learning? Too often new tools are introduced as a panacea for helping struggling learners reach higher levels of cognition yet are found wanting. This course addresses how new technologies can be used to meet a teacher's main learning agenda and increase students' understanding. Participants will learn how to develop curriculum that effectively integrates educational software, the Internet, and other new technologies. They will analyze and design technology-enhanced units that clarify learning goals, enhance student performances, and incorporate ongoing assessment. Readings will address theories of teaching and learning and the contribution of new technologies to teaching for understanding. The course is designed for teachers at all levels and others who wish to support the improvement of educational practice with new technologies.

EDFL 625 Technology in the Classroom II
1 hour. Format: classroom centered. Focus on learning and applying advanced educational technology in the classroom, including Internet, CD ROM and/or laser disk interactive programs, and video productions. May be repeated.
No prerequisite required.

EDFL 626 Implementing Technology in Educational Organizations
2 hours. Offered fall. Format: online. This course focuses on the complex issues of implementing, sustaining, and institutionalizing the use of technology for teaching and learning throughout an educational organization. The course will focus on the following: (1) approaches to defining the goals and priorities for the use of technology throughout an education system; (2) how technology can be incorporated into the educational system and how it affects organizational culture and communications; (3) strategies for integrating technology into the curriculum; (4) approaches to preparing and supporting teachers to use technology successfully; (5) planning a technology infrastructure that is cost-effective and sustainable and that can be upgraded to avoid becoming obsolete; and (6) developing technology implementation plans. A plan for a real or hypothetical education organization would be a final project for the course.

Pupil Personnel Perspectives

EDFL 630 Advanced Developmental Psychology
2 hours. Offered spring and summer. Format: classroom centered. Principles of human development - infancy through adolescence - will be discussed in relation to classroom application, with a focus on practice that is appropriate for the developmental level of the student.

EDFL 631 Implementing Inclusion in the Regular Classroom
2 hours. Offered summer. Format: classroom centered. This course builds upon foundational knowledge of exceptionalities introduced in preservice teacher education programs, and includes an update of recent legal cases and reauthorization of special education laws, with an emphasis on providing strategies and resources for educational services to exceptional learners in regular classrooms.

EDFL 633 Classroom Guidance
3 hours. Offered summer (even years). Format: classroom centered. Explore the guidance methods used by classroom teachers. The coordination of the work of agencies outside the school with those of the support programs in the school will be covered. Interactions with parents and parent groups will be emphasized. Classroom teachers will also explore the roles of all student services programs within the school setting, including those programs that deal with exceptionality. Ethics and confidentiality of the teacher-student relationship will be covered.

EDFL 634 Adult Development in Educational Organizations
2 hours. Offered summer. Format: online or classroom centered. This course explores ways for shaping an educational organization as a healthy place for everyone's growth and development, with special attention to adult students, faculty, administrators, and support staff. The course will approach the field of adult growth with a variety of theoretical and practical questions, such as: What are the implications of various theories of adulthood for how we define "development," "maturity," and "wisdom"? Are there common features of the adult trajectory that apply across the diversities of gender, class, and ethnicity? Can we, and should we, intentionally seek to foster development in adulthood? How can leaders smoothly handle a ceaseless flow of problems and at the same time provide a climate for each member's ongoing growth and change? How can "staff development" really be about development and not just training, about transformation as well as information? How can conflict be a resource for development? What provisions should leaders make for their own growth as they develop their concepts of leadership?

EDFL 635 Mentoring Seminar
1 hour. Offered on a variable schedule. Format: classroom centered. Mentoring provides group support and faculty assistance to teachers focusing on mentoring student teachers, new teachers, or other peers.
EDFL 636 Mentoring Leadership in the School
3 hours. Offered summer. Format: classroom centered. Emphasis is placed on application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers, and peers.
Prerequisite: EDFL 640 Leadership in Education, or teacher's permission.

EDFL 638 Testing and Measurement
2 hours. Offered spring. Format: classroom centered. A foundation course in which students review the principles of educational testing. Standardized testing instruments, including individual and group tests, will be explored. Students will also learn and apply basic statistical procedures and software used in educational testing. Required for students who have chosen the thesis option.

Leading and Managing Perspectives

EDFL 640 Leadership in Education
3 hours. Offered spring and summer. Format: classroom centered. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education.

EDFL 642 Student Life: Issues, Policy, and Planning
2 hours. Offered summer (odd years). Format: classroom centered. This seminar examines the historical and philosophical rationale regarding student issues, policy, and planning at the K-20 levels. Issues include residence life, safety, staffing and supervision, and program development for student emotional and social growth. The course emphasizes translating student life policy and planning into enhanced student learning within current educational contexts.

EDFL 643 Enrollment Issues: Marketing and Retention
2 hours. Offered summer (even years). Format: classroom centered. This seminar examines the theoretical and practical basis for providing support to academic departments in marketing, recruiting, advising, and retaining students in K-20 educational organizations.

EDFL 644 Advancing the Organization: Fund Raising
2 hours. Offered summer (even years). Format: classroom centered. This seminar focuses on developing a fund-raising plan for private or public nonprofit institutions. This practical outcome is developed within the theoretical context of planned giving and institutional purpose.

EDFL 646 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.

EDFL 647 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 EDFL dispositions.

EDFL 648 Initial Administrator Practicum I
2 hours. Offered fall and spring. Practicum experiences are carried out at a building level of responsibility by working concurrently in two different authorization level sites. Initial Administrator License candidates will begin a 360-hour practicum in elementary AND in middle level/high schools under the direct supervision of a university supervisor and a licensed school administrator. A minimum of 90 hours is required at each level. Assignments will require candidates to learn about issues at the site, work with mentors to resolve the issues, and evaluate how they are being handled. These experiences will be supplemented by online administrative academic projects that focus on school governance and partnerships along with school management topics. The university supervisor and candidates will communicate via the Internet providing feedback to colleagues on various projects. Two Saturday Seminars are required and will focus on current topics of administrative competencies. Pass/No Pass

EDFL 649 Initial Administrator Practicum II
2 hours. Offered fall and spring. Practicum experiences continue at a building level of responsibility. Initial Administrator License candidates will complete a 360-hour practicum in elementary AND in middle level/high school under the direct supervision of a university supervisor and a licensed school administrator. Practicum experiences are supplemented by online administrative academic projects that focus on curriculum and staff development, supervision and evaluation, and personnel hiring. The supervisors and candidates will communicate via the Internet. Pass/No Pass

EDFL 650 Managing Organizational Resources
3 hours. Format: online with executive weekend seminar. This is a core requirement of the continuing administrator program and requires admission to the doctoral program, the continuing administrator program, or specific advisor approval. Educational leaders must balance the allocation of scarce resources among competing interests while managing the organizational structure and empowering those who support the organizational mission. This course prepares educators to address the value tensions inherent in the allocation of resources and the educational consequences linked to those fiscal decisions. Issues of efficiency, equity, adequacy, and control in educational finance will be specifically addressed from historical, economic, moral, legal, and political perspectives. The course also provides a critical analysis of organizations, how they function, why people in organizations behave as they do, and examines the formal and informal decision-making structures that affect educational organizations.

EDFL 651 Strategic Planning for Education Systems
2 hours. Offered spring. Format: online. Planning is one of the methods people and organizations use to increase the likelihood of positive outcomes from change. Most often, leaders react to changes in the organization's environment. Effective planning allows for proactive responses, even anticipating outside influences. The methods and issues of planning are therefore both political and technical. The course provides training in methods of goal clarification, performance auditing, design of strategies, scenario writing, and stakeholder analysis. Students will apply these strategic planning tools to an organization while identifying its strengths, weaknesses, opportunities, and threats.

EDFL 653 Organizational Change and Decision Making
2 hours. Offered fall. Format: online. This course examines the principles of organizational decision making and policy formation, implementation, and analysis in the context of organizational change. Educators often turn to research when faced with a policy decision. Whether using existing literature, hiring a consultant, or conducting one's own research, decision-makers must pay close attention to the quality of research design. This course addresses several questions when examining research quality: How can we turn broad policy concerns into questions that are answerable from evidence? What different kinds of evidence can be brought to bear on these questions? How can we gather this evidence? How do we know that this evidence can be trusted? How do we write good organizational policy? Topics include: models for effective decision making; analysis of the influence of psychological, societal, and institutional factors in organizational decisions; and communicating decisions effectively to organizational stakeholders.

EDFL 654 Program Evaluation for Organizational Success
3 hours. Offered fall. Format: online. This course surveys the principles and practices useful to the evaluation of organizational programs and policies. Participants examine the models and tools used in informing educational and other leaders as to evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding: the purposes of evaluation, the role of the evaluator, evaluation designs and analysis, presentation of evaluation results, and the role of evaluation conclusions in organizational decision making.

EDFL 655 Selected Topics in Leading and Managing
1-3 hours. Offered on a variable schedule. Format: classroom centered. These courses are developed to provide administrators and educational leaders access to courses that focus on topics relevant to faculty research or that deal with current issues in leading and managing educational organizations.

EDFL 660 School District Leadership
3 hours. Format: online with executive weekend seminar. This is a core requirement of the continuing administrator program and requires admission to the doctoral program, the continuing administrator program, or specific advisor approval. This course focuses on district-level leadership roles and the importance of shared vision. Participants will assess their management styles in light of the requirements of various upper-level management positions in a variety of educational organizations. The class will examine how education districts of various sizes organize to maximize learning and to perform necessary functions as required by state and national mandates. Topics include establishing a vision for the organization, empowering others to lead, human resource selection and development, working with other leaders, making public presentations, and dealing with hostile constituents.

EDFL 661 Administration of Specialized Programs
3 hours. Format: classroom centered. This course focuses on leadership responsibilities of specialized programs. The class will examine how educators can navigate federal mandates for special programs using Oregon's statutes, administrative rules, and agencies as a model. Participants will be involved through discussions, simulations, and presentations utilizing materials and personnel from a variety of educational organizations. Course topics include: administrating special programs (e.g., special education, talented and gifted, English as a second language); dealing with curricular and legal issues encountered in delivering these services to children; and developing strategies to improve the academic performance of students through special programs. Additional emphasis will be placed on emerging leadership strategies to address the needs of alternative education students.

EDFL 662 Executive Leadership for the 21st Century
3 hours. Format: online with executive weekend seminar. This is a core requirement of the continuing administrator program and requires admission to the continuing administrator program or specific advisor approval. The role of the school superintendent is increasingly challenging and requires specialized knowledge and skills to avoid common pitfalls. This course provides practical knowledge and skills needed to succeed in the superintendent role focusing on school board relations and communication, facility development, collective bargaining, grievance resolution, board meeting management, board member development, and advanced personnel issues such as dismissal and sexual harassment investigation.

EDFL 668 Continuing Administrator/Initial Superintendent 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.

EDFL 669 Continuing Administrator/Initial Superintendent 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: EDFL 668 Continuing Administrator/Initial Superintendent Practicum I

Ethical Perspectives

EDFL 670 Ethical Foundations of Education
3 hours. Offered fall and summer. Format: classroom centered. Students learn a perspective on human relations in education that includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections.

EDFL 671 Ethical Perspectives on Educational Leadership
3 hours. Offered spring and summer. Format: classroom centered. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders.

EDFL 675 Faith and Learning Seminars
1 hour. Offered fall, spring, and summer. Format: classroom centered and online. Seminars integrating a Christian perspective on life with aspects of learning, leading, and believing. Examples of possible seminars include:

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

Foundational Perspectives

EDFL 680 Philosophical Perspectives on Education
3 hours. Offered fall (even years). Format: classroom centered. Systematic introduction to the field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values. The course investigates the interplay of theories of knowing and models of learning within the context of K-20 educational organizations. Specifically, students examine some of the major philosophic systems that have served as the foundation for Western higher education. A practical project and a final paper that brings into relationship the philosophical study of education and educational practice are required.

EDFL 682 Legal Perspectives on Educational Policy and Finance
3 hours. Offered fall online format and summer classroom-centered format. This course focuses on legal issues that arise in elementary, secondary, and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy including the statutes regulating financial policy. The course investigates creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

EDFL 685 Selected Topics in Foundational Perspectives
1-3 hours. Offered on a variable schedule. Format: classroom centered or online. These courses are developed to provide the educator with in-depth knowledge on specific issues that affect organizational success. Examples of possible courses include:

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

EDFL 685 Special Topics: Counseling in Higher Education
3 hours. Offered summer (odd years). Format: classroom centered. This course examines and invites the student to experience issues, topics, and foundational skill building in counseling and advising at the college campus for administrative staff in student personnel settings. The focus is primarily on principles, techniques, and a personal introspective process, and stresses the boundaries of peer and advisor counseling and the relationship to professional counselors on campus and other mental health organizations.

EDFL 686 Political and Social Perspectives on Education
3 hours. Offered spring (odd years). Format: classroom centered. Educators operate in a complex web of political relationships - within schools and universities, between educational institutions and their communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political and social relationships in order to improve, restructure, and transform educational institutions. The following questions are examined: What is power? How is political consciousness formed in children and adults? How do social problems become political issues? How is the political decision-making agenda set? How are policy issues decided? How do policy decisions affect and how are they affected by the organizational structure of institutions? How can educational leaders use political power to transform schools? The issues of change; desegregation; decentralization; equality of educational opportunity; structure of educational organization; teacher/student relationships; reform in education at elementary, secondary, postsecondary levels; and multiculturalism are also examined.

EDFL 687 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.

EDFL 690 International Perspectives on Education
3 hours. Offered fall (odd years). Format: classroom centered. Education is ever on the agenda of national governments. What role is education expected to play in national development? In this course students will examine the varied ways by which different nations tackle issues such as equity, efficiency, and quality in education. The course will also examine the conceptual and methodological questions underlying the field of comparative education. Particular attention is given to types of social and political analysis that may be applied to comparative and cross-national studies in education.

EDFL 692 Historical Perspectives on American Education
3 hours. Offered spring (even years). Format: online. This course is designed to help educational leaders understand current educational policy from a historical perspective. If we examine the whole of culture - its institutions, texts, rituals, and techniques - what can we learn that will help us meet current challenges in educating citizens to continue supporting our democratic values? In this course we explore that question from several different perspectives and periods in history. We look at education in the lives of individuals, in the struggle of families, in the work of teachers, in the reform of school systems, in the content of textbooks, and in the ideas of leading educators. The course will also look at how educators, politicians, and social reformers have attempted to use education to influence the social structure of American life.

EDFL 694 History of American Higher Education
3 hours. Offered spring (odd years). Format: online. This course examines the development of postsecondary education in the United States with attention to social context and to scope and variety of institutions. It aims to help students understand the origins of contemporary practices and problems in higher education. Major themes include the creation of diverse institutions, such as land-grant colleges, research universities, liberal arts colleges, women's colleges, community colleges, and historically black colleges and universities; the expansion and limitations of access to higher education; debates about the purposes of higher education; and the changing experiences of students. Particular emphasis is placed on the development and issues of Christian higher education.
Special Study

EDFL 695 Special Study
2-3 hours. Offered fall, spring, and summer. Format: independent research upon the direction of a faculty member. These courses are developed to provide the student with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, health and human performance, social studies, and speech.
Prerequisite: approval from the doctor of education or the master of education director and the EDFL department chair.

Research Perspectives

EDFL 701 Quantitative Research Methods
3 hours. Offered summer. Format: classroom centered. Those who make organizational decisions often request quantitative research data to help them solve organizational problems. When the research data is flawed, organizations produce bad social policy. This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated.
Prerequisites: EDFL 703 (or can be taken concurrently) and EDFL 704 (note: doctoral students can test out of EDFL 704).

EDFL 702 Qualitative Research Methods
3 hours. Offered summer. Format: classroom centered. Qualitative research does not mean just using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research.
Prerequisites: EDFL 703 (or can be taken concurrently) and EDFL 704 (note: doctoral students can test out of EDFL 704).

EDFL 703 Bibliographic Research and Writing
2 hours. Offered fall, spring, and summer. Format: classroom centered. Students will learn the elements of educational research and writing appropriate graduate education programs. Research methods include bibliographic searches using electronic databases, interlibrary loan, and electronic card catalog. The writing emphasis will include writing syntheses of research findings, writing term papers and research proposals. The course will also emphasize the citation style required in education and psychology research writing and the use of electronic resource software. Advising note: Students are encouraged to take EDFL 703 in their first or second semester of enrollment and prior to or concurrent with EDFL 704 for MEd students; or EDFL 701 or 702 for EdD students.

EDFL 704 Survey of Qualitative and Quantitative Research
3 hours. Offered fall, spring, and summer. Format: classroom centered. This course introduces the student to both qualitative and quantitative research conducted in schools and colleges. Students learn to critically read and evaluate research in both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.
Prerequisite: EDFL 703 or concurrent enrollment.

EDFL 706 Experimental Research Designs
2 hours. Offered summer. Format: classroom centered. Designed to develop conceptual and technical skills needed for designing and executing experimental and quasi-experimental designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the translation of research questions into research design, and how each aspect of the research design subtly shapes and reshapes the questions asked, and the "answers" obtained. By the end of the course, students should be capable of designing a study - or a series of experimental/quasi-experimental studies - to examine a research issue or question of interest to them or those they work with. This includes an evaluation of the pros and cons of various designs, determining a reasonable sample, selecting or designing a set of valid measures, and other related issues.
Prerequisites: EDFL 701, EDFL 703, EDFL 704 (or test out for doctoral students).

EDFL 707 Survey Research Designs
2 hours. Offered fall and summer. Format: classroom centered and online. This presents the techniques of processing and analyzing non-experimental and quasi-experimental quantitative data. Focuses on problems of conceptualization, organization, and gathering non-experimental and quasi-experimental quantitative and qualitative data. Includes relationships between data, predictions, questionnaire construction, correlation and regression analysis, and sample selection.
Prerequisites: EDFL 701 (required for doctoral students), EDFL 703, EDFL 704 (or test out for doctoral students).

EDFL 708 Program Evaluation Research Designs
2 hours. Offered spring. Format: online. This course teaches the tools needed to evaluate the effectiveness of educational programs and policies. It assumes a basic familiarity with social science research methods and applies those methods to program evaluation. This course informs educational leaders in evaluation purpose, design, and methods for understanding the role of evaluation in program planning, implementation, and accountability. The course focuses on understanding the purposes of evaluation; the role of the evaluator; identification of questions; experimental, quasi-experimental, descriptive, and exploratory designs; indicators of effectiveness; qualitative and quantitative data sources; modes of analysis; presentation of evaluation results; and the role of evaluation conclusions in organizational decision making.
Prerequisites: EDFL 703, EDFL 704 (or test out for doctoral students), and either EDFL 701 or EDFL 702 (required for doctoral students).

EDFL 709 Ethnographic and Case Study Research Designs
2 hours. Offered spring. Format: classroom centered. This course is designed to develop conceptual and technical skills needed for designing and executing ethnographic research designs that can be implemented in classrooms, schools, and other educational settings. Focuses on the following skills: observing and recording behavior in natural settings; problem definition and focus; sampling; controlled comparisons and meaningful variation; designing single and multiple case studies; data storage and retrieval systems; and trustworthiness (reliability/validity) of ethnographic research. Topics may include classroom ethnography, advanced ethnographic writing and/or multimedia design, discourse analysis, and microethnography of social interaction.
Prerequisites: EDFL 703, EDFL 704 (or test out for doctoral students), and EDFL 702.

EDFL 710 Historical Research Designs
2 hours. Offered summer. Format: online. This course prepares students to use historical research tools for examining educational issues. History as a mode of inquiry will be a central element. While scholars in other fields can create their own evidence through experiment and observation, those who use historical research tools must rely upon clues left by others. The historian's challenge lies in unearthing evidence and knowing what questions to ask of the evidence. This course teaches students to identify and locate historical sources, to formulate historical claims on the basis of that evidence, and to interpret the possible significance of such claims in relation to existing historical knowledge. Focuses on both written and oral history.
Prerequisites: EDFL 692, EDFL 694, EDFL 702 (required for doctoral students), EDFL 703, EDFL 704 (or test out for doctoral students).

EDFL 711 Master's Project Proposal
1 hour. Offered fall, spring, and summer. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the first course in a three-course sequence that students enroll in to finalize a project proposal. Student works under the guidance of the student's faculty research committee chair to clarify a research topic, identify data sources, and prepare a written proposal.
Prerequisites: EDFL 703 and 704.

EDFL 712 Master's Project Research
1 hour. Offered fall, spring, and summer. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the second stage in the culminating activity for the Master of Education Program research project. Student works under the guidance of assigned faculty research committee to conduct a research project as approved by the committee.
Prerequisite: EDFL 711.

EDFL 713 Master's Presentation
1 hour. Offered fall, spring, and summer. The master's research project involves three stages: completing a project proposal, conducting the project, and completing the project paper and oral presentation. This course is the third stage in the culminating activity for the Master of Education Program research project. Student presents a written and oral presentation of the research project to faculty research committee and professional peers.
Prerequisite: EDFL 712.

EDFL 715 Master's Research II
1-4 hours. Research for and preparation of master's thesis or action research project. Required of master's-level students who did not complete their thesis or action research project in EDFL 712.

EDFL 716 Action Research Designs
2 hours. This course is designed to develop conceptual and technical skills needed for designing and executing action research studies that can be implemented 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: EDFL 703 Bibliographic Research and Writing and EDFL 704 Survey of Qualitative and Quantitative Research

EDFL 720 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisites: EDFL 701, 702, and two research design courses.

EDFL 721 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisite: EDFL 720. Can be enrolled concurrently with EDFL 720 with the permission of the Doctor of Education Program director.

EDFL 722 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisite: EDFL 721.

EDFL 723 Dissertation Research
2 hours. Research for and preparation of doctoral dissertation.
Prerequisite: EDFL 722. Can be enrolled concurrently with EDFL 722 with the permission of the Doctor of Education Program director.

EDFL 725 Dissertation Research
2 hours. Required of doctoral level students who did not complete their dissertation research in EDFL 720-723.
Notes: Students in the research design courses (EDFL 702-710) will be expected to write research proposals appropriate to their degree level (action research, thesis, or dissertation). Doctoral students may take a maximum of four hours of doctoral dissertation research hours in any semester.

School of Management Programs

The School of Management 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 School of Management include:

Business Administration

Master of Business Administration (M.B.A.)

Management

Doctor of Management (D.Mgt.)

Master of Business Administration

(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.
- Submit one official transcript from each college/university attended.
- Verification of five years of full-time work experience with at least two of those years in a professional or managerial role. The Portland Executive Track MBA program requires five or more years of executive responsibility.
- Three letters of recommendation.
- A writing sample.
- A resumé.
- An interview

Students whose GPA from the final two years of coursework 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 the MBA program at an accredited graduate school. 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

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 Oregon program requires 26 months to complete. The Boise program requires 22 months to complete.

Graduation Requirements

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

- Satisfactorily complete a minimum of 42 semester hours with a cumulative GPA of 3.0 or above.
- 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 500 Mission and Vision	3
BUSG 503 Accounting and Financial Reporting	3
BUSG 507 Economics	3
BUSG 524 Marketing	3
BUSG 525 Global Environment	3
BUSG 527 Managerial Finance	3
BUSG 528 Financial Leadership	3
BUSG 530 Creativity, Innovation, and Entrepreneurship	3
BUSG 534 Ethical and Legal Responsibilities	3
BUSG 544 Organizational Systems and Change	3
BUSG 551 Operations Management	3
BUSG 552 Community Learning and Consulting	3
BUSG 556 Transformational Leadership	3
BUSG 560 Strategic Thinking	3

Doctor of Mangement

(DMgt degree)

Purpose

The Doctor of Management (DMgt) program is designed to meet the needs of executives and managers who require specialized management education, while equipping professionals for teaching, training, and consulting roles as knowledge specialists. In addition to reflecting the mission of the School of Management, this program uniquely integrates the School of Management's focus on management as a liberal art, integration of faith and ethics into managerial practice, global understanding, and a commitment to service. The structure and focus of the Doctor of Management program reflects the mission of the School of Management and the university as a whole.

Students select one of two available tracks in the program: Executive Management or Management Education. The Executive Management track serves the needs of current organizational leaders (corporate and nonprofit) seeking to increase their effectiveness through earning a professional doctorate. Distinctives of this track include an emphasis on a broad understanding of the management role from a variety of disciplinary and historical perspectives, grounding in organizational theory, an international focus (including an overseas component), and special attention to the demands of senior executive roles. The Management Education track is designed for those interested in teaching, training, and consulting in the organizational or educational setting. Distinctives of this track include coursework in educational theory, practice, and trends, and a teaching practicum.

Program Objectives

Educational Objectives

To enable students to:

- Integrate faith, moral character, and sound ethical reasoning into managerial 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

Professional Objectives

The Executive Management track seeks to enable students to:

- Lead organizational and societal change efforts
- Understand the practice of management as a liberal art, improving personal effectiveness by applying insights from a variety of academic disciplines
- View the management role from a variety of disciplinary and historical perspectives

The Management Education track seeks to enable students to:

- Understand the role of human relations, knowledge management, training, and development in the modern organization
- Acquire additional expertise in selected subject areas tailored to individual interests (marketing, leadership, nonprofit, enterprise development, crisis management)
- Demonstrate effective instructional strategies and practices acquired through mastering educational principles and hands-on experience

Admission Requirements

Applicants seeking admission to the DMgt 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 DMgt 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 management application form and application fee
- Submit one official transcript from each college/university attended
- Verification of 10 years of professional experience with at least 5 of those years in a professional, managerial, or instructional role
- Three letters of reference (as specified in admissions materials)
- A current resumé
- A sample of academic writing from prior coursework, which demonstrates the applicant's ability to gather, synthesize, organize, and evaluate research
- 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)
- Non-native English speakers must submit a TOEFL score of 550 or higher

Should the DMgt Admissions Committee extend the invitation for a formal interview, applicants should be prepared to discuss the following topics during the interview:

- Previous work experience, particularly related to management and/or education
- Academic background
- Evidence of scholarly interest and ability

- Reasons for seeking admission to the doctoral program in management; relation to personal mission and vision
- Areas of personal research interest

Admission is competitive and openings are limited. Applicants are admitted up to the enrollment cap if there is consensus by the DMgt Admissions Committee that:

- The applicant's personal mission and goals can be reached through completion of the doctor of management degree
- The applicant's interests and needs can be reasonably satisfied with the program's existing resources and areas of focus
- The applicant's aptitude, attitude, demonstrated writing and research skills, and motivation are adequate for successful completion of doctoral study
- The applicant has demonstrated successful performance as a student in prior academic settings
- The applicant has demonstrated the requisite experience and successful performance in prior management and instructional roles

Transfer Credit

Transfer of up to 9 hours credit beyond the master's degree is allowed toward the DMgt 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 DMgt 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 54 hours required for the DMgt program, a minimum of 45 hours must be taken in resident study at George Fox University. All work leading to the DMgt must be completed within 7 years from the time of matriculation. Extension of this limit requires approval of the School of Management 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 Management program is generally 4 years in length with 54 semester hours of course work required as a minimum for graduation. Of those hours, 9 are in core management courses, 19 in doctoral research and project, and 26 hours in specific track courses.

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 management degree students must:

- Satisfactorily complete a minimum of 54 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).
- Successfully complete four written qualifying essays.
- Be admitted to candidacy for the degree.
- Submit an approved written doctoral project.
- Successfully defend the written project.

Curriculum Plan

Core Management Courses (9 hours)

BUSG 701 Faith, Spirituality, and Management	3
BUSG 702 International Management	3
BUSG 703 Organizational Theory	3

Doctoral Research and Project Courses (19 hours)

BUED 701 Quantitative Research Methods (or equivalent†)	3
BUED 702 Qualitative Research Methods (or equivalent†)	3
BUED 703 Bibliographic Research and Writing	2
BUSG 704 Doctoral Research Seminar	3
BUSG 801 Doctoral Research Project I	1
BUSG 802 Doctoral Research Project II	1
BUSG 803 Doctoral Research Project III	1
BUSG 804 Doctoral Research Project IV	1
BUSG 805 Doctoral Research Project V	1
BUSG 806 Doctoral Research Project VI	1
BUSG 807 Doctoral Research Project VII	1
BUSG 808 Doctoral Research Project VIII	1
BUSG 815 Doctoral Research Project (continuation as needed‡)	2

Program Track (26 hours - must select one)

Executive Management

BUSG 705 Management as a Liberal Art	3
BUSG 706 History of Leadership/Management	3
BUSG 707 Executive Level Management	3
BUSG 795 International Executive Practicum	5

Students must select four of the following track elective courses:

BUSG 708 Human Resources in High Performance Organizations	3

BUSG 709 Knowledge Management and Learning Organizations	3
BUSG 710 Advanced Topics in Leadership Studies	3
BUSG 712 Nonprofit Management	3
BUSG 713 Enterprise Development	3
BUSG 714 Crisis Management	3
BUSG 715 Advanced Topics in Marketing	3
BUSG 717 Doctoral Seminar: Special Topics	3

Management Education

BUED 506 Research in Effective Teaching	3
BUED 634 Adult Development in Educational Organizations	2
BUED 687 Critical Issues in Higher Education	3
BUSG 785 Management Teaching Practicum Research	6

Students must select four of the following track elective courses:

BUSG 705 Management as a Liberal Art	3
BUSG 706 History of Leadership/Management	3
BUSG 707 Executive Level Management	3
BUSG 710 Advanced Topics in Leadership Studies	3
BUSG 712 Nonprofit Management	3
BUSG 713 Enterprise Development	3
BUSG 714 Crisis Management	3
BUSG 715 Advanced Topics in Marketing	3
BUSG 717 Doctoral Seminar: Special Topics	3

Note:

† Students may waive BUED 701 and/or BUED 702 based on equivalent graduate work from other university programs. Students must replace waived courses with approved electives in the Doctor of Management program. The program director, school dean, and the registrar must approve the waiver.

‡ Students must maintain continuous enrollment in the doctoral research project until completion. BUSG 805 is required for students who do not finish their dissertation research within the minimum 8 hours. BUSG 805 is repeatable until the dissertation is finished.

School of Management Course Descriptions

BUED (Business Education)

BUED 506 Research in Effective Teaching
3 hours. Offered fall. Format: online. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

BUED 634 Adult Development in Educational Organizations
2 hours. Offered summer. Format: online or classroom centered. This course explores ways for shaping an educational organization as a healthy place for everyone's growth and development, with special attention to adult students, faculty, administrators, and support staff. The course will approach the field of adult growth with a variety of theoretical and practical questions, such as: What are the implications of various theories of adulthood for how we define "development," "maturity," and "wisdom"? Are there common features of the adult trajectory that apply across the diversities of gender, class, and ethnicity? Can we, and should we, intentionally seek to foster development in adulthood? How can leaders smoothly handle a ceaseless flow of problems and at the same time provide a climate for each member's ongoing growth and change? How can "staff development" really be about development and not just training, about transformation as well as information? How can conflict be a resource for development? What provisions should leaders make for their own growth as they develop their concepts of leadership?

BUED 687 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.

BUED 701 Quantitative Research Methods
3 hours. Offered summer. Format: classroom centered. Those who make organizational decisions often request quantitative research data to help them solve organizational problems. When the research data is flawed, organizations produce bad social policy. This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated.

BUED 702 Qualitative Research Methods
3 hours. Offered summer. Format: classroom centered. Qualitative research does not mean just using words instead of numbers. This research tradition is increasingly being used in education to answer questions for which experimental and quantitative methods are inappropriate or incomplete. This course introduces the basic issues of theory and method in qualitative research and provides a structured, supportive environment for learning the essential skills of qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research.

BUED 703 Bibliographic Research and Writing
2 hours. Offered fall, spring, and summer. Format: classroom centered. Students will learn the elements of educational research and writing appropriate graduate education programs. Research methods include bibliographic searches using electronic databases, interlibrary loan, and electronic card catalog. The writing emphasis will include writing syntheses of research findings, writing term papers and research proposals. The course will also emphasize the citation style required in education and psychology research writing and the use of electronic resource software.

BUSG (Business) Course Descriptions

BUSG 500 Mission and Vision
3 hours. This course covers both theory and application in the competency areas needed to be capable managers in individual organizational contexts: performance, relationships, values, crisis, and leadership. Sessions examine how managers manage (or should manage); what their contribution is and should be; what results mean in the organizational context; how performance is assessed; managers' responsibilities to themselves, the people who work for and with them, and the communities they operate within. Attention is given to how managers do all of the above with competence, character, effectiveness, and enjoyment.

BUSG 503 Accounting and Financial Reporting
3 hours. We examine the fundamental assumptions, principles, conventions, and concepts underlying financial reporting, with the objective of developing the ability to read, comprehend, and perform a basic analysis of financial statements. We learn the basic accounting tools used by management for decision making and control.

BUSG 507 Economics
3 hours. We seek to harmonize the world of theoretical economics with the reality around us. The received wisdom of neoclassical economics is challenged by the changing realities of economic practice. We also acknowledge ourselves as economic actors and agents and consider the options for a good economic life individually and collectively.

BUSG 524 Marketing
3 hours. We review the basics of marketing, engage in the marketing planning process, and conduct research used to develop marketing plans and strategy. Specific topics include understanding the consumer, brand management, selection of target markets, and marketing mix decisions.

BUSG 525 Global Environment
3 hours. As world citizens we are increasingly aware of the globalization of markets, economies, strategies, and structures in our world. This class offers an overview of the issues encountered in transnational enterprises, with a concentration on understanding the nature of international business, and the development of cultural awareness. Students will understand the functional differences in transnational organizations and be able to identify key issues to be resolved in internationalizing, recognizing that these processes produce both positive and negative results.

BUSG 527 Managerial Finance
3 hours. We learn to evaluate the financial implications of business decisions. The tools include financial forecasting, managing growth, financial leverage, capital budgeting, risk analysis in investment decisions, and business valuation.

BUSG 528 Financial Leadership
3 hours. This course offers a senior executive perspective on financial challenges facing companies. Class sessions will rely heavily on case studies to develop an overview of finance and accounting from a general management perspective and to help to increase analytical skills. Emphasis will be on the interplay of operating decisions with financial results.

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

BUSG 534 Ethical and Legal Responsibilities
3 hours. This course introduces practical legal issues that arise in the work environment and the ethical tools to understand and inform day-to-day activities in the workplace. Issues such as contracts, human resources, tort, intellectual property, competition and sales, the judicial system, white-collar crime, forms of organization, and appropriate communications are covered. The threads of ethical decision making, alternative dispute resolution, and Christian values run throughout the course and are covered specifically in several topics.

BUSG 544 Organizational Systems and Change
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 551 Operations Management
3 hours. We investigate the systematic design, improvement, and control of processes in all areas of business. We study project management and the use of a project-based approach to managing processes in an organization.

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

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

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

BUSG 701 Faith, Spirituality, and Management
3 hours. Designed to enhance understanding of the relationship between Christian faith, spirituality, and the practice of organizational management. 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. Taught jointly with faculty from department of religion or George Fox Evangelical Seminary.

BUSG 702 International Management
3 hours. Study of major issues facing today's international managers, including, for example: international trade and monetary policy; the role of multinational institutions such as the World Bank and the World Trade Organization; the ethics of globalization; and environmental economics (resource depletion, food security, genetic modification). Taught in an overseas location when possible.

BUSG 703 Organizational Theory
3 hours. A doctoral-level survey of major theoretical perspectives required for understanding, researching, and developing organizations. Typical topics include: classical management theories (scientific management, bureaucracy); human relations and human resources approaches; the system perspective; cultural studies; critical, feminist, and postmodern theories.

BUSG 704 Doctoral Research Seminar
3 hours. Examination of theory and research of current management topics through selected readings, discussion, and development of research projects. Taken before the BUED research sequence. Students will begin topic selection for the doctoral project and create an initial project proposal.

BUSG 705 Management as a Liberal Art
3 hours. Study of management as a practice that draws upon the knowledge and insights of the humanities, social sciences, and physical sciences. Students will explore the relationship of the arts, literature, psychology, philosophy, environmental science, and other fields to effective management practice. George Fox faculty from a variety of academic disciplines will participate. Pass/No Pass.

BUSG 706 History of Leadership/Management
3 hours. Examines leadership and management theory and practice from the earliest historical records to the present day. Includes important writers, leaders, and theories drawn from both Western and Eastern traditions. For example: Plato, Machiavelli, Burns, Confucius, and Lao-tze (Taoism). Students will conduct an in-depth study of selected leaders and theorists and the insights they provide to contemporary management issues.

BUSG 707 Executive Level Management
3 hours. Addresses contemporary issues facing top-level organizational managers and leaders, drawing upon the expertise of faculty and guest executives. For example: succession planning, establishing vision, building executive-level teams, organizational transformation, financial leadership, current legal and ethical issues.

BUSG 708 Human Resources in High Performance Organizations
3 hours. This seminar focuses on human resources activities such as employee compensation, staffing, selection of new employees, performance evaluation, and training and development. The purpose is to prepare upper-level managers who have responsibilities in these areas both in terms of practice and to be organizational consultants. The seminar will explore advanced thinking within the human resources arena with specific attention to its value to the entire organization.

BUSG 709 Knowledge Management and Learning Organizations
3 hours. An organization's ability to create and successfully leverage knowledge-based assets and problem solve in times of rapid change will be a key element of its strategic health. Knowledge management brings together information content and the contexts in which it is created, distributed, organized, and used in order to deploy organizational practices and processes to increase an organization's return on its knowledge capital. This course will explore ways of: promoting relevant information/knowledge within an organization; examining the meaning and purpose of information and knowledge resources and how they contribute to decision making and problem solving; and managing the intellectual assets of the organization. It will assist with the development of knowledge and information as a core business function and as a basis for management decisions.

BUSG 710 Advanced Topics in Leadership Studies
3 hours. An in-depth analysis of emerging perspectives in leadership theory and research. Possible topics include: current trends in leadership development, emotional intelligence, leadership ethics, relational leadership theory, cross-cultural leadership, gender differences, and leadership communication. Students will conduct a literature review and develop a major paper for presentation and review.

BUSG 712 Nonprofit Management
3 hours. Many challenges face nonprofit organizations as they seek to solve public problems and respond to human need. This course will examine the complex field of nonprofit and nongovernmental organizations as they respond to particular issues. We will study these in light of: collaborative relationships, cross border and international growth, the role of the individual manager as a professional and world citizen, the significance of various constituencies, and the moral and philosophical underpinnings of service. Students will select areas of professional or personal interest and investigate those areas in light of the broader framework in which nonprofits operate, partner, and effect change in society.

BUSG 713 Enterprise Development
3 hours. Advanced study of the principles and practices of new business ventures leading to development of a business plan for a not-for-profit organization. Emphasis on entrepreneurship as an innovative approach to solving social problems and on the work of 18th-century Quaker entrepreneur John Woolman.

BUSG 714 Crisis Management
3 hours. Incorporates literature review, organizational analysis and assessment of key change, risk and crisis issues in selected business, nonprofit, governmental, and nongovernmental scenarios and contexts, as they can be applied to the student's area of management practice and research. Each participant will create an annotated bibliography of at least fifty related and current sources, sufficient to describe the most recent scholarship in their area of inquiry, and a draft scholarly paper of at least 5,000 words that will be presented to other seminar participants. Students are encouraged to frame their research within the scope of their dissertation project, and relate their paper to individual dissertation chapters and topics.

BUSG 715 Advanced Topics in Marketing
3 hours. Intensive study of current marketing literature, focusing on rapid globalization, the growth of not-for-profits, the call for ethics and social responsibility, the impact of the digital age, and the new world of customer relationships.

BUSG 717 Doctoral Seminar: Special Topics
3 hours. Selected topics from the fields of business, management, and leadership designed to acquaint students with the latest developments in theory and research. Will draw upon the special expertise of Fox faculty as well as visiting instructors. Extensive reading and writing requirements to be completed before the seminar convenes. Offered periodically as an additional doctoral elective.

BUSG 785 Management Teaching Practicum
1-6 hours. Teaching/training experience supervised by a faculty member and/or on-site supervisor. Possible practicum placements include: teaching at the Newberg, Portland, or Boise campuses or in a Fox overseas program; serving as an instructor at another college or university; teaching at a community college; acting as an organizational trainer. Pass/No Pass. Course may be repeated once if necessary to fulfill degree requirements.
Prerequisites: permission of instructor and EDFL 506 Effective Teaching

BUSG 795 International Executive Practicum
1-5 hours. International learning experience overseen by a faculty member and on-site supervisor. Includes a significant overseas component. Possible practicum placements include a short-term project at a branch of the student's current employer or service with an international relief or mission agency. Pass/No Pass. Course may be repeated once if necessary to fulfill degree requirements
Prerequisite: permission of instructor and BUSG 702 International Management.

BUSG 801 Doctoral Research Project I
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 802 Doctoral Research Project II
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 803 Doctoral Research Project III
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 804 Doctoral Research Project IV
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 805 Doctoral Research Project V
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 806 Doctoral Research Project VI
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 807 Doctoral Research Project VII
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 808 Doctoral Research Project VIII
1 hour. Designed as an extended examination and analysis of an organizational context. Includes a literature review, data collection and analysis, and conclusions/recommendations. School of Management faculty must approve all project proposals. Typically, the proposal will be developed during BUSG 704 Doctoral Research Seminar and completed during the final year of the student's program under the direction of a project advisor. Includes an oral defense in front of a project committee made up of SOM faculty and other representatives.

BUSG 815 Doctoral Research Project
2 hours. Designed as a continuing course for those who did not complete the doctoral research project in BUSG 801-808. Registration for this course is necessary to maintain continuous enrollment until the doctoral research project is complete.

School of Behavioral and Health Sciences

The Graduate Department of Clinical Psychology within the School of Behavioral and Health Sciences at George Fox University seeks to prepare clinical psychologists who demonstrate:

- Excellence and professionalism in the clinical skills of assessment, diagnosis, psychotherapy, consultation, and supervision
- Broad knowledge of psychological literature, competence in utilizing the empirical literature in direct service and program development, and the ability to communicate psychological findings to the public
- Commitment to the highest ethical standards and practices
- Sensitivity, respect, and competence in dealing with persons who hold a variety of worldviews from diverse sociocultural and religious backgrounds
- Basic knowledge of the Bible and Christian theology; specific knowledge of the scholarly literature in psychology and Christian faith and psychology of religion; and specialized knowledge, attitudes, and skills in the provision of psychological services to the Christian community and others with religious or spiritual issues
- Consistent with the mission of George Fox University, training is carried out within the framework of a Christian worldview and reflects the distinctive Quaker traditions of social service and advocacy for the rights and well-being of all persons, especially those whose opportunities are compromised by prejudice and injustice. This integration of faith and service is also a distinctive of the program.

Programs

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

Clinical Psychology

Doctor of Psychology (Psy.D.)

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 Committee 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, including the writing section, as well as scores from the Psychology GRE Subject Test
- 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 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 7 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 7 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 5 years in length with 125 semester hours of course work required as a minimum for graduation. This involves 113 hours of psychology coursework (including 20 hours pertaining to the integration of psychology and Christianity), 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 60 hours of course work, including 52 hours of psychology coursework, (9 hours of which are Faith Integration coursework), and 8 hours of clinical training (marked with an * in the Curriculum Plan below). In addition, the student must successfully complete the comprehensive examination.

Continuous Enrollment

Students are expected to maintain continuous enrollment throughout the program. While full-time enrollment normally consists of a minimum of 9 hours each semester, failure to enroll for a minimum of 2 hours each semester (summer term is excepted) will result in suspension from the program. Reenrollment will require application for readmission.

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 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 GDCP *Student/Clinical Training Handbook*).
- Successfully pass the comprehensive exam which consists of the Subject Test in Psychology of the Graduate Record Examination (PGRE). Students must achieve a standard score at the 60th percentile or greater. Should a student score lower than this minimum level, he or she may retake the examination at the next scheduled administration. Such students may continue to enroll, but will not be admitted to doctoral standing until a satisfactory score on the examination is earned. Failure to do so by the end of the third year may result in dismissal from the program. (See the GDCP *Student/Clinical Training Handbook* for additional information.)
- Complete the equivalent of a one-year full-time clinical internship (normally 50 weeks and 2,000 clock hours; 24 semester hours of coursework).
- 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 (55 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 Advanced Statistics and Research Design*	3
PSYD 517 Ethics for Psychologists*	3
PSYD 521 Personality Assessment*	3
PSYD 522 Cognitive Assessment*	3
PSYD 541 Multicultural Issues in Therapy	3
PSYD 551 Psychodynamic Psychotherapy	3
PSYD 552 Cognitive-Behavioral Psychotherapy*	3
PSYD 563 Family and Couples Therapy	3
PSYD 592 Consultation, Education, and Program Evaluation	2
PSYD 593 Supervision and Management of Psychological Services I	1
PSYD 594 Supervision and Management of Psychological Services II	1

Faith Integration Courses (20 hours)

PSYD 567 Spiritual Formation I*	2

PSYD 568 Spiritual Formation II*	1
PSYD 569 Spiritual Formation III	1
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

Clinical Training (16 hours)

PSYD 530 Prepracticum*	2
PSYD 531 Prepracticum*	2
PSYD 532 Practicum I*	2
PSYD 533 Practicum I*	2
PSYD 535 Practicum II	2
PSYD 536 Practicum II	2
PSYD 538 Preinternship	2
PSYD 539 Preinternship	2

Clinical Psychology Electives (22 hours)

Dissertation (12 hours)

PSYD 600 Dissertation	1
PSYD 601 Dissertation	1
PSYD 602 Dissertation	2
PSYD 603 Dissertation	2
PSYD 604 Dissertation	3
PSYD 605 Dissertation	3

Clinical Internship (24 hours)

PSYD 610-615 Clinical Internship	24

School of Behavioral and Health Sciences Course Descriptions

PSYD (Doctor of Psychology)

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). Original instruments with sound psychometric properties will be designed by those enrolled as a means to apply course concepts. Issues of test use among ethnic and special populations will also receive attention.

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

PSYD 513 Advanced Statistics and 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, Canonical 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," state laws regarding the practice of psychology, the related ethical and practical considerations involved in qualifying for licensure, and establishing and conducting a professional practice.

PSYD 518 Professional Issues
2 hours. Elective. Contemporary issues within the field of psychology are examined; guidelines and procedures for referral and interprofessional collaboration are reviewed; and legal, ethical, and professional issues involved in working in a multidisciplinary managed care context are discussed. Establishing a professional practice and the professional and personal life of the therapist also receive attention. Students will be expected to bring examples of curriculum vitae, marketing strategies, as well as management problems and issues from their current practice settings.
Prerequisite: fourth-year standing.

Assessment Sequence

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

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

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

PSYD 524 Comprehensive Psychological Assessment
2 hours. Elective. An advanced assessment course that focuses on enhancing skills in conducting comprehensive psychological evaluations by consolidating data accrued from personality, intellectual, and projective assessments and communicating the results in written reports. The course will include administering, scoring, interpreting, and preparing written reports of assessment results. A variety of other assessment strategies will be explored to expand the student's repertoire of assessment skills.
Prerequisites: PSYD 521 Personality Assessment and PSYD 522 Cognitive Assessment.

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

PSYD 562 Child/Adolescent Therapy and Assessment
3 hours. Elective. This course will build on PSYD 505 Human Development and begin to look at clinical work with children and adolescents. Focus will be given to cognitive behavioral, behavioral, and developmental play therapy techniques. Topics will include therapeutic interventions with children and adolescents, symptom and disorder specific treatments including: behavior disorders, enuresis, attention deficit disorders, depressive and anxiety disorders, adjustment disorders, and post-traumatic stress disorders.

Practicum Sequence

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

PSYD 532-533 Practicum I
4 hours. Required. This is a sequence of at least two semesters that builds on PSYD 530-531 Prepracticum and emphasizes practical training in assessment, diagnosis, psychotherapy, and case management through supervised practice in a variety of clinical settings. Students also participate in team meetings, didactics, and oversight training groups.
Prerequisites: PSYD 517 Ethics for Psychologists and PSYD 530-531 Prepracticum.

PSYD 535-536 Practicum II
4 hours. Required. This is an advanced practicum sequence that builds on Practicum I. Students are placed in various community settings to perform psychological assessments and interventions under the supervision of licensed psychologists. Students also receive weekly clinical oversight on campus by faculty members.
Prerequisite: PSYD 532-533 Practicum I.

PSYD 538-539 Preinternship
4 hours. Required. This sequence emphasizes development of more advanced skills in assessment, diagnosis, psychotherapy, and case management through supervised practice in a variety of field settings. This sequence seeks to develop skills in supervising others and to prepare students for internship. Students continue to participate in team meetings, oversight training groups, and didactics in a seminar format.
Prerequisite: PSYD 535-536 Practicum II.

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 526 Child and Adolescent Psychopathology
3 hours. Elective. This course focuses on childhood and adolescent disorders and their assessment. Particular attention will be given to diagnosis, consulting with parents and other agencies, and test selection and administration. Attention deficit disorders, mood, anxiety and behavior disorders, attachment disorders, and developmental learning disorders will be highlighted. This course is recommended for those planning to work with children. It is recommended that the course be taken in conjunction with a child practicum placement.
Prerequisites: PSYD 505 Human Development, PSYD 521 Personality Assessment, and PSYD 522 Cognitive Assessment.

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

PSYD 564 Advanced Couples Therapy
2 hours. Elective. This course builds on PSYD 563 Family and Couples Therapy and advances the student's knowledge and skill in marital psychotherapy, with in-depth study of assessment, intervention strategies, and issues for distressed couples.
Prerequisite: PSYD 563 Family and Couples Therapy.

Integration

PSYD 567 Spiritual Formation I
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.

PSYD 568 Spiritual Formation II
1 hour. A guided spiritual formation practicum involving spiritual reading, reflection, journaling, and exercises in self-care and personal renewal.

PSYD 569 Spiritual Formation III
*1 hour.*A guided community service practicum in which the student develops and carries out a human service plan that benefits an underserved population.

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 573 Research in the Psychology of Religion
2 hours. Elective. An introduction to research on belief and behavior, emphasizing empirical psychology of religion. Methods of research evaluation and critique are presented and practiced. Practical experience is provided through a class research project.
Prerequisite: PSYD 571 Integrative Approaches to Psychology and Psychotherapy.

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 576 Integration Seminar
2 hours. Required. This seminar is intended as a capstone course for integrating faith and psychology. Students will be asked to formulate position papers on major issues relevant to applied integration of psychology and Christianity.

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

Physiological and Health Psychology

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

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

PSYD 583 Stress and Psychophysiological Disorders
2 hours. Elective. A survey of the application and integration of biobehavioral knowledge and techniques relevant to physical health and illness, including such issues as psychophysiological disorders, biofeedback, hypnosis, stress management, and preventive medicine.
Prerequisite: PSYD 509 Biological Basis of Behavior.

PSYD 584 Sports Psychology
2 hours. Elective. This course covers topics related to athletic performance. Common issues faced by those engaged in personal physical enhancement as well as athletic competition will be addressed. Psychological interventions designed to improve performance will be a particular focus of the course.

Clinical Subspecialties

PSYD 591 Rural Psychology
2 hours. Elective. Concepts and methods of rural mental health are introduced, with special emphasis upon the unique challenges and opportunities associated with practice in rural settings.

PSYD 592 Consultation, Education, and Program Evaluation
2 hours. 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 593/594 Supervision and Management of Psychological Services
1 hour each semester. 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.

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.

PSYD 598 Industrial/Organizational Psychology
2 hours. Elective. This course examines the roles for psychologists in business settings. Issues of organizational structure, functions, and development are discussed in relation to individual and group dynamics. Personnel selection, placement, performance appraisal, organizational culture and attitudes, leadership, and motivation will be particular areas of focus.
Prerequisites: PSYD 504 Social Psychology and PSYD 521 Personality Assessment.

Dissertation Sequence

PSYD 600 Dissertation I
1 hour. Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 601 Dissertation II
1 hour. Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 602 Dissertation III
2 hours. Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 603 Dissertation IV
2 hours. Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 604 Dissertation V
3 hours. Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

PSYD 605 Dissertation VI
3 hours. Required. Students must individually complete and defend a doctoral-level dissertation. The dissertation may be of an empirical, applied, or theoretical nature. Students should be able to complete their dissertations within the context of the vertically integrated research teams.

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

Clinical Psychology Internship

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

George Fox Evangelical Seminary

Purpose Statement

George Fox Evangelical Seminary demonstrates the meaning of Jesus Christ by offering spiritual formation and education for ministry in the context of a caring, Christian community, in order to prepare men and women of faith for effective service to the church and the world.

Seminary Heritage

George Fox Evangelical Seminary is an evangelical, multidenominational, university-based school committed to equipping women and men academically, spiritually, emotionally, theologically, and culturally for ministry in the church and world in the greater Northwest and beyond. We are committed to graduate theological education, professional development, and spiritual formation. We are dedicated to provide the church with the future leaders it seeks, to train leaders for the present and the future, to provide a place for those who seek to be on the forefront of church development and those who seek spiritual renewal, and to offer flexible schedules for busy people in an increasingly globalized society.

George Fox Evangelical Seminary began in 1947 as the Western School of Evangelical Religion. In 1951, it became Western Evangelical Seminary. The original campus was on the Evangelical Church conference grounds at Jennings Lodge, east of Portland. In 1993, the seminary moved to a new centrally located and more easily accessible campus near Interstate 5 and highways 99W and 217. In 1996, it merged with George Fox College to form George Fox University, and changed its name on January 1, 2000, to George Fox Evangelical Seminary. The 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.

Distinctives of George Fox Evangelical Seminary

Christ-centered: Jesus Christ's life, death, and resurrection are central to our curriculum and the personal experience of the faculty. Jesus Christ influences our scholarship, teaching, and service. Our motivation is that the whole world might know the truth and love of Jesus Christ.

Church-focused: The seminary serves the Church by developing church leaders and preparing Christian scholars. The tasks of ministry and the character of the minister are as essential as knowledge of Scripture, theology, and church history. Therefore, the faculty is deeply involved in scholarship and in ministry in the local church, bringing fresh perspectives to the courses they teach.

Culturally relevant: The society in which our students serve is culturally diverse, postmodern, and postdenominational. The faculty understands this context and prepares students for effective ministry in a diverse world. Students are encouraged to confront and address the pressing issues of our world and to meet societal and personal needs in a responsively creative and culturally relevant way.

Spiritually intentional: Effective servant-leadership and scholarship require attentiveness to spiritual growth. The development of Christ's image in each student is foremost in our mission. Intentional spiritual formation is integrated into the entire seminary experience and focused in creative and traditional spiritual-formation courses and small groups.

Broadly evangelical: The seminary community reflects a diversity of age, gender, ethnicity, theological persuasion, and denominational background. Students learn in an environment that fully supports gender and racial equality in all aspects of leadership and ministry. The resulting seminary community provides a rich learning experience, helps students clarify their beliefs, and prepares them for appropriate ministry in their own denomination and in an increasingly multidenominational context.

Biblically based and historically grounded: Scripture is regarded as inspired and canonical, the supreme authority and guide in all matters of Christian doctrine and practice. Our curriculum grounds the student in the Scripture and in the history and theology of the Christian faith.

Technologically integrated: The seminary uses information technology to provide students with the best theological education possible and to help students prepare more effective strategies for ministry. Many courses are Web-enhanced and some are offered online. "Smart classrooms" provide a learning experience that models creative ministry through the use of technology.

Statement of Faith

The Trinity

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

God the Father

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

God the Son

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

God the Holy Spirit

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

Salvation

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

The Bible

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

The Christian Life

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

The Church

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

Christian Worship

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

The Future

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

Accreditation

The seminary holds full accredited membership in the Association of Theological Schools (ATS). The Northwest Association of Schools and Colleges 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.

Memberships

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

Evangelicals for Social Action

Evangelicals for Social Action (ESA) is an association of Christians seeking to promote Christian engagement, analysis, and understanding of major social, cultural, and public-policy issues. ESA emphasizes both the transformation of human lives through personal faith and also the importance of a commitment to social and economic justice as an outgrowth of Christian faith.

The Association for Clinical Pastoral Education

The Association for Clinical Pastoral Education (ACPE) provides training in pastoral care under the auspices of officially accredited clinical-training centers. This association is the standard-setting, certifying, and accrediting agency in the field of pastoral education in the United States, with many accredited centers throughout the states. Several such centers are in Oregon: Legacy Health System, Oregon State Hospital, Providence/Portland Medical Center, and Veterans Affairs Medical Center. Because of their proximity, these centers provide opportunities for accredited clinical training for seminary students.

The American Theological Library Association

The American Theological Library Association (ATLA) is a professional association of individual, institutional, and affiliate members providing programs, products, and services in support of theological and religious studies libraries and librarians.

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

The Association for Doctor of Ministry Education

The John Wesley Seminary Foundation

Wesleyan/Holiness Women Clergy

Renovaré

Willow Creek Association

Christians for Biblical Equality

Spiritventure

Natural Church Development

Leadership Catalyst

Off the Map

EmergentVillage.com

Faculty are active in the following professional associations:

The American Academy of Religion

Christian Management Association

The Dorothy L. Sayers Society

The Evangelical Theological Society

The Institute for Biblical Research

National Association of Baptist Professors of Religion

The Society of Biblical Literature

Spiritual Directors International

The Wesleyan Theological Society

The Friends Center

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

In addition to supporting the regular degree programs of the seminary with Friends-specific courses, the center provides seminar, workshop, conference, and individual-study courses for Friends students as well as leaders already serving in local congregations. The director is available on the seminary campus to informally mentor and consult with students and to gather Friends students together for worship, reflection on their course work, and the chance to dialogue with one another about ministry in the local church.

Information and Technology

Personal spiritual formation and the acquisition of professional ministry skills are at the heart of the seminary's mission. As the world has moved into an information age, skills in information literacy and technological competence are important for professional ministry. We are doing several things to prepare for ministry in the information age:

Grounding in Information Literacy

A person who is "information literate":

- Knows when information is needed
- Knows how to formulate an effective search strategy
- Knows how to access information
- Knows how to evaluate information he or she has accessed
- Knows how to incorporate information into his or her work
- Students will find that course objectives will require them to strengthen their general information literacy.

Participation in a Technologically Enriched Environment

A Lilly-Endowment grant has brought new technology resources to the classroom instruction of seminary students. "Smart classrooms" (classrooms equipped with computer projection equipment with full

multimedia capability and access to all network and Internet resources) enrich the in-class experience. Course 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

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:

- A community spirit of fellowship and support
- A disciplined life of prayer and devotional habits
- A deepening surrender to God in faith and to others in service

To fulfill this mission, the seminary endeavors to have a comprehensive spiritual-life program. The program is designed to engage students in formational experiences throughout their time in seminary. The spiritual-formation curriculum has a variety of core courses and specialty courses designed to stimulate personal transformational growth. A component of every spiritual-formation course is a supportive small-group experience.

Spiritual-Formation Curriculum

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

Prayer

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

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

Community Development

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

Assessment

The preparation of women and men for ministry requires us to engage the entire person - cognitive and affective, personal and professional. This means that GPAs do not tell the whole story about a student's preparedness for a program at seminary, nor do they tell the whole story about their preparedness for work

in their chosen area of ministry when they leave seminary. Helping students to understand their temperament and relational skills may be as crucial to their success in ministry as helping them master a body of knowledge. Because of this, assessment of students must address more than just the cognitive aspects of their development.

The seminary conducts two assessments for students. The first is carried out after one semester of study and assesses the student's potential for success in seminary study. The second is candidacy, which is conducted at the midpoint of their study. At this assessment, the faculty members are better able to address the nature of the student's calling, gifts, and abilities.

During these times of assessment, several possible outcomes may be determined. A detailed description of these outcomes is found in the Student Assessment Plan. These times of assessment provide opportunity to affirm the gifts of students and to guide them in a direction that will maximize their time of study according to their gifting and their calling.

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

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 MA and MDiv Degree Students

Current seminary students must complete the following requirements:

- MDiv students must satisfactorily complete 15 hours from their nondesignated course credits toward the certificate course requirements (the remaining 17 hours are satisfied through completion of other program coursework).

- MA students must satisfactorily complete 15 hours beyond the required MA curriculum toward the certificate course requirements (the remaining 17 hours are satisfied through completion of other program coursework). This does not include students who elect to complete the Certificate in Spiritual Formation as part of the MA in Christian Ministries program.

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 a minimum of 15 hours in the certificate program (17 hours waived based on the completion of prior work in the seminary degree).

- Be recommended for certification at the completion of SFAD 572.

Spiritual Director Certificate Students who complete the Certificate in Spiritual Formation who also want to serve as professional spiritual directors must complete the additional requirements below (upon completion of these additional requirements, the student will receive a Certificate in Spiritual Direction):

- At least 30 hours doing spiritual direction with at least two people over the course of a year

- Receive 8 to 10 hours of supervision

- An interview with the director of the SFAD program

- Graduation Requirements

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

Satisfactorily complete a minimum of 32 semester hours (15 hours for current seminary or postseminary-degree students) 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 006 Old Testament I	3
CHTH 062 History of Spirituality and Renewal	3
BIST or CHTH electives	6

Students must select one of the following courses:

BIST 008 New Testament I (Gospels and Acts)	3
BIST 009 New Testament II (Romans - Revelation)	3

Pastoral Ministries Courses (6 hours)

CMIN 030 Christian Ministry for Reconciliation	3
PSTD 001 Pastoral Counseling	3

Spiritual Formation and Discipleship Courses (11 hours)

SFAD 010 Knowing Self, Knowing God	1
SFAD 020 Prayer	1
SFAD 030 Spiritual Life	1
SFAD 048 Spirituality and Personality	1
SFAD 070 Spiritual Direction Experience	1
SFAD 071 The Art of Spiritual Direction	2
SFAD 072 Spiritual Direction Practicum	2
SFAD 080 Group Spiritual Formation	1

SFAD 091 Spiritual Leadership 1

Spiritual Formation and Discipleship Electives (3 hours)

Students must select 3 hours from any of SFAD courses not yet taken.

Recommended choices:

SFAD 036 Spirituality, Shame, and Grace	1
SFAD 040 Images of God	1
SFAD 056 Spirituality and the Writings of the Mystics	1

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 006 Old Testament I (Torah and Former Prophets) 3
BIST 008 New Testament I (Gospels and Acts) 3

Spiritual Formation Course (1 hour)
SFAD 010 Knowing Self, Knowing God 1

Electives (7 hours)

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

Educational 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.

Professional Objectives

To enable students to:

- 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 (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 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 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.

Other Degree Requirements

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

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 570 Spiritual Direction Experience	1
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)

CMIN 500 Theology and Purpose of the Church	3
PSTD 501 Pastoral Counseling	3
PSTD 506 Pastoral Ministry	3
PSTD 510 Essentials of Preaching	3
PSTD 540 Understanding Leadership and Congregations	3
PSTD 564 The Theology and Practice of Worship	3

Students must select one of the following two courses:

PSTD 565 Clinical Pastoral Education	3
PSTD 575 Pastoral Internship	3

Students must select one of the following three courses:

PSTD 580 Evangelism	3
PSTD 554 Global Mission of the Church	3
PSTD 556 Mission Immersion: Bolivia	3

Students must select one of the following courses:

CMIN 520 Communication in Christian Ministry	3
CMIN 530 Christian Ministry for Reconciliation	3
CMIN 550 Equipping and Discipleship	3
PSTD 584 Church Administration	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

CMIN 530 Christian Ministry for Reconciliation	3
PSTD 550 World Religions	3
PSTD 565 Clinical Pastoral Education	3
PSTD 585 Advanced Pastoral Counseling	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

Pastoral Studies Concentration

12 additional PSTD or CMIN credits	12

Spiritual Formation and Discipleship Concentration

Students must select 12 hours from any of the following courses not yet taken:

CHTH 562 History of Spirituality and Renewal	3
CMIN 530 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
SFAD electives*	

*(*Recommendations:* 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.

Chaplaincy

Clinical Pastoral Education (Hospital Chaplaincy Path)

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:

- Acceptance into the MDiv degree program (some hospitals are beginning to accept people with seminary MA degrees as chaplains, but the MDiv is preferred).
- 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:
- Summer 11-week intensive = 1 unit (100 hours of structured group and training and 300 hours of clinical practice - stipend offered by some hospitals)
- Fall - spring extended program = .5 unit each semester (100 hours of structured group and training and some clinical practice - no stipend)

- Ordination or a certificate of ministry from the person's denomination.

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.

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.

The seminary CPE director keeps a file of chaplaincy position openings.

MDiv Curriculum for Hospital Chaplaincy Students

- All the normal curriculum requirements for the MDiv degree.
- Internship requirement would be PSTD 565 CPE unit one (6 hours). The student would not take PSTD 575 Pastoral Internship.
- Students may substitute CMIN 520 Communication in Christian Ministry for PSTD 510 Essentials of Preaching.
- 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, either PSTD 553 Contextualized Urban Ministry or PSTD 554 Global Mission of the Church, and PSTD 575 Pastoral Internship (2 hours).

Master of Arts (Theological Studies)

(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.

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).

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.

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 62 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 62 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 (1Â½ 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	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

Teaching Internship (3 hours)

CMIN 575 Teaching Internship	3

Concentrations (33 hours - must select one)

Biblical Studies Concentration

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

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 at least four of the following courses:

BIST 505 Biblical Book Study in English	3
BIST 515 Old Testament Book Study in Hebrew	3
BIST 525 New Testament Book Study in Greek	3
BIST 550 The Old Testament and the Ancient Near East[a]	3
BIST 551 The Old Testament, Early Judaism, and Christianity[a]	3
BIST 560 Christology of the New Testament[a]	3
BIST 561 Paul and the Law[a]	3
BIST electives[b]	6

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 Thought 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

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

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.

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 lay 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

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 a critical and constructive understanding of the biblical and theological foundations of the Christian tradition
- Define, implement, and assess spiritual-formation processes in individuals and groups in a variety of social and cultural settings
- Be trained as spiritual guides in the Christian tradition

Professional Objectives

To enable students to:

- Be equipped for lay leadership and teaching in the ministry specialization 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 (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 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
CMIN 500 Theology and Purpose of the Church	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)

CMIN 530 Christian Ministry for Reconciliation	3
PSTD 501 Pastoral Counseling	3
PSTD 575 Internship‡	3
PSTD or CMIN elective	3

Spiritual Formation Courses (15 hours)

SFAD 510 Knowing Self, Knowing God	1
SFAD 520 Prayer	1
SFAD 530 Spiritual Life	1
SFAD 533 Personal Study in Spiritual Formation	3

SFAD 536 Spirituality, Shame, and Grace	1
SFAD 540 Images of God	1
SFAD 548 Spirituality and Personality	1
SFAD 556 Spirituality and the Writings of the Mystics	1
SFAD 570 Spiritual Direction Experience	1
SFAD 580 Group Spiritual Formation	1
SFAD 591 Spiritual Leadership	1
SFAD electives‡	2

Concentration in Spiritual Direction‡ (4 hours)

Students choosing the concentration in spiritual direction must select the following two courses in place of PSTD 575 Internship and one hour of SFAD elective:

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

Doctor of Ministry in Leadership in the Emerging Culture

(DMin degree)

Purpose

The Doctor of Ministry (DMin) in Leadership in the Emerging Culture program is designed to engage ministry professionals in the integration of their experience with new knowledge, research, and reflection. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through advanced training, reflection, and study. The Doctor of Ministry is the highest professional degree for those in parish or related ministries.

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. The delivery system of the Doctor of Ministry in Leadership in the Emerging Culture (DMin LEC) includes participation in several seminars and conferences offered through major teaching churches around the country and abroad; personal mentoring by select faculty advisors; online interactivity with cohort members and professors; three "advance" experiences; as well as reading, reflection, research, and writing.

Program Objectives

Educational Objectives

To enable students to:

- Better understand their spirituality and how to implement a program for ongoing spiritual growth and personal and professional renewal
- Better understand the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality

- Increase competence in utilizing the tools from biblical studies, theology, and philosophy to develop and implement effective ministry strategies

- Increase competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care

Professional Objectives

To enable students to:

- Increase competence in church-management skills, strategic planning, and leadership development

- Increase competence in identifying problem areas in a given ministry and devising and implementing a specific course of action by which to effectively address those areas

Admission Requirements

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:

- George Fox Evangelical Seminary application form and application fee

- Submit one official transcript from each college/university attended

- Document full-time participation in ministry for at least three years after the completion of the MDiv degree, including a written endorsement of the applicant's admission to the DMin program from his or her church or parachurch organization

- A written statement of the applicant's ministerial goals, personal history, leadership experience, and recent reading

- Curriculum vitae or resumé

- Personal mission statement and statement of faith

- Three letters of reference (as specified in admissions materials)

- A group interview (by invitation only)

- Non-native English speakers must submit a TOEFL score of 550 or higher

†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 requirements for MDiv equivalency.

The 84-semester-hour MDiv program at the seminary, as outlined below, serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6
Pastoral Studies	27
Concentration requirements or electives	12

Upon submission of official transcripts from all prior graduate work the DMin program director will assess the coursework correspondence to the MDiv at the seminary and make recommendations 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 course work be completed before enrollment in Module Three of the program. This course work must be taken from an ATS-accredited seminary. Course grade points must average a minimum of 3.0.

Transfer Credit

No transfer credit is allowed toward the Doctor of Ministry 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 required for the Doctor of Ministry program must be taken in resident study at George Fox University. All work leading to the DMin must be completed within six 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. 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. Students must attend conferences and seminars conducted by teaching churches and other entities (such as educational institutions, parachurch organizations, and missionary societies) within this timeframe. The dissertation may be completed in the third year. Of the total hours required for the degree, 28 are in prescribed leadership in emerging culture courses, 4 in research, and 4 dissertation hours.

In addition to coursework, students in the DMin LEC program must complete two learning plans, attend two conferences or seminars per year, and attend summer advances in years one and two. Students are also required to have at least one cross-cultural experience, either in the form of attending a conference or seminar abroad or by attending an event hosted by a group of another cultural or ethnic tradition.

Conference Attendance

Students select specific conferences in light of their educational and vocational goals and in consultation with their faculty advisors. Students then draft a learning plan for each semester that customizes assignments

around their experiences and maximizes the realization of their educational goals. The lead mentor and faculty advisors oversee the process and engage students both individually and collectively through asynchronous discussion postings, e-mails, and weekly real-time group meetings via the course website.

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

- The "seat time" involved in the event itself
- The amount of work completed in conjunction with the event
- Other activities and assignments associated with the semester in which academic credit is calculated for a given conference or seminar

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

Leave of Absence

Because of the cohort model used for this DMin program, students are expected to maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the DMin Committee for a leave of absence of not more than two years. 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:
- Maintain a minimum GPA of 3.0 with no course grade lower than a B-
- Submit a topic for the final dissertation and gain approval from the primary advisor

Complete all MDiv equivalency courses (if applicable)

When these steps have been completed, the DMin program director will present a report and recommendation to the resident DMin faculty for consideration of the student's qualifications for candidacy. Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The doctor of ministry office will notify students of their status following the second year of the program.

Dissertation

To complete the DMin program, a dissertation is required. Between the first and second year of the DMin LEC program, students are paired with a project advisor who will guide them in the process of research, development, and writing of the doctoral dissertation and production of a project (optional). 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 orientation courses and through the support of a dissertation advisor,

each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the DMin Committee for approval. When the dissertation is complete, the candidate submits the dissertation to two readers: the faculty mentor and another reader selected by the DMin Committee at the time the project proposal is approved. As part of the evaluation, the candidate must give an oral defense of the dissertation before the readers.

Doctoral Project (Optional)

In addition to the doctoral dissertation, students in the DMin LEC program may produce a project wherein the proposed solution delineated in the doctoral dissertation is implemented. The project incarnates a practical, real-world solution to the stated ministry problem utilizing at least two of the following media forms: video, audio, Internet, and text. Completing a project is optional. If chosen, the project is to be submitted to the two approved readers along with the dissertation. The oral defense of the doctoral dissertation includes the defense of the optional project.

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 B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete all guided retreats or advances.
- Complete any additional MDiv equivalency courses, as may be required.
- Complete one cross-cultural experience.
- Successfully defend the doctoral dissertation.
- Be admitted to candidacy for the degree.
- Be recommended by the seminary faculty for graduation from George Fox University.

Curriculum Plan

Leadership in the Emerging Culture Courses (28 hours)

DMIN 516 Contours of Leadership in Emerging Culture	3
DMIN 517 Engaging Leadership Concepts	2
DMIN 526 Vision and Voice in Postmodern Culture	3
DMIN 527 Developing Leadership Strategies	3
DMIN 528 Spirituality and Leadership	3
DMIN 536 Leadership in Cross-Cultural Perspective	3
DMIN 537 Thinking Globally and Leading Locally	2
DMIN 546 Theology and Practice of Leadership in the Emerging Culture	3
DMIN 547 Distilling a Dream for Leadership in the Emerging Culture	3
DMIN 548 Spiritual Leadership in Christian Community	3

Research Courses (4 hours)

DMIN 513 Introduction to Research and Resources	1
DMIN 523 Research Topic/Literature Review	1
DMIN 533 Designing a Research Model	1
DMIN 543 Writing the Dissertation	1

Dissertation (4 hours)

DMIN 550 Dissertation	4
DMIN 555 Dissertation Continuation (continuation as needed‡)	1

‡Students must maintain continuous enrollment in the doctoral dissertation until completion. DMIN 555 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 555 is repeatable until the dissertation is finished.

Doctor of Ministry in Leadership and Spiritual Formation

(DMin degree)

Purpose

The Doctor of Ministry (DMin) in Leadership and Spiritual Formation program is designed to engage ministry professionals in the integration of their experience with new knowledge, research, and reflection. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through advanced training, reflection, and study. The doctor of ministry is the highest professional degree for those in parish or related ministries.

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. The Doctor of Ministry in Leadership and Spiritual Formation (DMin LSF) is offered in a mutually engaging educational environment of peers and scholars whose motivation is service to God, whose primary attachment is their relationship to Jesus Christ, and whose strength and direction come from the Holy Spirit.

Program Objectives

Educational Objectives

To enable students to:

- Better understand their spirituality and how to implement a program for ongoing spiritual growth and personal and professional renewal
- Better understand the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality
- Increase competence in utilizing the tools from biblical studies, theology, and philosophy to develop and implement effective ministry strategies

- Increase competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care

Professional Objectives

To enable students to:

- Increase competence in church-management skills, strategic planning, and leadership development
- Increase competence in identifying problem areas in a given ministry and devising and implementing a specific course of action by which to effectively address those areas

Admission Requirements

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:

- George Fox Evangelical Seminary application form and application fee
- Submit one official transcript from each college/university attended
- Document full-time participation in ministry for at least three years after the completion of the MDiv degree, including a written endorsement of the applicant's admission to the DMin program from his or her church or parachurch organization
- A written statement of the applicant's ministerial goals, personal history, leadership experience, and recent reading
- Curriculum vitae or resumé
- Personal mission statement and statement of faith
- Three letters of reference (as specified in admissions materials)
- A group interview (by invitation only)
- Non-native English speakers must submit a TOEFL score of 550 or higher

†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 requirements for MDiv equivalency.

The 84-semester-hour MDiv program at the seminary, as outlined below, serves as a guide for assessing equivalency:

Biblical Studies	21
Christian History and Thought	18
Spiritual Formation and Discipleship	6

Pastoral Studies	27
Concentration requirements or electives	12

Upon submission of official transcripts from all prior graduate work the DMin program director will assess the coursework correspondence to the MDiv at the seminary and make recommendations 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 course work be completed before enrollment in the third module of the program. This course work must be taken from an ATS-accredited seminary. Course grade points must average a minimum of 3.0.

Transfer Credit

No transfer credit is allowed toward the Doctor of Ministry 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 required for the Doctor of Ministry program must be taken in resident study at George Fox University. All work leading to the DMin must be completed within six 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 courses, 4 in research, and 4 dissertation hours. The program also requires participation in four guided retreats.

Leave of Absence

Because of the cohort model used for this DMin program, students are expected to maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition the DMin Committee for a leave of absence of not more than two years. 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:

- Maintain a minimum GPA of 3.0 with no course grade lower than a B-

- Submit a topic for the final dissertation and gain approval from the primary advisor
- Complete all MDiv equivalency courses (if applicable)

When these steps have been completed, the DMin program director will present a report and recommendation to the resident DMin faculty for consideration of the student's qualifications for candidacy. Students advanced to candidacy continue in the program. Students not advanced to candidacy are given specific guidelines for reevaluation. The doctor of ministry office will notify students of their status following the second year of the program.

Dissertation

To complete the DMin program, a dissertation is required. 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 orientation courses and through the support of a dissertation advisor, each student receives guidance in choosing a research topic and preparing a proposal for the dissertation. As a prerequisite to candidacy, the student's proposal is submitted to the DMin Committee for approval. When the dissertation is complete, the candidate submits the dissertation to two readers: the faculty mentor and another reader selected by the DMin Committee at the time the project proposal is approved. As part of the evaluation, the candidate must give an oral defense of the dissertation before the readers.

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 B- or lower is received in a designated course, that course must be retaken (for more specific information, please refer to the student handbook).
- Complete all guided retreats or advances.
- Complete any additional MDiv equivalency courses, as may be required.
- Successfully defend the doctoral 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 Core (28 hours)

DMIN 511 Spirituality and the Personality	3
DMIN 512 Spiritual Formation in the Minister	2
DMIN 514 History and Theology of Christian Spirituality	2
DMIN 521 Leadership in Biblical and Theological Perspective	3
DMIN 522 The Person and Work of the Leader	2

DMIN 524 Dynamics of Leadership and Congregations	2
DMIN 531 Leading the Church in a Postmodern World	3
DMIN 532 Developing a Healthy Church	2
DMIN 534 Strategic Visioning in the Church	2
DMIN 541 Historical Models for Spiritual Formation in the Church	3
DMIN 542 Spiritual Formation and Discipleship in the Church	2
DMIN 544 The Practice of Spiritual Leadership	2

Research Courses (4 hours)

DMIN 513 Introduction to Research and Resources	1
DMIN 523 Research Topic/Literature Review	1
DMIN 533 Designing a Research Model	1
DMIN 543 Writing the Dissertation	1

Dissertation (4 hours)

DMIN 550 Dissertation	4
DMIN 555 Dissertation Continuation (continuation as needed‡)	1

‡Students must maintain continuous enrollment in the doctoral dissertation until completion. DMIN 555 is required for students who do not finish their dissertation research within the minimum 4 hours. DMIN 555 is repeatable until the dissertation is finished.

Seminary Course Descriptions

BIST	Biblical Studies
CHTH	Christian History and Theology
CMIN	Christian Ministries
DMIN	Doctor of Ministry
MLDR	Ministry Leadership
PSTD	Pastoral Studies
SFAD	Spiritual Formation and Discipleship

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 006/506 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 007/507 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 008/508 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 009/509 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 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 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 Continuation
1 hour. Required for third and subsequent semesters of thesis research and writing.

BIST 585 Seminar in Biblical Studies
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

BIST 595 Special Study in Biblical Studies
1 to 3 hours. An individualized course of research, involving in-depth study of a particular question, problem, or issue. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the department chair.

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 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 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 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 062/562 History of Spirituality and Renewal
3 hours. Examines movements and people within Christianity who have brought spiritual renewal to the church, including monasticism, the mystics, the Reformers, Pietism, the Wesleyan/evangelical revival, and certain present-day examples. Focuses not only on history, but also on themes within spiritual renewal and on insights that can be drawn for the contemporary believer and church.

CHTH 563 The Evangelical Movement
3 hours. Students in this course seek to understand the origin and impetus of the American Evangelical Movement. Its antecedents in the Reformation, Pietistic, and Wesleyan movements, as well as the American Awakenings, are traced. Its origins in the rise and fall of early 20th-century Fundamentalism are explored. Its own rise to eminence in the mid-to-late 20th century is detailed. Finally, its possible futures will be explored.

CHTH 564 History and Polity of the Quaker Movement
3 hours. This course offers an overview of the Quaker movement from the 17th century to the present. It focuses on the characteristics, beliefs, and practices that give Quakerism its unique identity. Key writings, leaders, and contributions to Christian thought and practice are considered. The course is designed especially for those seeking to pursue ministry with evangelical Friends.

CHTH 566 Theology in the Wesleyan Tradition
3 hours. John Wesley's personal and theological background, methodology, and major theological themes receive primary attention. The theology of holiness is examined from the basis of Scripture, Wesley's theology, and the later teachings of the Holiness Movement. The integration and application of holiness and social concerns is examined and students are given opportunities to experience and practice a holiness that is engaged in bringing the kingdom of God into the wounded places of the world. Students will also be involved in independent research in areas related to their ministry focus.

CHTH 567 Pietism and the Renewal of the Church
3 hours. This course surveys classic German Pietism and other related movements from the seventeenth century to the present, highlighting common threads. It emphasizes, using Pietism as a paradigm, the paradox of renewal between faithfulness to "tradition" and willingness to risk new forms. It seeks to understand how the local church might address in specific ways the renewal of society.

CHTH 568 The History and Theology of the Reformation
3 hours. This course covers the historical and theological development of the Lutheran, Reformed, and Anabaptists reforming movements of the sixteenth century. It examines the impact of these movements on the practice of the Christian faith and European society, and the cardinal doctrines of each of these movements.

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

CHTH 585 Seminar in Christian History and Theology
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the departmental chair. Such requests, as well as faculty interests and special opportunities, will be considered in arrangements for a seminar.

CHTH 595 Special Study in Christian History and Theology
1 to 3 hours. A specially designed and individually tailored course of research, involving in-depth study of a particular question, problem, or issue presented by the student. The student must make application for the study prior to registration for the semester in which the study will be carried out. The application must be approved by the faculty member overseeing the study and the departmental chair. Special arrangements for regular courses of study must be approved by the dean.

CMIN (Christian Ministries)

CMIN 500 Theology and Purpose of the Church
3 hours. This course will introduce students to the nature, purpose, practice, and functions of the church. Special attention will be given to how the church functions in contemporary society.

CMIN 520 Communication in Christian Ministry
3 hours. This course will focus on the various means of communication necessary for successful leadership by Christian ministers. Included will be leading meetings, interviewing, public speaking, and written communication. At least one third of the course will teach the value and practice of technological communication important to ministers and leaders.

CMIN 030/530 Christian Ministry for Reconciliation
3 hours. This course will examine the ways and means of carrying out the biblical mandate that all who are reconciled to God through Christ are to become agents of that reconciliation in the world. Special consideration will be given to promoting the reconciliation and equality of men and women, racial and ethnic groups, different generations, and Christian traditions.

CMIN 550 Equipping and 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.

CMIN 575 Internship
3 hours. The seminary cooperates with churches and parachurch ministries to provide internship experience under the supervision of qualified pastoral and administrative leaders. The internship requires a minimum of 120 hours on-site at the ministry selected and attendance at three classes, usually held on selected Saturdays. Reflection papers, regular meetings with the ministry supervisor, and assigned readings are also required. Students are expected to secure their own ministry site and supervisor, which must be approved by the faculty internship director. Students should take the internship course during the last half of their program. A *Christian Ministries Internship Handbook* is available in the bookstore and explains in detail all of the requirements of the course. MATS students will complete a teaching internship with similar requirements.

CMIN 585 Seminar in Christian Ministry
1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic, such as children's ministry or youth ministry. Students are encouraged to submit suggestions for seminar topics to the department chair. Such requests, as well as faculty interest and special opportunities that become available in the Portland area, will be considered in arranging a seminar.

CMIN 595 Special Study in Christian Ministry
1 to 3 hours. This course is a specially designed and individually tailored course wherein the student requests an in-depth study of a particular question, problem, or issue. This individually designed course will include extensive reading, regular meetings with the professor, research, and written papers or projects. The student must make application for the study prior to registration for the semester in which the study will be carried out. The topic for this type of study is selected by the student and then approved by the faculty member overseeing the study and the department chair. Requests for taking regular courses of study as a special study course must be approved by the dean.

DMIN (Doctor of Ministry)

DMIN 511 Spirituality and the Personality
3 hours. A study of the relationships between personality, practices of spirituality, and spiritual formation. Using the resources of biblical and theological studies, the traditions of spiritual formation, and the insights of various tests of counseling and psychology, students will assess their own personality and spiritual journey. They will also consider how they may use specific understandings and practices to stimulate and sustain their own holistic spiritual development.

DMIN 512 Spiritual Formation in the Minister
2 hours. An exploration of the particular opportunities, challenges, and liabilities that the life of ministry brings to spiritual formation. This course examines the formational roots that animate the minister, as well as the experiences in ministry that threaten spiritual vitality and authenticity. Special attention is also given to the practical means in ministry to nurture spiritual development in oneself.

DMIN 513 Introduction to Research and Resources
1 hour. Introduces the tools for study and research in spiritual formation and leadership. This will include orienting students to the resources of both campuses (George Fox University's Murdock Learning Resource Center, Portland Center library, Internet presence and capacities, etc.), as well as how to use electronic communication and software tools effectively in research. Additional course fee required.

DMIN 514 History and Theology of Christian Spirituality
2 hours. Examines the biblical, theological, and historical foundations for understanding spiritual formation and for practices in spirituality, and explores how spiritual experience and theology influence one another. Includes reflections on spirituality in shaping ethics. Students will be challenged to look for specific ways in which to integrate the subject matter of this seminar into their own ministry settings.

DMIN 516 Contours of Leadership in Emerging Culture
3 hours. A cornerstone course in which students develop a learning plan that identifies their educational and ministry goals, the four conferences or seminars they will be attending throughout the duration of the program, a narrative rationale for the selection of the particular conferences or seminars thus identified, and the specific paper and practical project they intend to produce for the first module. They will attend the first of these conferences or seminars, write an essay, and complete a practical project that is in keeping with the stated goals of their learning plan. Additional course fee required.

DMIN 517 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 in the emerging culture.

DMIN 521 Leadership in Biblical and Theological Perspective
3 hours. A biblical and theological analysis of the dynamics of leadership in the context of Christian community. This course considers how biblical and theological principles can interact with models found in the behavioral sciences and contemporary studies of organizations and leadership. Students will be challenged to explore their own leadership styles and gifts, as well as how these may be applied to their leadership in local congregations and Christian organizations.

DMIN 522 The Person and Work of the Leader
2 hours. An exploration of what goes into shaping and empowering leaders of congregations and parachurch organizations for effective collaboration in pursuing their goals and vision. In this course, students will study positive models in such areas as personal style, spiritual giftedness, conflict management, and decision-making processes. Students will be required to apply what they learn to their particular ministry settings.

DMIN 523 Research Topic/Literature Review
1 hour. The process of developing a topic proposal for the dissertation and for completing a foundational review of literature in support of the topic. Additional course fee required.

DMIN 524 Dynamics of Leadership and Congregations
2 hours. The study and practice of recognizing and interpreting the character and dynamics of congregations or parachurch organizations using a systems perspective. Introduces a variety of practical approaches for observation and discernment of the systems' culture, politics, development, emotional health, and structure, so that ministers may more accurately locate and understand the communities they serve.

DMIN 526 Vision and Voice in Postmodern Culture
3 hours. A course aimed at helping the student clarify his or her strengths, weaknesses, opportunities, and challenges as well as the particularities of one's gift mix, personality type, and ministry context. Students will develop and implement a preliminary action plan that accounts for one's weaknesses and challenges and that maximizes one's strengths, opportunities, spiritual gifts, and personality type in one's ministry context. Students will attend a conference or seminar, write an essay, and complete a practical project that is in keeping with the stated goals of their learning plan.

DMIN 527 Developing Leadership Strategies
3 hours. An interactive course that engages students in synchronous and asynchronous online interaction. The purpose of this course is to refine one's thinking about the role of vision and voice in effective leadership and to help students clarify an action plan that embodies specific strategies for one's ministry context.

DMIN 528 Spirituality and Leadership
3 hours. A course on personal spiritual formation. Students are challenged by the reading and writing assignments, as well as the retreat ("advance") experience, to reflect on who they are as persons in relationship with Jesus Christ and how one's identification with the person of Christ impacts one's self-perception as a leader. Students will reflect on what it means to be a leader after the manner of Jesus Christ with a view toward establishing a "Christ-centeredness" to one's understanding of vision and voice in leadership. Additional course fee required.

DMIN 531 Leading the Church in a Postmodern World
3 hours. An analysis of the postmodern, multicultural context and its impact on Christian identity and ministry. This course examines postmodernism and its usefulness in understanding the roles of leadership in the church. Students will consider the historical precedents of the church's response to major cultural shifts, as well as the practical roles of ecclesiology and theology in the formation of leadership styles and models.

DMIN 532 Developing a Healthy Church
2 hours. This course presents the dynamics involved in a congregation's spiritual and emotional health. It explores what it means for the church to be healthy and analyzes specific strategies by which to actualize a congregation's optimal health and growth. Particular attention will be given to the essential qualities of healthy churches and how these qualities can be instantiated in one's own ministry setting.

DMIN 533 Designing a Research Model
1 hour. The process of developing a design proposal for the dissertation. Additional course fee required.

DMIN 534 Strategic Visioning in the Church
2 hours. An overview of leadership dynamics and visioning strategies in the context of the local church. The purpose of the course is to develop professional competence through increased understanding of leadership principles and strategic-planning theory. Particular attention will be given to coordinating information about the church, the church's vision, and the leader's style in order to develop and implement a specific plan of action for change and growth in the community.

DMIN 536 Leadership in Cross-Cultural Perspective
3 hours. A course that is designed to engage students in a cross-cultural experience and help them delineate how, specifically, such experiences enhance one's understanding of leadership in a postmodern context. Students will attend a conference or seminar in a cross-cultural context and write a paper and engage in a practical project that reflects specific ways in which this experience has enhanced their understanding of leadership in their own ministry context.

DMIN 537 Thinking Globally and Leading Locally
2 hours. An interactive course that engages students in 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 action plan developed in Module Two to incorporate these new insights.

DMIN 541 Historical Models for Spiritual Formation in the Church
3 hours. This course will explore the various ways that movements and traditions within Christianity have given shape to the process of spiritual growth. Examines in historical context the variety of models the church has used to deepen people's faith in God and to live out that faith in action. It will include monastic, mystical, Eastern Orthodox, Reformed, Anabaptist, Pietist, and Wesleyan models and will examine how these models have been adapted in contemporary developmental models of spiritual formation.

DMIN 542 Spiritual Formation and Discipleship in the Church
2 hours. This course will examine how Christians mature in faith, develop as disciples, and live out the values of the kingdom of God. Careful attention will be given to the research on faith development, discipleship, and the church as community. Students will be challenged to reflect on, dialogue with, and develop action plans for the spiritual formation and discipling of all members of the congregation.

DMIN 543 Writing the Dissertation
1 hour. The process of research and writing in preparing the dissertation.

DMIN 544 The Practice of Spiritual Leadership
2 hours. Designed as a capstone course, this seminar will encourage doctoral students to use what they have learned about themselves, both in terms of their relationship with God and their leadership skills, to develop a plan for their continued spiritual growth and the exercise of their leadership in the church. The course will address two key questions: What are the creative, growing edges of your life, the places where you sense and see the Holy Spirit at work? And how do you see these being implemented in your ministry with others?

DMIN 546 Theology and Practice of Leadership in the Emerging Culture
3 hours. A course that facilitates the process of synthesizing a coherent theology of leadership in the emerging culture that will serve to inform one's practice of leadership and guide one's thinking through the final stages of the dissertation project. Students will be challenged to reflect on the insights gained through their experiences in the program and to articulate how these experiences serve to inform their theology of leadership. Students will attend a conference or seminar, write an essay, and complete a practical project that is in keeping with the stated goals of their learning plan.

DMIN 547 Distilling a Dream for Leadership in the Emerging Culture
3 hours. An interactive course that engages students in 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 and writing of the dissertation project.

DMIN 548 Spiritual Leadership in Christian Community
3 hours. A course on community spiritual formation. Students are challenged to reflect on the essential intermingling of leadership and spiritual formation in corporate Christian contexts and to consider that the primary objective of "spiritual leadership" is community spiritual formation. Students seek to articulate the specific ways community spiritual formation will be actualized in their particular ministry contexts. Additional course fee required.

DMIN 550 Dissertation
4 hours. Completion of the dissertation.

DMIN 555 Dissertation Continuation
1 hour. To maintain enrollment until dissertation is complete.

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 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 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 001/501 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 540 Understanding Leadership and Congregations
3 hours. Integrating understanding of the complexities of leadership traits and behaviors within the context of the church organization is the focus of this course. Leadership inventories and assessments, case studies, feedback, and simulation exercises are used to help students identify their leadership gifts and to clarify the leadership role of the minister. Congregational insights about structure, culture, health, politics, and organizational development help give a systems perspective to the leadership role.

PSTD 550 World Religions
3 hours. A survey of the major religions of the world, in a context of Christian ministry. The uniqueness of Christianity is noted in its relation to contemporary religions.

PSTD 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 556 Mission Immersion
3 hours. This is a two week on-site course in 21st century missiology, from the perspective of the majority world, with applications to the ministry of the North American church. The course combines classroom learning with field experience and interaction with local evangelical churches and leaders.

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. See CMIN 575 description for more information.

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 010/510 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 020/520 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 030/530 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 036/536 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 040/540 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 Spiritual Formation Through Journaling
1 hour. Designed to guide students in their personal spiritual formation through journaling, and to equip them for assisting in the formation of others through this discipline. Journaling methods used to accomplish this purpose include dialogue, meditation, and imagination.

SFAD 048/548 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 056/556 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 070/570 A & B Spiritual Direction Experience
.5 &.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 071/571 The Art of Spiritual Direction
2 hours. Spiritual direction as a discipline for intentionally guiding persons in their spiritual growth is the focus of this course. Topics of the course include the heritage of spiritual direction; the theological, biblical, and psychological premises for the practice of spiritual direction; the difference between spiritual direction, discipleship, and counseling; the art of discernment; and the nature and practice of spiritual direction. Course participation is limited to students in the SFAD certificate program and the MASF degree program.
Prerequisites: SFAD 010/510 Knowing Self, Knowing God, SFAD 020/520 Prayer, SFAD 030/530 Spiritual Life, SFAD 048/548 Spirituality and Personality, SFAD 070/570 Spiritual Direction Experience, and CHTH 062/562 History of Spirituality and Renewal.

SFAD 072/572 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. The course is limited to students in the SFAD certificate program and the MASF degree program.
Prerequisite: SFAD 071/571 The Art of Spiritual Direction.

SFAD 080/580 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 091/591 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.

Finances

Financial Information

George Fox University maintains high educational standards at the lowest possible cost. A portion of the cost is underwritten by gifts from alumni, friends, churches, businesses, and institutions. An extensive financial aid program assists students in meeting university costs.

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

Student Financial Services

The Student Financial Services office awards scholarships, grants, loans, and other forms of financial assistance, and it bills students for tuition, fees, room and board, and other expenses related to attending college. Information about tuition and fees (including archived information from previous years), financial aid, billing, satisfactory academic progress for financial aid eligibility, and other policies and procedures are available on the office web site at: sfs.georgefox.edu

Veterans Affairs (VA) Assistance

The university is listed with the U.S. government as a recognized graduate school for the training of veterans. All prospective students eligible for VA assistance should review information provided by the Registrar's Office about VA-approved programs and follow procedures required by the Veterans Affairs for transfer of training to George Fox University. To be recommended for VA assistance, the student must continue as a bona fide registrant throughout the semester. Those receiving VA assistance must meet the minimum academic standards of the university for enrollment and progress toward degree completion and to enroll must have an approved VA benefits voucher authorizing payment. The Montgomery GI Bill is considered a resource against all aid sources except for the subsidized Stafford loan.

Legal Compliance

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

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

- Director of admission: student consumer information
- Vice president for finance: wage and hour regulations, The Civil Rights Act of 1964 (race, color, or national origin), and age discrimination
- Vice president for student life: Title IX (nondiscrimination on the basis of gender)
- Director of Student Financial Services: Title IV (Higher Education Act of 1965 as amended), student consumer information, the Pell Program, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Stafford Loan Program, the Parents Loan for Undergraduate Students Program, and the Supplemental Loans for Students Program
- Registrar: Rehabilitation Act of 1973, veterans' benefits, Immigration and Naturalization Act, and the Family Educational Rights and Privacy Act

Family Educational Rights and Privacy Act

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

Students are afforded the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The university construes the following information to be "directory information": parents' names and addresses; the student's name, permanent address, local address, temporary address, e-mail address, telephone number, date and place of birth, participation in officially recognized activities and sports, major, dates of attendance, full-time and part-time status, degrees and awards received, class year, the most recent previous school attended, and for members of athletics teams, height, weight, and position played. The university also considers photographs to be directory information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the registrar's office within the first two weeks of the semester. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Nondirectory information, notably grade records, is released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The registrar's office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admission, personal, and academic files, and academic, cooperative education, disciplinary records, and placement records. Students wishing to review their education records must give a written request to the registrar listing the item or items of interest. Only records covered in the Act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admission, employment, or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record that pertains to the inquiring student.

Complaints of Alleged Violations

Complaints of alleged violations may be addressed to: Family Policy Compliance Office US Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901 Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
    - Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation
    - Names and titles of those school officials and other third parties involved
    - A specific description of the education record around which the alleged violation occurred
    - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter
    - The name and address of the school, school district, and superintendent of the district
    - Any additional evidence that would be helpful in the consideration of the complaint

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

Drug-Free Environment

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

Disabled Students

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

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

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

Anti-Harassment Policy

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

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

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

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

Sexual Harassment

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting such individual; or

3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

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

Complaint Procedure for Harassment

If any employee or student believes he or she has witnessed discrimination or harassment, has been discriminated against, or has been subjected to sexual or other forms of harassment, the person should immediately report it as follows:

1. If the alleged incident involves two students (outside the context of student employment), the vice president for student life or the dean of students should be contacted.
2. If the alleged incident involves a student and a faculty member, the academic dean, the provost, or the vice president for student life should be contacted.
3. If the alleged incident involves one or more support staff, administrators, faculty members, or student employees, then a supervisor, the director of human resources, the provost, or any vice president should be contacted.

Complaints are to be investigated promptly and appropriate corrective action taken. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation is prohibited for good-faith reporting of concerns about discrimination or harassment. Employees who are asked to testify during an investigation are expected to cooperate fully. Retaliation against them for doing so is not tolerated. Any employee found to have engaged in discrimination, harassment, or retaliation is subject to immediate disciplinary action as deemed appropriate by the university, up to and including termination.

Academic Personnel

These lists were current at the time this catalog was published.

Board of Trustees

This list includes the board, ex officio and honorary trustees.

Patricia S. Anderson, Phoenix, Arizona, University Provost (retired)

Peter H. Anderson, Beaverton, Oregon, Scientific and Technical Director (retired)

Carrie Lamm Bishop, Fishers, Indiana, Senior Business Analyst, Sallie Mae

Don G. Carter, West Linn, Oregon, Attorney, McEwen Gisvold LLP

Scott R. Conant, Newberg, Oregon, HR Manager, SP Newsprint

Gordon L. Crisman, Tualatin, Oregon, VP Regional Wholesale Sales Manager, SunTrust Mortgage

Kate G. Dickson, West Linn, Oregon, President, Leadership Matters, Inc.

Steve A. Fellows, Santa Barbara, California, Executive Vice President and Chief Operating Officer, Cottage Health System

Keith G. Galitz, Canby, Oregon, President/General Manager, Canby Telcom

Greg A. Goodwin, Vancouver, Washington, President and CEO, Kuni Automotive.

David W. Green, Beaverton, Oregon, Attorney, Partner, Stoel Rives LLP

Fred Gregory, Newberg, Oregon, CEO and Executive Director, PeaceTrees Vietnam

Dale W. Hadley, Portland, Oregon, CFP/Advisor, The H Group, Inc.

André W. Iseli, Clackamas, Oregon, President, Iseli & Iseli Associates

Steve Jabusch, Kelso, Washington, Vice President, Pacific Northern Environmental Corporation

Stan Leach, Placentia, California, General Superintendent, Evangelical Friends Church Southwest

Jim D. Le Shana, Placentia, California, Senior Pastor, Rose Drive Friends Church

Roger A. Martell, Eagle, Idaho, Accountant, Washington Trust Bank

Deborah A. Martin, Portland, Oregon, Human Services Manager, State of Oregon, Department of Human Service, Child Welfare

Judy A. Miller, Tigard, Oregon, Partner, PJ Land Company

Robert G. Monroe, Portland, Oregon, Consulting Engineer (retired)

Stanley D. Morse, Star, Idaho, Senior Chemist, Hewlett-Packard

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Nancy A. Wilhite, Eugene, Oregon, Homemaker

William B. Wilson, Longview, Washington, Personal Financial Consultant

Dave Woolsey, Newberg, Oregon, Owner, Mainstream Motors

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Adams, Wayne, Professor of Psychology, Director of the Graduate Department of Clinical Psychology. BA, Houghton College; MA, PhD, Syracuse University. George Fox University 1999-

Addleman, Rebecca, Assistant Professor of Education. BA, Cornerstone University; MS, University of New England; EdD, Seattle Pacific University. George Fox University 2006-

Allen, Greg, Assistant Professor of Professional Studies. BS, MBA, George Fox University. George Fox University 2005-

Anderson, Paul, Professor of Biblical and Quaker Studies. BA, Malone College; BA, Trinity Lutheran Seminary; MDiv, Earlham School of Religion; PhD, Glasgow University. George Fox University 1989-98, 1999-

Ankeny, Becky, Professor of English. BA, George Fox University; MA, PhD, University of Oregon. George Fox University 1988-

Ashford, Robin, Assistant Librarian, Reference and Distance Services. BA, George Fox University; MLS, University of Illinois at Urbana-Champaign. George Fox University 2007-

Badley, Ken, Associate Professor of Education. BA, University of Saskatchewan; BEd, MEd, University of Regina; MCS, Regent College; PhD, University of British Columbia.

Barram, Dirk, Professor of Business, Interim Dean, School of Management, Director of the Undergraduate Business and Economics Department. BA, Gordon College; MEd, Kent State University; PhD, Michigan State University. George Fox University 1986-

Beals, Corey, Assistant Professor of Philosophy and Religion. BA, George Fox University; MAR, Yale University Divinity School; MA, PhD, Fordham University. George Fox University 2003-

Bearden, Steve, Assistant Professor of Marriage and Family Therapy. BA, Olivet Nazarene University; MDiv, MA, Fuller Theological Seminary; PhD, Oregon State University. George Fox University 1996-

Berardi, Anna Anita, Associate Professor of Marriage and Family Therapy. BA, Millersville State University; MA, Azusa Pacific University; MA, PhD, Fuller Theological Seminary. George Fox University 1996-

Berho, Debbie, Assistant Professor of Spanish. BA, Northwest Nazarene College; MA, PhD, University of New Mexico. George Fox University 1997-

Birky, Ginny, Associate Professor of Education. BS, Goshen College; MS, The Ohio State University; PhD, Oregon State University. George Fox University 2000-

Boehr, Terrie, Associate Professor of Family and Consumer Sciences, Chairperson of the Department of Family and Consumer Sciences. BS, Oregon State University; MA, Linfield College. George Fox University 1985-

Boyd, Bryan, Associate Professor of Theatre. BA, George Fox University; MFA, University of Portland. George Fox University 2002-

Brazo, Carol, Assistant Professor of Education, co-director of Master of Arts in Teaching Community-Portland Campus. BA, California Baptist University; MEd, George Fox University. George Fox University 2004-

Bredemeier, Robert, Assistant Professor of Art. BS, University of Oregon, George Fox University 2006-

Brendlinger, Irv, Professor of Religion. BA, Asbury College; MDiv, Asbury Theological Seminary; MEd, University of Oklahoma; PhD, University of Edinburgh. George Fox University 1993-

Bronkey, Kristi, Assistant Professor of Education. BA, Biola University; MA, Concordia University. George Fox University 2008-

Brown, Marley, Associate Professor of Business. BA, Moorhead State University; MBA, University of Montana; CPA. George Fox University 2001-

Bruins, Sara, Assistant Professor of Education, Director MAT program (Boise). BS, University of Idaho; MA, Portland State University; PhD, University of Idaho. George Fox University 2007-

Brunner, Dan, Associate Professor of Church History and Pastoral Studies. BA, Northwest Christian College; MDiv, Fuller Theological Seminary; PhD, University of Oxford. George Fox University 1996-

Buchanan, Karen, Assistant Professor of Education, Chairperson of the Department of Undergraduate Teacher Education. BA, Columbia Christian College; MAT, Lewis and Clark College; EdD, Seattle Pacific University. George Fox University 2004-

Buckler, Bob, Professor of Psychology. AB, University of California, Los Angeles; MPH, Johns Hopkins University; MD, Georgetown University School of Medicine. George Fox University 1990-

Bufford, Rodger, Professor of Psychology, Director of Integration for the Graduate Department of Clinical Psychology. BA, The King's College; MA, PhD, University of Illinois. George Fox University 1990-

Buhler, Gary, Assistant Professor of Art, Director of Donald H. Lindgren Gallery. BS, Western Oregon State College; MFA, University of Arizona. George Fox University 1989-90, 2000-

Buhrow, Jr., William, Director of Health and Counseling Services, Assistant Professor of Psychology. AA, Baptist Bible College; BA, Cedarville College; MA, Dallas Theological Seminary; MA, PsyD, George Fox University. George Fox University 1994-

Byrtek, George, Associate Professor of Professional Studies. BS, University of Wisconsin, Stevens Point; MS, National-Louis University; PhD, Walden University. George Fox University 1991-

Campbell, Clark, Professor of Psychology, Director of Clinical Training. BA, Wheaton College; MA, PhD, Western Seminary. George Fox University 1991-

Campbell, Doug, Professor of Art, Director of the Roger and Mildred Minthorne Gallery. BA, Florida State University; MFA, Pratt Institute; PhD, The Ohio University. George Fox University 1990-

Carlton, Mark, Assistant Professor of Education, Director of Administrative Licensure. BA, MA, Pepperdine University; EdD, University of Oregon/Portland State University. George Fox University 2004-

Carpenter, Jan, Assistant Professor of Education. MAT, BA, George Fox University. George Fox University, 2005-

Casey, Rae, Assistant Professor of Organizational Leadership. BS, George Fox; MS, George Fox. George Fox University, 2007-

Cathers, Steve, Assistant Professor of Education. BA, Westmont College; MA, Portland State University. George Fox University 2003-

Cevallos, Tatiana, Assistant Professor of Education. BA, Catholic University of Ecuador; MS, Western Oregon University. George Fox University 2006-

Chamberlain, Paul, Professor of Chemistry, Director of the Juniors Abroad Program. BA, Point Loma College; PhD, University of Nevada, Reno. George Fox University 1977-

Chambers, Carlisle, Professor of Chemistry. BS, Milligan College; PhD, Emory University. George Fox University 1994-

Chang, Kelly, Assistant Professor of Psychology. BA, Linfield College; MA University of Hawaii. George Fox University 2006-

Conniry, Chuck, Associate Professor of Pastoral Ministries, Director of the DMin Program. BA, American Christian School of Religion; MDiv, Bethel Theological Seminary West; PhD, Fuller Theological Seminary. George Fox University 1998-

Corning, Caitlin, Professor of History. BA, Seattle Pacific University; MA, PhD, University of Leeds. George Fox University 1996-

Coronado, Karen, Assistant Librarian, Reference. BA, Oral Roberts University; MLS, Texas Woman's University. George Fox University 2007-

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Defferding, Viki, Assistant Professor of Spanish. BA, University of Oregon; MA, Portland State University. George Fox University 1989-

DeKruyf, Lorraine, Associate Professor of School Counseling, Director and Clinical Director of School Counseling. BA, Dordt College; MEd, Western Washington University. George Fox University 2002-

Delamarter, Steve, Professor of Old Testament. AA, Wenatchee Valley College; BA, Seattle Pacific University; MAR, MDiv, Western Evangelical Seminary; MA, PhD, Claremont Graduate School. George Fox University 1996-

Dempsey, Keith, Assistant Professor of Counseling. BS, Oregon State University; MS, Oregon State University. George Fox University, 2007-

Dixon, Kristen, Assistant Professor of Education, Associate Chair of MAT (Salem Campus). BS, MEd, Oregon State University. George Fox University 2004-

Doherty, Gloria, Director of Hybrid Learning, Assistant Professor. BA, Minnesota State University; MDiv, Fuller Theological Seminary. George Fox University 2006-

Duerr, Jeffrey, Associate Professor of Biology. BA, BS, Whitworth College; MS, Portland State University; PhD, University of Hawaii. George Fox University 1999-

Engle, Patsy, Assistant Professor of Education. BA, Indiana Wesleyan University; MA, Ball State University. George Fox University 1993-

Engnell, Richard, Professor of Communication Arts. BA, Biola University; MA, PhD, University of California, Los Angeles. George Fox University 1978-

Everest, Michael, Associate Professor of Chemistry. BS, Wheaton College; PhD, Stanford University, George Fox University 2001-

Fendall, Lon, Director of the Center for Global Studies, Director of the Center for Peace and Justice. BA, George Fox University; MA, PhD, University of Oregon. George Fox University 1971-74; 1985-90; 2000-

Fisher, Robert, Assistant Professor of Education. BA, University of La Verne; MA, California State University; EdD, University of Southern California. George Fox University 2004-

Foster, Jim , Dean of the School of Behavioral and Health Sciences. BS, Seattle Pacific University; MA, PhD, The Ohio State University. George Fox University 1980-

Foster, Michael, Assistant Professor of Engineering. BS, Messiah College; MS, PhD, Drexel University. George Fox University 2007-

Funasaki, Eric, Associate Professor of Mathematics. BS, Harvey Mudd College; MS, University of Washington; PhD, University of Tennessee. George Fox University 2005-

Gathercoal, Kathleen, Professor of Psychology, Director of Research for the Graduate Department of Clinical Psychology. AB, Franklin & Marshall College; MA, PhD, Case Western Reserve University. George Fox University 1993-

Glenn, Daymond, Assistant Professor of Education. BA, Portland State University; MA, Lewis & Clark. George Fox University 2008 -

Goldman, Bethany, Assistant Professor - Athletic Training Education Program Director. BA, Vanguard University of Southern California; MS, Arizona School of Health Sciences. George Fox University 2007-

Gorlorwulu, John, Assistant Professor of Economics. BS, Cuttington University College; MRP, PhD Cornell University. George Fox University 2007-

Gouverneur, Marisabel, Assistant Professor of Nursing. BSN, St. Louis University; MSN, MPH, Emory University. George Fox University 2007-

Gowan, Marcella, Assistant Professor of Nursing. BSN, Walla Walla College; MPH, Loma Linda University. George Fox University 2007-

Graham, Jeannine, Associate Professor of Religious Studies. BA, Whitworth College; MDiv, Fuller Theological Seminary; PhD, University of Aberdeen. George Fox University 2006-

Grant, Steve, Associate Professor of Health and Human Performance, Chairperson of the Health and Human Performance Department, Master Coach of Volleyball. BA, Biola University; MEd, Linfield College. George Fox University 1982-

Griffith, Paul, Instructor of Education. BS, MEd, University of Portland. George Fox University 2005-

Hagen, Carla, Assistant Professor of Nursing. BS, Eastern Oregon State College; BSN, MPH, Oregon Health Sciences University. George Fox University 2006-

Hall, Mark, Herbert Hoover Distinguished Professor of Political Science. BA, Wheaton College; MA, PhD, University of Virginia. George Fox University 2001-

Hamilton, Robert, Associate Professor of Physics. BS, University of Puget Sound; PhD, University of California, Los Angeles. George Fox University 2003-

Hansen, David, Associate Professor of Computer Science. BS, Oral Roberts University; MS, Washington State University; PhD, Oregon Graduate Institute of Science and Technology. George Fox University 1998-99, 2003-

Harder, Bob, Professor of Mechanical Engineering, Director of Engineering Program, Chairperson of the Math, Computer Science, and Engineering Department. BSME, MSME, Michigan Technological University; PhD, Oregon Graduate Institute of Science and Technology. George Fox University 1988-

Harrison, Suzanne, Assistant Professor of Education. BA, MEd, Central Washington University; PhD, Gonzaga University. George Fox University 2004-

Hatfield, Mark, Distinguished Professor of Politics. BA, Willamette University; MA, Stanford University. George Fox University 1997-

Head, Tom, Professor of Economics, Chair of the International Studies Program. BS, MS, University of Oregon; MA, University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983-

Headley, Scot, Professor of Education, Chair of Educational Foundations and Leadership. BS, MEd, Colorado State University; PhD, The Ohio State University. George Fox University 1994-

Heininge, Kathy, Assistant Professor of Writing/Literature. BA, MA, California State University Hayward; PhD, University of California Davis. George Fox University 2004-

Helsabeck, Hank, Dean of the School of Arts and Sciences. BA, Culver Stockton College; MA, MA, PhD, University of Missouri. George Fox University 1978-

Higgins, Ed, Professor of Writing/Literature. BA, LaVerne College; MA, California State College at Fullerton; PhD, Union Graduate School. George Fox University 1971-

Hockett, Eloise, Assistant Professor of Education, Director of TSPC Licensure. BAA, BM, University of Minnesota; MEd, George Fox University. George Fox University 2001-

Huffman, Terry, Professor of Education. BA, University of South Dakota; MA, Marshal University; PhD, Iowa State University. George Fox University 2003-

Hulbert, Melanie, Assistant Professor of Sociology. BA, Western Washington University; MA, PhD, University at Albany, State University of New York. George Fox University 2003-

Hunter, Marty, Associate Professor in Health and Human Performance; Head Coach, Baseball. BA, Linfield College; MEd, Linfield College. George Fox University, 2003-

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Irish, Kerry, Professor of History. BA, George Fox University; MA, PhD, University of Washington. George Fox University 1993-

Irons, Kendra, Associate Professor of Religious Studies. BA, Friends University; MA, Asbury Theological Seminary; PhD, Baylor University. George Fox University 2003-

Isaak, Dale, Assistant Professor of Health and Human Performance, Head Athletic Trainer. BS, Willamette University; MEd, University of Minnesota; MS, Indiana State University. George Fox University 1995-

Jaffe, Clella, Professor of Communication Arts, Chairperson of the Department of Communication Arts. BA, Seattle Pacific University; MEd, PhD, Oregon State University. George Fox University 1995-

Johnson, Craig, Professor of Leadership Studies, Director Doctor of Management Program. BA, Luther College; MA, Wheaton College; PhD, University of Denver. George Fox University 1988-

Johnson, John, Associate Professor of Mathematics. BS, Northwest Nazarene College; MS, Kansas State University. George Fox University 1984-

Johnson, Lionel, Assistant Professor of Education. BA, California State University, Los Angeles; MA, PhD, University of Oregon. George Fox University 2003-

Johnson, Mary, Instructor of Education. BA, Luther College; MEd, George Fox University. George Fox University 2004-

Johnson, Merrill, University Librarian, Associate Professor. BA, Seattle Pacific University; MLS, University of Oregon. George Fox University 1980-

Jolliff, Bill, Professor of Writing/Literature, Chairperson of the Department of Writing/Literature. BS, Central Michigan University; MA, Ashland Theological Seminary; PhD, The Ohio State University. George Fox University 1994-

Jones, Kevin, Associate Professor of Organizational Communication, Director of Forensics. BA, Biola University; MA, California State University; PhD, Louisiana State University. George Fox University 2008-

Kamilos, Charles, Portland Center Librarian, Assistant Professor. BA, Northwest Christian College; MDiv, Brite Divinity School-Texas Christian University; MA, University of Iowa. George Fox University 1997-

Kays, Kristina, Assistant Professor of Psychology. BA, George Fox University; MA, Western Conservative Baptist Seminary; PsyD, George Fox University. George Fox University 2005-

Keeney, Judy, Instructor of Education, Director of the Master of Education Program. BA, MA, University of Oregon. George Fox University 2004-

Kerr, David, Assistant Professor of Art. BA, Judson Baptist College; MA, California State University. George Fox University 2002-

Kilburg, Gary, Professor of Education. BS, Eastern Oregon State College; PhD, Oregon State University. George Fox University 1992-

Kimberly, Dwight, Associate Professor of Biology. BA, George Fox University; MS, Oregon State University. George Fox University 1994-

King, Esther, Professor of Nursing. BSN, MSN, Oregon Health Sciences University. George Fox University 2006-

Kluge, Alan, Professor of Business, MBA Oregon Director. BS, MBA, PhD, Oregon State University. George Fox University 1996-

Koch, Chris, Associate Professor of Psychology, National Psi Chi President. BS, Pennsylvania State University; MS, PhD, University of Georgia. George Fox University 1993-

La Force, Beth, Professor of Education, Interim Department Chair. BS, Malone College; MA, Western Michigan University; PhD, Michigan State University. George Fox University 1987-

Larson, Dave, Instructor of Education. BA, Western Oregon University; MS, Portland State University; George Fox University 2004-

Lloyd, Carl, Professor of Management. BA, Columbia Christian College; MA, Eastern New Mexico University; MS, Oregon State University; MSS.W., PhD, University of Texas at Arlington. George Fox University 1994-

Lloyd, Melva, Assistant Professor of Professional Studies, Director of School of Professional Studies programs in Portland. BA, George Fox University; MS, Portland State University. George Fox University 2004-

Luedtke, Rhett, Assistant Professor of Theatre. BA, Valparaiso University; MFA, Illinois State University. George Fox University 2003-

Lutz, Amy, Assistant Professor of Education. BA, Grand Valley State University; MA, George Fox University. George Fox University 2008-

Macy, Howard, Professor of Religion and Biblical Studies. BA, George Fox University; MA, Earlham School of Religion; PhD, Harvard University. George Fox University 1990-

Macy, Margi, Associate Professor of Education. BA, George Fox University; MEd, Wichita State University, PhD, Walden University. George Fox University 1991-

Magill, Mike, Professor of Mechanical Engineering. BS, MS, PhD, Oklahoma State University. George Fox University 2002-

Manock, David, Associate Professor of Counseling. BS, Western Oregon University; MDiv, San Francisco Theological Seminary; MS, PhD, Fuller Theological Seminary. George Fox University 2006-

McCloskey, MaryJo, Head Women's Golf Coach, Assistant Professor. BA, University of Oregon; MBA, University of Portland. George Fox University 2006-

McLeod-Harrison, Mark, Professor of Philosophy. BRE, Briercrest Bible College; BA, Westmont College; MA, Trinity Evangelical Divinity School; PhD, University of California. George Fox University 1999-

McMinn, Lisa, Professor of Sociology. BA, George Fox College; MS, PhD, Portland State University. George Fox University 2006-

McMinn, Mark, Professor of Psychology. BS, Lewis and Clark College; PhD Vanderbilt University. George Fox University 1984-1993, 2006-

Meade, Christopher P., Assistant Professor of Management, Coordinator of Community Service Consulting Projects. BA, MAOL, George Fox University; MA Northwest Nazarene University; PhD, University of Idaho. George Fox University 2008-

Melendy, Robert, Assistant Professor of Mathematics. BS, Oregon State University (Mechanical Engineering); MS, Oregon State University (Mechanical Engineering); MS, Oregon State University (Electrical Engineering); PhD, Oregon State University (Mathematics and Mathematics Education). George Fox University 2006-

Meyer, David, Associate Professor of Political Science. PhD, Columbia University. George Fox University 2008-

Meyer, Matt, Assistant Professor of Media Communications. BA, University of Oregon's Honor College; MA, University of Southern California. George Fox University 2005-

Michael, Rand, Associate Professor of Marriage and Family Therapy, Clinical Director of Marriage and Family Therapy. BA, Northwest Nazarene College; MDiv, Nazarene Theological Seminary; DMin, Midwestern Baptist Theological Seminary. George Fox University 1996-

Mitchell, Ron, Director of Nursing. BS, Walla Walla College; MS, California State University, Fresno; PhD, University of Utah, Salt Lake City. George Fox University 2004-

Mize, Darcy, Assistant Professor of Nursing. BS, Michigan State University; MA, University of Illinois. George Fox University 2008-

Mock, Melanie, Associate Professor of Writing/Literature. BA, George Fox University; MA, University of Missouri; PhD, Oklahoma State University. George Fox University 1999-

Mock, Ron, Associate Professor of Peace Studies and Political Science, Director of University Scholars Program. BA, George Fox University; M.P.A., Drake University; JD, University of Michigan. George Fox University 1985-

Molitor, Kristina, Assistant Professor of Education. BA, Western Montana College; MA, University of Portland. George Fox University 2008-

Moore, Terah, Assistant Professor of Education. BA, Idaho State University, MA, Boise State University. George Fox University 2007-

Morse, Mary Kate, Professor of Spiritual Formation and Pastoral Studies, Director of Master's Programs. BS, Longwood College; MA, MDiv, Western Evangelical Seminary; PhD, Gonzaga University. George Fox University 1996-

Nam, Roger, Assistant Professor of Old Testament. BA, UCLA; MDiv, General Assembly Presbyterian Theological Seminary; ThM, Fuller Theological Seminary; PhD, UCLA. George Fox University 2008-

Nash, Lee, Professor Emeritus of History. AB, Cascade College; MA, University of Washington; PhD, University of Oregon. George Fox University 1975-

Natzke, John, Associate Professor of Electrical Engineering. BSEE, Milwaukee School of Engineering; MSEE, Marquette University; PhDEE, University of Michigan. George Fox University 1995-

Nava, Robert, Assistant Professor of Education. BS, Oregon State University; MAT, George Fox University. George Fox University 2005-

Nelson, Jerrie, Assistant Professor of Nursing. AA, Lane Community College; BS, OHSU; MS, University of Portland. George Fox University 2008-

Newell, Roger, Associate Professor of Religious Studies. BA, Westmont College; MDiv, Fuller Theological Seminary; PhD, University of Aberdeen. George Fox University 1997-

Newell, Susan, Assistant Professor of Social Work, Field Director. BA, Westmont College; MSW, Portland State University. George Fox University 1999-

Ninteman, Neal, Assistant Professor of Engineering and Mathematics. BS, California Polytechnic State University; MS, Stanford University. George Fox University 2000-

Norré, Sylvette, Assistant Professor of French. BS, Facultés Universitaires; MAT, University of Utah. George Fox University 2001-

Ocker, Mark, Assistant Professor of Professional Studies. BA, George Fox University; MAT, Alaska Pacific University. George Fox University 1998-

O'Donnell, Sue, Assistant Professor of Psychology. BS, MA, PhD, University of Minnesota. George Fox University 2001-

Olson, Mary, Assistant Professor of Management, Interim Director, SPS-Boise, Director of the M.A. in Organizational Leadership program. BA, MA, Pacific Lutheran University. PhD, University of Idaho. George Fox University 1999-

Otto, Paul, Professor of History, Chair of the Department of History and Political Science. BA, Dordt College; MA, Western Washington University; PhD, Indiana University. George Fox University 2002-

Overbay, Devorah, Assistant Professor of Nursing. BSN, University of Washington; MSN, Yale University. George Fox University 2006-

Ozawa, Katsu, Associate Professor of Education, Coordinator of ESOL Program. BA, Malone College; MA, Louisiana State University; PhD, Ohio University. George Fox University 2002-

Peng, Thomas, Assistant Professor of Intercultural Studies, Director of China and East Asia Programs. BA, Hunan Normal University; MACS, George Fox University; Master of Linguisitics and Applied Linguistics, Xi'an Jiaotong University; PhD, Biola University. George Fox University 2007-

Peterson, Mary, Assistant Professor of Clinical Psychology. BA, MA, University of Cincinnati; MA, PhD, California School of Professional Psychology. George Fox University 2004-

Peterson, Polly, Assistant Professor of Writing/Literature. BS, MA George Fox University. George Fox University 2007-

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Powers, Don, Professor of Biology, Chairperson of the Department of Biology and Chemistry. BS, Biola University; MS, San Diego State University; PhD, University of California, Davis. George Fox University 1989-

Rahschulte, Tim, Assistant Professor of Business; BA, MBA, Thomas More College; PhD, Regent University. George Fox University 2007-

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Roberts, Arthur, Professor-at-Large. BA, George Fox University; MDiv, Nazarene Theological Seminary; PhD, Boston University. George Fox University 1953-

Rosenbohm, Clifford, Assistant Professor of Social Work, Director of Social Work Program, Chairperson of the Sociology/Social Work Department. BA, Louisiana College; MSW, Southern Baptist Theological Seminary. George Fox University 2002-

Rueck, Scott, Assistant Professor of Health and Human Performance, Head Coach of Women's Basketball. BS, MAT, Oregon State University. George Fox University 1996-

Russell, Amber, Director of the MBA Professional Track. MS, Oregon State University. George Fox University 2006-

Samek, Linda, Dean of the School of Education. BA, Oregon State University; MA, Portland State University; EdD, Portland State University. George Fox University 2008 -

Schmitt, John, Assistant Professor of Biology. BS, Pacific University; PhD, Oregon Health and Science University. George Fox University 2005-

Selid, Mark, Associate Professor of Business and Economics. BA, Pacific Lutheran University; MT, Portland State University. CPA George Fox University 1993-

Sepich, Debora, Assistant Professor of Management and Marketing. BS, MBA, George Fox University. George Fox University 2005-

Shaw, Richard, Associate Professor of Marriage and Family Therapy. BS, University of Nebraska at Kearney; MA, Asbury Theological Seminary; DMFT, Fuller Theological Seminary. George Fox University 1996-

Shelton, Larry, Richard B. Parker Professor of Wesleyan Theology. BA, Pfeiffer College; MDiv, ThM, Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996-

Shelton, Marc, Associate Professor of Education. BS, MA, EdD, University of South Dakota. George Fox University 2000-

Shenk, Byron, Professor of Health and Human Performance. BA, Goshen College; MA, University of Oregon; EdD, University of Virginia. George Fox University 1990-

Sikkema, Seth, Assistant Professor of Management; BS, George Fox University; MBA, Boise State University. George Fox University, 2007-

Simmons, Laura, Assistant Professor of Christian Ministries. BA, University of California, Davis; MA, PhD, Fuller Theological Seminary. George Fox University 2001-

Simpson, Robert, Assistant Professor of School Psychology, Clinical Director of School Psychology. BA, MA, San Jose State University; PhD, California School of Professional Psychology in San Francisco. George Fox University 2005-

Sims, Kathleen, Professor of Nursing. BS, University of Oregon; MS, Oregon Health and Science University; MS, PsyD, George Fox University. George Fox University 2005-

Sjogren, Anne, Assistant Professor of Education. BA, Westmont College; MA, University of Minnesota. George Fox University 2008-

Smith, John, Head Cross Country and Track & Field Coach. BS, George Fox University; MA, United States Sports Academy. George Fox University 2006-

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Smith, Phil, Professor of Philosophy, Chairperson of the Department of Religious Studies. BA, George Fox University; MA, Fuller Theological Seminary; PhD, University of Oregon. George Fox University 1982-

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Stansell, Ron, Professor of Religion. BA, George Fox University; MDiv, Western Evangelical Seminary; DMiss, Trinity Evangelical Divinity School. George Fox University 1985-

Steele, Jim, Assistant Professor of Management, Director of Professional MBA Program. BA, Trinity Lutheran College; MA, Marylhurst University; EdD, George Fox University. George Fox University 2006-

Strom, Bruce, Associate Professor of Organizational Leadership (Boise). PhD, Universidad Empresarial de Costa Rica. George Fox University, 2007-

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Sweeney, Daniel, Professor of Counseling. BA, San Jose State University; BA, San Jose Bible College; MA, Azusa Pacific University; PhD, University of North Texas. George Fox University 1996-

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Tsohantaridis, Tim, Associate Professor of Religion. BA, Barrington College; MA, Ashland Theological Seminary; PhD, University of Athens. George Fox University 1985-90; 1993-

Tyhurst, Janis, Associate Librarian, Assistant Professor. BA, University of California, Irvine; MLS, University of California, Los Angeles; MBA, George Fox University. George Fox University 1998-

Vandehey, Patrick, Assistant Professor of Music, Instrumental Music Director. BM, University of Washington; BA, University of Washington; MS, Portland State University. George Fox University 2003-

VandenHoek, Jeff, Assistant Professor, Director of MBA Executive Track Program. BA, George Fox College; MA, Azusa Pacific University. George Fox University 2007-

Vargason, Jeff, Assistant Professor of Chemistry. BS, Evangel University; PhD, Oregon State University. George Fox University 2006-

Weaver, Brent, Associate Professor of Music. BA, Goshen College; MM, DMA, University of Oregon. George Fox University 2001-

Weber, Larry, Assistant Professor of Education. BS, MS, Portland State University. George Fox University 2002-

Wedeking, Karen, Instructor of Education. BS, MEd, Oregon State University. George Fox University 2004-

Weinert, Mark, Associate Professor of History, Associate Dean of George Fox Evangelical Seminary, Portland Center Director. BA, Anderson College; MDiv, Western Evangelical Seminary; MA, University of Portland; PhD, Vanderbilt University. George Fox University 1982-

Weiss, Kathleen, Assistant Professor of Biology. BS, University of Washington; MD, University of Southern California. George Fox University 2006-

Wenz, Loren, Associate Professor of Music, Chairperson of the Department of Performing Arts. BA, Whitworth College; MA, Eastern Washington University. George Fox University 2002-

Willson, Kenn, Professor of Music. BA, George Fox University; MMus, University of Portland; DA, University of Northern Colorado. George Fox University 1987-90; 1992-

Wilson, Brent, Assistant Professor of Computer Science. BA, Western Oregon State University; MAT, Oregon State University. George Fox University 1994-

Wood, Diane, Assistant Professor of Family and Consumer Sciences and Education. BA, Oregon State University; MEd, University of Portland. George Fox University 1995-

Worden, Debra Drecnik, Professor of Business and Economics. BA, Westminster College; MS, PhD, Purdue University. George Fox University 1994-

Worthington, James, Dean of the School of Education, Professor of Education. BS, Philadelphia College of Bible; MA, Glassboro State College; PhD, Syracuse University. George Fox University 2003-

Wortman, Shary, Assistant Professor of Education. BS, Oregon State University; MEd, Oregon State University. George Fox University 2005-

Yinger, Kent, Associate Professor of New Testament. BA, Wheaton College; MDiv, Gordon-Conwell Theological Seminary; PhD, Sheffield University. George Fox University 2001-

Faculty Emeriti

Allen, Michael A., Professor Emeritus of Sociology. BS, MS, Illinois State University. George Fox University 1976-2002.

Allen, Richard E., Associate Professor Emeritus of Management/Director of Professional Studies. BS, Seattle Pacific University; MS, University of Oregon. George Fox University 1969-2002.

Beebe, Ralph K., Professor Emeritus of History. BA, George Fox University; MEd, Linfield College; MA, PhD, University of Oregon. George Fox University 1955-57; 1974-97.

Colwell, Wayne E., Professor Emeritus of Psychology. BS, John Brown University; MDiv, Grace Theological Seminary; MEd, University of Arkansas; PhD, Arizona State University. George Fox University 1990-98.

Crecelius, Ronald S., Chaplain Emeritus. AB, ThB, George Fox University; MA, Pasadena College; MRE, DD, Western Evangelical Seminary. George Fox University 1967-87.

Dillon, Gerald W., Professor Emeritus of Pastoral Ministry. AB, Kletzing College; BS, Asbury Theological Seminary; MA, State University of Iowa; DD, Azusa Pacific University.

Fawver, Gary K., Professor Emeritus of Outdoor Ministries. BA, Wheaton College; MDiv, Gordon-Conwell Theological Seminar; DMin, Western Seminary. George Fox University 1974-2003.

Gilmore, Robert D., Director Emeritus of Instructional Media. BA, Azusa Pacific University; BD, California Baptist Theological Seminary; MSEd, University of Southern California. George Fox University 1964-67; 1968-95.

Green, William D., Vice President and Dean Emeritus of the College, Professor of Religion. ThB, Malone College; AB, Taylor University; MA, Case Western Reserve University; EdD, University of Tennessee; LHD, George Fox University. George Fox University 1972-89.

Hagen, Dennis B., Professor Emeritus of Music. BA, Whitworth College; MMusEd, Indiana University; BD, Western Evangelical Seminary; PhD, Indiana University. George Fox University 1964-2003.

Hill, Mackey W., Professor Emeritus of History. BA, University of California, Los Angeles; MA, University of the Pacific. George Fox University 1949-74.

Hobbs, Julia H., Professor Emerita of Christian Educational Ministries. BA, Hope College; BD, MTh, Winona Lake School of Theology; PhD, University of Pittsburgh. George Fox University 1975-91.

Howard, David J., Associate Professor Emeritus of Music. BA, Simpson College; BA, MA, San Francisco State College; DMA, Southern Baptist Theological Seminary. George Fox University 1968-85; 1988-2001.

Landis, Patricia A., Professor Emerita of Education, Director of Undergraduate Teacher Education. BA, Seattle Pacific University; MA, University of Washington. George Fox University 1984-99.

Lauinger, Robert E., Associate Professor Emeritus of Music. Bs, Portland State University; MM, Indiana University; DMA, University of Arizona. George Fox University 1967-2002.

Munn, Hector J., Professor Emeritus of Chemistry. BS, Seattle Pacific University; MA, PhD, Oregon State University. George Fox University 1958-62; 1966-94.

Odell, Allen C., Professor Emeritus of Ministry. BA, Cascade College; MDiv, Western Evangelical Seminary; DMin, Western Conservative Baptist Seminary.

Orkney, G. Dale, Professor Emeritus of Biology. BA, Northwest Nazarene University; MS and PhD, University of Idaho. George Fox University 1964-2002.

Schroeder, Mel L., Associate Professor Emeritus of Drama. BA, Northwest Nazarene University; MA, San Jose State University. George Fox University 1978-83; 1987-2002.

Stiefel, Al, Professor Emeritus of Counseling. BA, Eastern Nazarene College; BD, Nazarene Theological Seminary; STM, Boston University School of Theology; PhD, Boston University.

Academic Calendar 2008-2009

Fall Semester

Fall Enrollment Confirmation (Traditional Undergraduates)	August 29-30, 2008
Fall Semester Begins	September 1, 2008
Last Day to make online registration changes	5 p.m., September 3, 2008
Registration Changes must go through Registrar's Office, late registration change fee assessed starting	September 4, 2008
Last Day to register for a class as an audit or as a special student (Traditional Undergraduates)	5 p.m., September 5, 2008
Add/Drop 75% removal of tuition start date (Graduate Students)	5 p.m., September 5, 2008
Serve Day	September 10, 2008
Last Day to Change Registration (Add/Drop)	5 p.m., September 12, 2008
Withdraw 25% removal of tuition start date (Graduate Students)	5 p.m., September 12, 2008
Time Period to Exercise Pass/No Pass Option	September 15-26, 2008
Withdraw 0% removal of tuition start date (Graduate Students)	5 p.m., September 19, 2008
SPS Portfolio due date in order to participate in December commencement (Portland/Salem)	5 p.m., September 15, 2008
Last Day to submit Applications for Degree to participate in December commencement	5 p.m., October 1, 2008
Mid-Semester Holiday	October 13, 2008
Mid-Semester Grade Entry	October 29-31, 2008
Last Day to Withdraw from Class without Grade Responsibility	November 7, 2008
Thanksgiving Holiday	November 27-28, 2008
Graduating student incoming transcripts for transfer credit due	5 p.m., December 5, 2008
Doctoral dissertation signed approval sheets due	5 p.m., December 5, 2008
Study Day (Traditional Undergraduate)	December 15, 2008
Finals	December 16-19, 2008
Fall Semester Ends (Incomplete forms due)	December 19, 2008
Mid-year Commencement	December 20, 2008
Final Grade Entry Deadline	5 p.m., January 2, 2009

Spring Semester

Spring Enrollment Confirmation (Traditional Undergraduates)	January 11, 2009
Spring Semester Begins	January 12, 2009
Last Day to make online registration changes	5 p.m., January 14, 2009
Registration Changes must go through Registrar's Office, late registration change fee assessed starting	January 15, 2009
Last Day to register for a class as an audit or special student (Traditional Undergraduate Courses)	5 p.m., January 16, 2009
Add/Drop 75% removal of tuition start date (Graduate Students)	5 p.m., January 16, 2009
Martin Luther King Jr. Holiday	January 19, 2009
Last Day to Change Registration (Add/Drop)	5 p.m., January 23, 2009
Withdraw 25% removal of tuition start date (Graduate Students)	5 p.m., January 23, 2009
Time period to Exercise Pass/No Pass Option	January 26 - February 6, 2009
Withdraw 0% removal of tuition start date (Graduate Students)	5 p.m., January 30, 2009
SPS Portfolio due date in order to participate in spring commencement (Portland/Salem)	5 p.m., February 2, 2009
Last Day to submit Applications for Degree to participate in spring commencement	5 p.m., February 2, 2009
SPS Portfolio due date in order to participate in June commencement (Boise only)	5 p.m., March 2, 2009
Mid-Semester Grade Entry	March 11-13, 2009
Last Day to Withdraw from Class without Grade Responsibility	March 20, 2009
Spring Break	March 21-29, 2009
Good Friday Holiday	April 10, 2009
Graduating student incoming transcripts for transfer credit due	5 p.m., April 17, 2009
Doctoral dissertation signed approval sheets due	5 p.m., April 17, 2009
Study Day (Traditional Undergraduate)	April 27, 2009
Finals	April 28- May 1, 2009
Spring Semester Ends (Incomplete forms due)	May 1, 2009
Spring Commencement	May 2, 2009
Final Grade Entry Deadline	5 p.m., May 15, 2009

May Term

May Term Begins	May 4, 2009
Last Day to Change May Term Registration (Add/Drop)	May 5, 2009
Last Day to Withdraw from May Term Class without Grade Responsibility	May 7, 2009
May Term Ends	May 22, 2009
May Term Final Grade Entry Deadline	5 p.m., June 5, 2009

Summer Semester

Summer Semester	May 4, 2009
Memorial Day Holiday	May 25, 2009
Last Day to make online registration changes	5 p.m., May 8, 2009
Registration Changes must go through Registrar's Office, late registration change fee assessed starting	May 8, 2009
Last Day to register for a class as an audit or as a special student (Traditional Undergraduates)	5 p.m., May 8, 2009
Add/Drop 75% removal of tuition start date (Graduate Students)	5 p.m., May 8, 2009
Last Day to Change Registration (Add/Drop)	5 p.m., May 15, 2009
Withdraw 25% removal of tuition start date (Graduate Students)	5 p.m., May 15, 2009
Withdraw 0% removal of tuition start date (Graduate Students)	5 p.m., May 22, 2009
Independence Day Holiday	July 4, 2009
Last Day to Withdraw from Class without Grade Responsibility	July 10, 2009
Summer Semester Ends	August 28, 2009
Final Grade Entry Deadline	5 p.m., September 11, 2009