

The logo features three overlapping rectangular frames. The outermost frame is a thick black line. The middle frame is a thinner black line with rounded corners. The innermost frame is a rounded rectangle with a thin grey border. A dark grey vertical bar is on the right side, and a dark grey horizontal bar is at the bottom, both overlapping the frames.

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*Whatever you do,  
work at it with  
all your heart.*

**COLOSSIANS 3:23**

## **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 U*

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## PURPOSE

The University is a member of the national Christian College Consortium, the Coalition for Christian Colleges and Universities, the Association of American Colleges, the College Scholarship Service, the Council of Independent Colleges, the American Association for Higher Education, the Friends Association for Higher Education, the National Association of Evangelicals, the National Collegiate Athletic Association, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the Evangelical Teacher Training Association, the Northwest Association of Private College and University Libraries, the Oregon Independent Colleges Association, and the Oregon Independent College Foundation.

Western Evangelical Seminary, a graduate school of George Fox University, is accredited by the Association of Theological Schools in the United States and Canada and by the Northwest Association of Schools and Colleges. 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 other 12 members of the Christian College Consortium are Asbury College, Wilmore, Kentucky; Bethel College, St. Paul, Minnesota; Gordon College, Wenham, Massachusetts; Greenville College, Greenville, Illinois; Houghton College, Houghton, New York; Malone College, Canton, Ohio; Messiah College, Grantham, Pennsylvania; Seattle Pacific University, Seattle, Washington; Taylor University, Upland, Indiana; Trinity College, Deerfield, Illinois; Westmont College, Santa Barbara, California; and Wheaton College, Wheaton, Illinois.

The Coalition for Christian Colleges and Universities, an organization based in Washington, D.C., was founded in 1976. Each of the 91 member institutions is committed to academic excellence and to the integration of faith, learning and living. The coalition, comprised of four-year liberal arts colleges with full regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.





George Fox University's "place" is Oregon, the lower Willamette Valley, Newberg, and a 75-acre tree-shaded campus on a wooded ravine in a residential neighborhood. This place offers a variety to meet most interests: a friendly community close (23 miles) to a major metropolitan environment of 1.7 million people, located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing, and easy access to rugged coastal beaches just an hour away.

Oregon — 96,981 square miles of variety — stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley

Along with the Newberg campus is the University's Portland Center, which houses classrooms and offices for Western Evangelical Seminary, and where M.B.A. and undergraduate degree-completion courses are taught. Seminary courses are offered in Salem for students enrolled in the Counseling and Marriage and Family Therapy programs. George Fox also has a presence in Boise, Idaho, where the University's Boise Center makes the University's degree-completion program available to adult learners in Idaho and eastern Oregon.

including the Free Methodist Church and the Wesleyan Church. The seminary was called by its founding name, the Western School of Evangelical Religion, until 1951.

From only a handful of courses in the 1890s, the University now offers 38 undergraduate majors and more than 600 courses in 15 departments, along with graduate programs in psychology, education, business, religion and counseling. In all, approximately 10,700 students over the years have called this institution their alma mater. George Fox University has grown rapidly in the last two decades — both in reputation and facilities. Nine times in the last nine years, *U.S. News & World Report* has ranked George Fox in the top three (second in 1997) in academic reputation among Western regional liberal arts colleges in the 15 states from Texas to Hawaii. In 1996, George Fox was one of five schools named as “Most Efficient” in the category. In a new category for the magazine — top teaching schools — George Fox in 1995 was ranked second in the West. National recognition also has come from the John Templeton Foundation, which has named George Fox five times to its

**The Center Street House** is a former residence converted to offices in 1992. In addition to the offices of faculty members in history



**Pennington Residence Hall**, built in 1962 and renovated in 1994, is a residence hall for 102 students and a resident director

## Housing

A wide variety of housing is available in Newberg and throughout the Portland metropolitan area. Rental rates vary according to size and location. It is the responsibility of the student to make all arrangements for housing. A notebook with information regarding housing referrals is maintained in the Student Life Office on the Newberg campus and at the reception area in the Portland Center.

## New Student Orientation

All new students participate in orientation before beginning their first semester of studies. Orientation helps familiarize the student with program requirements and procedures, as well as with the resources available throughout the University and seminary. In addition, orientation introduces the student to faculty, staff, fellow students, and George Fox University.

## The Bulletin

*The Bulletin* is the weekly newsletter for the George Fox community. Announcements appearing in *The Bulletin* are considered official notification. Therefore, all are encouraged to read *The Bulletin* weekly.

Any student whose behavior is dishonest, destructive, unethical or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may result in suspension or dismissal. Disciplinary and grievance processes are detailed in the Graduate Student Handbook.

## Food Services

Graduate and commuter students at George Fox University have access to food service through the Bruin Den in Heacock Commons, which provides menu items ranging from sandwiches to pizza. The Bruin Den is open weekdays for lunch services and breaks. Students also may eat in the Klages Dining Room by paying for meals individually or purchasing a declining balance card from the food services office. The University offers an “open detai.129 -1. acc0 Tl794 TDs

## STUDENT LIFE

### Standards of Conduct

By accepting admission to 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 that they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to maintain standards of behavior that conform to state and local laws.

Counseling and health care professional services are provided at no cost to students who have paid the student health fee. All other students are charged \$10 per visit for services rendered. Nominal fees are charged for psychological assessment and laboratory fees. Health insurance is required of all full-time students. Students must verify adequate insurance coverage elsewhere or be enrolled in the Student Medical Insurance Group Plan at the time of registration. Each student must have a completed Health History and Immunization Record on file in the Health Center. The state of Oregon requires every student born after December 1956 to have proof of a second measles immunization. All records in the Health Center are confidential (for students 18 and over).

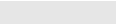
### **International Student Services Director**

The Director of International Student Services, serving as the advisor for international students, 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 director seeks to help students adjust to their new surroundings and to help the campus community develop a sensitivity to their needs. The director also encourages their participation in the academic and social life of the University and in the exploration of the surrounding American culture, as well as assists students in complying with INS regulations. The advisor is the international student's friend and advocate.

### **Multicultural Advisor**

The Multicultural Advisor helps facilitate cultural sharing and education for the entire George Fox community and serves as the advisor to minority students. Individual students of color come to the University with unique needs and contributions. The advisor helps students adjust to their new campus home and works to encourage the development of a campus climate that appreciates cultural differences. The advisor also works with the student club called the Multicultural Club, which learns about various cultures, hosts cultural activities, and serves as a support system for minority students.





## **FACILITIES**

### **Murdock Learning Resource Center/Portland Center Library**

George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The library presently houses more than 120,000 volumes and receives more than 800 periodical titles. The library has several special collections, including the Quaker Collection of basic Quaker books, pamphlets and periodicals. The archives of Northwest Yearly Meeting of Friends Church

learning experiences for students and community participants, including lectures, films, international work/study trips, and field experience placements. Research is encouraged and made possible by the peace collection in the M. J. Murdock Learning Resource Center and by the specialized materials in the Center for Peace Learning.

The Center for Peace Learning conducts an under



George Fox University offers graduate  
pr

**BUS 530 Creativity, Innovation and Entrepreneurship**

3 hours. An exploration of the ways in which we can all learn to think and act more creatively. The course seeks to expand the ways in which we perceive opportunities and challenges, cope with and advance change, take initiative, and spur innovation.

**BUS 534 Ethical, Legal, Social and Environmental Issues**

3 hours. This course investigates how individuals and organizations are affected by and in turn affect these natural and cultural contexts. Emphasis is placed on responsible moral and legal decision making.

**BUS 540 Functional Competencies II: Core Capacities**

3 hours. The second of two competencies courses seeks deeper insight into economics, marketing, accounting and finance, with greater emphasis on their utilization in decisions made by individuals, organizations and society.

**BUS 544 Managing and Organizing**

3 hours. Changing internal and external environments have changed the nature of management and organization. Processes, structures and relationships will be explored in a problem-solving context. Models of managing and organizing and their application will be emphasized.

**BUS 551 Decision Making and Management of Information**

3 hours. This course combines theory and practice of various modes of decision making with practical approaches to the definition and retrieval of the information that these decisions require.

**BUS 555 Leadership and the Human Side of Enterprise**

3 hours. Changes in worldviews, values, organizational structures, management systems, and working relationships will be examined in the light of implications for leadership. Leadership,



research will culminate in completion and defense of the doctoral dissertation. The research teams provide a mentoring experience for students as they learn about research and engage in their own research under supervision.

The dissertation, which may be empirical, theoretical or applied, is normally completed during the third or fourth year of the program. The goal of the research sequence is to equip graduates with the knowledge and skills necessary for the effective use of the evolving body of knowledge in the science of psychology, and in so doing, to lay a foundation for continued professional growth throughout their careers. (See GSCP Dissertation Policies Handbook for more information.)

## Research and Training Facilities

The psychology research lab is located in the Murdock Learning Resource Center. High-speed microcomputers, laser printers, and complete statistical (SPSS PC+) and graphics software are provided. In addition to its use for instructional purposes, the lab supports student research projects and dissertations, plus faculty research.

The Murdock Learning Resource Center provides library support for the psychology program. The library has an excellent collection of materials addressing the integration of psychology and the Christian faith and a good collection of contemporary work in most areas of psychology. In addition, the library receives more than 200 periodicals in psychology and related disciplines. Students also have on-line access to major computerized databases through library services, including Psych Info, Psych Books, DIALOG, ERIC, and many others. George Fox University maintains cooperative arrangements with other local educational institutions, providing psychology students with a full range of user services, including interlibrary loans and direct borrowing privileges.

The University Health and Counseling Services Center serves as a training facility for students in the clinical training sequence. The counseling center, which was completely renovated and expanded during the 1996-97 aca-

demical year, has six counseling offices and a group therapy room dedicated to training. Training equipment includes video and audio monitoring equipment, one-way mirrors, and recording equipment.

## Faculty

Members of the George Fox University faculty bring a wealth of professional experience and a diversity of theoretical backgrounds. The faculty includes video annotation software, 11.376 0 T1pmoeionli0.978 0 TI



for extension with the director of the Graduate School of Clinical Psychology, outlining plans for completion and providing an explanation of the circumstances that necessitate projecting the course of study beyond the seven-year period.

#### ♦ CONTINUOUS ENROLLMENT

Students are expected to maintain continuous enrollment throughout the program (minimum of three hours per semester). Failure to enroll for a minimum of three hours in a given semester (summer term is excepted) will result in suspension from the program. Reenrollment will require application for readmission.

#### ♦ LEAVE OF ABSENCE

Students who must temporarily discontinue graduate study for medical or other reasons may arrange a leave of absence of up to one academic year with the approval of their advisor and the director of the Graduate School of Clinical Psychology. Students who wish to discontinue for longer than one year will normally be required to apply for readmission into the program.

#### ♦ GRADING POLICY, SCHOLARSHIP, PROBATION AND DISMISSAL

A minimum cumulative grade point average of 3.0 is expected in all course work in the Graduate School of Clinical Psychology. Students whose work does not meet this requirement will be placed on probation and will be expected to raise their GPA to the 3.0 level in the following semester. Failure to do so will normally result in academic dismissal.

The following also are grounds for academic dismissal:

- A grade of "C" in three or more courses;
- A grade of "D" or "F" in any course;
- A failing (no pass) grade in clinical training or practice courses;
- A GPA below 3.0 for two semesters;
- Failure to pass Comprehensive Exam by the end of the third year of study.

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

#### ♦ STUDENT EVALUATION

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

#### ♦ TRANSFER CREDIT

In some cases, a student may wish to transfer graduate-level course work previously earned at another accredited college, university or seminary. Guidelines covering transfer credit are stated in the Student Handbook of the Graduate School of Clinical Psychology and are in addition to general University policies outlined in this Catalog. No transfer credit will be granted for Prepracticum, Practicum I and II, Preinternship, or Internship.

### Psy.D. Degree Requirements

The Doctor of Psychology (Psy.D.) degree requires the satisfactory completion of the following:

- All required courses = 139 semester hours. These hours include:
  - 95 hours of psychology courses (scientific foundations, psychological research, and clinical psychology),
  - 16 hours of clinical training (Prepracticum, Practicum I and II, and Preinternship),
  - 16 hours of Bible/religion, and
  - 12 hours of dissertation

- Comprehensive Examination: The Subject Test in Psychology of the Graduate Record Examination (GRE) comprises the M.A. comprehensive examination. Students must achieve a score at or above the 75th percentile on the senior undergraduate norm. Should a student score lower than this minimum level, he or she may retake the examination at the next scheduled administration. Such students may continue to enroll but will not be admitted to doctoral standing until a satisfactory score on the examination is earned. Failure to do so by the end of the third year may result in dismissal from the program. (See GSCP Student Handbook for additional information.)

- Full-time Internship: the equivalent of a one-year full-time internship (50 weeks and 2,000 clock hours);
- Defense of doctoral dissertation (minimum of 12 semester hours).

### Academic Class Standing

For purposes of academic standing by class, the following guidelines are established:

First Year: Less than 30 hours

Second Year: 30+ hours to  
M.A. Conferral

Third Year: Doctoral Standing

Fourth Year: Doctoral Standing plus  
more than 100 hours

Fifth Year: Doctoral Standing plus  
more than 100 hours plus Internship,  
or Doctoral Standing plus more than  
120 hours plus half Internship, or  
Doctoral Standing plus 139 hours  
(course work completed)

### M.A. Conferral

The M.A. is conferred as a transitional degree en route to the Psy.D. rather than as a terminal degree. It is conferred following completion of 60 semester hours of course work, including 48 hours of psychology and 12 hours of Bible and religion courses. Psychology course requirements include 4 hours of Prepracticum, 4 hours of Practicum, and 40 additional hours of psychology. Specific requirements are listed in the Student Handbook of the Graduate School of Clinical Psychology, and are marked on the Recommended Sequence which follows. In addition, the

student must successfully complete the Comprehensive Examination (see GSCP Student Handbook). A graduation application must be filed with the Registrar's Office one semester prior to the anticipated completion of the requirements for the M.A. degree.

## Required Courses in Recommended Sequence

### ♦ FIRST YEAR

#### Fall

PSY 530	Prepracticum* (2)
PSY 501	Theories of Personality & Psychotherapy* (4)
PSY 517	Ethics for Psychologists* (3)
PSY 511	Statistical Methods* (3)
BIB 511	Old Testament Studies & Interpretation* (3)
	Total: 15

#### Spring

PSY 531	Prepracticum* (2)
PSY 521	Personality Assessment* (3)
PSY 502	Psychopathology* (4)
PSY 503	Learning and Cognition (3)
BIB 521	New Testament Studies & Interpretation* (3)
	Total: 15

#### Summer

PSY 504	Social Psychology* (2)
PSY 512	Psychometrics in Assessment* (2)
PSY 571	Theoretical Integration: Systems of Integration* (2)
	Total: 6

### ♦ SECOND YEAR

#### Fall

PSY 532	Practicum I* (2)
PSY	

***Core Psychology Courses:***

♦

# GRADUATE PROGRAMS

### ♦ DOMAIN D: SPECIAL POPULATIONS

(4 Hours Required)

**PSY 541 Cross-Cultural Therapy**  
2 hours — Required. Introduction to the literature and issues involved in clinical work with persons 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.

**PSY 542 Therapy with Women**  
2 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 female clients. Case studies will be used for illustration and application.

**PSY 543 Therapy with Men**  
2 hours — Elective. This course is conducted in seminar format with a focus on male development, male role demands, and salient issues and strategies in service delivery to men. The course combines lecture and discussion with experiential activities and case studies.

**PSY 544 Geropsychology**  
2 hours — Elective. This course will review normal aging processes as well as pathological conditions common to elderly populations. Particular emphasis will be placed on clinical issues relevant to mental health services for this age group. Prerequisite: PSY 506 Adult Development.

### ♦ DOMAIN E: ADULT INDIVIDUAL PSYCHOTHERAPIES

(4 Hours Required)

**PSY 551 Psychodynamic Psychotherapy**  
2 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: PSY 501 Theories of Personality and Psychotherapy.

### PSY 552 Cognitive-Behavioral Psychotherapy

2 hours — Required. This class explores the application of cognitive-behavioral psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients whom the student treats in his or her practice setting, examining them from a cognitive-behavioral perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

### PSY 553 Experiential/Existential Psychotherapy

2 hours — Elective. This class explores the application of experiential psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients whom the student treats in his or her practice setting, examining them from an experiential perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

### PSY 554 Advanced Cognitive-Behavioral Psychotherapy

2 hours — Elective. This class builds on the foundation provided in Cognitive-Behavioral Psychotherapy (PSY 552) and further expands the student's skill in applying this treatment modality to a variety of client populations. The course will review the professional literature on cognitive-behavioral treatment of specific disorders. Prerequisite: PSY 552 Cognitive-Behavioral Psychotherapy.

### PSY 555 Brief Psychotherapies (2)

2 hours — Elective. This course examines various forms of brief psychotherapy with particular attention to elements common to all the brief therapies. The research literature is reviewed to identify client characteristics and diagnoses most amenable to this form of psychotherapy. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

### PSY 556 Object Relations Therapy

2 hours — Elective. An introduction to object-relational theory and psychotherapeutic techniques that grow out of that perspective. Though 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. Prerequisite: PSY 501 Theories of Personality and Psychotherapy and PSY 543 Psychodynamic Psychotherapy.

### ♦ DOMAIN F: CHILD, FAMILY, AND GROUP PSYCHOTHERAPIES

(7 Hours Required)

### PSY 561 Group Psychotherapy

3 hours — Required. 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.

### PSY 562 Child/Adolescent Therapy

2 hours — Required. This course will build on the child development course (PSY 505) 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.

**PSY 563 Family and Couples Therapy**

2 hours – Required. This class explores the theory and practice of family therapy and couples therapy. Major theorists, assessment techniques, and family and couples therapy strategies 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 family therapy perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

**PSY 564 Advanced Couples and Family Therapy**

2 hours – Elective. This course builds on PSY 563 (Family and Couples Therapy) and advances the student's knowledge and skill in couple/family psychotherapy. The focus of the course will be in-depth study of assessment and intervention strategies and issues for distressed couples and families. Prerequisite: PSY 563 Family and Couples Therapy.

**PSY 565 Child Play Therapy**

2 hours – Elective. This course will build on the psychodynamic psychotherapy course (PSY 551) and will focus on the developmental nature of childhood from a dynamic perspective, particularly the etiology and treatment of disorders from this modality. Recommended for those planning to work with children in play therapy. Topics include: object relations theory, psychoanalytic theory, attachment theory and attachment disorders, family relationships and resources, post-traumatic stress disorders, mood and behavior disorders. It is recommended that the course is taken in conjunction with a child practicum placement.

**♦ DOMAIN G: INTEGRATION**

(11 Hours Required)

**PSY 571 Theoretical Integration: Systems of Integration**

2 hours – Required. Basic approaches to relating biblical and theological principles to the systems of psycholo-

gy. Special attention will be given to the philosophical and practical issues involved in the process of relating psychology to Christian perspectives.

**PSY 572 Integration in Practice: Religious Issues in Psychotherapy**

2 hours – Required. An advanced clinical seminar, this course addresses the role of religiously based values and interventions, and develops skill in addressing religious issues in psychotherapy. Special ethical issues related to religiously based approaches to psychotherapy also are addressed. Prerequisite: PSY 532-533 Practicum I.

**PSY 573 Integration in Research: Research in the Psychology of Religion**

2 hours – Required. 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: PSY 571 Systems of Integration.

**PSY 576 Integration Seminars**

1 hour each — Elective. These are a series of one-hour seminars which are team-taught by psychology and religion prAn aer

related to the use of anti-depressant, anti-anxiety, and neuroleptic medications will be discussed. A particular focus will be on how these medications can be used in conjunction with psychotherapy to improve clients' functioning. Prerequisite: PSY 509 Psychopharmacology and Psychoneurology.

♦ **DOMAIN I: CLINICAL  
SUBSPECIALTIES**

(2 Hours Required)

**PSY 596 Community Mental Health**

2 hours — Elective. Concepts and methods of community mental health are introduced, with special reference to the church as a major community structure that can have a significant impact in the prevention and amelioration of mental health problems.

**PSY 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 a.9 g18 7c4.294 TD(strategieTE)Tj-3.488 48gnifican94 j4.6et9 0 TD(509)T30.8-4r7 0a15 ml43ndIC-09 Tc7 0a15 .TE.

**REL 520 Spiritual Formation**

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

**REL 530 Contemporary Religious Worldviews**

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

**REL 551 Historical Theology**

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

**BIB 5XXS / REL 5XXS Religion Integration Seminars**

1 hour. An extra 1-hour individualized study seminar option may be added to any of the above courses as an elective Integration Paradigm with the permission of the instructor.

**EDUCATION**

(M.Ed. Degree)

Also see "Teaching (M.A.T. Degree)."

**Program Description**

The Master of Education (M.Ed.) program is designed to fulfill the professional development needs of educators. The program meets the Oregon requirements for the Standard Teaching License. George Fox University also is approved to offer the M.Ed. program in the state of Washington. See page 2 for details. The Master of Education degree requires 36 semester hours of credit. Students may receive institutional recommendation for the Oregon Standard License.

Students in the M.Ed. program include:

- Educators holding Oregon Basic Licenses who wish to obtain Standard Licenses and/or master's degrees,
- Educators who hold expired or out-of-state licenses,
- Licensed educators who desire additional course work at the graduate level, and
- Educators at private schools.

**Program Requirements and Options:**

Requirements for the degree include the following 36 semester hours:

- 10 hours of core courses
- 10 hours of content-area courses
- 10 hours of elective courses
- 6 hours of applied research and methods courses

Students may transfer a maximum of 10 semester hours from accredited institutions.

The structure of the program will be characterized by:

- **Theory-into-Practice Links.** Experiences at the teacher's school site will be a major component of the program and will provide the practical application for the course work.
- **Action Research.** Personal research will be an integral part of the program.
- **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, and in papers.

**Admissions**

For less than eight hours cumulative, the following is required:

- Part-time application
- \$25 application fee

For those students seeking a M.Ed. degree and/or Oregon Standard License, the requirements are as follows:

1. Master of Education application form and \$25 fee.
2. Bachelor's degree in education or other applicable degree from an acc

with student seeking help at 249-410-9470





**EDM 526 Classroom Assessment**

2 hours. Classroom teachers become acquainted with a wide variety of methods for assessing student progress at the classroom and individual level. Students will develop assessment instruments and procedures that relate to their own disciplines. Current methods of assessment — including portfolios, rubrics and other forms of authentic assessment — will be covered.

**EDM 527 Testing and Measurement**

2 hours. A foundation cor

ess

education program includes a purposeful use of current research findings on the education of teachers as translated into practical experiences and methodologies. The structure will be characterized by:

- **Cohort Model.** Initially, students will work in cohorts of 20 to 25 students each. Cohorts will include early childhood, elementary, and secondary levels. Although they are separate cohorts, they will be blended together for certain experiences.

- **Theory-into-Practice Links.** Practicum experiences will be a large component of the program, beginning in the summer with an enrichment program planned and implemented by the students. 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 and cooperative teachers will design an action research project that will be shared at an action research symposium at the completion of the program.

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

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

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

## Admissions

1. Completion of a four-year degree program from an accredited college or university with a minimum GPA of 3.0.
2. Master of Arts in Teaching application form and \$25 fee.
3. Two official transcripts from every college/university attended.
4. Passing scores on the CBEST exam.
5. Completion of the character reference statement required by TSPC.
6. Three recommendations (forms in application packet).
7. An interview with the M.A.T. Admissions Committee. Emphasis of interview will be on problem solving and decision making.
8. If accepted into the program, a \$100 tuition deposit is required.
9. February 1 application deadline.

## Degree Requirements

The Master of Arts in Teaching requires the student to earn a minimum of 36 semester hours, including 15 semester hours of practicum. A cumulative grade point average of 3.0 is to be maintained for successful completion of the program. Students will be encouraged to take the NTE Test of Professional Knowledge prior to graduation from the program. Students may graduate from the program prior to passing the NTE but can not be recommended for licensure until the NTE Test of Professional Knowledge is passed.

## Program Overview

### Summer Semester

- |         |  |
|---------|--|
| EDU 501 | The Professional Educator (1)                    |
| EDU 502 | Special Topics for the Professional Educator (2) |
| EDU 510 | Human Development (2)                            |
| EDU 520 | Research Methods I: Readings and Methods (1)     |
| EDU 560 | Language and Literacy (2)                        |
| EDU 575 | Practicum I: Enrichment Program (2)              |

Total: 10 hours

### Fall Semester

- |         |  |
|---------|--|
| EDU 503 | Special Topics for the Professional Educator (2)     |
| EDU 521 | Research Methods II: Assessment and Measurement (1)  |
| EDU 530 | Learning Theory/ Instructional Design (2)            |
| EDU 550 | Curriculum and Instruction (5)                       |
| EDU 576 | Practicum II: Classroom Organization in Practice (3) |

Total: 13 hours

### Spring Semester

- |         |  |
|---------|--|
| EDU 522 | Research Methods III: Evaluation of Teaching (1) |
| EDU 577 | Practicum III: Classroom Teaching (10)           |
| EDU 590 | Graduate Seminar (2)                             |

Total: 13 hours

Total Semester Hours: 36

## Course Offerings

**EDU 501 The Professional Educator**  
1 hour. Summer. An introduction to the characteristics and role of the professional educator in today's society.

**EDU 502 Special Topics for the Professional Educator I**  
2 hours. Summer. Special topics include guidance and counseling, instructional strategies, the parent/school partnership, special education, school law, and student diversity. In addition, topics will include those requested by students or recommended by school teachers and/or administrators.

**EDU 503 Special Topics for the Professional Educator II**  
2 hours. Fall. Special topics include innovations in methods and materials in all subject areas. Classroom teachers, school administrators, and University faculty will describe and demonstrate methods, materials and programs. There will also be a continuation of topics from EDU 502, such as working with school specialists.

**EDU 510 Human Development**  
2 hours. Summer. The theoretical and practical aspects of human development—birth through adolescence.

**EDU 520 Research Methods I: Readings and Methods**

1 hour. Summer. Readings and interpretation of published research, both qualitative and quantitative. Focus on issues related to classroom organization, diversity, values, school law, and other educational issues.

**EDU 521 Research Methods II: Assessment and Measurement**

1 hour. Fall. Methods of assessment and evaluation designed to provide the preservice teacher with a variety of techniques to assess the abilities and needs of diverse learners. Strategies for evaluation will provide means for assessing student learning and the effectiveness of classroom practices. Qualitative and quantitative methods will be explored.

**EDU 522 Research Methods III: Evaluation of Teaching**

1 hour. Spring. Proposal of an action research project related to the classroom. Students will present their project in an action research symposium.

**EDU 530 Learning Theory/ Instructional Design**

2 hours. Fall. Theories of learning and associated teaching applications. Methods for unit and lesson planning will be demonstrated.

**EDU 550 Curriculum and Instruction**

5 hours. Fall. A study of instructional strategies and the design, implementation and evaluation of curriculum. Also included will be the development of Work Sample I. The pattern for course topics presented is the following: nature of knowledge, general methods, subject-specific methods, integrated methods.

**EDU 560 Language and Literacy**

2 hours. Summer. Discussion of language/reading, writing, communication and computer literacy, and how they are applied across the disciplines.

**EDU 575 Practicum I: Enrichment Program**

2 hours. Summer. Planning, teaching and evaluating a week-long enrichment program for students in third through eighth grades.

**EDU 576 Practicum II: Classroom Organization in Practice**

3 hours. Fall. Observation and teaching in an elementary or secondary classroom. An opportunity to plan, implement and evaluate the first Work Sample.

**EDU 577 Practicum III: Classroom Teaching**

10 hours. Spring. Full-time supervised student teaching. Preservice teachers teach and evaluate lessons, assess student achievement, and evaluate themselves. The second Work Sample will be implemented and evaluated.

**EDU 590 Graduate Seminar**

2 hours. Spring. 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.

**EDU 595 Special Study**

1-3 hours. Directed independent study open to graduate students. Prerequisite: Consent of instructor.



## HERITAGE

Western Evangelical Seminary opened its doors for the first time to 24 students in September 1947. The seminary was called by its founding name, the Western School of Evangelical Religion, until 1951. Drawn to the school by the encouragement of their denominations, these charter-year students represented the Evangelical, the Friends, and the Free Methodist churches.

The establishment of the seminary gave substance to the dream of the first president, Dr. Paul Petticord, and other Wesleyan/Holiness leaders who recognized the need for a seminary in the Pacific Northwest. Their ideal was set forth in early catalogs:

*...to train men and women in the definite doctrines of faith set forth in the constitution and by-laws and to give them such definite guidance and training that they may go out into the world with a positive message of salvation possible only in Jesus Christ. Not only is this training to be scholastic, but deeply spiritual. Not only theoretical, but practical in the usage of necessary methods essential for this day and age. This training is to be given by professors who are of high scholarship and of practical abilities and experienced in winning the lost to a definite relationship in Christ.*

The establishment of the seminary depended upon the cooperation among the first sponsoring denominations, the Evangelical Church and the Oregon Yearly Meeting of Friends. Others soon lent their support as well, including the Free Methodist Church and the Wesleyan Church. Today more than 30 denominations are represented in the student body.

Faculty members from a variety of evangelical backgrounds share a common commitment to sound scholarship, warm-hearted personal faith, and effective pastoral practice that continues to characterize the seminary.

The curriculum in the ministry department now includes the M.A. in church ministries and the M.A.,

theological studies, as well as the M.Div. In 1989, the seminary added a counseling department and now offers M.A. degrees in counseling and marriage and family therapy. Graduates of the program complete the academic requirements for licensure in the state of Oregon as a Licensed Professional Counselor (LPC).

The Association of Theological Schools granted WES full accreditation in 1974, and in 1976, accreditation was gained from the regional authority, the Northwest Association of Schools and Colleges. This dual accreditation was a first among seminaries in the Northwest.

In 1993 the seminary moved from its original site at Jennings Lodge east of Portland to a new, easily accessible, 50,000-square-foot campus near Interstate 5 and Highway 217. In 1996, the 49-year-old seminary merged with 105-year-old George Fox College of Newberg, Oregon, to form George Fox University. The site of the seminary is now the University's Portland Center campus.

## MISSION STATEMENT

Western Evangelical Seminary, under the Lordship of Jesus Christ and committed to the Wesleyan/Holiness heritage in a multi-denominational community of faith, prepares men and women, through spiritual development and graduate education, for Christian leadership and ministries.

## THEOLOGICAL

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**Salvation comes through Faith in**

**Christ alone:** We believe that penitent sinners are justified before God only by faith in Jesus Christ; that at the same time they are regenerated and adopted into the household of faith, the Holy Spirit bearing witness with their spirit to this gracious work. This is sometimes called implicit or initial sanctification.

**We believe in Sanctification and**

**Growth in Grace:** We believe that entire sanctification is that act of God by which believers are made free from original sin and brought into a state of complete devotion to God. We further believe that this work is accomplished by the baptism with the Holy Spirit, conditional upon consecration and faith, and that to this work the Holy Spirit also bears witness. We also believe that, while the approach may be more or less gradual, the actual experience is consummated in an instant and the life that follows should be characterized by a continual maturing of the Christian graces.

**God calls us to Holy Living:**

We believe that Christians are called to be holy in all manner of living so that any conduct contrary to this rule of Scripture is not only repugnant to sight but is also inconsistent with a true Christian profession.

**Christians need the Church:**

We believe in the holy universal church; that it is composed of all true believers of Jesus Christ; that it is for the maintenance of worship, the edification of believers, and the proclamation of the Gospel to the whole world again.

**Christ will come again:** We believe in the imminent, personal return of Jesus Christ to this world to establish His Kingdom, to rule in righteousness, and to judge all persons.

**We believe in the Life Everlasting:**

We believe in the bodily resurrection of the dead, that the bodies of both the just and the unjust shall be reunited with their spirits; that everlasting life is assured to all who believe in and follow Jesus Christ; and that the finally impenitent shall go away into everlasting punishment in hell.

**FOUNDATIONS FOR THEOLOGICAL EDUCATION AT WES**

**Biblical Authority:** The centrality of the Word of God—in preaching, teaching, and living—is emphasized. The Scriptures are regarded as inspired and canonical, the supreme authority and guide in all matters of Christian doctrine and practice.

**Evangelical Commitment:** The good news we both study and proclaim is salvation through faith in Jesus Christ. Sinners can be transformed by God’s grace: forgiven, reconciled, born again. This is a vital personal experience, which everyone needs and may receive.

**Christian Holiness:** A Spirit-filled life is a privilege of every Christian and a prerequisite to effective ministry. WES is committed to teaching and promoting the biblical message of holiness.

**Spiritual Nurture:** Spiritual formation is intentional at WES. Leadership that is truly Christian requires spiritual growth and maturation through Bible study, prayer, worship, and other spiritual exercises carried out in classes, chapel and small group experiences.

**Personal Involvement:** Students develop and articulate their own Christian convictions, philosophies in ministry, and personal goals.

**Professional Education:** Theory must find its hands in practice at WES. Classroom learning and field experience are mutually essential for ministry and Christian leadership. Seminary education must include introductory practice in preaching, evangelism and counseling, as well as studies in Bible, theology and church history.

**Vocational Diversity:** Students may prepare for Christian service in missions, counseling, Christian education, chaplaincy, and other ministries.

**Multidenominational Community:** Students represent a broadening spectrum of church membership. The seminary works with them and with their denominations to educate them for effective ministry in their respective churches.

**Contemporary Ministry:** Students are encouraged to confront and address the pressing issues of our world and to meet societal and personal needs. Seminary classes and internships urge students toward responsive, creative forms of ministry.

**Missionary Emphasis:** The motivation of the seminary is evangelistic. With a commission to embrace the world for Christ, WES graduates serve in many churches, through many ministries, around the world.

**ACCREDITA**

**Jerusalem University College:** WES is a charter member of the Jerusalem University College (formerly the Institute of Holy Land Studies), which is affiliated with the Hebrew University of Jerusalem. Credits earned in the graduate division offered by the Jerusalem University College may be transferred to WES.

## COMPUTER TOOLS

Personal spiritual formation and the acquisition of professional ministry skills are at the heart of WES's mission to prepare people for various forms of ministry. In the latter area, the use of computer tools is extremely helpful in increasing productivity and efficiency. Therefore WES has adopted a goal to help each student acquire training in computer software tools relevant to his or her degree program. The desired outcome is to enable graduates:

1. to perform current jobs more effectively and efficiently;
2. to create a better product; and
3. to bring new tasks within the realm of possibility.

Taken together, these tools will free graduates for increased contact with the people they are serving. For instance, those currently preparing for pastoral ministry will want to be exposed to such tools as Bible research, church administration, church growth, presentation, and desktop publishing software. Likewise those entering the counseling ministry will want to be familiar with practice management and clinical assessment software. The WES campus is equipped with a computer network with Internet access in the library and a 10-station computer lab. The seminary has on-site licensing agreements with various Bible research software companies.

## COMMUNITY LIFE

### Spiritual Life

Western Evangelical Seminary is committed to the spiritual as well as the academic formation of students. The spiritual life mission of the seminary is to foster intentionally the spiritual formation of the WES 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 WES community fosters spiritual formation by promoting:

1. a community spirit of worship and support;
2. a disciplined life of prayer and devotional habits; and
3. a deepening surrender to God in faith and to others in service.

To fulfill this mission, the seminary endeavors to have a comprehensive spiritual life program. Students and faculty give oversight and direction to formal and informal activities having to do with the seminary's spiritual life, organizing the worship program and selecting worship speakers, accepting responsibility for the Spiritual Emphasis Days, proposing action in any way bearing on the spiritual life of the campus, and conceiving and evaluating the spiritual life curriculum.

### Spiritual Life 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

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One of the following two:

BST 512 Interpreting the  
Hebrew Testament (3)

or BST 522 Interpreting New  
Testament Greek (3)

BST 541 The Bible and History (3)

BST 542 Biblical Theology(3)

♦ **CHRISTIAN HISTORY  
AND THOUGHT**

(18 hours required)

CHT 511 Christian History and  
Thought I: The Early  
Church to the Sixteenth  
Century (3)

CHT 512 Christian History and  
Thought II: The Reformation

- Meet all requirements for degree candidacy. In all cases, it will include a personal interview with the Christian education faculty.
- Be recommended by the WES faculty for graduation from George Fox University.

### Program Summary

Biblical/Theological Foundations.....	21
Spiritual Formation and Discipleship .....	4
Pastoral Studies.....	8
Christian Education Core .....	20
Christian Education Internship .....	5
Electives.....	6
Total Hours Needed for Graduation .....	
	64

### Course Requirements

#### ♦ BIBLICAL/THEOLOGICAL FOUNDATIONS

(18 hours required)

BST 501	Bible for Ministry: Interpretation and Old Testament (3)
BST 502	Bible for Ministry: Interpretation and New Testament (3)
CHT 511	Christian History and Thought I: The Early Church to the Sixteenth Century (3)
CHT 512	Christian History and Thought II: The Reformation and Its Ramifications (3)
CHT 513	American Church History (3)
CHT 540	Theology and Practice of Holiness (3)

#### ♦ SPIRITUAL FORMATION AND DISCIPLESHIP

(4 hours required)

SFD 510	Becoming a Self Before God (1)
SFD 591	Spiritual Leadership (1)
SFD ___	Spiritual Formation Elective (1)
SFD ___	Spiritual Formation Elective (1)

#### ♦ PASTORAL STUDIES

(8 hours required)

PST 500	Pastoral Care and Counseling (3)
PST 591	Seminar in Marriage and Family Counseling (1)
PST ___	Pastoral Studies Elective (3)
PST ___	Pastoral Studies Elective (1)

#### ♦ CHRISTIAN EDUCATION CORE

(20 hours required)

CED 501	Basic Principles of Christian Education (3)
CED 502	Age-Level Ministries in Christian Education (3)
CED 503	The Church and Its Curriculum (3)
CED 521	The Ministry of Christian Education (1)
CED 522	The Ministry of Christian Education (1)
CED 540	History and Philosophy of Christian Education (3)
CED 541	Christian Education and Formation of Adults (3)
CED 542	Principles of Teaching (3)

#### ♦ CHRISTIAN EDUCATION INTERNSHIP:

(5 hours required)

CED 575	Internship in Christian Education (5)
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#### ELECTIVE:<sup>a</sup>

(9 hours required)

___ ___	Elective (3)
___ ___	Elective (3)
___ ___	Elective (3)

Total Hours Needed for Graduation ..... 64

#### Notes:

<sup>a</sup> *These courses are selected by the student and advisor to strengthen his/her program. Total elective hours will vary depending on course selection. 64 total program hours are required.*

## MASTER OF ARTS IN COUNSELING

### Program Objectives

The vision of the faculty in the Master of Arts in Counseling program is to foster in the student the ability to:

1. Understand persons as spiritual-psychological-physical-relational beings;
2. Think biblically and theologically in a psychologically informed way and think psychologically in a biblically and theologically informed way;
3. Develop a professional identity and be equipped for their calling, thus being ready to serve in any of a variety of settings—both church and community—with Christian integrity;
4. Acquire, refine and demonstrate appropriate master’s level skills as a clinical generalist;
5. Be prepared for becoming a Licensed Professional Counselor.

### Degree Requirements

The Master of Arts in Counseling program is designed for men and women who desire graduate study and preparation for a counseling ministry. This is not intended as a pastoral degree program.

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

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 2.7 or above;
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R), the Strong Interest Inventory (SII), and a personal interview with the counseling faculty;
- Undergo a minimum of 20 sessions of personal therapy, individual and/or group, with an approved therapist;
- Complete a minimum of 600 supervised hours in Internship setting(s), of which at least 240 hours must be client contact hours;

- Successfully complete the Graduate Clinical Project (reading fee assessed during final semester of clinical internship) in which the student articulates his/her current understanding of counseling, and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and



## Requirements

The Master of Arts, Theological Studies program is designed for men and women who desire graduate study in the field of theological studies with an emphasis in either biblical studies or Christian history and thought. This is not intended as a pastoral degree program.

Following are the requirements for the M.A.T.S. degree:

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 2.7 or above.
- Meet all requirements for degree candidacy. In all cases, it will include a per-





Helping professionals — e.g., licensed professional counselors, clinical psychologists, social workers, parole officers, pastors, youth workers, nurses, physicians, school counselors, attorneys, plus marriage and family therapists—who want and need to be more effective in their service to parents, couples and families, can avail themselves of a variety of educational and training opportunities at WES.

A person may take an occasional continuing education offering, or one may wish to enroll in the Certificate in Marriage and Family Therapy program that includes not only essential seminars and course work but also a supervised clinical experience in marriage and family therapy in one or more community settings.

Licensed Professional Counselors and others who hold at least a master's degree in counseling or a closely related field may qualify to pursue becoming a full clinical member of the American Association for Marriage and Family Therapy and an Oregon Licensed Marriage and Family Therapist. In addition, courses are available that lead to certification with the Association for Couples in Marriage Enrichment and Interpersonal Communication Programs, Inc.

### Certificate Requirements

Each certificate applicant will be assessed and a plan of training developed according to his/her specific needs. Post-baccalaureate work completed with a grade of "B" or higher from an accredited school may be considered for transfer credit. Transfer credit will be limited to 12 semester hours and is subject to approval of the Graduate Department of Counseling. Applicants will be required to address any academic deficiencies they have. Further, certificate students will go through a personal candidacy interview and undergo a minimum of 20 hours of therapy with a qualified, approved marriage and family therapist.

### Program Summary

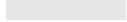
Course Work.....	30
Clinical Internship .....	8
Total Hours Needed for Certificate.....	38

### Course Requirements

#### ♦ COURSE WORK

(30 hours required)

- CHT 506 Integrative Theology (3)
- COU 530 Psychopathology and Appraisal (3)
- MFT 500 Introduction to Marriage and Family Therapy (3)
- MFT 514 Advanced Marriage Therapy I (3)
- MFT 524 Advanced Family Therapy I (3)
- MFT 534



## COURSE DESCRIPTIONS

### Biblical Studies

#### **BST 501 Bible for Ministry: Interpretation and Old Testament**

3 hours. A basic introduction to method in Bible study and the principles of Bible interpretation. Includes weekly studies and exercises based on selected texts from the Old Testament. This class gives students an introduction to the content and message of various books and sections of the Old Testament. Technical matters of Old Testament introduction are touched on.

#### **BST 502 Bible for Ministry: Interpretation and New Testament.**

3 hours. A basic introduction to method in Bible study and the principles of Bible interpretation. Includes weekly studies and exercises based on selected texts from the New Testament. The student is exposed to many of the backgrounds, approaches and ideas which through history and at the present time have aided in interpreting these foundational documents of the Christian faith. The class combines features of the survey offered in many undergraduate religion programs and the introduction required of all who plan on a career that features the study of the Bible.

#### **BST 503 Bible for Ministry: Intermediate Hermeneutics**

3 hours. This course provides a bridge between the Bible I track and the Bible II track by advancing the discussion about the inductive method of exegesis. Specifically, the topics of structure analysis, the contribution of the social sciences to the study of history, and tools for the analysis of the theology of texts are introduced. It also provides a bridge between the Bible I track and the Biblical Languages track by integrating original language tools and skills into the exegetical and hermeneutical process, especially through the use of advanced Bible research software. Prerequisites: BST 501 and 502, and either the Greek Sequence (BST 521 and 522) or the Hebrew Sequence (BST 511 and 512).

#### **BST 505 Biblical Book Study in English**

1 to 3 hours. Study of biblical books at WES is textual. Some offerings are based on the English text and are an application of inductive principles learned in the foundation courses, BST 501 and 502.

#### **BST 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.

#### **BST 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: BST 511 Introducing Biblical Hebrew.

#### **BST 515 Old Testament Book Study in Hebrew**

1 to 3 hours. Study of biblical books at WES is textual. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts. The prerequisite for Hebrew text book studies is BST 512 or its equivalent.

#### **BST 521 Introducing New Testament Greek**

3 hours. The 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.

#### **BST 522 Interpreting the Greek Testament**

3 hours. This continuation of BST 521 adds to the student's knowledge and understanding of the major and

**BST 542 Biblical Theology**

3 hours. The study of the Bible books begins with answering the question, "What do they say?" Biblical theology carries the task one step further and asks, "What do they mean?" In this course, students join in seeking to discern the significance of the individual books and of the Book as a whole.

**BST 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. Prerequisites: BST 501 Bible for Ministry: Interpretation and Old Testament and BST 502 Bible for Ministry: Interpretation and New Testament.

**BST 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 T

**CED 521, 522 The Ministry of Christian Education**

1 hour each. Field experience, guided reading and seminars are integrated in this course to provide the student a rich complement of learning experiences. The field experience is gained in the context of a local church under the supervision of a competent leader in Christian education. Here the student will gain experience and develop competencies in the varied responsibilities and relationships involved in the present-day ministry of Christian education. The reading and seminars under the guidance of professors in the seminary integrate the theoretical and practical aspects of this ministry.

**CED 540 History and Philosophy of Christian Education**

3 hours. The development of Christian education is traced from its Old Testament backgrounds to the contemporary period. Special attention is given to historical problem areas that are of contemporary relevance. Attention also is given to the historical impact of secular education upon Christian education.

**CED 541 Christian Education and Formation of Adults**

3 hours. In this course the student will 1) gain information concerning the characteristics and needs of adults; 2) consider educational principles, policies, plans and methods of teaching for the purpose of leading men and women toward maturity in Christ; 3) examine the organizational structure and leadership of successful Christian education programs for adults in a local church; 5

**CHT 530 Women in Ministry:**

**Theology and Practice**

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.

**CHT 540 Theology and Practice  
of Holiness**

3 hours. A special course, team taught by the seminary faculty. The subject is considered in relation to the teachings of Scripture, the tenets of holiness (especially Wesleyan) theology, the work of the ministry

**COU 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.

**COU 520 Personality and Counseling Theory**

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

**MFT 514 Advanced Marriage Therapy I**

3 hours. This course is intended to equip the student to work more effectively with couples. Attention is given to understanding and assessing the couple as an interacting system; treatment planning; developing and maintaining therapeutic balance; as well as acquiring and practicing specific skills and frameworks for system intervention. Prerequisite: MFT 500 Introduction to Marriage and Family Therapy.

**MFT 524 Advanced Family Therapy I**

3 hours. A course that concentrates on utilizing the interactional/systemic perspective in counseling with families. Attention is given to the acquisition and practice of family therapy skills and procedures, the development of an integrated approach to working with families, in addition to the impact of culture and ethnicity in family counseling. Prerequisites: Minimum: MFT 500 Introduction to Marriage and Family Therapy or its equivalent and the professor's permission. Also Preferred: MFT 514 Advanced Marriage Therapy I.

**MFT 534 Human Sexuality**

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

**MFT 540 Professional Orientation**

3 hours. A study of the professional and ethical issues that most affect the preparation for and practice of marriage and family therapy. The course is preparatory for the student's clinical experience in the community.

**MFT 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 which have been impacted by substance abuse/addictions either presently or in the past.

**MFT 560 Social and Cultural Foundations**

3 hours. A study of social, cultural and ethnic diversity as they apply to marriage and family therapy.

**MFT 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.

**MFT 582 Research and Evaluation**

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

**MFT 585 Seminar in Marriage and Family Therapy**

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.

**MFT 590 Research/Thesis in Marriage and Family Therapy**

3 hours. See requirements on page 65.

**MFT 591, 592, 593 Clinical Internship**

Supervised clinical experience in community counseling programs. Prerequisite: COU 501 Principles and Techniques of Counseling I and COU 502 Principles and Techniques of Counseling II, plus 18 additional hours of course work (MFT 500 Introduction to Marriage and Family Therapy, COU 520 Personality and Counseling Theory, COU 530 Psychopathology and Appraisal, COU 550 Group Theory and Therapy, MFT 514 Advanced Marriage Therapy I, and MFT 524 Advanced Family Therapy I) and approved candidacy status. Students are expected to follow the sequence MFT 592 (4 hours), MFT 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for MFT 591 (an additional 2 hours).

**MFT 595 Special Study in Marriage and Family Therapy**

1 to 3 hours. A specially designed and individually tailored course with emphasis on counseling techniques.



## **Pastoral Studies**

The major pastoral studies courses have a skill mentoring segment included, as well as a study of a book of the Bible.

### **PST 500 Pastoral Care and Counseling**

3 hours. A comprehensive view of personal and interpersonal issues from conception to death, with the application of counseling principles and techniques to them. The scope and limitations of pastoral counseling will be addressed.

### **PST 510 Pastoral Leadership in Preaching**

3 hours. An introduction to the fundamentals of sermon preparation and delivery. The preparation and preaching of one complete sermon will be undertaken by each student. Note: It is helpful and advisable that students take this course following BST 501 Bible for Ministry: Interpretation and Old Testament.

### **PST 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



**SFD 566 Spiritual Formation and the Parables**

1 hour. Jesus used parables to communicate truth and to stimulate the growth of his followers. This course examines Jesus' use of parable stories, the power of stories to shape and give meaning to one's spiritual journey, and the use of storytelling and story-finding to enable others to move into a meaningful relationship with God.

### ♦ ADVANCED TRAINING COURSES

**SFD 570 Spiritual Direction Experience**

1 hour. A two-semester course designed to give M.Div. students and Spiritual Formation and Discipleship Certificate students an intentional, one-on-one exploration of their spiritual life with a trained guide. Since a dynamic relationship with God requires an attentiveness to one's interiority and to one's lived experience of faith in community with others, the spiritual direction model is used.

**SFD 571 The Art of Spiritual Direction**

1 hour. Spiritual direction as a discipline for intentionally guiding persons in their spiritual growth is the focus of this course. Topics of the course include the heritage of spiritual direction; the theological, biblical, and psychological premises for the practice of spiritual direction; the difference between spiritual direction, discipleship, and counseling; the art of discernment; and the nature and practice of spiritual direction. Course participation is limited to students in the Spiritual Formation and Discipleship Certificate program.

**SFD 572 Spiritual Direction Practicum**

1 hour. The sequence course for SFD 571, Spiritual Direction Practicum gives students an experience in being spiritual directors under the supervision of a trained director. Further course topics include professionalism issues such as confidentiality, the directee-director relationship, the emotional health of the directee, and the beginning and ending of a spiritual direction relationship. The course is limited to students in the Spiritual Formation and Discipleship Certificate program.

**SFD 580 Group Spiritual Formation**

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

**SFD 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.

**SFD 590 Research/Thesis in Spiritual Formation and Discipleship**

1 to 3 hours. See requirements on page 65.

**SFD 591 Spiritual Leadership**

1 hour. An examination of the unique nature and responsibility of spiritual leadership. The philosophy of spiritual leadership is analyzed in today's culture. Elements such as accountability, devotional habits, life balance, and retreats and solitude which encourage the formation and growth of spiritual leadership are reviewed. Elements such as burnout, depression, addictions, lack of self-differentiation, and misuse of power and innocence which inhibit the exercise of spiritual leadership are explored.

**SFD 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. Special arrangements for regular courses of study must be approved by the Dean.



The following information applies to graduate students attending George Fox University. If a policy is specific to a graduate program or to the seminary, it will be noted. Each graduate program of George Fox University has its own policies related to enrollment and academic requirements. Graduate students should consult their own program directors with regard to specific policies.

### ACADEMIC SESSIONS AND CREDITS

The academic year at George Fox University is divided into two semesters of 15 weeks, including a four-day examination period plus orientation and registration. In addition, the University operates a summer session which is integral to all graduate programs offered by the University and seminary.

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

### GUARANTEES AND

**RESERVE** **106** **082** **67** **11** **286** **88** **01** **2** **units** **E7** **hese** **4c3S** **a**



cost of education by extending the time involved to earn their degree. No student may enroll for more than 20 hours, except by special permission of the faculty advisor and the Registrar.

**Course Additions**

- After classes begin, a later admission to class must have the approval of the Registrar and consent of the instructor involved on a form available in the Registrar’s Office or WES Enrollment Services Office.

- The last day to add courses or to exercise a pass/no pass option is established in the calendar in this Catalog.

**Course Withdrawals**

- A student wanting to drop or withdraw from a class or from the University must secure the proper form from the Registrar’s Office (or WES Enrollment Services Office). Without the form, an “F” is recorded for all courses involved. There is a fee of \$10 for a course withdrawal, though not for complete withdrawal from the University.

- Withdrawal from a course (with a “W”) must be completed within the first nine weeks of the semester. Beyond this date, a petition to the Vice President for Academic Affairs is required, and cause (emergency conditions) must be established. See calendar in this Catalog.

<i>Letter Grade</i>	<i>Meaning</i>	<i>Points Per Semester Hour</i>
A	Superior	4
A-		3.7
B+		3.3
B	Good	3
B-	Factor	2.7

WES Enrollment Services Office (603) 881-1111

**THE GRADING SYSTEM**

Semester grades are determined by the instructor’s evaluation of the student’s daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

## **ACADEMIC PROGRESS AND ELIGIBILITY**

Graduate students are expected to be aware of the policies related to satisfactory academic progress within their own graduate program. Students are



## **WESTERN EVANGELICAL SEMINARY DEGREE CANDIDACY**

Students who qualify should make formal application through their advisors to be listed as a candidate for a degree. Candidates will be listed only on faculty approval, which will be determined on the basis of Christian character, scholarship, and qualifications for leadership. Candidacy for the Master of Divinity degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 40 semester hours of the required courses and electives. Candidacy for the Master of Arts in Counseling degree or Master of Arts in Marriage and Family Therapy degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 20 semester hours of the required courses and electives. Candidates for the Master of Arts in Counseling and the Master of Arts in Marriage and Family Therapy degrees will be evaluated as to giftedness, self-awareness, and readiness to counsel others. Candidacy for all other Master of Arts degrees will be considered by the faculty after the stu

## WESTERN EVANGELICAL SEMINARY ACADEMIC PROGRAM INFORMATION

The following information pertains to the seminary programs only.

### Transfer Credit

Post-baccalaureate work completed with a grade of "B" or better and from an accredited school may be considered for transfer credit into either a Master of Divinity or Master of Arts program at WES. Only courses which meet program requirements will be considered. Transfer credit will be limited to:

- Master of Divinity: 64 semester hours
- Master of Arts, Theological Studies: 32 semester hours
- Master of Arts in Christian Education: 32 semester hours
- Master of Arts in Counseling: 21 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Arts in Marriage and Family Therapy: 26 semester hours (Transfer credit will not be granted for internship requirements.)

### Residency

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

- Master of Divinity: 32 semester hours
- Master of Arts, Theological Studies: 32 semester hours
- Master of Arts in Christian Education: 32 semester hours
- Master of Arts in Counseling: 43 semester hours
- Master of Arts in Marriage and Family Therapy: 53 semester hours

### Waivers

It is the desire of the faculty that each student's program of study build on the knowledge base the student brings to the seminary. Therefore, certain courses may be waived if previous study or expertise parallels the course under consideration in content, level and method. This determination shall be made by the course instructor and requires the approval of the faculty advisor and Dean. If the waiver is granted, an equivalent number of hours will be required in the same department.

### WES Graduate Research Program/Thesis Option

Graduate research is a serious academic inquiry into a selected area of study with a view to obtaining information hitherto unknown to the researcher. This inquiry is then presented in acceptable written form for the benefit of other readers.

The graduate research program goals are threefold:

1. To develop facility in the principles and techniques of literary and empirical research;
2. To increase the student's knowledge in an area of concentrated study;
3. To build within students a habit of asking questions and seeking answers which will serve them well as practitioners in their chosen field of ministry.

The values of this phase of the student's total preparation for life's work are as follows:

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

### ♦ GENERAL REQUIREMENTS

1. In order to enter the graduate research program, a student must have completed 26 semester hours in an M.A. degree program or 54 semester hours in the M.Div. program.

2. Students must have a cumulative grade point average of at least 3.00 to be eligible to write a thesis or complete a graduate research project.

3. For Graduate Department of Ministry students, the professor teaching PST, BST, CHT, CED or SFD 590 shall serve as faculty advisor and will have primary responsibility for overseeing thesis work. For Graduate Department of Counseling students, this function will be fulfilled by the professor teaching COU or MFT 582. Each student shall choose an additional faculty member who will serve as second reader. The second reader should be knowledgeable in the chosen research area and serve as a resource person as well.

4. Graduate research requires a substantial foundation of course work in the field to be investigated.

5. Thesis.

(a) The thesis requires the establishment of a specific problem to be solved and conclusions reached.

This occurs in the form of a hypothesis which must be supported by the literature study/review. In the counseling programs, the hypothesis will be tested using the proposed empirical research method. In the ministry programs, the hypothesis will be tested using the methodology most suited to the student's discipline.

(b) The thesis is intended not only to add to the student's personal understanding of a given subject area, but to contribute something new to the common store of knowledge in that subject area.

6. Graduate Research Project.

- (a) The project requir

### **WES Research Scholars**

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

### **WES Teaching Assistants**

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

### **Off-Campus Courses**

A maximum six hours credit will be allowed toward the Master of Divinity degree for participation in seminars held off campus previously approved by the appropriate school. Four hours of credit will be allowed toward the Master of Arts degree. Regular tuition rates apply above any fees which may be associated with the off-campus activity.

### **Study Tours**

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

### **Time Limitations**

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

### **Special Study**

Special Study refers to 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 develop a special study proposal with an instructor who will oversee the study and obtain the approval of his/her advisor and the departmental chair. The student registers for the special study during the regular registration period prior to the semester of the study. Special arrangements for regular courses of study are not permitted.

### **Seminar Courses**

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.



## GRADUATE ADMISSION

George Fox University offers nine graduate programs: a doctoral program in clinical psychology (Psy.D.); three master's-level programs in business administration (M.B.A.), education (M.Ed.), and teaching (M.A.T.); and five seminary programs leading to Master of Divinity (M.Div.), Master of Arts in Christian Education, Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy, and Master of Arts, Theological Studies degrees. See page 71 for admission information pertaining to Western Evangelical Seminary.

To be considered for admission, applicants are normally required to have a bachelor's degree from a regionally accredited college or university with a minimum 3.0 grade point average in their last two years of academic work.

Individual graduate programs have unique admission requirements and procedures established by the University. Application information for graduate study is available upon request. Write to the Graduate Admissions Office, George Fox University, 414 N. Meridian St. #6039, Newberg, OR 97132-2697; or request an application by calling 1-800-631-0921.

Meeting minimum entrance requirements of a given program does not guarantee admission. Admission may be granted to applicants who do not meet all admission requirements at the minimal level if other indicators suggest probable success in the program.

Standardized admissions examination requirements vary according to program. Information about required tests and testing dates and sites may be obtained from the Graduate Admissions Office at George Fox University.

### Admission Procedures for Graduate Students

Application deadlines for graduate programs vary. Please consult the application packet and program brochure for complete information. (See page 71 for seminary admission information.)

Applicants to graduate programs at George Fox University must submit the following materials to the Graduate Admissions Office:

1. Application for admission to the appropriate program for which admission is sought. (A second application to George Fox University is not required.)
2. \$25 application fee.
3. If applicable, a passing score on the program-required entrance examination. Scores normally must be less than five years old to be acceptable.
4. Official transcripts from post-secondary institutions attended (two official copies are required for the Master of Arts in Teaching program).
5. Three or four recommendations, depending on the program for which admission is sought (forms are included in the application packet).
6. Admission Statement or Writing Sample, as required by the program.
7. An interview is part of the admission process for all graduate programs. Applicants will be contacted by the University if selected for advancement to the interview stage.
8. If applying for financial aid, complete a Free Application for Federal Student Aid and submit it to the processing agency as soon after January 1 as possible. Forms may be obtained by writing to the Financial Aid Office or Graduate Admissions Office at George Fox University. Students are considered for financial assistance after they have been accepted for admission. To permit maximum consideration for financial aid, it is recommended that the application process be completed by May 1.

Refer to application packets or Catalog descriptions of individual degree programs for the specific admission requirements.

George Fox University reserves the right to select students on the basis of academic performance and personal qualifications. George Fox University does not discriminate on the basis of age, race, sex, handicap, or national or ethnic origin in its educational programs or activities.

### Services to Disabled Students

A caring campus community — students, staff and faculty — reaches out helpfully and appreciatively to all students. Disabled students are welcomed, respected, and assisted to grow.

Instructional assistance for visually challenged students is available through the learning laboratory and assistance from readers. Where necessary, course requirements are adjusted to extend but not exceed the capability of the student.

Disabled students needing accommodations should contact the Enrollment Services Office well in advance of attendance so that specific attention can be made to develop an accommodation plan.

### International Students

George Fox University is authorized under federal law to enroll non-immigrant international students. Prospective students who are not United States citizens are encouraged to apply early. To be considered for admission, an international student must complete all general admissions procedures required of American students and submit a Declaration of Finances form or demonstrate adequate funds by a certified bank statement. Immunizations must be up-to-date and documented.

International students (F-1 visa students or J-1 visa students) must show proficiency in the English language by posting a score on the Test of English as a Foreign Language (TOEFL) of at least 500 and a score on the Test of Written English of at least 4. Students with a score between 500 and 550 will be provided a one-hour tutorial during their first semester at George Fox University to improve their ability to write in English and to develop more effective study strategies. Students not showing proficiency at the above-described levels may apply for admission to the George Fox University English Language Institute.

### Readmission of Former Students

To apply for readmission after an absence of one or more semesters, a student should request an Application for Readmission from the Graduate Admissions Office. If two or more years have elapsed, he or she must meet any new or revised graduation requirements and may be asked to go through regular admission procedures.

Students who drop out to attend another program risk acceptance of that credit on return unless such has been approved by the graduate program director and the Registrar prior to leaving.

### Part-Time Students

Individuals who would like to take less than a full-time load (1-7 hours) may apply as a part-time student. Application forms and counseling regarding courses are available in the Registrar's Office. Because of the cohort format of the M.A.T. and M.B.A. programs, part-time attendance is not permitted. The Graduate School of Clinical Psychology director must approve part-time attendance for non-admitted students. Applicants are requested to pay the nonrefundable \$30 application fee, and tuition is based on the current per-credit-hour rate.

### Campus Visitation

Students interested in enrolling at George Fox University are encouraged to visit the campus, preferably when classes are in session. A visit provides an opportunity to observe classes, see the campus facilities, and talk with students and professors. It also will give University personnel an opportunity to get to know the student better. When possible, visits should be arranged five days in advance through the Graduate Admissions Office, which is open on weekdays, 8:00 a.m. to 5:00 p.m.

Prospective graduate students may arrange campus visits by contacting the Graduate Admissions Office at 1-800-631-0921.

## WESTERN EVANGELICAL SEMINARY ADMISSION

### Prospective Students

Applications for master's degree and certificate programs may be obtained from the WES Enrollment Services Office. Prospective students are encouraged to visit the campus or participate in one of several "Experience WES" preview events held throughout the year. Arrangements should be made in advance with the Office of Enrollment Services. Opportunities will be provided for visits with members of the faculty, students and staff; attendance in classes; and informal discussions.

### Admission Criteria for Master's Degree Programs

An applicant of good Christian character who has a baccalaureate degree from a college accredited by a recognized accrediting association may be granted Regular Student status upon presentation of a satisfactory transcript indicating that the applicant has a cumulative grade point average of 3.0 (based on a 4.0 standard).

An applicant whose cumulative grade point average is below this may be considered for admission on academic probation.

A limited number of applicants holding baccalaureate degrees from colleges not accredited by a recognized association may be considered for admission. If approved, such an applicant will be granted probationary or conditional admission.

Any student whose first language is not English must score 520 on the TOEFL examination for admission consideration. Scores of 500 to 519 are considered, but if admitted, an English tutorial is required. Scores less than 500 may enter into the University's ESL program. An entry assessment test is given. Those who are placed in the highest ESL level may take an additional course while in the ESL program. Those who successfully complete the ESL program may be considered for admission into a degree program.

International students must have an approved financial guarantor and the endorsement of a denominational official before their application will be considered.

### Application Procedures

An application may be obtained by contacting the WES Office of Enrollment Services.

Western Evangelical Seminary/George

3. A personal biographical statement as indicated on the application.

4. \$30 application fee.

Once all materials have been received by the WES Office of Enrollment Services, the admissions committee will review the application. In some cases, for some programs, a group or personal interview is required. The admissions process is confidential, and Western Evangelical Seminary/George Fox University reserves the right not to give reasons for refusal to admit an applicant.

## Application Deadlines

Prospective students are encouraged to apply by May 1 since financial assistance decisions are made shortly thereafter. Applications are welcome after that date, although applicants should be aware they will be considered on a space-available basis, and only federally funded Stafford Loans will be available for financial assistance. Because financial assistance is extremely difficult to obtain mid-year, the University encourages students with these needs to enter in the fall semester.

Application deadlines are:

- Fall semester July 1
- Spring semester December 1
- Summer semester April 1

## International Students

George Fox University is authorized to enroll non-immigrant international students. In addition to the standard requirements for admission, international applicants also must submit the following materials:

1. Results of the Test of English as a Foreign Language (TOEFL) for students whose first language is not English.
2. Financial certification materials testifying to the applicant's ability to meet travel, educational and living costs for the duration of study in the United States. U.S. Immigration and Naturalization Services regulations governing F-1 student status require compliance. George Fox University



3. The college work of the pre-seminary student should result in a sense of achievement:

a) The degree of the student's mastery in a field of study is more important than the credits and grades that are accumulated.

b) The sense of achievement may be encouraged through academic concentration, or through "honors" work, or through other plans for increasingly independent work, with as much initiative on the student's part as he/she is able to use with profit.

#### ♦ RECOMMENDATION ON RELIGION IN PRE-SEMINARY STUDIES

The faculty of WES encourages the pre-seminary student to take advantage of opportunities available for religious studies, whether as part of the undergraduate curriculum or in the less formal settings of local church classes or collegiate university fellowships. These studies will help prepare the student for a graduate-level theological education in seminary. The pre-seminary student also is encouraged to take advantage of opportunities available for practical experience in Christian ministry, whether in the context of the local church or in some campus ministry. Such experience will help make the student's seminary training more meaningful and advance his/her general preparation for leadership in Christian ministry.

### Advanced Standing

George Fox University will consider applicants for advanced standing at WES subject to the following:

1. Students admitted with advanced standing may be granted such standing

a) without credit by exempting students from some courses but not reducing the total number of academic credits required for the degree, or

b) with credit by reducing the number of hours required for the degree.

2. If George Fox chooses to grant advanced standing with credit, it must determine by appropriate written and oral examination that students have the knowledge, competence or skills that normally would be provided by the specific courses for which they have been admitted with advanced standing.

3. Advanced standing with credit cannot be granted on the basis of ministerial or life experience or the content of undergraduate work alone.

4. If advanced standing is granted with credit on the basis of appropriate evaluation, not more than one-sixth of the total credits required for an ATS-approved degree may be granted in this way.

5. At least 50 percent of the concentration hours must be taken at WES.

6. A student must meet the minimum residency requirements of the individual programs: 32 hours for the Master of Divinity; Master of Arts, Theological Studies; and Master of Arts in Christian Education; 27 hours for the Master of Arts in Leadership; 43 hours for the Master of Arts in Counseling; and 53 hours for the Master of Arts in Marriage and Family Therapy.

7. Appropriate fees may be assessed for processing and evaluation.

8. Faculty may identify certain courses that are not available for advanced standing.

### Partners in Ministry Program for Spouses

Western Evangelical Seminary's Certificate for Spouses/Partners in Ministry program is designed to equip the spouse to be an effective partner in ministry; to assist the spouse in his/her own self development; and to acquaint the spouse with the expectations and stresses of ministry.

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

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



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

The Board of Trustees reserves the right to adjust charges at any time, after giving 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.

**TUITION, FEES AND EXPENSES (1998-99)**

**Tuition — Graduate**

Master of Education .....	\$370 per hour
Master of Arts in Teaching .....	\$17,265 per program (includes tuition, books and fees)
Master of Business Administration.....	\$22,100 per program (includes tuition, books and fees)
Doctor of Psychology .....	\$495 per hour
Internship: full time, per semester .....	\$2,715
part time, per semester .....	\$1,357.50
Western Evangelical Seminary .....	\$275 per hour

Graduate courses may be audited for half the applicable regular charge.

SFD Certificate (non credit).....	\$100 per hour
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**Student Body Membership**

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

The full membership covers student activities, class dues, social events, the Student Union Building, and subscriptions to Associated Student Community publications.

**Activities Fee**

All students registered for 4 hours or more.....	\$10 per semester
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Entitles students to attend basketball games and some drama/music theatre events free of charge.

**Health/Counseling Fee**

Health/Counseling Fee, per semester .....	\$40
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This fee provides access to the Health and Counseling Service to full-time graduate students attending on the Newberg campus.

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

The premium is subject to change each year by the underwriter but is approximately \$600 for 12 months coverage, payable on the first-semester billing.

Health Center Fee: Per-visit fee charged for students not attending on the Newberg campus who use services of the Health Center.....	\$10 per visit
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**Deposits and Admission Fees for 1998-99**

Application Fee (nonrefundable, submitted with application for admission).....	\$30
Tuition Deposit for Graduate Students.....	\$100

**Registration, Records and Graduation Fees**



## **FINANCIAL AID**

### **Basis of Student Aid**

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

Information on financial aid options and application procedures is available from the Financial Aid Office. These change annually

The **Julius Clifton Bruner Scholarship Fund** was established by Iris J. Bruner in memory of her husband for graduate theological education.

The **Ketterling-Schlenker Memorial Scholarship Fund** was established to assist students demonstrating financial need. Preference is given to students from North Dakota, Montana or the Midwest.

The **Clara and Harlan Macy Memorial Scholarship** was established by family members to help WES students going into pastoral ministry.

The **Chuan Cheng Morrisey Missions Memorial Scholarship Fund** is awarded to students preparing for cross-cultural ministry (preferably with Chinese) or to Chinese students preparing for cross-cultural ministry to non-Chinese.

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

The **Vernon Oliphant Memorial Missionary Scholarship Fund** has been established by his widow, Marie Oliphant, and is awarded to students coming from OMS International-sponsored fields or students planning to serve as missionaries with OMS International.

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

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

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

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

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

**WES Church Matching Grants** are awarded up to \$1,000 annually. Participating churches must be approved and must provide a letter of confirmation by October 1 indicating the designated student and amount contributed.

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

The **E. Arleta Wood Reed Memorial Student Loan Fund** has been established by Merrill L. Reed in memory of his wife and provides low-interest loans for tuition, books or supplies. When need has been determined by the Financial Aid Office, the loan can be acquired through the Financial Aid Office subject to the extent of funds available.

**Partners in Ministry Grants** are provided for all spouses enrolled in the Partners in Ministry Certificate program. Scholarships are limited to one course per semester. Scholarships will be applied only to those courses in the program.

**Pastor and Teacher Enrichment Grants** are available for full-time pastors, Christian educators, and mission personnel not pursuing a degree program for courses taken on an audit basis.

## **WES Grant**

The WES Grant is available to all students whose federal financial aid form determines need and who have at least a 3.5 cumulative grade point average. Also, the federal financial aid form results must be received by the Financial Aid Office by May 1. All new entering WES students will be considered on need only, but the cumulative grade point average must also be maintained with atant is availaTjds

## **WES Campus Employment**

Several students are selected each year for campus employment assignments in the Portland Center of George Fox University. These positions vary throughout the year depending on the staffing needs. Both financial need and qualifications for the position are considered.

Applications are available from the Office of Enrollment Services. A campus employment student must be a registered student. Remuneration will be at the established University work-study rates.

## **Other Scholarship Programs for WES Students**

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

### **Brethren in Christ Church**

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

### **Evangelical Church, Pacific**

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

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

**Free Methodist Church Scholarships:** Tuition scholarship assistance is provided for all Free Methodist students who meet the standards determined by the denomination.

### **Higbee Memorial Scholarship:**

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

### **Northwest Yearly Meeting of Friends Church Scholarship:**

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

### **Paul T. and Vera E. Walls Foundation Scholarships:**

These scholarships are designated to provide assistance to seminary students who are members of the Pacific Northwest Conference of the Free Methodist Church.

### **Waldo Hicks Memorial Scholarship:**

His widow, Frances Hicks French, and her two sons, Br





# COMPLIANCE WITH FEDERAL LAW AND REGULATIONS

## COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS

The University does not discriminate on the basis of age, sex, race, color, national origin, or handicap in its educational programs or activities, including employment, and is required by federal law not to discriminate in such areas. The University also is in compliance with the Family Education and Privacy Act of 1974.

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

**Director of Admissions:** student consumer information

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

**Vice President for Student Life:** Title IX (nondiscrimination on the basis of sex)

**Director of Financial Aid:** 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 will 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.

Within the George Fox University community, only those members, individually or collectively, acting in the students' direct educational interest are allowed access to student educational records. These members include personnel in the student services offices and academic personnel within the limitation of their "need to know" as determined by the Registrar.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. The University construes the following information to be "directory information": parents' names and addresses, the student's name, campus and home address, telephone number, date and place of birth, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, denominational or religious preference, the most recent previous school attended, and for members of athletic teams, height, weight and position played. The University also considers photographs to be Directory Information. As such, release of photographs also is provided.

Students may restrict the release of their directory information to third parties.

use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks.

## Disabled Students

The Enrollment Services Office coordinates services for disabled students. The Office also promotes campus awareness of issues and needs of disabled students. Supportive services can be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability may be required.

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

## Disclosure of Uses for Social Security Numbers

Providing one's social security number is voluntary. If a student provides it, the University will use his or her social security number for keeping records, doing research, and reporting. The University will not use the number to make any decision directly affecting the student or any other person. A student's social security number will not be given to the general public. Students who choose not to provide their social security numbers will not be denied any rights as a student. A statement in the class schedule describes how social security numbers will be used. Providing one's social security number means that the student consents to use of the number in the manner described.

## Anti-Harassment Policy

It is the policy of George Fox University that all employees and students work in an environment where the dignity of each individual is respected. 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. Such harassing behavior should be avoided because conduct appearing to be welcome or tolerated by one employee or student may be very offensive to another employee or student.

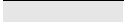
### ♦ PROHIBITED CONDUCT FOR SEXUAL HARASSMENT

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

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment/academic status;
- (2) submission to or rejection of such conduct by an individual influences employment/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 working/student life environment.

The conduct prohibited may be verbal, visual or physical in nature. It includes unwelcome sexual

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## FACULTY, 1998-99

This register includes those teaching half time or more under regular faculty contracts, as well as certain administrative officers with faculty designation. Listed are those contracted at the time of printing.

**Flora T. Allen**, Associate Professor of Family and Consumer Sciences, Chairperson of the Department of Family and Consumer Sciences. B.S., Seattle Pacific University; M.Ed., Linfield College. George Fox University 1969-73; 1979-

**Michael A. Allen**, Professor of Sociology. B.S., M.S., Illinois State University. George Fox University 1976-

**Richard E. Allen**, Associate Professor of Management and Health and Human Performance, Assistant Director of Continuing Education. B.S., Seattle Pacific University; M.S., University of Oregon. George Fox University 1969-

**Paul N. Anderson**, Associate Professor of Biblical and Quaker Studies. B.A., Malone College; B.A., Trinity Lutheran Seminary; M.Div., Earlham School of Religion; Ph.D., Glasgow University. George Fox University 1989-

**Mark E. Ankeny**, Associate Professor of Education. B.A., George Fox University; M.S., Portland State University; B.A., Trinity Lutheran Seminary; Ph.D., University of Oregon. George Fox University 1991-

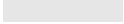
**Rebecca Thomas Ankeny**, Professor of English, Chairperson of the Department of Writing/Literature. B.A., George Fox University; M.A., Ph.D., University of Oregon. George Fox University 1988-

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

**Tara L. Baker**, Assistant Professor of Biology. B.S. Iowa State University. George Fox University 1988-

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**Wesley A. Cook,**



**Donald J. Millage**, Vice President for Financial Affairs. B.S., University of Oregon; CPA, Oregon. George Fox University 1972-

**Ronald L. Mock**, Director of the Center for Peace Learning, Assistant Professor of Peace Studies and Political Science, Co-Director of Intensified Studies. B.A., George Fox University; M.P.A., Drake University; J.D., University of Michigan. George Fox University 1985-

**Glenn T. Moran**, Dean of the School of Professional Studies, Professor of Education. B.S., Colorado State University; M.A., University of Colorado; Ed.D., University of Northern Colorado. George Fox University 1979-86; 1991-

**Edward F. Morris**, Associate Professor of Psychology. B.A., Lake Forest College; M.S.W., Loyola University; M.A., Ph.D., University of Maryland. George Fox University 1997-

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

**Lee Nash**, Professor of History. A.B., Cascade College; M.A., University of Washington; Ph.D., University of Oregon. George Fox University 1975-

**John R. Natzke**, Assistant Professor of Electrical Engineering. B.S.E.E., Milwaukee School of Engineering; M.S.E.E., Marquette University; Ph.D.E.E., University of Michigan. George Fox University 1995-

**Roger J. Newell**, Assistant Professor of Religious Studies. B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., University of Aberdeen. George Fox University 1997-

**K. Louise Newswanger**, Public Services Librarian, Associate Professor. B.A., Eastern Mennonite College; M.S.L.S., Drexel University. George Fox University 1992-

**Christine F. Nordquist**, Instructor of Writing/Literature. B.A., George Fox University; M.A., Portland State University. George Fox University 1990-

**Delia Nüesch-Olver**, Assistant Professor of Pastoral Ministry. A.Ed., Swiss College; B.S., Mercy College; M.A., Long Island University; Ph.D., Syracuse University. George Fox University 1998-

**G. Dale Orkney**, Professor of Biology. B.A., Northwest Nazarene College; M.S., Ph.D., University of Idaho. George Fox University 1963-64; 1965-

**Asbjorn Osland**, Assistant Professor of Business, Director of the Graduate Business Program. B.A., University of Minnesota; M.S.W., University of Washington; M.B.A., Ph.D., Case Western Reserve University. George Fox University 1995-

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**R. Larry Shelton**, Chairperson of the Graduate Department of Ministry, Wesleyan Professor of Theology. B.A., Pfeiffer College; M.Div., Th.M., Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996–

**Byron S. Shenk**, Professor of Health and Human Performance, Chairperson of the Department of Health and Human Performance. B.A., Goshen College; M.A., University of Oregon; Ed.D., University of Virginia. George Fox University 1990–

**Sherie L. Sherrill**, Instructor of English. B.A., Seattle Pacific University. George Fox University 1980–

**Philip D. Smith**, Associate Professor of Philosophy. B.A., George Fox University; M.A., Fuller Theological Seminary; Ph.D., University of Oregon. George Fox University 1982–

**Robin L. Smith**, Associate Professor of Church Ministries. B.S., Northwest Christian College; M.S., University of La Verne; Ph.D., Claremont Graduate School. George Fox University 1998–

**Carole D. Spencer**, Instructor of Church History. M.A., Western Evangelical Seminary. George Fox University 1996–

**Ronald G. Stansell**, Professor of Religion. B.A., George Fox University; M.Div., Western Evangelical Seminary; D.Miss., Trinity Evangelical Divinity School. George Fox University 1985–

**Daniel S. Sweeney**, Assistant Professor of Counseling. B.A., San Jose State University; B.A., San Jose Bible College; M.A., Azusa Pacific University; Ph.D., University of North Texas. George Fox University 1996–

**Craig B. Taylor**, Associate Professor of Health and Human Performance, Director of Athletics. B.S., George Fox University; M.Ed., Linfield College. George Fox University 1975-78; 1980–

**Mark E. Terry**, Instructor of Art. B.S., Willamette University; M.S., Western Oregon State University. George Fox University 1997–

**Laurel M. Lee Thaler**, Writer-in-Residence. B.A., University of California, Berkeley. George Fox University 1990–

**Manfred Tschan**, Assistant Professor of Health and Human Performance. B.S., State Teacher's College, Hofwil, Switzerland; B.S., University of Bern; M.S., University of Oregon. George Fox University 1988–

**Timotheos Tsohantaris**, Assistant Professor of Religion. B.A., Barrington College; M.A., Ashland Theological Seminary. George Fox University 1985-90; 1993–

**Mark S. Vernon**, Assistant Professor of Health and Human Performance. B.S., George Fox University; M.S., Linfield College. George Fox University 1982–

**K. Mark Weinert**, Associate Professor of History, Dean of [KMarkWeinert@georgefox.edu](mailto:KMarkWeinert@georgefox.edu), 503.427.4470 (5322) 5976-2849 (2010) 2011-2012

**Julia H. Hobbs**, Professor of Christian Educational Ministries. B.A., Hope College; B.D., M.Th., Winona Lake School of Theology; Ph.D., University of Pittsburgh. George Fox University 1975-91.

**Hector J. Munn**, Professor of Chemistry. B.S., Seattle Pacific University; M.S., Ph.D., Oregon State University. George Fox University 1958-62; 1966-94.

**Marjorie L. Weesner**, Professor of Physical Education. B.S., George Fox University; M.Ed., Linfield College; Ed.D., University of Oregon. George Fox University 1953-54; 1963-93.

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## WES FACULTY EMERITI

**Gerald W. Dillon**, Professor Emeritus of Pastoral Ministry. A.B., Kletzing College; B.D., Asbury Theological Seminary; M.A., State University of Iowa; D.D., Azusa Pacific University.

**Al Stiefel**, Professor Emeritus of Counseling. B.A., Eastern Nazarene College; B.D., Nazarene Theological Seminary; S.T.M., Boston University School of Theology; Ph.D., Boston University.

**Leo M. Thornton**, President Emeritus. A.B., Cascade College; M.Div., Western Evangelical Seminary; LL.D., Azusa Pacific University.

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## UNIVERSITY ADMINISTRATION, 1998-99

**Donald J. Millage**, CPA, B.S.,  
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Seminary

**Amy D. Karjala**, B.S., Grant Writer

**Dana L. Miller**, M.A., Vice President  
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**Todd K. Newell**, B.S., Director of  
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**Danya G. Ochsner**, Director of Special  
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**Sherilyn Philips**, Director of Alumni  
and Parent Relations

## **Enrollment Services**

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**Sheila H. Bartlett**, B.A., Graduate  
Admissions Counselor for Western  
Evangelical Seminary

**Jackie L. Baysinger**, B.A., Acting  
Director of Graduate Admissions

**Patrick R. Bennett**, B.S., Assistant  
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Admissions

**Donald R. Black**, B.A., Director of  
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**Michelle D. Brown**, B.A., Assistant  
Director of Undergraduate  
Admissions

**Janet R. Cain**,

**Randev Senanayake**, M.A., Student Life Advisor

**Rawlen D. Smith**, M.B.A., Hardware Technician

**Craig B. Taylor**, M.Ed., Director of Athletics

**Linda R. Thompson**, M.A., Director of Graduate Student Services

**Gary L. Townsend**, M.S., Media Services Specialist

**David L. Votaw**, B.A., Webmaster

**James E. Williams**, Security Field Supervisor

### **Tilikum Retreat Center**

**Jennifer E. Crackenberg**, B.A., Food Service Manager

**Dennis L. Littlefield**, M.B.A., Program Director

**Melva R. Lloyd**, Guest Services Director

**Jerrie D. Lyda**, B.A., Challenge Course Manager

**Arnold E. Mitchell**, B.Th., Executive Director

**Michael J. Sweetland**, Property Manager

### **BOARD OF TRUSTEES,**

*(Current until September 1, 1998.)*

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**Gloria L. Attrell**, Newberg, Oregon, business owner

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**Izzy J. Covalt**, Albany, Oregon, corporate owner/executive

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**Jake Lautenbach, Jr.**, Portland, Oregon, landscaping contractor

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**Margaret E. Lemmons**, Kelso, Washington, educator (retired)

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**Roger M. Minthorne**, Lake Oswego, Oregon, investments

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**C.W. Perry**, Brea, California, minister

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**William F. Sims**, Hayden Lake, Idaho, attorney

**Victor E. Slaughter**, Vancouver, Washington, denominational superintendent

**Kent L. Thornburg**, Portland, Oregon, university professor

**Nancy A. Wilhite**, Eugene, Oregon, homemaker

**William B. Wilson**, Longview, Washington, petroleum wholesaler

**Norman D. Winters**, Kamiah, Idaho, public school administrator (retired)

### **Honorary Trustees**

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**T. Eugene Coffin**, Stanton, California, minister (retired)

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**Joseph A. Gerick**, Newberg, Oregon,  
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**Forest C. Bush**, Sacramento, California,  
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**Nancie M. Carmichael**, Sisters,  
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**Don G. Carter**, West Linn, Oregon,  
attorney

**A. Marcile Crandall**, Salem, Oregon,  
women's ministry

**Carl J. Duhrkoop**, Oregon City,  
Oregon, minister

**Vernon H. Haas**, Vancouver,  
Washington, bookstore owner

**Greg N. Kanehan**, Bellingham,  
Washington, pastor

**Roger B. Keller**, Dundee, Oregon,  
denominational superintendent

**Stanley D. Kern**, Newberg, Oregon,  
physician

**Arthur Krampitz**, Chilliwack, British  
Columbia, dairyman

**David Le Shana**, Lake Oswego,  
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**John K. Lim**, Gresham, Oregon,  
state senator

**Derry S. Long**, Billings, Montana,  
denominational superintendent

**Kevin W. Mannoia**, Azusa, California,  
denominational bishop

**Lee Nash**, Dundee, Oregon, history  
professor

**Chun Kee Paik**, Seoul, Korea,  
denominational general secretary

**Dean R. Schmitz**, Newberg, Oregon,  
retired

**Victor E. Slaughter**, Vancouver,  
Washington, denominational  
superintendent

**A. Adolph Wells**, Portland, Oregon,  
denominational bishop

**Jack L. Wright**, Milwaukie, Oregon,  
retired

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