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### **Use of Catalog**

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*The university from which you earn an academic degree is part of you for the rest of your life. You are “branded” with your diploma and transcript. Each future employer will know your educational identity. Clearly, your choice of university is important.*

*A degree from George Fox University identifies you with one of the finest institutions in the Northwest, as recognized by educators, businesses, and professionals from across the country.*

- *For 11 years, U.S. News & World Report magazine has recognized George Fox for its “ex*

# PURPOSE

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## MISSION AND OBJECTIVES

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

1. Teach all truth as God's truth, integrating all fields of learning around the person and work of Jesus Christ, bringing the divine revelations through sense, reason and intuition to the confirming test of Scripture.
2. Support academic programs that liberate the student for a life of purpose and fulfillment through an awareness of the resources of knowledge and culture available; maximize career-oriented education through counseling, curriculum, field experience and placement.
3. Maintain a program of varied activities that directs the student to a commitment to Christ as Lord and Savior, encourages attitudes of reverence and devotion toward God, leads to recognition that the revealed commandments of God are the supreme criteria of the good life, enables the student to mirror the example of Christ in human relationships, and develops a greater desire to serve humanity in a spirit of Christian love.
4. Provide a center for Quaker leadership where faculty and students learn the history and Christian doctrines of the Friends movement and make contemporary applications of these insights.
5. Give leadership to evangelical Christianity generally, through scholarly publication, lecturing, and by evangelistic and prophetic proclamation and service.
6. Promote cocurricular activities that will emphasize the development of leadership, initiative and teamwork by giving opportunity to make practical use of the skills and ideas acquired through academic courses.
7. Make itself a community in which studies and activities are made relevant to life, develop insight into social and political issues confronting humanity, and learn to participate democratically in decision making and policy implementing as responsible citizens.
8. Serve as a cultural center for all publics of the University and sponsor programs that are informative and culturally stimulating to the larger university community.
9. Provide distinctive learning opportunities through continuing education programs and through curriculum enhancements such as off-campus centers, study abroad, honors programs, and other special programs and events.
10. Cultivate awareness, respect, understanding and appreciation of cultural diversity throughout the University community to provide members of diverse races and cultures an affirming environment that encourages cross-cultural sharing in the context of Christian lifestyle expectations.

## VALUES STATEMENT

The George Fox University community values...

- Following Christ, the Center of Truth
- Honoring the Worth, Dignity and Potential of the Individual
- Developing the Whole Person —Spirit, Mind and Body
- Living and Learning in a Christ-Centered Community
- Pursuing Integrity Over Image
- Achieving Academic Excellence in the Liberal Arts
- Preparing Every Person to Serve Christ in the World
- Preserving Our Friends (Quaker) Heritage

## STUDENT OUTCOMES

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



## ACCREDITATIONS AND APPROVALS

George Fox University is accredited by the Northwest Association of Schools and Colleges, by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields, and by the National Association of Schools of Music. It is approved by the United States government and the states of Oregon and Idaho for the education of veterans, and by the United States Attorney General for the admission of international students.

George Fox University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until February 1, 2000 and authorizes George Fox University to offer the following degree program: *Master of Education*. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430.

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

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

The other 12 members of the Christian College Consortium are Asbury College, Wilmore, Kentucky; Bethel College,

St. Paul, Minnesota; Gordon College, Wenham, Massachusetts; Greenville College, Greenville, Illinois; Houghton College, Houghton, New York; Malone College, Canton, Ohio; Messiah College, Grantham, Pennsylvania; Seattle Pacific University, Seattle, Washington; Taylor University, Upland, Indiana; Trinity College, Deerfield, Illinois; Westmont College, Santa Barbara, California; and Wheaton College, Wheaton, Illinois.

The Council for Christian Colleges and Universities is a national organization based in

Wesleyville, Missouri. Telephone: 660-325-2911. Fax: 660-325-2912. Website: [www.cccu.org](http://www.cccu.org)



# PLACE

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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 re

## OUR HERITAGE

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

In the century since its founding, thereThat

## CAMPUS FACILITIES

Bounded on three sides by a residential area, the George Fox campus borders Hess Creek, with a natural setting that is being preserved with its tall trees, ferns, and wildflowers. The spacious campus has been developed in recent years according to a master plan that features a campus academic quadrangle; a recreational section with sports center, track complex, and athletic fields; and a living area with major residence halls. The facilities include:

**The Armstrong House**, a Newberg historic building, was constructed in 1923 and purchased by the University in 1995. Located at 215 North Center Street, it houses offices for continuing education admissions and assessment.

**The Art Annex**, opened in 1998, contains art studio and lab, classroom and office space. It is a renovation of a portion of the previous Plant Services building.

**Barclay House**, at 1313 East North Street on the east side of campus, was purchased in 1994. It houses a resident area coordinator and five students on two levels.

**The William and Mary Bauman Chapel/Auditorium**, opened in the fall of 1982 as the final phase of the Milo C. Ross Center, seats 1,150 persons in a facility that is among the finest in the Northwest. Rotating art exhibits appear in the large corridor-gallery.

**Beals House**, located at 1109 Hancock Street, was purchased in 1992. It houses seven students.

**Richard H. Beebe Residence Hall**, opened in 1991, is the third unit of a three-building minidorm complex in the Hess Creek greenway. It houses 40 students in two-room suites, with women on the first two floors and men on the third. It also contains the east campus student post office.

**Brougher Hall**, erected in 1947 and remodeled and enlarged in 1959 and 1961, contains classrooms and art facilities.

**Business and Economics Department Offices** are located in a former residence converted to offices in 1991.

**The Campbell House**, purchased in 1995, is located at 612 N. Meridian Street. It houses six students.

**Carey Residence Hall**, built in 1980, provides housing for 32 students in eight suites. It is the first unit of a three-building minidorm complex situated in the Hess

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## **STUDENT SERVICES**

### **Health Insurance**

George Fox University requires all full-time students (those taking eight hours or more) to carry health insurance. The University does not assume responsibility of medical expenses incurred by graduate and seminary students and their families.

Health insurance information is available from the Enrollment Services Office or seminar



Group therapy, marriage and premarital counseling, outreach seminars, crisis intervention, testing, and referral also are available. Counseling sessions are by appointment only.

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 Plan at the time of registration. Each student must have a completed Health History and Immunization Record on file in the Health and Counseling 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 and Counseling 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 may come to the University with unique needs and/or 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.

## **ENROLLMENT SERVICES**

This office, located in the Hoover Academic Building, is responsible for the organization and administration of admissions, financial aid, registration, student accounts, orientation, freshman seminar, advisement, retention, disability services, continuing education assessment, and institutional research. The Vice President for Enrollment Services coordinates these services.

### **Admissions**

Four admissions offices assist students with enrollment at George Fox University: The Undergraduate Admissions Office, located in the Pennington House, serves students planning to enroll in traditional undergraduate programs on the Newberg campus. Continuing Education Admissions, located in the Armstrong House, assists students seeking enrollment in the adult degree-completion programs. The Graduate Admissions Office serves students enrolling in the University's education, business and psychology graduate programs. Seminary Admissions, located at the Portland Center, assists students seeking admission to counseling and ministry graduate programs.

### **Disability Services**

The Enrollment Services Office, located in the Hoover Academic Building, coordinates services for students with documented handicaps/disabilities.

### **Financial Aid Office**

This office, located in the Hoover Academic Building, awards scholarships, grants, loans and other forms of financial assistance.

### **Registrar's Office**

This office, located in the Hoover Academic Building, registers students for classes, provides degree audit information, and records grades. Students change their academic majors and advisors and order transcripts through this office.

### **Student Accounts**

This office, located in the Hoover Academic Building, sends bills to students for tuition, fees, room and board, and other expenses related to attending the University. The office assists with payment plan options and counsels students regarding the various plans.





**ON-CAMPUS  
PROGRAMS**

**Center for Peace Learning**

George Fox University cr

degrees. Additionally, the University offers graduate degrees through the seminary. Master's degrees are offered in the following areas: Christian Education, Counseling, Marriage and Family Therapy, Pastoral Studies (Master of Divinity), and Theological Studies. The seminary also offers a Doctor of Ministry (D.Min.) degree. Information concerning graduate programs of study, majors and degrees is organized in this catalog in the following manner:

## **GRADUATE PROGRAMS**

### **BUSINESS**

- Master of Arts in Business Administration

### **CLINICAL PSYCHOLOGY**

- Doctor of Psychology

### **EDUCATION**

- Doctor of Education
- Master of Education
- Master of Arts in Teaching
- Administrative Licensure

### **LEADERSHIP**

- Master of Arts in Organizational Leadership

## **SEMINARY PROGRAMS**

### **COUNSELING**

- Master of Arts in Counseling
- Master of Arts in Marriage and Family Therapy
- Certificate in Marriage and Family Therapy

### **MINISTRY**

- Doctor of Ministry
- Master of Divinity
- Master of Arts, Theological Studies
- Master of Arts in Christian Education
- Certificate in Spiritual Formation and Discipleship
- Certificate for Spouses – Partners in Ministry

# GRADUATE PROGRAMS

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George Fox University offers graduate programs in five different fields. Advanced degrees are offered in the field of education (Master of Arts in Teaching, Master of Education, Doctor of Education, Administrative Licensure), psychology (Master of Arts and Doctor of Psychology in clinical psychology), business (Master of Business Administration in management), organizational leadership (Master of Arts), ministry (Master of Arts in Christian Education; Master of Arts, Theological Studies; Master of Divinity), and counseling (Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy).

The M.A.T. and M.Ed. programs are both designed to prepare students for the teaching profession. The M.B.A. and M.A. in organizational leadership are two-year, non-traditional programs designed for the professional working adult. The M.A. and Psy.D. program in clinical psychology, a five-year program, prepares students as clinical practitioners. All graduate programs enjoy formal regional accreditation, and the Psy.D. degree is accredited by the American Psychological Association.

## BUSINESS

### MASTER OF BUSINESS ADMINISTRATION

(M.B.A. Degree)

#### Program Description

A two-year program offered one night a week plus some Saturdays, the George Fox University Master of Business Administration degree is intended for students who want to improve their management and leadership ability through intellectual, moral and creative growth. The program is situated squarely within the University's mission, for the University believes that its Christian values, concern for integration, and commitment to quality speak to managers who desire training that is both theoretically sound and humanly meaningful. Managers have become increasingly aware of the importance of values, ethics, service, and other spiritually significant elements that are part and parcel of George Fox University programs.

The management M.B.A. is intended to prepare practitioners in a variety of fields in both the profit and not-for-profit sectors. Some of the areas it is designed to cover include the following:

- Integration of knowledge and decision making within the larger framework of the organization and social and cultural contexts
- Creativity, innovation and change
- Leadership and interpersonal skills
- Capacity to communicate in the functional areas of business
- Practice of the human virtues, such as integrity, humility, compassion and perseverance, in organizational settings
- Capacity for conceptualization, strategic thinking and problem solving
- The propensity to act on one's values and ethics as foundational to good management
- Management in a chaotic world of demographic, cultural, global and technological change

The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. Courses are taught evenings and weekends, typically one night a week with an occasional Saturday seminar.

#### Admissions

Admission to the M.B.A. program generally requires a baccalaureate degree from a regionally accredited college or university; a grade point average (GPA) of 3.0 or better in the last two years (60 semester hours) of study; two years of relevant job experience; three letters of recommendation; a writing sample; and an interview with faculty members. Students whose grade point averages from the last two years of course work do not reflect their aptitude for graduate work may want to submit standardized test scores for consideration in the admission process. The department may consider applicants who show significant promise but do not meet all of these criteria. The application procedure is detailed in the M.B.A. Application Packet, which may be requested from the Office of Graduate Admissions.

The application deadline is July 15 for fall semester from theenings and w0.9 0 TD80bttheseM.B.Ao (ack

A student who drops out must be readmitted. The degree requires the completion of all 40 graduate credit hours at George Fox University.



psychological research, and who are committed to the highest standards of professional ethics. The central distinctive of the program is the integration of Christian principles and the science of psychology at philosophical, practical and personal levels. The program offers specialized training in dealing with the psychological aspects of religious or spiritual issues.

Graduates are prepared for licensure as clinical psychologists. Alumni of the GSCP are licensed psychologists in 25 states throughout the U.S. They engage in practice in a variety of settings, including independent and group practice, hospital, community and public health agencies, church and parachurch organizations, and mission agencies. Graduates also teach in a variety of settings, including colleges and seminaries.

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

### **Mission**

The mission of the Graduate School of Clinical Psychology is to prepare clinical psychologists who demonstrate:

- excellence and professionalism in the clinical skills of assessment, diagnosis, psychotherapy, consultation, and supervision;
- broad knowledge of psychological literature, competence in utilizing the literature in direct service and program development, and the ability to communicate psychological findings to the public;
- commitment to the highest ethical standards and practices, as well as holistic models of human personhood and health;
- sensitivity and competence in dealing with persons who hold a variety of worldviews from diverse sociocultural and religious backgrounds;
- basic knowledge of the Bible and Christian theology, specific knowledge of the scholarly literature in psychology and Christian faith and psychology of religion, and specialized knowledge, attitudes and skills in the provision of psychological services to the Christian community and others with religious or spiritual issues.

Consistent with the mission of George Fox University, training is carried out within the framework of a Christian worldview and reflects the distinctive Quaker traditions of social service and advocacy for the rights and well-being of all persons, especially those whose opportunities are compromised by prejudice and injustice. This integration of faith and service is a central distinctive of the program.

### **Clinical Training**

Clinical training is an important and integral part of the Psy.D. curriculum. Although it is a distinct part of the curriculum, it is also integrated with the academic course work throughout the program. The clinical training process begins in the first year and continues throughout the program, ultimately preparing the student for postdoctoral residency training and licensure as a psychologist.

The initial step involves prepracticum training, a laboratory course designed to introduce basic legal, ethical and professional issues and to prepare the student for direct client contact. The course consists of readings, lectures, team meetings and systematic training in human relations skills, ~~including~~



Students with graduate credit and those who hold an advanced psychology or theology degree may petition to have as much as 30 hours of credit transferred.

During the past two years, the median grade point average of admitted students was 3.50 and 3.79, respectively, and median GRE scores (combined Verbal and Quantitative Aptitude scores) were 1110 and 1060 respectively. Applicants will generally have a grade point average of 3.3 or better and GRE scores greater than 1050; however, applicants who show significant promise may occasionally be admitted although they do not meet these criteria.

Students admitted to the GSCP describe themselves as Christian and agree to abide by the community lifestyle expectations listed in the admission application during enrollment in the program.

## **General Academic Information**

### **◆ LENGTH OF PROGRAM**

The Doctor of Psychology program is designed to be completed in five years of full-time study, with a maximum of seven years from the date of initial enrollment. The student who is not able to complete the program within seven years must file a letter of appeal for extension with the director of the Graduate School of Clinical Psychology, outlining plans for completion

## 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

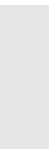
#### Summer

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**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 551 Psycho-dynamic 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 psychology. 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 professors. One seminar is offered in the fall and one in the spring. Topics vary from year to year so that a variety of issues relevant to applied integration of psychology and Christianity can be covered.

**PSY 5XXS Psychotherapy Integration Seminars**

1 hour each — Elective. These are four one-hour seminars on integrative topics related to Psychodynamic Psychotherapy (PSY 551), Cognitive-Behavioral Psychotherapy (PSY 552), Experiential/Existential Psychotherapy (PSY 553), and Family and Couples Therapy (PSY 563). These seminars will be offered in conjunction with these classes and will extend the topics covered in the classes to related integrative issues. The four seminars explicitly examine the legal, ethical, and practical therapeutic implications of dealing with Christian or other religious persons within the context of the specific therapeutic modalities. Prerequisites: Students must be enrolled in one of the above referenced therapeutic modality courses or have completed the course to enroll in the related integrative seminar.

**♦ DOMAIN H: PHYSIOLOGICAL AND HEALTH PSYCHOLOGY**

(4 Hours Required)

**PSY 581 Human Sexuality and Sexual Dysfunction**

2 hours — Required. Provides an overview of physiological, sociological and psychological aspects of sexuality and sexual dysfunctions. Approaches to evaluation and treatment of dysfunctions and consideration of the influences of beliefs upon the causes and remediations of problems are included. Prerequisite: PSY 532-533 Practicum I.

**♦ BIBLE/RELIGION SEQUENCE**

(16 Hours Required)

- BIB 511 Old Testament Studies and Interpretation (3)
- BIB 521 New Testament Studies and Interpretation (3)
- REL 510 Christian Theology (3)
- REL 520 Spiritual Formation (2)
- REL 530 Contemporary Religious World Views (2)
- REL 551 History of Theology and Church Tradition (3)

**♦ CLINICAL PSYCHOLOGY INTERNSHIP****PSY 610-619 Clinical Internship**

A full-time internship comprising 50 w

# EDUCATION

## DOCTOR OF EDUCATION

(Ed.D. Degree)

### Program Description

The Doctor of Education (Ed.D.) program prepares educators to be leaders in their chosen specialties. The program focuses on qualities of cultural, moral and organizational leadership as the basis for leading complex education organizations.

This program assumes that leadership is: (1) a conceptual art, building on the power of theory and ideas; (2) a moral art, depending upon core values; and (3) a performing art, perfecting the integration of theory and values in practice and experience. Students have the opportunity to meet the requirements for three administrative licenses for service in Oregon's public K-12 schools: the Initial Administrator, Continuing Administrator/Initial Superintendent, and the Continuing Superintendent. Oregon has reciprocal licensure arrangements with 25 other states, thus allowing those who seek employment elsewhere to meet the administrative licensure requirements for those states.

This professionally oriented program is designed to maximize accessibility for full-time educators. Students will have an opportunity to complete the degree in four years (more or less) through sessions on the George Fox University campus, Web-based courses, and independent study. O

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**Program Delivery**

Students in the Doctor of Education program have opportunity to take courses at the George Fox University Newberg campus in the summer, and at Newberg or the Portland Center in the fall and spring semesters. In addition, Web-based courses are offered fall and spring semesters.

Students gain full standing in the pr

**EDD 556 Political and Social Perspectives on Education**

3 hours. Educators operate in a complex web of political relationships — within schools and universities, between educational institutions and their communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political and social relationships in order to improve, restructure and transform educational institutions. The following questions are examined: What is power? How is political consciousness formed in children and adults? How do social problems become political issues? How is the political decision-making agenda set? How are policy issues decided? How do policy decisions affect and are affected by the organizational structure of institutions? How are they affected?

**EDD 600 Foundations of Inquiry**

2 hours. This course is designed to initiate beginning Ed.D. students into the community of educational researchers. Because this course is introductory and basic, it is not intended to give students detailed instructions for conducting particular studies. Rather, it is concerned with one primary question: What is educational inquiry? In searching for the answer, students will examine fundamental assumptions about knowing, knowledge and knowers. This, in turn, requires one to think deeply about the purpose, limits and promise of inquiry, and the responsibility inquirers have.

**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 accr

**EDM 515 Mentoring Seminar**

1 hour. Mentoring provides group support and faculty assistance to teachers focusing on mentoring student teachers, new teachers or other peers. May be repeated.

**EDM 516 Classroom Management**

3 hours. Classroom teachers learn innovations in classroom organization and management and are encouraged to apply classroom management methods in the classroom setting.

**EDM 522 Action Research Seminar**

1 hour. The seminar will provide group support and faculty assistance to teachers conducting an action research project in their classroom/school. May be repeated. Prerequisite: EDM 521 Principles and Practices in Educational Research.

**EDM 523 Advanced Methods: Research in Effective Teaching**

3 hours. Analysis and investigation of current research in effective teaching methods as related to specific subject areas. Specific methods relating to subject matter, learning styles, and current school reforms will be studied and applied. May be repeated (i.e., EDM 523 Research in Effective Teaching: Advanced Methods in Language Arts/Reading; EDM 523 Research in Effective Teaching: Advanced Methods in Math; EDM 523 Research in Effective Teaching: Advanced Methods in Children and Adolescent Literature).

**EDM 524 Applied Methods I**

1 hour (3 hours maximum in the program). Students will apply curriculum development techniques to an approved curriculum project, e.g., a work sample, in their work setting. Prerequisite: EDM 580 Curriculum Development/Advanced Planning/Implementation: Subject Area(s) or with permission of advisor.

**EDM 525 Applied Research I**

2-3 hours (6 hours maximum in program). Initial credits must be taken concurrently with the action research seminar. Students will apply action research techniques to an approved project in their work setting. Coordination with site-based management teams will be encouraged.

**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 course in which students review the principles of educational testing. Standardized testing instruments including individual and group tests will be explored. Students will also learn and apply basic statistical procedures and software used in educational testing. Required for students who have chosen the thesis option.

**EDM 554 Technology in the Classroom I**

2 hours. Introduces students to the use of basic computer hardware and software that may be encountered in the classroom. The classroom teacher will learn to use appropriate integrated software programs. In addition, the teacher will be able to use software for record keeping and basic desktop publishing.

**EDM 555 Technology in the Classroom II**

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

**EDM 560 Thesis Seminar**

1 hour. Thesis seminar provides group support and faculty assistance to teachers conducting thesis projects. May be repeated.

**EDM 565 Thesis**

1 to 6 hours. The student will do guided research under an appointed research committee. Prerequisites: EDM 521 Principles and Practices in Educational Research, and EDM 527 Testing and Measurement.

**EDM 580 Curriculum Development/Advanced Planning/Implementation: Subject Area(s)**

2-3 hours. Teachers learn to apply curriculum development and planning procedures as they create curriculum for their own classroom/school settings and subject areas. May be repeated.

**EDM 585 Selected Topics in Content-Specific Areas**

2-3 hours. These courses are developed to provide the teacher with in-depth knowledge in the content of subject matter taught. Content-specific courses will be offered as needed in, but not limited to, the following areas: advanced mathematics, basic mathematics, biology, chemistry, drama, elementary education, health, family and consumer sciences, language arts, music, health and human performance, social studies, and speech.

**EDM 585B Curriculum Issues and Methods and the Christian Teacher**

2 hours. Focus on the curriculum needs and issues of teachers in Christian school settings. An emphasis on the integration of faith and learning will be made. This course will also deal with issues related to Christian teachers in the public school setting.



# MASTER OF ARTS IN TEACHING

(M.A.T. Degree)

## Program Description

The Master of Arts in Teaching (M.A.T.) is a fifth-year program to be completed in an 11-month full-time program or a 20-month part-time program by individuals who have completed an undergraduate B.A. or B.S. degree in a field other than education. The fifth-year program allows students, upon completion of the program and passing scores on the appropriate standardized measures (Praxis Specialty Examination for secondary licensure, MSAT for elementary licensure and middle-level authorization, professional knowledge examination, and California Basic Educational Skills Test), to receive an Oregon Initial Teaching License.

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

The 11-month and 20-month curriculums include professional education courses and field experiences. Students build on their knowledge of subject build on Oo 0 0 11 63 66.3ill6c(The I)j3.222ting, soD allo

## Admissions

1. Completion of a four-year baccalaureate degree program from an accredited college or university with a minimum GPA of 3.0 in the last two years of course work.
2. Master of Arts in Teaching application form and \$40 fee.
3. Two official transcripts from every college/university attended.
4. Passing scores on the CBEST exam, Praxis I or PPST.
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.
8. If accepted into the program, a \$200 tuition deposit is required.
9. February 1 application deadline for the day program and June 1 for the M.A.T. at Night program. Applications may be reviewed after those dates on a space-available basis.

## Degree Requirements

The Master of Arts in Teaching requires their

**EDU 510 Human Development**

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

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

1 hour. 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. 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. 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. Theories of learning and associated teaching applications. Methods for unit and lesson planning will be demonstrated.

**EDU 550 Curriculum and Instruction**

5 hours. 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. 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. 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. Observation and teaching in a classroom. An opportunity to plan, implement and evaluate the first Work Sample.

**EDU 577 Practicum III: Classroom Teaching**

10 hours. 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. 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.

## ADMINISTRATIVE LICENSURE PROGRAMS

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

**Program Goals**

Schools in the 21st century require new ways of thinking. As a leader of tomorrow, you will need to create a vision of the kind of culture and instructional program you want in your school, and to build support from all stakeholders to progress toward that vision.

George Fox University's administrative licensure program supports this style of leadership, focusing the curriculum on the Oregon Educational Act for the 21st Century. The program is designed to prepare you to be a change agent — one who understands current school practices and then works within the larger political, social, economic, legal and cultural context to create new ways of helping all students become productive citizens.

At the completion of your administrative course work and practicum experiences, you will:

- understand the developmental needs of students at all levels;
- know how to conduct and use research as a tool for improving a learning organization;
- understand the goals of the Oregon Content Standards and how to use them as a guide in assessing your own school's goals and progress; and
- be prepared to lead teachers in helping students meet the standards.

## INITIAL ADMINISTRATOR LICENSE

The Initial Administrative Licensure program is made up of four foundation courses, followed by a sequence of practica and projects in which you translate course content into actual practice in school settings. The program also includes a portfolio in which you document your work.

In the practica and projects, you will explore local and district educational practices and reflect on the curricular, legal and ethical implications of what you discover. At the conclusion of each project, you and your fellow students will synthesize and share your findings. This work is done mainly online and under the supervision of your mentors.

<b>Program Summary</b>	<b>18 semester hours total</b>
Foundation courses	9 semester hrs.
Practicum I divided equally	4 semester hrs.  between Projects 1 and 2
Practicum II divided equally 1 and 2	4 semester hrs. between Projects 1 and 2
Portfolio	1 semester hr.

You can complete your on-campus work in one summer. The entire program can be completed within a year, although some students choose to take more time; the flexibility to do this is built into the program.

## Curriculum

### FOUNDATION COURSES

Initial Administrative Licensure students complete the following foundation courses:

EDM 540 Educational Leadership

EDM 544 Ethical Foundations of Education

EDD 546 Foundations of Teaching and Learning

EDD 548 Legal Perspectives on Educational Policy

All courses except EDD 548 Legal Perspectives on Educational Policy must be taken prior to the practica.

### PRACTICA

Practica I and II involve working concurrently in two different school sites: the main site will occupy two-thirds of your practicum time, and an alternative site will occupy the remaining one-third. The alternative site will be a school level different from your own — for example, if you are a high school teacher, this site will be an elementary school. During the several projects contained in each practicum, you will do such things as attend meetings, sit in on discussions, and observe school management activities. Your object is to learn the major issues at the school and evaluate how they are being handled, with the help and supervision of an administrative mentor at each site.

In addition, Initial Administrative Licensure students are required by the state to participate in nine weeks of full-time practicum experience. This will be structured flexibly for each individual student through dialogue with George Fox faculty and district/school officials.

### Practicum 1 Fall Semester

#### Project 1: School Governance and Partnerships (2 semester hours)

- Parents/Parent Groups
- Board of Directors
- Site Committees
- Teachers' Bargaining Unit

- Government
- Impact of External Forces

#### Project 2: School Management (2 semester hours)

- District Budgeting Process
- State and Private Funds
- Federal Programs
- Contract between Bargaining Unit/Board of Directors
- Student Rights
- Faculty Rights
- Family Rights

### Practicum II Spring Semester

#### Project 3: Staff Development (2 semester hours)

- District Staff Development Projects
- Leadership Research
- Employee Evaluations
- District Motivational Strategies
- School Improvement

#### Project 4: Curriculum and Instruction (2 semester hours)

- Program Assessment
- Alternative Programs
- Developing Instructional Leaders
- Developing Change Agents
- Technology and the Teacher
- Working with Diversity

## PORTFOLIO

### Portfolio Summer Semester

1 hour. Throughout the program, you will contribute to a portfolio in which you document your work as evidence that you have attained the competencies required by the Oregon standards. Your mentors will work closely with you in designing and completing this document.

## **CONTINUING ADMINISTRATOR LICENSE**

This 24-semester-hour licensure program is designed to match experienced practitioner mentors with students to allow them a comprehensive approach to school administration beyond the local site.

### **SUMMER**

(two-week residency)

The summer residency will consist of two adjacent four-day weeks in which participants will interact with faculty and practitioners on concepts relevant to administering schools in a standards-based environment. To bring closure to the sessions, follow-up discussion, reading and reflections will continue online through the summer.

#### **Week 1 EDA 561**

##### **Advanced Administration I**

3 hours. This course addresses the topics, strategic procedures, and issues of ethics, social and political perspectives, legal issues and school improvement from a district-wide perspective.

#### **Week 2 EDA 562**

##### **Advanced Administration II**

3 hours. This course addresses the topics, strategic procedures, and issues of personnel management, fiscal management, and external partnerships from a district-wide perspective.

### **ACADEMIC YEAR**

The academic year will incorporate the summer concepts into practicum experiences. Students will participate in the theory-to-practicum components through communication with each other, faculty and mentors via the Internet. In addition, each student will be required to participate in four Saturday Seminars during the academic year.

### **FALL SEMESTER**

#### **EDA 577 Theory into Practice I**

3 hours. This course integrates ethics, leadership, research-based educational practices, and school improvement with an Action Research Project at the district level.

### **EDM 667 Strategic Planning for Education**

2 hours. Planning is one of the methods persons and organizations use to increase the likelihood of positive outcomes from change. Most often, leaders react to changes in the organization's environment. Effective planning allows for proactive responses, even anticipating outside influences. The methods and issues of planning are therefore both political and technical. The course provides training in methods of goal clarification, performance auditing, design of strategies, scenario writing, and stake-

In conjunction with their faculty advisors, students will design a customized program consisting of the appropriate combination of course work, research, and/or portfolio hours to develop and demonstrate competency in the above-listed competencies:

1-6 semester hours of doctoral-level course work

1-4 semester hours of doctoral-level research

1-2 semester hours of superintendent portfolio work

These hours can be embedded within a doctoral program or be taken as a licensure-only program. In either case, students must complete a master's degree, earn the Initial Administrator and Continuing Administrator licenses, complete the six-hour customized program, and complete three years of one-half time or more experience as a superintendent in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges. Once these conditions are met, students may apply for the Continuing Superintendent's License with the Teachers Standards and Practices Commission of the state of Oregon.

## LEADERSHIP

### MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

(M.A. Degree)

#### Program Description

The Master of Arts in Organizational Leadership (MAOL), offered at George Fox University's Boise Center in Idaho, is intended to develop leaders for a broad range of organizations, including business, health care, education, the church and the public sector. The program is designed primarily for working professionals who, by education and experience, are knowledgeable in their field and are now in the process of transitioning to positions with greater managerial and leadership responsibility.

The curriculum for the program is designed based on an adult learner format used by other Department of Continuing Education degree programs. The program is structured on a cohort model in which a group of students follows an integrated sequence of courses from beginning to end. The 36-semester-hour program consists of 15 courses, including a service learning project and an action research project. The program will require a total of 78 Monday evening class sessions and 15 Saturday sessions over a period of 22 months.

#### Admissions

Admission to the MAOL program requires a baccalaureate degree from a regionally accredited college or university; a grade point average (GPA) of 3.0 or better in the final two years of study; five years of relevant career experience; three letters of recommendation; a writing sample; and an interview with faculty members. Students are not required to submit scores from any standardized tests.

#### Degree Requirements

Students will be admitted without regard to their undergraduate major, but those with little or no background in the areas of management and business will be expected to address their weaknesses. Students are expected to maintain continuous enrollment in the program, remaining with their cohort throughout, so personal and work commitments should be planned accordingly.

#### Course Offerings

##### MOL 511 Establishing Mission and Vision

3 hours. This course provides a graduate-level introduction to social theory and analysis of organizations. Processes of individual behavior in organizations will be examined, including attitudes, motivation, satisfaction, stress, perception and attribution. Social behavior studies include group formation and structure, socialization, organizational culture and gender dynamics. Attention will be given to the evolution of organizations, along with the scaling of organizational processes during growth and the consequent demands upon leaders as organizations change.

##### MOL 512 Leadership and the Global Environment

3 hours. Examines the planning and structuring of an organization to meet global economic and competitive challenges and the opportunities presented by our global economy.

##### MOL 521 Human Resource Development and Diversity

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

##### MOL 522 Leadership and Human Development

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

##### MOL 531 Organizational Change

3 hours. Examines the steps involved in creating a learning organization. Examines interactions between leadership, strategic planning and effective decision-making. Reviews theories of leadership as a backdrop for understanding the dynamics of positive organizational change. Explores how change can be planned and initiated, and how it can be sustained for the long term. This course also contributes to the context for the applied research component.

##### MOL 532 Organizational Planning and Control

3 hours. Provides fundamental principles in the management of financial resources, as applicable in industrial, service and non-profit organizations and institutions. The focus will be on the standard procedures used to plan, execute and review performance from the perspective of the general manager.

The students will obtain financial information from an appropriate organization and plan, analyze and interpret the results with a view to maximizing organizational performance over a period of time.

**MOL 541 Ethics and Social Responsibility**

3 hours. This course begins with an investigation of the major avenues of ethical analysis. These will be analyzed within the context of a Christian worldview, with the objective of enabling students to develop a personal system of ethical principles consistent with biblical standards. The student will be challenged with various theories of social responsibility and civic involvement. Students will then study readings that address the exercise of leadership in various contexts, and specific cases involving ethical dilemmas that require moral judgment.

**MOL 542 Organizational Communication and Negotiation**

3 hours. With an emphasis on electronic/visual media and public speaking, this course seeks to develop the student's presentation skills, with a focus on persuasive speeches. The course will also provide the student an opportunity to practice negotiation strategies and techniques.

**MOL 543 Values and Corporate Responsibility**

2 hours. This course provides an opportunity and framework for systematically analyzing ethical issues that arise in the context of organizational leadership. It is designed to promote an understanding of the role of values and ethics as leaders formulate strategies for motivating, communicating, utilizing power and developing followers.

**MOL 544 Professional Development I**

1 hour. This course is the first of an in-depth analysis of each student's own leadership attitudes and abilities using instrumentation and feedback tools. Students will also discover the ways in which these assessment processes and procedures can be used to encourage professional growth among other potential leaders in their organization.

**MOL 545 Professional Development II**

1 hour. This second phase of in-depth analysis of leadership styles and abilities is directed primarily toward providing each student feedback and recommendations. This includes developing and executing strategies for professional and personal leadership growth.

**MOL 546 Leadership**

2 hours. During this capstone course, students explore both historical and contemporary leadership theories and models. Particular emphasis will be placed on evaluating leadership theories from a spiritual perspective and determining the ways in which they can be applied to the most common spiritual leadership topics and (dir)Tj1.08(o

# SEMINARY

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## 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 Christian Education 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 the seminary 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-squar

**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 b-

This association is the standard-setting, certifying, and accrediting agency in the field of pastoral education in the U.S.A., with many accredited centers throughout the states.

Three such centers are in Oregon: Emanuel Hospital and Providence Medical Center in Portland, and the Oregon State Hospital in Salem. Because of their proximity to WES, these centers provide opportunities for accredited clinical training for students of the seminary.

**Jerusalem University College:**

The seminary 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.

**Exposure to Critical Software Tools**

Faculty are committed to orienting students to the critical software tools most relevant to their future ministries: personal productivity software, Bible research software, counseling practice management software, psychological testing software, church management software, etc.

**Access to Online Licensed Databases**

All students have online access to valuable databases for study and research: Religion Index, Academic Abstracts ASAP, PsycInfo, k...

http://www.wesleyan.edu/academic/technology/online\_databases/

**INFORMATION AND TECHNOLOGY**

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

**Grounding in Information Literacy**

A person who is “information literate”:

- Knows when information is needed.
- Knows how to formulate an effective search strategy.
- Knows how to access information.
- Knows how to evaluate information.
- Knows how to incorporate information in their work.

Students will find that course objectives will require them to strengthen their information literacy.

## **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 an appreciation of heritage and perspective. Christian thought challenges the student to integrate historical truth and contemporary life.

Pastoral studies focuses the attention of Christ's servants on the church to union of

**Program Summary**

Biblical/Theological/Spiritual Foundations .....	16
Counseling Core .....	36
Clinical Internship.....	8-10
Counseling Electives.....	2-4
<b>Total Hours Required for Degree .....</b>	<b>64</b>

**Course Requirements**

**♦ BIBLICAL/THEOLOGICAL/SPIRITUAL FOUNDATIONS**

(16 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)
- CHT 506 Integrative Theology (3)
- One of the following:
- CHT 513 American Church History (3)
- CHT 540 Theology and Practice of Holiness (3)
- CHT 546 Contemporary Theological Trends (3)
- CHT 552 Essentials of Christian Theology (3)
- CHT 561 Theology of John Wesley (3)

Two of the following:

- SFD 510 Becoming a Self Before God (1)
- SFD 520 Prayer (1)
- SFD 530 Spiritual Life (1)

Select two electives:

- SFD \_\_\_ Spiritual Formation Elective (1)
- SFD \_\_\_ Spiritual Formation Elective (1)

**♦ COUNSELING CORE**

(36 hours required)

- COU 500 Introduction to Marriage and Family Therapy (3)
- COU 501 Principles and Techniques of Counseling I (3)
- COU 502 Principles and Techniques of Counseling II (3)
- COU 510 Human Growth and Development (3)
- COU 520 Personality and Counseling Theory (3)
- COU 530 Psychopathology and Appraisal (3)

- COU 540 Professional Orientation (3)
- COU 550 Group Theory and Therapy (3)
- COU 560 Social and Cultural Foundations (3)
- COU 570 Lifestyle and Career Development (3)
- COU 581 Tests and Measurements (3)
- COU 582 Research and Evaluation (3)

**♦ CLINICAL INTERNSHIP**

(8-10 hours required)

- COU 591 Clinical Internship<sup>a</sup> (2)
- COU 592 Clinical Internship (4)
- COU 593 Clinical Internship (4)

**♦ Counseling Electives**

(2-4 hours required)

- COU \_\_\_ Counseling Elective<sup>b</sup> (1)
- COU \_\_\_ Counseling Elective<sup>b</sup> (1)
- COU \_\_\_ Counseling Elective<sup>b</sup> (1)
- COU \_\_\_ Counseling Elective<sup>b</sup> (1)

**Total Hours Required for Degree .....** 64

**Notes:**

<sup>a</sup> Students are expected to follow the sequence COU 592, COU 593 beginning with the fall semester of the final year. Students who begin their internship in the summer will register for COU 591 for an additional 2 hours.

<sup>b</sup> COU Electives. If COU 591 Clinical Internship (2 hours) is taken, two elective credits are required. If COU 591 is not taken, then four COU elective hours are required. COU courses must total at least 48 hours.

**MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY**

**Program Objectives**

Recognizing the special training and expertise required for working effectively with couples and families, it is intended for the graduate of the Master of Arts in Marriage and Family Therapy (M.A.M.F.T.) program to:

1. Understand persons as spiritual-psychological-physical-relational beings;

2. Understand and articulate the core dynamics of marital and family systems in concert with sound biblical and theological principles;

3. Acquire, refine and demonstrate appropriate master's-level clinical skills used in working with couples, families, and other relationship systems;

4. Be aware of and be able to use the various approaches to marital and family systems therapy in a manner that is commensurate with master's-level training, while at the same time to have begun the dev

Clinical Project (reading fee assessed during final semester of clinical internship), in which the student articulates his/her current understanding of marriage and family therapy and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and proposes a five-year professional development plan;

- Be recommended by the seminary

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.

## **Cer**

- complete an interview by the D.Min. committee.
- if English is a second language for the applicant, he or she must also demonstrate proficiency in the English language through a score of at least 550 on the Test of English as a Foreign Language (TOEFL).

**Equivalency Procedures**

An applicant who holds a master's degree but does not hold the M.Div. degree from an ATS-accredited seminary may qualify for admission to the D.Min. program by meeting the requirements for M.Div. equivalency. The 96-semester-hour M.Div. program at the seminary, as outlined below, shall serve as a guide for assessing equivalency:

	<i>Semester Hours</i>
Biblical Studies.....	24



Second, formal orientation to the purpose of the program, its objectives, and its processes will be given during Module One. Orientation to research and study tools and to the processes of developing and writing a D.Min. project will be given in four consecutive research courses:

Introduction to Research and Resources (Module One); Developing a Topic for Research (Module Two); Designing a Research Project (Module Three); and Writing the Project (Module Four).

### **Course Schedule**

Each cohort group will meet in modules twice a year, once in January and once in June for two years. Each of the four modules is worth eight semester hours. Each module runs for 11 days from Tuesday through the following Friday. The third year is used for the completion of the doctoral project.

### **Instructional Format**

The instructional format of the program shall be based upon several key factors. These factors are:

- Course reading. A list of reading assignments will be distributed to students prior to each module for the courses in that module. A portion of this reading must be completed before the module's class sessions begin. A two-unit course requires 1,500

When the written D.Min. project has been completed, the candidate will submit the project to two readers: the faculty mentor and another reader selected by the D.Min. committee at the time when the project proposal is approved. This reader will be chosen according to his or her expertise in the area(s) explored by the project. As part of the evaluation, the candidate must give an oral defense of the project before the readers.

## MASTER OF DIVINITY

### Program Objectives

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

#### Understand God More Truly

1. The student will be able to interact with Christian Scripture, history and thought about God, interpret the truths critically, and express them faithfully;
2. The student will be able to experience an ever-deepening sense of the reality of Christ through the spiritual disciplines;

#### Understand Self and Others More Truly

3. The student will be able to relate to

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These courses are three credits each. The purpose of the Bible I track is to provide students an introduction to Bible study method and to the content and message of the Bible. These courses are considered foundational for all further course work.

**Bible II Track.** The Bible II track is for all students taking the M.Div. degree in the Graduate Department of Ministry. Like the Bible I track, this track lasts a full year and is made up of two classes—BST 541 The Bible and History and BST 542 Biblical Theology. These courses are three credits each. The purpose of the Bible II track is to acquaint students with advanced issues in biblical studies. Topics include Old Testament and New Testament history and archaeology, the Old Testament and the Ancient Near East, developments in the so-called “intertestamental” period (better referred to as the Second Temple period), social dimensions of biblical texts, the use of the Old Testament in the New Testament, theological concepts central to the Christian Bible, and current issues in exegesis and hermeneutics. Though this list may suggest a “topical” approach to the Bible, the launch point for all discussions is the study of specific biblical texts. The Bible II track will be clearly Bible-based.

**Bible III Track.** The Bible III track rounds out the Bible sequence for M.Div. students with a concentration in biblical studies. This track is composed of four advanced-study courses in Old Testament and New Testament:

- BST 550 The Old Testament and the Ancient Near East
- BST 551 The Old Testament, Early Judaism and Christianity
- BST 560 Jesus and the Gospels
- BST 561 Paul and His Letters

Scheduling limitations require these courses be interspersed throughout the program. Students completing the M.Div. in three years should ensure these courses are taken according to the “best route” as indicated in the respective program outlines. Students taking these programs over a longer time period may consider taking the Bible III track after, or near the end, of the Bible I and Bible II tracks.

**Language Requirement.** The M.Div. student is introduced to the biblical languages through BST 511 Introducing Biblical Hebrew and BST 521 Introducing New Testament Greek. The student will elect to focus further study on at least one of the two languages by taking either BST 512 Interpreting the Hebrew Testament or BST 522 Interpreting the Greek Testament. The student who chooses to focus on Hebrew will take the Hebrew sequence in the first year and the introductory Greek course in the fall of the second year. Likewise, the student who chooses to focus on Greek will take the Greek sequence the first year and the introductory Hebrew course in the fall of the second year. The student may elect to complete both sequences to gain proficiency in the study of both testaments.

**Pastoral Studies Component**

Pastoral studies courses will include a skill mentoring emphasis. While Clinical Pastoral Education (PST 565) is not required, it is recommended that students confer with their denomination and academic advisor about using some elective hours for this course. A mentored pastoral internship (PST 575) is required of every M.Div. student.

**Program Summary**

Biblical Studies.....	24
Christian History and Thought .....	18
Spiritual Formation and Discipleship .....	7
Pastoral Studies.....	30
Major Requirements or Electives.....	17
<b>Total Hours Required for Degree.....</b>	<b>96</b>

**Course Requirements**

♦ **BIBLICAL STUDIES**

(24 hours required)

- BST 501 Bible for Ministry: Interpretation and Old Testament (3)
- BST 502 Bible for Ministry: Interpretation and New Testament (3)

- BST 503 Bible for Ministry: Intermediate Hermeneutics (3)
- BST 511 Introducing Biblical Hebrew (3)
- BST 521 Introducing New Testament Greek (3)
- One of the following two:  
 BST 512 Interpreting the Hebrew Testament (3)  
 or BST 522 Interpreting the Greek Testament (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 and Its Ramifications (3)
- CHT 513 American Church History (3)
- CHT 540 Theology and Practice of Holiness (3)
- CHT 546 Contemporary Theological Trends (3)

- One of the following two:  
 CHT 550 Christian Ethics (3)  
 or CHT 552 Essentials of Christian Theology (3)

♦ **SPIRITUAL FORMATION AND DISCIPLESHIP**

(7 hours required)

- SFD 510 Becoming a Self Before God (1)

A minimum of one of the following two:

- SFD 520 Prayer (1)
- or SFD 530 Spiritual Life (1)
- SFD 570 Spiritual Direction Experience (1)
- SFD 591 Spiritual Leadership (1)
- SFD \_\_\_ Spiritual Formation Elective (1)
- SFD \_\_\_ Spiritual Formation Elective (1)
- SFD \_\_\_ Spiritual Formation Elective (1)

**♦ PASTORAL STUDIES**

(30 hours required)

- CED 501 Basic Principles of Christian Education (3)
- PST 501 Pastoral Counseling (3)
- PST 506 Pastoral Ministry (3)
- PST 510 Essentials of Preaching (3)
- PST 540 Understanding Leadership and Congregations (3)
- PST 553 Contextualized Urban Ministry (required internship component) (3)
- or PST 554 Global Mission of the Church (required internship component) (3)
- PST 564 Theology and Practice of Worship (3)
- PST 565 Optional: Clinical Pastoral Education (3-6)
- PST 575 Pastoral Internship (3)
- PST 580 Evangelism and Discipleship (3)
- PST 584 Church Administration (3)

**♦ MAJOR REQUIREMENTS OR ELECTIVES**

(17 hours required)

- \_\_\_ \_\_\_ Elective
- \_\_\_ \_\_\_ Elective
- \_\_\_ \_\_\_ Elective
- \_\_\_ \_\_\_ Elective
- \_\_\_ \_\_\_ Elective
- \_\_\_ \_\_\_ Elective

Total Hours Required for Degree .....96

**CONCENTRATION IN URBAN MINISTRIES**

(17 hours required)

A concentration in urban ministries in the M.Div. curriculum is available in cooperation with four graduate seminaries and graduate college programs in the Portland area. The University's seminary participates in a consortium entitled Contextualized Urban Ministry Education/Northwest (CUME/NW), which sponsors an innovative program of graduate studies in urban ministry.

Partner institutions collaborate by sharing courses, faculty, and library resources to enhance student opportunity to pursue a variety of degree options with concentrations in urban ministry studies. WES students may enroll in these courses as a part of their regular registration process. Courses are held in one of several urban locations and are taught by faculty of the respective member schools. The program involves a core of 17 units in urban ministries, along with the other M.Div. requirements. A supervised internship in an urban setting and a project are required. Information on specific courses available each term is available on the CUME/NW Web site at <[www.cumenw.org](http://www.cumenw.org)>. Program information is available in the Graduate Department of Ministry Office.

**Credit for Military Chaplaincy School**

For M.Div. students pursuing military chaplaincy and who take the Military Chaplaincy School, credit will be granted for PST 501 Pastoral Care and Counseling (3 semester hours), either PST 553 Contextualized Urban Ministry (3 semester hours) or PST 554 Global Mission of the Church (3 semester hours), and PST 575 Pastoral Internship (2 semester hours) — 8 semester hours in all.

**MASTER OF ARTS, THEOLOGICAL STUDIES**

**Program Objectives**

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

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

**Requirements**

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- Be recommended by the WES faculty for graduation from George Fox University.

### **Biblical Studies Component**

The biblical studies component for the M.A.T.S. has been forged into two, year-long tracks called Bible I and Bible II in addition to four further courses which are termed Bible III.

**Bible I Track.** The Bible I track is for all first-year Graduate Department of Ministry students. It is made up of three courses — BST 501 Bible for Ministry: Interpretation and Old Testament,

CHT 540 Theology and Practice of Holiness (3)

♦ **SPIRITUAL FORMATION AND DISCIPLESHIP**

(4 hours required)

SFD 510 Becoming a Self Before God (1)

SFD \_\_\_\_ Spiritual Formation Elective (1)

SFD \_\_\_\_ Spiritual Formation Elective (1)

SFD \_\_\_\_ Spiritual Formation Elective (1)

♦ **ELECTIVE:**

(3 hours required)

\_\_\_\_ Elective (3)

Total Hours Required for Degree..... 64

**Notes:**

<sup>a</sup> *BST 550, 551, 560 and 561 are offered alternating years.*

<sup>b</sup> *BST 512 or BST 522 may be taken to satisfy this elective and provide the student with complete Hebrew and Greek language tracks.*

One of the following tracks:

BST 511 Introducing Biblical Hebrew (3)

*and* BST 512 Interpreting the Hebrew Testament (3)

*or* BST 521 Introducing New Testament Greek (3)

*and* BST 522 Interpreting the Greek Testament (3)

♦ **CHRISTIAN HISTORY AND THOUGHT CORE**

(33-36 hours required)

CH1

**Program Summary —Christian History and Thought Emphasis**

Biblical Studies.....	12
Christian History and Thought Core.....	33-36
Spiritual Formation and Discipleship.....	4
Pastoral Studies.....	9
Electives.....	3-6
Total Hours Needed for Graduation.....	64

**Course Requirements —Christian History and Thought Emphasis**

♦ **BIBLICAL STUDIES**

(12 hours required)

BST 501 Bible for Ministry: Interpretation and Old Testament (3)

BST 502 Bible for Ministry: Interpretation and New Testament (3)

- Demonstrate respect for the worth of all persons that is based on biblical truth and an understanding of the created gifts of personality, learning style and spiritual giftedness. The student will be equipped to facilitate educational support for all people within the community served.

**Degree Requirements**

The curriculum is designed to equip men and women for occupations in educational and various other related ministries. A student looking forward to denominational — or a particular organization’s — certification must secure recommendation from the desired institution as well as expected procedures and competencies required for the desired certification or recognition. The seminary assumes no responsibility of this nature.

The M.A. in Christian Education degree does not substitute for a Master of Divinity degree or a pastoral degree. Following are the requirements for the M.A. in Christian Education degree:

1. Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
2. Meet all requirements for degree candidacy. In all cases, candidacy will include a personal interview, the submission of written work, and evaluation by the Graduate Department of Ministry Faculty.
3. Recommendation by the seminary faculty for graduation from George Fox University.

**Program Summary**

Biblical/Theological Foundations.....	18
Spiritual Formation and Discipleship .....	4
Pastoral Studies .....	9
Christian Education Core .....	20
Christian Education Internship.....	5
Electives .....	8
 Total Hours Required for Degree.....	 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**

(9 hours required)

- PST 501 Pastoral Counseling (3)
- PST \_\_\_\_ Elective (3)
- PST \_\_\_\_ Elective (3)

♦ **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)

**ELECTIVE:<sup>a</sup>**

(8 hours required)

- \_\_\_\_ Elective (3)
- \_\_\_\_ Elective (3)
- \_\_\_\_ Elective (2)

Total Hours Required for Degree..... 64

**Note:**

<sup>a</sup> Elective courses are selected by the student and advisor to strengthen his/her program. Elective hours will vary depending on course availability and the interests of the student.

# CERTIFICATE IN SPIRITUAL FORMATION AND DISCIPLESHIP

## Program Objectives

The vision of the faculty for the Spiritual Formation and Discipleship Certificate program is to provide for the intentional spiritual formation of students in an academic setting and to train discerning and gifted persons as spiritual guides in the Christian tradition. The program will foster in the student:

1. The maturation of God's fullness within the individual;
2. The habits of authentic disciplines for living in Christ's presence;
3. The life of power in the Spirit and in communion with all God's people;
4. The biblical, theological, psychological and historical foundations of spirituality;
5. The development of skills for individual spiritual direction and group spiritual formation.

## Certificate Requirements

A specialization in spiritual formation and discipleship is designed for women and men who desire preparation in the classical Christian art of spiritually guiding others. Such persons can be gifted laypeople, ordained clergy, Christian educators, or trained counselors. The specialization trains called individuals in a variety of contexts to offer spiritual guidance and discipleship.

## Requirements for M.A. & M.Div. Degree Students:

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## CERTIFICATE FOR SPOUSES-PARTNERS IN MINISTRY

### Program Objectives

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

### Eligibility

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

### Program Requirements

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

### Course Requirements

(14 hours required)

One of the following:

BST 501 Bible for Ministry:  
Interpretation and  
Old Testament (3)

or BST 502 Bible for Ministry:  
Interpretation and  
New Testament (3)

CHT \_\_\_ Christian History and  
Thought Elective (3)

PST 591 Seminar in Marriage  
and Family Counseling (1)

SFD 510 Becoming a Self Before  
God (1)

\_\_\_ \_\_\_ Elective (3)

\_\_\_ \_\_\_ Elective (3)

Total Hours Required

for Certificate ..... 14

## COURSE DESCRIPTIONS

### Biblical Studies

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

3 hours. A basic introduction to method in Htudies

**BST 522 Interpreting the Greek Testament**

3 hours. This continuation of BST 521 adds to the student's knowledge and understanding of New Testament Greek through further exposure to the Greek text of the New Testament. While it pays close attention to matters of grammar, the central focus is the text itself, its interpretation and its use. Prerequisite: BST 521 Introducing New Testament Greek.

**BST 524 New Testament Textual Criticism**

3 hours. An exploration of the history of the text of the New Testament in order to create understanding of how the New Testament came to be in its present form; and a study of the art, science and practice of New Testament textual criticism with a view to the recovery, as nearly as possible, of the text in its original form. Prerequisite: BST 521 Introducing New Testament Greek or its equivalent.

**BST 525 New Testament Book Study in Greek**

1 to 3 hours. Study of biblical books at WES is textual. Greek text book studies apply principles of hermeneutics and exegesis to original Greek texts. The prerequisite for Greek text book studies is BST 522 Interpreting the Greek Testament or its equivalent.

**BST 530 Septuagint**

3 hours. A course of readings in the Septuagint (LXX), mostly in passages that are quoted or alluded to in the New Testament but with exposure also to one of the books of the Old Testament apocrypha. Prerequisite: BST 522 Interpreting the Greek Testament.

**BST 541 The Bible and History**

3 hours. This course is designed to encounter and explore the history behind the Bible books and the light that background sheds on their meaning. Special attention is given to the social, political, religious and philosophical worlds of the Bible.

**BST 542 Biblical Theology**

3 hours. This course explores the message and theology of important texts, blocks of texts, books, and corpora in the Bible. Students gain greater skill in advanced Bible study method. We also deal with relating the theology of the Bible to issues of the world.

**BST 550 The Old Testament and the Ancient Near East**

3 hours. Offered 1999-2000. 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 fr

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**CHT 563 The Evangelical Movement**

3 hours. Students in this course seek to understand the origin and impetus of the American Evangelical Movement. Its antecedents in the Reformation, Pietistic and Wesleyan movements, as well as the American Awakenings, are traced. Its origins in the rise and fall of early 20th-century Fundamentalism are explored. Its own rise to eminence in the mid-to-late 19th century is explored.

**COU 581 Tests and Measurements**

3 hours. A study of the basic concepts and principles of psychological assessment tools. Builds a foundation of statistical knowledge, especially of factors influencing validity and reliability. Student will explore a broad variety of psychological testing materials. Ethical considerations in the field of assessment are emphasized.

**COU 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/psychological research. Prerequisite: COU 581 Tests and Measurements.

**COU 585 Seminar in Counseling**

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.

**COU 590 Research and Evaluation**



**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



istry model over another. Attention will also be given to anticipated leadership responsibilities associated with pastoral ministry and how the student's personal leadership style may both help and hinder the satisfactory fulfillment of these responsibilities.

**PST 510 Essentials of Preaching**

3 hours. This course introduces students to the theology of preaching and to the principles of sermon construction and delivery. The purpose of preaching as an essential element in the ministry of the church will be considered, as well as the various sermon types and communication techniques used to convey the timeless message of Scripture within a con-temporary setting.

**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 course. Leadership inventories and assessments, case studies, feedback, and simulation exercises are used to help students identify their leadership gifts and to clarify the leadership role of the minister. Congregational insights about structure, culture, health, politics and organizational development help give a systems perspective to the leadership role.

**PST 550 World Religions**

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

**PST 553 Contextualized Urban Ministry**

3 hours. This course involves the student in ministry in an urban context. It lays the theoretical and cultural foundation for doing cross-cultural ministries, and it enables the student to examine critically the "cultural baggage" that may encumber the clear communication of the gospel message. A significant component of field experience in an urban setting is required.

**PST 554 Global Mission of the Church**

3 hours. A course on the world mission of the Christian Church, including an intensive cross-cultural mission experience of at least one week and a study of the history of Christian missions. Course readings and meetings will prepare for and follow up on the immersion field experience.

**PST 564 The Theology and Practice of Worship**

3 hours. This course examines the purposes of worship and its biblical, theological and historical roots. It also focuses on evaluating current trends in worship, understanding the connection of worship to evangelism, learning how to plan and lead worship, and exploring the role of music and the arts in worship.

**PST 565 Clinical Pastoral Education**

6 hours. Chaplain internship at an approved CPE center.

**PST 575 Pastoral Internship**

2 to 6 hours. A full range of pastoral experience, including preaching at an approved church with a minimum of 10 hours a week of supervised involvement.

**PST 580 Evangelism and Discipleship**

3 hours. Examines the theology, methodology and interrelationship of evangelism and discipleship and seeks to apply them to the local church for the purpose of growing the church. Focuses particularly on providing congregational leadership and vision in personal and corporate evangelism, developing a spiritual gifts-based ministry, and building small groups for Christian community and spiritual formation.

**PST 584 Church Administration**

3 hours. The purpose of this course is to enhance professional competence in pastoral ministry by providing insights and skills pertaining to the administration and management of the local church. Particular attention will be given to time management, conflict resolution, delegation, the conducting of meetings, the coordination of committees, communication among staff, managing the church office, volunteer recruitment, training and support, church finances, and tax and legal considerations.

**PST 585 Seminar in Pastoral Studies**

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

**PST 590 Research/Thesis in Pastoral Studies**

3 hours. See requirements on page 81.

**PST 591 Seminar in Marriage and Family Counseling**

1 hour. An introduction to marital and family dynamics and process. Strategies and techniques of prevention and intervention will be discussed. S

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## Spiritual Formation and Discipleship

### ♦ CORE COURSES

#### **SFD 510 Becoming a Self Before God**

1 hour. Provides an opportunity for students to develop their own self-awareness in the context of their Christian faith and preparation for ministry. Through lecture, reflection and intentional community, the course equips students to be critically and positively reflective on their giftedness, calling, personal spiritual histories, and the strengths, weaknesses and spirituality of their personality types.

#### **SFD 520 Prayer**

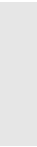
1 hour. Provides an opportunity for students to develop in community deeper and more satisfying prayer lives. As the essential relational discipline of the Christian journey, prayer is examined in its various forms as modeled by Jesus and the church. The student will experience liturgical, intercessory, conversational, confessional, center

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# ACADEMIC REGULATIONS



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. Graduate programs of George Fox

Applicants are required to pay the nonrefundable \$40 application fee, and tuition is based on the current per-credit-hour rate.

### **Probation Students**

A student whose cumulative grade point average falls below the level established for admission or who does not meet an academic requirement for admission may be granted probational admission. Additionally, students whose academic progress while

## Course Additions

- After classes begin, a later admission to class must have the approval of the Registrar and consent of the course instructor on a form available in the Registrar's Office or Seminary Admissions Office.
- The last day to add courses or to exercise a pass/no pass option is established in the calendar in this Catalog and is published in the student course book.

## 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 Seminary Admissions 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.

## 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:

<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-		2.7
C+		2.3
C	Average	2
C-		1.7
D+		1.3
D	Passing but inferior	1
F	Failing	0
I	Incomplete	
W	Official withdrawal	
X	No grade reported by instructor	
P	Pass (average or above)	
NP	Not passing	
L	Long-term	

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

The grade "I" is allowed if a student incurs illness or unpreventable and unforeseeable circumstances that make it impossible to meet course requirements on time. Request for an "I" grade is initiated with and approved by the Registrar. A contract showing the work to be completed and the completion date is prepared in consultation with the instructor and filed with the Registrar. An "I" not completed by the date indicated or within one semester becomes the grade indicated by the professor on the incomplete form.

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

An "X" grade indicates the instructor did not report a grade to the Registrar's Office.

## Repeating a Course

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

## Graduation

### Grade Point Average

Graduate students must maintain a B average (3.0) to be eligible for graduation. No more than eight semester hours of "C" work ("C+", "C", or "C-") can be counted toward a degree. Students who receive a grade lower than "C-" in any course must repeat the course or replace it with another course.



## 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 expected to maintain satisfactory academic progress as defined by their degree program.

The student's semester grades with a semester GPA and a new cumulative GPA are posted on the grade report given to the student within three weeks following the close of each semester. The GPA is based on George Fox University credits only.

A student not achieving satisfactory academic progress (as defined by the graduate program in each school) may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal through the program director. All appeals must be made in writing and directed to the program director. Students may be asked to appear before a committee.

### Satisfactory Academic Progress

A student on regular, probational or provisional status is considered to be making reasonable academic progress. The student's semester grades with a semester grade point average and a new cumulative grade point average are posted on the grade report given to the student within three weeks following the close of each semester.

The grade point average is based on George Fox University credits only.

Students enrolled in master's and doctoral programs must maintain a cumulative grade point average of 3.0. A student is on probation when her or his grade point average falls below this standard. The student is generally given one semester of probation to achieve the above standard.

Students receiving Title IV financial assistance must maintain satisfactory academic progress as outlined above. If the student's grade point average does not meet or exceed the minimum standard set by the degree program requirements, after one semester of probation, the student will not be eligible to receive further aid until the minimum standards are met. Cases of exceptional circumstances are considered on an individual basis.

In addition to satisfactory grades, Title IV recipients must be enrolled for a minimum of four credits (half time) each semester. Graduate students must show that a degree program will be completed within the following time frames in order to continue eligibility to receive Title IV funds.

	<i>M.Div.</i>	<i>M.A.</i>	<i>Psy.D.</i>	<i>M.Ed.</i>
Full time	4.5 years	3.0 years	7.5 years	1.5 years
Half time	9.0 years	6.0 years	15.0 years	3 years

### Suspension/Dismissal

A student not achieving satisfactory academic progress may be academically suspended or dismissed. Students may appeal an academic suspension or dismissal in writing to the program director. Students may be asked to appear before a committee. When a student's appeal is approved by the program director, he or she is reinstated to the University on a probationary status.

### Academic Appeals

Academic actions may be appealed to appropriate University authorities and an Academic Appeals Board. Appeals are taken to be good-faith actions that request reexamination of academic decisions. All appeals must be made within limited time frames depending upon the action being appealed. Additional information is available in the Academic Affairs Office.

### Continuous Enrollment and Leave of Absence

Upon being admitted to a graduate degree program, the student is expected to enroll for a minimum number of hours per semester and per year, stated in the individual program guides, and to be in continuous enrollment each semester until graduation. If the student finds this impossible for a particular semester within the regular school year, a leave of absence form must be submitted to the Registrar's Office, and a leave of absence requested for that specific semester. Students in their final year must maintain continuous enrollment until the hours needed for graduation have been completed.

Generally, students who have not maintained continuous enrollment and/or received a leave of absence must apply for readmission to the University.

### Discontinuance of Enrollment

Enrollment at George Fox University is based upon an expectation that the student will perform responsibly in every area of life. A student may be denied re-enrollment, or enrollment.

- Doctor of Psychology: 92 semester hours
- Doctor of Education: 67 semester hours consecutive enrollment
- Doctor of Ministry: Cohort program. All credits must be completed at George Fox University.

### **Transfer Credit**

Post-baccalaureate work completed with a grade of “B-” or better and from an accred-

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. Candidacy for all other Master of Arts degrees will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 32 2421 10



11. A thesis requires a one-hour oral defense before the research advisor and the second reader. Notice of the defense will be given to the student and appropriate department faculty at least one week in advance. Oral defenses will take place during the first two weeks of April.

12. Black ink is the only acceptable color for theses.

13. Final copies must be submitted in letter-quality type by April 1. Following the defense, the student will complete additions or changes requested by the faculty research advisor and second reader.

14. Once the student completes any required changes, the faculty research advisor and second reader will sign an Approval Page. Two copies of the final version must be turned in on paper with at least a 75 percent rag content. These copies are due the last day of classes spring semester. Note: This is following the defense; these are formal, archival copies.

15. Each copy must have an original (not photocopied) approval sheet signed by the faculty research advisor and the second reader.

16. Duplicate copies should be made of all work, including rough draft and bibliography, to protect against inadvertent loss of materials.

17. Grading policy: All thesis projects will be graded on a pass/no pass basis.

#### ♦ SUGGESTED SCHEDULE

Fall semester: Meet with faculty research advisor. Conduct literature review.

- **November 1:** First draft of proposal to faculty research advisor.
- **December:** Advisor presents proposal to department faculty.
- **January-March:** Conduct empirical study. For the counseling student, this may be done in conjunction with project for COU/MFT 582.
- **March 15:** First draft.
- **April 1:** Final draft.
- **April 1-15:** Oral defense of thesis.

# GRADUATE ADMISSIONS

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## GRADUATE ADMISSIONS

George Fox University offers 12 graduate programs: three doctoral programs in clinical psychology (Psy.D.), education (Ed.D.), and ministry (D.Min.); master's-level programs in business administration (M.B.A.), education (M.Ed.) — including an Administrative Licensure program, organizational leadership (M.A.O.L.), teaching (M.A.T.), and psychology (M.A. — part of the Psy.D. program); and five master's-level seminary programs leading to the Master of Divinity (M.Div.), Master of Arts (M.A.) in Christian Education, Counseling, Marriage and Family Therapy, or the Master of Arts, Theological Studies (M.A.T.S.).

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

Individual graduate and seminary programs have unique admission deadlines, 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 (800) 631-0921; or the Seminary Admissions Office, 12753 S.W. 68th Ave., Portland, OR 97223 or request an application by calling (800) 493-4937.

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 Seminary or Graduate Admissions Offices at George Fox University.

## Application Procedures For Graduate Students

Application deadlines for graduate programs vary. Please consult the Graduate Admissions Office or the Seminary Admissions Office.

Applicants to graduate programs at George Fox University must submit the following materials to the Graduate Admissions Office or Seminary 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. \$40 application fee.
3. [Application Form](#) (equi.01(e8640-e-1 Ay2A)Tj0.61)Tj1.208 0 e.

Special Students may be required to receive permission from the director of the graduate program prior to enrolling in courses. Some graduate programs limit the number of hours a Special Student may take or require approval. Because of the cohort format of the D.Min., M.A.T., M.B.A. and M.A.O.L. programs, attendance as a Special Student is not permitted. The Graduate School of Clinical Psychology director must approve part-time attendance in the Psy.D. program for special, non-admitted students. Applicants are required to pay the non-refundable \$40 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 or Seminary Admissions Office, which is open on weekdays, 8 a.m. to 5 p.m.

Prospective graduate students may arrange campus visits by contacting the Graduate Admissions Office at (800) 631-0921 or the Seminary Admissions Office at (800) 493-4937.

### **Financial Aid 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, but only federal Stafford Loans will be available for financial assistance. Because financial assistance is extremely difficult to obtain midyear, 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 alien students. In addition to the standard requirements for admission, international applicants also must submit the following materials. These



- Doctor of Education  
17 semester hours

Transfer credits are not accepted into cohort programs: M.A.O.L., M.A.T., M.B.A., and D.Min.

3. Advanced standing with credit cannot be granted for more than 12 semester hours.

### **Seminary Advanced Standing**

George Fox University will consider applicants for advanced standing at the seminary 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.

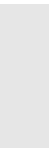
# FINANCES

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*George Fox  
University*







## FINANCIAL AID

### Basis of Student Aid

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

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

With few exceptions, students must be enrolled full time (at least eight credits per semester) to receive financial aid. However, eligibility for assistance from the Federal Direct Student Loan program requires half-time enrollment (four semester hours). Students must also meet eligibility requirements of the programs from which they receive assistance. Such requirements include maintaining satisfactory academic progress toward a degree, maintaining a minimum grade point average, having financial need, and other specific conditions of federal, state or University regulations. Students enrolled in certificate programs only are not eligible for financial aid.

### Awards Based Upon Financial Need

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

Financial assistance awarded by George Fox University takes the form of grants, loans and employ

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

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

### Loans, Scholarships, Grants and Student Employment

#### ◆ LOANS

The University participates in the Federal Direct Student Loan program for the

Federal Direct Student Loan program for the

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 seminary 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 the seminary .

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

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## **Other Scholarship Programs for Seminary 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 the seminary and who are under the guidance of the conference Board of Ministerial Relations.

Both basic tuition scholarships and serving schIi72ch.



# COMPLIANCE WITH FEDERAL LAWS & REGULATIONS

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*George Fox  
University*

## 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

possessed or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually, a resource guide concerning drug and alcohol issues.

## Disabled Students

The 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 generally will 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 may use his or her social security number for keeping records, doing research, and reporting. The University may not use the number to make any decision directly affecting the student or any other person. A student's social security number is not given to the general public. Students who choose not to provide their social security numbers are not to be denied any rights as a student. A statement in the class schedule describes how social security numbers are 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 advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, grades) in response to sexual contact. More subtle forms of behavior, such as offensive posters, cartoons, caricatures, comments and jokes of a sexual nature are discouraged, as they may constitute sexual harassment when they contribute to a hostile or offensive working/student life environment.

If any employee or student believes he or she has been discriminated against or has been subjected to sexual or other forms of harassment, the employee or student must immediately notify the following persons:

1. If the alleged incident involves a student and a faculty member, contact a school dean, the Vice President for Academic Affairs, the Vice President for Student Life, or the Vice President for Enrollment Services.

2. If the alleged incident involves a staff member or a student in the work-study program for in i847 0 TD(t)Tj0.322 0 TD(esident for A)

# DIRECTORIES

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*George Fox  
University*

# DIRECTORIES

**Andrea P. Cook**, Vice President for Enrollment Services. B.A., Northwest Nazarene College; M.S., Ph.D., University of Oregon. George Fox University 1987–

**Wesley A. Cook**, Associate Professor of Health and Human Performance. B.A., University of Northern Colorado; M.A.T., Lewis and Clark College. George Fox University 1987–

**Caitlin C. Coming**, Assistant Professor of History. B.A., Seattle Pacific University; M.A., Ph.D., University of Leeds. George Fox University 1996–

**Jonas A. Cox**, Assistant Professor of Education. B.S., Oregon State University; M.A.T., Lewis & Clark College; Ph.D., University of Iowa. George Fox University 1997–

**Victoria L. Defferding**, Assistant Professor of Spanish. B.A., University of Oregon; M.A., Portland State University, George Fox University 1989–

**John S. DeJoy**, Assistant Professor of Management. B.B.A., Pace University; M.S., Ph.D., University of Idaho. George Fox University 1996–

**Stephen Delamarer**, Associate Professor of Old Testament. A.A., Wenatchee Valley College; B.A., Seattle Pacific University; M.A.R., M.Div., Western Evangelical Seminary; M.A., Ph.D., Claremont Graduate School. George Fox University 1996–

**Carol A. Dell'Oliver**, Assistant Professor of Psychology; Director of Clinical Training, Graduate School of Clinical Psychology. B.A., University of Colorado-Boulder; M.A., Ph.D., University of Kansas-Lawrence. George Fox University 1996–

**Jeffrey M. Duerr**, Assistant Professor of Biology. B.S., B.A., Whitworth College; M.S., Portland State University; Ph.D., University of Hawaii. George Fox University 1999–

**Eugene R. Dykema**, Professor of Business and Economics. B.A., University of Illinois; M.B.A., University of Chicago; Ph.D., University of Notre Dame. George Fox University 1991–

**Kathryn V. Ecklund**, Associate Professor of Psychology. B.A., M.A., Ph.D., Biola University. George Fox University 1994–

**Richard A. Engnell**, Professor of Communication Arts. B.A., Biola University; M.A., Ph.D., University of California, Los Angeles. George Fox University 1978–

**William R. Essig**, Assistant Professor of Business. B.A., Miami University; Dep. C.S., Regent College; M.P.A., Harvard University. George Fox University 1995–

**Gary K. Fawver**, Professor of Outdoor Ministries. B.A., Wheaton College; M.Div., Gordon-Conwell Theological Seminary; D.Min., Western Seminary. George Fox University 1974–

**James D. Foster**, Dean of the School of Natural and Behavioral Sciences, Professor of Psychology. B.S., Seattle Pacific University; M.A., Ph.D., The Ohio State University. George Fox University 1980–

**Stanley M. Frame**, Associate Professor of Management, Director of the Boise Center. B.A., La Verne College; M.A., Chico State University; Ed.D., New Mexico State University. George Fox University 1996–

**Kathleen A. Gathercoal**, Associate(w M)7 reW n1k0 Tc0e808858.5 0 0 8.5 294.799 TD(eo0 1 ise Cente 793 60



**Susan C. McNaught**, Assistant Professor of Management. B.A., Oklahoma City University; M.S., Portland State University; Ph.D., Oregon State University. George Fox University 1996–

**Randolph Michael**, Associate Professor of



**Mark A. Selid**, Assistant Professor of Business. B.A., Pacific Lutheran University; M.T., Portland State University. CPA. George Fox University 1993-

**Richard S. Shaw**, Assistant Professor of Marriage and Family Therapy. B.S., University of Nebraska-Kearney; M.A., Asbury Theological Seminary; D.M.F.T., Fuller Theological Seminary. George Fox University 1996-

**R. Larry Shelton**, 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 1976-

**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 Christian Education. B.S., Northwest Christian College; M.S., University of La Verne; Ph.D., Claremont Graduate School. George Fox University 1998-

**Jayne Sowers**, Assistant Professor of Education. B.S., Indiana State University; M.S., University of Tennessee; Ed.D., TESL Certificate, Portland State University. George Fox University 1999-

**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**, Assistant Professor of Art. B.S., Willamette University; M.S., Western Oregon State University. George Fox University 1997-

**Nancy S. Thurston**, Associate Professor of Psychology. B.A., Hope College; M.A., Ph.D., Central Michigan University. George Fox University 1999-

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

**Manfred Tschan**, aylor,



**Ronald L. Mock**, J.D., M.P.A., Director of the Center for Peace Learning, Co-Director of Intensified Studies

**Glenn T. Moran**, Ed.D., Director of the Administrative Licensure Program

**Joshua G. Nauman**, B.A., Video Production Manager

**Valorie J. Orton**, B.S.N., Nurse

**Asbjorn Osland**, Ph.D., Director of the Master of Business Administration Program

**Alex A. Pia**, M.A., International Student Advisor

**Judith A. Schwanz**, Ph.D., Director of the Graduate Counseling Program

**K. Mark Weinert**, M.Div., Ph.D., Dean of the School of Humanities

**Kathleen M. Weiss**, M.D., Physician

**Business and  
Related Se**

**Donna S. Lewis**, M.A., Associate Registrar  
for Continuing Education

**Melva R. Lloyd**, Graduate Admissions  
Counselor

**Todd M. McCollum**, M.A., Director of W n0

**Carrie Lamm Bishop**, Fishers, Indiana,  
financial aid consultant

**Nancie M. Carmichael**, Sisters, Oregon,  
Christian magazine editor

**Don G. Carter**, West Linn, Oregon, attor-  
ney

**Gary W. Chenault**, Portland, Oregon,  
non-profit agency administrator

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

**Dealous L. Cox**, West Linn, Oregon, pub-  
lic school administrator (retired)

**Gordon L. Crisman**, Tualatin, Oregon,  
bank executive

**Kate G. Dickson**, West Linn, Oregon,  
school administrator

**Miles J. Edwards**, Portland, Oregon, pro-  
fessor emeritus

**Richard P. Espejo**, McMinnville, Oregon,  
corporate executive/owner

**Richard D. Evans**, Happy Valley, Oregon,  
real estate

**C.W. "Bill" Field, Jr.**, Vancouver,  
Washington, gas company executive  
(retired)

**Peggy Y. Fowler**,

**David Le Shana**, Lake Oswego, Oregon,  
president emeritus

**John K. Lim**, Gresham, Oregon,  
state senator

**Derry S. Long**, Billings, Montana, denom-  
inational superintendent

**Kevin W. Mannoia**, Azusa, California, pres-  
ident, National Association of Evangelicals

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

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

**Mark E. Strong**, Portland, Oregon, pastor

**William H. Vermillion**, Milwaukie,  
Oregon, pastor

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

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

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New Student Orientation ..... 12  
 Newberg..... 6

**O**

Off-Campus Courses for  
 the Seminary ..... 81  
 Oregon..... 6  
 Orientation ..... 12  
 Overloads ..... 78

**P**

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**May Term**

Preregistration ..... Mon.-Fri.  
 Final Registration ..... Tues.  
 May Term begins ..... Tues.  
 Last day to withdraw ..... Fri.  
 May Term ends ..... Sat.

**1999-2000**

Nov. 29-Dec. 3  
 May 2  
 May 2  
 May 12  
 May 20y 11

**2000-01**

Nov. 27-Dec. 1  
 May 1  
 May 1  
 May 11