



**CollegeSource**

**Visit Career Guidance Foundation at <http://www.collegesource.org>**

# Copyright & Disclaimer Information

Copyright© 1994, 1995, 1996, 1997, 1998, 1999, 2000 Career Guidance Foundation

CollegeSource digital catalogs are derivative works owned and copyrighted by Career Guidance Foundation. Catalog content is owned and copyrighted by the appropriate school.

While the Career Guidance Foundation provides information as a service to the public, copyright is retained on all digital catalogs.

## **This means you may NOT:**

distribute the digital catalog files to others,  
“mirror” or include this material on an Internet (or Intranet) server, or  
modify or re-use digital files

without the express written consent of the Career Guidance Foundation and the appropriate school.

## **You May:**

print copies of the information for your own personal use,  
store the files on your own computer for personal use only, or  
reference this material from your own documents.

The Career Guidance Foundation reserves the right to revoke such authorization at any time, and any such use shall be discontinued immediately upon written notice from the Career Guidance Foundation.

## **Disclaimer**

CollegeSource digital catalogs are converted from either the original printed catalog or electronic media supplied by each school. Although every attempt is made to ensure accurate conversion of data, the Career Guidance Foundation and the schools which provide the data do not guarantee that this information is accurate or correct. The information provided should be used only as reference and planning tools. Final decisions should be based and confirmed on data received directly from each school.

# TABLE OF CONTENTS

|                         |    |
|-------------------------|----|
| Purpose                 | 1  |
| Mission and Objectives  |    |
| Values Statement        |    |
| Student Outcomes        |    |
| Accreditations          |    |
| Place                   | 5  |
| Our Heritage            |    |
| Campus Facilities       |    |
| Student Services        |    |
| Student Life            |    |
| Academic Programs       | 15 |
| Facilities              |    |
| On-Campus Programs      |    |
| Course Numbering System |    |
| Majors and Degrees      |    |
| Graduate programs       |    |

*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 “excellence in undergraduate education” and “academic reputation. ”*

*Senator Mark Hatfield, Herbert Hoover Distinguished Professor at George Fox, recently stated, “You know there’s something different about this university the moment you walk on this campus. The atmosphere is in sharp contrast to the many factory-like, decentralized, impersonal schools” that can be seen across the nation.*

*Along with its strong academic programs, George Fox brings a student together with others who are seeking a Christ-centered education. Interaction with peers extends the learning environment beyond the classroom to create networks and friendships that go with students long after their degrees are completed.*

*The George Fox “brand” is distinctive and of high quality. Our faculty, staff and administration are committed to the purpose and person*

on thhigh4r 10.2858 gyuF1 1 S7 Tc 0ee purpose ad8 Tw w5s5w 3 -0.01

A handwritten signature in black ink that reads "H. David Beaman". The signature is written in a cursive style with a large, prominent initial "H".

# PURPOSE

## **PURPOSE**

### **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.

## **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, 2002, 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, an organization based in Washington, D.C., was founded in 1976. Each of the 93 member institutions is committed to academic excellence and to the integration of faith, learning and living. The coalition, comprised of four-year liberal arts colleges with full regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.

# PLACE



**PLACE**

George Fox University's "place" is Oregon, the lower Willamette Valley, Newberg, and a 75-acre tree-shaded campus on a wooded ravine

## 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, there have been major changes, of course, including the name of the University itself, changed in 1949 because of the many "Pacific" colleges and retitled in honor of George Fox, the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary with more than 300 students on a campus in Portland, Oregon.

Western Evangelical Seminary was established in September 1947 through the cooperation of 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. The seminary was called by its founding name, the Western School of Evangelical Religion, until 1951. In 2000, it was renamed George Fox Evangelical Seminary.

From only a handful of courses in the 1890s, the University now offers 40 undergraduate majors and more than 600 courses in 15 departments, along with graduate programs in psychology, education, business, religion and counseling. In all, approximately 13,000 students over the years have called this institution their alma mater. George Fox University has grown rapidly in the past two decades - both in reputation and facilities. U.S. News & World Report magazine, in its 2001 rankings of "American's Best Colleges," lists George Fox University first in academic reputation among Western regional liberal arts colleges. George Fox has ranked third or higher for 13 years, this year moving to the top position for the first time.

The university also maintains its highest overall ranking ever - second among regional liberal arts colleges in the 15 states from Texas to Hawaii. The much-publicized cover story rankings are based on various categories, including academic reputation, retention of students, faculty resources, student selectivity, financial resources, and alumni giving.

National recognition has also come from the John Templeton Foundation, which named George Fox to a unique position shared by just 20 colleges and universities in the nation. The "Templeton Guide: Colleges That Encourage Character Development" identifies colleges with strong character-education programs, based on six criteria.

The University is one of 100 institutions selected for the Templeton Honor Roll for character-building colleges, and President David Brandt is one of only 50 presidents in the nation recognized for outstanding presidential leadership. The double honors went to just 20 colleges. In recent years, George Fox University has expanded to 75 acres, following a campus master plan, with 12 new buildings constructed at a total investment of more than \$20 million. A \$16 million Centennial Campaign funded a new science building, which opened in 1994, and restoration of Wood-Mar Auditorium.

The Edward F. Stevens Center, a \$7 million facility scheduled to open in 2001, will house student services, institutional technology, and classrooms. It is part of a \$22 million Legacy Campaign. Students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators. They live, study, work and play in buildings that range from those with historic significance to some of the most modern anywhere. The University is committed to a residential campus atmosphere for undergraduate students where learning continues outside the classroom, as well as inside, through a variety of experiences, including music, athletics, clubs and organizations, special events, and Christian ministries.

The University holds to the historic truths and teachings of Christianity, and maintaining a Christian atmosphere is a campus priority.

George Fox University has more Friends students on campus than any other college in the United States: They comprise approximately

Fry House, at the corner of Sheridan Street and Carlton Way, was purchased in 1992. It is the home for the Associate Dean of Students.

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

The Graduate Admissions Office, at 211 N. Center Street, is a former residence, purchased in 1998 and renovated in 1999 for office space.

Gulley House, near the intersection of Sheridan Street and Carlton Way, was purchased in 1992. It houses five students.

Hancock Street House was added to the campus in 1996. It houses 10 students at 1108 E. Hancock Street.

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

The Herbert Hoover Academic Building, built in 1976-77, houses the Kershner Center for Business and Economics, as well as a 160-seat lecture facility, classrooms, psychology faculty offices, and the Enrollment Services offices of financial aid, registration, and student accounts. A display of Herbert Hoover memorabilia was opened in 1997.

Hester House, at 212 River Street, was purchased in 1992. It houses six students.

The Hobson-Macy-Sutton Residence Hall complex, completed in 1977, is the largest residence facility on campus, housing a total of 250 students. A central lobby is shared by the three buildings. The buildings are connected by outside walkways and an underground tunnel.

Hoskins House, purchased in 1993, houses 10 students. It is located at 214 River Street.

The International Student Center, opened in 1990, is located in a remodeled former residence on Meridian and Sherman streets. This building houses the English Language Institute, with classrooms, faculty offices and a lounge/reception area.

Kelsey House, purchased in 1997, houses four students. It is located at 610 N. Center Street.

The Kershner House, purchased in 1970 and remodeled in 1979, is a residence unit for six students.

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

Lewis Apartments provide housing for 56 upper-division students in a total of 16 units.

McGrew House, located at Hancock Street and Carlton Way, houses six students. It was purchased in 1992.

The Virginia Millage Memorial Rose Garden has 224 plants of 43 varieties in 24 beds. The 72-foot-diameter circular garden was created in 1992, honoring a George Fox alumna and volunteer leader. Minthorn Hall, constructed in 1886 and on the National Register of Historic Places, is the only first-generation building still in use. Remodeled and refurbished in 1962, 1989 and 1992, it houses faculty offices for writing, literature, communication arts, and languages; two classrooms; and the Department of Continuing Education.

The Curtis and Margaret Morse Athletic Fields, dedicated in 1989, contain a baseball diamond, softball field, soccer field, and practice areas.

The Munn House, acquired in 1994, houses six students. It is on the east side of Hess Creek Canyon on East North Street.

The M. J. Murdock Learning Resource Center, completed in the fall of 1988, houses more than 140,000 volumes on three floors. Its features include study carrels; special collections concentrating on Quaker, Hoover and peace studies; University and Northwest Yearly Meeting archives; microforms and microform readers; CD-ROM workstations; Internet connectivity, including access to numerous research databases; and the curriculum library. The Instructional Media Center on the lower level includes computer and audiovisual laboratories. Also on the lower level are the Institutional Technology offices, including the Help Desk and computer repairs.

Newlin Apartments, located on North Street, are four units available for use by 16 upper-division students.

Parker House, a one-story duplex, was purchased in 1992. Located on Sheridan Street across from the Pennington Hall parking area, it houses eight students.

Pennington House contains the undergraduate admissions offices. Purchased in 1993, the longtime home of Levi Pennington, the former president of Pacific College-George Fox University's predecessor-was built in 1899 at the southeast corner of Sheridan and Center streets.

Pennington Residence Hall, built in 1962 and renovated in 1994, is a residence hall for 102 students and a resident area coordinator's apartment, with alternate-wing housing for men and women.

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

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

The President's Office/University Relations Office, opened in 1991, is a remodeled residence at Sheridan and River streets, redesigned as the administrative center for the Office of the President, university relations, publications and public information.

The Milo C. Ross Center, opened in 1978, houses the Religious Studies and Music departments, including classrooms, studios, practice rooms, music listening labs and faculty offices. The William and Mary Bauman Chapel/Auditorium, seating 1,150, was added in 1982.

The Schomburg House, at 608 N. Meridian Street, was purchased in 1998 and renovated for student housing.

The Security Office, located at Carlton Way and Sheridan streets, is the headquarters for the University's security personnel.

Sherman Arms Apartments, located on East Sherman Street, consist of six units for married George Fox students.

The Student Union Building, built in 1958 and enlarged in 1968 and 1979, includes student government offices, the Bookstore (renovated in 1994), student post office and a recreation room.

Tennis Courts are located on the edge of Hess Creek canyon near Colcord Field. The five courts were constructed in 1994.

Tilikum Retreat Center, located on 92 acres in the Chehalem Valley eight miles from campus, is a retreat, camping and educational center. Students, church groups, families and community organizations enjoy 77 acres of woods and meadows, a 15-acre lake, an overnight retreat center, a lakeside recreation building, and a restored one-room schoolhouse.

The University Advancement Office, at 206 N. Meridian Street, was purchased in 1995. It also houses the alumni relations office.

The University Fund Office, at 207 N. Meridian (across the street from the related Advancement Office), houses the staff for the University Fund, including the alumni telephone team. The office was acquired in 1999.

University Residence Hall, constructed in 1996 on the east side of Hess Creek Canyon's north end, is a three-story residence for 124 students, with men and women living on alternate floors.

The Video Communication Center, completed in 1979, houses a television production studio, as well as offices and supporting facilities.

Villa Road House is a city-designated historical building constructed in 1912 and purchased by the University in 1995. It houses 10 students at 617 N. Villa Road.

The Weesner House, on Carlton Way, accommodates 12 students in a two-story residence constructed in 1924 and completely renovated in 1980.

Weesner Village consists of 12 apartments housing 48 upper-division students.

The Coleman Wheeler Sports Center, completed in 1977, is the The C353d

**Woodward House**, at the northeast corner of River and Hancock streets, was purchased in 1993, giving the campus the home of one of the founders of George Fox University. Renovated in 1996, it has offices for the campus Health and Counseling Service.

**Woolman Apartments** consist of 14 units with capacity for 48 students. Located at 1114 East Hancock Street, they were acquired and renovated in 1994.

## 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 Health and Counseling Center. Approximate annual cost of health insurance through the plan available to George Fox University students is \$600 for the student. Additional fees are charged if the student wishes to purchase insurance for coverage of dependent family members.

### Housing

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

### New Student Orientation

All new students participate in orientation before beginning their first semester of studies. Orientation helps familiarize the student with program requirements and procedures, as well as with the resources available throughout the University and

Seminary. In addition, orientation introduces the student to faculty, staff, fellow students and George Fox University.

## STUDENT LIFE

### Standards of Conduct

By accepting admission to George Fox University, students agree to respect the appointed leadership and expectations of the institution. The standards of conduct are designed to allow the fullest liberty, while at the same time promoting the welfare of the entire campus community.

The University admits students with the understanding that they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to maintain standards of behavior that conform to state and local laws.

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

## Food Services

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

Students attending classes in the Portland Center have access to limited food services provided through vending machines located in the Student Center. Bon Appetit provides evening food service Monday-Thursday, 5:00 p.m. to 7:30 p.m.

## Career Services

The Career Services Office of George Fox University is located in Wood-Mar Hall, Room 207 (ext. 2330). The office is open Monday and Friday, 8 a.m. to 5 p.m., and Tuesday through Thursday, 8 a.m. to 6 p.m. This office provides:

- student and alumni assistance in making and implementing career decisions.

- skills, interests, values, and personality assessment in relation to career options.

- occupational and employer information.



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).

## **ENROLLMENT SERVICES**

This office, located in the Armstrong House, 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.

## **Admission**

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

## **Disability Services**

The Enrollment Services Office, located in the Armstrong House, 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.



# **ACADEMIC PROGRAMS**



## **ON-CAMPUS PROGRAMS**

### **Center for Peace Learning**

George Fox University created the Center for Peace Learning in 1984 after Senator Mark Hatfield challenged faculty, students and administrators (including newly inaugurated President Edward Stevens) to find a Christian response to the problems of violence. The center now oversees a wide variety of programs to help students and others explore nonviolent approaches to conflict at every level of human interaction, from the interpersonal to the international.

The center coordinates several courses, taught by faculty from various departments, which can be combined into a peace studies minor and a special certificate program in conflict management (details of which are described in the "Peace and Conflict Studies" section of the Undergraduate Catalog). Many students take peace studies courses to enrich their preparation for careers in social work, missions, pastoral ministry, education, business, and international development and diplomacy. The center also offers a variety of learning experiences outside the classroom, including lectures, study trips, field experience placements, and the annual John Woolman Peacemaking Forum. In the fall of 1999, the center hosted the first Western Christian Peacemaking Conference.

The center supports peace research through its own collection of specialized materials in the Center for Peace Learning library, as well as the peace collection in the M. J. Murdock Learning Resources Center. Faculty members can get release time to conduct peace-related scholarly projects through the center's Peace Scholars Program. The generous Hazel Steinfeldt Peace Scholarship encourages student peace study, as does the annual Lawrence Skene peace essay competition. A pair of innovative circulating Peace Trunks help make the best in peace literature and learning activities available to children in grades K-12.

### **English Language Institute**

George Fox University offers an intensive English as a Second Language program during the academic year for international students who need to improve their academic English skills. For details of curriculum, credit and enrollment, see the Undergraduate Catalog.

### **Herbert Hoover Symposia**

Every two years since 1977, members of the history faculty have invited to the George Fox University campus leading authorities on the life and career of Herbert Hoover. These meetings are attended by professional historians, students, faculty, and friends of the University. Credit is offered to students who study selected aspects of the rich and varied career of the 31st president of the United States.

The ties between Herbert Hoover and George Fox University began in 1885. That fall, 11-year-old Bert Hoover, recently orphaned in Iowa, moved to Newberg, Oregon, to live with his uncle and aunt, Dr. Henry John and Laura Ellen Minthorn. Minthorn had recently opened Friends Pacific Academy, and Bert enrolled in the first class shortly after his arrival. He studied under dedicated Quaker mentors and helped pay his way by tending furnace, sweeping floors and cleaning blackboards.

"As a young student there for three years," President Herbert Clark Hoover said in later years, "I received what-ever set I may have had toward good purposes in life."

The Academy was the predecessor school to George Fox University, which was founded in 1891. Those on campus with a sense of heritage often think of the quiet lad who studied here a century ago. No one dreamed he would grow to be named "Engineer of the Century," that he would live and work on five continents, that he would direct the greatest humanitarian projects the world has seen, and that in 1928 he would be elected president of the United States.

"I recw toP gre the Centuruth

annual Lawrence Skene peace essay competition. A pair of innovative ci TD 0.0769 Tc -0.4091 Tw (careemi 2de70n 1928 he) T me3i0.2774Nei, anfe3ean7ulsor schoolTj 1e 2e4091 Tw (nk ftawhics,

## **MAJORS AND DEGREES**

George Fox University confers these degrees: Bachelor of Arts, Bachelor of Science, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Arts in Organizational Leadership, Master of Arts in Counseling, Master of Arts in Marriage and Family Therapy, Master of Arts in Psychology, Doctor of Education, and Doctor of Psychology. Included are 40 undergraduate majors and seven graduate degrees. Additionally, the University offers graduate degrees through the Seminary. Master's degrees are offered in the following areas: Christian Ministries, 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

#### Counseling

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

#### Education

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

#### Leadership

- Master of Arts in Organizational Leadership

#### Seminary Programs

- Doctor of Ministry
- Master of Divinity
- Master of Arts (Theological Studies)
- Master of Arts in Christian Ministries
- Certificate in Spiritual Formation and Discipleship
- Certificate for Spouses - Partners in Ministry

# GRADUATE PROGRAMS

## GRADUATE PROGRAMS

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 Ministries; 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, nontraditional 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.

##### Admission

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 Admission.

The application deadline is July 15 for fall semester admission and November 15 for spring semester admission.

##### Degree Requirements

Students will be admitted without regard to their undergraduate major, but those with little or no background in the areas of accounting, finance, economics, or marketing will be expected to address their weaknesses.

Students are expected to maintain continuous enrollment in the program, thus remaining with their cohort throughout, so personal and work commitments should be planned accordingly. A student who drops out must be readmitted. The degree requires the completion of all 40 graduate credit hours at George Fox University.

## **Course Offerings**

### **BUS 500 Finding a Place to Stand: Persons in Organizational Contexts**

3 credits. A foundational look at the meaning of human nature for work relationships. Understanding self and others leads to effectiveness and harmony in professional and personal relationships.

### **BUS 504 Accounting and Financial Reporting**

3 credits. The fundamental assumptions, principles, conventions and concepts underlying financial reporting are examined, with the objective of developing the ability to read, comprehend and perform a basic analysis of financial statements. In addition, this course familiarizes the student with basic accounting tools used by management for decision making and control.

### **BUS 507 Economics**

3 credits. An overview of economic thought, with emphasis on the application of economics to managerial decision making, understanding the broader economic environment, and thinking about the philosophical foundations of economic relations.

### **BUS 521 Effective Communication**

3 credits. Emphasis is on presenting one's self and ideas to individuals and groups through public speaking and writing. Topics covered include interpersonal, nonverbal, and gender

The goal of the Graduate School of Clinical Psychology is to prepare professional psychologists who are competent to provide psychological services in a wide variety of clinical settings, who are knowledgeable in the critical evaluation and application of 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 para-church 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.



The preinternship sequence of training follows completion of Practicum I and II, and lasts throughout the fourth year. The preinternship sequence enables students to further develop their clinical skills and to gain the experience necessary to prepare for internship. During the preinternship sequence, students continue to receive ongoing, supervised experience in assessment and psychotherapy in a variety of clinical settings. Pre-internship training also involves supervision of practicum and prepracticum students, weekly team meetings and oversight groups with faculty members, and presentations of advanced topics in a seminar format. The preintern student is encouraged to develop a broad range of clinical skills with diverse clinical populations rather than specialize prematurely. Although specialization is often desirable, it is best done during the internship, or during postdoctoral residency and continued professional training.

The final phase of predoctoral clinical training involves a one-year, full-time internship (50 weeks; 2,000 hours). Most

Theoretical orientations represented by the faculty include psychodynamic, behavioral, cognitive-behavioral, object relational, family systems, and psychobiological. Despite their diversity in theoretical orientation, the faculty are united by a common commitment to a Christian worldview, to providing high-quality professional training, and to upholding the highest standards of scholarship and clinical expertise among their students.

Additionally, nine of the 14 core psychology faculty members, including the psychiatrist, have graduate degrees or course work in theology and religion. Thus, the faculty is well trained to fulfill the stated mission and objectives of the GSCP.

### **Professional Standards**

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

### **Admission**

Admission to the psychology program requires a baccalaureate degree from a regionally accredited college or university. A grade point average (GPA) of 3.0 or above and at least 18 semester hours of psychology or other related social science credits are generally required. In addition, applicants must submit scores on the Graduate Record Examination (GRE) Aptitude Scales, the Psychology Subject Test and complete the general application requirements of George Fox University. Students with graduate credit and those who hold an advanced psychology or theology degree may petition to have as many 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 and providing an explanation of the circumstances that necessitate projecting the course of study beyond the seven-year period.

### **● Continuous Enrollment**

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

### **● Leave of Absence**

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



PSY 563S Family/Couples Therapy  
 - Integration Seminar (1)  
 PSY xxx Elective - Special  
 Population Domain . . . . . 2  
 Total: 7

**Spring**  
 PSY 539 Preinternship . . . . . 2  
 PSY 518 Professional Issues . . . 2  
 PSY 514 Outcome Evaluation . . . 2  
 PSY xxx Elective - General . . . . . 2  
 PSY S76E Integration Seminar . . 1  
 PSY xxx Elective - General . . . . . 2  
 PSY 605 Dissertation - Research  
 Team . . . . . 3  
 REL 510 .

◆ **THIRD YEAR**

**Fall**  
 PSY 535 Practicum II . . . . . 2  
 PSY 523 Projective Assessment . . . . 2  
 PSY 572 Integration in Practice:  
 Religious Issues in  
 Psychotherapy . . . . . 2  
 PSY xxx Elective - General . . . . . 2  
 PSY 57GB Integration Seminar . 1  
 PSY 582 Substance Abuse . . . . . 2  
 PSY 602 Dissertation - Research  
 Team . . . . . 2  
 REL 530 Contemporary Religious  
 World Views . . . . . 2  
 Total: 15

**Spring**  
 PSY 536 Practicum II . . . . . 2  
 PSY 508 Psychology of Emotions . . . 2  
 PSY xxx Elective - General . . . . . 2  
 PSY 524 Comprehensive  
 Psychological  
 Assessment . . . . . 2  
 PSY 562 Child/Adolescent  
 Therapy . . . . . 2  
 PSY 576C Integration Seminar . . . 1  
 PSY 603 Dissertation - Research  
 Team . . . . . 2  
 REL 520 Spiritual Formation . . . 2  
 Total: 15

**Summer**  
 PSY 581 Human Sexuality and  
 Sexual Dysfunction . . . . . 2  
 PSY 541 Cross-Cultural  
 Psychotherapy . . . . . 2  
 PSY xxx Elective - General . . . . . 2  
 Total: 6

◆ **FOURTH YEAR**

**Fall**  
 PSY 538 Preinternship . . . . . 2  
 PSY 509 Psychopharmacology and  
 Psychoneurology . . . . . 4  
 PSY xxx Elective - Subspecialty  
 Domain . . . . . 2  
 PSY 576D Integration Seminar . 1  
 PSY xxx Elective - General . . . . . 2  
 PSY G04 Dissertation - Research  
 Team . . . . . 3  
 REL 551 Historical Theology and  
 Church Traditions . . . 3  
 Total: 17

**PSY 508 Psychology of Emotion** 2 hours - Required.

**PSY 524 Comprehensive Psychological Assessment**

2 hours - Required. An advanced assessment course which focuses on enhancing skills in conducting comprehensive psychological evaluations by consolidating data accrued from personality, intellectual, and projective assessments and communicating the results in written reports. The course will include administering, scoring, interpreting, and preparing written reports of assessment results. A variety of other assessment strategies will be explored to expand the student's repertoire of assessment skills. Prerequisites: PSY 521 Personality Assessment, PSY 522 Intellectual and Cognitive Assessment, and PSY 563 Projective Assessment.

**PSY 525 Neuropsychological Assessment** 2 hours -

Elective. Development of a deeper understanding of the brain-behavior relationships begun in neuro-psychology and on the assessment of neuropsychological functioning through use of neuropsychological instruments such as the Luria-Nebraska Neuropsychological Battery, the Halstead-Reitan Battery, as well as the flexible Boston approach. Prerequisites: PSY 521 Personality Assessment and PSY 522 Intellectual and Cognitive Assessment.

**PSY 526 Assessment of Children and Adolescents**

2 hours - Elective. This course focuses on the comprehensive assessment of children and adolescents. It emphasizes: 1) administration, scoring, and interpretation of instruments that assess learning capacity; cognitive and intellectual functioning; and objective and projective personality functioning; 2) the written and oral communication of assessment results to fellow professionals and lay persons. Particular attention will be given to test selection, diagnostic interviewing, working with parents and other agencies, differential diagnosis of attention deficit disorders, mood, anxiety and behavior disorders, attachment disorders and learning difficulties. This course is recommended for those planning to work with children. It is recommended that the course be taken in conjunction with a child practicum placement. Prerequisites: PSY 521 Personality Assessment and PSY 522 Intellectual and Cognitive Assessment.

**● DOMAIN C: PRACTICUM SEQUENCE**

(16 Hours Required)

**PSY 530-531 Prepracticum**

4 hours - Required. This two-semester sequence prepares the student for the beginning practicum. It involves a laboratory experience in which students learn interpersonal

communication and empathy skills using role-play techniques and audio and video feedback. Students are expected to participate in team meetings, oversight groups, and didactics to introduce them to the legal and ethical issues of practice, the administrative structure and function-ing of clinical settings, and the practical issues of assessment, psychotherapy, case management and record keeping.

**PSY 532-533 Practicum I**

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

**PSY 535-536 Practicum II**

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

**PSY 538-539 Preinternship**

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

**● DOMAIN D: SPECIAL POPULATIONS**

(4 Hours Required)

**PSY 541 Cross-Cultural Therapy** 2 hours - Required.

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

**PSY 542 Therapy with Women**

2 hours - Elective. The literature and issues related to gender in psychotherapy will be examined, with special emphasis on the problems of diagnosis, interpersonal issues, and paradigms for understanding female clients. Case studies will be used for illustration and application.

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

**PSY 544 Geropsychology**

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

**● DOMAIN E: ADULT INDIVIDUAL PSYCHOTHERAPIES**  
(4 Hours Required)**PSY 551 Psychodynamic Psychotherapy**

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

**PSY 552 Cognitive-Behavioral Psychotherapy** 2 hours - Required. This class explores the application of cognitive-behavioral psychotherapeutic techniques in short-term and long-term psychotherapy, and examines process and outcome research findings related to the use of these approaches. Case studies will be required of current clients, whom the student treats in his or her practice setting, examining them from a cognitive-behavioral perspective. Prerequisite: PSY 501 Theories of Personality and Psychotherapy.

**PSY 553 Experiential/Existential Psychotherapy**

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

**PSY 554 Advanced Cognitive-Behavioral Psychotherapy**

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

**PSY 555 Brief Psychotherapies (2)**

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

**PSY 556 Object Relations Therapy**

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



**PSY 584 Sports Psychology**

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

**PSY 586 Clinical Seminar in Psychopharmacology**

2 hours - Elective. This course builds on the knowledge base developed in Psychopharmacology and Psychoneurology (PSY 509). Advanced topics related to the use of anti-depressant, anti-anxiety, and neuroleptic medications will be discussed. A

### REL 520 Spiritual Formation

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

### REL 530 Contemporary Religious Worldviews

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

### REL 551 History of Theology and Church Tradition

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

### REL 576 Religion Integration Seminars

1 hour. An extra 1-hour individualized study seminar option may be added to any of the above courses as an elective Integration Paradigm with the permission of the instructor. (Identical to PSY 576.)

## Counseling

### Master of Arts in Counseling Program Objectives

The vision of the faculty in the Master of Arts in Counseling program is to

foster in the student the ability to:

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

### Degree Requirements

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

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

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
- Meet all requirements for degree candidacy, including submission of the Revised NEO Personality Inventory (NEO-PI-R), the Strong Interest Inventory (SII), and a personal interview with the counseling faculty.
- Undergo a minimum of 20 sessions of personal therapy, individual and/or group, (no more than 10 sessions may be in group therapy) with an approved therapist.
- Complete a minimum of 600 supervised hours in Internship setting(s), of which at least 240

hours must be client contact hours.

- Successfully complete the Graduate Clinical Project (reading fee assessed in COU 598 during final semester of clinical internship), in which the student articulates his/her current understanding of counseling, and applies the same through an analysis of his/her counseling practice, an evaluation of his/her strengths, and a five-year professional development plan.
- Be recommended by the Graduate Department of Counseling faculty for graduation from George Fox University.

### Program Summary

|  |      |
|--|------|
| Biblical/Theological/Spiritual Foundations | 13   |
| Counseling Core                            | 39   |
| Clinical Internship                        | 8-10 |
| Counseling Electives                       | 2-4  |
| Total Hours Required for Degree            | 64   |

### Course Requirements

- Biblical/Theological/Spiritual Foundations (13 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 |

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**  
(39 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 |
| COU 597 | Treatment Planning I                        | 1 |
| COU 598 | Treatment Planning II                       | 1 |
| COU 599 | Graduate Clinical Project                   | 1 |

● **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 additional 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.*

**Course Offerings**

**COU 500 Introduction to Marriage and Family Therapy**

3 hours. An examination of key concepts in marital and family systems, including the family life cycle, as well as an introduction to various approaches to marital and family therapy. Core counseling skills as used in systems therapy will be taught and practiced. Prevention services as well as the roles of ethnicity and culture will be studied.

**COU 501 Principles and Techniques of Counseling I**

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

**COU 502 Principles and Techniques of Counseling II**

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

**COU 510 Human Growth and Development**

3 hours. This course examines human development from birth through old age by surveying a variety of major developmental theories, including

psychoanalytic, ego psychology, object relations, cognitive, and moral developmental theories. Development tasks appropriate for each stage in terms of physical, psychosocial, intellectual and family development are considered, along with faith and moral development.

**COU 520 Personality and Counseling Theory**

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

**COU 530 Psychopathology and Appraisal**

3 hours. The treatment of individuals, couples and families requires multidimensional assessment skills in order to ensure ethical, appropriate and effective intervention strategies. This course is intended to begin the student's process of developing mastery in the assessment and diagnosis of psychopathology as cataloged in the DSM-IV. Biological, psychological and systemic factors are considered in the assessment, etiology and treatment of various disorders.

**COU 540 Professional Orientation**

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

**COU 550 Group Theory and Therapy**

3 hours. A study of the field of group therapy, including different therapeutic approaches and types of groups. The student will gain an understanding of group dynamics both theoretically and experientially. Prerequisite: COU 501 Principles and Techniques of Counseling I.

**COU 560 Social and Cultural Foundations**

3 hours. This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Emphasis is placed on the student's examining his/her own cultural identity, attitudes, and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles. Further, the relationship of Christianity to multiple cultures will be considered.

**COU 570 Lifestyle and Career Development**

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

**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/Thesis in Counseling**

3 hours. See requirements on page 84.

**COU 591, 592, 593 Clinical Internship**

Supervised clinical experience in community counseling programs. Prerequisite: COU 501 Principles and Techniques of Counseling I, and COU 502 Principles and Techniques of Counseling II, plus 18 additional hours in counseling (COU 500 Introduction to Marriage and Family Therapy, COU 510 Human Growth and Development,

## **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 people 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 development of one's own clinical home base and style.
5. Have begun the development of a professional identity as a marriage and family therapist.
6. Work knowledgeably and with facility in a variety of clinical settings, e.g., private, institutional, community, ecclesiastical, and cross-cultural.
7. Be prepared for becoming a Licensed Marriage and Family Therapist, a clinical member of the American Association for Marriage and Family Therapy, and the American Counseling Association's Specialization in Marriage and Family Counseling, as well as a Licensed Professional Counselor.

## **Degree Requirements**

To meet the requirements for the M.A.M.F.T. degree, the student shall:

- Satisfactorily complete a minimum

|   |   |
|---|---|
| MFT 560 Social and Cultural Foundations | 3 |
| MFT 582 Research and Evaluation         | 3 |
| MFT 597 Treatment Planning I            | 1 |
| MFT 598 Treatment Planning II           | 1 |
| MFT 599 Graduate Clinical Project       | 1 |

● **Marriage and Family Specialization**  
(15 hours required)

|   |   |
|---|---|
| MFT 514 Advanced Marriage Therapy I                 | 3 |
| MFT 524 Advanced Family Therapy I                   | 3 |
| MFT 534 Human Sexuality                             | 3 |
| MFT 554 Substance Abuse from a Systemic Perspective | 3 |
| MFT 574 Relationship Assessment                     | 3 |

● **Clinical Internship**  
(8-10 hours required)

|  |   |
|--|---|
| MFT 591 Clinical Internship <sup>a</sup> | 2 |
| MFT 592 Clinical Internship              | 4 |
| MFT 593 Clinical Internship              | 4 |

● **Counseling Electives**  
(2-4 hours required)

|   |    |
|---|----|
| MFT ____ Counseling Elective <sup>b</sup> | 1  |
| MFT ____ Counseling Elective <sup>b</sup> | 1  |
| MFT ____ Counseling Elective <sup>b</sup> | 1  |
| MFT ____ Counseling Elective <sup>b</sup> | 1  |
| Total Hours Required for Degree           | 79 |

**Notes:**

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

<sup>b</sup> MFT Electives. If MFT 591 Clinical Internship (2 hours) is taken, two additional elective credits are required. If MFT 591 is not taken, then four MFT elective hours are required. COU and MFT courses must total at least 63 hours.

**Course Offerings**

**MFT 500 Introduction to Marriage and Family Therapy**  
3 hours. An examination of key concepts in marital and family systems, including the family life cycle, as well as an introduction to various approaches to marital and family therapy. Core counseling skills as used in systems therapy will

be taught and practiced. Prevention services as well as the roles of ethnicity and culture will be studied.

**MFT 514 Advanced Marriage Therapy I**

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

**MFT 524 Advanced Family Therapy I**

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

**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 that arise in the helping relationship. In addition, students have an introduction to sexual therapy and its role in therapeutic process.

**MFT 540 Professional Orientation**

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

**MFT 554 Substance Abuse from a Systemic Perspective**

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

**MFT 560 Social and Cultural Foundations**

3 hours. This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Emphasis is placed on the student's examining his/her own cultural identity, attitudes, and biases. Attention will be given to developing understanding of gender, class, race, ethnicity, structure and roles within marriage and family work, and various lifestyles. Further, the relationship of Christianity to multiple cultures will be considered.

**MFT 574 Relationship Assessment**

3 hours. An examination of various relationship assessment devices and their role in the assessment, diagnosis and treatment of couples and families. Assessment of premarital, marital, parenting and family systems is considered. Participants are trained in the administration and clinical application of five standardized inventories. Students also will examine how their theoretical orientation informs their assessment methodology. Prerequisite: Student should be enrolled in MFT 593 Clinical Internship concurrently with enrollment in this course.

**MFT 582 Research and Evaluation**

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

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

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

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

3 hours. See requirements on page 84.

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

Supervised clinical experience in community counseling programs. Prerequisite: COU 501 Principles and Techniques of Counseling I, and COU 502 Principles and Techniques of Counseling II, plus 24 additional hours of course work (MFT 500 Introduction to Marriage and Family Therapy, COU 510 Human Growth and Development, COU 520 Personality and Counseling Theory, COU 530 Psychopathology and Appraisal, MFT 540 Professional Orientation, COU 550 Group Theory and Therapy, MFT 514 Advanced Marriage Therapy I, and MFT 524 Advanced Family Therapy I) and approved candidacy status.

Students are expected to follow the sequence MFT 592 (4 hours), MFT 593 (4 hours) beginning in the fall semester. Students who begin their internship in the summer will register for MFT 591 (an additional 2 hours).

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

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

**MFT 596 Training and Supervision in Systems Therapy and Professional Counseling**

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

**MFT 597, 598 Treatment Planning I, II**

1 hour each. This course is intended to follow up Psychopathology and Appraisal and operate in conjunction with Clinical Internship. The student will explore comprehensive

## **Certificate in Marriage and Family Therapy**

### **Program Objectives**

Because the vast array of practitioners in the helping professions are faced with the need for expertise in resourcing couples and families, the Graduate Department of Counseling provides the special training and expertise required for working effectively with couples and families.

Helping professionals - e.g., licensed





**EDM 544 Ethical Foundations of Education**

2 hours. This course examines how belief structures undergird the methods educators use to motivate people to learn. Through the light of ethical theory, students examine how people respond to the situations they face in their lives. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as teachers. Teachers spend their lives in a social interchange with students, peers and their community. This social interchange requires them to be knowledgeable in solving problems, building consensus, resolving conflict, and establishing community connections. These skills are most effective when people within a school community agree on values that shape the mission of their organization. Thus, this course examines how school organizations develop their shared values that enable them to build character in their students and meet organizational goals. Special emphasis will be placed on students reflecting on their own mental models of the world.

**EDD 546 Foundations of Teaching and Learning**

2 hours. This course is designed to help educational leaders understand key ideas central to ongoing research on teaching and learning. It emphasizes ways in which cultural, social and organizational contexts influence learning, and it examines knowledge from epistemology, the psychology of learning, and cognitive science to improve teaching and help students learn academic content. The course also explores the connection between educational policies and classroom practice. As a result of this course, students will apply current best teaching and learning practices to establish educational policy and transform educational practice at their institutions.

**EDD 548 Legal Perspectives on Educational Policy**

2 hours. This course focuses on legal issues that arise in elementary, secondary and collegiate institutions. The course provides educators with knowledge and analytic skills needed to apply legal frameworks to educational policy. It investigates

creative ways in which law can be used to help address current problems in schools, and helps educators think through questions of ethics and policy that legal disputes raise but do not resolve.

**EDD 551 Managing Organizational Resources**

3 hours. Educational leaders must balance the allocation of scarce resources among competing interests while managing the organizational structure and empowering those who support the organizational mission. This course prepares educators to address the value tensions inherent in the allocation of resources and the educational consequences linked to those fiscal decisions. Issues of efficiency, equity, adequacy and control in educational finance will be specifically addressed from historical, economic, moral, legal and political perspectives. The course also provides a critical analysis of organizations, how they function, why people in organizations behave as they do, and examines the formal and informal decision-making structures that affect educational organizations from within and outside the organization.

**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 cultural and social structures influence

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.

competing demands of formal experimental and survey design principles with the ever-present practical constraints of the real world so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, taking advantage of the results of previous research and pilot studies, and anticipating the unanticipated.

**EDD 564 Design and Methods of Qualitative Research**

3 hours. Qualitative research does not just mean using words instead of numbers. This research tradition is

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

### **Master of Education**

(M.Ed. Degree)

#### **Program Description**

The Master of Education (M.Ed.) program is designed to fulfill the professional development needs of educators. The program meets the Oregon requirements for the Standard and Continuing Teaching License. George Fox University also is approved to offer the M.Ed. program in the state of Washington. See page 3 for details. The Master of Education degree requires 36 semester hours of credit. Students may receive institutional recommendation for the Oregon Standard or Continuing License.

Students in the M.Ed. program include:

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

#### **Program Requirements and Options:**

Requirements for the degree include the following 36 semester hours:

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

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

The structure of the program will be characterized by:

- **Theory-into-Practice Links.** Experiences at the teacher's school site will be a major component of the program and will provide the practical application for the course work.
- **Action Research.** Personal research will be an integral part of the program.
- **Reflection.** The ability to reflect on learning about teaching and on the practice of teaching will be developed in small- and large-group discussions, in journal entries, and in papers.

#### **Admission**

For students seeking an M.Ed. degree, admission requirements are as follows:

1. Master of Education application form and \$40 fee.
2. Bachelor's degree in education or other applicable degree from an accredited college or university.
3. Valid Oregon Teaching License or the equivalent, such as an expired or out-of-state license, education degree, or documented and appropriate teacher experience.
4. One- to two-page essay as described in the application.
5. One official transcript from all colleges or universities attended.
6. Three references on forms provided in the application booklet.
7. Completed Teachers Standards and Practices Character Questionnaire.
8. Minimum 3.00 cumulative grade point average for most recent 60 semester or 90 quarter hours (or an explanation if the grade point is below 3.00).
9. If accepted into the degree program, a \$200 tuition deposit is required.

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

- Part-time application and \$40 fee.
- Bachelor's Degree in education or other applicable degree from a regionally accredited college or university.

#### **Degree Requirements**

The Master of Education requires the student to earn a minimum of 36 semester hours. A cumulative grade point average of 3.0, with no grade lower than a C, may be earned for successful completion of the program.

## Course Offerings

### ● CORE COURSES

#### **EDM 521 Principles and Practices in Educational Research**

2 hours. Learn to read and interpret published research, both qualitative and quantitative. The focus of readings will be on current issues related to professionalism, including cultural diversity, values and school reform.

#### **EDM 540 Leadership in Education**

3 hours. Students participate in discussions and/or activities dealing with site-based management, decision making, mentoring, management of human resources, and issues dealing with professional leadership in education.

#### **EDM 542 Trends and Issues in Education**

3 hours. A variety of trends and issues affecting educators based on psychological and sociological research are addressed. Topics to be covered include school reform, assessment, classroom management, curriculum innovations, technology in education, and topics selected by the students.

#### **EDM 544 Ethical Foundations of Education**

2 hours. Students learn a perspective on human relations in education that includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections.

### ● ELECTIVE COURSES

#### **EDM 510 Advanced Developmental Psychology**

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

#### **EDM 512 The Exceptional Learner**

3 hours. Investigate the issues involved in educating the exceptional learner in the classroom. These learners include ESL, TAG, various handicapping conditions, and other at-risk children.

Background information on student needs, legislation, and instructional strategies will be explored.

#### **EDM 513 Classroom Guidance**

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

#### **EDM 514 Supervision and Mentoring Leadership in the School**

3 hours. Emphasis is placed on application of methods covered in the following areas: supervision techniques, leadership in site-based management, action research management, and methods for mentoring new teachers, student teachers and peers. Prerequisite: EDM 540 Leadership in Education, or teacher's permission.

#### **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

**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. Coordi-

technology are integrated throughout the curriculum. The themes add qualities to the program that are not reflected in single courses but are interwoven throughout the curriculum.

The teacher education program at George Fox University has been structured to provide academic and practical experiences that will prepare effective teachers who can successfully meet the challenges of classroom teaching. The form of the teacher education program includes a purposeful use of current research findings on the education of teachers as translated into practical experiences and methodologies. The structure will be characterized by:

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

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

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

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

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

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

#### Admission

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 the student to earn a minimum of 36 semester hours, including 15 semester hours of practicum. A cumulative grade point

average of 3.0 is to be maintained for successful completion of the program. Students will be encouraged to take the NTE, Test of Professional Knowledge prior to graduation from the program. Students may graduate from the program prior to passing the NTE but cannot be recommended for licensure until the NTE Test of Professional Knowledge is passed.

#### Program Overview

##### ● Full-Time Program

##### Summer Semester

|         |  |          |
|---------|--|----------|
| EDU 501 | The Professional Educator                    | 1        |
| EDU 502 | Special Topics for the Professional Educator | 2        |
| EDU 520 | Research Methods I: Readings and Methods     | 1        |
| EDU 530 | Learning Theory/Instructional Design         | 2        |
| EDU 560 | Language and Literacy                        | 2        |
| EDU 575 | Practicum I: Enrichment Program              | 2        |
|         | Total:                                       | 10 hours |

**Fall Semester**

|         |  |          |
|---------|--|----------|
| EDU 503 | Special Topics for The Professional Educator     | 2        |
| EDU 510 | Human Development                                | 2        |
| EDU 521 | Research Methods II: Assessment and Measurement  | 1        |
| EDU 550 | Curriculum and Instruction                       | 5        |
| EDU 576 | Practicum II: Classroom Organization in Practice | 3        |
| Total:  |  | 13 hours |

**Spring Semester**

|                       |  |          |
|-----------------------|--|----------|
| EDU 522               | Research Methods III: Evaluation of Teaching | 1        |
| EDU 577               | Practicum III: Classroom Teaching            | 10       |
| EDU 590               | Graduate Seminar                             | 2        |
| Total:                |  | 13 hours |
| Total Semester Hours: |  | 36       |

● **Part-Time Program (M.A.T. at Night)**

**Fall Semester**

(One night a week and four Saturday Seminars)

|         |  |           |
|---------|--|-----------|
| EDU 501 | The Professional Educator                      | 1         |
| EDU 510 | Human Development                              | 2         |
| EDU 502 | Special Topics for the Professional Educator I | 2         |
| EDU 520 | Research Methods 1: Readings and Methods       | 1         |
| Total:  |  | 6 credits |

**Spring Semester**

(One night a week and six Saturday Seminars)

|         |  |           |
|---------|--|-----------|
| EDU 560 | Language and Literacy (Evenings and Saturday Seminar afternoons)                       | 2         |
| EDU 575 | Practicum I: Enrichment Program (Done as a "College for Kids," four Saturday mornings) | 2         |
| EDU 530 | Learning Theory/ Instructional Design  | 2         |
| Total:  |  | 6 credits |

**Summer Semester**

(One night a week and five Saturday Seminars)

|         |                            |           |
|---------|----------------------------|-----------|
| EDU 550 | Curriculum and Instruction | 5         |
| Total:  |                            | 5 credits |

**Fall Semester II**

(One night a week and a negotiated schedule for the practicum)

|         |   |           |
|---------|---|-----------|
| EDU 576 | Practicum II: Classroom Organization and Practice | 3         |
| EDU 503 | Special Topics for the Professional Educator II   | 2         |
| EDU 521 | Research Methods II: Assessment and Measurement   | 1         |
| Total:  |   | 6 credits |

**Spring Semester II**

(Students will need to be full time this semester.)

|         |  |            |
|---------|--|------------|
| EDU 577 | Practicum III: Classroom Teaching            | 10         |
| EDU 590 | Graduate Seminar                             | 2          |
| EDU 522 | Research Methods III: Evaluation of Teaching | 1          |
| Total:  |  | 13 credits |

**Course Offerings****EDU 501 The Professional Educator**

1 hour. An introduction to the characteristics and role of the professional educator in today's society. Topics include the foundations of education: school law, the history of schooling, school governance and student diversity.

**EDU 502 Special Topics for the Professional Educator**

2 hours. An introduction to lesson planning with special consideration given to the Oregon Content Standards. Special topics include classroom management, guidance and counseling, developmentally appropriate instructional strategies, and the parent/school partnership. In addition, topics will include those requested by students or recommended by school teachers and/or administrators.

**EDU 503 Special Topics for the Professional Educator**

2 hours. Special topics include innovations in methods and materials in all subject areas. Classroom teachers, school administrators, and college faculty will describe and demonstrate methods, materials, and programs. Special attention is paid to issues of inclusion and diverse learning styles. There will also be a continuation of topics from EDU 502 such as working with school specialists. Specific instructional methods labs may be attached to this course.

**EDU 510 Human Development**

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

**EDU 520 Research Methods I: Reading 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 pre-service 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 and implementation of an action research project related to an educational concern. Students will present their projects 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, with attention paid to developmentally appropriate practice.

**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 of course topics presented is: Nature of Knowledge, General Methods, Subject-Specific Methods, Integrated Methods. Specific instructional methods labs may be attached to this course.

**EDU 560 Language and Literacy**

2 hours. An introduction to the language arts and related instructional methods, including strategies for teaching reading, writing, oral communication as applied across the disciplines. Special topics may include computer literacy.

**EDU 575 Practicum I: Enrichment Program**

2 hours. Planning, teaching and evaluating a week-long enrichment program for students grades 2 through 8. Optional sections for grades 9-12 may be included.

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

Pre-service teachers teach and evaluate lessons, assess student achievement and evaluate themselves. Work Sample I will be implemented and evaluated.

If taken as a part of the EDU 576, EDU 578, EDU 579 sequence, this course serves as the first supervised student teaching experience and occurs at the first level of authorization. If taken as a part of the EDU 576, EDU 577 sequence, this course serves as the first supervised student teaching experience and occurs at the second level of authorization.

**EDU 577 Practicum III: Classroom Teaching**

10 hours. Full-time, supervised student teaching at the first level of authorization. Pre-service teachers teach and evaluate lessons, assess student achievement and evaluate themselves. Work samples will be implemented and evaluated. Taken as a part of the EDU 576, EDU 577 sequence.

**EDU 578 Practicum III: Classroom Teaching**

7 hours. Full-time, supervised student teaching at the first level of authorization. Pre-service teachers teach and evaluate lessons, assess student achievement and evaluate themselves. Work samples will be implemented and evaluated. Taken as a part of the EDU 576, EDU 578, EDU 579 practica sequence.

**EDU 579 Practicum IV: Classroom Teaching**

3 hours. Pre-service teachers teach and evaluate lessons, assess student achievement and evaluate themselves. Work samples will be implemented and evaluated.

This course serves as the supervised student teaching experience in the second level of authorization when taken as a part of the EDU 576, EDU 578, EDU 579 practicum sequence.

**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 resume writing, job search strategies, placement services and interviewing skills.

**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.
-

## **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 18-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.

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 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 (M.A.O.L.), 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 fields 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 Professional Studies 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.

### **Admission**

Admission to the M.A.O.L. 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 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. With a focus on international marketing and international management, this course 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

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 develops a framework for ethical thinking and reflection. Specifically, the course begins with a focus on critical thinking skills. It then investigates major avenues of ethical analysis and serious ethical reflection. The student will be challenged with various theories of social responsibility and civic involvement. Readings and case studies involving specific ethical dilemmas will be discussed and developed.

**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 for-mulate strategies for motivating, communicating, utilizing power and developing followers.

**MOL 544 Professional Development I**

3 hours. Wi.278 /ioa -0ls8 ri3 Tw (opportunity and nrs of v anl1.0.0425 Tc -0rrDc2daynd6909t1.5

**GEORGE FOX  
EVANGELICAL SEMINARY**

## **GEORGE FOX EVANGELICAL SEMINARY**

### **Seminary Heritage**

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

The first students came from the founding denominations: the Evangelical Church and the Northwest Yearly Meeting of Friends. Soon the Free Methodist and Wesleyan churches lent their support. Today, more than 30 denominations are represented in the student body.

When the Seminary began, it fulfilled the dream of its first president, Dr. Paul Petticord, and other regional Christian leaders, who recognized the need for a Wesleyan seminary in the Pacific Northwest. The ideal was set forth in an early catalog:

...to train men and women in the definite doctrines of faith set forth in the constitution and bylaws 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.

George Fox Seminary faculty members come from a variety of evangelical backgrounds. They share a common commitment to sound scholarship,

warm-hearted personal faith, and effective pastoral practice that continues to characterize the Seminary's approach to theological education.

The curriculum now includes not only the M.Div., the foundational degree for pastoral ministry, but also the M.A. in Christian Ministries, a flexible, two-year program with specialized concentrations, designed for leaders in church and other ministry settings. The M.A.T.S. degree, with its emphases in either Bible or theology/history, continues to serve those called to teaching or eventual doctoral study. The Doctor of Ministry degree, for experienced pastors who hold the M.Div. or its equivalent, is a cohort-style program emphasizing leadership and spiritual formation.

The Association of Theological Schools granted the Seminary full accreditation in 1974, and in 1976, the Northwest Association of Schools and Colleges also certified the Seminary's programs. This dual accreditation is maintained now through George Fox University and assures students of the highest academic and professional standards.

### **Mission Statement**

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

### **Statement of Faith**

**We believe in God:** We believe that there is but one living and true God, an eternally existent Being of absolute knowledge, power and goodness, Creator and Preserver of all things visible and invisible; that in the unity of this Godhead, there are three persons of one substance, power and eternity - Father, Son and Holy Spirit.

**We believe in Jesus Christ:** We believe that Jesus Christ is the second person of the triune Godhead; that He was eternally of one substance with the Father; that He became incarnate by the Holy Spirit; was born of the Virgin Mary, thus uniting in one perfect

personality forever two whole and perfect natures, Godhood and manhood, very God and very man, the God-man, Jesus Christ.

**We believe in the Holy Spirit:** We believe in the personality and deity of the Holy Spirit; that He did proceed from the Father and the Son and is the third person of the Godhead, of one substance, power, and eternity with them; that He is present with and active in the church, convicting the whole world of sin and righteousness and judgment.

**What we believe about the Bible:** We believe that the 66 books of the Old and New Testaments, which the church has universally accepted as the Holy Scriptures, were given by divine inspiration and constitute the revealed Word of God as the only supreme, sufficient, and authoritative rule of faith and practice, and that the Holy Spirit who motivated men and women of God to speak through the written Word has providentially guarded in its preservation the integrity of the message, and continues to illumine the hearts of those who read it that they may understand God's redemptive plan.

### **What we believe about**

**Humankind:** We believe that human beings were a special creation by God, but that they forfeited their first estate and are very far fallen from original righteousness; and because of the corruption of human nature, as received from Adam, humankind is inclined to evil, and that continually.

### **What we believe about the Work**

**of Christ:** We believe that Jesus Christ died for our sins, and by the shedding of His blood made an atonement for the sins of all humankind; that this atonement is the only ground of salvation. We also believe in Christ's bodily resurrection from the dead, that He ascended into Heaven to the right hand of the Father and is there engaged in intercession for us.

**Salvation comes through Faith in Christ alone:**

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

**We believe in Sanctification and Growth in Grace:**

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

**God calls us to Holy Living:**

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

**Christians need the Church:**

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

**Christ will come again:**

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

**We believe in the Life Everlasting:**

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

**Note:** A revised Statement of Faith is being prepared for the 2001-02 catalog.

**FOUNDATIONS FOR THEOLOGICAL EDUCATION AT GEORGE FOX EVANGELICAL SEMINARY**

**Biblical Authority:** The centrality of the Word of God - in preaching, teaching, and living - is emphasized.

The Scriptures are regardresp111Nrw: wors d.



**Multidenominational Community:**

Students represent a broadening

### **Access to Online Licensed Databases**

All students have online access to valuable databases for study and research: Religion Index, Academic Abstracts ASAP, PsycInfo, Health Reference Center, ERIC, and Dissertation Abstracts. Several new databases are being studied for inclusion in our collection. Students can access these databases at the University's libraries or from home via the Internet through the George Fox University Proxy Server.

### **Participation in Electronically Enhanced Courses**

As of spring 2000, the Seminary has twelve courses that are designated "electronically enhanced." A course that is electronically enhanced has a live class period once a week and an interactive Web site that directs the remainder of the work for the week (between 6 and 7.5 hours). Students at a distance do not need to be in class every day but can come once or twice a week and do the rest of their work online. Additional courses will soon become electronically enhanced.

### **Access to Computer Labs**

The Portland Center has a well-equipped computer lab with full software, e-mail and Internet access. The lab is open six days a week.

### **Online Information about the Seminary**

The Seminary maintains a Web site at <[seminary.georgefox.edu](http://seminary.georgefox.edu)>. The site provides information about degrees and certificates, departments, faculty, admission, and library resources, as well as a campus tour and history of the Seminary.

## **COMMUNITY LIFE**

### **Spiritual Life**

The Seminary is committed to the spiritual formation and academic success of students. The mission of the Seminary is to intentionally foster the spiritual formation of the Seminary community so that God is glorified and the incarnational presence of Christ is evidenced in daily living. Spiritual formation is the maturation of God's fullness within the individual and the community and leads to wholeness in all relationships.

The Seminary community fosters spiritual formation by promoting:

1. a community spirit of worship and support.

### Seminary Degrees

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

## SEMINARY

### DOCTOR OF MINISTRY IN LEADERSHIP AND SPIRITUAL FORMATION

#### Program Objectives

The Doctor of Ministry (D.Min.) is the highest professional degree for those in parish or related ministries. It is designed for educated, experienced practitioners who desire to stimulate renewal in themselves and in their ministries through advanced training, reflection and study.

The D.Min. in Leadership and Spiritual Formation is designed to engage ministry professionals in the integration of their experience with new knowledge, research and reflection. The primary goals of the degree are to give students:

- a better understanding of their spirituality and how to implement a program for ongoing spiritual growth and personal and professional renewal.
- a better understanding of the fundamental principles and dynamics of leadership and what leadership style best suits their gifts and personality.
- increased competence in utilizing the tools from theology, philosophy, and the social sciences to develop and implement effective ministry strategies.
- increased competence in the application of current thinking and resources to congregational leadership, preaching and worship, spiritual direction, and pastoral care.
- increased competence in church management skills, strategic planning, and leadership development.

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

#### Degree Requirements

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

One who wishes to be admitted to the D.Min. program must:

- possess an ATS-accredited M.Div. degree with a minimum grade point average of 3.0 as verified by the submission of an official transcript, or meet the seminary's M.Div. equivalency requirements.
- document full-time participation in ministry for at least three years after the completion of the M.Div. degree, including a written endorsement of support of the applicant's admission to the D.Min. program from his or her church or parachurch organization.
- submit a written statement of his or her ministerial goals, personal history, leadership experience and recent reading.
- submit three letters of reference.
- 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:

|                                    | Semester Hours |
|------------------------------------|----------------|
| Biblical Studies                   | 24             |
| Christian History & Thought        | 18             |
| Pastoral Studies                   | 30             |
| Spiritual Formation & Discipleship | 7              |
| Major requirements or electives    | 17             |

The applicant shall submit official transcripts of all graduate work. The D.Min. program director shall review the transcripts to assess their correspondence to the M.Div. at the Seminary and then make recommendations concerning the applicant's equivalency status to the D.Min. committee, which shall have final authority on admissions.

Applicants needing extra graduate-level course work to attain equivalency status, according to the decision of the D.Min. program director and the D.Min. committee, may be admitted to the program with the stipulation that the appropriate coursework be completed before enrollment in Module Three of the program. This course work must be taken from an ATS-accredited seminary. Course grades must average a minimum of 3.0.

#### Transfer of Credit

Due to the nature of the program, there is no transfer of credit for the D.Min. degree from other graduate programs or any other seminary, college or university.

#### Time Limitation

A maximum of 16 semester hours of course work may be completed during one calendar year, requiring a minimum of two years for the completion of the course work. The written D.Min. project may be completed in the third year. The

maximum time allowed for completion of the D.Min. program is six years from the time of enrollment. Extensions beyond this deadline may be granted at the discretion of the D.Min. committee in response to requests received prior to the conclusion of the sixth year, citing extenuating circumstances and specifying an expected date of completion.

#### **Leave of Absence**

Because of the cohort model used for this D.Min. program, students are expected to maintain full attendance throughout each module experience. However, a student in good standing who must interrupt his or her studies for compelling reasons may petition

### **Online Component**

An important distinctive of George Fox Evangelical Seminary's D.Min. degree will be its use of the electronic environment to facilitate some of the program objectives. In a fashion typical to most D.Min. programs, students will complete much of their course and program objectives in the time leading up to and following from the on-site time. The Seminary's intention is to enhance the value of these "ramp-up" and "ramp-down" times by the effective use of Web-based teaching/learning scenarios.

The online component is designed to:

- prepare students more deeply for their on-campus time.
- help students after their on-campus time to inculcate and apply what they have learned.
- enhance communication and collegiality among students and faculty.
- give students crucial skills in information literacy and technological competence - especially in terms of research.

### **Candidacy**

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

- maintain a minimum grade point average of 3.0 for Modules One and Two.
- show evidence of having received regular spiritual direction.
- complete the selection of a project mentor approved by the D.Min. director.
- submit a project topic and gain approval from the D.Min. committee.
- submit an Application for Candidacy form to the D.Min. director.

When these steps have been

completed, usvo529f - of su0m0.21 (l)n8nrmd, usvo529f - 00.0414Td gainWhen3rs0w (co T

## **Degree Requirements**

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

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

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

## **Program Features**

### **1. Ministry Oriented**

The student will be involved in ministry throughout the program, either as a volunteer or paid staff member under professional supervision. Participation in mentored ministry occurs all three years, beginning in the student's second semester.

### **2. Mentor Enhanced**

Each student will have a minimum of five skill-mentoring experiences plus the opportunity for a mentored internship or Clinical Pastoral Education (CPE) experience. The internship and/or CPE will be determined based on the determinations of the denomination, the student and the ministry faculty.

### **3. Denominationally Supported**

Denominations also will have the opportunity to conduct specially designed courses for their students during the middle and senior year.

This is to assist the denomination in training their own students in doctrine, polity and history within their specific heritage.

### **4. Church Centered**

Since the Seminary exists to support the church, courses across the academic disciplines include current ministry illustrations and case studies as well as guest lectures from practitioners.

### **5. Leadership Focused**

Leadership is essential in the church ministry. Several specific leadership courses are offered with all other courses, providing leadership insights, experiences and equipping.

### **6. Practical Curriculum**

All Master of Divinity courses combine theory and practice for optimum learning and skill development in ministry.

### **7. Individualized Program**

Within prescribed limits, the curriculum will be tailored to meet the goals and needs of the individual student. This will be based upon: 1) personal interviews, testing and references; 2) evaluation of prior experience, schooling, giftedness, desires, etc.; 3) present employment or involvement in ministry; and 4) future goals or interests in ministry. Deficiencies can thus be addressed, duplication of prior academic work avoided, and desired outcomes achieved.

### **8. Concentrated Studies**

Students will be able to concentrate (major) in an area of ministry such as adult ministry, biblical studies, Christian history and thought, Christian ministries, church leadership, family ministry, spiritual formation, and urban ministry.

### **9. Mission Orientation**

The student will gain knowledge and application in diverse cultural and ministry contexts as emphasis is placed on recognizing that the light, experien4.n

- **Spiritual Formation and Discipleship**

(7 hours required)

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

- Satisfactorily complete a minimum of 64 semester hours with a cumulative grade point average of 3.0 or above.
- Meet all requirements for degree candidacy. In all cases, it will include a personal interview with the Seminary faculty.
- Be recommended by the Seminary faculty for graduation from George



**Course Requirements - Christian History and Thought Concentration**

**● CHRISTIAN HISTORY AND THOUGHT**

(33 hours required)

CHT 590 Research/Thesis in Christian History and Thought 6

Nine of the following courses:

CHT 513 American Church History 3

CHT 530 Women in Ministry: Theology and Practice<sup>a</sup> 3

CHT 540 Theology and the Practice of Holiness 3

CHT 546 Contemporary Theological Trends 3

CHT 550 Christian Ethics 3

CHT 552 Essentials of Christian Theology 3

CHT 560 History of the Holiness Movement<sup>a</sup> 3

CHT 561 Theology of John Wesley<sup>a</sup> 3

CHT 562 History of Spirituality and Renewal 3

CHT 563 The Evangelical Movement<sup>a</sup> 3

CHT 585 History and Polity of the Quaker Movement 3

CHT 585 CHT Elective<sup>a</sup> 3

CHT 5XX Philosophy of Religion 3

Total Hours Required for Degree 64

**Note:**

<sup>a</sup> CHT 530, 550, 560, 561, 563, and 585 are offered every other year.

**MASTER OF ARTS IN CHRISTIAN MINISTRIES**

**Program Objectives**

A Master of Arts in Christian Ministries is a professional degree that prepares men and women for a vocation of professional and spiritual leadership in educational and discipleship ministries within church or parachurch settings. The curriculum is designed so that having received the degree, Master of Arts in Christian Ministries, the graduate will be prepared to lead and facilitate ministries that effectively seek to "present every person complete in

3. Recommendation by the Seminary faculty for graduation from George Fox University.

**Program Summary**

|                                      |       |
|--------------------------------------|-------|
| Christian Ministries Core            | 18    |
| Biblical/Theological Foundations     | 18    |
| Spiritual Formation and Discipleship | 4     |
| Concentrations                       | 15-17 |
| Christian Ministries Internship      | 3     |
| Electives                            | 4-6   |
| Total Hours Required for Degree      | 64    |

**Course Requirements**

● **CHRISTIAN MINISTRIES CORE**  
(18 hours required)

|  |   |
|--|---|
| CMN 500 The Theology and Purpose of the Church     | 3 |
| CMN 510 Ministry to Families                       | 3 |
| CMN 520 Communication in Christian Ministry        | 3 |
| CMN 530 Christian Ministry for Reconciliation      | 3 |
| CMN 550 Ministry to and with Adults                | 3 |
| PST 540 Understanding Leadership and Congregations | 3 |

● **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 |
| BST ___ Elective   | 3 |
| CHT 511 Christian History and Thought I                      | 3 |
| or CHT 512 Christian History and Thought II                  | 3 |
| CHT 513 American Church History                              | 3 |
| CHT 506 Integrative Theology                                 | 3 |
| or CHT 552 Essentials of Christian Theology                  | 3 |

● **SPIRITUAL FORMATION AND DISCIPLESHIP**

(4 hours required)

|                                    |   |
|------------------------------------|---|
| SFD 510 Becoming a Self Before God | 1 |
| SFD 591 Spiritual Leadership       | 1 |
| SFD ___ Elective                   | 1 |
| SFD ___ Elective                   | 1 |

● **CHRISTIAN MINISTRIES INTERNSHIP**

(3 hours required)

|  |   |
|--|---|
| CMN 575 Internship in Christian Ministry | 3 |
|--|---|

● **CONCENTRATIONS IN CHRISTIAN MINISTRIES**

(15-17 hours required)

**1. Adult Ministries**

(15 hours required)

Students may choose from the following courses:

|   |   |
|---|---|
| CMN 560 Principles of Teaching                      | 3 |
| CHT 530 Women in Church History                     | 3 |
| MFT 560 Social and Cultural Foundations             | 3 |
| COU 510 Human Growth and Development                | 3 |
| MFT 500 Introduction to Marriage and Family Therapy | 3 |
| CHT 540 Theology and Practice of Holiness           | 3 |

**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. and M.Div. Degree Students**

Following are the requirements for a certificate in spiritual formation and discipleship for current degree students:

- M.Div. students must satisfactorily complete 15 credit hours from their non-designated course credits toward the certificate course requirements.
- M.A. students must satisfactorily complete 15 credit hours beyond the required M.A. curriculum toward the certificate course requirements.

**Requirements for Non-Degree or Post-Seminary Degree Students**

Following are the requirements for a certificate in spiritual formation and discipleship for non-degree students or for students who have completed a seminary degree and are returning for further training:

- Non-degree students must satisfactorily complete 30 credit hours in the certificate program.
- Post-seminary degree students must satisfactorily complete a minimum of 15 credit hours in the certificate program.
- Have an in-depth interview with selected students and faculty after one year in the program and be recommended for certification.

**Program Summary**

|  |    |
|--|----|
| Biblical Studies                               | 6  |
| Christian History and Thought                  | 6  |
| Psychological/Ministry Studies                 | 6  |
| Spiritual Formation and Discipleship Core      | 8  |
| Spiritual Formation and Discipleship Electives | 4  |
| Total Hours Required for Certificate           | 30 |

**Course Requirements**

**● Foundations**

(18 hours required)

Six hours of Biblical Studies:

|   |   |
|---|---|
| BST 501 Bible for Ministry: Interpretation and Old Testament (highly recommended) | 3 |
| BST 502 Bible for Ministry: Interpretation and New Testament (highly recommended) | 3 |
| BST 541 The Bible and History   | 3 |
| BST 542 Biblical Theology   | 3 |

|   |   |
|---|---|
| Six hours of Christian History and Thought:     |   |
| CHT 562 History of Spirituality and Renewal     | 3 |
| CHT ____ Christian History and Thought Elective | 3 |

Six hours of Psychological/Ministry Studies:

One of the following two:

|   |   |
|---|---|
| COU/MFT 560 Social and Cultural Foundations   | 3 |
| CMN 530 Christian Ministry for Reconciliation | 3 |

One of the following two:

|   |   |
|---|---|
| COU 501 Principles and Techniques of Counseling | 3 |
| CMN 550 Ministry To and With Adults             | 3 |

**● SPIRITUAL FORMATION AND DISCIPLESHIP - PHASE ONE**

(6 hours required)

|  |   |
|--|---|
| SFD 510 Becoming a Self Before God     | 1 |
| SFD 520 Prayer                         | 1 |
| SFD 530 Spiritual Life                 | 1 |
| SFD 570 Spiritual Direction Experience | 1 |
| SFD 580 Group Spiritual Formation      | 1 |
| SFD 591 Spiritual Leadership           | 1 |

**● SPIRITUAL FORMATION AND DISCIPLESHIP - PHASE TWO (FINAL YEAR)**

(2 hours required)

|  |   |
|--|---|
| SFD 571 The Art of Spiritual Direction | 2 |
| SFD 572 Spiritual Direction Practicum  | 0 |

**● SPIRITUAL FORMATION AND DISCIPLESHIP ELECTIVES**

(4 hours required)

|  |    |
|--|----|
| SFD ____ Spiritual Formation and Discipleship Elective | 1  |
| SFD ____ Spiritual Formation and Discipleship Elective | 1  |
| SFD ____ Spiritual Formation and Discipleship Elective | 1  |
| SFD ____ Spiritual Formation and Discipleship Elective | 1  |
| Total Hours Required for Certificate                   | 30 |

**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.
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. Cours exn3 c.5 TD -mt50.0251 2eE1iTc -0-0.0045 Tc 0 cl,811 i(SFD 57 SFD-own Tc eI045 Tc 0 T0-0.0 TP4 0862nmI3(Sh-2t1925 Tf 0.048940 TwM \_\_\_\_ Spirit46.07

**BST 505 Biblical Book Study in English**

3 hours. A textual study of a biblical book, based on the English text. An application of inductive principles learned in the foundation courses, BST 501 and 502.

**BST 511 Introducing Biblical Hebrew**

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

**BST 512 Interpreting the Hebrew Testament**

3 hours. The second course in the Hebrew language sequence, this class completes a basic study of Hebrew morphology, syntax and vocabulary. Students gain facility in reading basic and advanced narrative and elementary poetry. Exegesis in the original language is explored. Students also are introduced to advanced original-language computer tools for Bible research and their use. Prerequisite: BST 511 Introducing Biblical Hebrew.

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

3 hours. Hebrew text book studies apply principles of hermeneutics and exegesis to original Hebrew texts. The prerequisite for Hebrew text book studies is BST 512 Interpreting the Hebrew Testament.

**BST 521 Introducing New Testament Greek**

3 hours. The introduction to New Testament Greek in which the student is exposed to the basic principles of New Testament Greek grammar, syntax and exegesis, to the Greek text of the New Testament, and to the major tools used in its study. While the basics of Greek have to be the center of focus in this introductory course, attention also is given to the Greek text of the New Testament.

**BST 522 Interpreting the Greek Testament**

3 hours. This continuation of BST 521 adds to the student's knowledge and understanding of 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 525 New Testament Book Study in Greek**

3 hours. 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 546 The Text History of the Bible**

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

**BST 547 History of Biblical Interpretation**

3 hours. A careful look at the history of the interpretation of the Bible.

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

3 hours. This course explores the relationship of the Bible to the Ancient Near Eastern world. Beginning with an introduction to archaeological method, the course moves into a study of extant sources from the Ancient Near East and attempts to get a feel for the social, political, religious and "philosophical" dynamics at work in that world and how they illumine various biblical passages. Prerequisites: BST 501 Bible for Ministry: Interpretation and Old Testament, and BST 502 Bible for Ministry: Interpretation and New Testament.

**BST 551 The Old Testament, Early Judaism and Christianity**

3 hours. Offered 2000-01. This course explores the historical and literary developments in the period of Second Temple Judaism and on into the early centuries after Christ. This gives opportunity to trace the path and development of theological ideas from Old Testament to New Testament, as well as the New Testament's use of the Old Testament. Prerequisites: BST 501 Bible for Ministry: Interpretation and Old Testament, and BST 502 Bible for Ministry: Interpretation and New Testament.

**BST 560 Jesus and the Gospels**

3 hours. Offered 2000-01. A study of the founder of the Christian faith and of the Gospels, which record his life and teaching. Portions both of these books and the literature about them are studied. The life and teaching of Jesus and the ideas people have had about them are central to this course.

**BST 561 Paul and His Letters**

3 hours. Paul and his letters have for a long time been at the focus of careful scrutiny by the believing world. This course examines both by considering significant portions of his writing against the backdrop of his life. A key concern is the interpretation of the biblical text.

**BST 563 Post-Pauline Christianity in the New Testament**

3 hours. A parallel to BST 560 and BST 561 which seeks to understand Christianity in the New Testament church outside the purview of Paul.

**BST 566 Christology of the New Testament**

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

**BST 585 Seminar in Biblical Studies**

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

**BST 590 Research/Thesis in Biblical Studies**

6 hours. See requirements outlined on page 84.

**BST 595 Special Study in Biblical Studies**

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

**Christian History and Thought****CHT 506 Integrative Theology**

3 hours. This course is designed as an introduction to the task of integrating psychology with the Christian faith. It will examine a number of key issues from the perspectives of each of the respective disciplines and present how faith in Jesus Christ creates a focus on psychology, psychotherapy, and marriage and family therapy. Students will research various facets of this complex issue and present their findings to the class.

**CHT 511 Christian History and Thought I: The Early Church to the Sixteenth Century**

3 hours. Covers the development of Christianity and Christian theology from the end of the apostolic period to the 16th century. Examines the expansion of the church, the growth of Christian institutions, the conflicts that confronted the church from within and without, and the theological development of doctrines such as the Trinity, Christology, the Holy Spirit, the

**CHT 546 Contemporary Theological Trends**

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

**CHT 550 Christian Ethics**

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

**CHT 552 Essentials of Christian Theology**

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

**CHT 560 History of the Holiness Movement**

3 hours. Explores the roots of the Holiness Movement in the United States by focusing on primary sources. Examines the lives of key individuals in the Holiness Movement, as well as the Holiness Movement's distinctive contributions to religion in the United States.

### **CMN 520 Communication in Christian Ministry**

3 hours. This course will focus on the various means of communication necessary for successful leadership by Christian ministers. Included will be leading meetings, interviewing, staff training and public speaking, along with written communication such as writing letters, proposals, job descriptions, evaluations, and newsletters. At least one-third of the course will teach the value and practice of technical communication important to ministers and leaders.

### **CMN 530 Christian Ministry for Reconciliation**

3 hours. This course will examine the ways and means of carrying out the biblical mandate that all who are reconciled to God through Christ are to become agents of that reconciliation in the world. Special consideration will be given to promoting the reconciliation and equality of men and women, racial and ethnic groups, economic classes, age groups and Christian traditions. CMN 550 Ministry to and with Adults 3 hours. This course will examine the human and spiritual roles, tasks, and development of adults. Attention will be given to the processes and contexts by which adults mature as individuals and in community. Biblical and theological foundations for adult development, moral and faith development, adult characteristics, needs, life cycle, learning patterns, and transitions will be explored.

### **CMN 560 Principles of Teaching**

3 hours. Students will research and practice the art of teaching. They will be introduced to the various methods of teaching, as well as the variety of ways one can structure a lesson plan. The class will focus equally on the importance of preparation and presentation. The Bible will be a primary source for the practice of teaching, and students will be required to demonstrate expertise in teaching people of various ages.

### **CMN 575 Internship**

3 hours. The Seminary cooperates with churches and para-church ministries to provide internship experience under the supervision of qualified pastoral and administrative leaders. The

internship requires a minimum of 120 hours on site at the ministry selected and attendance at three six-hour classes, usually held on selected Saturdays. Reflection papers, regular meetings with the ministry supervisor, and assigned readings are also required. Students are expected to secure their own ministry site and supervisor, which must be approved by the faculty internship director. Students should take the internship course during the last half of his or her program. A Christian Ministries Internship Handbook is required and explains in detail all of the requirements of the course.

### **CMN 585 Seminar in Christian Ministry**

1 to 3 hours. A seminar represents the involvement of a group of students with a professor studying a specially selected topic. Students are encouraged to submit suggestions for seminar topics to the department chair. Such requests, as well as faculty interest and special opportunities that become available in the Portland area, will be considered in arranging a seminar.

### **CMN 595 Special Study in Christian Ministry**

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

0.0914 Tc -4 j 0 -10.1 Tw6l644 Twao026 Tj selicu4s or h h h h h 0 T\* Owritten pap Tw (ind



● **Year 1 - Module Two**

**DMN 521 Leadership in Biblical and Theological Perspective**

3 hours. A biblical and theological analysis of the dynamics of leadership in the context of Christian community. This course considers how biblical and theological principles can interact with models found in the behavioral sciences and contemporary studies of organizations and leadership. Students will be challenged to explore their own leadership styles and gifts, as well as how these may be applied to their leadership in local congregations and Christian organizations.

**DMN 522 The Person and Work of the Leader**

2 hours. An exploration of what goes into shaping and empowering leaders of congregations and parachurch organizations for effective collaboration in pursuing their goals and vision. In



**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 84.

**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. Specific attention will be given to the minister's own marriage and family.

**PST 595 Special Study in Pastoral Studies**

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

**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, centering, and meditation prayers. The paradoxes and problems of prayer also are explored.

**SFD 530 Spiritual Life**

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

● **ELECTIVE COURSES**

**SFD 534 Spirituality and Social Justice**

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

**SFD 536 Spirituality, Shame and Grace**

1 hour. Based on an understanding of persons as created in God's image yet broken, this class explores how shame manifests itself in one's life. Emphasis is given to how the Christian faith unknowingly reflects a shame-based identity as well as perpetuates shame in the life of the believer. By exploring God's response of grace, the believer finds healing, breaking the distorted image of God created by shame-based faith systems.

**SFD 540 Images of God**

1 hour. Designed to give the student opportunities to explore images of God as portrayed through Old and New Testament stories, prayers and poetry, through Christ's words and deeds, and through the work of Jesus' first disciples. These images are compared





# ACADEMIC REGULATIONS

## **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 University may have their own policies related to enrollment and academic requirements. Graduate students should consult their program's directors or guide with regard to specific policies.

### **Academic Sessions and Credits**

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

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

### **Guarantees and Reservations**

Generally, George Fox University guarantees that the student may graduate under the requirements stated in the catalog at the time of matriculation, provided attendance is continuous and full time (or at the hours required by the cohort

**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 enrolled falls below minimum standards may be classified as a probation student. Graduate programs have established minimum grade point average standards for academic progress. Students should refer to the program guide for the minimum grade point required for continuation in the program.

**Provisional Students**

Some applicants lacking specific requirements for admission may be admitted as a provisional student.

A provisional student will not be advanced to regular status until these requirements are satisfied. Some programs may limit the number of hours for which a provisional student may enroll. Provisional status is limited to one semester of enrollment and generally must be resolved prior to enrolling for a second semester.

**Auditors**

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

**Continuing Education**

Some programs offer Continuing Education Units (CEU). Generally, one hour of CEU credit is given for 10 hours of instruction in the classroom.

**Registration**

Registration is coordinated through the Registrar's Office. Registration periods vary by program. Specific dates may be found in the University Academic

Calendar as printed in this catalog. Students generally must meet with their faculty advisors prior to registration to discuss their course load and obtain approval for courses selected.

All students are expected to register on the days designated on the University academic calendar and to begin classes on the first day. Late registrations will be assessed an additional fee. In addition, each student should be aware of the regulations that appear under the title "Course Numbering System" and those included in the class schedule booklet.

**Graduate Advising and Load****Advisors**

Faculty advisors are assigned to most entering students by the director of the graduate program to which the student is admitted. Because students enrolled in cohort-format programs take courses in a prescribed sequence, advisors may not be assigned. Generally, only regular faculty serve as advisors. Where possible, accommodation is made for matching students with faculty in their primary field of study or who are their personal preference. However, advisee loads and other considerations may dictate student-advisor assignments.

Students must meet with their faculty advisors prior to registration to discuss their course load and obtain approval for courses selected. While it is the final responsibility of the student to ensure the appropriate courses are taken, the faculty advisor assists in this process. The faculty advisor's signature is generally required on all registration and change of registration forms before any action will be taken by the University Registrar. The faculty advisor or graduate program director will verify all course requirements have been satisfied prior to graduation.

**Graduate Academic Load**

The student's load will be determined in conference with the student's advisor. No student may enroll for more than 17 hours, except by special permission of the program director, faculty advisor and the Registrar.





### 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 his or her 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 may 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.

|           | M.Div.    | M.A.      | Psy.D.     | M.Ed.     |
|-----------|-----------|-----------|------------|-----------|
| 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

### Continuation of Enrollment

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 may be suspended for failure to achieve minimum academic standards, failure to meet financial obligations to the University, or for cause.

### Appeals and Dismissals

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.

- 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 accredited school may be considered for transfer credit. Only courses which meet program requirements will be considered. Transfer credit will be limited to:

- Master of Divinity: 64 semester hours
- Master of Arts in Theological Studies: 32 semester hours
- Master of Arts in Christian Ministries: 32 semester hours
- Master of Arts in Counseling: 21 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Arts in Marriage and Family Therapy: 26 semester hours (Transfer credit will not be granted for internship requirements.)
- Master of Education: 10 semester hours
- Doctor of Psychology: 35 semester hours (maximum of 30 semester hours psychology; 12 hours Bible and theology)
- Doctor of Education: 17 semester hours

### Commencement

The University awards degrees twice a year at its May and December commencement exercises. Application for graduation is to be made by at least one semester prior to commencement. All graduating students are expected to participate in commencement exercises. A graduation fee is charged (including for those students unable to participate). Students completing degree work at other times of the year may receive a formal letter from the Registrar indicating that their work is complete. Diplomas are not issued until all academic and financial obligations have been met.

### Graduation Requirements

Students wishing to receive a graduate degree from George Fox University must meet the following requirements:

1. Accumulate the number of credits required by the degree program in which the student is enrolled.
2. Complete the required course work while meeting minimum cumulative grade point average requirement of 3.00.
3. Complete all degree requirements for the major/degree.
4. Fulfill residency requirements at the University.
5. File a request for a Graduation Degree Audit two semesters or 30 hours before anticipated graduation.
6. File an Application for Degree form at least one semester prior to expected graduation.
7. Pay in full all accounts at the Student Accounts Office.

In order to participate in commencement ceremonies, a student must have completed all degree requirements.

### Second Degree

Students earning a second concurrent degree pay an additional \$20 graduation fee if participating in only one ceremony. Students earning a second degree will pay the standard graduation fee.

### Final Examinations

Students are required to take final examinations as specified in course syllabi. **Students wishing to apply for change of final exam time must apply with the Registrar's Office by the end of the 10th week of classes.**

### Academic Honesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all University matters. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation and suspension.

### Seminary and Counseling Academic Program Information

S

Candidacy for the Master of Divinity degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 40 semester hours of the required courses and electives. Candidacy for the Master of Arts in Counseling degree or Master of Arts in Marriage and Family Therapy degree will be considered by the faculty after the student has been admitted into the appropriate curriculum and has completed at least 20 semester hours of the required courses and electives. 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 semester hours of the required courses and electives. If degree candidacy is not awarded, the student cannot graduate.

#### **Waivers**

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

#### **Time Limitations**

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

#### **Special Study**

Special Study refers to a specially designed and individually tailored course of research involving in-depth study of a particular question, problem or issue presented by the student. The student must develop a special study proposal with an instructor who will oversee the study and obtain the approval of his/her advisor and the departmental chair. The student registers for the special study during the regular registration period prior to the semester of the study. Special arrangements for regular courses of study are not permitted.

#### **Seminar Courses**

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

#### **Pass/No Pass**

A pass/no pass option is available for one course per semester on non-major electives. Some courses are offered only on a pass/no pass basis and are not subject to this limitation. Pass is the equivalent of a "C" or above. No pass indicates the level of "C-" or below. No units of credit are given for courses that receive a "no pass." If a student anticipates additional graduate work, it is not advisable to take many courses pass/no pass.

#### **Research Scholars**

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

#### **Teaching Assistants**

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

### Off-Campus Courses

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

### Study Tours

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

### Graduate Research Program/Thesis Option

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

The graduate research program goals are threefold:

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

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

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

3. To develop expertise in research and in formalizing research findings.

### ● General Requirements

1. In order to enter the graduate research program, a student must have completed 26 semester hours in an M.A. degree program or 54 semester hours in the M.Div. program.
2. Students must have a cumulative grade point average of at least 3.00 to be eligible to write a thesis or complete a graduate research project.
3. For Seminary students, the professor teaching PST, BST, CHT,

prac2v4p -1 n7Tw (3. For dr Se9er hours) e.0696 Tc e.0696 Tc 63 6 Tfsr13.55 Tdge  
aa TwTf 0.3a 6n8 ibl2ecnldaa Tuise ib sg87c egaabipc4t0ate rj 13.5 -11.25 TD 8n f.0  
upocg h5 4t0ate 2gl5t- lmust aT0.Tc -11.25 TD 0.0453eg4m33cr 5-10seempl pm .25 TD

- (i) signed and dated approval of faculty research advisor.
8. All work submitted, from proposal to final draft, must follow the appropriate form and style of the discipline, e.g., American Psychological Association (APA) Guidelines for Publication for Graduate Department of Counseling students.
  9. All Graduate Department of Counseling students must register for COU/MFT 582 Research and Evaluation for the spring semester. Seminary students may register for PST/BST/CHT/CMN/SFD 590 Research/Thesis for the fall or spring semester.
  10. In counseling programs, the student and the professor teaching COU/MFT 582 shall determine whether the student is adequately prepared to register for COU/MFT 590 Research/Thesis for the spring semester. In ministry programs, the student and the faculty advisor will determine whether or not the student will enroll in the appropriate 590 Research/Thesis course.
  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 AND SEMINARY ADMISSION**

## **GRADUATE AND SEMINARY ADMISSION**

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), counseling, and marriage and family therapy; and three master's-level seminary programs leading to the Master of Divinity (M.Div.), Master of Arts (M.A.) in Christian Ministries, and the Master of Arts in Theological Studies.

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. For graduate education programs, write to the Graduate Admission Office, George Fox University, 414 N. Meridian St. Box 6310, Newberg, OR 97132-2697, or request an application by calling 800-631-0921. For all other graduate and seminary programs, write to the Graduate Admission Office, George Fox University, 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 Graduate Admission Office.

### **Application Procedures For Graduate Students**

Application deadlines for graduate programs vary. Please consult the Graduate Admission Office.

Applicants to graduate programs at George Fox University must submit the following materials to the Graduate Admission 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. If applicable, a passing score on the program-required entrance examination (CBEST, Praxis I, PPST, GRE or GMAT). Scores normally must be less than five years old to be acceptable.
4. Official transcripts from regionally accredited post-secondary institutions attended.
5. Three or four references, depending on the program for which admission is sought. (Forms are included in the application packet.)
6. Applicant's Admission Statement or Essay, as required by the program.
7. Once all materials have been received by the Admission Office, the admissions committee will review the application. For most programs, a group or personal interview is required.
8. Admitted students pay a tuition deposit prior to enrollment.

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

George Fox University reserves the right to select students on the basis of academic performance and professional qualifications. George Fox University does not discriminate in its educational programs or activities - including employment - on the basis of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws.



regular admission requirements. Special Student enrollment does not guarantee subsequent admission to any graduate program/department. A maximum of 10 hours taken as a Special Student can transfer to a degree program.

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 nonrefundable \$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 campus visitation program. For more information, contact the Office of Graduate Admissions at (503) 431-1066 or visit [www.georgefox.edu/graduate](http://www.georgefox.edu/graduate). For more information, contact the Office of Graduate Admissions at (503) 431-1066 or visit [www.georgefox.edu/graduate](http://www.georgefox.edu/graduate).

- Master of Arts in Marriage and Family Therapy:  
26 semester hours
- 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.

### **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.
3. Advanced standing with credit cannot be granted on the basis of ministerial or life experience or the content of undergraduate work alone.
4. If advanced standing is granted with credit on the basis of appropriate evaluation, not more than one-sixth of the total credits required for an ATS-approved degree may be granted in this way.
5. At least 50 percent of the concentration hours must be taken at George Fox Evangelical Seminary.
6. A student must meet the minimum residency requirements of the individual programs: 32 hours for the Master of Divinity, Master of Arts in Theological Studies, and Master of Arts in Christian Ministries.
7. Appropriate fees may be assessed for processing and evaluation.
8. Faculty may identify certain courses that are not available for advanced standing.

# FINANCES

## FINANCES

**Parking Fee/Fines  
(Newberg campus programs)**

Student vehicles must be registered with the Security Office, and a non-refundable parking fee must be paid.

|   |           |
|---|-----------|
| Per semester                                  | \$30      |
| Annual  | \$50      |
| Summer  | no charge |
| Parking violations<br>(maximum per violation) | \$50      |

**Schedule of Required Deposits**

Admitted students are required to pay a tuition deposit by the date established by the graduate or seminary program. This deposit will be applied against tuition.

**Financial Arrangements**

All charges made by the University are due prior to the beginning of each semester or may be made on an installment basis by either annual or semester plans. Students receiving financial aid must complete all necessary arrangements well in advance of registration. Students who are securing a loan from financial institutions or agencies (e.g., a federally insured bank loan) that still may be pending at the time of registration must have a letter of commitment from the lender acceptable to the University. Service charges will be made on unpaid accounts even though a loan is pending, so the loan application process should be started early.

Earnings from work-study jobs are given directly to the student. These jobs are not guaranteed; therefore, the earnings cannot be credited to a student account in advance. Interest will be charged on accounts being paid from work-study earnings.

Payment for summer tuition is due in full when billed.

Students may be asked to leave at any time during a semester if appropriate arrangements have not been made at the beginning of the semester or if the student becomes delinquent on installment payments.

**Restrictions**

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

**The Return of Title IV and Institutional Financial Aid Funds and the George Fox University Institutional Refund Policy**

These policies generally apply to students who withdraw entirely from George Fox University or to students who are asked to withdraw for academic, disciplinary or financial reasons. Note: Both The Return of Title IV and Institutional Financial Aid Fund Policy and the George Fox University Institutional Refund Policy must be considered when determining the financial impact of withdrawing.

**● Explanation of Terms**

The term "Title IV Funds" refers to federal financial aid programs authorized under the Higher Education Act of 1965 (as amended). At George Fox University, these programs include Unsubsidized Direct Stafford Loans, Subsidized Direct Stafford Loans, Perkins Loans, Direct PLUS Loans, Pell Grants and SEOG. Federal Work-Study wages are not included.

The term "institutional financial aid funds" refers to George Fox University financial aid dollars, including grants and scholarships.

The "return" of funds, either Title IV or institutional, refers to the amounts removed from the student's account. The term "refund" refers to the reversal of amounts charged on the student's account.

The "withdrawal date" is the date established by the Office of the Registrar in accordance with the Official Withdrawal Process. (See Official Withdrawal Process, page 102.)

The "period" used in calculating the return of Title IV and institutional funds is either the payment period or the enrollment period, depending on the academic program involved. Both periods are based on calendar days. They include weekends but exclude scheduled breaks of five days or more. The period used in calculating refunds is always the enrollment period.

The "enrollment period" is defined as the period in which a student is enrolled.

The "payment period" is defined as the loan payment period for which the student is eligible. The payment period is used only when calculating the return of funds for academic programs that have two loan disbursement periods within one academic period, such as the Department of Continu0.3574 Tw

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

- After 60 percent of the period has transpired, there is no return. To estimate the amount that will be returned to either federal or institutional financial aid programs: (a) Divide the days transpired by the total number of days in the period. (See the definition of Withdrawal Date and Refund Calculation Period in the section, "Explanation of Terms," on page 93.) (b) Convert this number to a percentage by moving the decimal point two places to the right and round to one decimal place. This equals the percentage of aid retained.

(c) Subtract the percentage of aid retained from 100 percent. This is the percentage that will be returned.

(Example: If a student's withdrawal date is established as the 21st day of a period that is 111 days long, 21 days would be divided by 111 days to equal .1892, which converts to 18.9 percent. This is the amount of aid retained. 100 percent minus 18.9 percent equals 81.1 percent of aid that must be returned.

A copy of the worksheet used for this calculation can be requested from the George Fox University Student Accounts Office.

In accordance with federal regulations, the return of Title IV funds is made in the following order:

- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Perkins Loans, Direct PLUS Loans
- Pell Grants
- SEOG
- Other Title IV programs

The order that institutional financial aid is returned is at the discretion of the Financial Aid Office.

### ● Return of Title IV Funds by the Student

When the Return of Title IV Funds calculation results in the student (or parent for a PLUS Loan) having a repayment responsibility, the George Fox University Student Accounts Office will notify the student of his or her responsibility.

### ● Post Withdrawal Disbursement

When a Post Withdrawal Disbursement is available, the institution may, without the student's or parent's permission, credit the late disbursement to the student account to cover allowable institutional charges. When loans are applied to the student's account, the student is notified of the disbursement. If the student (or parent for a PLUS Loan) wishes to cancel all or a portion of a loan, they must do so, in writing, to the Financial Aid Office within two weeks of receiving notice of the disbursement.

When the Post Withdrawal Disbursement results in excess funds being available to the student, or when pending disbursements are needed to cover minor non-institutional charges:

- Authorization from the borrower is required.
- Authorizations on file remain in effect.
- If the borrower has not signed an authorization, the institution will request the needed authorization either electronically or in writing.
- The borrower will be advised that no late disbursement will be made for



showing that the institution did not incur costs as a result of the student's anticipated participation in activities and/or that supplies were not issued.) Generally, there is no refund of Ministry Assessment Fees, Graduate Education Student Body Fees, Add/Drop Fees and interest.

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

These policies are in compliance with the Higher Education Reauthorization Act. For refund examples, please stop by the Student Accounts Office or call 503-554-2290.

## **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 must enroll c -8 Tc -0.2452 Tw (o 0.00 fanc8iremeb -11.25 Tsavail-) Tj

### **Seminary Institutional Aid Programs**

Several scholarship/grant programs are available for eligible students. Seminary Grants are awarded annually.

Unless otherwise specified, students must be enrolled full time with eight credits or more for each semester to receive an award.

The **Clapp Scholarship**, is awarded to Master of Divinity students.

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

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

The **Clara and Harlan Macy Memorial Scholarship** was established by family members to help 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 **Richard Parker Scholarship** was established by Jeannette Parker in memory of her husband. It is awarded to students in the Master of Divinity, Master of Arts in Christian Ministries, or Master of Arts in Theological Studies programs.

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

Earnings from the **Arthur T. Shelton Scholarship Fund** are awarded to students coming from the states of Oregon and Washington. Earnings from the Lydia C. Sundberg Memorial Fund are awarded to international students who will return to their homeland or students planning to enter missionary service.

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

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

**Seminary Church Matching Grants** between \$500 and \$1,000 are awarded annually. Seminary students can receive up to \$1,000 annually, and Doctor of Ministry students can receive up to \$500 annually. Participating churches must be approved and must provide a letter of confirmation by October 1 indicating the designated student and the amount contributed. The student must be full-time to receive the matching grant.

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

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

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

**Pastor and Teacher Enrichment Grants** are available for full-time p-21.7tners in Minis57 Tc -0.4rcdistry10.067 based on evidence



**Seminary Research Scholars and Teaching Assistants**

Several Seminary students are selected each year to serve as research scholars and teaching assistants for

# **COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS**

## **COMPLIANCE WITH FEDERAL LAWS AND REGULATIONS**

George Fox University does not discriminate in its educational programs or activities, including employment, on the basis of age, sex, handicap/disability, race, color, national or ethnic origin, or other statuses protected by applicable nondiscrimination laws. The University also is in compliance with the Family Educational Rights 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,



performance or creating an intimidating, hostile or offensive working, academic, or student life environment.

Sexual harassment may take many other forms. 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 sexual harassment may include, but are not limited to, innuendoes, jokes, offensive or sexually oriented posters, cartoons, caricatures or comments when these things contribute to an intimidating, hostile, or offensive environment.

### **B. Complaint Procedure for Harassment**

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

1. If the alleged incident involves student to student, faculty member to student, or employer to employee harassment or discrimination, contact a school dean, the Vice President for Academic Affairs, the Vice President for Student Life, the Dean of Students, or the Vice President for Enrollment Services.
2. If the alleged incident involves supervisor to supervisor, or faculty member to staff member, or student in the work-study program for the University, contact a supervisor or manager, the Director of Human Resources, the Assistant Vice President

# DIRECTORIES

## DIRECTORIES

George J. Byrtek, Assistant Professor of Management, Director of the Professional Studies Department. B.S., University of Wisconsin, Stevens Point; M.S., National Louis University; Ph.D., Walden University. George Fox University 1991 -

Clark D. Campbell, Associate Professor of Psychology, Chairperson of the Department of Psychology. B.A., Wheaton College; M.A., Ph.D., Western Seminary. George Fox University 1991 -

Douglas G. Campbell, Professor of Art. B.A., Florida State University; M.F.A., Pratt Institute; Ph.D., Ohio University. George Fox University 1990 -

Kevin M. Carr, Assistant Professor of Education. B.S., University of Oregon; M.S., Ph.D., University of Idaho. George Fox University 1998 -

Paul H. Chamberlain, Professor of Chemistry, Director of Overseas Studies. B.A., Point Loma College; Ph.D., University of Nevada, Reno. George Fox University 1977 -

Pamela G. Chambers, Instructor of Earth Sciences. B.S., Milligan College. George Fox University 2000 -

R. Carlisle Chambers, Associate Professor of Chemistry. B.S., Milligan College; Ph.D., Emory University. George Fox University 1994 -

Charles K. Church, Reference Librarian. B.S., Southern Oregon State College; M.L.S., University of Oregon. George Fox University 1993 -

David M. Church, Assistant Professor of Music. B.M., University of Colorado; M.S., University of Southern California; M.A., Pacific Lutheran University. George Fox University 2000 -

Charles J. Conniry, Jr., Assistant Professor of Pastoral Ministries and Director of the Doctor of Ministry Program. B.A., American Christian School of Religion; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary. George Fox University 1998 -

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. Corning, Assistant Professor of History, Chairperson of the Department of History and Political eaniversity 1987 -

Edurarry

Wesley A. Coo4georgye;

29ado;  
St9tin C. Corning, Assistant Professor



Andrew D. Gess, Assistant Professor of Management. B.A., Azusa Pacific University; M.Div., Fuller Theological Seminary; M.Ed., Oregon State University; Ph.D., Regent University. George Fox University 1991-96, 1998 -

Steven C. Grant, Associate Professor of Health and Human Performance. B.A., Biola University; M.Ed., Linfield College. George Fox University 1982 -

Dennis B. Hagen, Director of East Asia Exchange Programs. B.A., Whitworth College; M.Mus.Ed., Indiana University; B.D., Western Evangelical Seminary; Ph.D., Indiana University. George Fox University 1964 -

Thomas E. Hancock, Associate Professor of Education. B.A., Whitworth College; M.Ed., Seattle Pacific University; Ph.D., Arizona State University. George Fox University 2000-

David M. Hansen, Assistant Professor of Computer Science. B.S., Oral Roberts University; M.S., Washington State University; Ph.D., Oregon Graduate Institute. George Fox University 1999 -

Robert F. Harder, Professor of Engineering. B.S.M.E., M.S.M.E., Michigan Technological University; Ph.D., Oregon Graduate Institute of Science and Technology. George Fox University 1988 -

Mark O. Hatfield, Herbert Hoover Distinguished Professor. B.A., Willamette University; M.A., Stanford University. George Fox University 1997-

Thomas F. Head, Professor of Economics. B.S., M.S., University of Oregon; M.A., University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983 -

W. Scot Headley, Associate Professor of Education, Chairperson of the Department of Teacher Education. B.S., M.Ed., Colorado State University; Ph.D., The Ohio State University. George Fox University 1994 -

Henry C. Helsabeck, Professor of Mathematics, Chairperson of the Department of Mathematics, Computer Science and Engineering. B.A., Culver Stockton College; M.A., M.A., Ph.D., University of Missouri. George Fox University 1978 -

Edward F. Higgins, Professor of English, Chairperson of the Department of Writing/Literature. B.A., LaVerne College; M.A., California State College at Fullerton; Ph.D., Union Graduate School. George Fox University 1971 -

Karen S. Hostetter, Assistant Professor of Health and Human Performance. B.A., Seattle Pacific University; M.S., California State University-Fullerton. George Fox University 2000 -

David J. Howard, Associate Professor of Music. B.A., Simpson Bible College; B.A., M.A., San Francisco State College; D.M.A., Southern Baptist (of Computer Science. B ifornia State UniversoTD 0.07 Tctot4r

Fox University 1978 - 1997-

Gary M. Kilburg, Associate Professor of Education. B.S., Eastern Oregon State College; Ph.D., Oregon State University. George Fox University 1992-

Dwight J. Kimberly, Associate Professor of Biology. B.A., George Fox University; M.S., Oregon State University. George Fox University 1994-

E. Alan Kluge, Associate Professor of Business. B.S., M.B.A., Ph.D., Oregon State University. George Fox University 1996 -

Christopher J. Koch, Associate Professor of Psychology, Director of Assessment, Department of Psychology. B.S., Pennsylvania State University; M.S., Ph.D., University of Georgia. George Fox University 1993 -

Warren G. Koch, Assistant Professor of Telecommunication. B.A., George Fox University; M.S., Boston University; Ph.D., Regent University. George Fox University 1982-92; 1993 -

Kenneth S. Kornelis, Assistant Professor of Psychology. B.S., M.S., California State Polytechnic University; M.S., Ph.D., Western Conservative

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

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

Robert JC Morgan, Executive in Residence. B.S., University of Phoenix; M.A., Western International University. George Fox University 1999 -

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

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

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

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

S. Susan Newell, Assistant Professor of Social Work. B.A., Westmont College; M.S.W., Portland State University. George Fox University 1999 -

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

Neal P. Ninteman, Assistant Professor of Mathematics. B.S., California Polytechnic State University; M.S., Stanford University. George Fox University 2000 -

Mark L. Ocker, Instructor of Management. B.A., George Fox University; M.A.T., Alaska Pacific University. George Fox University 1998-

George Fov3yriTc -0.4077 Tw l2rs523mr266 Tw (Els. B.A., Westmont) Tj cM.Sf870N A.nivers

Marc A. L. Shelton, Associate Professor of Education, Director of the Administrative Licensure Program. B.S., M.A., Ed.D., University of South Dakota. George Fox University 2000 -

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-

Margurite S. Simpson, Instructor of Family and Consumer Sciences. B.S.,

Wayne E. Colwell, Professor of Psychology. B.S., John Brown University; M.Div., Grace Theological Seminary; M.Ed., University of Arkansas; Ph.D., Arizona State University; George Fox University 1990-98.

Ronald S. Crecelius, Chaplain. A.B., Th.B., George Fox University; M.A., Pasadena College; M.R.E., D.D., Western Evangelical Seminary. George Fox University 1967-87.

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

Robert D. Gilmore, Director of Instructional Media. B.A., Azusa Pacific University; B.D., California Baptist Theological Seminary; M.S.Ed., University of Southern California. George Fox University 1964-67; 1968-95.

Myron D. Goldsmith, Professor of Religion and Greek. B.A., Friends University; B.D., Asbury Theological Seminary; Ph.D., Boston University. George Fox University 1961-74; 1975-86.

Mary S. Green, Associate Professor of Mathematics. B.A., Houghton College; M.N., Case Western Reserve University. George Fox University 1973-89.

William D. Green, Vice President and Dean of the College, Professor of Religion. Th.B., Malone College; A.B., Taylor University; M.A., Case Western Reserve University; Ed.D., University of Tennessee; L.H.D., George Fox University. George Fox University 1972-89.

Mackey W. Hill, Professor of History. B.A., University of California, Los Angeles; M.A., University of the Pacific. George Fox University 1949-74.

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

Patricia A. Landis, Professor of Education, Director of UnReligion and Greek. w (1973-89.)TD u10.ar 0.0307 Tc eaA George Fox

**Janelle L. Baugh**, B.A., Programmer Analyst

**Anthony W. Brock**, B.S., Director of Systems and Networks

**Daniel L. Brunner**, Ph.D., Director of the Master of Divinity Program

**William C. Buhrow, Jr.**, Psy.D., Interim Dean of Student Services

**George J. Byrtek**, Ph.D., Director of the Professional Studies Department

**Mike D. Campadore**, Microcomputer Support Specialist

**Paul H. Chamberlain**, Ph.D., Director of Overseas Studies

**Charles K. Church**, M.L.S., Portland Center Librarian

**Kandie L. Comfort**, Help Desk Supervisor

**Charles J. Conniry, Jr.**, Ph.D., Director of the Doctor of Ministry Program

**Carol A. Dell'Oliver**, Ph.D., Director of Clinical Training, Graduate School of Clinical Psychology

**Russell P. DeVore**, B.S., Director of User Services

**Matthew W. Dolphin**, B.A., Director of Academic Technology

**Lon W. Fendall**, Ph.D., Interim Dean of Undergraduate Studies

**James D. Foster**, Ph.D., Dean of Graduate and Adult Learning Programs

**Stanley M. Frame**, Ph.D., Director of the Boise Center

**Martha A. Iancu**, M.A., Director of the English Language Institute

**Bonnie J. Jerke**, M.A., Director of Career Services/Academic Success Program Director

**Merrill L. Johnson**, M.L.S., University Librarian

**Thomas F. Johnson**, Ph.D., Dean of George Fox Evangelical Seminary

**Piper L. Jones**, B.A., Audiovisual Services Support Specialist

**Beth A. La Force**, Ph.D., Director of the Undergraduate Education Program

**S. Lawrence Lebow**, Director of Administrative Computing

**Keri L. Macadaeg**, B.S., Executive Director of Institutional Technology

**Leonardo M. Marmol**, Ph.D., Director of the Graduate School of Clinical Psychology

**Sean M. McKay**, B.Th., Micro-computer Support Specialist

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

**Glenn T. Moran**, Ed.D., Director of the Master of Arts in Organized Leadership Program

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

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

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

**Gary L. Railsback**, Ph.D., Director of the Master of Education Program

**Sherrie K. Schulke**, M.S.W., M.Div., Director of the Social Work Program

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

**Marc A. L. Shelton**, Ed.D., Director of the Administrative Licensure Program

**Dan L. Swanson**, B.S., Network Administrator

**K. Mark Weinert**, M.Div., Ph.D., Associate Dean for Academic Affairs

**Bradley T. Weldon**, A.S.E.E., Academic Technology Developer

#### **Advancement and University Relations**

**Dave L. Adrian**, B.A., Associate Vice President for University Advancement

**Norma I. Alley**, Assistant Director of Development

**Scott W. Box**, B.A., Assistant Director of Alumni and Parent Relations

**M. Blair Cash III**, M.Div., M.C.E., Sports Information Director

**Anita A. Cirulis**, B.A., Assistant Director of University Relations, Director of Publications

**Samuel A. Farmer**, B.A., Assistant to the President for Special Projects and Church Relations

**John W. Fortmeyer**, B.A., Director of Public Information

**Barry A. Hubbell**, B.A., Executive Assistant to the President, Director of University Relations

**James E. Jackson**, B.S., Director of the University Fund

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

**Colin F. Miller**, B.A., Publications Specialist

**Dana L. Miller**, M.A., Vice President for University Advancement

**Todd K. Newell**, B.S., Director of Estate and Planned Giving

**Danya G. Ochsner**, Director of Special Events and Projects

**Sherilyn Phillips**, Director of Alumni and Parent Relations

#### **Business and Related Services**

**Merilyn R. Aldy**, B.S., Assistant Director of Human Resources

**Karon L. Bell**, B.A., Assistant Vice President for Administration

**Andrew B. Dunn**, B.A., University Store Manager

**Sherrie G. Frost**, Director of Mail Services

**Steven E. Hannum**, Ph.D., Assistant Director of Safety/Lab Manager

**John F. Heitz**, Superintendent of Building Repair

**Virginia L. Hoover**, Superintendent of Custodial Services

**David D. Kelley**, M.B.A., Assistant Vice President for Finance

**Peggy L. Kilburg**, B.A., Director of Human Resources

**Larry A. Kintz**, Superintendent of Building Systems

**Laura E. Klaus**, A.A.S., Assistant Manager of the University Store  
**Lisa S. Leslie**, B.A., Director of Event Services  
**Donald J. Millage**, C.P.A., B.S., Vice President for Financial Affairs/  
Treasurer  
**Steven M. Pfaff**, B.A., Senior Accountant  
**Daniel A. Schutter**, B.S., Associate Director of Plant Services  
**Wilfred M. Smith**, Superintendent of Grounds  
**Clyde G. Thomas**, B.A., Director of Plant Services

#### **Enrollment Services**

**Alissa F. Alvord**, B.A., Admissions Counselor for Graduate and Continuing Education Admissions  
**Sheila H. Bartlett**, B.A., Admissions Counselor for Graduate Admissions  
**Terence E. Bell**, M.S., Director of Institutional Research  
**Donald R. Black**, B.A., Director of Student Financial Services  
**Gary D. Brown**, M.A., Admissions Counselor for Graduate and Continuing Education Admissions  
**Janet R. Cain**, B.S., Admissions Counselor for Graduate Admissions  
**Matthew K. Clemons**, B.A., Associate Director of Financial Aid  
**Holley S. Clough**, A.A.S., Academic Advisor for the Department of Continuing Education  
**Andrea P. Cook**, Ph.D., Vice President for Enrollment Services  
**J. Marie Craven**, B.A., Assistant Registrar  
**Theresa D. Crawford**, Financial Aid Counselor  
**Ryan J. Dougherty**, B.S., Admissions Counselor for Undergraduate Admissions  
**James W. Fleming**, M.A., Registrar  
**Jennifer R. Getsinger**, Associate Director of Student Accounts  
**Kathleen D. Grant**, B.A., Admissions Counselor for Graduate and Continuing Education Admissions  
**David K. Haigh**, M.A., Associate Registrar

**Marian J. Holzschuh**, B.A., Admissions Counselor for Continuing Education, Boise Center  
**Meredith L. Jessup**, B.A., Admissions Counselor for Undergraduate Admissions  
**Monika R. Keller**, Financial Aid Counselor  
**Karin R. Klinger**, B.A., Admissions Counselor for Undergraduate Admissions  
**Ginean L. Lewis**, B.A., Assistant Director of Undergraduate Admissions  
**Melva R. Lloyd**, B.A., Admissions Counselor for Graduate and Continuing Education Admissions  
**Todd M. McCollum**, M.A., Director of Admissions for Graduate and Continuing Education Admissions  
**Carol A. Namburi**, B.A., Admissions Counselor for Graduate and Continuing Education Admissions  
**Christine A. Schlarbaum**, B.S., Financial Aid Counselor  
**Dale E. Seipp, Jr.**, M.Ed., Director of Undergraduate Admissions  
**Timothy R. Stoltzfus**, M.A., Executive Director of Graduate and Continuing Education Marketing and Admissions  
**Jennifer M. Swanborough**, B.A., Associate Director of Undergraduate Admissions  
**Matthew W. Sweet**, B.S., Associate Director of Undergraduate Admissions, Systems and Operations Management  
**Joseph D. Thouvenel**, B.A., Admissions Counselor for Undergraduate Admissions

#### **Student Life**

**Brandon R. Barr**, Security Officer  
**William C. Buhrow, Jr.**, Psy.D., Interim Dean of Student Services  
**Cara J. Copeland**, B.A., Area Coordinator  
**Daryl Dixon**, M.Div., Director of Multicultural Affairs  
**Sharra L. Durham**, M.S., Interim Dean of Students  
**Michael J. Hampton**, M.A., Associate Director of Career Services

**Joshua C. Howery**, B.A., Security Field Supervisor  
**Bonnie J. Jerke**, M.A., Director of Career Services/Academic Success Program Director  
**Gregg T. Lamm**, M.Div., Campus Pastor/Chaplain  
**Bradley A. Lau**, M.A., M.S., Vice President for Student Life.  
**Becky M. Meenderinck**, B.A., Area Coordinator  
**William J. Mulholland**, B.A., Director of Security  
**Valorie J. Orton**, B.S.N., Nurse  
**Mark A. Pothoff**, M.Ed., Interim Associate Dean of Students/Director of Residence Life  
**Marta O. Sears**, B.A., Director of Outreach and Discipleship and Multicultural Advisor  
**John I. Smith**, B.S., Security Field Supervisor  
**Rob W. Simpson**, B.A., Area Coordinator  
**Kimberly S. Stave**, B.A., Area Coordinator, Housing Assistant  
**Craig B. Taylor**, M.Ed., Director of Athletics  
**Linda R. Thompson**, M.A., Interim Associate Dean for Special Populations, Director of Graduate Student Services  
**Scott A. Wade**, M.Ed., Associate Dean of Student Leadership

#### **Tilikum Retreat Center**

**Carl L. Anderson**, Property Manager  
**Joshua L. Cogar**, B.A., Challenge Course Manager  
**Jennifer E. Crackenberg**, B.A., Food Service Manager  
**Merle E. Hilbun**, Guest Services Director  
**J. Bedford Holmes**, B.A., Executive Director  
**Jeff M. VandenHoek**, M.A., Program Director

**Board of Trustees**

(Current until September 1, 2000.)

**Peter H. Anderson**, Beaverton, Oregon, chemist/university professor

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

**G. Kenneth Austin, Jr.**, Newberg, Oregon, corporate owner/executive

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

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

**Don G. Carter**, West Linn, Oregon, attorney

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

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

**Dealous L. Cox**, West Linn, Oregon, public school administrator (retired)

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

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

**Miles J. Edwards**, Portland, Oregon, professor 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**, Portland, Oregon, utility executive

**Keith G. Galitz**, Lake Oswego, Oregon, utility executive

**Gilbert S. George**, Kelso, Washington, minister

**Fred S. Gregory**, Seattle, Washington, non-profit agency executive

**Dale W. Hadley**, Portland, Oregon, investments executive

**Marla R. Heikkala**, Vancouver, Washington, attorney

**Andre W. Iseli**, Gresham, Oregon, corporate owner/executive

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

**John R. Lemmons**, Kelso, Washington, lumber company executive

**Margaret E. Lemmons**, Newberg, Oregon, educator (retired)

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

**Roger A. Martell**, Boise, Idaho, investments executive

**Judy A. Miller**, Tigard, Oregon, corporate officer

**Roger M. Minthorne**, Sherwood, Oregon, investments

**Robert G. Monroe**, Portland, Oregon, consulting engineer

**Stanley D. Morse**, an, non1ia75 TD 1Tc -0.97 0.2485 T1i65ok9 Tc094 Tc.5 0 TD /F2 8.25 T



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

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

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

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

**Arthur Krampitz**, Chilliwack, British  
Columbia, dairy owner

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

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

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

**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

# INDEX

## INDEX

### A

|  |     |
|--|-----|
| Academic Affiliations of the<br>Seminary         | 56  |
| Academic Appeals                                 | 81  |
| Academic Credits                                 | 78  |
| Academic Dismissal                               | 81  |
| Academic Honesty                                 | 82  |
| Academic Load                                    | 79  |
| Academic Programs                                | 15  |
| Academic Progress and Eligibility                | 81  |
| Academic Regulations                             | 77  |
| Academic Sessions and Credits                    | 78  |
| Accreditation and Memberships<br>of the Seminary | 56  |
| Accreditations                                   | 3   |
| Activities Fee                                   | 92  |
| Adding a Course                                  | 80  |
| Administration                                   | 110 |
| Admission Procedures for<br>Graduate Students    | 88  |
| Advanced Standing at the<br>Seminary             | 90  |
| Advisors   | 79  |
| Anti-Harassment Policy                           | 101 |
| Attendance                                       | 78  |
| Auditing   | 79  |

### B

|                                       |     |
|---------------------------------------|-----|
| Biblical Studies Concentration        | 63  |
| Biblical Studies Courses              | 67  |
| Board of Regents                      | 113 |
| Board of Trustees                     | 113 |
| Business Administration,<br>Master of | 20  |

### C

|  |                   |
|--|-------------------|
| Calendar   | Inside Back Cover |
| Campus Employment at the<br>Seminary                   | 97                |
| Campus Facilities                                      | 8                 |
| Campus Visitation                                      | 89                |
| Career Services Office                                 | 12                |
| Center for Peace Learning                              | 17                |
| Certificate for Spouses -<br>Partners in Ministry      | 67                |
| Certificate in Marriage and<br>Family Therapy          | 38                |
| Certificate in Spiritual Formation<br>and Discipleship | 66                |
| Christian Ministries, Master of<br>Arts in             | 64                |
| Christian History and Thought<br>Courses               | 69                |
| Christian Ministries Courses                           | 70                |
| Class Attendance                                       | 78                |
| Classification of Students                             | 78                |

78 78  
Courses 97

31740 Tw43o4n01817ertTD courses

n7.( 70) Tj -12a6m T/3.6ao4t TDd6 Tw ( 97)T3D/2 I56-0.9 9ionArts in

**L**

|                         |    |
|-------------------------|----|
| Late Payment Fees       | 92 |
| Leadership, Master's in | 50 |
| Leave of Absence        | 81 |
| Library                 | 16 |
| Loans                   | 95 |

**M**

|  |        |
|--|--------|
| Majors and Degrees                                 | 18, 58 |
| Management Program                                 | 20     |
| Marriage and Family Therapy,<br>Certificate        | 38     |
| Marriage and Family<br>Therapy Courses             | 36     |
| Marriage and Family Therapy,<br>Master of Arts in  | 35     |
| Master of Arts in Christian<br>Ministries          | 64     |
| Master of Arts in Marriage and<br>Family Therapy   | 35     |
| Master of Arts in Counseling                       | 32     |
| Master of Arts in Organizational<br>Leadership     | 50     |
| Master of Arts in Teaching                         | 44     |
| Master of Arts in Teaching<br>Courses              | 46     |
| Master of Arts in Theological<br>Studies           | 62     |
| Master of Business<br>Administration               | 20     |
| Master of Business<br>Administration Courses       | 21     |
| Master of Divinity                                 | 60     |
| Master of Education                                | 42     |
| Master of Education Courses                        | 43     |
| Ministry, Graduate Programs in                     | 58     |
| Mission and Objectives of<br>George Fox University | 2      |
| Mission Statement of<br>the Seminary               | 54     |
| Multicultural Advisor                              | 13     |
| Murdock Learning Resource<br>Center                | 16     |

**N**

|                         |    |
|-------------------------|----|
| New Student Orientation | 12 |
| Newberg                 | 6  |

**O**

|  |    |
|--|----|
| Off-Campus Courses for<br>the Seminary | 84 |
| Oregon                                 | 6  |
| Orientation                            | 12 |
| Overloads                              | 84 |

ce 1r.75c -0.3278 Tw ( 12) Tj -123.75 -11.28-106dc Oet3159 Tc -0.3482 Tw75 -inary  
 Master of Busi5hr 5 T1236ss3 v  
 Overloads11236ss3  
 15 c3r - 0.064e r3ganw ( 46) 0258 T661 1

## UNIVERSITY CALENDAR

### GRADUATE ACADEMIC CALENDAR

#### NEWBERG CAMPUS

##### M.A.T. Daytime

|                                     |      | 2000-01 | 2001-02 |
|-------------------------------------|------|---------|---------|
| Fall classes begin                  | Mon. | Aug. 28 | Aug. 27 |
| Fall classes end                    | Fri. | Dec. 15 | Dec. 14 |
| Spring classes begin                | Mon. | Jan. 8  | Jan. 14 |
| Spring classes end                  | Fri. | Apr. 27 | May 3   |
| Summer classes begin for new cohort | Mon. | June 18 | June 17 |
| Summer classes end                  | Fri. | Aug. 10 | Aug. 9  |

##### Psy.D.

|   |            | 2000-01    | 2001-02    |
|---|------------|------------|------------|
| Fall classes begin  | Mon.       | Aug. 28    | Aug. 27    |
| Late registration/confirmation fee in effect (\$25)                     | Mon.       | Aug. 28    | Aug. 27    |
| Last day for students to register                                       | Fri.       | Sept. 1    | Aug. 31    |
| Last day to change registration (add/drop)                              | Fri.       | Sept. 8    | Sept. 7    |
| Withdraw fee in effect (\$10)   | Mon.       | Sept. 11   | Sept. 10   |
| Last day to withdraw from class without grade responsibility, 4:30 p.m. | Fri.       | Nov. 3     | Nov. 2     |
| Thanksgiving vacation   | Thur.-Sun. | Nov. 23-26 | Nov. 22-25 |
| Graduate registration/confirmation for spring semester                  | Mon.-Fri.  | Dec. 4-8   | Dec. 3-7   |
| Fall classes end  | Fri.       | Dec. 15    | Dec. 14    |
| Midyear Commencement, 2:00 p.m.   | Sat.       | Dec. 16    | Dec. 15    |

|   |      |         |          |
|---|------|---------|----------|
| Spring classes begin  | Mon. | Jan. 8  | Jan. 13  |
| Late registration/confirmation fee in effect (\$25)                     | Mon. | Jan. 8  | Jan. 13  |
| Last day for students to register                                       | Fri. | Jan. 12 | Jan. 18  |
| Last day to change registration (add/drop)                              | Fri. | Jan. 19 | Jan. 25  |
| Withdraw fee in effect (\$10)   | Mon. | Jan. 22 | Jan. 28  |
| Last day to withdraw from class without grade responsibility, 4:30 p.m. | Fri. | March 9 | March 15 |

|                           |           |                  |             |
|---------------------------|-----------|------------------|-------------|
| Spring vacation           | Sat.-Sun. | March 24-April 1 | March 23-31 |
| Graduate pre-registration | Mon.-Fri. | April 2-6        | April 1-5   |
| Spring classes end        | Fri.      | Apr. 27          | May 3       |
| Baccalaureate             | Sat.      | April 28         | May 4       |
| Spring Commencement       | Sat.      | April 28         | May 4       |

|   |      |        |         |
|---|------|--------|---------|
| Summer classes begin                                | Mon. | May 7  | May 15  |
| Late registration/confirmation fee in effect (\$25) | Mon. | May 7  | May 15  |
| Last day to change registration (add/drop)          | Mon. | May 14 | May 21  |
| Withdraw fee in effect (\$10)                       | Mon. | June 4 | June 10 |
| Summer classes end                                  | Fri. | July 6 | July 5  |

#### Portland Center

##### Counseling/Marriage and Family Therapy

(See Calendar A below)

##### M.A.T. @ Night

|                      |       | 2000-01 | 2001-02       |
|----------------------|-------|---------|---------------|
| Fall classes begin   | Mon.  | Aug. 28 | Aug. 27       |
| Fall classes end     | Wed.  | Dec. 13 | Dec. 12       |
| Spring classes begin | Mon.  | Jan. 8  | Jan. 14       |
| Spring classes end   | Fri.  | Apr. 27 | May 3         |
| Summer classes begin | Mon.  | May 7   | May 14        |
| Summer classes end   | Tues. | July 31 | Aug. 5 (Fri.) |

| <b>M.B.A.</b>                       |       | <b>2000-01</b> | <b>2001-02</b> |
|-------------------------------------|-------|----------------|----------------|
| Fall classes begin                  | Tues. | Sept 5         | Sept. 4        |
| Fall classes end                    | Fri.  | Dec. 15        | Dec. 14        |
| Spring classes begin                | Wed.  | Jan. 3         | Jan. 9         |
| Spring classes end                  | Fri.  | Apr. 27        | May 3          |
| Summer classes begin for new cohort | Mon.  | May 7          | May 15         |
| Summer classes end                  | Fri.  | July 27        | Aug. 2         |

**M.Ed., Administrative Licensure, Ed.D.**

(See Calendar A below)

**Seminary**

(See Calendar A below)

| <b>Calendar A</b>   |            | <b>2000-01</b>   | <b>2001-02</b> |
|---|------------|------------------|----------------|
| Fall classes begin  | Tues.      | Sept. 5          | Sept. 4        |
| Late registration/confirmation fee in effect (\$25)                     | Tues.      | Sept. 5          | Sept. 4        |
| Last day for students to register                                       | Fri.       | Sept. 8          | Sept. 7        |
| Last day to change registration (add/drop)                              | Fri.       | Sept. 15         | Sept. 14       |
| Withdraw fee in effect (\$10)   | Mon.       | Sept. 18         | Sept. 17       |
| Last day to withdraw from class without grade responsibility, 4:30 p.m. | Fri.       | Nov. 3           | Nov. 2         |
| Thanksgiving vacation   | Thur.-Sun. | Nov. 23-26       | Nov. 22-25     |
| Graduate registration/confirmation for spring semester                  | Mon.-Fri.  | Dec. 4-8         | Dec. 3-7       |
| Fall classes end  | Fri.       | Dec. 15          | Dec. 14        |
| Midyear Commencement, 2:00 p.m.   | Sat.       | Dec. 16          | Dec. 15        |
| Spring classes begin  | Mon.       | Jan. 8           | Jan. 14        |
| Late registration/confirmation fee in effect (\$25)                     | Mon.       | Jan. 8           | Jan. 14        |
| Last day for students to register                                       | Fri.       | Jan. 12          | Jan. 18        |
| Last day to change registration (add/drop)                              | Fri.       | Jan. 19          | Jan. 25        |
| Withdraw fee in effect (\$10)   | Mon.       | Jan. 22          | Jan. 28        |
| Last day to withdraw from class without grade responsibility, 4:30 p.m. | Fri.       | March 9          | March 15       |
| Spring vacation   | Sat.-Sun.  | March 24-April 1 | March 23-31    |
| Graduate pre-registration   | Mon.-Fri.  | April 2-6        | April 1-5      |
| Spring classes end  | Fri.       | Apr. 27          | May 3          |
| Baccalaureate   | Sat.       | April 28         | May 4          |
| Spring Commencement   | Sat.       | April 28         | May 4          |

**Counseling/Marriage and Family Therapy**

|   |      |         |         |
|---|------|---------|---------|
| Summer classes begin                                | Mon. | May 7   | May 13  |
| Late registration/confirmation fee in effect (\$25) | Mon. | May 7   | May 13  |
| Last day to change registration (add/drop)          | Mon. | May 14  | May 21  |
| Withdraw fee in effect (\$10)                       | Mon. | June 4  | June 10 |
| Summer classes end                                  | Fri. | June 29 | July 3  |

**M.Ed., Administrative Licensure, Ed.D.**

|   |      |         |         |
|---|------|---------|---------|
| Summer classes begin                                | Mon. | June 18 | June 24 |
| Late registration/confirmation fee in effect (\$25) | Mon. | June 18 | June 24 |
| Last day to change registration (add/drop)          | Fri. | June 22 | June 28 |
| Withdraw fee in effect (\$10)                       | Mon. | June 25 | July 1  |
| Summer classes end                                  | Fri. | Aug. 17 | Aug. 23 |

**Seminary**

|   |      |         |         |
|---|------|---------|---------|
| Summer classes begin                                | Mon. | May 7   | May 13  |
| Late registration/confirmation fee in effect (\$25) | Mon. | May 7   | May 13  |
| Last day to change registration (add/drop)          | Fri. | May 14  | May 21  |
| Withdraw fee in effect (\$10)                       | Mon. | June 4  | June 10 |
| Summer classes end                                  | Fri. | June 29 | July 3  |