Fuller Theological Seminary

Graduate School of Psychology
Pasadena, California
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Fuller Theological Seminary
Graduate School of Psychology
177 North Madison Avenue
Pasadena, California 91101
Fuller Theological Seminary

GRADUATE SCHOOL OF
PSYCHOLOGY

David Allan Hubbard, president
Lee Edward Travis, dean
Calendar 1968-69

SUMMER QUARTER  June 27-September 17, 1968
June 27  10:00 a.m.-noon; 2:00-4:00 p.m.  Registration for Greek 100 (extended) and Hebrew 105 (extended)
June 27  7:00 p.m.  Greek 100 (extended) and Hebrew 105 (extended) begin
June 30  End of the year of clinical clerkships and internships
July 1  Beginning of the year of clinical clerkships and internships
August 6  10:00 a.m.-12:00 noon; 2:00 p.m.-4:00 p.m.  Registration for Greek 100 (concentrated) and Hebrew 105 (concentrated)
August 7  8:00 a.m.  Greek 100 (concentrated) begins
           1:00 p.m.  Hebrew 105 (concentrated) begins
September 17  Formal classes end; research and clinical training continue
              During the week prior to September 20, each student should make appointments in writing or in person (1) with faculty advisor regarding course schedule, (2) with the secretary to the dean regarding program, (3) with the registrar for registration.

FALL QUARTER  September 19-December 11, 1968
September 19-20  Faculty counseling and programming appointments for incoming students
September 23  8:00 a.m.  Greek examination for entering students who have taken Greek elsewhere than in the summer session
September 23-25  New student retreat (all new students are required to attend)
September 23-25  Faculty counseling and programming appointments for returning students
September 26-27  Registration of incoming students
September 30  Classes begin
October 9  Day of prayer
November 25-26  Faculty counseling and programming appointments
November 28  Thanksgiving Day vacation
November 29  Open house for prospective students
December 2  Registration for winter quarter
December 6  Formal classes end; research and clinical training continue
December 9-11  Quarterly examinations
December 12-Jan. 5  Christmas recess
2  Calendar
### 1968

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### WINTER QUARTER  January 6-March 19, 1969
- **January 6**: Classes begin
- **January 16**: Day of prayer
- **March 7-8**: Faculty counseling and programming appointments
- **March 11-14**: Registration of students
- **March 14**: Formal classes end; research and clinical training continue
- **March 17-19**: Quarterly examinations
- **March 20-21**: Spring recess

### SPRING QUARTER  March 24-June 6, 1969
- **March 24**: Classes begin
- **April 2**: Day of prayer
- **May 5-7**: Comprehensive examinations
- **May 30**: Formal classes end; research and clinical training continue
- **May 30**: Faculty-graduate dinner
- **June 1**: 11:00 a.m. Baccalaureate
- **June 3**: Graduate and faculty communion service
- **June 3**: Alumni association luncheon
- **June 3**: 7:30 p.m. Commencement and reception
- **June 4-6**: Quarterly examinations
 Fuller Theological Seminary was founded in 1947. It was named after Henry Fuller, a devout Christian layman and father of the late well-known radio evangelist, Charles E. Fuller. The original funds for the Seminary came from Henry Fuller, while the vision for its launching came from Charles E. Fuller and Harold John Ockenga, pastor of Park Street Church, Boston.

The Seminary is interdenominational, with many denominations represented in the student body and faculty. At present there are three schools; theology, psychology, and world mission.

In May 1961, Dr. John G. Finch, consulting psychologist from Tacoma, Washington, delivered a series of lectures at the Seminary on the theological and psychological dimensions of the nature of man. Shortly thereafter he conceived the idea of a Graduate School of Psychology relating in theory and training to the School of Theology.

Through the interest and generosity of a trustee of Fuller Theological Seminary, Mr. C. Davis Weyerhaeuser, and Mrs. Weyerhaeuser, further study and planning for the School were made possible. A national steering committee, consisting of distinguished psychiatrists, psychologists, and theologians, was formed in 1962, to work with nationally known authorities in psychology. In November 1964, the opening of the Pasadena Community Counseling Center, under the direction of Dr. Donald F. Tweedie, Jr., signaled the launching of the first phase of the new program. A strategic three-year grant totaling $125,000 from Lilly Endowment, Inc. in 1964, made it possible to lay final plans to accept students for the 1965-66 school year.

Dr. Lee Edward Travis was appointed dean of the School of Psychology in the fall of 1964 and assumed his duties in January 1965. The academic program of the new School was initiated in September 1965, with the entering of the first class of twenty-five full-time and four part-time students, a faculty of six, a visiting faculty of five, and one post-doctoral fellow. Currently there are approximately sixty full-time students distributed throughout the six years of the program, seven full-time faculty members, five part-time faculty members, and some dozen psychologists in the training facilities of Southern California holding clinical appointments.
Aims and Purposes

In the troubled living of contemporary life where one's quandaries are the multiplicity of his loves, all tending toward separate ends and limited causes, Fuller Theological Seminary hopes to bring a unifying purpose to the individual on his journey toward maturity. This purpose should include man's dignity as well as his limitations and give assent to the operation of some degree of freedom of choice in his living. When the person attempts to live on terms other than these, he engages in self-destruction and in the destruction of others as well. For one in trouble, effective help to restore the high goals that have been lost and to heal the disrupted powers to keep these ends in sight must be provided. Dedicated study and research in the clinic and in the laboratory, by both faculty and students, attempt to probe the depths of the human mind. Psychologists and theologians interact in the classroom as well as in experimental research studies.

At its very simplest, theology is conceptualizing God and his ways in spoken and written statements that are relevant to this day. In a sense, everyone is a theologian, holding views about God, but not everyone is a good and profitable theologian. To be the latter, serious study of theology is imperative.

The data of theology consist primarily of the self-revealing acts and words of God contained in the prophetic and apostolic Scriptures. Yet it is not enough simply to quote what Scripture itself contains. Theology must speak to its own age and situation. Its task is to state the message of the Bible so as to make clear the relevance of this message to man's current need. The language and idioms of each new country and each generation must be the chosen means of communicating the biblical norm.

At its very simplest, psychology is the study of human behavior. It makes a great deal over the scientific approach but it does not rule out the several other ways by which men have come to an understanding of man. Some of these are through self-reflective consciousness, creative and artistic expression, religious experiences, and philosophizing. In the Graduate School of Psychology not only is man's behavior, both simple and complex, detected, recorded and interpreted, but also his feelings, attitudes,
beliefs, commitments, and values are studied by currently acceptable methods of research. All of the problems of study abound in a multiplicity of inter-dependent variables. For their solution, procedures that can identify and measure several variables operating simultaneously must be used.

Our psychology faculty members communicate a view of man that has an abiding concern for values of ultimate significance. They teach that the universe becomes drenched with significance by passing into man's consciousness, that a man in a sense is outside nature even though he lives in it. They convey a conviction of the existence of resources that transcend their own. They display a discerning openness to all viewpoints and approaches to the understanding of man and to fresh experiences by which they continue to move forward in the understanding of themselves and others.

The needs of contemporary society are creating new and challenging roles for psychologists. Social action pressures, inter-group problems, poverty, school dropouts, individual human anguish, fulfillment of human potential, minority group needs, geriatric casualties, unemployment, mental retardation—all these are increasing the demand for more and better trained personnel, especially clinical psychologists. Fuller believes it is both the opportunity and the responsibility of the Church and society to be involved in this training. Graduates of this program are qualified to serve the Christian Church and the wider community as clinical psychologists on hospital staffs, in private practice, in Church-sponsored counseling centers, and as faculty members in higher education.

The curriculum in academic psychology and in clinical experience is geared to fulfill the recommendations for the doctoral study program in clinical psychology of the American Psychological Association.
The administrative, research, and training center of the School of Psychology is the Pasadena Community Counseling Center. It was opened in November 1964 with all clinical staff members having either regular or visiting faculty appointments. All faculty members function as therapists themselves, as well as supervisors of the therapy of students.

The Pasadena Community Counseling Center provides help for children, adults, and families with their emotional problems through diagnostic appraisals, individual and group therapy, child and family therapy, and marriage counseling.

The center is housed in a completely remodeled and newly furnished two-story building in downtown Pasadena. Besides the ten offices suitable for therapy, it provides smaller offices, lounges, seminar rooms, testing rooms, an observation room with one-way vision, and facilities for intercommunication and electronic recording.

This building is also the administrative center of the School of Psychology. All administrators and professors of the School hold their clinical appointments and have their offices in this building. Seminars are generally held here, but some classes are conducted in the classrooms of the School of Theology, located one block west. Adjacent to the Pasadena Community Counseling Center is a separate building housing the psychophysiological laboratory.

Library facilities are centrally located at the McAlister Library of the Seminary, which houses one of the finest collections of theological materials in the West. As a part of this library there are about 10,000 volumes in the field of psychology and pastoral counseling. The psychology holdings are being expanded rapidly toward a ten-year goal of more than 20,000 volumes.

The Pasadena Public Library is within walking distance. In the greater Los Angeles area are some of the finest libraries in the world and most of them are open to Fuller for research and reference purposes.

The Graduate School of Psychology, as one of the three schools of Fuller Theological Seminary, shares in the services and facilities offered by the Seminary, such as dining facilities, dormitories, library, registrar, business office, etc. A copy of the Seminary catalog giving full descriptions of all facilities and services may be procured upon request.
Admission & Expenses
A student must have earned a baccalaureate degree from an academically accredited institution to be eligible for admission to the School. If his bachelor’s degree is from an unaccredited institution, he will need to have a grade point average of B or better to be considered for admission. In either case, the student must have a combined raw score of 1100 on the Graduate Record Examination. The undergraduate major would be most useful if it were in the social and behavioral sciences. Ranking equally important with academic excellence for admission to the program are personal qualities of high integrity, strong motivation for service, empathy for others, ability to expend highly concentrated effort, and an abiding love for scholarship. These qualities will be evaluated from personal interviews and from letters of recommendation from those who know the candidate well.

An application form should be completed and filed with the office of the dean of the School of Psychology as early as possible. Along with completed forms, the applicant must, 1) submit a recent passport-type photograph, 2) have transcripts from all colleges and graduate schools that he has attended sent directly to the office of the dean of the School of Psychology, 3) send results of the Graduate Record Examination, and 4) enclose the application fee of $10.00. Whenever possible, a personal interview is included in the requirements for admission.
Fees

Application Fee $10.00
Matriculation Fee 15.00
Tuition (per year)* 1,345.00
Special Student Fee (per unit) 40.00
Rooms (single students—dormitory) weekly average 5.90
Apartments for married students (per month) 75.00/up
Board (full week) 14.85
(five days) 13.20
Accident, Sickness and Hospital Insurance
(single per year) 33.50
(married per year) 170.00
Student activities (per year) 15.00
New Student Retreat 14.00
Cap and Gown Rental 5.00
Diploma: Ph.D. 30.00
Thesis Binding (2 copies) 11.00
Books (per year) 200.00

A conservative yearly estimate of expenses would be
(single) $2,400.00
(married) 3,135.00

Financial Assistance

Tuition scholarships, teaching, clinical and research assistantships, and two full-time stipends are provided for students on the basis of need, and the availability of funds. Short and long-term loans from both governmental and private sources are available. Employment opportunities are numerous and more frequently than not afford the student valuable learning experiences in hospitals, churches, schools, and clinics. In accepting employment, however, the student must not allow it to jeopardize his academic work or his family responsibilities.

*Tuition in the School of Psychology is for the four quarters: Summer, Fall, Winter and Spring, and is non-refundable. If a student withdraws during any quarter of the academic year, no fraction of the year’s tuition will be refunded.
Psychology

Lee Edward Travis  A.B., M.A., Ph.D. State University of Iowa, Professor of Psychology and Dean, Graduate School of Psychology.

Paul Friesen Barkman  A.B. Bethel College, S.T.B. Biblical Seminary, M.A., Ph.D. New York University, Associate Professor of Psychology.

Paul W. Clement  B.S., B.A. University of Washington, M.A. Pepperdine College, Ph.D. University of Utah, Assistant Professor of Psychology and Director of Clinical Training.

Donald Willard Cole  A.B. Stanford University, B.D. Eastern Baptist Theological Seminary, D.R.E. Southwestern Baptist Theological Seminary, Ph.D. University of London, Associate Professor of Psychology.

Adrin C. Sylling  A.B. Concordia College, M.S.W. University of Minnesota, Assistant Professor, Psychiatric Social Work and Director, Pasadena Community Counseling Center.

Donald Ferguson Tweedie, Jr.  A.B. Gordon College, Ph.D. Boston University, Professor of Psychology.

Neil Clark Warren  B.A. Pepperdine College, B.D. Princeton Theological Seminary, Ph.D. University of Chicago, Assistant Professor of Psychology and Director of Research.

Visiting Professors

Robert K. Bower  B.S. Wayne State University, B.D. Northern Baptist Theological Seminary, M.A., Ph.D. University of Chicago, Clinical Professor of Psychology.

John G. Finch  B.D. Serampore College, India, M.A. Calcutta, India, Ph.D. Drew University, Clinical Professor of Psychology.

Harlen M. Parker  M.D. Stanford University, Clinical Associate Professor of Psychiatry.

12 Faculty
Special Lecturers

In order to keep in touch with current thought and practice, scholars of varying backgrounds and experience are invited each year to meet with faculty and students in both formal and informal settings.

The following psychologists and psychiatrists have lectured and participated in staff meetings during the last two years:

Irving E. Alexander, Ph.D. Professor and Chairman, Department of Psychology, Duke University
Charlotte B. Bühler, Ph.D., Assistant Clinical Professor of Psychiatry, University of Southern California Medical School
Viktor Frankl, M.D., Ph.D., Vienna, Austria
Richard Hogan, Ph.D., private practice, Downey, California
Perry London, Ph.D., Associate Professor of Psychology and Director of Clinical Training, University of Southern California
Hobart Mowrer, Ph.D., Research Professor of Psychology, University of Illinois
Eliot Rodnick, Ph.D., Professor of Psychology and Director of Clinical Training, University of California, Los Angeles
Paul Tournier, M.D., Geneva, Switzerland
Zelda Wolpe, Ph.D., private practice, Encino, California

Theology

David Allan Hubbard  B.A. Westmont College, Ph.D. St. Andrews University, B.D., Th.M. Fuller Seminary, President and Professor of Old Testament.
Daniel Payton Fuller  B.A. University of California at Berkeley, B.D., Th.M. Fuller Seminary, Th.D. Northern Baptist Seminary, D.Theol. University of Basel, Dean of the Faculty and Associate Professor of Hermeneutics.
Robert Newell Schaper  A.B., Ph.D. Bob Jones University, Th.M. Fuller Seminary, Dean of Students and Assistant Professor of Practical Theology.
James Daane  A.B. Calvin College, Th.B. Calvin Seminary, Th.D. Princeton Seminary, *Director of Pastoral Doctorate Program and Professor of Pastoral Theology.*


William Sanford LaSor  B.A. University of Pennsylvania, M.A. Princeton University, Ph.D. Dropsie College, Th.B., Th.M. Princeton Seminary, Th.D. University of Southern California, *Professor of Old Testament.*


Paul King Jewett  B.A. Wheaton College, Ph.D. Harvard University, Th.B., Th.M. Westminster Seminary, *Professor of Systematic Theology.*


Geoffrey W. Bromiley  M.A. Cambridge University, Ph.D., D.Litt. Edinburgh University, *Professor of Church History and Historical Theology.*

Robert K. Bower  B.S. Wayne State University, M.A., Ph.D. University of Chicago, B.D. Northern Baptist Seminary, *Professor of Practical Theology and Pastoral Counseling.*


Lewis B. Smedes  A.B. Calvin College, B.D. Calvin Seminary, Th.D. Free University of Amsterdam, *Visiting Professor in Philosophy of Religion.*

Faculty  15
Curriculum
Language

Four languages are required for the Ph.D. degree in the School of Psychology: English, Greek, Hebrew, and German or French. Greek and Hebrew are part of the summer language program at the Seminary and will be taken as outlined on pages 2 and 32. German or French may be taken at any accredited college or university. Certification from these schools that the course has been taken satisfactorily will be accepted by the School as meeting its modern language requirement. The student may meet the modern language requirement by passing a reading examination given by the School of Psychology. The language requirement must be met before the time of the clinical examination during the student’s fifth year.

Psychology

The course of study is divided into four integrated parts: core courses in both psychology and theology, occupying the student for the first three years; seminars in the integration or inter-relation of the two disciplines, psychology and theology, occupying the student for the last three years; research, mainly of an experimental nature, extending over the entire six years; and clinical training extending over the last four years. The School has adopted the scientist-professional model as most appropriate to its purposes.

PART I: The core courses in both disciplines provide the student with a solid data base in psychology and with the basic tools of theology. In psychology such traditional courses as statistics, experimental method, advanced general psychology, physiological psychology, learning, developmental psychology, personality theory, social psychology, and systematic psychology are offered. In theology, such traditional courses as hermeneutics, systematic theology, biblical theology, Pentateuch, prolegomena, Old...
Testament writings, and New Testament are offered. Part I would typically lead to the master's degree in psychology and it includes the core courses in biblical studies and theology of the regular course of studies leading to the bachelor of divinity degree in the School of Theology.

PART II: The exploration of the inter-relations between psychology and theology is accomplished by means of team-taught seminars extending over the fourth, fifth, and sixth years of study. All previous work in psychology and theology furnishes preparation for these integration seminars. They constitute the essential uniqueness of the whole program in the preparation of the student for a career in professional psychology.

PART III: Research acquaints the student with the methods of inquiry of the behavioral scientist and offers him opportunities in applying these methods to the first-hand study of the nature of man. Training and experience in research culminates in an acceptable doctoral dissertation that should make an original contribution to the field of psychology.

PART IV: Classical courses in psychological assessment, psychotherapy, general social case work, clinical psychology, psychosomatics, and neuropathology of behavior are offered. It also provides supervised training in hospitals, clinics, and churches, and in the School's own Pasadena Community Counseling Center.

The class and laboratory work and field training offered in the six-year program could be viewed profitably under the three large headings of 1) the determinants of behavior, 2) the assessments of behavior, and 3) the modifiers of behavior. These categories of behavior are kept in mind throughout the entire period of training.
Course Descriptions

I. Advanced General Psychology

HISTORY AND SYSTEMS OF PSYCHOLOGY 511 (4)
A brief review of the development of psychology as a scientific discipline with emphasis upon its progress in the nineteenth century and a consideration of the factors in the formation of “schools” of psychology in the twentieth century, particularly as these factors pertain to the development of psychology in America.

PHYSIOLOGICAL PSYCHOLOGY 512 (4)
Human behavior, including subjective states, from the standpoint of neurophysiology. Sense organs, the synapse, the nerve impulse, the integration of neural levels, and the neurological basis of learning are covered in lectures and in the laboratory.

PSYCHOLOGY OF LEARNING 513 (4)
Lectures, demonstrations and laboratory experiments compare the various schools of learning theory.

DEVELOPMENTAL PSYCHOLOGY 514 (4)
A study of the psychological development of the human being from birth through old age, with special emphasis on childhood, adolescence, and senescence.

PSYCHOLOGY OF PERSONALITY 515 (4)
Current research and theories in relation to the emotional, behavioral, and cultural factors in personality development.

SOCIAL PSYCHOLOGY 516 (4)
A study of the behavior and subjective experience of the individual in his relationship to his human environment. Emphasis is placed on experiments in social interaction.

GENERAL PSYCHOLOGY SEMINAR 517 (2) (May be repeated for additional credit of 2 hrs.)
Seminar treatment of designated psychological topics is offered during arranged quarters by various members of the faculty.

SEMINAR IN BEHAVIOR DETERMINANTS 518 (2) (May be repeated for additional credit of 2 hrs.)
Experimental and theoretical studies of the general and specific determinants of behavior and personality are analyzed with special reference to psychotherapy.

THE THIRD DIMENSION IN PSYCHOLOGY (1)
A special concentrated course designed to familiarize the student with a view of man that is consonant with the Christian faith, and basically complementary to behavioristic psychology. (Colloquium each quarter by Dr. John Finch.)
II. Research

STATISTICS 519  (4)
Concepts and techniques involved in the analysis and interpretation of research data. Descriptive statistics (frequency distributions, central tendency, variability), introduction to statistical inference (normal curve sampling theory, t-tests), introduction to correlation.

INTRODUCTION TO EXPERIMENTAL DESIGN 520  (4)
Fundamentals of the application of the experimental method in the study of behavior; perceptual processes, simple and complex learning, motivation, frustration, and conflict. Emphasis on the use of selected non-parametric statistical methods in the analysis of research data. Prerequisite: Statistics.

ADVANCED EXPERIMENTAL DESIGN 521  (4)
Emphasis on individual work in the planning, execution, and reporting of an experiment or investigation, stressing the conceptual aspects of experimental design.

RESEARCH SEMINAR 522  (2)  (May be repeated for additional credit of 2 hrs.)
A review of the literature on research in learning, motivation, psychotherapy, perception, personality, and religion. Includes identification of problems, issues of theory and interpretation, and implications for research design.

INDIVIDUAL RESEARCH PROJECTS 523  (Variable credit, not to exceed 4 hrs.)
Research on a special problem for one or two quarters in addition to the doctoral research. Investigation is supervised by a faculty member who approves the problem to be studied.

SPECIAL INTEREST RESEARCH SEMINAR 524  (Variable credit not to exceed 4 hrs.)
Consideration of the individual student's interest in research and theory relating to significant current topics such as prayer, commitment, spirituality, psychotherapy, personality, learning, and attitudes.

DISSERTATION RESEARCH AND SEMINAR 525  (Variable credit not to exceed 6 hrs.)
Planning, executing, reporting, and discussing doctoral dissertations completed in the School of Psychology.

DISSERTATION SUPERVISION 526  (Variable credit not to exceed 8 hrs.)
Work on doctoral dissertation under faculty supervision.
III. Psychopathology

PSYCHOPATHOLOGY I, HISTORY AND METHODS 527  (4)
An introductory course dealing with the history, methodological approaches, and social theories which underlie the concepts of abnormalities in human behavior.

PSYCHOPATHOLOGY II, NOSOLOGICAL PATHOLOGY 528  (4)
A study of the classifications, origins, dynamics, prevention, and treatment of human behavior disorders.

PSYCHOPATHOLOGY III, PSYCHOLOGY OF THE ATYPICAL 529  (4)
A study of the intra-psychic, educational, social, and vocational characteristics of people who are “different.” Special consideration is given to mental retardation, exceptionally high intelligence, and the disabilities of hearing, vision, speech, and bodily movements.

NEUROPATHOLOGY OF BEHAVIOR 530  (4)
Relation between organic and behavioral conditions and current diagnostic and remedial procedures. Both research and clinical approaches will be studied.

PSYCHOLOGY OF AGING 531  (4)
An understanding of the special emotional, social, and psychosomatic problems related to growing old, together with the methods of care and education.

PSYCHOSOMATICS 532  (4)
A study of emotional and personality factors, acting as both precipitating and as complicating features of physical illness and complaints. Laboratory and clinical methods for exploring mind-body problems are used.

IV. Psychological Assessment

A sequence of three courses is designed to provide the basic knowledge and assessment skills needed to write a diagnostic personality evaluation and is required as a tool for the clinical clerkship.

PSYCHOLOGICAL ASSESSMENT I, PSYCHOLOGICAL TESTS AND MEASUREMENTS 533  (4)
An introduction to the psychological, methodological and statistical concepts involved in the construction and use of assessment instruments, together with a study of the most commonly used psychological tests and measurements.

PSYCHOLOGICAL ASSESSMENT II, PROJECTIVE TECHNIQUES 534  (4)
A theoretical and practicum course in the measurement and evaluation of personality with the use of projective techniques including the Thematic Apperception Test and the Rorschach Technique.
PSYCHOLOGICAL ASSESSMENT III, INTELLIGENCE AND SPECIAL ABILITIES 535  (4)
A theoretical and practicum course in the measurement and evaluation of general and special abilities, including the presence of organicity. The objective instruments used include the Wechsler Scales, the Stanford Binet Intelligence Scale, Aptitude and Achievement Scales, and the Bender Motor Gestalt Tests.

SEMINAR IN PSYCHOLOGICAL ASSESSMENT 536  (2)  (May be repeated for additional credit of 2 hrs.)
Intensive coverage of a specific topic or technique of psychological assessment will be given on demand.

SEMINAR IN TEST CONSTRUCTION 537  (2)  (May be repeated for additional credit of 2 hrs.)
A practicum course relating the theories and methods of test construction to the ongoing projects. Offered on demand.

V. Psychotherapy and Behavior Change

PSYCHOTHERAPY AND BEHAVIOR CHANGE I, INTRODUCTION 538  (4)
A review of the basic concepts in psychotherapy and behavior change plus a review of the major systems of psychotherapy and behavior modification.

PSYCHOTHERAPY AND BEHAVIOR CHANGE II, CHILDREN 539  (4)
A review of the major systems of psychotherapy with children including individual, group, and conjoint family approaches. Special emphasis will be placed on applying data and theories from general psychology to the problems faced by the child therapist.

PSYCHOTHERAPY AND BEHAVIOR CHANGE III, ADULTS 540  (4)
A review of the major systems of adult psychotherapy including individual, group, and conjoint family approaches. Special emphasis will be placed on applying data and theories from general psychology to the problems faced by the therapist dealing with adults.

PSYCHOTHERAPY AND BEHAVIOR CHANGE SEMINARS 541  (2)
(May be repeated for additional credit of 2 hrs.)
These seminars focus on weekly demonstrations of the therapy system being studied, followed by a discussion of the demonstration and of the reading which the students have been doing on the particular therapy system. The following is a partial list of the seminars which have been held or are planned.

Group psychotherapy  Psychoanalytic therapy
Existential psychotherapy  Psychodrama
Filial therapy  Logotherapy
Client centered therapy  Crisis intervention
Conjoint family therapy  Operant conditioning

COMMUNITY MENTAL HEALTH 542  (2)
Current governmental, civic, and religious programs and organizations which relate to the alleviation of mental illness are reviewed.
SEMINARY IN CLINICAL PSYCHOLOGY 543 (2) (May be repeated for additional credit of 2 hrs.)

Intensive treatment of problems related to theory, practice, and research in clinical psychology. Offered on demand.

SEMINARY IN PROFESSIONAL PSYCHOLOGY 544 (2)

Topics such as legal problems in psychology, interprofessional relations, and psychological ethics and practice are treated in these seminars. Representatives of such professions as psychiatry, social case work, speech pathology, school psychology, physical medicine, law, and the clergy interact with students. These seminars are offered when there is sufficient student demand.

VI. Social Work

HISTORY AND THEORY OF SOCIAL WORK 545 (2)

An introduction to the profession of social work, including a survey of its historical development, with particular reference to changing social welfare concepts and programs. This course is a prerequisite to Fields of Social Work.

FIELDS OF SOCIAL WORK 546 (2)

A survey of the various types of social welfare agencies with which clinical psychologists may be involved either directly or for patient referrals. Guest lecturers are extensively used.

AGENCY ADMINISTRATION 547 (2)

An introduction to some of the practical aspects of administering a mental health agency. Includes information on working with boards, staff committees, personnel policies and practices, confidential record keeping, etc.
Clinical Training

General Assumptions

1. Clinical psychology is a new field that is rapidly growing and changing. The modal practices of the clinical psychologist of the future are very difficult to predict.

2. A flexible training program which encourages questioning research and innovation provides the greatest benefits to the future demands of psychology and society.

3. A sound knowledge of general psychology is important to the practice of clinical psychology no matter in what direction this discipline may go in the future.

4. Since clinical psychology deals mainly with interpersonal relationships, the clinical psychologist must learn to be sensitive to the major variables which affect the way one person responds to another. A psychologist needs to be sensitized to his own needs, to himself as a social stimulus, and to the needs, conflicts, and personality functioning of the people whom he is trying to help.

5. Exposure to and experience in psychodiagnosics and psychotherapy as presently practiced helps in reaching the goals mentioned in item 4.

6. Quality and breadth of experience are more important than quantity; therefore, a careful record of hours of experience is not as meaningful as a careful description of the actual experiences the trainee has had plus an evaluation of his level of functioning.

7. No department of psychology has adequate staff or facilities to expose its students to an ideal range of clinical populations and procedures; therefore, each clinical psychology training program must seek the cooperation of the major mental health facilities in its locale to assist in the clinical training of its students.

Major Components

Training in clinical psychology includes experiences and supervision in research, assessment techniques (psychodiagnosics), behavior modification techniques (psychotherapy), personal growth, and communication of data and behavioral consultation.

24 Curriculum
Experiences in Research  Research training is begun in the student’s first year of graduate school and continues until he receives his Ph.D. degree. Students are encouraged to become involved in ongoing research facilities used by the trainees and interns. Many students will hopefully present research papers at regional and national psychology conventions such as the Western Psychological Association and American Psychological Association. Students are encouraged to publish while they are in graduate school as well as after graduation. Research is an integral part of the student’s clinical training.

Experiences in Psychological Assessment  When he graduates, each student will have had exposure to several target groups. He will have assessed children, adolescents, adults, and the aged. Cutting across these age groups, he will have had assessment experiences with normals, inpatients, outpatients, the physically handicapped, the mentally defective, the economically and socially deprived, minority groups, and other client populations that confront the clinical psychologist. In addition to acquiring experience with a large number of different target populations, he will have been introduced to the major assessment techniques. These include the following: observation and description of behavior, interviewing, the various forms of individual and group psychological testing, special techniques of assessment such as psychophysiological measures of autonomic reactivity, and any other techniques which seem to show promise of having usefulness in psychological assessment.

Experiences in Behavior Modification  The target groups for experiences in psychotherapy and behavior modification are essentially those listed for experiences in assessment. Each trainee and intern is exposed to several systems of individual and group treatment techniques including both those with a psychodynamic and with a behavioral orientation. Since there are now approximately 100 published systems of psychotherapy, obviously the clinical student can only sample a small portion of them. In addition to exposure to formal treatment techniques, he has the opportunity to provide psychological consultation relative to behavior modification to such people as teachers, parents, ministers, probation officers, etc. Some time is spent observing and possibly participating in programs of vocational and recreational therapy and other adjunctive approaches.

Experiences Designed to Facilitate Personal Growth  In order to maximize the sensitivity of the future clinical psychologist, three formal programs are offered as part of the training. (1) Each student participates in sensitivity training or basic encounter groups where emphasis is placed on making the student aware of his social stimulus impact on others. (2) There is intensive clinical supervision of all of his work with a focus being placed on the student’s own personality as well as on the personality of his clients. (3) Individual and/or group psychotherapy is available to all students who need it. Need should be normally determined by the individual student;
however, if a faculty member or clinical supervisor feels that the student could not be an effective clinical psychologist without first receiving personal therapy, he can advise the student to obtain therapy.

Experiences in Communicating  All students need experience and supervision in writing both clinical and research reports. The student probably needs special help in learning to write different kinds of reports for different kinds of consumers. Special attention is paid to teaching the student what data are useful in decision making. Public speaking and formal teaching experiences are part of the training program.

Sequence

The following indicates the general sequence in which the various aspects of the training take place. The general policy is to provide breadth of coverage so that the student can obtain maximum experience. The assumption is made that if the student is going to specialize in some sub-area of clinical psychology, he will do so post-doctorally.

1. Sensitivity training.
2. Course work in psychopathology and psychological assessment techniques.
3. Course work in research methodology.
4. Closely supervised experience in psychodiagnostics and clinical research.
5. Course work in behavior modification techniques (psychotherapy).
6. Closely supervised experience in psychotherapy and behavioral consultation;* increase trainee’s autonomy in psychodiagnosis and clinical research.
7. Gradually increase the autonomy of the trainee as he demonstrates the ability to deal with the various problems which confront the clinical psychologist.
8. In his final pre-doctoral year, the supervision is primarily in the form of consultation so that the student acquires a feeling of being a clinical psychologist.

Definition of Terms  Psychology trainee—a graduate student who is acquiring experience and supervision in a clinical facility; this term applies to students at level (6) and below on the sequence list. Psychology intern—a graduate student at levels (7) and (8) who is acquiring experience and supervision in a clinical facility.

*Personal group or individual psychotherapy may be recommended to the trainee or intern at any time it is deemed necessary by the faculty.

26 Curriculum
Clinical Facilities for Clerkships & Internships

The institutions and individuals listed below are those which are directly engaged in providing clinical experience and training to advanced graduate students in the program. In many cases there are more psychologists working in the institution than are listed; however, only those are noted who are directly engaged in training and supervising School of Psychology students. The first person named is primarily responsible for the training of our students at his institution.

CAMARILLO STATE HOSPITAL, CAMARILLO: Dr. Irvin Hart, Director of Training.

Drs. Benjamin A. Siegel, A. J. Bowen, Jr., Leonard Diamond, Milton Wolpin, Lloyd Fellows, Joseph Angelo, Maurice Huling, Eugene Walker, F. S. Kreitzer, Gildas Metour, and Messrs. John Ohlson, Hugh Montgomery, and Hank Marshall are all directly involved in training Fuller students. Camarillo is a large state hospital with the following divisions: children’s treatment center, adolescent treatment center, mental retardation center, three divisions of adult treatment of the mentally ill, and a neuro medical and surgical division. Three Fuller students are taking clinical training at Camarillo.

GLENDALE ADVENTIST HOSPITAL: Dr. Vernon W. Shafer, Coordinator, Mental Health Services.

The other staff member involved in training is Dr. Ruth McCurdy. The major subdivisions of the mental health services at Glendale Adventist Hospital are adult inpatient, adult outpatient, day and night hospital, and the clinic, which involves testing and consultation. Glendale Adventist has three Fuller students.

GLENDALE FAMILY SERVICE ASSOCIATION: Dr. Eileen Vargish, Executive Director.

Dr. Thomas McDermott is the psychiatric consultant. Supervision by clinical psychologists is provided by the faculty of the School of Psychology for the students placed at Glendale Family Service. Its major emphasis is on family counseling, but this may be carried out through individual, group, or family sessions. Five students are gaining clinical experience here.

HARBOR GENERAL HOSPITAL, TORRANCE: Dr. Robert J. Bronkowski, Head Psychologist of Adult Services; Dr. Douglas R. Schiebel, Director of Research.

Drs. Bonkowski and Schiebel share the training responsibilities at Harbor General. There are seven sub-divisions within the department of psychiatry: adult inpatient, adult outpatient, child outpatient, Day hospital, Community consultation service, research unit, and a psychosomatic service. One Fuller student is participating in Harbor’s program.

LOS ANGELES COUNTY—UNIVERSITY OF SOUTHERN CALIFORNIA MEDICAL CENTER: Dr. Murray Wexler, Chief of Psychological Services.

There are three divisions within the department of psychiatry for the training of clinical psychologists. Dr. Norman Tiber is director of internship training. His staff includes Drs. Griffith O. Freed, Jack Hattem, Hannah Lerman, and Douglas DeNike.
Dr. William C. Crary is director of adult psychological services. He is in charge of the clerkship program for experiences with adults. His staff includes Drs. Malcolm Coffee and William Doan, and Messrs. Harold Pruitt, Robert Sitzman, Herbert Steger, and Ronald Whisler. Dr. Anne Lebowitz is the director of children’s psychological services. She oversees the clerkship program for experiences with children and adolescents. She and Dr. Norma Norriss provide the training and supervision of students on their unit. The major clinical sub-divisions within the department of psychiatry are adult inpatient, adult outpatient, child and adolescent inpatient service, child and adolescent outpatient service, day care center, elementary and adolescent school, and psychosomatic service. There are two adult clerks, one intern, and two child-adolescent clerks at this facility.

METROPOLITAN STATE HOSPITAL, NORWALK: Dr. Trent E. Bessent, Chief Psychologist.

Dr. Bessent’s training staff consists of Drs. Norbert Glasser, Constance Berry, Maurice J. Donovan, Jesse H. Harvey, Harry J. Rosenthal, and Glenn E. Wright. The major sub-divisions of the institution are inpatient service, after-care service, outpatient service, day treatment program, vocational rehabilitation center, and a weekend hospital. Three Fuller students are being trained at Metropolitan.

PASADENA COMMUNITY COUNSELING CENTER: Mr. Adrin C. Sylling, Director.

This center is the training facility for the Graduate School of Psychology and houses the full and part-time staff members and the administrative officers. Dr. Harlen Parker is the psychiatric consultant for the center. All of the full-time faculty of the School, plus some of the visiting faculty, contribute to the training of the students in the Counseling Center. Nine students are taking part of their practicum at the Pasadena Community Counseling Center.

PASADENA CHILD GUIDANCE CLINIC: Dr. Sheldon F. Gardner, Training Director.

Drs. Herman T. Brown, John Mead, and Mrs. Rosemary Friethe complete the training staff. The Pasadena Child Guidance Clinic provides outpatient services to children in the age range of 2-17 years. The School has two trainees at Pasadena Child Guidance.

PATTON STATE HOSPITAL: Dr. Calvin J. Frederick, Chief Psychologist.

Drs. Jack Fox, Samuel Neiditch, and Mr. William Watts are also involved in the training of clinical psychologists. The major divisions within the institution are inpatient, outpatient, after-care facility, retardation center, research laboratory, mental hygiene clinic, day treatment center, and a consultation program. There are two Fuller interns at Patton.

SALVATION ARMY MEN’S SOCIAL SERVICE CENTER, LOS ANGELES: Brigadier Paul Bodine.

Dr. Paul Barkman from the Fuller faculty acts as consulting psychologist for this institution and provides supervision for students who are placed there. The major sub-divisions are inpatient rehabilitation center, vocational rehabilitation, occupational (work) therapy, and outpatient psychotherapy program. Two students are receiving clinical training at the Salvation Army.

There are many other clinical facilities in the greater Los Angeles area in addition to those listed. Most of them are potentially available to students in the Fuller Graduate School of Psychology. Every attempt is made to place a student in those clinical facilities which will provide him with the kinds of experiences he needs and desires to round out his clinical training.
Clinical psychology is a science as well as a profession. As a new field on which strong demands for service are being made, it stands in critical need of increased knowledge. Thus, while an adequate training program for this discipline should endeavor to help students develop their clinical abilities, it must place an equal emphasis on the training of competent and enthusiastic researchers.

Recognizing the continual need in this field for the discovery of new truths, the faculty of the Graduate School of Psychology feels it is not enough to train students to do a competent piece of dissertation research. We recognize the necessity of designing our training program to increase the probability that our graduates will continue to pursue research activities after the dissertation has been completed.

The developing pattern of research training at Fuller involves three overlapping learning processes. These include classroom instruction, apprenticeship, and faculty modeling. First, a thorough program of classroom instruction is viewed as a necessary base for each student. In this connection, the student involves himself during his first year in the basic sequence of statistics and experimental psychology. A comprehensive research seminar, special interest research seminars, and faculty supervision of independent research projects provide added instructional avenues during the first three years.

Secondly, a basic notion of the training design requires the student to be continuously involved in research on an apprenticeship basis throughout the program. From as early in the student’s program as possible, he works under the immediate supervision of a faculty member. During the first two years, the student becomes involved in the faculty member’s own ongoing research program. Early in the third year, the student begins work on research of his own—identifying a problem and performing various research operations more independently. During the fourth year, a student is expected to complete a proposal for his dissertation research, and the final three years are spent in the completion and writing of this project. Communication about research is kept at a high level during these years by a required weekly research seminar and by various small groups and teams with unique research interests.
Thirdly, the student is expected to benefit from faculty models as he moves toward a career of inquiry. Each faculty member is engaged in an ongoing program of research and he strives through his association with his students to communicate the model of the professional scientist.

The student who invests six years in the program at Fuller is expected to become a sensitive clinician and competent researcher. He will hopefully make discoveries in the laboratory which will greatly increase the effectiveness of his practice of psychology in the clinic.

Comprehensive Examination

This examination is designed to evaluate the student's knowledge and integration of the basic data of psychology. It is normally taken during the final quarter (in May) in which the student is taking the core courses.

Basically, it is a screening examination which may be used to eliminate students from the program because of academic-intellectual deficits. If a student fails the examination, he is counseled and recommendations are made for special areas of study. He may have the summer to prepare himself in those areas in which he failed and he may take a special Comprehensive Examination during the first week of October. This special examination only covers those areas in which he failed the preceding May.

The examination includes the following areas of psychology: (1) history, (2) learning, (3) developmental, (4) social, (5) perception, (6) personality, (7) physiological, (8) comparative, and (9) statistics and experimental design. It will consist of two parts:

1. Essay examination consisting of nine broad questions, one question for each area listed above. All students must write on the question covering statistics and experimental design; however, each student has to respond to only five additional questions out of the remaining eight. The student may choose those five areas in which he feels most competent.

2. The Psychology Specialty Examination of the Graduate Record Examination. All students who have completed the equivalent of our core courses in psychology must take the Comprehensive Examination at the end of their first year at Fuller. If they transfer having completed only part of our core courses, they must take Comprehensives during the academic year in which they complete their core courses. The psychology section of the Graduate Record Examination will not be used to fail anyone; however, our students should attain raw scores of 700 or more on this examination.
Clinical Examination

This is not a screening examination by which some students are eliminated from the program. It is an examination in which the prospective doctoral candidate demonstrates (1) his clinical skills, (2) his ability to deal with the ethical and legal problems which he may have to face as a clinical psychologist, (3) his familiarity with the contemporary literature in clinical psychology, (4) his knowledge of the major psychological associations, and problems and issues confronting psychology today, and (5) his special interests and professional goals. The Clinical Examination can be taken after the student has passed the foreign language requirements, completed the core courses in psychology, and finished his clerkship. Normally it is taken during the student's fifth year after he has selected a dissertation committee.

In addition to providing the student with an opportunity to demonstrate his knowledge and skills as he approaches the end of his formal training, this examination helps prepare him to pass the important post-doctoral examinations which face him (e.g., state licensing examination or certification, American Board of Examiners in Professional Psychology, etc.).

The following is an outline of the Clinical Examination:

1. The examinee is asked to assess a client using any techniques or tools that he feels are appropriate to the case. He is given the client's application form before deciding how he would like to proceed. He may have up to three hours of face-to-face contact with the client and an additional two hours to complete a written report of his evaluation. Two faculty members observe him throughout his direct contact with the client.

2. The examinee submits five copies of a recent therapy interview (i.e., typed transcripts) to the faculty. These must be in the hands of the committee two weeks before the oral examination. At that time the examinee also provides the committee with an audio-tape.

3. The student should be prepared to discuss the following: (a) contemporary literature in clinical psychology, (b) the content of Wolman's *Handbook of Clinical Psychology*, (c) ethical and legal problems which may confront the clinical psychologist, (d) the structure and functioning of APA, and (e) general professional affairs with special emphasis placed on certification and licensing laws in the states.

4. The two-hour oral examination is scheduled for each candidate during the first week of November. All faculty members may attend. It covers all of the material discussed above.

Curriculum 31
Theology

Biblical Languages

A reading knowledge of New Testament Greek is a prerequisite for commencing the first year of biblical studies. Reading knowledge means a knowledge of Greek vocabulary and syntax that is sufficient to begin exegetical work in the New Testament. A non-credit course designed to give a student this ability through an inductive study of the text of Acts will be taught every summer in either an extended (12 weeks) or concentrated (6 weeks) session. Classes for the extended session will meet three evenings a week (Monday, Tuesday, and Thursday at various times between 6 and 10 p.m.); classes for the concentrated sessions will meet five days a week (Monday through Friday at various times from 8 a.m. to 4 p.m.). Both sessions cover the same amount of material (90 class hours). Outside employment is not feasible for those enrolled in the concentrated session.

Students who have acquired a knowledge of New Testament Greek, either by course work or by self-study, will be required to take an entrance examination in Greek as part of the registration process. Incoming students are required to be present at the stated time of the examination. This examination will be graded pass, fail, or probation. Students who receive a probation grade will be required to take Greek review 101 until they attain satisfactory ability in the language.

In order to help the student estimate the probable outcome in the Greek examination, a trial examination will be made available to the applicant for self-administration. Upon acceptance by the admissions committee, he will receive instruction concerning preparation for this examination. When he feels ready, and upon his request, he will receive an examination designed to test his ability to read New Testament Greek, to recognize and identify the common forms, and to explain the more common syntactical construction. He will be expected to take this examination without assistance of any kind. The results will indicate to him whether he has a reasonable chance of passing the examination to be administered at the time of registration. It will not serve as a substitute for the entrance examination. Incoming students are required to take the trial examination prior to July 15.
A reading knowledge of the historical sections of the Hebrew Old Testament is a prerequisite for commencing the second year of biblical studies. A nine-hour course designed to give a student this ability through an inductive study of the text of Esther will also be taught every summer in both extended and concentrated sessions.

The most up-to-date linguistic and teaching devices (including a language laboratory, tapes, and specially-prepared syllabi) are used in the Greek and Hebrew courses.

The dates for summer Greek and Hebrew are as follows:

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<th>Course</th>
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<tr>
<td>100. GREEK</td>
<td>June 27-Sept. 17</td>
<td>June 26-Sept. 16</td>
<td>June 25-Sept. 15</td>
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<td>Aug. 7-Sept. 17</td>
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<th>105. HEBREW</th>
<th>June 27-Sept. 17</th>
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<td>extended</td>
<td>Aug. 7-Sept. 17</td>
<td>Aug. 6-Sept. 16</td>
<td>Aug. 5-Sept. 15</td>
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<td>concentrated</td>
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100. NEW TESTAMENT GREEK. The elements of Koine grammar and syntax, taught inductively from the text of Acts. Satisfactory completion of this course or its equivalent, to be determined by an entrance examination, is prerequisite for first-year core courses in biblical studies. The course is equal to a full-year, three-hour, upper-level course; it may be taken in either a concentrated or an extended form in the summer.

101. GREEK REVIEW. A review of the essentials of grammar and syntax for those who have not attained the minimum requirements of Greek exegesis, offered in the fall quarter for students who receive a probationary grade either in course 100 or in the entrance examination.

102. RAPID GREEK READING. The translation of selected portions of the New Testament with special attention to syntax and the building of vocabulary. This course is required in the spring of each year for those whose progress in Greek by the end of the B12 course remains sub-standard. Others may take this course by permission from the instructor.

105. BIBLICAL HEBREW. The elements of Hebrew grammar and syntax, taught inductively from the text of Esther and other selections. Satisfactory completion of this course is prerequisite for the core courses in Old Testament. The course is the equivalent of a full-year, three-hour, upper-level course; it may be taken in the summer between the first and second years, in either a concentrated or an extended form.

106. HEBREW REVIEW. A review of the essentials of grammar and syntax for those who have not attained the minimum requirements for Hebrew exegesis. It is offered in the fall quarter for students who receive a probationary grade in course 105, and in the spring quarter for students whose work in B21 and B22 indicates need for such review.
B11. HERMENEUTICS. The presuppositions and method by which one comprehends biblical authors so that their individual communications and the Bible as a whole confront one as the Word of God. Skill in hermeneutics is developed through work in Philippians. The evangelical position in relation to the contemporary hermeneutical debate.


B21. PENTATEUCH AND FORMER PROPHETS. The content of the five books of Moses and the Former Prophets in the light of their historical background and theological messages. An exegesis of certain crucial passages. An introduction to O.T. textual criticism, and an examination of the various theories of higher criticism, including the documentary hypothesis.

B22. LATTER PROPHETS. General introduction, historical background, exegesis of significant passages, and an understanding of the message of the Latter Prophets.

B23. NEW TESTAMENT II. Romans to Revelation studied as to content, characteristics, background, and major critical problems. Exegesis of crucial passages.


B32. WRITINGS. A study of the books of Hagiographa with special attention to the nature of Hebrew poetry, the literary structure and importance for biblical theology of the Wisdom writings. Exegesis of representative passages.

B33. THE UNITY OF THE BIBLE. The Bible as an outworking of a single purpose in redemptive history from Creation to the consummation of all things. A consideration of the particular interpretational problems (e.g., types and prophecy) that arise in such a study.
Theology

T11. PROLEGOMENA. A study in the nature, purpose, and method of the dogmatic enterprise. Special attention will be given to the authority of Scripture and tradition for dogmatics.

T12. PHILOSOPHY OF RELIGION. An analysis of the premise, form, and validity of certain philosophical criticisms of Christian theology, in particular such problems as the character and validity of theological statements, the problem of evil, the problem of human freedom, and the question of divine transcendence.


T21. SYSTEMATIC THEOLOGY I. Theology and anthropology. The doctrine of God; his attributes and trinitarian mode of existence. The doctrines of creation, of divine providence, of angels. The doctrine of man; his origin, nature, and fall. The doctrine of sin.

T22. CHURCH HISTORY II. The further development of the Church, especially in the West, from Chalcedon to the early stages of the Reformation.

T23. SYSTEMATIC THEOLOGY II. Christology and soteriology. The doctrine of divine election, the covenant of grace, the person and work of Christ the Mediator. The doctrines of divine calling, regeneration, repentance, faith, justification, adoption, and sanctification.

T31. CHURCH HISTORY III. The shaping of modern movements and churches from the Reformation to the Ecumenical Movement and the Second Vatican Council.

T32. SYSTEMATIC THEOLOGY III. Ecclesiology and eschatology. The doctrine of the Church; its nature and authority. The worship of the Church, the sacraments and prayer. The doctrine of last things; death and resurrection, the final judgment, heaven and hell.

T33. ETHICS. An exposition of the theological foundations which determine the texture of Christian moral decision, with a survey of the competing systems of Christian ethics, and discussion of the shape of Christian love in selected areas of moral responsibility.
In medieval times knowledge, as taught in the monastic schools and the universities, was bound together into a cohesive unity which was set in an over-arching and all-encompassing context of theology and philosophy. By degrees the sciences, and later the humanities, found this context too confining for the pursuit of certain kinds of knowledge and skills. Thus, they began to separate themselves from theology and develop their own methods to deal with their own subject matter. The subject matter to be dealt with was in turn sometimes determined by the available methods, with the result that man—and the studies about him—were not only splintered, but there remained gaps in what had formerly been a comprehensive system.

The process of differentiation of the disciplines has produced the characteristic structure of the modern university in which these various disciplines are represented by semi-independent colleges or departments which either ignore or do battle with each other.

From time to time it becomes apparent that knowledge does not yield well to such splintering. Interdisciplinary areas grow up in the attempt to gather up that part of fact or truth which has been left homeless between the disciplines; or to reconcile areas of overlap and mutual concern among the disciplines. Such examples are numerous and one need only mention a few, such as biochemistry, audiovisual education, or social psychology, to illustrate this trend.

In recent years the discipline of psychology has discovered that the study of man, even when so narrowly defined as the study of human behavior, leads psychologists into a proliferation which spills over into a host of neighboring disciplines, occupations, and skills. So, we not only have physiological psychologists, but varying degrees of integration and adaptation in such fields as educational psychology, human factors, engineering, and psycho-linguistics. The further psychology has moved in attempting to understand and work with the whole person, the more it has inter-related with other specialties.
It is only fitting that theology and psychology should once again meet as they mutually concern themselves with the nature and behavior of man, for Christianity has always insisted upon a vital relevance between God and man, between theology and human behavior. In the past, these meetings of the disciplines of theology and psychology have been conducted largely by persons who are sophisticated in one field and relatively naive in the other. Therefore, the interaction has tended to be prejudiced from both sides, and has resulted in little addition to the sum total of knowledge or skills. Yet, as the growing overlap between these fields has increased, the press for integration has grown.

The Graduate School of Psychology at Fuller Theological Seminary was established with the integration of the overlap in these disciplines as one of its major purposes. The method of approach to this task has been an expression of several guiding principles.

1. Integration can best be pursued when at least many of the persons involved in the task are sophisticated in both disciplines, not just one of them. This principle underlies the curriculum which includes the core courses of the School of Theology, in addition to the psychology courses. In this way, at least a minimum competence in theology is assured, and it is hoped that there will be a thorough acquaintance with, if not a full identification with, the methods and values of the theologian. Many students, of course, begin from the position of a full theological training plus professional experience in the Church.

2. Integration must begin from a position of mutual respect for each of the disciplines involved, as well as for the integrity of the persons involved in the task. For this reason, each discipline is asked to teach and discuss its own material and methods in its own way, and each discipline is represented by persons who are identified with it and fully competent within that discipline.

3. Integration occurs within individuals more readily and effectively than in methods, institutions, or situations. However, situations can be created that give individual persons the materials with which to affect their personal integration. It is hoped that out of such personal integrations will arise the ground for a broader integration of these disciplines. For this reason, the student is brought into confrontation with each discipline in its own locus (theology is taught in the School of Theology and psychology in the classrooms of the School of Psychology, as well as in the mental health facilities of the larger community). This principle, however, also leads to the most distinctive characteristic of the Fuller program in psychology—the integration seminars and joint research projects.

4. Integration can take place at a number of levels, including conceptualization of ideas and theories, interpersonal relationships between members of several disciplines, personal experience, research, and clinical practice.
Such considerations as those above underlie Fuller’s distinctiveness—the interdisciplinary encounter provided by the integration seminars. It is here perhaps even more than elsewhere that this community of scholars seeks ways of overarching the common ground of theology and psychology and reconciling the apparent conflicts.

Having completed the basic courses in psychology and theology in his first three years, the student is involved in one integration seminar per quarter for his last three years. Each seminar addresses itself to a subject area that is of mutual interest to psychology and theology, and each is taught by a team consisting of at least one member from each of the faculties of psychology and theology—with occasional participation by faculty of the School of World Mission. The subjects listed below are those which have been taught or are presently projected and does not limit what will be done in the future. Both the list of subjects and the methodological approaches of the integration seminars remain constantly open for revision and amendment. Both faculty and students are invited to give constant evaluations and suggestions so that the seminars will remain a vital growing edge of the program.

Fall 1966       Drs. Fairweather, Wright, and Hubbard
                 “The Problem of Suffering”
Winter 1966-67  Drs. Fairweather, Wright, and Ladd
                 “Dualism of Flesh and Spirit”
Spring 1967     Drs. Tweedie and Harrison
                 “Human Spirit and Holy Spirit”
Fall 1967       Drs. Schoonhoven and Warren
                 “Schleiermacher”
Winter 1967-68  Drs. Daane and Travis
                 “Sin and Forgiveness”
Spring 1968     Drs. Bromiley and Clement
                 “Theological Anthropology”
Proposed        “Theological and Psychological Assessment
                 of Behavior: A Practicum”
## Sample Program

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<tr>
<th>Year</th>
<th>Theology</th>
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<th>Research</th>
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<td>Greek</td>
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<tr>
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<td>History &amp; Systems of Psychology</td>
<td>Introduction to Statistics</td>
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<td>Prolegomena</td>
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<tr>
<td><strong>Winter</strong></td>
<td>New Testament Philosophy of Religion</td>
<td>Physiological Psychology</td>
<td>Introduction to Experimental Design</td>
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<td>Biblical Theology</td>
<td>Learning</td>
<td>Advanced Experimental Design</td>
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<td>Church History</td>
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| Year II | | | |
| **Summer** | Hebrew | | |
| **Fall** | Pentateuch Systematic Theology | Developmental Psychology Psychopathology I | Research Seminar |
| | | Psychopathology I | |
| **Winter** | Latter Prophets Church History | Personality Psychopathology II | Supervised Research |
| **Spring** | New Testament Systematic Theology | Social Psychology Psychopathology III | Supervised Research |

| Year III | | | |
| **Fall** | Biblical Theology Church History | Psychological Assessment I | Special Interest Research Seminar |
| **Winter** | O. T. Writings Systematic Theology | Psychological Assessment II | Supervised Research |
| | | **Hurdle: Theology Requirements Completed** | |
| **Spring** | Unity of the Bible Ethics | Psychological Assessment III | Supervised Research |
| | | **Hurdle: Psychology Comprehensive Examination** | |

| Year IV | Clinical Experience: Clerkship | | |
| **Fall** | Integration Seminar | History & Theory of Social Work Psychotherapy I | Dissertation Research & Seminar |
| **Winter** | Integration Seminar | Fields of Social Work Psychotherapy II | Special Interest Research Seminar |
| | | **Hurdle: Dissertation Committee selected** | |
| **Spring** | Integration Seminar | Psychosomatics Psychotherapy III | Dissertation Supervision |
| | | **Hurdle: Clerkship completed by July 1st.** | |
Sample Program Continued

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<td><strong>Hurdle: Dissertation—Oral Examination</strong></td>
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Student Classification System

Rather than classifying students according to their number of years of graduate training, they will be classified according to a system based on the number of hurdles passed.

LEVEL I: Students who have been accepted into the Graduate School of Psychology to work on the Ph.D. but who have not passed any other hurdles.

LEVEL II: Students who have completed the course requirements of theology and who have passed the Psychology Comprehensive Examination.

LEVEL III: Students who have passed all of the preceding hurdles and who have completed an approved clerkship and passed the examination in a modern foreign language.

LEVEL IV: Students who have passed all previous hurdles and have passed the Clinical Examination and completed a dissertation colloquium. The Ph.D. would be granted after all previous hurdles had been passed, an approved internship completed, and the dissertation successfully defended in an oral examination.
Appendices
Officers of Administration

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Daniel Payton Fuller  B.A., B.D., Th.M., Th.D., D.Theol., Dean of the School of Theology
Lee Edward Travis  A.B., M.A., Ph.D., Dean of the School of Psychology
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Charles W. Ferguson  Director of Public Affairs
James Daane  A.B., Th.D., Director of Pastoral Doctorate
F. Carlton Booth  B.A., Mus.D., Chaplain and Supervisor of Field Work
Calvin R. Schoonhoven  B.A., B.D., D.Theol., Director of Library
Adrin C. Sylling  M.S.W., Director, Pasadena Community Counseling Center
Mary E. Lansing  Registrar
Ethel F. Ennega  Accountant
Bernice F. Spencer  Assistant Director of Public Affairs

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†Deceased, March 19, 1968
Registered Students

Nikola Boris Andonov
Claremont, California
M.A. University of Belgrade

Terry Lee Argast
Inglewood, California
B.A. Whitworth College

Thomas Arthur Bade
Glendale, California
B.A. Wheaton College

James Ridley Bell
Monrovia, California
B.A. Whitworth College; B.D.
San Francisco Theological Seminary

David Charles Bock
Redman, Washington
B.A. Northwestern University

Robert Wayne Bunn
Los Angeles, California
A.B. University of Southern California;
B.D. Fuller Theological Seminary

Richard Wesley Burr
Middleboro, Massachusetts
A.B. Gordon College

Gregg Hardison Churchill
Downey, California
B.S. Colorado State University;
B.D. Fuller Theological Seminary

David Wesley Condiff
St. Paul, Minnesota
B.A. Bethel College

David Wayne Corbin
San Diego, California
B.A. Whitworth College

Jacob Coss, Tulsa, Oklahoma
B.A. Whitworth College; B.D. Fuller
Theological Seminary

Jack Leonard Cowan
Tujunga, California
A.B. University of Redlands; B.D. Church
Divinity School of the Pacific

David deVidal, Eugene, Oregon
B.A. Cascade College; M.S. University
of Oregon

David W. Donaldson
Grants Pass, Oregon
B.A. Rockmont College; B.D.
Conservative Baptist Theological
Seminary; B.A., M.A. California State
College, Los Angeles

William Oren Evans
Los Angeles, California
A.B. Occidental College; B.D.
San Francisco Theological Seminary

Richard Charles Flaten
Los Angeles, California
B.A. California State College,
Los Angeles

Rhea Hulett Forman, Orlando, Florida
B.A. Sterling College

John Scovell Fry
Park Ridge, Illinois
B.A. Northwestern University

Remigio Bonzon Gabriel
Manila, Philippines
A.B. Francisco College; B.A. Northwest
College

Roland Given
San Francisco, California
B.A. Houghton College; M.A. San
Francisco State College; B.D. Fuller
Theological Seminary

Delano Morris Goehner
Dryden, Washington
B.A. Pasadena College

Brandt Lee House
Whittier, California
B.A. Malone College

Kent LeMonte Herbert
Denver, Colorado
B.S. Oregon State College; B.D.
Conservative Baptist Theological
Seminary

Allen Pittner Hess, Oak Park, Illinois
A.B. Duke University

Theodore Johnson
Santa Clara, California
B.A. Fresno State College
Masayoshi Kawashima  
*Altadena, California*  
B.A. Japan Christian College; B.D. Fuller Theological Seminary; Th.M. San Francisco Theological Seminary

Paul William Kelly  
*La Canada, California*  
B.S. Stanford University

James King, *San Jose, California*  
B.A. Westmont College

Haddon E. Klingberg, Jr.  
*New Britain, Connecticut*  
A.B. Gordon College; B.D. Bethel Theological Seminary

Mary Jane Lacy, *Dallas, Texas*  
B.A. Southern Methodist University

Kenneth Lott, Jr.  
*Montrose, California*  
B.A. University of Nebraska; M.A. Young Life Institute; B.D. Fuller Theological Seminary

Kenneth Louden  
*Vancouver, British Columbia*  
B.A. University of Alberta; B.D. Fuller Theological Seminary

Thomas Malcolm  
*Pasadena, California*  
B.A. University of California, Riverside; M.A. University of California, Berkeley

Scott Taylor More  
*Goleta, California*  
B.A. University of California, Santa Barbara

James Lewis Mylar  
*Kansas City, Missouri*  
B.S. University of Omaha; B.D. Fuller Theological Seminary

Frank E. Nocita, *Omaha, Nebraska*  
B.A. University of Omaha

Donald Winfred Ohlson  
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B.A. University of Colorado; B.D. Princeton Theological Seminary

James R. Oraker  
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B.A. Seattle Pacific College; B.D. Fuller Theological Seminary

Douglas Denevan Otten  
*Castro Valley, California*  
B.A. Pacific Lutheran University

Clifford Penner  
*Butterfield, Minnesota*  
B.A. Bethel College

William C. Pickering  
*South Pasadena, California*  
A.B. Taylor University; S.T.B. Boston University; S.T.M. Andover Newton Seminary and Harvard University

James Wilson Ramsey  
*El Cajon, California*  
B.A. San Diego State College

Gary Wayne Reece  
*Sunnyside, Washington*  
B.A. Warner Pacific College

Donald Dean Roberts  
*Hollywood, California*  
B.A. Wichita State University; B.D. Fuller Theological Seminary

Paul Victor Roberts  
*Lynn Lake, Manitoba, Canada*  
B.A. University of Manitoba

Daniel Dean Shirbroun  
*Omaha, Nebraska*  
B.A. University of Omaha

Joseph Daniel Solmon  
*Muskegon, Michigan*  
A.B. Hope College

James Vaughn Van Camp  
*Roseburg, Oregon*  
B.A. Walla Walla College

Joseph Venema  
*Grand Rapids, Michigan*  
B.S. Calvin College; B.D. Calvin Theological Seminary

William B. Weyerhaeuser  
*Tacoma, Washington*  
A.B. Stanford University

Jack Wright, *Milton, Washington*  
B.A. Wesleyan University; B.D. Yale Divinity School

Donald Eliot Williams  
*North Hollywood, California*  
B.A. Arizona State University; B.D. Fuller Theological Seminary

Leoncio Yao, *Manila, Philippines*  
A.B. Far Eastern University; B.D., Th.M. Fuller Theological Seminary
Statement of Faith

Doctrinally the Seminary purposes to stand unequivocally for the fundamentals of the faith as taught in the Holy Scriptures and as believed by the Christian Church down through the ages. Consistent with this purpose, the Seminary has formulated a statement of faith as expressed in the following propositions:

There is one living and true God, infinite in glory, wisdom, holiness, justice, power, and love, one in his essence but eternally subsistent in three Persons: Father, Son, and Holy Spirit.

The books which form the canon of the Old and New Testaments as originally given are plenarily inspired and free from all error in the whole and in the part. These books constitute the written Word of God, the only infallible rule of faith and practice.

God sovereignly created the world out of nothing, so that his creation, while wholly dependent upon him, neither comprises part of God, nor conditions his essential perfection.

God created man in his own image, in a state of original righteousness, from which he subsequently fell by a voluntary revolt, and as a consequence is guilty, inherently corrupt, and subject to divine wrath.

Jesus Christ, the eternal Son, possesses all the divine excellencies, being consubstantial and co-eternal with the Father and the Holy Spirit. In his incarnation he united to his divine nature a true human nature, and so continues to be both God and Man, in two distinct natures and one person, forever. He was conceived by the Holy Spirit, born of the Virgin Mary, exhibited his deity by manifold miracles, fulfilled the requirements of the law by his sinless life, suffered under Pontius Pilate, poured out his blood as a vicarious and propitiatory atonement for sin in satisfaction of divine justice, and on the third day was raised from the dead in the same body, now glorified. He ascended into heaven and now, seated at the right hand of God the Father, intercedes in glory for his redeemed.
The Holy Spirit, eternally proceeding from the Father and the Son, through the ministry of regeneration and sanctification applies salvation, guides and comforts the children of God, directs and empowers the Church in fulfillment of the great commission, and convicts the world of sin, righteousness, and judgment.

Salvation consists in the remission of sins, the imputation of the righteousness of Jesus Christ, the gift of eternal life and the concomitant blessings thereof, which are a free gift of God, and received by faith alone apart from human works of merit.

The Church consists of all those regenerated by the Spirit of God, in mystical union and communion both with Christ, the Head of the Body, and with their fellow-believers.

At death the souls of the redeemed are made perfect in holiness and immediately enter into the presence of Christ, enjoying conscious fellowship with him, there to await the resurrection of the body.

The Lord Jesus Christ will return bodily, visibly, and personally to conform believers to his own image and to establish his millennial kingdom. He will judge the quick and the dead and will effect a final separation of the redeemed and the lost, assigning unbelievers to eternal punishment and believers to eternal glory.
Communicating with the Fuller Theological Seminary
Graduate School of Psychology

Correspondence will be expedited if the initial communication is directed as follows:

Admission, General Matters, Faculty Personnel, and Curriculum
Dean

Mailing Address
Fuller Theological Seminary
Graduate School of Psychology
177 North Madison Avenue
Pasadena, California 91101

Telephone Number
(213) 795-5164 and 681-6781

Greek Trial Examination
Faculty Secretary

Scholarships and Financial Aid
Dean of Students

Transcripts
Registrar

Business Affairs and Student Accounts
Director of Business Affairs

Student Housing
Registrar

Gifts and Bequests
Director of Public Affairs

Public Relations
Assistant Director of Public Affairs

Mailing Address
Fuller Theological Seminary
135 North Oakland Avenue
Pasadena, California 91101

Telephone Number
(213) 449-1745 and 681-9481
Application for Admission

Fuller Theological Seminary School of Psychology
177 North Madison Avenue, Pasadena, California 91101

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Place of Birth | Date | Nationality |
If not a citizen, how long in the U.S.A | Student Visa | Other, explain |
Single | Widowed | Divorced | Separated |
 Married | How long | Children and ages |
 Military service | Dates | Rank |
 Employment or business experience. Kind and length |

Member of what church | Where | Denomination |
Vocational background | No. of years |

If admitted, when do you plan to enter |
What is your anticipated source of income while a student here |

EUGEDUCATION: (It is your responsibility to see that transcripts are sent by each school to the office of the dean.)

Undergraduate major |
If no major in psychology, indicate number of hours taken in psychology |

College | Where | From | to | Degree |
College | Where | From | to | Degree |
Seminary | Where | From | to | Degree |
Bible Institute | Where | From | to | Degree |
Correspondence Courses—Institution | Where | From | to | Degree |
Other |
The above is a complete list of the schools I have attended beyond high school.

Signed |

REFERENCES: Give complete address in each case. It is customary to let your references know that you are using their names.

Teacher |
Your pastor |
Officer of your church |
Business or other reference |
Friend |

DESCRIPTION of your commitment to the Christian faith (a form for this statement will be sent to you.)

MEDICAL EXAMINATION: (A form for your physician to complete will be sent to you.)

PHOTOGRAPH: Please enclose a photograph (approximately 2½ x 2½ inches) or snapshot of yourself. A closeup of head and shoulders is preferred.

PERSONALITY ASSESSMENT may be requested of each applicant.

APPLICATION FEE: (The $10.00 application fee is to be enclosed with this form.)

Please state on the back of this form how you learned of this School and why you wish to study here.
The student handbook, received upon matriculation, summarizes all matters of policy and procedure for the business office, the registrar, the library, and the student council. Each student is responsible for understanding and following its contents.