GRADUATE SCHOOLS OF
THEOLOGY, PSYCHOLOGY
AND WORLD MISSION

Fuller
Theological
Seminary

With the Word
to the World

Accredited by the Western Association
of Schools and Colleges

Schools of Theology and World Mission
also accredited by the Association
of Theological Schools

Ph.D. and Psy.D. Programs in Clinical
Psychology of the School of Psychology
approved by the American Psychological
Association

M.S. Program in Marital and Family
Therapy Program accredited by the
Commission on Accreditation for
Marriage and Family Therapy Education
Statement

The provisions of this publication are not to be regarded as the irrevocable terms of the contract between the student and Fuller Theological Seminary. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the Seminary’s integrity and the individual student’s interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student’s advantage and can be accommodated within the span of years normally required for graduation. When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interest of the Seminary community, that person may be required to withdraw from the Seminary.

Fuller Theological Seminary does not discriminate on the basis of race, color, national origin, gender, handicap or disability, or age, in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to gender), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap), and the Age Discrimination Act of 1975 (pertaining to age). This nondiscriminating policy covers admission and access to, and treatment and employment in, Fuller Seminary’s programs and activities. The Seminary also has a policy which prohibits sexual harassment. Inquiries regarding Fuller’s equal opportunity policies, the filing of grievances pertaining to discrimination or sexual harassment, or requests for copies of the Seminary’s grievance procedures may be directed to the following:

Student Concerns Coordinators
Director of Student Services, Title IX Coordinator, Student Center Building, 130 N. Oakland, 2nd floor
Director of Auxiliary Services, Section 504 Coordinator, 490 E. Walnut, 2nd floor
Director of Admissions, Title VI Coordinator/Age Coordinator, Academic Services Building, 120 N. Oakland, 2nd floor

Staff Concerns Coordinator
Director of Human Resources, Coordinator for Employee Concerns, 180 N. Oakland, 2nd floor

Faculty Concerns Coordinator
Provost, Coordinator for Faculty Concerns, Office of the Provost, 145 N. Oakland, 1st floor

The Seminary recognizes its obligation to provide overall program accessibility for handicapped persons. Contact the Section 504 Coordinator to obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

Inquiries regarding Federal laws and regulations concerning nondiscrimination in education or the Seminary’s compliance with those provisions may also be directed to:

Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza, Room 239
San Francisco, CA 94102

In accordance with federal regulations, information on campus crime statistics is distributed annually to all enrolled students and employees, and is provided to all applicants for admission or employment. Additional copies are available on request from the Security Office, the Office of Student Services, the Office of Admissions, or the Office of Human Resources.
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An Introduction to the Seminary
THE MINISTRY OF FULLER

THE PURPOSE

Fuller Theological Seminary, embracing the Schools of Theology, Psychology and World Mission, is an evangelical, multidisciplinary, international and multiethnic community dedicated to the preparation of men and women for the manifold ministries of Christ and his Church. Under the authority of Scripture it seeks to fulfill its commitment to ministry through graduate education, professional development and spiritual formation. In all of its activities, including instruction, nurture, worship, service, research and publication, Fuller Theological Seminary strives for excellence in the service of Jesus Christ, under the guidance and power of the Holy Spirit, to the glory of the Father.

THEOLOGICAL STANCE

Evangelical Commitment

The Fuller Theological Seminary community—trustees, faculty, staff and students—believe that Jesus Christ, as revealed in the Holy Scripture and proclaimed in the power of the Holy Spirit, is the only ground for a person's reconciliation to God. The Seminary assumes, then, a commitment to:

1. An evangelical fervor which flows out of an emphasis on the character of God himself;
2. The practice of evangelism in every culture of the world;
3. A constant engagement with Scripture, testing all things by it;
4. Engagement in responsible Christian community through corporate worship and mutual supporting love in the bonds of the grace of Christ;
5. Godly living; Christlikeness in word and deed;
6. Confidence in the unity of God's truth in its application to the spiritual, psychological and cultural development of men and women.

Doctrinal Perspective

Doctrinally the institution stands for the fundamentals of the faith as taught in Holy Scripture and handed down by the Church. Consistent with this purpose, the faculty and trustees of the Seminary acknowledge the creeds of the early church and the confessions of the Protestant communions to which they severally belong, and, among recent evangelical statements, the Lausanne Covenant (1974).

Statement Of Faith

Under God, and subject to biblical authority, the faculty and trustees of the Seminary bear concerted witness to the following articles, to which they subscribe, and which they hold to be essential to their ministry.

I. God has revealed himself to be the living and true God, perfect in love and righteous in all his ways; one in essence, existing eternally in the three persons of the Trinity: Father, Son and Holy Spirit.

II. God, who discloses himself through his creation, has savingly spoken in the words and events of redemptive history. This history is fulfilled in Jesus Christ, the incarnate Word, who is made known to us by the Holy Spirit in sacred Scripture.

III. Scripture is an essential part and trustworthy record of this divine self-disclosure. All the books of the Old and New Testaments, given by divine inspiration, are the written word of God, the only infallible rule of faith and practice. They are to be interpreted according to their context and purpose and in reverent obedience to the Lord who speaks through them in living power.

IV. God, by his Word and for his glory, freely created the world of nothing. He made man and woman in his own image, as the crown of creation, that they might have fellowship with him. Tempted by Satan, they rebelled against God. Being estranged from their Maker, yet responsible to him, they became subject to divine wrath, inwardly depraved, and, apart from grace, incapable of returning to God.

V. The only Mediator between God and humankind is Christ Jesus our Lord, God's eternal Son, who, being conceived by the Holy Spirit and born of the Virgin Mary, fully shared and fulfilled our humanity in a life of perfect obedience. By his death in our stead, he revealed the divine love and upheld divine justice, removing our guilt and reconciling us to God. Having redeemed us from sin, the third day he rose bodily from the grave, victorious over death and the powers of darkness. He ascended into heaven where, at God's right hand, he intercedes for his people and rules as Lord over all.

VI. The Holy Spirit, through the proclamation of the gospel, renews our hearts, persuading us to repent of our sins and confess Jesus as Lord. By the same Spirit we are led to trust in divine mercy, whereby we are forgiven all our sins, justified by faith alone through the merit of Christ our Savior and granted the free gift of eternal life.
VII. God graciously adopts us into his family and enables us to call him Father. As we are led by the Spirit, we grow in the knowledge of the Lord, freely keeping his commandments and endeavoring so to live in the world that all may see our good works and glorify our Father who is in heaven.

VIII. God, by his Word and Spirit, creates the one holy catholic and apostolic church, calling sinners out of the whole human race into the fellowship of Christ's body. By the same Word and Spirit, he guides and preserves for eternity that new, redeemed humanity, which, being formed in every culture, is spiritually one with the people of God in all ages.

IX. The church is summoned by Christ to offer acceptable worship to God and to serve him by preaching the gospel and making disciples of all nations, by tending the flock through the ministry of the word and sacraments and through daily pastoral care, by striving for social justice and by relieving human distress and need.

X. God's redemptive purpose will be consummated by the return of Christ to raise the dead, to judge all people according to the deeds done in the body and to establish his glorious kingdom. The wicked shall be separated from God's presence, but the righteous, in glorious bodies, shall live and reign with him forever. Then shall the eager expectation of creation be fulfilled and the whole earth shall proclaim the glory of God who makes all things new.

The Mission Beyond The Mission

Beyond the immediate purpose of the nurture and training of students for the ministries of Christ, the faculty and Board of Trustees of Fuller Theological Seminary see a further mission. In 1983, they adopted a statement entitled "The Mission Beyond The Mission," which sets forth the vision that will give further direction to the Seminary's planning and priorities. The statement is organized around five imperatives:

Imperative One: Go and make disciples
Imperative Two: Call the church of Christ to renewal
Imperative Three: Work for the moral health of society
Imperative Four: Seek peace and justice in the world
Imperative Five: Uphold the truth of God's revelation

Committees composed of faculty, trustees, and student representatives have prepared recommendations on some of the ways in which Fuller's responses to these imperatives can be implemented in the life and ministry of the Seminary. These recommendations form an important part of the Seminary's long-range planning process.

INSTITUTIONAL GOALS

Fuller Theological Seminary's unique contribution to the church is reflected in the union of its three faculties. In this union, psychology and world mission join with theology to effect the biblical mandate of bringing persons throughout the world to maturity in Christ through every language and culture. As an educational arm of the church, Fuller's three graduate schools seek to serve the body of Christ in its worldwide ministry, combining these emphases in the type of training they provide.

Academic Excellence

The trustees and faculty of Fuller are committed to achieving and maintaining the highest academic standards in teaching, research and writing. In the quest for academic quality, we assume that there will exist:

1. A commitment to increase and strengthen the quality of teaching in the classroom — through funding and supporting innovative programs
— through varied teaching models
— through careful evaluation and feedback;

2. A rigorous program of research and writing to provide literary leadership for the church;

3. Interaction with nonevangelical viewpoints;

4. A commitment to maintain the highest possible standards of responsible academic freedom;

5. A commitment to flexibility in curriculum design:
— to allow room for innovation and growth
— to recognize individual needs and specialized ministries;

6. A commitment to the best of theological traditions;

7. An academic program which will encourage and foster the spiritual formation of the individual;

8. Recognition by regional and professional accrediting agencies
— Western Association of Schools and Colleges
— Association of Theological Schools
— American Psychological Association
— Commission on Marriage and Family Therapy Education.

Academic Excellence
Professional Competence

The Seminary is committed to an academically and professionally qualified faculty whose appointments and advancements are dependent upon potential and acknowledged competence in teaching, writing and professional practice. These standards assume:

1. A willingness to invest in the growth of persons both within the context of the Seminary and outside its walls
   - personally
   - professionally
   - spiritually;

2. A commitment to relate productively with local congregations
   - in support of local pastors by offering workshops and other services to enhance their ministry
   - in a continued and expanded use of local churches for fieldwork experience
   - in keeping local churches informed of Fuller’s ministries
   - in listening to the local churches’ articulation of their ministry and needs;

3. An ability to serve the church in the area of research
   - by keeping abreast of the times
   - by initiating new programs in order to meet present and future needs
   - by coordinating efforts within the three schools to optimize the application of their unique resources;

4. A commitment to provide professional training of the highest quality for the varied ministries within the church
   - incorporating practical “in-ministry” experience
   - stressing the importance of preaching and other means of communication
   - recognizing the effect of culture on the ministry of the church;

5. A concern for the highest standards of professional competence for men and women engaged in ministry outside of the organized church
   - in the healing ministry of clinical psychology
   - in the caring ministry of social agencies
   - in the teaching ministry of educational institutions.

Multidenominational Breadth

The trustees and faculty of Fuller Theological Seminary are pledged to serve the entire church of Jesus Christ in its various expressions whether congregational, denominational or multidenomina- national. While maintaining a multidenominational structure, Fuller encourages its students to work within existing church organizations. In reflecting this approach, the Seminary assumes the following:

1. Strong denominational participation by individual trustees and faculty members;

2. Encouragement for students to serve the church organization that nurtured them;

3. The preparation of men and women for ministry in their own church organizations, recognizing the distinctives of each denomination or organization;

4. A commitment to be ecumenical in church relationships;

5. An emphasis on preaching, evangelism, Christian nurture and church discipline through which unity is expressed.

Vocational Diversity

In order to meet the demands of the church today, the trustees and faculty of Fuller Theological Seminary take seriously the apostolic description of the church’s nature—one body, many members. For this reason, the programs of the three schools and the continuing education programs are designed to provide training for a wide range of Christian service. This attitude toward diversity assumes the following:

1. A diversity of gifts and ministries to be exercised with awareness of the unity of the body and dependence upon the head, Jesus Christ;

2. A variety of programs designed to prepare men and women for the general and specialized ministries identified by the church
   - pastors
   - staff ministers
   - missionaries
   - clinical psychologists
   - youth ministers
   - administrators
   - research psychologists
   - professors
   - chaplains
   - campus ministers
   - Christian educators
   - counselors
   - evangelists
   - marriage and family therapists
   - social workers;

3. A correspondence between the enrollment in each program and placement opportunities
   - responding to the church’s request for ministers with specifically defined training (e.g., preaching, Christian education, family ministries, administration)
   - observing the growing need for mission training, particularly at the pro-
fessional level
— addressing the continued need for
c clinical psychologists and marriage
and family therapists;
4. The offering of extension courses in theo-
logical education to allow laypersons, many of
whom are already involved in vocational ser-
tice, to strengthen skills in Christian ministry;
5. The opportunity for in-service training
which provides both academic stimulus and
spiritual growth.

Personal Maturity

The trustees and faculty of Fuller Theological
Seminary believe that the church of Christ must
minister to the whole person. Emotional healing
in Christian perspective is the particular goal of
the Graduate School of Psychology, but the aim
is shared by the two other faculties as well. The
ultimate objective is that every Fuller graduate
be equipped to model as well as foster in others
a personal maturity which is demonstrated by
loving service to others and responsible Chris-
tian discipleship. In developing and nurturing
spiritual and emotional maturity, we assume
there will exist:
1. An investment by the Seminary in the
personal, the professional and the spiritual de-
velopment of each of its members
— in time and availability
— in resources
— in services provided
— in participatory governance;
2. The opportunity for all students to partici-
pate in supportive community
— for social development
— for spiritual formation;
3. Easy accessibility to the counseling ser-
vices offered on campus;
4. A commitment to strengthen marriage
and family life while affirming the value of those
who are single.

Social Concern

The trustees and faculty of Fuller Theological
Seminary have a deep-seated concern to demon-
strate and to evoke a quality of discipleship
which applies the biblical norms of love and
justice in all human relationships. This regard
for social justice assumes that the following will
be evident:
1. A biblically shaped perspective in the
question of the relationship between evange-

isim, social concern and the Christian's mission
in the world;
2. Course offerings which encompass cross-
cultural studies, problems of church and state,
and aspects of social ethics, as well as social
work, family guidance and mental health ser-

Ethnic and Racial Diversity

Fuller reflects the multiethnic and cultural rich-
ness of the body of Christ. Through its setting in
Southern California and its international stu-
dent constituency, Fuller Seminary is faced with
the challenges and opportunities of multicultural
ministry in a badly divided and broken world.
This situation assumes for a theological semi-
nary that:
1. Christ has broken down the dividing wall
of hostility that separates people and races
(Ephesians 2:14). But redemption does not ef-
face the created cultural differences of people,
but rather enables God's people to enter more
deeply into a fellowship of mutual understand-
ing and love.
2. Since each cultural group has unique gifts
to offer the church and its life, each one must be
given a place where it can feel safe in the aca-
demic community and empowered to make its
contribution to the upbuilding of the body of
Christ.
3. Through a broad ranging discussion of all
parts of the community, programs will be devel-
oped that welcome and affirm the cultural di-
versity of its students both in providing faculty
and staff models and a curriculum that develops
a multicultural perspective on theology and
ministry.

Local and International Perspective

The Seminary community is dedicated to the
 task of proclaiming the gospel both in its local
setting in Pasadena and throughout the world.
This commitment assumes that there exists:
1. A need for an evangelical, multidenom-
inational seminary on the West Coast
— with a continued location in Pasadena
— ministering in the changing multi-cultural population of Southern California;

2. A concern not only to share the gospel with those outside the Seminary but also to implant a missionary vision within the life of every Fuller student;

3. A dedication to the growth of the church in every culture of the world confronted with rapid change and unrest.

Interdisciplinary Endeavor

The faculty of Fuller is committed to an integration of ideas, research and programming in the areas of theology, missiology and psychology. The faculty assumes that there will be:

1. A need to strengthen the theological foundations of such an integration to give it an enduring viability;

2. A need to strengthen the social science foundation upon which integration rests to give it greater scientific credibility;

3. A growing recognition that the resources of psychology and theology may, if combined, provide new and more effective remedies for many human problems that exist;

4. A commitment to the integration of theological and social science insights in the development of missiology;

5. A need for academic, professional and personal preparation for training in these new disciplines;

6. A requirement for an academic community in which scholars from all three disciplines can generate, through research and theorizing, a new body of literature to promote integration.

Responsible Stewardship

The Seminary community is committed to a responsible stewardship of its intraorganizational processes, facilities and financial resources. This assumes that there will be:

1. An endeavor toward development into an organization that accomplishes its mission while it fulfills the lives of its members;

2. Continued leadership training by the Seminary to meet the needs of the church;

3. A periodic reconsideration and refining of the Seminary’s intraorganizational processes to ensure greater efficiency and fulfillment of its goals;

4. A recognition that all planning for facilities should take into consideration that
   — our needs will change
   — the scale of our operations will change
   — the situation in which we work and live will change

— we will change
— there will be an intermingling of user functions on campus.

The Distinctives of Each School

In addition to sharing in and contributing to these characteristics, each school has its own distinctives which describe the specific nature of its ministry:

School of Theology

1. Preparing men and women academically, vocationally and spiritually for the lay and ordained ministries of the church;

2. Supporting the development of faithful scholarship and preparing future teachers of the church;

3. Engaging in the reflection, research and publication essential to the increase of theological insight.

School of Psychology

1. Training Christian men and women to serve in the areas of teaching, research, clinical practice, and family therapy;

2. Exploring the interrelationship between theology and psychology;

3. Pursuing and publishing research in the areas of clinical, general and experimental psychology, the psychology of religion, and family therapy.

School of World Mission

Equipping men and women who serve as international church leaders, midcareer missionaries and emerging cross-cultural missionaries, thus furthering their development in commitment and competence to relevant ministry, research and communication concerning Christ’s world mission, with special emphasis on:

1. Encouraging a deeper commitment to the biblical basis, authority and norm of mission and church growth;

2. Communicating the gospel appropriately in every cultural context;

3. Planting and developing churches among every people;

4. Equipping others for mission;

5. Expanding the awareness of the life and ministry of the global church.
The Founding. The founding of Fuller Theological Seminary resulted from the combination of the dreams of two well-known evangelical leaders, Charles E. Fuller, famous radio evangelist, and Harold John Ockenga, pastor of the Park Street Church, Boston. In Dr. Ockenga, Dr. Fuller found one who not only shared his zeal for evangelism and mission, but one whose academic achievements suited him well for a role in founding a theological seminary.

In May, 1947, the two men and four other evangelical scholars met in downtown Chicago for a time of seeking God's will concerning the feasibility of launching a new theological seminary. So strong was the spirit of prayer that the participants were convinced that God was indeed leading them into this venture of faith, and Fuller Theological Seminary was launched. As the result of announcements made on the "Old Fashioned Revival Hour" that summer, 39 students enrolled in the first entering class in the fall of 1947. Charter members of the faculty were Drs. Everett F. Harrison, Carl F. H. Henry, Harold Lindsell and Wilbur M. Smith. Trustees Herbert J. Taylor of Chicago, Arnold Grunigen of San Francisco, Dr. R. C. Logeffel of Minneapolis, together with Drs. Ockenga and Fuller (chairman), formed the founding Board of Trustees.

The Seminary was named after Henry Fuller, a devout Christian layman who actively supported many Christian causes in this country and overseas.

The Early Years. For the next six years, the Seminary was housed in the buildings of the Lake Avenue Congregational Church of Pasadena. During this time, it grew to a student body of 250 and a faculty of 15, with 152 graduates. In the fall of 1953, the Seminary moved to its present location and a suitable building which had been constructed specifically for its use.

The Presidents. By making frequent flights from Boston to Pasadena, Dr. Ockenga served as President until 1954, when Edward John Carnell was appointed the first resident presiding officer. Dr. Ockenga became the chairman of the Board of Trustees, and Dr. Fuller, honorary chairman. A number of notable advances were made during Dr. Carnell's five years as president, among which were receiving full accreditation by the American Association of Theological Schools in December 1957, the addition of several key faculty and board members, and an increase in student enrollment to over 300, with 524 graduates.

President Carnell resigned his position in 1959 to give himself fully to teaching and writing, and Dr. Ockenga again became president. During his second term (1959-1963) the McAlister Library was completed.

In 1963 the Board of Trustees appointed David Allan Hubbard to the office of president. A Fuller graduate (B.D., Th.M.), Dr. Hubbard
had his potential for Christian leadership through doctoral studies at St. Andrews University in Scotland, a professorship at Westminster College, Santa Barbara, and a widespread college conference ministry. Major advancements under President Hubbard's guidance included the introduction of the core curriculum, the inauguration of the Doctor of Ministry (D.Min.) and the Doctor of Philosophy (Ph.D.) in the School of Theology, and the founding of the Schools of Psychology and World Missions. Accreditation for the three schools by the Western Association of Schools and Colleges was received in 1969.

When Dr. Hubbard retired in June of 1993 after 30 years as president, an international search culminated in the appointment of Dr. Richard Mouw as president. Dr. Mouw had come to Fuller in 1985 as professor of Christian philosophy and ethics after 17 years on the faculty of Calvin College, and had served since 1989 as provost and senior vice president at Fuller.

The School of Psychology. 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 humankind. Dr. Finch's vision sparked the idea for a School of Psychology parallel in theory and training to the School of Theology. Further study and planning for the school was made possible. A 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 Counseling Center, under the direction of Dr. Donald F. Tweedie, Jr., initiated the first phase of the new program. A strategic three-year grant totaling $125,000 from Lilly Endowment, Inc., in 1964 enabled Fuller to plan on accepting 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. That September, 25 full-time and four part-time students, a faculty of six, a visiting faculty of five and one postdoctoral fellow initiated the program of the new school. In December of 1972, the American Psychological Association granted approval to the doctoral program in clinical psychology (Ph.D.) of the Graduate School of Psychology.

The School of Psychology expanded its community service/training/research programs by opening the Child Development Clinic in 1968, the Church Consultation Service in 1969, the Victim Assistance Program in 1976, Covenant House (a residential treatment facility for children) in 1979, Heritage House for Gerontology in 1979, the Inter-Community Alternatives Network (I-CAN) in 1980, the Stop Abusive Family Environments (SAFE) Program and the Community Assistance Program for Seniors (CAPS) In-Home Services in 1981, The Project IV Family Outreach (developed in cooperation with several other community agencies) in 1981, the CAPS Day Treatment Program for Seniors in 1983, Gero-Net in 1985, the Sponsors Project and The Junction in 1986, and the Relationship Counseling Clinic in 1987. Beginning in 1976 all training components in the School of Psychology were organized under The Psychological Center. Reorganization within the Center in 1990 has brought all gerontological services together as the Center for Aging Resources, while the outpatient services for children, adult individuals and marriage and family have come together as Fuller Psychological and Family Services.

In 1987, the academic program of the School of Psychology was expanded with the addition of a second doctoral degree, the Doctor of Psychology (Psy.D.) degree, and the move of the Marriage and Family program from the School of Theology to the School of Psychology. A professional doctorate in marriage and family therapy (D.MFT.) was added to the Master of Arts in Marital and Family Therapy and Ph.D.s in Marriage and Family Studies and Marital and Family Therapy in 1988. The M.A. curriculum was revised and renamed as a Master of Science in Marital and Family Therapy in 1991.

In 1991 the Lee Edward Travis Institute for Biopsychosocial Research was inaugurated. The Institute provides a distinctive research unit within the Fuller Graduate School of Psychology in which interested faculty, research collaborators and students can engage in regular and ongoing activities with a common focus. It also fosters collaborative research in the broad areas of health psychology, behavioral medicine, neuropsychology, psychoneuroimmunology, psychophysiology, and others. The Travis Institute became the second entity of its kind in the School of Psychology, joining the Institute for Marriage and Family, which had been in existence since the early 1980's when the Marriage and Family Program was a part of the School of Theology. The goal of this institute is to strengthen the effectiveness of marriage and family ministries in the worldwide church by utilizing research to develop materials, technologies, media, and other practical applications that support Christian marriage and family living.

In response to the need for training for marriage and family therapists in the San Francisco Bay area, the Marriage and Family Division of...
the School of Psychology began a program in the fall of 1994 in Menlo Park, California, leading to the Master of Arts in Marital and Family Therapy.

The School of World Mission. In 1961, Dr. Donald A. McGavran founded at Eugene, Oregon, a graduate research and teaching center based on the belief that the growth of the church is the chief and irreplaceable function of Christian mission. The Institute of Church Growth flourished, supported by Northwest Christian College.

In 1964, under the leadership of President Hubbard, a faculty committee was appointed to explore the founding of a school of world evangelism. It thoroughly canvassed the field and reviewed programs of seminaries and missionary training schools across the nation. A steering committee of 24 noted missionary leaders was appointed to guide the formation of the school and the choice of the faculty.

In the spring of 1965, the Seminary's plan having matured, Dr. McGavran was invited to become dean of its School of Mission and to bring to it his colleague, Dr. Alan R. Tippett. Northwest Christian College cordially agreed to combine the theological resources of the Seminary with training, research and service in evangelism and church growth.

The School of Theology. During the 1970s several innovative programs were developed by the School of Theology. In 1970, the Seminary introduced a new emphasis on the ministry of lay persons, inaugurating a Master of Arts program to help them assume a larger role in the leadership of the church. The theological studies program for minority ministers began in 1973. Mature African-American and Hispanic pastors who had not had the opportunity to complete a standard baccalaureate degree were invited to enroll in an M.A. program designed to strengthen their performance as community and church leaders. By fall, 1979, approximately 112 African-American and Hispanic pastors were studying in this program, both at the Pasadena campus and in the extension centers. At this time a program for Asian pastors was inaugurated, with 11 students enrolled in the M.A. program and 34 students in the D.Min. program within six months. In October, 1977, 90 Young Life staff trainees entered the Institute of Youth Ministries, a cooperative program between the School of Theology and Young Life. The Institute combined the theological resources of the Seminary with the field training expertise of Young Life to offer the Master of Arts and the Master of Divinity with concentration in youth ministries. Enrollment has increased to nearly 300 students annually.

During this same period, a number of concentrations were developed within the M.A. and M.Div. programs of the School of Theology, giving students the opportunity for special preparation in the areas of Christian formation and discipleship, family pastoral care and counseling, marriage and family ministries and youth ministries. The Graduate Studies Program expanded to offer both Th.M. and Ph.D. degrees with majors in Old Testament, New Testament, biblical studies, hermeneutics, historical theology, systematic theology, and philosophical theology. In 1988, the Graduate Studies Program was reorganized as the Center for Advanced Theological Studies. A major in practical theology was added in 1993.

The School of Theology began a new decade of innovation in 1990 with the inauguration of two new concentrations in the Master of Arts in Theology program, family life education and Christian higher education. In June of 1992 a new degree program, the Master of Arts in Christian Leadership, was approved by the Association of Theological Schools. Enrollment in this program, with concentrations in ministry of the laity, adolescent ministries, and Christian higher education.
education, began in the fall of 1992 on the Pasadena campus and at the Seminary’s Extended Education sites.

Continuing and Extended Education. In 1973, Fuller Seminary opened extension centers in other cities for the training of lay persons in the context of the local church. By the fall of 1979, extension programs were operating in six cities in the western United States, with the M.A. in theology available through the Seattle, San Francisco Bay and Southern California Extensions. In 1994, the Seminary enrolled over 800 students in its Southern California, Northern California, Washington, Arizona and Colorado Extended Education areas. The Seminary broke new ground in theological education in 1992 with the development of a new model for the Master of Divinity degree which allows selected students to complete the entire degree in Seattle. This program, provisionally approved by the Association for Theological Schools, is offered in cooperation with the Seattle Association for Theological Education, a partnership of Fuller Seminary, Regent College, Seattle Pacific University, and a number of Pacific Northwest churches.

The School of Theology began a continuing education program for professional ministers in the fall of 1974. A specially planned model of the Doctor of Ministry offered the resources of the three schools of the Seminary in intensive instructional modules designed to develop the minister’s professional skills in the context of his or her ministry. In 1978, a new phase of Fuller’s ongoing concern for the continuing education of pastors and lay leaders was inaugurated with the National Convocation of Christian Leaders at Stanford University. In 1985, the Doctor of Ministry program, Extended Education, The Lowell W. Berry Institute for Continuing Education in Ministry, and the Institute for Christian Organizational Development were organized to form a fourth administrative unit in the Seminary, Continuing and Extended Education. In 1994, the Schools of World Mission and Psychology initiated their first degree programs to be offered through Continuing and Extended Education. The Doctor of Ministry program in Global Missiology, Continuing Education sites.

A CHRISTIAN COMMUNITY

Spiritual Guidance and Formation

The Seminary has committed itself to the principle that the spiritual development of every student is a matter of prime importance in theological education. To foster and implement this commitment the Spiritual Life Committee has formed an office and a program of spiritual formation. Under the leadership of the Office of Christian Community, student interns from the three schools provide resources, encouragement and programs designed to enrich the spiritual life and faith of all members of the Seminary community. Retreats, special services, small groups, informal contacts and personal counseling situations are used to foster spiritual growth.

Pre-Sem Program. This is a unique ten-day pre-orientation wilderness experience takes place in the High Sierras, sponsored by the Office of Christian Community. The trip is designed especially for incoming students, but is open to currently enrolled students as well. It offers the opportunity for students to build lasting friendships with one another in the spectacular setting of pristine wilderness. The program encourages students to reflect on the nature of God and the creation as well as many other aspects of seminary life and future ministry.

Retreat Program. This program seeks to provide students, faculty and staff with the opportunity to go away from campus to a setting conducive to community, silence and prayer, in order to participate in a focused experience of Christian community and growth.

Small-Group Program. This program seeks to make available to the students and their spouses in each of the three schools the opportunity to participate in a meaningful experience of Christian community in small groups of four to twelve persons.

Chapel Services. The Seminary family—faculty, staff and student body—meets at midmorning two days a week for a one-hour chapel service. Chapel provides a time of community celebration and reflection and an opportunity to share together in worship, teaching, and exhortation. Both traditional and contemporary forms of Christian worship are experienced.

Prayer and Fellowship Groups. Groups representing various affiliations and areas of concern meet on Monday mornings for prayer and
fellowship. Groups which met regularly in recent years have included:

- Anabaptist Denominations
- American Baptist Concerns
- Assemblies of God
- Christian and Missionary Alliance
- Christian Reformed Church
- Conservative Baptist Association
- Church of God (Anderson, Indiana)
- Christian Church/Church of Christ
- Conservative Congregational Christian Conference
- Episcopal/Anglican
- Evangelical Covenant Church
- Evangelical Free Church
- Evangelical Presbyterian Church
- Foursquare
- Korean Community
- Lutheran (all synods)
- Nazarene
- Nondenominational
- Presbyterian Church (U.S.A.)
- Reformed Church in America
- Roman Catholic
- United Church of Christ
- United Methodist
- Vineyard Christian Ministries
- Bible Translation
- Hidden Peoples
- Peace and Justice
- Mission Concerns
- Christian and Missionary Alliance
- Christian Church (Independent)
- Christian Church (Disciples of Christ)
- Christian Reformed
- Church of Christ
- Church of God
- Church of God (Anderson, Indiana)
- Church of God (Cleveland, Tennessee)
- Church of God in Christ
- Congregational
- Conservative Baptist
- Episcopal
- Evangelical Church
- Evangelical Covenant
- Evangelical Free
- Evangelical Lutheran Church in America
- Evangelical Presbyterian
- Foursquare
- Free Methodist
- Friends
- Full Gospel
- Independent
- Korean American Presbyterian Church
- Korean Evangelical Church (USA)
- Korean Presbyterian Church in America
- Lutheran
- Lutheran Church (Missouri Synod)
- Mennonite Brethren Church in North America
- Mennonite Church
- Messianic Judaism
- Methodist (International)
- Nazarene
- Nondenominational
- Pentecostal
- Pentecostal Holiness
- Presbyterian
- Presbyterian Church (U.S.A.)
- Presbyterian Church (International)
- Presbyterian Church of America
- Presbyterian Church of Korea
- Reformed Church in America
- Roman Catholic
- Seventh Day Adventist
- Southern Baptist
- United Church of Christ
- United Methodist
- Vineyard Christian Fellowship

In addition, nearly 50 other affiliations were represented by at least one student.

The following affiliations are represented by the resident faculty of Fuller Theological Seminary:

- African Methodist Episcopal
- American Baptist Churches in the U.S.A.
- Anglican
- Assemblies of God
- Baptist
- Baptist General Conference
- Brethren Church
- African Methodist Episcopal
- American Baptist Churches in the U.S.A.
- Assemblies of God
- Baptist
- Baptist General Conference
- Christian Reformed
- Christian Church (Disciples of Christ)
- Christian Church/Church of Christ
Congregational
Conservative Baptist Association
Conservative Congregational Christian Conference
Episcopal
Evangelical Church
Evangelical Covenant
Evangelical Free
Lutheran Brethren
Mennonite Church
Nazarene
Nondenominational
Plymouth Brethren
Presbyterian Church (U.S.A.)
Reformed Church in America
Southern Baptist
United Holiness
United Methodist
United Church of Christ

In addition, representatives of several denominations - the Reformed Church of America, American Baptist Churches in the U.S.A., and the United Methodist Church - serve on the School of Theology faculty as Ecclesiastical Faculty.

Denominational Relations
As a multidenominational institution, Fuller Theological Seminary seeks to work actively with the many denominations represented among its student body. Relationships with denominations are coordinated by an Office of Denominational Relations. This office seeks to facilitate and focus communication and interaction between the students, the Seminary, and the various denominations. The office also coordinates Seminary relationships with regional and national denominational structures and leaders. Many denominations have volunteer liaisons who work with the Office of Denominational Relations to assist their denominational groups in the task of providing fellowship, guidance, and academic support to students.

Office of Presbyterian Ministries
The Office of Presbyterian Ministries, now in existence for sixteen years, serves the more than 400 Presbyterian Church (U.S.A.) students within the Fuller student body. On the Pasadena campus, the office provides an intentional program of instruction and experience to prepare men and women for ministry in the Presbyterian Church (U.S.A.). Academic courses in Presbyterian Creeds, Presbyterian Polity, Reformed Worship, and Presbyterian History are offered each year. Each Monday morning during the academic year a meeting is held for Presbyterian students to get to know their future colleagues in ministry. Speakers at these meetings are denominational leaders who represent the many board, agencies and program emphases of the denomination. The Office of Presbyterian Ministries provides counsel for students regarding the preparation for ministry process, assists them as they prepare for the national standard ordination exams, serves them as a liaison with the governing bodies of the denomination, and seeks to provide community for the Presbyterian students at Fuller.

Theological Education Agency of the Reformed Church in America
This program was established in 1985 by the General Synod of the Reformed Church in America. Located on Fuller's Pasadena campus, its purpose is to serve all ministerial candidates of the Reformed Church in America who are not attending one of the two denominational seminaries. The director supervises students in preparation for ordination, assists in locating internships, and offers instruction in RCA polity, history, confessional statements and worship.

American Baptist Theological Center
In the spring of 1988, the American Baptist churches formally related to the American Baptist Churches/Los Angeles and those related to the American Baptist Churches/Pacific Southwest, in cooperation with the Board of Educational Ministries of the American Baptist Churches/USA, voted to form a new American Baptist Theological Center on Fuller's Pasadena campus. This center is intended to serve the needs of American Baptist churches locally and nationally by cooperating with the Seminary in the theological education of American Baptist students preparing for a wide variety of ministries. The Center is intended to prepare students for ministry in the older churches as well as in churches now being formed in a context rich in ethnic and cultural diversity.
Opportunities for Worship and Service

In the Los Angeles and Orange County areas, there are thousands of congregations representing nearly every denomination or affiliation, providing everyone at Fuller with the opportunity to be involved in the life of the church. Every student is encouraged to unite with one of these communities of Christians.

In addition, there are many specialized church and parachurch ministries in the area which offer students varied opportunities for training, witness and service.

AN ACADEMIC COMMUNITY

Faculty

The resident faculty of Fuller Theological Seminary is composed of more than 70 men and women who are committed to the highest standards of teaching, research and writing in the various fields of theological, psychological and missiological study. In recent years, members of the Seminary faculty have published more than 100 books, as well as numerous chapters or articles in books, periodicals and professional journals. Fuller professors serve as officers of professional societies and organizations and as editors of theological and professional journals and series. In addition to their teaching ministries at the Seminary, they are actively involved in various kinds of ministry with area churches.

Fuller's full-time faculty is supplemented each year by a number of highly-qualified visiting and adjunct faculty members, who enrich the curriculum of the three schools.

Academic Programs

Fuller Theological Seminary has programs of study leading to a variety of professional and academic degrees. The School of Theology grants the M.A. in Theology, the M.A. in Christian Leadership, M.Div., Th.M., D.Min. and Ph.D. degrees. A variety of concentrations are offered within the M.A. and M.Div. programs, enabling students to focus their studies in particular areas of individual need and interest. The School of World Mission offers the M.A. in Intercultural Studies, the M.A. in Cross-Cultural Studies, Th.M. in Intercultural Studies and in Chinese Ministry and Mission, D.Min. in Global Ministries, D.Miss., Ph.D. in Missiology and Ph.D. in Intercultural Studies degrees. The Ph.D. in Clinical Psychology and the Psy.D. (Doctor of Psychology) are granted by the School of Psychology, as well as the M.A. and M.S. in Marital and Family Therapy, the Doctor of Marital and Family Therapy (D.MFT.), the Ph.D. in Marital and Family Therapy, and the Ph.D. in Marriage and Family Studies.

In support of its degree programs, over 350 courses are offered each year on the Pasadena campus, with over 100 more classes taught each year in Fuller's Extended Education Program. In addition to its daytime schedule and normal ten-week quarters, the Seminary regularly offers evening courses and intensive one- and two-week courses, making possible a very flexible program of study.

In order to gather educational resources to focus on specific needs and specialized ministries, and to make the resources of theological and missiological education available to those engaged in work and ministry, the Seminary has established a number of special institutes, programs and cooperative relationships. These include:

Extended Education Program
Theological Studies Program for African-American and Hispanic Ministers
Institute of Youth Ministries (in cooperation with Young Life)
Seattle Master of Divinity Program
Seattle Association for Theological Education (in cooperation with Regent College, Seattle Pacific University, and area churches)
Lowell W. Berry Institute for Continuing Education in Ministry
In-Service Program (School of World Mission)
Institute for Christian Organizational Development
Fuller Psychological and Family Services

Continuing and Extended Education Programs

Through its continuing and extended education programs Fuller Theological Seminary seeks to bring theological and missiological education to laypersons, ministerial students, pastors and field missionaries in the context of their own ministries.

The Doctor of Ministry Program of the Schools of Theology and World Mission is designed to provide continuing education for ministers, missionaries, international church leaders and mission executives while they remain active in their ministries. In the School of Theology, an emphasis in areas such as church growth and evangelism, spirituality and renewal, pastoral care and counseling, small groups and Christian commu-
Fuller Seminary significantly expanded its Extended Education offerings in the Fall of 1994 when the Marriage and Family Division of the School of Psychology began a program in northern California (Menlo Park) leading to the Master of Arts in Marital and Family Therapy.

Interdisciplinary Studies

Fuller Theological Seminary is committed to integration in the areas of theology, missiology and psychology in the curriculum and programs of its three schools.

The Graduate School of Psychology is distinctive in its attempt to integrate the social and behavioral sciences and theology in theory, research and practice. Students in the Ph.D. programs in the School of Psychology also earn the M.A. or M.Div. degree from the School of Theology. The Doctor of Psychology (Psy.D.) and the Doctor of Marital and Family Therapy (D.MFT.) degrees include a major theology component.

The family life education concentration in the M.A. and M.Div. degrees of the School of Theology draws on the resources of the marriage and family therapy faculty of the School of Psychology.

Degree programs of the School of World Mission utilize the resources of the School of Theology in providing a foundation for missiological theory and practice that combines biblical, historical and theological studies with the social and behavioral sciences. The same combination is available in the form of a cross-cultural studies concentration in the M.Div. program of the School of Theology. In addition, most School of World Mission courses are available as electives to students in the School of Theology.

Library Facilities

The library contains the bibliographic resources which support the degree programs of Fuller Theological Seminary and independent faculty research. Through the generosity of the McAlister Fund, many loyal alumni, trustees and friends of the Seminary, the McAlister Library was completed in 1963. Extensive remodeling was done in 1978, including the addition of two more floors. The five floors of the library now house a collection of over 203,000 cataloged volumes, including the libraries of Professors Everett Harrison, Robert Bower, George Eldon Ladd, and Dr. Wilbur Smith, which were donated to the Seminary.

In 1993, the Library acquired a major collection of theological materials. It is estimated that approximately 13,000 of these books are not owned by other libraries in the western states.
This collection is especially strong in the areas of the Wesleyan holiness movement, women and the church, Third World theological writings and the social witness of various American churches, such as abolitionist churches, black churches and peace movements.

The library subscribes to over 900 national and international journals and more than 700 monographic serials in the fields of religion, theology, philosophy, psychology and missiology. An unusually fine collection of theological bibliography and reference material is also available.

Students have open stack privileges. The reference collection of the library is located in the main reading room, where there is immediate access to the books desired. Additional study space is located throughout the library, and students may reserve individual study carrels. The Media Services Department, located in the library, provides a variety of resources for student use, including language study tapes, tapes of various classes, chapel services and lectureships, records, filmstrips and audiovisual equipment. The David du Plessis Center houses the papers of David J. du Plessis and will also hold historical records and memorabilia of the Seminary. Special resources in Women's Studies are also available. Photocopiers and microform readers and printers are available. The rare-book room contains leather-bound books from the sixteenth through the nineteenth centuries, which are available for scholarly research.

The theological holdings of other libraries in the greater Los Angeles area total over a quarter of a million volumes. Students at Fuller have borrowing privileges at the library of the School of Theology at Claremont, and, by referral, students may borrow books at eight other regional theological libraries. In addition, McAllister Library has the printed and/or microform catalogs of the Graduate Theological Union at Berkeley, the Missionary Research Library and the library of Union Theological Seminary, New York. These resources and the OCLC bibliographic network aid in the search for interlibrary loan materials for students and faculty. A computer-assisted literature searching service is also available, as well as computer-based research tools such as Gramcord, the *Thesaurus Lingua Graece* (TLG) and the PsycLIT database on CD-ROM.

**Lectureships**

Fuller Theological Seminary is fortunate to be able to bring to its campus from time to time as special lecturers men and women who have distinguished themselves by their scholarship and their service to the church.

**Payton Lectures.** In 1949 Fuller Theological Seminary instituted the Payton Lectures in memory of Dr. and Mrs. John E. Payton, parents of the late Mrs. Charles Fuller. The theme of the lectures falls within one of these areas: the uniqueness or confirmation of the historic Christian faith, the confutation of non-Christian or sub-Christian views, or the formulation of biblical doctrines.

- **William Childs Robinson**, 1949, "Christ—the Bread of Life"
- **Clarence Noble MacCartney**, 1950, "A Bow at a Venture"
- **Gordon Haddon Clark**, 1951, "A Christian View of Men and Things"
- **Oswald T. Allis**, 1952, "Old Testament Introduction"
- **Eugene A. Nida**, 1953, "Anthropology and Missions"
- **W. Harry Jellema**, 1958, "Faith and Reason in Philosophy"
- **Roger Robert Nicole**, 1959, "Turning Points in the History of Definite Atonement"
- **Ned B. Stonehouse**, 1962, "The Synoptic Gospels"
- **James L. Packer**, 1965, "The Problem of Universalism Today"
- **F. F. Bruce**, 1966, "The Relation of the Old Testament to the New"
- **Kenneth M. Hamilton**, 1970, "Words and the Word: A Study in Myth, History and Revelation"
- **Samuel Hugh Moffett**, 1971, "Mission in an East Asian Context"
- **Francis Ian Andersen**, 1978, "The Old Testament and Criticism"
- **Clark Pinnock**, 1982, "Holy Scripture: Divine Treasure in Earthen Vessels"
- **Lewis Spitz**, 1983, "Images of Luther"
- **Peter Stuhlmacher**, 1983, "The Purpose of Romans"
- **Myron Augsburger**, 1985, "Toward an Ethic of Peace"
- **Alvin Plantinga**, 1987, "Faith and Reason"
- **Oliver M.T. O'Donovan**, 1988, "The Lost Cause of Political Authority"
Integration Symposium on Christian Faith and Psychology. Sponsored by the psychology faculty, this series was established to encourage the discoveries of new connections between Christian faith and the disciplines of psychology. The Symposium consists of three lectures presented by an individual who has contributed notably to discovery of the connections between the life of faith and the discipline of psychology, its theories and practice. The Symposium is one program in Fuller Theological Seminary’s mission to relate evangelical faith to life beyond the church—to academic disciplines, to the marketplace, to public policy, and to the needs of the human family across all cultures and nations.

Thomas Clark Oden, 1972, “The Human Potential and the Evangelical Hope”
Orvilles Walters, 1974, “Christian Psychotherapy and the Legacy of Freud”
William P. Wilson, 1975, “Christian Nurture, Life Adjustment and Mental Disease”
Stanley R. Hopper, 1976, “Psyche, Logos and the Human Spirit”
Orlo Strunk, 1977, “Personal Religious Values: A Psycho-Theological Understanding”
David G. Meyers, 1979, “Our Human Condition”
John G. Finch, 1980, “Can Psychology be Christian?”
Vernon Grounds, 1984, “Unselfing the Self: A Pivotal Problem in Psychology and Theology”
Alvin Dueck, 1986, “Ethical Contexts of Healing”
Donald M. Mackay, 1987, “The Pastor and the Brain Scientist” (presented in absentia)
Lucy Bregman, 1989, “Death in the Midst of Life”

Paul C. Vitz, 1990, “The Importance of Narratives for Christian Psychology”
Don S. Browning, 1992, “Love in America: Practical Theology and Family Decline”
Nicholas Wolterstorff, 1993, “Living With Grief”
Sydney Callahan, 1994, “Christ and the Unconscious”

Lectures in Missiology. Each year Fuller invites an outstanding person in world mission for a series of lectures on missiology. These are published and add to the growing literature on the extension of the church.

J. W. Pickett, 1962, “Dynamics of Church Growth”
Harold Lindsell, 1966, “Barriers to Church Growth”
David Store, 1967, “Eccumenicity and Evangelism”
Harold Cook, 1969, “Historic Patterns of Church Growth”
John H. Sinclair, 1971, “Congregational Life as a Factor in Church Growth”
Lewis Luzbetak, 1974, “Cross-Cultural Sensitivity and Evangelization”
Donald R. Jacobs, 1975, “Socio-Religious Change in Post-Conversion Experience”
Charles L. Chaney, 1979, “Church Planting in America: Possibilities in the Eighties”
Oscar I. Romo, 1982, “Evangelizing Ethnic America”
Paul Yonggi Cho, 1984, “Dynamic Church Growth: Growing and Leading the Multiple Staff Church”
Scholarships and Awards

A number of awards and scholarships are given to Fuller students in recognition of achievement in various areas. These are awarded by academic divisions and departments of the Seminary on the basis of performance in Fuller Seminary classes, not previous work (applications for these awards and scholarships are not available).

David Allan Hubbard Achievement Awards. These awards come from an initial endowment fund created by Homer and Margaret Surbeck who, as laypersons, are active in Christian organizations. Their gift was given to signify their appreciation for the work of the Seminary and for the outstanding leadership provided by Dr. David Allan Hubbard. The award is given to one student in each of the three schools, and is intended to recognize students whose accomplishments clearly reflect the academic, spiritual and professional goals of their respective schools and who show promise for their future ministries.

Faculty and Administration Wives’ Memorial Award. This award is made possible by Bruce and Eileen Hooper and is given in honor of Frederick and Carolyn Keefe. The award is given annually to a returning student in the School of Theology who has shown talents, academic performance and strength of character. This fellowship offers a unique opportunity, under the stimulus and context of another culture, for further reflection and creative thought in preparation for service with a congregation.

F. Carlton Booth Evangelism Award. This award is given in recognition of outstanding involvement in some form of ministry in evangelism through field experience and for the purpose of making a contribution in the literature on evangelism from a theological perspective. The recipient is chosen by the faculty of the evangelism department in the School of Theology.

Center for Advanced Theological Studies Merit Fellowships. Full and partial tuition fellowships are awarded annually to Ph.D. students in the School of Theology. Awards are based on merit, with GRE scores and grade point average used as a basis for evaluation for incoming students and progress and grade point average in the program used as a basis for evaluation for returning students. There are several awards made each year, some requiring teaching or research assistant hours. Awards are also given specifically to international students. Four Dilworth Fellowships are awarded annually to overseas students who intend to work in their country of origin.

George Gay Memorial Fellowships. These fellowships are dedicated to the memory of Dr. George and Mrs. Mary Gay, who served the Lord tirelessly among the Hispanic/Latino people as missionaries and educators, and who in 1974 helped found the Hispanic Pastors Program at Fuller Seminary. The awards are presented to Hispanic/Latino men and women who demonstrate academic excellence at the postgraduate level in the area of theological education among Hispanic/Latino people. Recipients are chosen by the Hispanic Church Studies department in conjunction with the Center for Advanced Theological Studies.

Everett F. Harrison, Jr., Award in New Testament. In memory of Everett F. Harrison, Jr., son of Professor Emeritus and Mrs. Everett F. Harrison, an annual award is offered to a student for the graduate study of New Testament, selected by members of the New Testament department.

Hooper/Keefe Preaching Award. This award is made possible by Bruce and Eileen Hooper and is given in honor of Frederick and Carolyn Keefe. The award is given annually to a returning student in the School of Theology who has shown...
outstanding giftedness in the area of homiletics and is preparing for ministry in the local church.

William Sanford LaSor Award in Old Testament. A fund was established in 1967 by Professor Emeritus and Mrs. William S. LaSor, a portion of which may be granted each year to a student considered by the faculty of Old Testament to be the outstanding student in Old Testament and Semitic studies.

John P. Davis, Jr., Memorial Scholarship Award. This award is given in memory of John Paschall Davis, Jr., a graduate from the School of Psychology in 1974. This scholarship is given annually to a student in the School of Psychology who is deeply committed to the idea that it is one's person which is primary in being a psychologist. The scholarship honors an individual who has been deeply involved in personal growth either through therapy, marriage encounter workshops or other such efforts and who is also committed to the deepening of one's spiritual life.

Graduate School of Psychology Dean’s Award. This award is given annually to a first-year student who demonstrates academic competence, strong Christian faith and a commitment to the integration of theology and psychology.

Alice Oliver Glasser Award. This award was established in 1994 in honor of Alice Oliver Glasser, in recognition of her leadership as an advocate for women in the missionary community, the role model she has been of encouragement for international women students at Fuller Seminary, and a paradigm of integrative friendship. Established by Mary Elizabeth Jeppson, the award is presented to an international woman student in her fourth, fifth, or sixth year of doctoral studies in the School of Psychology who is preparing to use her skills in the service of her people and whose commitment is recognized by the School of Psychology faculty and her peers.

Delano M. Goehner Memorial Award. This award is given annually to that graduating student who, in the judgment of the faculty of the School of Psychology, has made the greatest contribution to the integration of psychology and theology through theory, research and practice. This award was established in 1969 by the faculty of the School of Psychology in memory of Delano M. Goehner, a beloved student who died while in his last year of the program.

Clare M. Headington Memorial Scholarship. The Clare M. Headington Memorial Scholarship award was has been designated by his family and friends to honor his deep commitment to the training of Christian men and women in the Graduate School of Psychology as they prepare to serve as clinical psychologists. The award is presented annually to two second or third year students for demonstrating competence in relating Christian faith and psychology principles to the emotional problems of individuals and families.

Gene Wesley Pfrimmer Memorial Award. This award is given annually to a pre-internship student in the School of Psychology who actively promotes a sense of cooperation and unity among the members of the student body and who pursues these goals with a strong sense of justice and fairness.

John Stauffer Memorial Merit Fellowship. This award is given annually to a student who, in the judgment of the faculty of the Graduate School of Psychology, shows exceptional promise of becoming a leader in the field of clinical psychology. This fellowship was made possible through a generous grant from the John Stauffer Charitable Trust.

Travis Awards of Predissertation Study of Issues Relating to the Integration of Psychology and Religion. This award was established in 1974 by the Psychology Graduate Union and named after the founding dean of the School of Psychology. Awards are given annually to students considered by a faculty, alumni/ae and student committee to have submitted the best integrative papers in theoretical and experimential categories.

Associate Dean’s Award for Family Integration. This award recognizes outstanding contribution by a student from the Marriage and Family Division to the integration of theology and Christian faith with professional family practice at the applied/clinical and/or theoretical levels. The recipient is both nominated and selected by the faculty of the Division.

Jeff Balswick Memorial Award. This award is given in memory of Jeff Balswick, the late son of Drs. Jack and Judith Balswick of the Marriage and Family Division of the School of Psychology. The award is given annually to one master’s-level and one doctoral student in the Division. The recipient must have demonstrated not only academic excellence and financial need, but a commitment to the application of family therapy and/or family studies in cross-cultural contexts.

Divisional Community Award. This award is given to a student in the Marriage and Family
Division, nominated by the student body and selected by the faculty, who has excelled in fostering Christian community among his or her peers through a model of servant leadership.

Dennis B. Guernsey Award. This award was established by the Marriage and Family Division in honor of Dr. Guernsey, a former associate dean for the Division, and is funded by the Psychology Graduate Union. This award is given to a student in the Marriage and Family Division, nominated by the student body and selected by the faculty, who has demonstrated a Christian lifestyle which balances academic and clinical responsibilities and skill with personal, family, and spiritual concerns.

Marriage and Family Faculty Award. This award honors one individual from the Marriage and Family Division who represents the highest levels of clinical and/or scholarly potential as a professional in the fields of family therapy and/or family studies. The recipient is both nominated and selected by the faculty of the Division, and must be either a doctoral student or a master's-level student who has been accepted to doctoral study.

David Cho Church Growth Awards. This award is given by Church Growth International and provides for two annual awards for Fuller students who have demonstrated excellence in their academic pursuits in the area of church growth, and whose ministry is making, or promises to make, a significant contribution to the church growth movement.

School of World Mission Dean's Award. This award is given annually to the School of World Mission student who produces the best thesis or dissertation on a missiological subject in a language other than English.

Donald Anderson McGavran Award in Church Growth. This annual award is granted to the missionary associate who, in the judgment of the School of World Mission faculty, has made the most significant contribution to research in church growth overseas. This award was made possible by the 1972-73 class.

Alan R. Tippett Award. This award is given in memory of Alan R. Tippett to the student who has demonstrated excellence in integrating research in a multiplicity of disciplines contributing to the field of missiology.

School of World Mission Anthropology, Communication, Contextualization, Folk Religion, History, Islamic Studies, Leadership, Missiology, Translation, Theology and Urban Mission Awards. These awards are given annually to the graduates whose theses or dissertations best deal with these areas of study.

STUDENT SERVICES

Office of Student Services

The Office of Student Services is responsible for special services and programs designed to complement the formal education environment for students. The office is open to individuals for expression of their needs and concerns. Services provided by this office include new student orientation and assistance with grievances involving students. The Office of International Student Services and the Office of Women’s Concerns are part of the larger structure of the Office of Student Services. The office also edits and distributes the weekly campus newsletter (The SEMI).

Health Services

Health services available include helping students make the best use of their Fuller health insurance and assistance in finding quality care at affordable prices. Entrance into the community's health care system is facilitated by referrals to local physicians and medical services. Fuller offers two student insurance plans for students and their families through outside insurance carriers (one a health maintenance organization). Insurance can be purchased quarterly or annually with payment made at registration.

International Student Services

International Student Services, a branch of the Office of Student Services, provides a wide range of assistance to international students who come to Fuller on visas, as well as to resident aliens studying at the Seminary. Services include immigration assistance (visa papers and related processes), orientation to American culture, guidance for personal and financial issues that arise when studying in the United States, help with furnishings, utensils, and other needed household items (for students from overseas), and social activities for international students and faculty.
families. An international student orientation manual gives practical information on a variety of aspects of life at Fuller Seminary and in the community. Every effort is made to assist international students as they prepare to come to Fuller and as they adjust to American life.

**Women’s Concerns**

The Office of Women’s Concerns exists to provide professional, personal, and academic support for women at Fuller, and to serve as an advocate for women on campus at all levels. The Office of Women’s Concerns sponsors the annual Women’s Lectureship. For students interested in pursuing research on women’s issues, the Office of Women’s Concerns maintains a research center in the library with catalogued copies of articles and research papers dealing with women. Personal and career counseling are available to all women at Fuller, and opportunities for support come through planned retreats, lectures and panel presentations, and social events. Women students are encouraged to prepare for whatever form of ministry for which they are gifted and called. Graduates are now ministering as pastors, teachers, counselors, psychologists and missionaries, and in a wide variety of other ministries around the world.

Student representatives from each school and each program serve on the Women’s Concerns Committee, which works with the Office of Women’s Concerns to plan programs and events to meet the needs of women students at Fuller. These committees in turn meet with other groups of women on campus to provide a wide representation of needs and interests.

**Community Life Program**

The Community Life Program is designed to enhance the quality of residential life for residents living in Seminary-owned housing near the campus. These housing units are served by Community Coordinators who foster relationships and develop activities that promote community building among residents. Community Coordinators work in cooperation with the Housing Office and other campus departments which serve residents. They actively represent the needs and concerns of building residents, and serve as resource people in emergencies.

**Academic Advising**

Fuller Theological Seminary offers a unique program of academic advising to students in the School of Theology, the School of World Mission and the marriage and family division of the School of Psychology. Advisors are current or former students specially trained to assist students with the structuring of a program of study and the quarterly selection of classes. Advisors work throughout the year to serve students in such areas as evaluation of transfer credit, clarification of academic policies, assistance with petitions and other special needs and exploration of vocational and academic goals. These advisors are also available to help prospective students with information regarding degree programs, transfer credit, and other questions.

Students in the clinical psychology division of the School of Psychology are mentored by faculty members but advised with regard to the psychology portion of their curriculum by a trained advisor. They also are advised by a specially trained student advisor in the School of Theology academic advising office with regard to the theology portion of their curriculum.

**Financial Aid**

Fuller Theological Seminary is committed to doing everything possible to help eligible students meet their financial needs. The Office of Financial Aid provides year-round counseling and assistance in obtaining financial aid of various kinds. The Seminary offers limited direct financial assistance in several forms. Grant-in-aid funds are available each year to qualified students in the three schools. Special funds are available to assist African-Americans and Hispanic Americans in the School of Theology with their tuition. A team ministry grant is available to married couples with demonstrated financial need when both are students with regular acceptance and good standing in master’s-level programs in the Schools of Theology or World Mission. The Office of Financial Aid also provides assistance to students in obtaining loan and grant funds from a variety of outside sources.

**Housing Services**

Fuller Theological Seminary is committed to provide Fuller-owned or Fuller-leased housing for as many students as possible. Approximately 550 unfurnished apartments in several complexes convenient to campus provide single, married and family housing. An emphasis is placed on the development of Christian fellowship among neighbors. Housing Services also offers assistance in locating alternative housing in the area. Housing Services maintains contact with many property owners who prefer to rent houses or apartments to Fuller students, and coordinates
information regarding students seeking roommates, houses shared in Christian community living, housing/employment offers, and rooms in private homes. A copy of these community listings, updated weekly, is available for a nominal charge from Housing Services. A limited number of furnished apartments are also available for the temporary usage of students or their guests.

Placement Services

Assistance in the placement of students and alumni/ae is provided by the Office of Career Services. Anyone in the Fuller community may utilize the services of this office for finding part-time or full-time employment during their seminary years, as well as for career placement at graduation and beyond. The Office of Career Services maintains up-to-date listings of a wide variety of job opportunities, and coordinates opportunities to interview both on and off campus for prospective job openings. The Alumni/ae Placement Bulletin, published monthly, keeps graduates informed of current positions available.

Counseling Resources

Fuller Theological Seminary is concerned about each student as an individual. Faculty members are available at stated times during the week for conferences. Academic advisors are also available for help and counsel. Career counseling can be obtained through the Office of Career Services.

Professional help may sometimes be needed by students and their families in dealing with problems of an emotional, social or interpersonal nature. Fuller Psychological and Family Services (FPFS), sponsored by The Psychological Center of the Graduate School of Psychology at Fuller, provides such services as psychological evaluation and assessment, psychotherapy and counseling on matters such as marriage, family and interpersonal relationships. Broad approaches are implemented in an attempt to treat the whole person. Recognizing the financial needs of students and their families, these services are available on a sliding fee scale. Referrals may also be given to local Christian therapists in private practice.

STUDENT ORGANIZATIONS AND ACTIVITIES

All Seminary Council and Graduate Unions

The student body is constitutionally organized as the “Associated Students of Fuller Theological Seminary.” This organization reflects the structure of the institution. Students from the Schools of Theology, Psychology and World Mission elect representatives to their particular Graduate Union. Each Graduate Union represents needs, interests and opinions which are of concern to the students it represents. Graduate Unions have their own by-laws and elect representatives annually.

Whereas the Graduate Unions represent the academic, professional and social needs of students within their respective schools, the All Seminary Council responds to issues and needs that concern the entire student community. The entire student body annually elects the two members of the All Seminary Council Cabinet (president and vice-president). Two representatives from each Graduate Union serve on the Council, as well as representatives from Multicultural Concerns, Women’s Concerns, International Students Concerns, Mission Concerns, and Peace and Justice Concerns Committees. The All Seminary Council and the Graduate Unions work closely with the administrative processes of the Seminary. Student representatives appointed by the Council or Graduate Unions serve on Seminary committees and on faculty committees in each of the three schools, as well as on Board of Trustees committees.

Multicultural Concerns Committee

The Multicultural Concerns Committee seeks to support persons who are attempting to integrate their cultural distinctives with their education at Fuller. The committee seeks to do this by promoting ethnic awareness and cultural sensitivity within all three schools. A primary goal of the Multicultural Concerns Committee is to challenge and affect the Fuller community and the community at large through various forums which are specifically designed to stimulate growth and creative investigation into the areas of cultural intersection. The Committee seeks to represent the broad range of ethnic and cultural identities represented on campus and in the community.
International Students Concerns Committee

The International Students Concerns Committee is a special-interest group sponsored by the All Seminary Council. This committee seeks to include in its membership representatives from all identified international student groups at Fuller. The chairperson of this committee serves on the All Seminary Council and provides advocacy for the needs and concerns of international students in All Seminary Council discussions and projects. The International Students Concerns Committee seeks to promote a sense of identity among international students to assist them in their adjustment to life at Fuller, and to serve as a facilitator of fellowship among international students and a bridge with the North American students to build a supportive community together.

Mission Concerns Committee

The Mission Concerns Committee, sponsored by the All Seminary Council and composed of students from all three schools, seeks to promote awareness of mission on the Fuller campus. The Mission Concerns Committee seeks to help each student identify his or her part in the cause of worldwide evangelization. The Committee sponsors mission prayer groups and organizes a number of events to stimulate the interest of the Fuller Community in cross-cultural ministries. The Mission Concerns Committee also sponsors short-term overseas mission internships, with the assistance of the Fuller Student Fund.

Peace and Justice Committee

The Peace and Justice Committee was envisioned and initiated by students concerned about issues of ethical and social importance. The Committee encourages the Fuller Community to become more sensitive to and aware of the social and ethical problems facing contemporary society. It acts as a resource whereby every student may be better informed of areas of acute human need, be assisted in his or her own struggle to work through the implications of the gospel for contemporary social issues, and become actively engaged in meeting human needs and addressing social and ethical issues. The Committee sponsors campus forums, outside speakers, information displays, and community activities. Through the Fuller Student Fund, the Peace and Justice Committee sponsors scholarships for students engaged in a variety of summer internships relating to social justice.

Women's Concerns Committee

The Women's Concerns Committee serves as an advocacy group for the academic, professional and personal needs of women students at Fuller. The Committee seeks to build bridges of communication and support between women and men on campus through guest speakers, faculty/student panels, and facilitation of small groups. Education, social events, and spiritual nurture are major areas of focus for the Committee. Working in conjunction with the All Seminary Council and the Office of Women's Concerns, the Women's Concerns Committee addresses the particular needs and concerns facing women preparing for ministry, and provides assistance to both men and women in understanding equality in the body of Christ.

Computer Lab

As a service to Fuller students, the All Seminary Council has established a computer lab on the fourth floor of McAllister Library. For a low quarterly fee, students may make use of Macintosh computer equipment and software and take advantage of opportunities for special training. In addition, computer equipment and software may be purchased through the Bookstore at substantially discounted prices.

Sports Program

In an effort to aid in building and strengthening community as well as physical well-being, the All Seminary Council sponsors an intramural sports program, offering a wide range of both team and individual sports for men and women. Coed team sports include flag football and soccer (fall quarter), volleyball and basketball (winter quarter), and ultimate frisbee and softball (spring quarter). The Council has negotiated low membership fees for students and their families at the nearby Foothill YMCA and the San Marino/South Pasadena YMCA, which provide excellent recreational facilities. In addition, limited use of the Pasadena Athletic Club has been arranged on a quarterly basis at a substantially reduced membership cost.

The Catalyst

Established by the students in 1977, the Catalyst offers sandwiches, coffee and other foods in a pleasant, informal setting. Rental of the facilities for private uses or Seminary-related functions may be arranged through the All Seminary Council office.
Fuller Wives

SUPPORT (Student Wives Uniting, Praying, Preparing, Overcoming, Renewed Together) is a support group designed to strengthen and encourage seminary wives in their various roles and ministries in the Body of Christ and in their personal and spiritual growth. The group provides support and fellowship through Bible study groups, support groups, a prayer chain, and childcare for some group activities.

FOCUS is a group committed to focusing on the needs of Fuller wives by supporting and sharing with one another in a small and large group setting. They offer fellowship, celebrations and workshops for the women who have an important and unique role as individuals and as part of a married team going through the rigors and joys of graduate school.

The Fuller Student Fund

The Fuller Student Fund is supported by students to help other students. The contributions given during registration are used to provide scholarships for summer ministry and mission. The fund is administered by the All Seminary Council through its Concerns Committees.

CAMPUS FACILITIES AND SERVICES

Fuller Theological Seminary is located in the heart of downtown Pasadena at Oakland Avenue and Ford Place. The campus is situated in the center of a large metropolitan area with outstanding schools, libraries, cultural interests, and recreational and employment opportunities.

Administrative and Classroom Facilities. The offices of the president and provost are in Slessor Hall. Payton Hall houses office of the dean and many of the faculty of the School of Theology, a number of classrooms, the mailroom and refectory.

The administration and faculty of the School of Theology also occupy a building complex on the Arol Burns Mall and Ford Place, including Taylor Hall, which houses the African-American and Hispanic Ministers programs.

The offices of the various programs of Continuing and Extended Education, including the Doctor of Ministry program, Extended Education, the Lowell Berry Foundation and the Institute for Christian Organizational Development are grouped together in a single building at the corner of Oakland and Walnut.

Kresge Hall, an addition completed in 1972, joins the McAlister Library with Payton Hall. It provides administrative, advising, and faculty offices for the School of World Mission. Other School of World Mission Offices are located in Glasser Hall on the Arol Burns Mall.

In the fall of 1986, the School of Psychology moved into a new three-story building. This structure houses offices for administration, faculty, and student interns, The Psychological Center (including a number of clinics), and a psychophysiological laboratory, as well as classrooms and an auditorium for the Seminary at large.

McAlister Library. The McAlister Library houses over 203,000 catalogued volumes— as well as an extensive collection of periodicals, journals and other resource materials— on five floors.

Student Services. The offices of a variety of student services are located in a collection of buildings facing Barker Commons and the central mall. These include the Office of Admissions and the Registrar’s Office (Academic Services Building); Theology Academic Advising and Financial Aid (Stephan Hall); Career Services, Field Education, Denominational Relations, the Office of Presbyterian Ministries, the American Baptist Theological Center, and the Theological Education Agency of the Reformed Church in America (Carnell Hall); Student Services, Women's Concerns, the Office of Christian Community, the All Seminary Council and Graduate Union offices, (Kreyssler Hall); and the International Students Services Office.

Housing. Approximately 550 apartments in several complexes convenient to campus and owned or leased by the Seminary provide housing for single students, couples and families. Other housing facilities and services are described above under “Student Services.”

Refectory. The Refectory, located in Payton Hall, provides breakfast and lunch Monday through Friday (except holidays) during the academic year.

Bookstore. The Seminary operates a well-stocked bookstore for the benefit of students, alumni/ae, faculty and the public. Quality theological publications of value for all aspects of ministry are available at a discount, and students have limited charge privileges. Apple Macintosh computer equipment and software is also available to students at substantially discounted prices.

Handicapped Students. The Seminary endeavors to respond to the special needs of handicapped students. Ramps and elevators provide access to most campus offices and classrooms. Special efforts are made to schedule classes in facilities which provide access for handicapped students, and parking places are reserved in all campus parking areas.
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Categories of Admission
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Satisfactory Academic Progress and Financial Aid
Time Limits for Completion of Degrees
Examinations
Permanent Academic Record
Grading
Pass/Fail Option
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ADMISSION

Prospective Students

Admissions counselors are available to assist prospective students with information regarding admission, degree programs, and other questions. The Seminary welcomes and encourages visits from prospective students and has several prospective student events scheduled each year. Information regarding these events may be obtained from the Office of Admissions. Those wishing to visit the campus at other times should schedule a visit in advance with the Office of Admissions.

Prospective Student Days for 1994-95 are:
- Monday, October 24, 1994
- Friday, January 20, 1995
- Monday, April 24, 1995

Standards for Admission

In general, applicants must have a baccalaureate degree or its equivalent from an institution that is accredited by a recognized regional or national accreditation body before they can be admitted to master’s degree programs at Fuller Theological Seminary. Requirements for admission are described under each degree program in the various sections of this catalog. Admission is granted to a specific program and not to the Seminary or School at large.

Applicants who are not citizens of the United States or whose native language is not English must also meet admissions criteria as described below in sections regarding International Students and English Language Requirements.

It should be understood that admission to Fuller depends on factors beyond the applicant’s academic record. These factors include theological development, Christian experience, spiritual growth, call to service and gifts for ministry. Men and women of God are qualified for Christian ministry by faith, moral character, experience and academic achievement. Such people are characterized by compassion for individual persons, by sensitivity to the needs of the total community, by a burden that the whole of God’s will be obeyed on earth, by a readiness to accept correction, by a desire for moral growth, by personal integrity, and above all, by a mature trust in Jesus Christ as the foundation of life and ministry.

The Seminary reserves the right to draw conclusions regarding the evangelical, Christian profession of all applicants. This determination will be made on the basis of the statements of Christian faith given in the application. Such statements are a significant factor in the admission decision. The Seminary also reserves the right to admit or deny admission to any non-Christian or non-evangelical individual or any individual from an organization having a theological stance which is not in accord with the Seminary’s Statement of Faith. While desiring to maintain flexibility in admission to its programs, the institution will not compromise the integrity of its purpose and Statement of Faith by admitting students whose orientation may be disruptive or may confound the academic freedom of fellow students or faculty.

Fuller Theological Seminary admits students of any race, gender, color, nationality or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students of the Seminary. It does not discriminate on the basis of race, gender, color, nationality or ethnic origin in the administration of its educational policies, loan programs, and athletic and other Seminary-administered programs.

Categories of Admission

In addition to full admission to regular degree programs, a limited number of students may also be admitted under one of the following classifications:

- **Limited Enrollment Student**: one who is qualified for regular admission but wants to take no more than five master’s-level courses (20 units);
- **Unclassified Student**: one who is academically qualified for admission, wants to take an unlimited number of master’s-level courses, but does not want to pursue a degree program;
- **Special Student**: one who does not meet the academic requirements for regular admission, unclassified or limited enrollment student status at the master’s level, but is at least thirty-one years of age and has had at least ten years of ministry experience;
- **Visiting Student**: one who is currently enrolled as a graduate student in good standing at another graduate institution, but wants to have transcript evidence of coursework done at Fuller for transfer to the school of primary enrollment.

Application for Admission

A Request for Application form is included at the back of this catalog. Applications may be obtained by returning the request form or by writing or phoning the Admissions Office. Different programs of the Seminary have different applications; it is important to request the application for a specific program and to make sure it is the correct application before submitting it.
Admission is granted to a specific program and not to the Seminary or a school at large.

All forms should be completed and returned to the Admissions Office as soon as possible, and no later than the application deadline for the quarter for which admission is sought (see below). The nonrefundable application fee is $50.00 for degree programs as well as special and unclassified admission, and $25.00 for all other classifications. Complete application instructions are included with the application packet.

The School of Psychology and the Doctor of Philosophy program in the School of Theology require scores from the aptitude portion of the Graduate Record Examination (GRE). GRE information is available from most colleges or by writing GRE, Educational Testing Services, P.O. Box 6000, Princeton, NJ 08541-6000. GRE scores over five years old are not acceptable. The Division of Marriage and Family of the School of Psychology will accept the Miller Analogies Test (MAT) in lieu of the GRE. Information may be obtained from most colleges or by writing MAT, The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-3959.

Application Deadlines and Notification of Acceptance

Most programs in the Schools of Theology and World Mission have quarterly application deadlines approximately 30 days before the beginning of the quarter for regular and special admission. For 1994-95, they are as follows:

Fall Quarter 1994 – August 26, 1994
Winter Quarter 1995 – December 5, 1994
Spring Quarter 1995 – February 27, 1995
Summer Quarter 1995 – May 19, 1995
Fall Quarter 1995 – August 25, 1995

The African-American Ministers program admits students only in the Fall and Spring quarters, with the above deadlines applicable. Students who miss the application deadline for a particular quarter may still seek late admission. Admission requirements are the same as those for regular acceptance, and is not available to those applying for admission as special students. Late admission is valid for one quarter only.

Decisions of the Admissions Committee will normally be announced within four weeks of the completion of an application file. Some programs require that a matriculation fee be paid within 30 days of notification of acceptance. The matriculation fee is nonrefundable, but will be applied toward the first quarter’s tuition. Failure to pay this fee within the stated time may result in a cancellation of the student’s acceptance in order to offer the position to another student.

Competitive programs generally admit students only in the Fall Quarter of each year. The application deadlines for these programs are as follows:

**School of Theology**

Ph.D.:
- Application deadline January 15
- Files to be completed by February 15
- Notification of decision by April 15

**School of Psychology**

Ph.D. Clinical Psychology and Psy.D.:
- Application deadline January 1
- Files to be completed by February 1
- Notification of decision by April 1

M.S. / M.A. Marital and Family Therapy and Dual track M.S./Doctoral programs:
- Application deadline February 15
- Files to be completed by March 15
- Notification of decision by April 15

All Marriage and Family doctoral programs:
- Application deadline April 15
- Files to be completed by April 15
- Notification of decision by May 15

If openings are available, the Division of Marriage and Family will give consideration to exceptional applicants for the Winter, Spring or Summer Quarters. Application files must be complete two months prior to the beginning of the quarter. Please refer to the academic calendar at the end of this catalog for the beginning dates of these quarters. Conditions of such an admission are described in the Marriage and Family section of this catalog.

**International Students**

The term “international students” is used at Fuller to denote both internationals who come on visas to study at Fuller as well as those who are legal permanent residents of the United States.

International students who do not have permanent resident status in the United States will be considered for admission to Fuller Theological Seminary only if they can meet the requirements of a financial guarantee for themselves and all dependents who are accompanying them to the United States. The financial guarantee must be from the source(s) that will actually provide the funds for study and living expenses. This can be done by (a) showing that they are sponsored by a responsible Christian organization which will commit itself to guarantee the necessary support and round-trip transportation for the student and his or her dependents (if they are to accompany the student to the Semi-
nary), or (b) demonstrating by a letter from a bank or savings institution that the student has on deposit sufficient funds to cover tuition, other school fees, living expenses for the student and family, and round-trip airfare, or (c) providing the same proof from other individuals or organizations who wish to contribute to the student's support that there are sufficient funds available to cover their financial commitment. If the dependents are remaining in their home country, the Seminary strongly recommends that appropriate financial arrangements be made to care for them during the entire time the student is away, in addition to the student's expenses in the United States.

International applicants should submit their applications at least six months prior to the quarter in which they intend to enroll. The application file should be completed (including transcripts, financial guarantees, etc.) at least 60 days before the planned date of arrival in order to allow time for the student to receive the visa application papers. International applicants may be required to submit official documentation of secondary (high school or equivalent) as well as postsecondary (college level) education.

Appropriate visa application forms will be sent to the student. The student may be required to deposit in advance a portion of the financial guarantee with the Seminary to ensure that sufficient funds are available for initial housing and registration expenses upon the student's arrival in the United States. Questions regarding visas should be addressed to the Immigration Counselor in the International Student Services Office.

International students on F and J visas are required to maintain valid immigration status throughout their stay at Fuller in order to remain in good standing with the Seminary. These visas are only available for study at the Seminary's Pasadena campus.
English Language Requirements

In addition to the specified admission requirements for each degree program, each applicant who does not speak English as a first language is required to take the Test of English as a Foreign Language (TOEFL) examination to determine English language proficiency. Most applicants can obtain the TOEFL Bulletin by writing to TOEFL, P.O. Box 6154, Princeton, NJ 08541-6154, USA. Students in Europe, Hong Kong, India, the Middle East (except Israel), North Africa, Republic of China and Taiwan must obtain a TOEFL Information Bulletin locally. Since tests are given on a limited basis each year, and preregistration is required, the student should allow sufficient time for the results to be included in the admission process. A score of 550 on the TOEFL examination is required for acceptance to most programs; a score of 600 is required for the Th.M. program in the School of Theology and doctoral programs in the Schools of Theology and Psychology. Applicants to master’s-level programs in the School of Theology or School of World Mission who score at least 500 and are otherwise qualified for admission may apply through Fuller's English as a Second Language Program (see below).

An applicant may petition to waive the TOEFL requirement if a degree was earned recently from a recognized institution where English was the language of instruction. A letter of verification is required from the registrar or other academic official of the institution. The Admissions Committee will make the final decision on whether or not to waive the TOEFL requirement.

The faculty reserves the right to require any student whose first language is not English to suspend enrollment in regular classes and enroll in the English as a Second Language Program (see below) if it is determined by the faculty upon matriculation or anytime thereafter that the student is experiencing academic difficulty due to lack of graduate level proficiency with the English language, regardless of the student’s TOEFL score or the granting of a waiver.

English as a Second Language Program

The English as a Second Language (ESL) program at Fuller Seminary is designed to help students facilitate their transition to Fuller's graduate-level studies in English. It is intended for master's-level applicants in the School of Theology or School of World Mission who score between 500 and 549 on the TOEFL examination. To be eligible for this program, applicants must be qualified for admission to a particular degree or nondegree program in every other way.

There are two levels in the program, the High Intermediate Level and the Advanced Level. Eligibility for each level is based on the applicant's TOEFL score and the results of a placement test. Each level consists of a full quarter of full-time ESL studies, including courses in reading and writing, speaking and listening, culture and communication, and auditing a selected master’s-level class in Fuller's regular curriculum. The High Intermediate Level also includes a course in Theological English. Students admitted to the High Intermediate Level must pass this level before proceeding to the Advanced Level. Students who successfully complete the Advanced Level may then enroll in regular master’s-level classes for academic credit.

EXPENSES

All expenses are payable in U.S. currency. The Seminary reserves the right to change rates and policies when necessary. The following rates and policies are in effect Summer Quarter 1994 through Spring Quarter 1995. NOTE: Tuition is charged based on the school and level of the class, not on the student's program.

Tuition and Regular Fees 1994-95

<table>
<thead>
<tr>
<th>Application</th>
<th>nonrefundable</th>
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<tbody>
<tr>
<td>Degree programs, Special, Unclassified</td>
<td>$50.00</td>
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<tr>
<td>All other classifications</td>
<td>$25.00</td>
</tr>
<tr>
<td>Transcript Evaluation</td>
<td>$20.00</td>
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</table>

Matriculation, nonrefundable (Applies against tuition)

| Theology | $50.00 |
| Clinical Psychology | $150.00 |

School of Theology Tuition

<table>
<thead>
<tr>
<th>Level</th>
<th>Tuition</th>
<th>Audit, nonrefundable</th>
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</thead>
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<tr>
<td>500-level (M.A., M.Div.)</td>
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<td>$82.50</td>
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<tr>
<td>700-level (D.Min.)</td>
<td>$179.00</td>
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</tr>
<tr>
<td>800-level (Th.M., Ph.D.)</td>
<td>$317.00</td>
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</table>

Continuations

<table>
<thead>
<tr>
<th>Level</th>
<th>Tuition</th>
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</thead>
<tbody>
<tr>
<td>500-level (M.A., M.Div.)</td>
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School of World Mission Tuition

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>500-level (M.A.)</td>
<td>$165.00</td>
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<tr>
<td>600-level (Th.M.)</td>
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</tr>
<tr>
<td>700-level (D.Min.)</td>
<td>$201.00</td>
</tr>
<tr>
<td>800-level (Ph.D.)</td>
<td>$303.00</td>
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</table>

Continuations

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Continuation

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<tr>
<td>800-level (Ph.D.)</td>
<td>$303.00</td>
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</tbody>
</table>
### School of Psychology Tuition

**Clinical Psychology Division**
- 500-level: \( \text{per unit} = 193.00 \)
- 800-level (Ph.D., Psy.D.): \( \text{per unit} = 317.00 \)
- Continuation fee: \( \text{per quarter} = 500.00 \)

**Marriage and Family Division**
- 500-level (M.S.): \( \text{per unit} = 193.00 \)
- 800-level (Ph.D., D.MFT.): \( \text{per unit} = 303.00 \)
- Ph.D., D.MFT.
  - Continuation: \( \text{per quarter} = 262.00 \)
- Ph.D., D.MFT. dissertation
  - Continuation: \( \text{per quarter} = 175.00 \)
- M.S. MFT.
  - Continuation: \( \text{per quarter} = 262.00 \)
- M.S. MFT. Practicum
  - Continuation: \( \text{per quarter} = 50.00 \)

#### Miscellaneous Fees 1994-95

- **All Seminary Council Fee**
  - Fall-Winter-Spring:
    - 8 units or more: \( \text{per quarter} = 28.00 \)
    - 7 units or less: \( \text{per quarter} = 15.00 \)
  - Summer:
    - 8 units or more: \( \text{per quarter} = 28.00 \)
    - 7 units or less: \( \text{per quarter} = 15.00 \)

- **Health Insurance**
  - Student: \( \text{per quarter} = 143.50 \)
  - Student/Spouse: \( \text{per quarter} = 456.00 \)
  - Student/Children: \( \text{per quarter} = 370.00 \)
  - Family: \( \text{per quarter} = 882.00 \)
  - Administration Fee: \( \text{per policy} = 8.00 \)
  - Ph.D./Th.M Language Examination: \( \text{each} = 50.00 \)
  - Marriage and Family M.S. MFT. Live Team: \( \text{per quarter} = 410.00 \)
  - Cost incidental to Psychology: \( \text{each} = 15.00 \)
  - Dissertation Defense Fee (estimated): \( \text{per quarter} = 350.00 \)
  - Marriage and Family Doctoral: \( \text{Dissertation Defense Fee} = 350.00 \)
  - Microfilming and Copyright: \( \text{per quarter} = 95.00 \)

#### Special Fees 1994-95

- Late Registration Fee: \( \text{per quarter} = 15.00 \)
- Registration change fee: \( \text{per quarter} = 5.00 \)
- Incomplete Fee: \( \text{per quarter} = 5.00 \)
- Deferred payment fee: \( \text{per quarter} = 15.00 \)
- Parking per quarter: \( \text{per quarter} = 15.00 \)
- Replace diploma: \( \text{per quarter} = 15.00 \)
- Transcript fee: \( \text{per quarter} = 3.00 \)

### Housing Expenses 1994-95

The following costs are Fuller facilities only. Complete and current estimates of total living expenses in the Pasadena area will be sent with application. These rates are subject to change without notice.

- Bachelor Apts: \( \text{per month} = 370.00 \)
- Studio Apts: \( \text{per month} = 370.475.00 \)
- 1 bedroom apt: \( \text{per month} = 440-650.00 \)
- 2 bedroom apt: \( \text{per month} = 550-765.00 \)
- 3 bedroom apt: \( \text{per month} = 725-810.00 \)

*1Chargeable only when no formal application is submitted.*

*2Fee and reduced-charge audits are also available. See below in this section of the catalog for a complete statement of audit policy.*

*3Charged each quarter beginning the quarter after course work is completed until degree is awarded.*

*4Charged each quarter (Fall, Winter, Spring) in which a student does not register for a seminar, reading course or language study, and also each quarter after course work is completed until degree is awarded.*

*5Charged each quarter (Fall, Winter, Spring) when a student does not register for coursework, and also after course work is completed until degree is awarded, if the student is in residence.*

*6Charged each year, beginning in Fall Quarter, when a student does not register for coursework, and also after course work is completed until degree is awarded, if the student is in residence.*

*7Charged when a student does not register for coursework, and after course work is completed until degree is awarded. Charged each quarter (Fall, Winter, Spring) to such students if in residence; charged each year, beginning in Fall Quarter, to such students if not in residence.*

*8Not required if a student is registered for 8 units or less or has existing insurance with comparable coverage. Coverage for spouse and children optional. International students on F or J visas must have health insurance, and any family members with them in the U.S. must be covered as well; MediCal (a California state health assistance plan) does not meet this insurance requirement. A health maintenance plan (HMO) is also available at different rates. All rates subject to change annually.*

### Tuition Refund Policy

**Schools of Theology and World Mission.** For ten-week classes dropped between registration and the end of the second day of the second week of classes, the refund is 100 percent. For those classes dropped by the end of the second week of classes, the refund is 75 percent; for those dropped the third week of classes the refund is 50 percent; for those dropped the fourth week of classes the refund is 25 percent. No refund is made for courses dropped after the fourth week of classes. Courses are added at the full rate. There is no refund of audit charges.

For courses offered in one-week intensive sessions, there is a 100 percent refund if the course is dropped by the end of the first day; a 75 percent refund on the second day; and a 50 percent refund after the second day. Audit charges are not refundable at any time. See below in this section of the catalog for a complete statement of audit policy.
percent refund if dropped on the third day. No refund will be made thereafter. Courses are added at the full rate. There is no refund of audit charges.

For courses offered in two-week intensive sessions, there is a 100 percent refund if the course is dropped by the end of the second day; a 75 percent refund on the third day; a 50 percent refund if dropped on the fourth day; and a 25 percent refund if the course is dropped on the fifth day of class. No refund will be made thereafter. Courses are added at the full rate. There is no refund of audit charges.

For courses offered in the five-week intensive sessions, there is a 100 percent refund if the course is dropped by the end of the third day; a 75 percent refund through Monday of the second week; a 50 percent refund through Wednesday of the second week; and a 25 percent refund through Monday of the third week. No refund will be made thereafter. Courses are added at the full rate. There is no refund of audit charges.

In all cases, any applicable refunds are based on the date that an official drop form, signed by an academic advisor, is received in the Registrar's Office.

School of Psychology. In instances where a clinical division doctoral student withdraws, there is no refund of tuition for that particular quarter. Refund of tuition for students in the marriage and family division follows the same pattern as the Schools of Theology and World Mission (above).

Extended Education. A separate tuition refund policy applies to classes offered through Fuller's Extended Education centers. See the Continuing and Extended Education section of this catalog for details.

Government Loans and Tuition Refund. Students who have received government loan monies (i.e., Perkins, Stafford, and HEAL) for quarters in which they enroll less than half-time may owe a refund to their lender. Contact the Office of Financial Aid for details.

Tuition Payment Policy

A deferred payment plan is available for those students with a satisfactory payment history who are not able to pay the total charges at the time of registration. A $15 deferred payment service fee allows the student to pay a minimum of $200 (plus any optional fees) at registration. Student account balances must be paid in full prior to registration for the next quarter. Interest on deferred payment balances will accrue from the beginning of the month after registration at the current interest rate set by the Seminary. This plan is available only to those registered for academic credit (not auditors).

Overdue Accounts Policy

Students whose tuition, housing or bookstore accounts are not current will not be able to register for the next quarter, receive diplomas or have transcripts issued. Persons whose accounts are not current may be subject to legal collection procedures.

Disenrollment Policy

The Seminary reserves the right to disenroll a student in any of the following situations: (1) Payment for registration was made by a check not backed by sufficient funds; (2) Registration was not accompanied by adequate payment (including previous balance and appropriate down payment on new charges, or payment in full in cases where such payment is required); (3) Student registered for more units than approved by the Manager of Student Accounts, when permission for limited registration has been given based on previous balance or payment history; (4) Student is found to have a delinquent account in the Bookstore or Housing Office at the time of registration and has evaded, falsified or inadvertently obtained registration clearance from either office.

In most cases, the student will be permitted five working days to remedy the situation before being disenrolled. In the case of repeated offenses, however, the Seminary reserves the right to disenroll the student immediately.

In all cases, once the student has been disenrolled, reenrollment for that quarter will not be granted even if the situation is subsequently resolved. Future enrollment will depend on whatever conditions are imposed by the office(s) involved as necessitated by the situation.

FINANCIAL AID

Fuller Theological Seminary is committed to doing everything possible to help eligible students meet their financial needs.

Through employment, loans and grants, the Seminary seeks to alleviate financial need. Before grants are considered, it is expected that a student will provide a reasonable part of the total amount required to meet expenses by seeking employment and/or loan funds.

The Seminary provides limited assistance in finding employment for students and spouses. There are generally a number of openings for
on-campus employment (including college work-study positions for eligible students), and employers in the area frequently contact the Seminary to report employment opportunities for students and their spouses. There are also numerous church-related jobs available in the area, although many of these involve internships and are generally not recommended for first-year students. In accepting employment of any kind, however, it is understood that the student will not exceed the number of hours commensurate with the demands of his or her academic load, family responsibilities, etc.

In many instances, the parents of students cannot be expected to be of financial assistance. However, parental financial information may be required on applications for federal, state or institutionally-funded programs unless certain independency criteria are met. It is anticipated that the student will seek and obtain help from the family when it is feasible. In some cases, this assistance can be expected and should be sought from the home church, denominational headquarters and other interested groups.

Financial Aid Application

Any student desiring a loan or grant is required to complete the proper forms for student aid. The appropriate forms are available to prospective students after they have applied to a degree program. Students entering the M.A. or M.Div. programs of the School of Theology, all programs of the School of World Mission, and the marriage and family programs of the School of Psychology should request grant applications through the Office of Financial Aid. Students studying in the Seminar's Extended Education areas should contact their local Area Director for information regarding limited tuition assistance. Students in the clinical psychology programs of the School of Psychology should apply directly to that division for grant assistance. Ph.D. students in the School of Theology may apply for graduate assistantships and limited merit-based scholarship funds through the Center for Advanced Theological Studies. Loan applications for students in all degree programs of all three schools, both in Pasadena and in Extended Education areas, are processed through the Office of Financial Aid.

Grants-In-Aid

In general, the Seminary does not offer scholarships in the usual sense of that term, i.e., grants made on the basis of outstanding academic achievement. The Seminary does have limited funds available for grants made primarily on the basis of need, as demonstrated on the Free Application for Federal Student Aid (FAFSA), with proper consideration of future promise and academic standing.

In addition, students in the Schools of Theology and Psychology desiring and receiving grants must be enrolled as regular students in a degree program, and must make satisfactory progress in their educational pursuits.

Gifts to the Endowment Fund from which grants-in-aid are made have been given in memory of or by the following:

- Berachah Church, Houston, Texas
- Lowell W. Berry
- P. Hilding Carlson Memorial
- Edward John Carnell Memorial
- Eugene H. Dodds Memorial
- Kathleen N. Earl Memorial
- Fuller Evangelistic Association
- Florence H. Gibbins and John J. Gibbins
- Eva Porter Hart Memorial
- Mr. and Mrs. John E. Henry Memorial
- Jewell Fuller Lang and Fred S. Lang
- Leonard A. and Bella B. Lindsell
- Rudolph C. Logefeil
- Rebecca R. Price Memorial
- Roy M. Rawley Memorial
- Clair K. Savage
- Jane Morgan Stover Memorial
- R. Donald Weber
- Lylie Whittle
- Richard Keith Wright

In addition, the following special funds have been established to provide financial aid to students at Fuller. Most of these funds are endowed by benefactors of the Seminary; the balance are funded on an annual basis. Application for aid from these funds is made through the normal application processes of the Office of Financial Aid.

Assemblies of God Scholarship for Hispanic Pastors. This award is provided for three pastors in the Hispanic Ministries program by the Missions Department of the Pacific Latin American District of the Assemblies of God.

Glenn and Margaret Barker Memorial Scholarship Fund. This fund was established by Glenn W. Barker, first Provost of the Seminary, in loving memory of his wife Margaret. After his death the fund was expanded and is provided as an investment in seminarians to assist in financing their education for future ministry.

The Barnabas Fund. This endowed fund has been established for School of Theology and
School of World Mission students. It is the intent of the donors that the recipients not only benefit financially, but that the grants serve to illustrate the biblical model of Barnabas, who was a quiet enabler.

The Charles and Jean Beckmann Scholarship Fund. This fund was established by Mr. and Mrs. Charles Beckmann to assist School of World Mission students who intend to return to their country of origin to communicate the Gospel more effectively to those of their own culture.

James F. and Barbara Beré Merit Scholarships. These grants are awarded to Master of Arts and Master of Divinity candidates in the School of Theology who show exceptional promise for a full-time ministerial or academic vocation.

Lowell W. Berry Fellowship. Given to outstanding applicants who present evidence of achievement, character, and promise as scholars.

The Bronson International Scholarship. Endowed by Mr. and Mrs. Henry Bronson, this scholarship assistance is provided for foreign nationals in the School of Theology and School of World Mission who anticipate returning to their culture to share the claims of Christ.

Burr-Martens Minority Student Grant. This award, established by Mr. Larry Burr in honor of his parents, is designated for African-American students pursuing the ministry.

The Burr/Roth Scholarship Award. This award, established by Mr. and Mrs. Albert L. Roth in honor of Larry Burr and in recognition of his faithful service to others and to the Seminary, is given annually to a worthy and needy student.

Call Family Scholarship Award. This fund was established in honor of True and Bernice Call by their family, and is available to students in all three schools.

The Dunavant/Reeves Scholarship. This endowed fund was established to provide assistance for students of all three Schools for further study in ministry.

All-Seminary Council Ethnic American Grant Fund. Supported by contributions to the Fuller Student Fund by Seminary students, faculty and staff, and administered by the All-Seminary Council, this fund provides assistance for African-Americans, Native Americans, Hispanic Americans, and Asian Americans in all three schools.

Frank and Evelyn Freed Scholarship Award. This award, established by Mr. and Mrs. Frank Freed, is granted to students in the School of Psychology who have a deep motivation to integrate both their faith and practice as professionals glorifying God.

Faculty Scholarship Awards. Each year a number of scholarships are given in the name of faculty members who have served Fuller Theological Seminary for twenty years or more. Faculty who are honored in this way now include Dr. Geoffrey Bromley, Dr. Daniel Fuller, Dr. Everett Harrison, Dr. David Allan Hubbard, Dr. William S. LaSor, Dr. George Ladd, and Dr. Paul K. Jewett.

Fuller Seminary Auxiliary Scholarships. The Seminary Auxiliary grants a limited number of scholarships to Seminary students in all three schools each year.

Rose R. Galuteria and Genevieve Galuteria Christian Scholarship Award. Established by Mr. Peter Galuteria in memory of his mother and to honor his disabled sister, this award is given to eligible students in the School of Theology or the School of World Mission.

George and Mary Gay Graduate Fellowship for Hispanics. This fellowship was established in memory of George and Mary Gay for Hispanic men and women studying in the Th.M. or Ph.D. programs in the School of Theology with the goal of teaching in theological education programs for Hispanics.

Homer and Isabelle Goddard Lay Ministry Scholarship Award. Given by Wallace and Margaret Larson, this scholarship fund was established in honor of Homer and Isabelle Goddard in recognition of and appreciation for their lifelong commitment to lay ministry.

Headington Scholarship for African-American and Hispanic Ministerial Students. Established by Mr. and Mrs. J. Edward Headington and Mr. Greg Headington, this fund provides financial aid, based on need, for African-American and Hispanic students in the M.Div. program of the School of Theology.

George and Della Hummel Scholarship Fund. Established by Mrs. Della Hummel, this fund provides financial aid, based on need, for students in the School of Theology and the School of World Mission.

Reverend Olive and Reverend Hartland Hurd Memorial Scholarship. Established by Mr. and Mrs. C.C. Hurd, this fund assists students in preparing for the local Methodist pastorate.

International Student Scholarship. Given by Janet Holdcroft, out of concern about developing Christian leadership among nationals in Third World countries, this grant is awarded to a non-U.S. student who plans to return to his or her home country upon graduation.

Johnston/Yinger Scholarship Fund. Given by Mr. and Mrs. Robert Johnston and Mr. and Mrs. William Yinger in honor of their parents, this grant is awarded to School of Theology students who are interested in evangelism and social action expressed in church planting and cross-cultural and inner-city ministries.

The Ken Lorenz Memorial Scholarship Fund. This fund was established by Leonard and Muriel Lorenz in fond memory of their son,
a former Fuller student. Recipients are selected from the School of Theology.

**Mildred C. McCrossan Memorial Scholarship**. Given by Mr. and Mrs. Thomas McCrossan and Mr. David McCrossan in honor of their mother and wife in recognition of her concerns for the local church and its leaders, this grant is awarded to a student who plans to work with a frontier mission in evangelism and church planting.

**Howard C. and Martha M. Miller Student Aid Fund**. Established by Mr. and Mrs. Howard C. Miller to help students in the School of Theology who have great future promise, but who are struggling with financial burdens, these awards are made to worthy and needy students.

**Joe Nunziato Scholarship**. Established by Mr. and Mrs. R. Thomas Barber in honor of Joseph S. Nunziato and his ministry in the pastorate, this award is given to a senior in the School of Theology who intends to go into full-time ministry.

**Jerry and Nancy Owsley Scholarship Award**. Established in memory of Jerry and Nancy Owsley by their children, this award is given to third-world students in the School of World Mission who plan to return to their native countries to minister upon graduation.

**Norman Vincent Peale Scholarship**. This endowed fund in recognition of the outstanding ministry of Norman Vincent Peale is intended to assist with the financial needs of second or third year School of Theology students preparing for the local church ministry. Students must be recommended for this award by professors in the Department of Preaching.

**Charles Sherman Peck, Jr. Memorial Scholarship**. Established by the Dorothy J. Peck Estate, this award is given to aid veterans and blind or physically handicapped students in all three schools.

**James Morton Reid Memorial Scholarship Fund**. Established by Mr. and Mrs. Jack Samuelson, this grant is awarded to second or third year students in the School of World Mission and School of Theology who are preparing for local church ministry.

**Duane and Kathryn Renken Scholarship Award**. Established by Mr. and Mrs. Duane Renken, this award is given to eligible students in all three schools.

**Anna M. Rosewall Scholarship Award**. Established by Donald A. Rosewall in fond memory of his wife and co-servant. Recipients are selected from second year students committed to evangelical ministries.

**Leonard S. and Carole C. Song Scholarship**. Given by Mr. and Mrs. Leonard S. Song, this award is provided to worthy students preparing for the ministry.

**Cary Weisiger Award**. Given by the congregation of Menlo Park Presbyterian Church as an expression of love in honor of Dr. Weisiger for his twelve years of faithful service, this award is presented to deserving students preparing for the pastorate.

**Reverend Barbara Ann Wilson Memorial Scholarship Fund**. Given by Mrs. Barbara Jean Haney in memory of her sister, this award is given to African-American women over the age of 30 in the School of Theology.

**John C. and Ruby R. Wright Ministerial Scholarship Fund**. Established by Mr. and Mrs. John C. Wright, this award is presented to deserving students preparing for a pastoral ministry.

**Team Ministry**

A team ministry grant is available to married couples with demonstrated need if both are students with regular acceptance and good standing in the M.A. or M.Div. programs of the School of Theology or the M.A. or Th.M. programs of the School of World Mission. Applications are available from the Office of Financial Aid. Under this program, eligible couples pay full rate for the first 16 units of their combined tuition in any given quarter, and receive a grant equal to 75% of the cost of their tuition beyond the first 16 units. If one spouse is taking more than 16 units, the team ministry grant for the extra units beyond 16 for the one person must be approved by the Office of Financial Aid. Only units taken on the Pasadena campus are eligible for the team ministry benefit.

If both students are in the School of Psychology, both apply individually for School of Psychology grant-in-aid. Spouses of School of Psychology students enrolled in School of Theology courses apply individually in the School of Theology.

In addition to team ministry, couples may apply for any of the endowed scholarships from which grant awards are based on specific criteria established by donors, as well as financial need. Aside from these special endowed grants, the team ministry grant represents the maximum grant available to a married couple studying at the Seminary.

Spouses of students are also eligible for special audit benefits. See Auditing Courses under the Registration heading in this section of the catalog.

**Loans**

The following are loan sources available to eligible Fuller students. Applicants for federally funded loan or grant programs must be U.S. citizens, permanent residents or residents of the
Trust Territories, must be in compliance with Selective Service laws, must be enrolled at least half-time as regular students in a degree program, must maintain satisfactory academic progress, and must not owe a refund to or be in default on any Title IV loan. In addition, in accordance with Section 428 of the Department of Education's Higher Education Technical Amendments of 1991, Fuller Seminary reserves the right to refuse to certify an otherwise eligible borrower's loan application on the following grounds: (1) poor credit history; (2) high indebtedness relative to the student's anticipated income; or (3) any other factors suggesting an unwillingness or inability of the student to pay his or her student loans. In cases where the Seminary refuses to certify a borrower's loan application, the reason for such action will be documented and provided to the student in writing.

The terms of federally funded programs change frequently, and the Office of Financial Aid can supply the most recent information upon request. Verification of financial information is required (e.g., base year federal tax return).

**Perkins Loans.** These loans are jointly funded by the federal government and the Seminary. No interest accrues while the student is enrolled at least half-time, and payment does not begin until six to nine months following graduation or withdrawal. Funds are limited in this program, and are therefore available only to those persons with exceptional need.

**Subsidized Stafford Student Loans.** These loans may be obtained through financial institutions and are guaranteed privately or by the state in which the loan is granted. Payment is deferred and interest is paid by the federal government while the student is enrolled at least half-time. Repayment begins six months after the student graduates or drops to less than half-time enrollment.

**Unsubsidized Stafford Student Loans.** These loans are available to students who may not qualify for a Subsidized Stafford Student Loan. Based upon cost of attendance, the interest on these loans is the responsibility of the borrower and begins to accumulate from the date of disbursement. Other provisions of these loans are the same as for the Subsidized Stafford Loans. The combined total of all such loans may not exceed Stafford limits.

**Health Education Assistance Loans.** These loans are available only to clinical students in the School of Psychology. Interest begins accruing upon disbursement. The student may make semiannual interest payments or defer interest payments, in which case the interest may be compounded. Repayment of principal and interest begins nine months after the student graduates or enrols less than full-time.

**Commercial Educational Loans.** These loans are offered by various financial institutions and are in addition to and distinct from the federally-funded loan programs. Terms vary among plans. The most recent information is available from the Office of Financial Aid.

**Fuller Seminary Short-Term Loans.** These loans are designed to meet emergency needs and are without interest if repaid within 60 days. They are not designed to pay tuition, bookstore or housing accounts, and depend upon funds available. Application may be made in the Office of Financial Aid.

**Other Sources**

**California Graduate Fellowship.** The California Graduate Fellowship offers full tuition and required fees up to $6,490. Application is made annually in early March. Awards are for one year only, but can often be renewed for up to three years. Applicants must be California residents who can demonstrate their intent to become university or college faculty members. Qualification is based heavily on level of parental income and education, as well on Graduate Record Exam scores, grade point average, and other factors.

**The Fund for Theological Education.** The FTE provides North American Ministerial Fellowships to outstanding seminarians who are willing to give serious vocational consideration to ordained ministry. Persons already attending theological schools are not eligible. Candidates must be nominated by a member of the clergy, faculty or administration, or a former Fund Fellow. Direct applications are not accepted. Nominations must be received by The Fund for Theological Education no later than November 10 of the year prior to attendance.

**Government Agencies.** Students eligible for veteran's benefits may receive those benefits for training in most programs at Fuller. Information is available from the veterans affairs advisor in the Registrar's Office. Students with physical disabilities may qualify for assistance from their state's vocational rehabilitation agency.

**Scholarships and Awards.** There are a limited number of scholarships and awards given to Fuller students in recognition of achievement in various areas. These are described more fully in the first section of this catalog. They are awarded by academic divisions and departments of the Seminary on the basis of performance in Fuller classes. There are no applications for these scholarships and awards.
REGISTRATION

Orientation

For students entering in the Fall Quarter, the course of study at Fuller begins with orientation, which is held the week before regular (ten-week) classes begin (see calendar). Entering students in all three schools are expected to attend. The orientation program introduces the student to seminary life and provides an experience of Christian community.

Winter, Spring and Summer orientation programs are normally scheduled on one day prior to the first day of classes. All students registering these quarters are expected to attend. Students who enter in the winter or spring quarters may attend the week-long orientation in the fall. Students who enter in the Summer Quarter are expected to attend the Fall Quarter orientation.

Registration for Classes

Regular attendance in any Seminary class is not permitted unless the person is registered for the class.

The following paragraphs describe Pasadena campus registration. For information on registration in Extended Education, see the Continuing and Extended Education section of this catalog.

Fall registration for returning students takes place at the end of August, about a month before classes begin. Fall registration for new students is held during the week immediately preceding the first day of regular classes (see calendar), and is a part of the new student orientation program.

Registration for new students for Winter, Spring, or Summer Quarters takes place on the scheduled orientation day, or the day before the first week of the quarter, or the day before classes start; see the Academic Calendar in this catalog for the dates of new student registration in these quarters. For returning students, registration for these quarters is normally scheduled during the eighth week of the previous quarter.

Registration priority times are assigned each quarter on the basis of each student's accumulated credits and other factors. Students may not register in advance of their assigned times. Students whose accounts are not current will not be permitted to register for classes unless special arrangements have been made with the coordinator of student accounts prior to the week of registration. Students are required to pay a minimum of $200 plus any optional fees at the time of registration; students with a satisfactory payment history may defer the remaining charges.

All students must meet with their academic advisor prior to their scheduled registration. An academic advisor will be assigned to each incoming student during orientation. A completed and approved class request card, provided by the academic advisor, is required for registration. Any course change must be approved in writing by the academic advisor before the change can be made in the Registrar’s Office.

Registration for courses occurring before the regular registration periods described above is done through Self-Registration Packets available from the academic advising offices (see below for deadlines).

Registration Deadlines

Registrations involving any ten-week classes (including independent studies, field education, practica, thesis or dissertation, continuation, and any other enrollment that does not have a regular schedule of meetings) must be received in the Registrar’s Office or Extended Education Office by the end of the first week of the ten-week quarter. A late registration fee will be charged if the registration is not received prior to the first day of the first week of the quarter.

Registration for a one-week intensive course must be received no later than Monday of the first week of the intensive session. A late registration fee will be charged if the registration is not received prior to the first day of the first week of the session.

Registration for a two-week intensive course must be received no later than Tuesday of the first week of the intensive session. A late registration fee will be charged if the registration is not received prior to the first day of the first week of the session.

Registration for a five-week intensive course must be received no later than Wednesday of the first week of the intensive session. A late registration fee will be charged if the registration is not received prior to the first day of the first week of the session.

A special set of registration deadlines and late charges apply to Extended Education courses. See the Continuing and Extended Education section of this catalog for further information.

Course Changes

After registration has been completed, courses are added or dropped through the Registrar’s Office or Extended Education Office with a service charge of $5.00 for each change or set of changes made at the same time. Course changes must be approved in writing by the student’s academic advisor before the change can be made. No course has been officially added or dropped until the change has been recorded on the student’s permanent record.
Students are permitted to add ten-week courses through the first week of each quarter only. In a one-week intensive session, courses may be added only through the end of the first day; in a two-week intensive session, courses may be added through the end of the second day; and in a five-week session, courses may be added through the end of Wednesday of the first week.

Students are permitted to drop ten-week courses through the end of the fifth week of the quarter. One-week intensive courses may be dropped through the third day (Wednesday); two-week intensive courses may be dropped through Friday of the first week; and five-week intensive courses may be dropped through Wednesday of the third week. In no case is a student ever dropped automatically from any class (except through administrative disenrollment; see above). The student must initiate the drop process through his or her academic advisor and the Registrar’s Office. See above in this section for the refund policy for dropped courses. A special set of course change deadlines apply to Extended Education courses. See the Continuing and Extended Education section of this catalog for further information.

Auditing

Students enrolled in any degree program of the Seminary, or their spouses, are permitted to audit master’s-level classes in all three Schools for a fee of $25 per course, as long as the student is enrolled for credit, or has been during the current academic year (fall through summer). Fuller graduates are invited to audit two master’s-level courses per year without charge. Active full-time pastors and missionaries are invited to audit any master’s-level course in the School of Theology or School of World Mission without charge for the first course. Subsequent courses may be audited for one-fourth of the current credit tuition fee. Other persons will be charged one-half of the current credit tuition fee. Enrollment as an auditor is subject to all limitations of class size, the priority of students enrolled for credit, and the exclusion of auditors from a particular class or a given type of class.

Any person who is not a current student must apply to audit and pay an audit application fee. Forms are available in the Admissions Office. Persons not enrolled as students at the Seminary who wish to audit classes must normally hold a B.A. degree or its equivalent. Audits are not recorded for audit-only students, nor is any permanent record kept. Beginning with Winter Quarter 1987, audits are not recorded on the transcripts of students in degree programs.

Continuing Education Units

Many courses at Fuller can be taken for Continuing Education Units (noncredit units). One Continuing Education Unit (CEU) is defined as ten contact hours of satisfactory participation in an approved course or seminar. The CEU system provides a uniform measurement and record of non-credit post-secondary-level study. Professionals in a variety of fields, such as pastors, Christian school teachers, nurses, denominational executives and leaders of parachurch organizations, can use the CEU records to verify an educational experience that has helped them maintain or improve their skills. Fuller’s Council on Continuing Education can grant CEU recognition to any Seminary-sponsored course or seminar which meets CEU guidelines. The Seminary is licensed as a Provider of Continuing Education to Registered Nurses by the California State Board of Nursing (Provider No. 04149).

Participants in an approved Seminary-sponsored event may apply for CEUs only if they are not taking the course or seminar in question for academic credit (that is, they must be course auditors or participants in a noncredit special event). Under no circumstances will CEUs be transferred as academic credit.

ACADEMIC POLICIES

Current and detailed information concerning academic policies is provided by the student handbook. Further information is provided by special handbooks prepared for students in the School of Psychology, the School of World Mission, the Center for Advanced Theological Studies, and the Extended Education Program.

Changes are effected from time to time in the general regulations and academic policies. There are established procedures for making changes and for making such changes known to the students of the Seminary. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student’s advantage and can be accommodated within the span of years normally required for graduation.

Each student is responsible for knowing and understanding current academic policies. Ignorance of a policy which appears in a student handbook or in the catalog is not a valid reason for granting an exception to any policy.
Residence Requirements and Transfer Credit

Residence requirements vary by degree program and are described in the appropriate sections of this catalog and in the student handbooks of the three schools. Subject to these limitations, Fuller normally accepts appropriate transfer credit from graduate institutions accredited by the Association of Theological Schools or regional accrediting associations. The Theology Academic Advising Office is responsible for all transfer credit granted in the School of Theology. Students in the School of World Mission and the School of Psychology should consult their academic advisor concerning transfer credit.

Satisfactory Academic Progress

Satisfactory academic progress is defined as "reasonable progress toward completion of an educational goal." The guidelines which follow (see especially Academic Standing and Academic Probation) have been established to define the minimum standards for satisfactory academic progress at Fuller Theological Seminary. Individual schools or programs may impose additional or more stringent standards. Details may be found in the various student or program handbooks.

Enrollment Status

Student enrollment status is defined on a quarterly basis in most of the programs of the Seminary. One unit of credit is defined as an academic designation denoting a minimum of 25-30 hours of classroom experience, academic preparation and research. In addition to the following definitions, special guidelines for enrollment certification pertain to certain classes and programs. Contact the Registrar’s Office for details.

In all cases described below, all courses, in any of the three schools, on the Pasadena campus, at Extended Education sites, and in any other way that Fuller offers courses, are counted toward the both the minimum and maximum load.

Full-time Study. For master’s level programs, both degree and nondegree, the minimum full-time study load is twelve (12) units per quarter. The maximum study load is twenty (20) units in any quarter.

In the Ph.D. programs in the Schools of Theology and World Mission and the D.Miss. program, eight (8) units per quarter is considered a full-time study load.

For Doctor of Ministry students, twelve (12) units in any given quarter constitutes full-time enrollment for that quarter and the following quarter. The maximum study load is twenty-four (24) units in any twelve-month period.

For doctoral students in the School of Psychology, the minimum full-time study load is twelve (12) units per quarter. For students in the Clinical Psychology Division, the maximum academic load is sixteen (16) units in any given quarter (including the Summer Quarter). The maximum load for doctoral students in the Marriage and Family Division is 20 units.

Half-Time Study. Six to eleven (6-11) units per quarter constitutes half-time status at the master’s level, and in the doctoral programs in the School of Psychology. Half-time status for other Ph.D. programs, the D.Miss. program, and the Theology Th.M. program is defined as four to seven (4-7) units per quarter. In the D.Min. program, four to eight (4-8) units in any given quarter constitute half-time enrollment for that quarter and the following quarter.

International Students

International students are required to maintain valid immigration status throughout their stay at Fuller in order to remain in good standing with the Seminary. In most cases, this requires that the student be enrolled full-time for three consecutive quarters out of every year. A person whose immigration status is not valid is not considered a current student, and cannot register for classes, participate in Seminary activities, or apply for readmission or admission to other degree programs.

Absences and Withdrawal

In the event of absence, it is the student’s responsibility to make necessary arrangements with the instructor. Faculty members decide their own policies concerning class attendance.

Whenever possible, students are expected to report to their academic advisor any anticipated extended absences. Students who do not expect to register for a given quarter (except Summer) should consult with their academic advisor. In some cases of extended absence, it may be necessary for the student to reapply for admission.

Students who expect to discontinue their work at the Seminary are expected to complete withdrawal forms, which require exit interviews from a variety of offices.

Academic Standing

To remain in good academic standing, students must have successfully completed 75% of the courses in which they enrolled prior to fall 1993,
and have a cumulative grade point average (GPA) of 2.50 for all coursework. Grades which represent successful completion are A, A-, B+, B, B-, C+, C, C-, CR (Credit), P (Pass), or SA (Satisfactory). Grades which do not represent successful completion are I (Incomplete), F (Fail), and NC (No Credit).

In some programs, especially doctoral programs, higher standards for good academic standing in the program may apply. These higher standards are detailed in the appropriate student handbooks, and take precedence over the above standards.

Academic Probation

In the event that a student fails to meet the above standards for good academic standing, he or she will be placed on academic probation. Students whose cumulative grade point average falls below 2.00 may be subject to academic dismissal.

Appeal Process

Students may request exceptions to this policy, as noted above, by presenting a written description of their extenuating circumstances and their plan for establishment of good academic standing to the Academic Affairs Committee of their school for consideration. The student will be advised in writing of the decision after review by the committee.

Satisfactory Academic Progress and Financial Aid

Students must meet the Seminary’s minimum standards for satisfactory academic progress in order to qualify for financial aid.

Student Status and Financial Aid. Special students are ineligible for Seminary financial aid as well as federal financial aid (except that students admitted through the African-American or Hispanic Ministries special access programs are eligible for the Seminary grant). Students admitted as special students who are later granted regular acceptance into a degree program will then become eligible for all forms of financial aid.

Academic Standing and Financial Aid. Review of the records of all regular students will occur quarterly (after the grading period). In the event that a student fails to meet the Seminary standards for good academic standing (see above), the student will be notified and will be ineligible for Seminary or federal financial aid. When such students reestablish good academic standing, they will again be eligible for all forms of financial aid.

If such students are unable to reestablish good academic standing and are placed on academic probation, they remain ineligible for both Seminary and federal financial aid.

Academic Progress and Financial Aid. In order to maintain eligibility for federal financial aid, students are required to be making satisfactory progress toward the completion of their degrees. For purposes of federal financial aid, students will be considered to have advanced one grade level when the following numbers of units have been completed (Group A—Ph.D. SOT/SWM, Th.M. SWM, D.Min.; Group B—all other degree programs):

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24</td>
<td>0-36</td>
</tr>
<tr>
<td>25-48</td>
<td>37-72</td>
</tr>
<tr>
<td>49-72</td>
<td>73-108</td>
</tr>
<tr>
<td>109-144</td>
<td></td>
</tr>
</tbody>
</table>

Students need not advance a grade level each year, but are eligible for a certain amount of federal financial aid in each grade level and cannot receive additional federal financial aid until they have made advancement or twelve months have elapsed. No financial aid will be awarded to students who are enrolled beyond the time limit established by the Seminary for the completion of degree work, or for students who are registered for dissertation work bearing no units of credit.

Time Limits for Completion of Degrees

In order to ensure that a degree, when granted, represents education that is reasonably focused (not acquired a little at a time over an unreasonably long period of time) and current, requirements for a degree must normally represent credit earned within a certain period of time. This period includes any credit earned elsewhere and applied to the degree, as well as all credit earned at Fuller.

For the M.A. or M.Div. degree in the School of Theology this limit is set at ten years. The time limit for the Th.M. degree is five years, for the D.Min. degree seven years, and for the Ph.D. degree eight years. There is a ten-year time limit for completion of degrees in the School of World Mission (master’s or doctoral level). The limit for the M.S. or M.A. degrees in marital and family therapy in the School of Psychology is seven years, and for all doctoral programs in that School the limit is ten years.
been completed due to extenuating circumstances, only when the student's work in the course has not been assessed if such a policy has been clearly described in the syllabus for the course. If the work is not completed within this time, the faculty member determines whether a reduced grade or a grade of F is warranted, based on the policy published in the course syllabus. The Incomplete must be resolved to a regular grade (A through C- or F) at this time; the grade of Incomplete cannot remain on the record. Further extensions of time (which can only be granted by the Academic Affairs Committee of the School Involved) are normally not granted. When the grade has been recorded, the student's transcript indicates that the grade has been changed from an Incomplete.

**Hold**. A student enrolled in 700-level or 800-level classes whose work is not completed at the end of the quarter of registration, may request a "hold" grade from the professor (except that students in the School of Theology Th.M. and Ph.D. programs and Marriage and Family Division Doctoral programs must petition their respective programs for the hold grade). This allows two additional quarters to complete the work (except for D.Min. courses and certain clinical psychology courses, which allow one year). Unless an extension is granted (by the Academic Affairs Committee of the School or program), the completed work must be submitted to the professor no later than the last day of the second quarter, and a grade must be submitted; the Hold grade cannot remain.

**Grading**

Grades have been assigned the following numerical values for the purpose of computing the grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

All other grades, including P (Pass), SA (Satisfactory), I (Incomplete), H (Hold), IE (Incomplete Extended), HE (Hold Extended), IP (In Progress) and RD (Report Delayed) are not computed in the student's grade point average. The grades CR (Credit) and NC (No Credit), which were used until Fall 1993, also are not computed in the student's grade point average. The grades CR (Credit) and NC (No Credit), which were used until Fall 1993, also are not computed in the student's grade point average. The grades CR (Credit) and NC (No Credit), which were used until Fall 1993, also are not computed in the student's grade point average.

**Incomplete**. A student whose work in a master's level course is not completed at the end of the quarter may request a grade of Incomplete by returning a Request for Incomplete, signed by the professor, to the Registrar's Office by the end of the last day of the quarter. Each faculty member decides whether work not finished at the end of the quarter warrants an incomplete grade for the course, a reduction in grade, or a grade of F. The policy for the course is to be stated clearly in the course syllabus. Incompletes are normally granted only when the student's work in the course has not been completed due to extenuating circumstances, such as personal illness of more than a brief duration; illness in the family that has required the student's attention; death in the family; personal or family crisis of a traumatic nature; or increase in job responsibilities.

If the Incomplete grade is granted, the completed course work is due to the professor by the end of the last day of the following quarter. Grade penalties for work completed during this period may be assessed if such a policy has been clearly described in the syllabus for the course. If the work is not completed within this time, the faculty member determines whether a reduced grade or a grade of F is warranted, based on the policy published in the course syllabus. The Incomplete must be resolved to a regular grade (A through C- or F) at this time; the grade of Incomplete cannot remain on the record. Further extensions of time (which can only be granted by the Academic Affairs Committee of the School Involved) are normally not granted. When the grade has been recorded, the student's transcript indicates that the grade has been changed from an Incomplete.

**Pass/Fail Option**

Master's-level students may choose to take up to one-fourth of the coursework done at Fuller on a pass/fail basis. However, no more than 12 units may be in any one of the following four areas: Biblical languages, biblical studies, theology, church history, and ministry. Psychology doctoral students may exercise this option in their regular M.A. or M.Div. courses. In the School of Psychology doctoral curriculum in clinical psychology, only certain courses (such as the internship and dissertation) may be taken Pass/Fail. Students not enrolled in a degree program may exercise the Pass/Fail option at a rate of one course in four. Courses offered only on a Pass/Fail basis are considered a part of any of these limits.

The professor submits a grade for courses in which the Pass/Fail option is selected, but the student's transcript is marked with either a P (pass) or F for the course. For students seeking to
be removed from academic probation, the actual grades submitted will be taken into account in determining good academic standing. Students who select the Pass/Fail option may request, on an appointment basis, to be informed of their actual grade in a course, but that grade can never be recorded on the transcript or reported in any way outside the Seminary.

The exercising of the Pass/Fail option is normally indicated at registration time on the class request card. Changes in status may be made through the end of the second day of the second week of classes for ten-week courses, through the end of the second day of classes in one- and two-week intensive sessions, through Wednesday of the first week of five-week sessions and before the second class period in Extension classes. Changes must be made through the Registrar’s Office (or local Extended Education office).

Formal Statements of Community Standards

Fuller Theological Seminary expects all members of its community to live in accord with standards of wholesome Christian character. In order to clarify their understanding of Christian standards in areas of special concern, the Seminary faculty and Board of Trustees may adopt formal statements of community standards. Five such statements which have been adopted are those on academic integrity; sexual harassment; sexual stan-
Graduation

The prescribed course of study as outlined in the curriculum for each degree program must be satisfactorily completed. In order to graduate it is required that a student be in good academic standing as defined earlier in this section of the catalog. Some programs have higher standards which apply. These are described in the appropriate sections of this catalog and in the student handbooks for the three schools and the various degree programs.

Students are responsible for meeting the graduation requirements set forth in the catalog published at the time of their matriculation for the degree which they are seeking. Students who change programs are responsible for meeting the graduation requirements in effect when they request the change. Students who take extended leaves of absence of more than one year are subject to the graduation requirements in effect at the time of their reinstatement unless written permission was obtained prior to their extended leave.

In addition to academic requirements for graduation, students must receive the endorsement of the faculty responsible for the degree program in which they are enrolled that they have acted responsibly in attempting to live in accord with standards of wholesome Christian character and with the general standards of the institution, as well as those of the particular program in which they are involved.

It is also necessary for students to present a satisfactory clearance of accounts prior to graduation. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcripts, degree checks, diploma, transfer, or enrollment for another degree program.

Students anticipating graduation must complete an Application for Graduation. This should be done at the time of the advising appointment for registration for the quarter prior to the student’s final quarter (i.e., two quarters before the intended graduation date). Applications must be submitted no later than the end of the first week of the quarter of intended graduation. Students who for any reason do not complete their degree requirements within this quarter must reapply for graduation.

In order to qualify for graduation in a given quarter, all work must be completed and all requirements met by the official graduation date for that quarter. Classes which do not end within the quarter do not qualify for graduation in that quarter. Work completed under Incompletes and Holds applies to graduation in the quarter in which it is actually completed, not the quarter in which the course was originally taken.

Degrees are recorded quarterly. The last day of the quarter as indicated by the academic calendar is considered to be the official date of graduation.

Commencement. Baccalaureate and Commencement exercises are held only at the end of the Spring Quarter. Students who have graduated in the most recent Summer, Fall or Winter quarters and have not already attended Commencement are invited to participate, as are those who apply for graduation in the current Spring Quarter. Graduates who were eligible for the previous year’s Commencement but did not attend are also invited. Students who expect to graduate at the end of the Summer Quarter, as well as students who have internships to complete after Summer quarter, may also participate, subject to certain limitations (see below). Participation in Commencement exercises is not equivalent to the conferral of the degree, which is official only when faculty approval has been given, the Registrar’s Office has determined that all academic requirements have been met, and satisfactory financial arrangements have been made.

Special Commencement Participation Policies. A special policy permits master’s-level students who have no more than 20 units of course work (not to include theses or dissertations, qualifying exams, etc.) to complete during the Summer quarter to participate in the June Commencement exercises. The deadline for application is the end of the first week of the Spring quarter, just as for Spring quarter applications. Special conditions apply; copies of the policy may be obtained from the Registrar’s Office and academic advising offices. A further policy offers the same possibility of participation to students who will have completed all requirements by the end of Spring or Summer Quarter except for a three-quarter internship. The purpose of this policy is to encourage and facilitate doing a three-quarter internship following the completion of coursework. Again, special conditions and limitations apply; copies of the policy may be obtained from the Registrar’s Office and academic advising offices.
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Institute for Christian Organizational Development
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Courses of Study
CHARACTER AND MISSION

The School of Theology is evangelical and ecumenical, diverse and inclusive, multidenomina­tional and multicultural. Its mission is national and international in scope, urban and suburban in focus, residential and extended in location. It expresses this mission through life together as a worshipping, teaching, studying, and ministering community.

The School of Theology prepares persons for lay and ordained ministries by pursuing and encouraging:

- Foundational theological reflection, research, and writing — in the service of the church — for all the disciplines of the seminary community — for the academy
- Theological education — for the entire seminary community — for professional preparation and development — for church, denomination, and para-church
- Spiritual Formation — for individual and interpersonal integrity — for spiritual and intellectual maturity — for corporate commitment and responsibility — for competence in the practice of ministry
- Advanced theological study — in the development of faithful scholarship — in the mentoring and preparation of future teachers of the church — through advanced degree programs
- Continuing education — for the church — for professional ministry — for lay ministry and enrichment

ADMISSION

Requirements

General standards for admission to the Seminary may be found in the second section of this catalog. Specific requirements for entering degree programs are given within each degree program section. In addition, applicants for whom English is a second language must take a written and oral language examination (TOEFL). A score of 550 is required for admission to master’s-level programs, and a score of 600 is required for admission to the Th.M. and doctoral programs. Applicants to master’s-level programs with TOEFL scores between 500 and 549 who are otherwise qualified for admission may seek admission through Fuller’s English as a Second Language Program.

Unclassified Students

Those individuals who desire Christian training, but who do not wish to study in a regular degree program, are welcomed. Men and women who are not certain of a definite call to the ministry and desire a time of seminary study to help them in determining God’s will for their lives may want to study as unclassified students.

THE THEOLOGICAL CURRICULUM

The theological curriculum which aims at excellence must combine breadth, depth and balance. It must include the basic areas for everyone engaged in Christian ministry, and yet provide courses of special interest and concern to the individual student. It must be grounded in the Scriptures, the sure and solid authority of our faith, and be concerned for efforts to express faith in a coherent system of truth. It must reflect understanding of the traditions of the past, and show awareness of the needs of the present and the future. It must preserve what is genuine within the historic experience of the church while being open to what may be new by Christ’s Spirit.

Fuller approaches its task of theological training by way of the great Protestant tradition of biblical studies in the languages in which God was pleased to reveal his word. Greek and Hebrew are prerequisites for many biblical courses and are constantly used in instruction. Courses in the theology and history division give the student a close acquaintance with the classical thinking of the church in its effort through the ages to express this revelation and to apply it as a guide through the perplexities and ambiguities of life. This background sets the stage for the ministry courses in which the various ap
approaches to teaching God's word are shaped from the perspective of theology.

A curriculum cannot include everything a servant of God will need for the rapidly changing world of these last decades of the 20th century, but it should not omit that which is essential. Furthermore, it must supply the basic content and skills which will enable one to feed God's flock and to maintain personal growth with increasing responsibilities.

Degree Programs

The School of Theology offers programs leading to the following degrees: Master of Divinity, the Master of Arts in Theology, the Master of Arts in Christian Leadership, the Doctor of Ministry, the Master of Theology, and the Doctor of Philosophy in Theology. In each case, it is possible to develop an area of concentration within the overall curriculum for the degree.

Field Education

An internship in a church or related setting is an integral part of the curriculum for the Master of Divinity degree and can be incorporated in other master's-level programs. Its purpose is to provide an educational opportunity to apply what is learned in the classroom in a practical area of ministry under qualified supervision. The Office of Field Education helps students arrange approved internships and provides counsel relating to internships and other field experiences.

Multidenominational Representation

Fuller Theological Seminary trains and counsels its students to return to the denominations that nurtured them. Education for ministry at Fuller Theological Seminary is accepted by every major denomination. Denominational distinctives, such as church government, are taught by persons who represent the various denominations. Furthermore, the Seminary faculty comprises such a cross-section of church affiliation that most of the major traditions of the church are represented. In addition, the Seminary has an Office of Presbyterian Ministries, and has on its campus the office of the Theological Education Agency of the Reformed Church in America, which serves all ministerial candidates of the Reformed Church in America who are not attending one of the two denominational seminaries, and the American Baptist Theological Center. In addition, representatives of several denominations – The Reformed Church of America, American Baptist Churches in the U.S.A., and the United Methodist Church – serve on the School of Theology faculty as Ecclesiastical Faculty. Denominational concerns are coordinated by a director of field education and denominational relations.

MASTER OF DIVINITY

The Master of Divinity degree program prepares the student for full-time service in the church of Jesus Christ. It allows the student to train either for the general pastorate of a local church or for a specialized ministry as a staff minister. It enables a student within a three-year period to meet the range of denominational requirements for ordination. The program is also open to the student who desires to meet the requirements for ordination but who wishes to develop simultaneously a concentration in such areas as educational ministries, family life education, youth ministries or cross-cultural ministries.

The Master of Divinity degree is designed so that it can be completed within three years to four years. However, many students pursue the program on a part-time basis for all or part of their course of study, and thereby extend their study over a longer period of time. In addition to its daytime schedule and normal ten-week quarters, the Seminary regularly offers a full range of evening courses, Saturday courses, and intensive ten-day courses, making possible a very flexible program of study.

Purpose

The Master of Divinity program prepares men and women for ministry within the Church of Jesus Christ. The curriculum is controlled by a vision of Christ's Church as the people of God—a living, worshipping, witnessing community, within which faith is nurtured and through which Christ is served in the world. Guided by this vision, the curriculum is designed to instruct students in the study of theology in its widest sense, so that they may grow in the knowledge of God, discover and develop their God-given gifts and become more effective members of the body of Christ. This involves a deepening understanding of God and God's world through rigorous academic discipline; but it also involves, in part as the fruit of such discipline, personal spiritual growth and maturity, and the acquiring of the relevant skills that will enable students to use...
their theological insights effectively in practical Christian ministry.

Accordingly, the characteristics of the Master of Divinity program are determined by the marks of true Christian ministry.

1. The Christian minister should be a person who knows and delights in the Word of God, one who is able responsibly and in detail to exegete and interpret the divinely inspired Scriptures, yet one also able to see in its wholeness the story of the saving acts of God revealed through Israel and consummated in Christ. The Master of Divinity program is designed to foster ministry that is rooted in the authority of the Bible.

2. The Christian minister should understand the doctrines and traditions of the Church and be able to interpret them clearly and compellingly for our own time. The minister should also be one who empowers the people of God so that they too are enabled confidently to discern and clearly to articulate God’s Word for our world. The Master of Divinity program is designed to foster Christian ministry that is intellectually responsible.

3. The Christian minister should possess special abilities, theologically informed, for leading and equipping God’s people. The tasks that demand these skills are many: preaching, public worship, teaching, evangelism, counseling, spiritual formation, and administration. The minister should be one who not only develops such skills but enables others to share them. The Master of Divinity program is designed to foster ministry that is professionally competent.

4. The Christian minister should recognize that evangelism in its widest sense is the responsibility of every Christian and is central to the apostolic nature and mission of the Church. The minister should be prepared both spiritually and intellectually to “do the work of an evangelist” and to enable others to share in that task. The Master of Divinity program is designed to foster ministry that is committed to evangelism.

5. The Christian minister should be an advocate of truth, a person able convincingly to demonstrate the credibility of the faith and, while informed of the strongest arguments that have been made against it, one able to witness to the revelation of God in Christ in the confidence of the Spirit of Truth. The Master of Divinity program is designed to foster ministry that is intellectually articulate.

6. The Christian minister is a person of deep and honest faith, a faith that is rooted in an authentic experience of God’s grace and that is expressed in a growth toward wholesome maturity in Christ. He or she is ready always to seek the will of God in the complex moral problems of personal life, and is sensitive to the even more complex ethical issues of the public arena. The Master of Divinity program seeks to foster ministry that is spiritually mature and morally sensitive.

7. The Christian minister should be a servant of the compassionate Lord, a person deeply concerned for social justice with a burden for the oppressed and the weak, a peacemaker in a world torn by war, an advocate for the hungry and homeless, a defender of all victims of oppression, and a prophet calling for justice from the rich and mercy for the wretched of the earth. The Master of Divinity program is designed to foster ministry that is socially concerned.

8. The Christian minister should be personally committed to a specific church within the Church universal, one who is loyal to the community and tradition of which he or she is a part yet who honors a wider loyalty to the Church universal. The Master of Divinity program is designed to foster ministry that is ecumenically open yet denominationally responsible.

These are some of the marks of true Christian ministry which determine the characteristics of the Master of Divinity program. By this vision of ministry, the curriculum is tested and controlled, goals are defined and teaching is motivated.

Admission Requirements

General standards of admission to the Seminary may be found in the second section of this catalog. Applicants must have earned a regular baccalaureate degree or its equivalent from an accredited institution before they can be admitted to the M.Div. program. Applicants who graduate from an unaccredited college will be considered on an individual basis.

Residence Requirements and Transfer Credit

A minimum of 72 units must be earned at Fuller Seminary. At least 48 units, not including field education or independent studies, must be taken on the Pasadena campus (except for those admitted to the special M.Div. program in Seattle). Requests for transfer of credit for approved graduate studies done elsewhere will be evaluated on an individual basis by the Academic Advising Office. This may include a maximum of 72 quarter hours of graduate theological and biblical studies or a maximum of 20 quarter hours in nonreligious studies if they are appropriate to the field of concentration, approved by the School of Theology academic affairs committee, and integrated through a 4-unit directed study.
Curriculum

The faculty at Fuller has developed a unified curriculum for the Master of Divinity degree built upon a system of core areas. These areas are distributed among the biblical studies, theology and ministry divisions.

A variety of courses is provided within each core area to maintain maximum flexibility in designing the student's curriculum. Normally courses will stress at least one of the following features:

1. A strong language approach;
2. An emphasis on biblical content;
3. A focus on the theological perspective; or
4. A focus on ministry.

The student is required to complete successfully 144 units for the M.Div. degree as follows:

**CORE AREAS (120 units)**

### Biblical Languages (20 units)

**HEB** 1. Hebrew
   - LG 502 Beginning Hebrew (8 units)

**GRK** 2. Greek
   - LG 512 Beginning Greek (12 units)

### Biblical Studies (32 units)

1. Old Testament. Select one from each group. Either the OTB or the OTC must be taken as a book study, with a prerequisite of LG502.
   - a. OT 501 Pentateuch
   - b. OT 502 Hebrew Prophets
      - OT 511 David and Solomon
      - OT 514 Elijah Narratives
      - OT 515 Isaiah
      - OT 516 Jeremiah
      - OT 519 Joshua, Judges, Samuel, Kings
   - c. OT 504 Old Testament Theology
      - OT 518 Chronicles
      - OT 525 Biblical Wisdom Literature
      - OT 526 Psalms
      - OT 528 Job
      - OT 529 Ezra-Nehemiah
      - OT 534 Old Testament Theology
      - NS 505 Unity of the Bible

2. Hermeneutics and Exegetical Method. Select one of the following courses. *Prerequisite: LG512 Beginning Greek.*
   - NE 500 Hermeneutics
   - NE 502 Exegetical Method and Practice/Método Exegético

3. New Testament (both required)
   - NT 521 New Testament 1
   - NT 501 New Testament 2

4. New Testament Theology. Select any course identified on the quarterly schedule as meeting the NTT core. *Prerequisites: NS500 and/or NS501.* Some such courses require prior completion of LG512, while others do not. Such courses treat either a theme or a sector of the New Testament. Examples:
   - NS 505 Unity of the Bible
   - NS 507 Gospel and Law
   - NS 509 Life of Jesus/Vida de Jesus
   - NS 511 Emergence of the Church
   - NS 527 Baptism in the Holy Spirit
   - NS 533 Aspects of Pauline Soteriology
   - NS 541 Jesus and the Kingdom
   - NS 543 Theology of Mark
   - NS 545 The First Urban Churches
   - NS 549 The First Urban Christians
   - NS 551 Worship in the New Testament and Today
   - NS 559 New Testament Spirituality

5. New Testament Exegesis. Select any course identified on the quarterly schedule as meeting the NTE core. *Prerequisites: LG512; NE500 or NE502; and NS500 and NS501.* Examples:
   - NE 506 New Testament Exegesis
   - NE 508 Gospel of Matthew
   - NE 520 Romans 1-8
   - NE 524 1 Corinthians

### Church History and Theology (32 units)

1. Church History. Select one from each group:
   - a. CH 500 Early Church History
   - b. CH 502 Medieval and Reformation History
   - c. CH 504 Modern Church History

2. Philosophical Theology (select one)
   - PH 500 Reasoning in Religion
   - PH 504 Christian Worldview and Contemporary Challenges
   - PH 505 Theories of Human Nature
   - PH 508 Issues in Apologetics
   - PH 512 Christianity and Western Thought
   - PH 516 Philosophical Theology
PH 529 Women Writers on Spirituality
PH 536 Kierkegaard
PH 544 Philosophical Theology II

3. Systematic Theology. Select one from each group:

STA
a. ST 501 Systematic Theology I
   ST 512 Theological Anthropology and the Revelation of God

STB
b. ST 502 Systematic Theology II
   ST 514 Reconciliation and the Healing of Persons

STC
c. ST 503 Systematic Theology III
   ST 516 Theology of Christian Community and Ministry

ETH
4. Ethics (select one)
   ET 501 Christian Ethics
   ET 503 Bible and Social Ethics
   ET 513 Perspectives on Social Ethics
   ET 518 Ethics of Everyday Life
   ET 525 Ethics of Bonhoeffer
   ET 527 Values in the Workplace
   ET 571 Ethics of Wealth and Poverty in Urban Settings

Ministry (36 units)

MIN1
1. General Ministry and Spirituality (select one)
   GM 500 Foundations for Ministry
   GM 515 Introduction to Christian Spirituality
   GM 520 Foundations for Spiritual Life
   GM 525 Liberating the Laity Across Cultures
   PM 511 Person and Practice of Ministry
   CH 565 History and Practice of Christian Spirituality in the West

MIN2
2. Preaching and Communication (8 units)
   PR 5001 Homiletics (4), or PR 501 African-American Preaching (4), or
   PR 502 Predicación entre Hispáncos (4)
   PR 502 Evangelistic Preaching (2)
   PR 511 Preaching Practicum (2)
   PR 512 African-American Preaching Practicum (2)
   PR 514 Making Doctrine Live (2)
   CO 500 Communication (2)
   CO 503 Advanced Communication (2)
   CO 517 Comunicación Interpersonal

MIN3
3. Evangelism (select one)
   EV 500 Art of Evangelism
   EV 502 Church Renewal and World Evangelism
   EV 503 Foundations for Communicating the Gospel
   EV 508 Evangelism in the Local Church
   EV 509 Spirituality and Creativity in Evangelism and Worship
   EV 513 Campus Evangelism
   EV 514 Urban Evangelism
   EV 518 Evangelism in the African-American Church
   EV 519 Evangelismo entre Hispánicos
   EV 525 Modern Culture and Evangelism
   EV 542 Evangelizing Nominal Christians
   CF 558 Communicating the Gospel to Youth

MIN4
4. Christian Formation and Discipleship (select one)
   CF 500 Foundations for Christian Formation
   CF 501 Teaching and Leading in the Church
   CF 505 Teaching the Bible
   CF 507 Building Christian Community Through Small Groups
   CF 510 Ecology of Faith Development
   CF 530 Christian Formation of Children
   CF 540 Philosophy and Models of Youth Ministry
   CF 560 Adult Formation and Discipleship
   CF 565 Empowering the People of God

MIN5
5. Pastoral Counseling (select one)
   CN 503 Personality, Theology and Pastoral Counseling
   CN 504 Family Therapy and Pastoral Counseling
   CN 516 Training Lay Counselors in the Church
   CN 520 Pastoral Counseling
   CN 522 Basic Counseling Skills
   CN 525 Pastoral Counseling in the African-American Church
   CN 535 Grief, Loss, Death and Dying
   CN 539 Ministering to Immigrant Families
   CN 543 Psicología Pastoral
   CN 560 Pastoral Counseling Across Cultures
Developing Lay Counselors in the African-American Church

Pastoral Ministry and Theology

(select 4 units)

PM 500 Foundations of Pastoral Ministry
PM 501 Theology of Pastoral Care
PM 503 Pastoral Theology
PM 507 Equipping Pastor
PM 511 Person and Practice of Ministry
PM 517 African-American Church Administration and Leadership
PM 520 Church Management
PM 527 Teologia Pastoral
DP 500 Reformed Church Doctrine and Polity (2 units)
DP 505 Presbyterian Polity and Worship
DP 508 Baptist Doctrine and History
DP 512 United Methodist Polity
DP 515 Assemblies of God Polity
DP 517 Foursquare Polity
DP 522 United Church Polity
DP 523 Congregational Church (CCCC) Polity

Field Education. Two courses in supervised field experience are required to earn the M.Div. degree. One course is met by a ministry experience in a church for three quarters as a student intern. Two units of core credit are granted for this course. The second course requirement is met by an intern experience in a church, hospital, special community program, or parachurch organization approved by the Field Education Office. Two units of credit will be granted for this requirement. Additional courses may be taken for elective credit.

Missions (select one)

GM 518 Introduction to Urban Studies
GM 578 Latino Urban Church
ST 553 Theologizing in a Multicultural Setting
TM 505 Multiculturalism Today
TM 506 Contemporary Evangelism and Missions
MC 502 Applied Missiology for Ministry
MB 530 Language/Culture Learning and Mission
MB 576 Incarnation and Mission Among the World’s Urban Poor
MI 501 Introduction to Missiology

MT 540 Missiological Issues: The Church in the City
MT 522 Mission of the Local Congregation
MM 520 Chinese Church Ministry: The First Three Years
MR 550 Introduction to Islam

ELECTIVES (24 units)

The remaining courses may be drawn from the core, language or elective offerings. A student may use any course offered to satisfy the elective component of the M.Div. curriculum.

The abbreviations in this column are used to designate their corresponding M.Div. core area groups. Such abbreviations are employed in the catalog Courses of Study section, on quarterly schedules, and in Expanded Course Descriptions (available in the library and in academic advising offices).

Courses in these core areas may have prerequisites. See the course descriptions for details.

Additional courses or seminars may be designated by the department to satisfy this requirement.

School of World Mission course.

School of World Mission course; applicable only with prior permission of the Theology Academic Advising Office.

Course Descriptions

The description of courses offered in support of the Master of Divinity degree program may be found in the Courses of Study section.

Concentrations

A variety of specific concentrations are offered within the M.Div. curriculum, enabling students to focus their studies in particular areas in order to meet their individual interests and needs. These areas of concentration are briefly described below. Further information may be obtained from the Academic Advising Office.
Christian Formation and Discipleship. The Master of Divinity concentration in Christian formation and discipleship enables students to obtain a strong foundation in biblical, historical and theological studies, while focusing on the teaching/equipping ministries of the church. Designed to prepare men and women for a general pastorate in a local congregation, or a specialized ministry as, for example, director of Christian education or minister of discipleship, the program allows students to meet the standard educational requirements for ordination while obtaining specialized preparation for educational and discipleship ministries.

There is a basic required core curriculum in the program which may be fulfilled through a number of alternatives. This provides students with a selection of courses in a specific area of interest based on a solid theological foundation.

The curriculum integrates academic course work with practical experience. The program consists of 144 quarter hours, including 20 units in Greek and Hebrew, 32 units in the area of biblical studies, 32 units in theology and church history, 36 units in practical ministry, including a supervised ministry experience, and a minimum of 24 units in Christian formation and discipleship as follows:

- CF 500 Foundations for Christian Formation
- CF 504 Formational Bible Study
- CF 505 Teaching the Bible

Choose one from the following group:
- CF 501 Leading and Teaching in the Church
- CF 507 Building Christian Community Through Small Groups

Choose two from the following group:
- CF 501 Leading and Teaching in the Church
- CF 530 Christian Formation of Children
- CF 540 Philosophy and Models of Youth Ministry
- CF 560 Adult Formation and Discipleship
- CF 565 Empowering the People of God
- CF 580 Formation Seminar

Persons with a strong background in Christian education in their undergraduate work and students with particular goals for ministry may design an individualized Christian formation and discipleship program in consultation with the director of the department. The curriculum may also be adapted to include work in cross-cultural studies. Faculty Coordinator: Dr. Julie Gorman.

Cross-Cultural Studies. This area of concentration enables students to obtain a thorough knowledge of biblical, historical and theological studies as well as a foundation in the social and behavioral sciences which are basic to the task of mission. Combining the resources of the School of Theology and the School of World Mission, this degree program provides special preparation for future missionaries who will need an ordained status for overseas missionary work, as well as men and women who plan to accept short-term missionary assignments and then continue afterwards in church ministry. Persons who do not plan to go overseas but are highly committed to the missionary task and want the mission component as a part of their preparation for ministry, and those who anticipate ministries in the United States among ethnic groups different from their own will also receive specialized training.

The curriculum for the Master of Divinity with a concentration in cross-cultural studies, consists of 108 quarter hours in biblical studies, theological studies and practical ministries and 36 quarter hours in missiology. Normally a student will take 32 units in the School of Theology and 16 units in the School of World Mission during each academic year. A School of Theology academic advisor will assist the student in selecting courses which will ensure a balance in theology and missiology. Faculty Coordinator: Ministry Division

School of Theology (112 units)
- Greek (12)
- Hebrew (8)
- Hermeneutics (4)
- New Testament (8)
- New Testament Exegesis (4)
- New Testament Theology (4)
- Old Testament (12)
- Church History (12)
- Systematic Theology (12)
- Ethics (4)
- Communications (8)
- Evangelism (4)
- Christian Formation (4)
- Counseling (4)
- Field Education (4)
- Pastoral Ministry and Theology (4)

School of World Mission (32 units)
- Each of the following:
  - MB 520 Anthropology
  - MT 520 Biblical Foundations of Mission
  - MC 520 Foundations of Church Growth

- One of the following:
  - MB 530 Language/Culture Learning and Mission
  - MC 502 Applied Missiology for Ministry
MT 522 Mission of the Local Congregation

Select four School of World Mission Electives (16 units)

Multicultural Ministries. The Master of Divinity concentration in multicultural ministries is designed to enable all students, regardless of ethnic background, to prepare for ministry in an increasingly ethnically pluralistic church and society. The basic emphasis of the M.Div. program on a strong biblical, historical, theological and ministry core of coursework is strengthened by a component of six courses with a particular ethnic emphasis. A range of curricular offerings which specialize in issues uniquely relevant to the African-American and/or Hispanic church and community is available as a resource for this concentration. Students who anticipate pastoral ministry in the African-American church or Hispanic church, or ministry in Southern California or wherever the population is richly varied in its ethnic diversity, will benefit from selection of this concentration.

Normally, four of the six courses in the multicultural component of this concentration will be taken from the offerings of the Ministry Division, and two from the offerings of the Biblical and/or Theological Divisions. Selection of appropriate coursework compatible with the interests of this concentration may be made in consultation with the appropriate academic advisor. Faculty Coordinator: Dr. Jorge J. Taylor. Courses available include:

- LG 512 Griego
- NS 500 Nuevo Testamento I
- NS 501 Nuevo Testamento II
- NS 505 Unidad de la Biblia
- NS 531 Teología Paulina
- NE 502 Método Exegético
- NE 506 Exégesis del Nuevo Testamento: Romanos 12-15
- ST 522 Orientación para Investigación Teológica
- ST 546 Teológico Research Orientation I
- ST 547 Teológico Research Orientation II
- ST 552 La Crisis Hispana de las Americas
- PH 580 African-American Culture and World View
- GM 560 Historia y Cultura Hispánicos
- GM 566 Ministerio Urbano
- GM 567 Iglerecimiento Avanzado
- GM 568 La Iglesia y La Familia Hispana
- GM 577 The African-American Church and Community
- GM 582 Models of Ministry in the African-American Church
- PR 501 African-American Preaching
- PR 512 African-American Preaching Practicum
- PR 502 Predicación entre Hispánicos
- CO 517 Comunicación Interpersonal
- EV 518 Evangelism in the African-American Church
- EV 519 Evangelismo entre Hispánicos
- CF 548 Evangelizing and Discipling African-American Youth
- CN 525 Pastoral Counseling in the African-American Church
- CN 543 Psicología Pastoral
- CN 561 Developing Lay Counselors in the African-American Church
- PM 517 African-American Church Administration and Leadership
- PM 527 Teología Pastoral
- MU 540 African-American Sacred Music Styles

Family Pastoral Care and Counseling. The family pastoral care and counseling Master of Divinity concentration enables students to obtain a strong foundation in biblical, historical and theological studies while focusing on the nurture and guidance of individuals and families. Students are prepared to meet educational requirements for ordination while developing competence in the care of those who are alienated or abandoned by families, in the alleviation of distress in marital and family conflict, in the mobilization of resources in the church for family strength and in the utilization of community resources for referral purposes. This program, which is designed primarily to equip men and women for pastoral ministry, emphasizes theological foundations for family life and the spiritual resources of prayer, Bible study and Christian character.

This program integrates academic course work with practical training. The program consists of 36 courses (144 quarter hours), including 12 units in Greek and 8 units in Hebrew, 32 units in the area of biblical studies, 32 units in theology and church history, 24 units in practical ministry, 10 units of supervised field work experience (including CPE) and a minimum of 26 units in family pastoral care and counseling from the following:

- CN 503 Personality, Theology and Pastoral Counseling
- CN 504 Family Therapy and Pastoral Counseling
- CN 506 Conflict and Conciliation
- CN 516 Training Lay Counselors in the Church
- CN 520 Pastoral Counseling
- CN 525 Pastoral Counseling in the African-American Church
- CN 539 Ministering to Immigrant Families
- CN 560 Pastoral Counseling Across Cultures
Field work experiences will be concentrated in local churches or pastoral counseling centers where students will work under the supervision of a pastor and the director of the family pastoral care and counseling program. Practical experience during the first year will be designed to expose students to all facets of general pastoral ministry with the second and third years focused on family ministries and pastoral counseling. Students will also take a course in clinical pastoral education in an approved mental hospital, general hospital or other facility.

The Master of Divinity with a concentration in family pastoral care and counseling is designed so that it may be completed within three to four years. However, the program may be pursued on a part-time basis and many students choose to extend course work over a greater period of time. Faculty Coordinator: Dr. David Augsburger.

Youth Ministries. Fuller Seminary offers two programs combining theological education with a concentration in youth ministries.

The first is offered on the Pasadena campus and prepares the student for ordained ministry in churches and parachurch organizations. It develops the future youth pastor or director as a missionary into the youth culture, a social worker in all types of youth crises and needs, and a nurturer for young disciples. The basic M.Div. core curriculum in languages and biblical and theological studies is combined with internships and courses in youth ministry to prepare the graduate for professional service. Faculty Coordinator: Dr. Dean Borgman.

Each of the following:
- CF 540 Philosophy and Models of Youth Ministry
- CF 558 Communicating the Gospel to Youth

Select two of the following:
- CF 500 Foundations for Christian Formation
- CF 507 Building Christian Community Through Small Groups
- CF 550 Adolescent Culture

Select one of the following:
- CF 504 Formational Bible Study
- CF 505 Teaching the Bible

Family Life Education. The erosion of marriage and family life is of great concern to the church and the community at large. Response to this national crisis has largely been through therapy for victims, while procedures for assisting healthy families have often been deferred. In order to reinforce and assist the church in its ministry to and for the family, Fuller Theological Seminary is offering training in family life education through the combined resources of the School of Theology and the marriage and family therapy division of the Graduate School of Psychology. The objectives of this concentration are:

1. To provide Christian leaders to work in and through the church, primarily as ordained ministers, but with additional skills in response to the needs in marriage and family life;
2. To equip those leaders with psychological, sociological and educational knowledge regarding the educational ministries of the church in addition to the broad preparation for ministry of the M.Div. curriculum;
3. To provide viable preventative strategies for the support of healthy families;
4. To assist ministers in the identification and referral process for unhealthy families.

The Master of Divinity degree concentration in family life education requires completion of
The Institute of Advanced Study is a private research institution. This program provides opportunities for graduate students to study and conduct research in a variety of fields. The Institute offers a stimulating environment for scholars and visitors from around the world. It is a place where new ideas are nurtured and where interdisciplinary collaboration thrives.

The Institute's mission is to advance knowledge through the arts and sciences. It supports the work of scholars in all disciplines, including humanities, social sciences, and natural sciences. The Institute provides a supportive community for scholars from diverse backgrounds and with different perspectives.

The Institute offers fellowships and residencies for scholars, artists, and other distinguished professionals in a variety of fields. It also organizes conferences, workshops, and other events to foster interdisciplinary dialogue and collaboration.

The Institute is committed to diversity and inclusion. It seeks to attract and support scholars from underrepresented communities and to create a welcoming and supportive environment for all.

The Institute of Advanced Study is a unique space for intellectual and cultural exchange. It is a place where scholars and visitors can come together to explore new ideas and to contribute to the advancement of knowledge.
the core requirements in the areas of biblical languages, biblical studies, church history and theology, and ministry, and 24 units drawn from the pastoral care and counseling department of the School of Theology and the family life education department of the Graduate School of Psychology, as described below. **Faculty Coordinator: Dr. David Augsburger.**

Required:

- CN 520 Pastoral Counseling (fulfills core requirement for Pastoral Counseling)

Select two from the following:

- CF 530 Christian Formation of Children
- CF 536 The Family and the Church
- CF 550 Adolescent Culture

Select 12 units, with at least 4 units of FL courses, from the following:

- FL 501 Family Life Education
- FL 502 Parent Education and Guidance (2 units)
- FL 503 Marital Enrichment (2 units)
- FS 500 Introduction to Family Systems
- FS 501 Gender and Sexuality
- FS 505 Child and Family Development
- FS 511 Cultural and Ethnic Issues
- FS 515 Value Formation in Family Intervention

**MASTER OF ARTS IN THEOLOGY**

The Master of Arts in Theology degree program of the School of Theology offers an opportunity to undertake two years (96 units) of graduate theological study for a wide range of general and specialized purposes.

**Purpose**

The Master of Arts in Theology program in its various configurations seeks to accomplish the following purposes:

1. To cultivate competent skills in the study and interpretation of the Word of God;
2. To develop an understanding of theology and fashion a systematic theological framework, informing both the ethics of personal and social behavior and the practice of ministry;
3. To understand the origin and growth of the Christian tradition and to appreciate its richness and diversity;
4. To promote growth in Christian maturity and ministry in the church and in the world.

Students enter the Master of Arts in Theology program at Fuller with a variety of personal and career goals. A staff of academic advisors is available to aid in the selection of concentrations and courses.

**Admission Requirements**

Admission and academic standards are generally the same as those established for the Master of Divinity degree. General standards for admission to the Seminary may be found in the second section of this catalog.

**Residence Requirements and Transfer Credit**

A minimum of 48 quarter units must be earned at Fuller Seminary. By special request an applicant may be granted transfer credit for accredited graduate studies done elsewhere. This may include a maximum of 48 quarter hours of graduate theological and biblical studies, or a maximum of 20 quarter hours in nonreligious studies if they are appropriate to the field of concentration, approved by the School of Theology academic affairs committee, and integrated through a 4-unit directed study.
Degree Requirements

Flexibility marks the Master of Arts in Theology program in the School of Theology at Fuller. The degree requirements can be completed in two years of full-time study, although many elect to earn the degree over an extended period of time through part-time study. The degree may be completed over a six-year period through evening courses alone. All requirements for the Master of Arts in Theology (general program track) may be completed in several extension areas, including Seattle, the San Francisco Bay Area, Phoenix, and Orange County in Southern California. Courses offered at any Fuller Extended Education site may be counted toward the degree, but at least 24 units must be completed at the Pasadena campus or one of the areas listed above.

In general, the Master of Arts in Theology degree requires:

1. A total of at least 24 courses (96 quarter units);
2. A minimum of 12 courses (48 quarter units) earned at Fuller Theological Seminary;
3. Field Education. While field experience is optional for most versions of this degree, it is highly recommended in order to complete one’s preparation for service and future placement. As many as six courses may be taken in a supervised practical service and study program to be planned with the Field Education office. Students applying for academic credit must fulfill all course requirements.

Biblical Languages. Biblical languages are not required for the M.A. degree (with the exception of one track for the M.A. for psychology students and the biblical studies and theology track). Every student, however, is strongly advised to learn at least one biblical language since all theological education should be grounded on the Scriptures, the careful understanding of which is aided by a knowledge of the original languages. Also, a majority of the courses in biblical studies require the knowledge of a biblical language.

Five Tracks. The student in the Master of Arts in Theology program selects one of five curricular tracks: 1) the general program track; 2) the Biblical Studies and Theology (pre-Ph.D. or teaching) track; 3) the concentration track; 4) the children’s ministry track, or 5) the Christian higher education track. A special track also exists for students in the Ph.D. program in clinical psychology as a part of their doctoral program; see the School of Psychology section of this catalog for details.

General Program Track

The general theological M.A. in Theology requires a minimum of twelve courses taken in biblical studies, theology, church history, ethics and philosophy. In addition, three courses are required in the areas of ministry, spirituality and globalization, as follows:

Ministry Foundations: choose one course
GM 500 Foundations for Ministry
GM 525 Liberating the Laity Across Cultures
HE 507 Leadership in Diversity: Gender, Multicultural, and Ethnicity
PM 507 Equipping Pastor
PM 511 Person and Practice of Ministry

Spirituality: choose one course
GM 515 Introduction to Christian Spirituality
GM 520 Foundations for Spiritual Life
GM 580 Christian Spirituality Seminar
CF 500 Foundations for Christian Formation
CF 554 Spirituality and Discipleship in College and Young Adult Settings
CH 565 History and Practice of Christian Spirituality in the West
HE 505 Leadership and Practice of Christian Spirituality in the World

Globalization: choose one course
TM 505 Multiculturalism Today
TM 506 Contemporary Evangelism and Mission
MB 530 Language/Culture Learning and Mission
MB 576 Incarnation and Mission Among the World’s Urban Poor
MC 502 Applied Missiology for Ministry
MI 501 Introduction to Missiology
MT 522 Mission of the Local Congregation

The remaining nine courses may be drawn from the same fields, or may be selected from courses in ministry. Certain courses offered by the School of World Mission and by the School of Psychology may also be elected. Students are encouraged to construct a curriculum in the light of their own background, interests, and vocational plans.
Biblical Studies and Theology Track

The School of Theology has developed a specific curriculum for the Master of Arts in Theology to satisfy the basic categories in biblical languages, biblical studies and theology recommended for admission into the School of Theology Ph.D. program (except in Old Testament; see Semitic Languages and Literature below). Application and admission to the Ph.D. program is a separate process. Successful completion of this program does not guarantee admission to the Ph.D. program at Fuller or elsewhere. In addition to the basic admission requirements for the M.A. in Theology degree, beginning courses in Hebrew (8 quarter hours or 6 semester hours) and Greek (12 quarter hours or eight semester hours) are prerequisites for admission to this program. Reading knowledge of one modern language (preferably German or French) is required for graduation. The course requirements for the degree are as follows:

Biblical Studies (24 units)
- Hermeneutics or Exegetical Method
- New Testament A: Gospels
- New Testament B: Epistles
- Old Testament A: Pentateuch
- Old Testament B: Prophets
- Old Testament C: Writings

Theology and Church History (32 units)
- Systematic Theology A: Theology and Anthropology
- Systematic Theology B: Christology and Soteriology
- Systematic Theology C: Ecclesiology and Eschatology
- Philosophy or Ethics
- Select two of the following:
  - Church History A: To Chalcedon
  - Church History B: To Reformation
  - Church History C: To Modern Period

Research (4 units)
- Advanced seminar or methods class with major research paper

General Studies (8 units)
- Ministry/Spirituality (any course that meets M.Div. core MINI)
- Communications (2 courses, 2 units each)
- Electives (8 units)

Semitic Languages and Literature. The faculty of the Old Testament Department has developed a variation of the biblical studies and theology track of the Master of Arts in Theology to satisfy the basic categories in Semitic languages, biblical studies and theology recommended for admission into the School of Theology Ph.D. program in Old Testament. Application and admission to the Ph.D. program is a separate process. Successful completion of this program does not guarantee admission to the Ph.D. program at Fuller or elsewhere.

In addition to the basic admission requirements for the M.A. in Theology degree, beginning courses in Hebrew (8 quarter hours or 6 semester hours) and Greek (12 quarter hours or eight semester hours) are prerequisites for admission to this program. Reading knowledge of one modern language (preferably German or French) is required for graduation. The course requirements for the degree are as follows:

Biblical Studies (24 units)
- Hermeneutics or Exegetical Method (with Greek prerequisite)
- New Testament A: Gospels
- New Testament B: Epistles
- Old Testament A: Pentateuch
- Old Testament B: Prophets

Theology and Church History (28 units)
- Systematic Theology A: Theology and Anthropology
- Systematic Theology B: Christology and Soteriology
- Systematic Theology C: Ecclesiology and Eschatology
- Philosophy or Ethics
- Select two of the following:
  - Church History A: To Chalcedon
  - Church History B: To Reformation
  - Church History C: To Modern Period

Research (4 units)
- Advanced seminar or methods class with major research paper

General Studies (8 units)
- Ministry/Spirituality (any course that meets M.Div. core MINI)
- Communications (2 courses, 2 units each)

Semitic Languages and Literature (36 units)
- Select nine of the following:
  - LG506 Advanced Hebrew
  - LG525 Biblical Aramaic
  - LG526 Syriac
  - LG530 Beginning Arabic
  - LG531 Advanced Arabic
  - LG534 Advanced Ugaritic
  - LG535 Beginning Akkadian
  - LG536 Advanced Akkadian
  - LG545 Comparative Semitics
A variation of this curriculum is also available for the student who desires an intensive concentration in Semitic languages and literature but does not seek to prepare for potential admission to Fuller's Ph.D. program in Old Testament. Students pursuing this track substitute an additional 12 units in Semitics for the General Studies and Research requirements listed above. This model may also serve to prepare for a vocation of teaching in a setting which does not require the Ph.D. Faculty Coordinator: Dr. Frederic W. Bush.

Concentration Track

A concentration of studies may be planned within the Master of Arts in Theology in any area of the curriculum. For some areas a prescribed concentration has been designed by the faculty. In other areas, students may design personalized concentrations in consultation with their academic advisors.

In addition to the concentrations described below, a special concentration of courses designed for students pursuing the M.A. in Theology as a part of the Ph.D. program in the School of Psychology is described in the School of Psychology section of this catalog.

Concentration Track Requirements. Students following the concentration track in the Master of Arts in Theology take six courses in biblical studies, seven courses in church history and theology and three courses in ministry, spirituality and globalization. In addition, six to eight courses are to be taken in the area of concentration, for a total of 96 units required for the degree. Specific course requirements for this track include:

Biblical Studies (24 units)
- NS 500 New Testament 1
- NS 501 New Testament 2
- OT 501 Pentateuch

Choose one:
- OT 502 Hebrew Prophets
- OT 504 Writings

Choose any two OT, NE, or NS courses

Church History and Theology (28 units)

Choose one from each of the following three groups:

CH 500 Early Church History
CH 501 Patristic Theology
CH 502 Medieval and Reformation History
CH 503 Medieval and Reformation Theology

CH 504 Modern Church History
CH 505 Post-Reformation and Modern Theology
CH 506 American Church History

Choose one from each of the following three groups:

ST 501 Systematic Theology I
ST 512 Theological Anthropology and the Revelation of God
ST 502 Systematic Theology II
ST 514 Reconciliation and the Healing of Persons
ST 503 Systematic Theology III
ST 516 Theology of Christian Community and Ministry

Choose any one course in Ethics, Apologetics or Philosophy

Ministry Foundations: choose one

GM 500 Foundations for Ministry
GM 525 Liberating the Laity Across Cultures
HE 507 Leadership in Diversity: Gender, Multicultural, and Ethnicity

PM 500 Foundations of Pastoral Ministry
PM 507 Equipping Pastor
PM 511 Person and Practice of Ministry

Spirituality: choose one

GM 515 Introduction to Christian Spirituality
GM 520 Foundations for Spiritual Life
GM 580 Christian Spirituality Seminar
CF 500 Foundations of Christian Formation
CF 554 Spirituality and Discipleship in College and Young Adult Settings
CH 565 History and Practice of Christian Spirituality in the West
HE 505 Leadership and Character Development
CF 574 Adolescent Spirituality and Worship

Globalization: choose one

TM 505 Multiculturalism Today
TM 506 Contemporary Evangelism and Mission
MB 530 Language/Culture Learning and Mission
MB 576 Incarnation and Mission Among the World's Urban Poor
MC 502 Applied Missiology for Ministry
MI 501 Introduction to Missiology
MT 522 Mission of the Local Congregation
Concentrations available include Christian formation and discipleship, youth ministries, family life education, evangelism, multicultural ministries, pastoral ministry, Old Testament, New Testament, apologetics, philosophy and ethics. Additional concentrations may be developed.

Christian Formation and Discipleship. The Master of Arts in Theology degree with a concentration in Christian formation and discipleship is designed to prepare men and women for the educational and discipleship ministries of the church. Persons who desire graduate work in theological education but who do not wish to undertake the extended program required by some denominations for ordination have the opportunity to obtain a general foundation in biblical and theological studies, while focusing on the teaching/equipping ministries of the church.

In addition to the basic requirements for the Concentrations track described above, the curriculum includes eight courses (32 units) in Christian formation and discipleship, as follows:

Each of the following:
- CF 500 Foundations for Christian Formation
- CF 504 Formational Bible Study
- CF 505 Teaching the Bible

Choose one:
- CF 501 Teaching and Leading in the Church
- CF 507 Building Christian Community Through Small Groups

Choose four:
- CF 501 Teaching and Leading in the Church
- CF 505 Teaching the Bible
- CF 530 Christian Formation of Children
- CF 540 Philosophy and Models of Youth Ministry
- CF 560 Adult Formation and Discipleship
- CF 565 Empowering the People of God
- CF 580 Formation Seminar
- CF ??? Christian Formation and Discipleship elective

Persons with a strong background in Christian education in their undergraduate work and students with particular goals for ministry may design an individualized program in consultation with the director of the department. Practical learning experiences have been built into this program to provide opportunities to apply academic information to ministry settings. Faculty Coordinator: Dr. Julie Gorman.

Youth Ministries. Fuller Theological Seminary offers two Master of Arts in Theology programs for persons preparing for ministry to youth.

The first is offered on the Pasadena campus and prepares the student for ministries in churches and parachurch organizations. It develops the future youth pastor or director as a missionary into the youth culture, a social worker in all types of youth crises and needs, and a nurturer for young disciples. In addition to the basic requirements for the concentration track listed above, the curriculum for this concentration in the M.A. in Theology program includes eight courses (32 units) in youth ministry. Faculty Coordinator: Dr. Dean Borgman.

Select four:
- CF 500 Foundations for Christian Formation
- CF 507 Building Christian Community Through Small Groups
- CF 540 Philosophy and Models of Youth Ministry
- CF 550 Adolescent Culture
- CF 559 Urban Youth Ministry

Select one:
- CF 504 Formational Bible Study
- CF 505 Teaching the Bible

Select three:
- CF 552 Crisis Intervention in Youth Ministry
- CF 559 Urban Youth Ministry
- CF 554 Spirituality and Discipleship in College and Young Adult Settings
- CF 556 Dynamics of Youth Leadership
- CF 558 Communicating the Gospel to Youth
- CF 574 Adolescent Spirituality and Worship
- CF 588 Camping Ministries

Institute of Youth Ministries. The Institute of Youth Ministries offers a program of theological education leading to the professional Master of Arts in Theology degree with a concentration in youth ministries. The program of study integrates a foundation of biblical and theological studies with a prescribed concentration in evangelistic youth ministries, designed in cooperation with the Ministry Resources Department of Young Life.

Although the Institute is designed primarily for persons preparing to serve on the staff of Young Life, other persons preparing for ministry with youth may pursue this concentration. Institute personnel and theology advisors will help design a curriculum to meet individual needs for preparation in this area of ministry.

The curriculum for the Master of Arts in Theology degree with a concentration in evan-
gelistic youth ministries consists of 12 courses in biblical and theological studies, and 12 specialized courses in youth ministries, including four to five field education courses under qualified supervision.

Fourteen specialized courses relating to ministry with youth have been designed in cooperation with Young Life, including such courses as:

- CF 507 Building Christian Community Through Small Groups
- CF 550 Adolescent Culture
- CN 511 Adolescent Psychology
- CN 522 Basic Counseling Skills
- CO 500 Communication
- EV 501 Theology of Incarnational Witness
- GM 547 Christianity and Urban Culture
- PM 521 Management Skills

Five field education courses are offered as practica under the immediate supervision of the Institute of Youth Ministries. A two-year concentration in ministry to troubled youth is offered in Colorado Springs. A concentration in adolescent ministries is also offered in the Master of Arts in Christian Leadership degree program. Coordinator: Institute of Youth Ministries.

Family Life Education. The erosion of marriage and family life is of great concern to the church and the community at large. Response to this national crisis has largely been through therapy for victims, while procedures for assisting healthy families have often been deferred. In order to reinforce and assist the church in its ministry to and for the family, Fuller Theological Seminary is offering training in family life education through the combined resources of the School of Theology and the marriage and family therapy division of the Graduate School of Psychology. The objectives of this concentration are:

1. To provide Christian leaders to work in and through the church in response to the needs in marriage and family life;
2. To equip those leaders with theological, psychological, sociological and educational knowledge regarding the educational ministries of the church;
3. To provide those leaders with viable preventative strategies for the support of healthy families;
4. To assist those leaders in the identification and referral process for unhealthy families.

In addition to the basic requirements for the concentration track described above, the curriculum for the Master of Arts in Theology with a concentration in Family Life Education includes eight courses (32 units) in ministry and family life education. Faculty Coordinator: Dr. David Augsburger.

Ministry (select 12 units from the following):
- CF 501 Teaching and Leading in the Church
- CF 507 Building Christian Community Through Small Groups
- CF 530 Christian Formation of Children
- CF 536 The Family and the Church
- CF 543 Dynamics of Adolescent Development
- CO 500 Communication (2 units)
- FE ??? Field Education or CPE (2 or 4 units)

Family Life Education (select 20 units from the following, of which 8 units must be FL courses):
- FL 501 Family Life Education
- FL 502 Parent Education and Guidance (2 units)
- FL 503 Marital Enrichment (2 units)
- FS 500 Introduction to Family Systems
- FS 501 Gender and Sexuality
- FS 505 Child and Family Development
- FS 511 Cultural and Ethnic Issues
- FS 515 Value Formation in Family Intervention

Old Testament. The Master of Arts in Theology with a concentration in Old Testament has been designed for the student who seeks a program which allows a broad investigation of biblical studies and Hebrew, theology and church history, and ministry, while providing an opportunity to specialize in the study of the Old Testament scriptures. Faculty Coordinator: Biblical Division.

Within the outline of the concentration track described above, the M.A. in Theology with a concentration in Old Testament has the following requirements:

- Old Testament Studies (32 units)
- Biblical Hebrew (8 units)
- Biblical Studies (16 units)
- Theology/Church History (28 units)
- Ministry, Spirituality, Globalization (12 units)

New Testament. The Master of Arts in Theology with a concentration in New Testament has been developed for the student who desires a program of study that is broad enough to encompass biblical studies and Greek, theology and church history, and ministry, while allowing for specialization and indepth investigation of the
New Testament scriptures. **Faculty Coordinator: Biblical Division.**

Within the outline of the concentration track described above, the M.A. in Theology with a concentration in New Testament has the following requirements:

- New Testament Studies (36 units)
- New Testament Greek (12 units)
- Biblical Studies (8 units)
- Theology/Church History (28 units)
- Ministry, Spirituality, Globalization (12 units)

**Evangelism.** The Master of Arts in Theology with a concentration in evangelism is designed for people with a gift and calling to evangelism who wish to prepare themselves to serve in a local church, a parachurch agency, or as an independent evangelist. It offers a range of courses ensuring an adequate theological foundation, and provides insights into the contemporary challenges of relating the gospel to nominal Christians, secularists and people of other faiths. The importance of equipping local churches to be effective in their evangelism within a variety of contexts is emphasized. **Faculty Coordinator: Dr. Richard Peace.**

In addition to the basic requirements of the concentration track described above, the M.A. in Theology with a concentration in evangelism requires the following 32 units:

- Each of the following:
  - MB 525 World View and World View Change
  - EV 503 Foundations for Communicating the Gospel
  - EV 508 Evangelism in the Local Church
  - EV 542 Evangelizing Nominal Christians
  - EV 514 Urban Evangelism
  - FE 578 Evangelism Practicum

- Select one:
  - CO 500 Communications (2) and
  - CO 503 Advanced Communications (2), or
  - PR 500 Homiletics (4)

- Select one:
  - Any NE, NS, or NT Christology course

**Multicultural Ministries.** The Master of Arts in Theology with a concentration in multicultural ministries is designed to enable all students, regardless of ethnic background, to prepare for ministry in an increasingly ethnically pluralistic church and society. The emphasis of the M.A. in Theology program on a strong biblical, historical, and theological core of coursework is strengthened by a component of six courses with a particular ethnic emphasis. A range of curricular offerings which specialize in issues uniquely relevant to the African-American and/or Hispanic church and community is available as a resource for this concentration. Students who anticipate pastoral ministry in the African-American church or Hispanic church, or ministry in Southern California or wherever the population is richly varied in its ethnic diversity, will benefit from selection of this concentration.

Normally, four of the six courses in the multicultural component of this concentration will be taken from the offerings of the Ministry Division, and two from the offerings of the Biblical and/or Theological Divisions. Selection of appropriate coursework compatible with the interests of this concentration may be made in consultation with the appropriate academic advisor. A list of some of the courses available may be found under the listing for this concentration in the Master of Divinity section. **Faculty Coordinator: Dr. Jorge J. Taylor.**

**Pastoral Ministry.** The Master of Arts in Theology with a concentration in pastoral ministry is designed for people who are exploring the possibility that they are gifted for and called to the service of God as a pastor or as part of a pastoral staff. It is also a useful program for those whose church or denomination does not require the M.Div. degree as a qualification for pastoral ministry. The curriculum covers the basic areas of theology, biblical studies and ministry. When this concentration is joined with supervised ministry in a local church, the outcome promises to be especially effective in the preparation of students for pastoral ministry in today’s world. **Faculty Coordinator: Ministry Division.**

In addition to the basic requirements of the concentration track described above, the M.A. in Theology with a concentration in evangelism requires the following 24 units:

- Each of the following:
  - PM 503 Pastoral Theology
  - Any MIN3 M.Div. core course (Evangelism)
  - Any MIN4 M.Div. core course (Christian Formation and Discipleship)
  - Any MIN5 M.Div. core course (Pastoral Care and Counseling)
  - Any MIN7 M.Div. core course (Field Education church internship)

- Select one:
  - CO 500 Communications (2) and
  - CO 503 Advanced Communications (2), or
  - PR 500 Homiletics (4)
Apologetics. The Master of Arts in Theology with a concentration in apologetics has been formulated by the theology faculty in response to students' desire for specialization in the argument for the divine origin and authority of Christianity. Through study of theology, church history, ministry and biblical studies, in combination with a variety of elective courses (up to 32 units), students can equip themselves for teaching within the church or for the pursuit of the Great Commission within the marketplace. **Faculty Coordinator: Theology Division.**

In addition to the basic requirements of the concentration track described above, the M.A. in Theology with a concentration in apologetics requires the following 32 units:

Each of the following:
- PH 500 Reasoning in Religion
- ET 501 Christian Ethics
- PH 508 Issues in Apologetics

Select one:
- PH 504 Christian Worldview and Contemporary Challenge
- MB 525 World View and World View Change
- MB 583 Discovering Methods in World View
- GM 555 Black Culture and World View
- GM 560 Historia y Cultura Hispánicos

Philosophy. The philosophy concentration within the Master of Arts in Theology has been formulated by the theology faculty to facilitate students' desire to specialize in the study of philosophy. The curriculum is focused on philosophy courses, complemented by biblical studies, theology, church history, communication, ministry and theological German. This concentration assists students as they pursue their interest in philosophy and its impact on theology. **Faculty Coordinator: Theology Division.**

Within the outline of the concentration track described above, the M.A. in Theology with a concentration in philosophy requires the following:

Each of the following:
- PH 501 Reasoning
- PH 548 Theological Uses of Postmodern Philosophy

Select one:
- PH 512 Christianity and Western Thought
- PH 516 Philosophical Theology

Select any four courses in Philosophy or Ethics

All of the following:
- Biblical Studies (24 units)
- Theology and Church History (24 units)
- Ministry, Spirituality, Globalization (12 units)
- Electives (8 units)

Ethics. The study of ethics and systems of morals and values is a worthwhile pursuit for students called to ministry in the contemporary marketplace as well as in the church. The concentration in ethics within the Master of Arts in Theology is comprised of courses in biblical studies, theology, church history and ministry. Up to 36 units of courses in the field of ethics are available to students specializing in this field of study. **Faculty Coordinator: Theology Division.**

Within the outline of the concentration track described above, the M.A. in Theology with a concentration in philosophy requires the following 36 units:

Each of the following:
- ET 501 Christian Ethics
- PH 500 Reasoning in Religion

Select one:
- PH 504 Christian Worldview and Contemporary Challenge
- MB 525 World View and World View Change
- MB 583 Discovering Methods in World View
- GM 555 African-American Culture and World View
- GM 560 Historia y Cultura Hispánicos
Select one:
- PH 512 Christianity and Western Thought
- PH 516 Philosophical Theology

Select five:
- NS 521 New Testament Ethics
- NS 550 Lifestyle and Ethics in Paul
- CH 579 Church in Modern Society
- PH 505 Theories of Human Nature
- GM 521 Christian Lifestyle
- ST 572 Bonhoeffer: Life and Thought
- Any ET (Ethics) course

**Children’s Ministry Track**

The Master of Arts in Theology with a concentration in children’s ministry is designed to equip men and women with the skills, philosophy, biblical, and theological basis for the church’s ministry to its children. This emphasis is for those called to oversee and pastor children and for those called to lead and develop others who serve in this nurture ministry. Thus while called “children’s ministry,” the participant must primarily work with adults conveying information about children.

This program is designed to foster learning in the focused areas of 1) general children’s ministry (for the beginning minister), 2) administration and curriculum development, 3) family life education and enrichment, and 4) crisis intervention. This design allows for wide relevance, appealing to the beginning minister, the practitioner who has been in this field of ministry for some time and desires further insights and biblical and theological foundations, and the credentialed person who wants to go on for further study in focused areas of interest. **Faculty Coordinator: Dr. Julie Gorman.**

**Biblical Studies (select 20 units)**
- Old Testament (8 units)
- New Testament (12 units)

**Theology/Church History (select 20 units)**
- Church History (4 units)
- Theology (8 units)
- Ethics (one ETH core course)
- PH 508 Issues in Apologetics

**Ministry/Spirituality/Globalization (select 20 units)**
- GM 500 Foundations for Ministry
- GM 520 Foundations for Spiritual Life
- CH 565 History and Practice of Christian Spirituality in the West
- HE 505 Leadership and Character Development
- HE 507 Leadership in Diversity: Gender, Multicultural, and Ethnicity
- ML 523 Mentoring

**Practicum (4 units)**
- FE 501 Nine-month Part-time Church Internship

**Children’s Ministry (32 units):**

Each of the following:
- CF 500 Foundations for Christian Formation
- CF 501 Teaching and Leading in the Church
- CF 532 Teaching the Bible to Children
- PM 529 Pastoral Staff Relationships

Select 16 units from the following (additional courses by petition):

**Family Life Enrichment and Education**
- CN 504 Family Therapy and Pastoral Counseling
- CF 536 Family and the Church
- FL 501 Family Life Education
- FL 502 Parent Education and Guidance
- FS 515 Value Formation in Family Intervention

**Administration and Equipping**
- CF 520 Curriculum Design and Development
- CF 565 Empowering the People of God
- ML 523 Mentoring
- ML 543 Curriculum Design

**Crisis Intervention**
- CF 525 Children in Crisis: Divorce
- CN 503 Personality, Theology, and Pastoral Counseling
- CN 520 Pastoral Counseling
- FS 507 Family Stress and Crisis Intervention

**General Studies**
- FS 505 Child and Family Development
- CF 530 Christian Formation of Children
- EV 522 Evangelizing Children
- Additional courses by petition

**Christian Higher Education Track**

The Master of Arts in Theology with a concentration in Christian higher education is designed to prepare women and men for leadership in church-related and Christian colleges, universities and seminaries. It seeks to develop the competencies needed for effective ministry to students through the service units of residence life, student and academic services, admissions, administration, institutional advancement and campus ministries. Persons who are called to professional servant-leadership in Christian education will find this program to have an
emphasis on understanding the theological, bibli­
clical and historical base for Christian higher
education to advance the goal of integration of
faith and learning. This training is provided
through classroom instruction, internships and
work experiences.

The curriculum is designed to meet the needs
of two student profiles: (1) the professional who
is currently employed in the field without the
benefit of appropriate academic preparations,
and (2) the recent graduate who through leader­
ship experiences discovers gifts for the helping
professions and desires to be prepared to serve
in the field of Christian higher education.

In addition to a specially designed curricu­
um of biblical studies, church history and theol­
ogy, the Master of Arts in Theology with a
concentration in Christian higher education re­
quires a minimum of 36 units in Christian higher
education, as follows:

Each of the following:
- HE 501 History, Theology and Philoso­
  phy of Christian Higher Education
- HE 503 Understanding College Students
- HE 505 Leadership and Character
  Development
- HE 507 Leadership in Diversity: Gender,
  Multicultural and Ethnicity
- HE 511 Administration in Higher Education
- HE 571 Christian Higher Education
  Practicum 1
- HE 572 Christian Higher Education
  Practicum 2
- HE 573 Christian Higher Education
  Practicum 3

Select one of the following:
- HE 520 Seminar in Professional Devel­
  opment and Mentoring: Student Affairs
- HE 521 Seminar in Professional Devel­
  opment and Mentoring: Admissions
- HE 522 Seminar in Professional Devel­
  opment and Mentoring: Institutional Development

In addition to the requirements for admis­sion to the Seminary and to the Master of Arts in
Theology program, applicants for this concen­
tration are required to demonstrate leadership
interests and competence through previous re­sponsibilities (e.g. student government, resi­
dence halls, campus ministry, etc. or full-time
employment in Christian higher education), and
to be available for a personal interview. A con­
centration in Christian higher education leader­
ship development is also offered within the

Master of Arts in Christian Leadership degree
program. Faculty Coordinator: Ministry Divi­sion.

MASTER OF ARTS IN CHRISTIAN LEADERSHIP

The Master of Arts in Christian Leadership is a
72-unit program designed to provide a graduate
theological education for women and men who
are called to nonordained leadership roles. It
seeks to develop lay leadership which is in­
formed both theologically and practically. It pro­
vides an opportunity for those who are cur­
rently in service to enhance their ministry and
leadership skills.

Purpose

The Master of Arts in Christian Leadership seeks
to prepare women and men who are called to
intentional, nonordained leadership roles within
the church, parachurch organizations, Christian
higher education and the marketplace. The lead­
ership in view is that which has a primary focus
on organization or administration, articulating
the mission and developing strategies, rather
than on instruction or teaching, though the latter
may well be a dimension of it.

The program is intended for lay people who are
called to specialized positions such as youth
pastors or campus ministers, administrators in
Christian colleges and facilitators of lay or mar­
ketplace ministry.

The program can be used as a basis for
engaging in further professionally and voca­tionally oriented study, but is not intended as a
basis for further academic study in Bible, theol­
gy and ministry.

The objectives of the M.A. in Christian Lead­
ership incorporate and affirm the specific goals
outlined in the guidelines of the Association of
Theological Schools for professional master’s
degrees:

Among the goals of such programs are the
development of the candidate’s ability (1) to
recognize the specialized ministry within the
larger context of the religious community’s mis­
sion; (2) to master the theological disciplines
needed to inform specialized ministries; (3) to
function professionally in the light of sound
pastoral theology; (4) to communicate one’s faith
so as to elicit commitment and growth from
others; (5) to work effectively and harmoniously
with other professionals and lay persons in the specific ministry; (6) to evaluate effectively one's performance."

(Association of Theological Schools, Procedures, Standards and Criteria for Membership, Number 39, Part 3, p. 52)

Fuller Theological Seminary seeks to fulfill these goals not only through the content of the coursework, but through the methods utilized in the classes. Many of the courses for the M.A. in Christian Leadership incorporate the following components:

1. Small groups to help students work harmoniously together and see the potential for lay people equipping each other;

2. Personal exercises involving journaling and meditating to facilitate their learning greater vocational discernment;

3. Practicum opportunities where students can develop gifts and skills in a hands-on way;

4. Action-reflection assignments encouraging the application of what is being learned to specific areas of ministry.

Students who desire positions with a primary focus on teaching in a church, parachurch or Christian higher education setting (e.g. ministers of Christian formation and discipleship, faculty in Christian colleges and directors of lay education) will be strongly advised to pursue the Master of Arts in Theology program, which has a broader theological base and allows them to take more courses in their chosen area of concentration. Students who are training for the general pastorate or specialized ministry as a staff minister and completing requirements for ordination should pursue the Master of Divinity degree.

Admission Requirements

Admission and academic standards are generally the same as those established for the Master of Divinity degree. General standards for admission to the Seminary may be found in the second section of this catalog.

The Master of Arts in Christian Leadership program is designed for individuals with previous experience in the area of concentration. Applicants to the Christian higher education concentration of this degree program will be accepted only if they have prior appropriate and related work experience in the area of higher education. Those applying to the program with a concentration in the ministry of the laity will be expected to have previous work experience and activity in the church as a lay person. Those applying to the adolescent ministries concentration will be required to have prior experience working with youth in the church or a parachurch organization.

The curriculum of the Master of Arts in Christian Leadership consists of 72 units divided among four basic components:

1. Four courses (16 units) in biblical studies;

2. Four courses (16 units) in theology and church history;

3. Six courses (24 units) in ministry with a leadership focus (including two practica), and

4. Four courses (16 units) in an area of concentration.

The Master of Arts in Christian Leadership program is designed for individuals with previous experience in the area of concentration. Applicants to the Christian higher education concentration of this degree program will be accepted only if they have prior appropriate and related work experience in the area of higher education. Those applying to the program with a concentration in the ministry of the laity will be expected to have previous work experience and activity in the church as a lay person. Those applying to the adolescent ministries concentration will be required to have prior experience working with youth in the church or a parachurch organization.

Residence Requirements and Transfer Credit

A minimum of 12 courses (48 units) must be earned at Fuller Seminary. By special request and upon approval of the director of academic advising, an applicant may be granted a maximum of 24 quarter units of transfer credit for accredited graduate studies done elsewhere if they are relevant to the degree program and area of concentration. The degree may be earned through coursework taken on the Pasadena campus, Fuller's Extended Education sites, or the Institute of Youth Ministries, the Seminary's joint program with Young Life. However, not all courses, especially those required for certain concentrations, may be readily available at all off-campus sites.

Degree Requirements

The curriculum of the Master of Arts in Christian Leadership consists of 72 units divided among four basic components:

1. Four courses (16 units) in biblical studies;

2. Four courses (16 units) in theology and church history;

3. Six courses (24 units) in ministry with a leadership focus (including two practica), and

4. Four courses (16 units) in an area of concentration.

The following courses will meet the requirements of the first three components of the program. Other courses may be added to this list from time to time by the various divisions. The term "core course" in the following outline refers to courses that are listed in this catalog or a published schedule as meeting M.Div. core requirements.

Biblical Studies (16 units)

Select one from each of the following groups:

1. Old Testament Core: Any OT core course

2. New Testament Core: Any NT1 or NT2 core course

3. Biblical Theme Study: Any NTT core course


Church History and Theology (16 units)

Select one from each of the following groups:

1. Church History: Any CH core course

2. Systematic Theology: Any ST core course
3. Philosophy: Any PH core course, or
   CH 575 Women in Church History
   and Theology

4. Ethics: Any course with an ET prefix

Leadership Ministry (24 units)
Select one from each of the following groups:

1. Leadership Foundation I: Any course
   in Spirituality

2. Leadership Foundation II: any course
   with focus on community building,
   pastoral counseling or communica-
   tions

3. Leadership Ministry I
   HE 505 Leadership and Character
   Development
   PM 580 Leadership Development
   PM 521 Management Skills

4. Leadership Ministry II
   HE 507 Leadership in Diversity:
   Gender, Multicultural
   and Ethnicity
   ML 520 Introduction to Leadership
   Theory

5. Leadership Practica: Two courses (8
   units)

The program can be completed in two years
of full-time study, or may be extended over a
longer period of time. Upon admission, studies
may begin in any of the Seminary’s four aca-
demic quarters. Many classes are scheduled on
evenings or weekends. In addition, a number of
courses are offered in intensive two-week for-
mats during the summer months, and occasion-
ally at other times during the year.

Concentration Requirements

Three concentrations are offered at the present
time: adolescent ministries, Christian higher edu-
cation and ministry of the laity.

Adolescent Ministries. This concentration in
the Master of Arts in Christian Leadership is
designed primarily for Young Life Staff. It may
be pursued on the Pasadena campus, through
any of Fuller’s primary Extended Education ar-
eas. Practica are supervised by Young Life staff.
Coordinator: Institute of Youth Ministries.

Adolescent Ministries I: Select one course
   CF 550 Adolescent Culture
   GM 547 Christianity and Urban Culture
   CF 549 Adolescent Sexuality and
   Pastoral Ministry

Adolescent Ministries II: Select one course
   CN 522 Basic Counseling Skills
   MF 513 Family Perspectives in Counsel-
   ing
   MF 511 Counseling the Family System
   CN 523 Intervention Counseling Skills
   CF 507 Building Christian Community
   Through Small Groups

Adolescent Ministries Electives: Select two
   courses (8 units)
   GM 547 Christianity and Urban Culture
   or
   FE 577 Urban Mission Practicum
   FE 527 Strategic Planning for Youth
   Ministry
   CF 549 Adolescent Sexuality and
   Pastoral Ministry
   CF 547 Development Strategies for
   Incarnational Youth Ministries
   CF 504 Formational Bible Study
   GM 519 Christian Perspectives on
   Popular Culture
   CO 577 Communications (4 units)

Christian Higher Education. This concentra-
tion is designed to enhance the knowledge and
skills of persons for administrative and service
positions at Christian colleges and graduates
schools. In general, this program seeks to de-
velop competencies for ministry to students in
the areas of residence life, admissions, academic
services, campus ministries, students services
and student activities. In addition to Fuller’s
regular sites, courses in this concentration may
be offered from time to time in various areas
around the country to accommodate students
who are employed full-time in Christian higher
education. Such persons may also apply to re-
ceive practicum credit for campus work experi-
ences. Faculty Coordinator: Ministry Division

Each of the following:
   HE 501 History, Theology and Philoso-
   phy of Higher Education
   HE 503 Understanding College Students
   HE 511 Administration in Higher
   Education

Select one:
   HE 520 Seminar on Professional Devel-
   opment and Mentoring: Student Affairs
   HE 521 Seminar on Professional Devel-
   opment and Mentoring: Admissions
   HE 522 Seminar on Professional Devel-
   opment and Mentoring: Institutional Advancement
**Ministry of the Laity.** This concentration is designed for people who wish to become coordinators of lay ministry in local churches; staff workers in parachurch organizations, denominations, or Christian organizations resourcing any of the ministries of daily life; tentmakers involved in a church or world-related form of ministry; resource people to Christians who also work in the marketplace or professions; and part-time lay pastors in a local church with diverse administrative and other responsibilities. The program aims to give participants (1) a solid and relevant base of developing lay ministry; (2) a grasp of basic theological and ethical principles, including the contribution of lay Christian thinkers; (3) a vision for, spirituality of, and servant approach to the full potential of the people of God; and (4) a Christian perspective on modern world views, popular culture, the city, and the workplace. **Faculty Coordinator: Dr. Robert Banks.**

1. GM 525 Liberating the Laity Across Cultures (required)

2. Select three from the following (other courses by petition):
   - GM 519 Christian Perspectives on Popular Culture
   - GM 521 Christian Lifestyle
   - GM 526 Influential Lay Christian Thinkers
   - ET 518 Ethics of Everyday Life
   - ET 527 Values in the Workplace
   - CN 516 Training Lay Counselors in the Church
   - CN 539 Ministry to the Immigrant Family
   - CN 561 Developing Lay Counselors in the African-American Church
   - EV 525 Modern Culture and Evangelism
   - CF 504 Formational Bible Study
   - CF 565 Empowering the People of God
   - CF 550 Adolescent Culture
   - ST 565 Theology and Contempory Literature

**DOCTOR OF MINISTRY**

The Doctor of Ministry is a professional degree. The program is designed to serve the need of ministers for an experience of continuing education which renews the personal life of faith, further develops professional competence and stimulates continued growth in biblical and theological foundations for ministry. Using the resources of the Seminary, a program of study has been developed which provides options including emphases in pastoral care, church growth, worship/preaching, renewal/evangelism, marriage and family ministries, church management, spirituality, small groups, leadership, and ministry of the laity.

Participants in the program are afforded the opportunity for continuing education while remaining active in their local ministries. The program of study combines a critical assessment of experience with a peer group learning situation under guidance of leaders who have expertise in developing and sustaining effective ministry.

The Doctor of Ministry program of the School of Theology is administered by the Continuing and Extended Education division of the Seminary. Further information on this degree program may be found in the Continuing and Extended Education section of this catalog.

**THE CENTER FOR ADVANCED THEOLOGICAL STUDIES**

The Graduate Studies Program at Fuller Theological Seminary traces its beginnings to a rigorous Th.M. program which was initiated in the 1950s. Later, a full doctoral program was instituted. In 1988, the Program was reconstituted as the Center for Advanced Theological Studies (CATS). Its purpose is to promote research, provide instruction in the field of theological knowledge, and to prepare future scholars and teachers. The Center is served by a Graduate Faculty of full and associate professors who have special designated responsibilities in theological research and graduate education. It is staffed administratively by its director, who has the rank of associate dean, assisted by the Center’s administrator. The Graduate Faculty consists of scholars who have distinguished themselves in research, publication, and graduate level teaching and supervision. In addition to the Full and Associate Members of the Graduate Faculty, the Center is also served by contributing Members of the resident faculty in their capacity as mentors and course supervisors, and by auxiliary members from other institutions who contribute their expertise in specialized fields. The work of the Center is supervised by a faculty committee.

The Center offers programs leading to the degrees of Doctor of Philosophy (Ph.D.) and Master of Theology (Th.M.). These programs are
offered in the following concentrations of Christian studies: Old Testament, New Testament, biblical studies, history, theology, ethics, philosophy of religion/apologetics, practical theology, and interdisciplinary studies (in conjunction with the Schools of Psychology and World Mission). The interdisciplinary studies concentration is available only at the Ph.D. level.

Doctor of Philosophy (Ph.D.) Degree

The degree of Doctor of Philosophy is the highest academic degree awarded by the Seminary. The Ph.D. is a foundational degree program for a vocation in teaching at the university, seminary and college level. The School of Theology, Ph.D. is designed to prepare its graduates for a vocation in theological teaching and scholarship by equipping them with the essential tools for high-level scholarship, by guiding them in a major research project in the area of their major concentration, and by supporting the development of skills in teaching. The Ph.D. is awarded upon successful completion of three language examinations (or their equivalent if majoring in practical theology), course work consisting of nine seminars or directed reading courses, Comprehensive Examinations, and a scholarly dissertation based on research in the area of the student's major concentration. If an examiner of the dissertation requests an oral examination, the examination will be scheduled according to the primary mentor's specifications.

Admission Requirements. General standards for admission to the Seminary may be found in the second section of this catalog. Graduate students who seek admission to the Ph.D. program of the Center should possess demonstrated academic gifts, and should be committed to a Christian calling in a life of scholarly research and theological reflection, leading to teaching and publication. Admission to the Ph.D. program is based on superior intellectual ability as demonstrated by the applicant's grade point average and Graduate Record Examination scores, and a first theological degree (Master of Divinity) or its equivalent from an accredited institution.

An M.A. degree from an accredited institution, comparable to Fuller's M.A. in theology with a concentration in biblical studies and theology, is also considered acceptable for admission except for the concentration in practical theology. If the student's previous study has not included the study of Hebrew and Greek to the level required by the Fuller M.Div., the student must demonstrate competence by examination or coursework during the first year in order to remain in the program. Enrollment in a major concentration is contingent upon completion of coursework equivalent to the corresponding core requirements in the Fuller M.Div. curriculum. In addition, for the concentration in practical theology, a minimum of two years of prior vocational experience is also required.

An overall grade point average of 3.5 from master's-level study is required for admission to the Ph.D. program. Native speakers of English must have taken the Graduate Record Examination (GRE) within the last five years. A combined (verbal and quantitative) GRE score of 1050 is normally considered a minimum entrance requirement, with preference given to those with verbal scores in excess of 600.

Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) with a minimum score of 600. Test scores must not be more than five years old. Applicants who have completed an M.A. or M.Div. degree in the United States with an acceptable grade point average are not required to retake the TOEFL. Students who may have entered a master's-level degree program in the United States without taking the TOEFL must take the examination before they are eligible for admission to the Ph.D. program.

Applications for admission must be received by January 15. Application files, including transcripts, references, and GRE or TOEFL scores, must be completed by February 15. Notification of a decision is sent out by April 15. During the application process applicants are encouraged to contact faculty members with whom they would like to work to discuss their interests. Decisions concerning acceptance and appointment of mentors are made by the CATS Committee.

Graduate Assistantships and Fellowships. Financial aid covering part of the tuition cost is available to graduate students in the form of research and teaching assistantships, where remuneration is given for academic assistance offered to faculty members, and teaching fellowships, where advanced students are allowed to offer courses in the Seminary curriculum. Teaching fellowships in the biblical language program are also available to qualified students.

A number of tuition fellowships are awarded annually to Ph.D. students. Awards are based on merit, with GRE scores and GPA used as a basis for evaluation for incoming students and progress and GPA in the program used as a basis for evaluation for returning students. There are several awards made each year, some requiring Teaching or Research Assistant hours. Awards are also given specifically to international students. Four Dilworth Fellowships are awarded annually to international students who intend to work in their country of origin. The George Gay Memorial Fellowships are awarded annually to Hispanic students (one Ph.D. fellowship and one Th.M. fellowship). Inquiries regarding CATS fellowships should be directed to the program administrator.

Doctor of Philosophy (Ph.D.) Degree

The degree of Doctor of Philosophy is the highest academic degree awarded by the Seminary. The Ph.D. is a foundational degree program for a vocation in teaching at the university, seminary and college level. The School of Theology, Ph.D. is designed to prepare its graduates for a vocation in theological teaching and scholarship by equipping them with the essential tools for high-level scholarship, by guiding them in a major research project in the area of their major concentration, and by supporting the development of skills in teaching. The Ph.D. is awarded upon successful completion of three language examinations (or their equivalent if majoring in practical theology), course work consisting of nine seminars or directed reading courses, Comprehensive Examinations, and a scholarly dissertation based on research in the area of the student's major concentration. If an examiner of the dissertation requests an oral examination, the examination will be scheduled according to the primary mentor's specifications.

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Applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) with a minimum score of 600. Test scores must not be more than five years old. Applicants who have completed an M.A. or M.Div. degree in the United States with an acceptable grade point average are not required to retake the TOEFL. Students who may have entered a master's-level degree program in the United States without taking the TOEFL must take the examination before they are eligible for admission to the Ph.D. program.

Applications for admission must be received by January 15. Application files, including transcripts, references, and GRE or TOEFL scores, must be completed by February 15. Notification of a decision is sent out by April 15. During the application process applicants are encouraged to contact faculty members with whom they would like to work to discuss their interests. Decisions concerning acceptance and appointment of mentors are made by the CATS Committee.

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A number of tuition fellowships are awarded annually to Ph.D. students. Awards are based on merit, with GRE scores and GPA used as a basis for evaluation for incoming students and progress and GPA in the program used as a basis for evaluation for returning students. There are several awards made each year, some requiring Teaching or Research Assistant hours. Awards are also given specifically to international students. Four Dilworth Fellowships are awarded annually to international students who intend to work in their country of origin. The George Gay Memorial Fellowships are awarded annually to Hispanic students (one Ph.D. fellowship and one Th.M. fellowship). Inquiries regarding CATS fellowships should be directed to the program administrator.
Awards are based on scholarship and GPA. Some institutions offer merit scholarships, need-based grants, and work-study programs to students. There are internships available in the field, and some students are awarded externship opportunities. The last paragraph is a call to action, encouraging students to apply for programs. William A. Dyrness and Frederic William Bush are featured in the images.
Concentrations and Fields. During the first year of study, students are assigned by the CATS Committee to their primary mentor. A student’s primary mentor is a professor working in the major field of the student’s research. A second mentor, not necessarily chosen from the major field, is appointed by the CATS Committee to provide further supervision, and to serve as the second internal reader of the dissertation. Under the guidance of the primary mentor, and with the approval of the CATS Committee, the student designs a program of nine eight-unit courses. These courses consist of seminars or directed studies. Major research papers are a component in all seminars and directed studies. In some concentrations there are core courses which all students in that concentration must take in Stage One (first five seminars) of the Ph.D. program. All courses selected must contribute to the dissertation topic or the areas of the Comprehensive Examinations.

The major field of study is chosen from one of the nine concentrations offered by the Center: Old Testament, New Testament, biblical studies, history, theology, ethics, philosophy of religion/apologetics, practical theology and interdisciplinary studies. In addition to a major concentration, students also choose a minor field of study. Students are required to take no fewer than five courses in their major field and at least three courses in their minor field. Courses in the minor field are selected from one or more of the other concentrations under the guidance of the student’s primary mentor.

Biblical studies majors take all nine courses in Old Testament and New Testament, with at least three courses in each of these two fields. Students wishing to pursue the Interdisciplinary Studies concentration will take their major concentration in one of the existing CATS doctoral concentrations and the remainder of their nine courses in the School of World Mission or School of Psychology, subject to the approval of those Schools. The primary mentor will be a member of the CATS Graduate Faculty, and the secondary mentor will normally be a member of the School of World Mission or the School of Psychology.

Language Requirements. In order to engage in high level research both in their degree program and in their future careers, students must be proficient in research languages that relate to their field of study. In addition to New Testament Greek and biblical Hebrew, which are required for admission to the program, Ph.D. students must demonstrate knowledge of a modern language (normally German or French) and one ancient language (normally Latin), by the beginning of the fall quarter of their second year of study. Old Testament majors must substitute Aramaic or Syriac for Latin, and New Testament and biblical studies majors may also substitute Aramaic for Latin. Students majoring in practical theology may meet the language requirement by choosing any three of the following: one ancient language, one modern language, one seminar in empirical research methods, or one course in integrative studies. Students may take up to three graduate seminars or directed readings courses while completing their first modern language requirements and their ancient language requirements. The initial language requirements must still be satisfied by the deadline stated above. Students must also demonstrate knowledge of a second relevant modern language (or its equivalent for practical theology majors) before the fifth course is taken.

Students majoring in Old Testament must take eight units of Semitic languages as a part of their major concentration. The Semitics component of the Old Testament concentration is composed of four units of Ugaritic and four units of either Akkadian or Arabic. Old Testament majors may choose to do a Semitics minor in which they would take 24 units of Semitic languages. In this case, the curriculum for the Old Testament major would not include the additional Semitics component.

Students who have already studied any of these languages for credit may petition to have the examination waived with respect to that language. Official transcripts reflecting the language courses taken must be submitted with the petition. In cases where another language is more relevant to the field of research, students may petition to be examined in that language instead of one of the above prescribed languages.

Course Work. This phase of the Ph.D. program is divided into two stages, with the Comprehensive Examinations placed between the stages. Stage One consists of five graduate seminars or directed readings courses. In Stage One, students are required to take three courses in their major concentration and two courses in their minor concentration. Stage One must include a methods seminar or foundational course in the student’s major concentration, and preferably a methods seminar in the student’s minor concentration. Some major concentrations have additional core requirements which should be taken in Stage One.

When a graduate seminar is offered in the field of a student’s studies, the student is expected to enroll in the designated seminar. Students may select a paper topic within the general framework of the seminar which relates to their dissertation topic. Students in Stage One of the program may also take directed reading courses with the approval of their mentor and the CATS Committee.

Upon satisfactory completion of five graduate seminars or directed reading courses, the student will be subject to review by the CATS Committee and will take four Comprehensive Examinations. Failure to pass the Comprehensive Examinations will lead to retaking the ex-
Dissertation and Oral Examination. A scholarly dissertation must be presented and approved as the final requirement for graduation. The following rules apply to Ph.D. dissertations:

1. The dissertation topic, in the area of the student’s major field, is normally selected at the outset of the program in consultation with the primary mentor and with the approval of the CATS Committee. The topic is subject to revision as the student’s research proceeds. Changes of topic must be supported by the primary mentor and be given formal approval by the CATS Committee.

2. Dissertations are expected to make use of the required languages, where appropriate, and incorporate the results of course work and general reading.

3. The primary and secondary mentors supervise the preparation of the dissertation.

4. The length of the dissertation is limited to 90,000 words, or roughly 350 pages, including text and notes. It is understood that some topics lend themselves to shorter length. The minimum length for the dissertation is approximately 200 pages.

5. No research for which credit has already been given toward a degree either at Fuller or any other institution may qualify to be recognized for the School of Theology Ph.D.

6. There will be two internal examiners (normally the primary and secondary mentors) and an external examiner appointed by the CATS Committee upon the recommendation of the student’s primary mentor.

7. Candidates must submit two copies of their dissertation to the Office of the Dean no later than the first week of June of the year preceding the Spring graduation. These copies must be sent for formal evaluation to the two internal examiners (normally the primary and secondary mentors). The student will have opportunity to make revisions to the dissertation based on the internal readers’ comments. The dissertation will then be sent to the external examiner. No dissertation will be sent to the external examiner until cleared by the primary mentor through the CATS Committee.

8. Candidates are not required to take an oral examination unless one of the examiners requires the examination. In preparation for the oral examination candidates will be required to submit three readers’ copies of the dissertation by April 15 of the year of graduation. These copies should embody any corrections and necessary alterations previously noted by the examiners. All revisions should be made in consultation with the primary mentor. The examination usually involves both mentors, the Graduate Faculty of the major field department, representatives of the CATS Committee, plus a review of the examination with the primary mentor and be given formal approval by the CATS Committee.

Comprehensive Examinations. Comprehensive Examinations are taken following the completion of the fifth graduate seminar or directed reading course and the three language requirements (one ancient and two modern). Three examinations will cover subject matter in the student’s major concentration and one examination will cover subject matter in the student’s minor concentration. The examinations are normally given three times a year, during the third and fourth week of October, the first two weeks of February, and the first two weeks of April. Students are advanced to candidacy admitted to Stage Two of their course work when they have successfully completed their Comprehensive Examinations. They may register for their sixth course while awaiting the outcome of their Examinations, but may not proceed further.
the written comments of the external examiner (if not present).

9. The program makes use of the following distinctions in the evaluation of dissertations: 
   *Pass* (either as Superior or Adequate), Resubmit, and Inadequate. Candidates whose dissertations are graded as Superior are deemed to have passed "with distinction." In cases where any one of the three examiners assesses a dissertation as not showing "adequate knowledge of the field of study," or as not showing "adequate evidence of independent research and originality in making a contribution to knowledge," or as not being satisfactory in its format or literary presentation, the dissertation must be graded Resubmit or Inadequate. Dissertations which are graded Inadequate may not be resubmitted.

10. In all cases where a reader grades a dissertation Resubmit the original recommendations of the readers will be reviewed following the resubmission of the dissertation. Candidates will be required to pay an additional fee of $400.00 if the dissertation receives a Resubmit evaluation. This fee covers costs incurred by reexamination of the dissertation.

11. Three copies of the dissertation in its final form will be presented to the office of the Center for Advanced Theological Studies by May 15 of the year of graduation. Two copies must be on 100 percent rag paper for binding. The third copy will be sent to University Microfilms International for microfilming and may be reproduced on bond paper. Students may not graduate until the oral examination is passed and the three copies of the dissertation in final form have been submitted. Students are responsible for all fees related to these copies of the dissertation.

**Master of Theology (Th.M.) Degree**

The Master of Theology (Th.M.) degree is designed to enable qualified graduates in theology to broaden and deepen their theological knowledge and competencies beyond the M.Div. level. This goal is achieved by providing an opportunity to take a limited number of courses in areas not previously included in their degree work, and also to pursue studies at an advanced level in a field of specialization.

**Admission Requirements.** General standards for admission to the Seminary may be found in the second section of this catalog. Applicants should possess an M.Div. degree or its educational equivalent from an accredited school with an overall GPA (grade point average) of at least 3.0, and a competency in at least one biblical language (or depending on the concentration chosen, two languages) to the level required by the Fuller M.Div. degree. Students who do not have a biblical language already may make this up as part of their Th.M. course work. In addition, for the practical theology concentration, a minimum of two years of prior vocational experience is also required. Applicants whose first language is not English must have passed the TOEFL (Test of English as a Foreign Language) with a minimum score of 600. International applicants to the program who have earned an M.Div. degree in the United States with an acceptable grade point average are not required to retake the TOEFL. If a student entered a degree program in the United States without having taken the TOEFL, the student must take the examination to be admitted to the Th.M. program.

Admission to the program is made on a rolling basis, with most students beginning their program in the fall quarter. Completed applications for admission, including all transcripts, references, TOEFL scores, and supporting documents, must be received no less than 30 days prior to the beginning of each quarter. Preference for fall admission will be given to those submitting complete applications, including all transcripts, references, TOEFL scores, and supporting documents, by May 15. Notification of decisions is sent out by June 15.

**Areas of Concentration.** The Th.M. is offered in the same areas of concentration as the Ph.D.: Old Testament, New Testament, biblical studies (combining Old Testament and New Testament), history, theology, ethics, and philosophy of religion/apologetics and practical theology. The Th.M. requires students to identify an area of concentration and to take at least half their coursework (24 units) in that area of concentration. Students are required to take an eight-unit methods seminar or foundation course in the area of concentration. The purpose of this seminar is to introduce the student to the field and methods of research in a given area. As such, it lays a foundation for the advanced work required in the thesis. A second eight-unit course, normally a seminar, in the area of concentration or a related field of study is also required. A significant function of the seminar is to provide opportunity for mutual stimulus and criticism within a community of scholars. Students are required to write a thesis (eight units) on an approved topic in their area of concentration as their final course in the program.

**Program Design and Duration.** The program is designed to allow students to take up to 24 of the required 48 units through four-unit (500-level) courses, and the remaining 24 units through eight-unit (800-level) courses. The four-unit courses are intended to provide opportunity for students to extend their basic theological knowledge and competencies in one or more areas. The eight-unit courses are designed to deepen knowledge and competencies in a specialized area. Students are required to take at least half of their coursework (24 units) in one of
the designated fields of concentration. This may be achieved through a combination of requisite eight-unit and four-unit courses. Subject to the availability of places in seminars and directed reading courses, students may elect to take all their courses from those offered at the eight-unit level.

The 48-unit program is designed to require one calendar year of full-time study, or its equivalent. In order to allow the program to be completed within one year of full-time study, Th.M. students are permitted to take a four-unit course concurrently with a four-unit course, but may not take two eight-unit courses concurrently.

Students may take up to six four-unit courses, drawn from the M.Div./M.A. curriculum, and the remaining three eight-unit courses from the CATS graduate studies curriculum. In the case of a student who takes the maximum number of four-unit courses, the program structure will be as follows:

Six 4-unit courses drawn from the M.Div./M.A. curriculum;
One 8-unit Methods or Foundation Seminar in the area of the student's concentration, or both the New Testament Methods Seminar and the Old Testament Seminar at the 800-level if the student is following the Biblical Studies concentration;
One 8-unit seminar or directed study course in the area of the student's concentration or a related field;
One 8-unit course devoted to the writing of a thesis on a topic in the student's area of concentration.

Course Credit. Credit is given only to the approved courses which a student successfully completes as a registered student in the Th.M program. All courses must be taken for credit, and no course which receives a grade lower than B may count toward the degree (B- is considered below B, and will not count). No four-unit course for which credit has been given toward another degree may count toward the Th.M. Students are not permitted to duplicate previous coursework, or transfer credit from other programs.

In order to encourage breadth and also to utilize the rich diversification of the Seminary's course offerings, Th.M. students are permitted (subject to the needs of the student's concentration and the overall program requirements) to take any four-unit course offered by the Seminary on campus or in extension in fulfillment of their degree requirements. All eight-unit courses must be taken on campus, and be supervised by a resident member of the Graduate Faculty.

Language Requirements. Students who wish to specialize in Old Testament, New Testament, or Biblical Studies, must have Hebrew and Greek to the level required by the Fuller M.Div. All other students must have either Hebrew or Greek to the level required by the Fuller M.Div. Students may take Hebrew or Greek for up to eight units of credit in the Th.M. program.

The Th.M. requires competence in a research language in addition to one or more of the bibli cal languages. In order to fulfill this requirement, students may take courses in one of the following languages for credit (up to eight units) as part of their coursework: Theological German; Theological French; Theological Latin. These courses will include the reading of theological texts, and an examination given by the teacher of the course. Fees for a four-unit language course will be the same as for other four-unit courses. It is expected that the thesis will show some knowledge of theological literature in the designated language as evidence of a student's ability to engage in advanced study.

Students may petition the CATS Committee to be allowed to take a written examination in lieu of taking a language course. In such cases, in addition to passing the examination, the student must take another course from the curriculum instead of the language course. Students who have taken a foreign language for credit in another degree program may petition the CATS Committee to substitute another course for the theological language course. Students may also petition the CATS Committee to substitute a different language from those listed above, provided that the language is relevant to their coursework.

All language study (except in the case of students specializing in Semitic languages) must be completed prior to taking the final two eight-unit courses.

Students who specialize in Old Testament with a special emphasis on Semitic languages may fulfill their eight-unit level course requirements by taking a methods seminar in Old Testament and their remaining courses in Semitic languages. In their case, a thesis is not required in order to complete their degree.

Thesis. The thesis is designed to demonstrate the student's competence in his or her area of concentration. It should deal with a specific topic in a way comparable with a paper published in a professional journal. The aim should be stated at the outset, and should be accompanied by a statement of purpose. The normal length of the thesis is 45-50 pages of double-spaced text, exclusive of notes and bibliography. The thesis must be submitted complete and ready for examination by May 1 of the year in which the student wants to participate in commencement. The thesis is examined by the student's mentor. Theses which receive an A grade from the mentor will be examined by another resident faculty member. If that faculty member concurs with the mentor's evaluation, the thesis will be designated as "Passed with Distinction." Only students specializing in Semitic languages. In their case, a thesis is not required in order to complete their degree.
those theses evaluated as “Passed with Distinction” will be deposited in the library.

**Mentors.** At the outset of a student’s program the CATS Committee will assign a member of the Graduate Faculty as the student’s mentor. The mentor, who teaches in the area of the student’s concentration, is responsible for advising the student about courses, and for supervision and examination of the thesis. The student is required to take at least the eight-unit thesis course with the mentor. All Full, Associate, and Contributing Members of the CATS Graduate Faculty are eligible to serve as mentors.

**Graduation.** Students must have fulfilled all course, examination and thesis requirements in order to be eligible to participate in the commencement ceremony. Students may be cleared for graduation during any quarter of the academic year provided that all degree requirements have been met.

**Relation to Other School of Theology Degree Programs.** The Th.M. is designed as a self-contained terminal degree. However, many students choose to pursue a Ph.D., and many students take the Th.M. as a complement to the D.Min. degree. Students are not permitted to transfer directly to the Ph.D. program. A new application for admission to the Ph.D. must be submitted. Entrance to the Ph.D. program is subject to meeting the entrance requirements in effect at the time of application and competition for available places. Only students who have earned a minimum cumulative GPA of 3.7 or better for their Th.M. work will be considered for admission to the Ph.D. program.

Students with a Th.M. from Fuller (or another accredited school) who are admitted to the Ph.D. program are granted advanced standing. The advanced standing means that they are required to take only seven Ph.D. courses instead of nine.

Students in the Ph.D. program may take the Th.M. as a terminal degree. Those students who have completed Stage One of the Ph.D. program (the first five eight-unit courses, language examinations, and comprehensive examinations) and have been informed that the level of their work and their performance in the Ph.D. does not warrant continuance in it, may present a thesis on the basis of previous coursework. Their language study is deemed sufficient to cover the outstanding units required for the Th.M. Students in the Ph.D. program who transfer to the Th.M. prior to taking the comprehensive examinations may complete coursework for the Th.M. by taking further eight-unit and four-unit courses in fulfillment of their degree requirements.

The Th.M. may be viewed as a complement to the D.Min. program, in view of the fact that the latter concentrates on competence in the practice of ministry in such areas as church growth, counseling, preaching, management, etc.

The Th.M. provides an opportunity for pastors and others to pursue advanced study in Old Testament, New Testament, Biblical Studies, Theology, Ethics, Philosophy of Religion/Apologetics or Practical Theology, as well as to extend their knowledge and competence in the wide variety of courses offered by the Seminary on campus and in extension.

For more information on the Th.M. degree and its policies, please refer to the Graduate Students’ Handbook available in the CATS Office.

**Time Limit for Completion of Degrees**

The normal upper limit for completion of the Ph.D. is eight years and five years for the Th.M. degree, dated from the first quarter the student is enrolled in the program in any way.

**Continuation Fees**

Students are expected to register each Fall, Winter, and Spring Quarter. Students who do not register for course work or language study are required to pay a continuation fee as well as any applicable Seminary registration fees. Students who do not register for three successive quarters (not including summer quarter) will be automatically placed on the Inactive list. In order to reenter the program they must petition the CATS Committee in writing. Reentry is subject to availability of place, full payment of fees, and the approval of the CATS Committee.

**Course Listings**

Graduate seminars and directed reading courses offered in the Ph.D. and Th.M. programs are designated by 800 numbers. The four-unit courses which Th.M. students may take as a part of their curriculum are designated by 500 numbers. A list of 500-level (four-unit) courses may be found in the Courses of Study section. A list of 800-level graduate seminars and graduate-level language classes may be found at the end of the Courses of Study section. A partial list of research areas covered by the directed reading courses and a list of the specific graduate seminars to be offered in the coming year are available from the office of the Center for Advanced Theological Studies.

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SPECIAL AND COOPERATIVE PROGRAMS

Fuller Theological Seminary is committed to meeting the needs of churches and of those who seek to serve them. In the School of Theology, a number of special institutes, programs and cooperative relationships have been developed which seek to make the resources of theological education available to those engaged in work and ministry, and to gather educational resources to focus on specific needs of churches and of those preparing for specialized ministries. To accomplish this, these various special and cooperative programs:

1. Employ alternate systems for the delivery of education, such as extension classes, convocations, seminars, symposiums and workshops;
2. Join theology with other disciplines to address specific areas of ministry, such as ministries to youth, cross-cultural ministries and marriage and family ministries;
3. Utilize the professional expertise of para-church ministries, such as Young Life;
4. Make nondegree study available to those involved in ministry.

The histories, philosophies, aims and general curricula of these programs are described below. Specific information on degrees or concentrations offered through these programs may be found under the respective degree program sections.

Family Life Education

The erosion of marriage and family life is of great concern to the church and the community at large. Response to this national crisis has largely been through therapy for victims, while procedures for assisting healthy families have often been deferred. In order to reinforce and assist the church in its ministry to and for the family, Fuller Theological Seminary is offering training in family life education through the combined resources of the School of Theology and the marriage and family therapy division of the Graduate School of Psychology. The objectives of this concentration are:

1. To provide Christian leaders to work in and through the church in response to the needs in marriage and family life;
2. To equip those leaders with theological, psychological, sociological and educational knowledge regarding the educational ministries of the church;
3. To provide those leaders with viable preventative strategies for the support of healthy families;
4. To assist those leaders in the identification and referral process for unhealthy families.

A concentration in family life education is available in both the Master of Divinity and Master of Arts in Theology degree programs of the School of Theology.

Cross-Cultural Studies Program

The Cross-Cultural Studies Program of the School of World Mission exists to prepare men and women for ministry in cross-cultural situations. This program provides a foundation for involvement in mission through biblical, historical and theological studies as well as through the social and behavioral sciences. A curriculum in cross-cultural studies has been designed for the Master of Divinity degree program in the School of Theology, and a Master of Arts in Cross-Cultural Studies may be pursued in the School of World Mission. Combining the resources of the School of Theology and the School of World Mission, the cross-cultural studies program provides preparation for:

1. Future missionaries;
2. Men and women who plan to accept short-term missionary assignments and continue afterward in church ministry;
3. Persons who do not plan to go overseas but are highly committed to the missionary task and want the mission component as a part of their preparation;
4. People in a variety of professions who hope to share their faith cross-culturally;
5. Those who anticipate ministries in the United States among ethnic groups different from their own.

Faculty, academic advisors and the director of the Cross-Cultural Studies Program will help tailor the program to individual goals for ministry and to the specific geographic area of service.

Christian Formation and Discipleship

The Christian Formation and Discipleship Program at Fuller Theological Seminary exists to help develop persons for the educational and discipleship ministries of the church. The program affirms the importance of enabling all members of the church—adults, youth and children—to become knowledgeable, equipped and loving disciples of Jesus Christ, serving him in all of life as responsible members of his church. The program seeks to train pastors and teachers “to equip the saints for the work of ministry” (Ephesians 4:11-12). Because of this focus on the teaching/equipping ministries of the church, the program is designed for:

1. The pastor who wishes to develop under-
standing and skill as a teacher in the congregation.

2. The person who wishes to specialize in the educational and discipling ministries of the church.

3. The para-church worker or layperson who wishes to develop competencies in the area of helping persons come to Christian maturity.

A special program of faculty involvement, advising, internships and special activities is available to those in either the M.A. or the M.Div. Christian formation and discipleship concentration. Specific information on the admission requirements and curriculum for both the M.Div. and M.A. degrees with concentrations in Christian formation and discipleship can be found under the sections of these degree programs.

In addition, a special concentration in youth ministries is offered in both the M.A. and M.Div. degree programs under the direction of the Christian formation and discipleship program.

Ministry of the Laity

To underline and assist in the development of its strong commitment to the ministry of the laity, Fuller Theological Seminary has established the Homer L. Goddard Chair of the Ministry of the Laity. This professorship, coupled to the already extensive curricular commitment of the Seminary, enables students to focus on the ministry of the laity while at the Seminary.

This area covers concerns of interest to those entering pastoral, educational, parachurch or non-church vocations. Courses in this area are offered in all divisions of the School of Theology and explore ways in which the people of God can fully implement the priesthood of all believers within the church, as well as fulfill their ministry in the world. Courses aim to produce, or assist students to equip, theologically aware Christian capable of making a significant contribution in their homes, neighborhoods, churches, workplaces, places of leisure, cities and nations. This takes place through relevant biblical, historical, theological and ethical investigations, as well as through highly focused social and cultural analyses of central aspects of contemporary life. The emphasis is both on cognitive understanding and development of an everyday spirituality and a practical response to everyday issues. Alongside study, experience and action provide some of the agenda and direction for practical theological reflection.

Students may also undertake a Master of Arts in Christian Leadership with a concentration in the ministry of the laity. This degree is especially designed for those who wish to coordinate and resource lay ministry in the church in the marketplace. Further information may be found in the earlier section on this degree program.

Theological Studies Programs for African-American and Hispanic Ministers

The Theological Studies Programs for African-American and Hispanic Ministers combine theological and pastoral studies designed to assist women and men in their ministry in the African-American and Hispanic communities. These programs are open to qualified persons who do not have a baccalaureate degree but have significant involvement in the church's ministry for ten or more years and are at least 31 years of age.

Entrance into either program is coordinated by the program director and staff and an advisory committee. Upon recommendation by this committee, the applicant may be accepted as a special non-degree student. Entrance into either program is coordinated by the program director and staff and an advisory committee. Upon recommendation by this committee, the applicant may be accepted as a special non-degree student. Admission to the African-American Ministers Program is only considered in the fall and spring quarters. Deadlines for applications may be found in the second section of this catalog.

El Programa de Estudios Teológicos para ministros hispanos ha sido diseñado para fortalecer y animar en
su preparación teológica a cristianos maduros ya comprometidos en alguna fase significante del ministerio. Es un programa de educación continua para personas cuyos dones y llamamiento han sido comprobados por la iglesia, pero que no han completado un programa universitario.

Los solicitantes a este programa tendrán una entrevista personal con miembros del Comité Asesor Hispano. Este comité consiste de líderes hispanos de esta región, invitados por el Presidente Richard Mouw para aprobar solicitudes de admisión. Bajo la recomendación de este comité, el solicitante será aceptado como estudiante especial. Cuando este haya completado 48 unidades de crédito (o sea 12 cursos), recibirá un certificado de estudios.

Los cursos en el plan de estudios utilizan miembros de la facultad residente, y también líderes eclesiásticos de áreas locales, nacionales, e internacionales de la obra hispana. Los cursos se ofrecen en español e inglés, con énfasis en los aspectos bilingües y biculturales. El programa de estudios se divide igualmente entre cursos de Biblia y teología, y cursos orientados hacia las necesidades y hacia los recursos específicos del ministerio, de la iglesia y de las comunidades hispanas.

Fuller After Five

A comprehensive evening program is offered on the Pasadena campus. Master's-level courses in all core areas are scheduled after five p.m. on a two-year rotation plan. Occasionally, Saturday morning courses are also made available on campus.

In most cases, by attending as few as two evening courses per quarter, the Master of Arts in Christian Leadership degree can be earned in 3-4 years, the Master of Arts in Theology degree can be earned in 4-5 years, the Master of Divinity degree in 5-6 years, or a Certificate of Graduate Studies in two years. Degree programs can be accelerated by including summer courses and/or two week intensives.

Further information may be obtained from the School of Theology academic advising office.

Extended Education Program

Fuller Theological Seminary Extended Education seeks to serve local churches by providing opportunities for theological education for ministry within a local church context. Extended Education seeks to provide educational experiences in off-campus, non-traditional settings which will enable students to discover, develop and improve their gifts for service and ministry within the scope of the church's overall mission. Extended Education:

1. Provides theological education for the development of lay persons for leadership in ministry in the local church and community.
2. Offers prospective theological students experience in church ministry and Christian community while beginning their studies and testing their callings, and
3. Extends resources to pastors for the development of local church educational programs and for personal and professional enrichment.

The process of theological education for ministry in extension is implemented by going to the student, being close to the location of ministry and being close to the life and task demands of the participants.

Fuller Theological Seminary has made these resources available in several extension areas in response to the church's need for an equipped and mobilized laity. Laypersons, future pastors and pastors learn together in this program.

Curriculum. Courses offered in extension on a quarterly basis are equivalent to those offered at the Pasadena campus. Full-time faculty and local adjunct professors provide instruction. Courses are taught on weeknights or weekends in local facilities, and library resources are arranged.

Degree Programs. A student may complete all requirements for the Master of Arts in Theology degree (general program track) in several extension centers, including Seattle, the San Francisco Bay Area, Phoenix, and Orange County in Southern California, and up to 24 courses may be taken toward the Master of Divinity degree program. The Master of Arts in Christian Leadership degree is offered through Fuller's Extended Education program as well, although not all courses required for each concentration may be readily available in each extension area. In all locations, courses completed in extension may be applied toward an M.A. or M.Div. degree upon admission to that program.

Further information regarding the Extended Education program may be found in the Continuing and Extended Education section of this catalog.

Institute of Youth Ministries

The Institute of Youth Ministries was established in 1977 to combine the theological resources of the School of Theology with the youth ministries and field training expertise of Young Life Campaign, a leading national evangelical Christian outreach to high school youth. The purpose of the Institute is:

1. To provide an educational program in evangelistic youth ministries that integrates classroom study with extensive field training;
2. To provide ongoing training programs for those in evangelistic youth ministries, with particular attention to preparation for ministry on the...
the staff of Young Life; and
3. To encourage research in the field of evangelistic youth ministries.

The Institute of Youth Ministries offers a program of theological education leading to the Master of Arts in Christian Leadership, the Master of Arts in Theology or Master of Divinity degree with a concentration in youth ministries. Research in evangelistic youth ministries is designed in cooperation with the Ministry Resources Department of Young Life.

Although the Institute is designed primarily for persons preparing to serve on the staff of Young Life, other persons preparing for ministry with youth may pursue this concentration. Because the program is aimed primarily at persons who are preparing to serve on the staff of Young Life, persons who are already employed in other positions in Young Life may pursue a concentration in youth ministries while preparing for the Master of Arts in Christian Leadership degree. All personnel and advisors from the School of Theology will help design a curriculum to meet individual needs for preparation in this area of ministry.

Courses leading to a degree with a concentration in youth ministries may be taken at the extension sites of the Institute of Youth Ministries. Field education courses in the Los Angeles area are arranged by resident IYM staff. Biblical, theological and youth ministries courses are offered on the summer campus of the IYM in Colorado Springs. These courses are open to all Fuller students as space is available in addition, students on the staff of IYM may complete the field education courses in the immediate context of their staff assignments. A two-year concentration in ministry to troubled youth is offered in Colorado Springs.

Institutes for Educational Programs

Seattle Association for Theological Education

In 1991, Fuller Seminary joined with Regent College, British Columbia, Seattle Pacific University, and a number of churches in the Pacific Northwest to form the Seattle Association for Theological Education (SATE). SATE exists to enable churches and theological schools in the Seattle area to maximize each other’s unique strengths by working together to develop innovative, shared approaches to theological education. One of the results of this partnership is a unique new program, provisionally approved by the Association of Theological Schools, that enables selected students to complete the entire Master of Divinity program in the Seattle area. This program utilizes several distinctive formational and educational approaches, such as involving pastors and laypeople in mentoring relationships and learning support groups with the M.Div. students, and has attracted a great deal of attention as having significant potential as a new model for churches and schools to work together to provide theological education.

David du Plessis Center for Christian Spirituality

Inaugurated in 1985, the Center has for its aim the study of Christian spirituality over the broad range of ecumenical diversity. Included in such investigation are the literature, practices, institutions and movements of spirituality. These may include, for example, the mystical tradition in Eastern Orthodoxy, the role of women in spirituality, charismatic renewal and ministry, and the origins of the Pentecostal movement.

The Center was named for the renowned "Mr. Pentecost," whose ministry over a half-century bridged three significant Christian movements—ecumenical, charismatic and Pentecostal. Its first major project consists of the establishment of an archival collection of Pentecostal and charismatic resources based on the library and personal archives of David J. du Plessis, which have been permanently donated to the Seminary. Related materials from others are actively sought, and an archive now exists within the Seminary library.

The Du Plessis Center will sponsor selected courses and conferences designed to deepen the understanding of Christian spirituality as expressed in the various denominational families. Limited support for visiting research will be available to scholars seeking access to the archive.

Institute for Christian Organizational Development

The Institute for Christian Organizational Development was established in 1981 to address the need for management training designed specifically for the Christian leader. The Institute offers graduate-level training seminars and short-term workshop experiences in various management areas.

Further information may be found in the Continuing and Extended Education section of this catalog.
Study in Israel

Recognizing the significance of the first-hand study of the history and geography of the Holy Land, Fuller Seminary sponsors, from time to time, a summer program of travel and study in Israel. A typical program includes four weeks of lectures and field study, with an optional additional three weeks that include work in an archeological dig and travel in Egypt and Jordan. Elective credit (four or eight units) may be arranged.

Elective credit is also available for certain courses taken at the American Institute of Holy Land Studies in Jerusalem.

COURSES OF STUDY

This section contains descriptions of the courses which constitute the curriculum of the School of Theology. This curriculum is subject to change through normal academic channels. Changes in course offerings and course content are initiated by the appropriate departments, divisions or programs and approved by the academic dean. A schedule of courses and expanded course descriptions are published in advance of each quarter. The information in these publications supersedes the information in this catalog.

The following key designates the departmental prefixes, course numbering system and common abbreviations used in the School of Theology.

Prefix indicates:
CF Christian Formation and Discipleship
CH Church History and History of Doctrine
CN Counseling
CO Communication
DP Denominational Polity
ET Ethics
EV Evangelism
FE Field Education
GM General Ministry
HE Christian Higher Education
LG Language
MU Church Music
NE New Testament Exegesis
NS New Testament Studies
NT New Testament (800-level courses)
OT Old Testament
PH Philosophy
PM Pastoral Ministry and Theology
PR Preaching
ST Theology

TH Theology (800-level courses)
TM Missions

Course numbering indicates:
500-599 Graduate-level courses (M.A., M.Div., Th.M.)
700-799 Professional doctoral level (D.Min.)
800-899 Academic doctoral level (Th.M., Ph.D.)

Common abbreviations that appear in certain course descriptions:
M.Div. core: OTC. Master of Divinity core. The capitalized letters that follow indicate the core area which the course meets in the Master of Divinity curriculum. Refer to the complete list of these core area abbreviations in the Master of Divinity Degree Program section of the catalog.

CFD. Christian Formation and Discipleship Program

MASTER OF DIVINITY AND MASTER OF ARTS

The following courses are offered in support of the Master of Divinity and Master of Arts programs in the School of Theology.

DIVISION OF BIBLICAL STUDIES

Faculty
Leslie C. Allen, Professor of Old Testament
Francis I. Andersen, David Allan Hubbard
Visiting Professor of Old Testament
Frederic W. Bush, D. Wilson Moore Professor of Ancient Near Eastern Studies
Donald A. Hagner, George Eldon Ladd
Professor of New Testament
Seyoon Kim, Professor of New Testament
David M. Scholer, Professor of New Testament
Russell P. Spittler, Professor of New Testament
Daniel P. Fuller, Senior Professor of Hermeneutics
James T. Butler, Associate Professor of Old Testament
Richard J. Erickson, Associate Professor of New Testament
Judith Gundry-Volf, Associate Professor of New Testament
Arthur G. Patzia, Associate Professor of New Testament
Pamela J. Scalise, Associate Professor of Old Testament

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Marianne Meye Thompson, Associate Professor of New Testament Interpretation
Isaac J. Canales, Assistant Professor of New Testament and Hispanic Studies
Samuel J. Ganit III, Instructor in Biblical Languages

Biblical Language Studies (LG)

The teaching of Hebrew and Greek is under the supervision of the Old Testament and New Testament Departments. The beginning courses are taught by resident or adjunct faculty and by Graduate Teaching Fellows—graduate students pursuing the Th.M. or Ph.D. degrees who are committed to the teaching and use of Greek and Hebrew.

Biblical Hebrew. A knowledge of biblical Hebrew that is sufficient to begin exegetical work in the Old Testament is a prerequisite for the required Old Testament book study (to be drawn from either OTB or OTC offerings). LG502 Beginning Hebrew (8 units) is designed to give a student this ability. Students who have already acquired a knowledge of biblical Hebrew, either by course work or self-study, may meet this requirement by passing a reading evaluation examination in biblical Hebrew. This exam will be arranged upon request.


Reading knowledge means a knowledge of Greek vocabulary and grammar that is sufficient to begin exegetical work in the New Testament. LG512 Beginning Greek, an intensive course (12 units), designed to give a student this ability, is offered each quarter, including the summer. It is also offered in a less intensive format over three quarters, beginning in the fall.

Students who have already acquired a knowledge of New Testament Greek, either by course work or by self-study, may meet this requirement by passing the Greek Waiver Examination, which is given at an announced time at the beginning of fall quarter and in the middle of each quarter. The examination is designed to test the student’s ability to read and translate the New Testament in Greek, to recognize and identify common words and forms, and to explain the more common syntactical constructions. Students who pass this exam receive a waiver for the triple course (12 units) requirement in New Testament Greek in the M.Div. curriculum and may substitute electives of their choice. Passing of the exam also meets the Greek prerequisite for New Testament courses requiring Greek. In any case, no credit is granted for passing the exam.

In order to help students ascertain their level of competency and areas of weakness, a trial examination comparable in scope, difficulty and format to the entrance exam is made available to the applicant for self-administration. The exam may be requested from the Theology Academic Advising office. An answer key is provided with the exam so that the student may grade the exam and determine the areas where review or further study is needed.

The Divided Course Option. Normally, LG512 Beginning Greek will also be offered as a divided course, spread over three quarters for four units per quarter. This option is provided for part-time students, students with low language aptitude, those whose schedules preclude taking the intensive course, those who wish to extend their study of Greek over a longer period of time, or those who wish to take other classes at the same time. Beginning Greek is also offered in Spanish over two quarters when there is sufficient need.

LG 502 Beginning Hebrew. The elements of Hebrew vocabulary, morphology and grammar. Offered as a two-quarter course, four units per quarter. Also offered as an intensive course. Also taught in Spanish. 8 units. M.Div. core: HEB.


LG 507 Hebrew Reading. Readings from Old Testament narrative passages and poetry designed to enable students to read extended passages with facility and understanding. Prerequisite: LG502. Elective. Gaebelien

LG 512 Beginning Greek. The elements of New Testament Greek vocabulary, morphology and grammar, along with concentrated experience in reading from the Greek New Testament. LG512 is a triple course (12 units) and will satisfy the Greek requirement (GRK) for the M.Div. and D.Min. degrees. Offered as a one-quarter intensive course or over three quarters; also offered in Spanish over two quarters.

LG 516 Greek Grammar for Exegetical Studies. A study of the exegetically significant categories of Greek grammar and the resources available for understanding these categories. Attention is given to significant New Testament texts involving grammatical questions, and to the place of grammar in exegesis. Prerequisite: LG512. Elective. Kiefer

LG 517 Greek Reading. Selected readings in biblical Greek designed to enable students to read extended passages with facility. Course can be repeated one time for credit as LG518. Prerequisite: LG512. Elective

LG 518 Greek Reading. Same course as LG517 but with a different selection of readings. Course can be repeated one time for credit as LG517. Elective


LG 526 Syriac. Continuation of Aramaic study by use
of Syriac dialects, including portions of the New Testament text. Prerequisite: LG525. Elective. Bush

LG 530 Beginning Arabic. Introduction to modern standard Arabic grammar, emphasizing the position of the language within the framework of comparative Semitics with reading in Quranic, classical and modern Arabic literature. Prerequisite: LG502. Elective. Bush

LG 531 Advanced Arabic. Continuation of LG530. Elective. Bush

LG 533 Beginning Ugaritic. Readings in the mythological texts from Ugarit, with emphasis upon religious and cultural features, linguistic phenomena and other matters of importance to Old Testament studies. Prerequisite: LG502. Elective. Bush


LG 535 Beginning Akkadian. An inductive study of the Akkadian language (Old Babylonian period) based on the Code of Hammurapi, which will be read from the original cuneiform. Elective. Gaebelien


LG 545 Comparative Semitics. Designed to introduce the student to the comparative grammar of the Semitic languages in the areas of phonology and morphology. Prerequisite: LG502 and a minimum of two Semitic languages. Elective. Bush

LG 546 Northwest Semitic Texts. Introduction to the more important remains of the Northwest Semitic sphere from the first millennium B.C. Prerequisites: LG502 and LG525. Elective. Bush

LG 590 Directed Study in Language. Advanced study or special projects may be arranged through the language department.

Old Testament (OT)

OT 501 Pentateuch. The contents and theology of the first five books of the Old Testament. Primary attention will be given to literary nature and structure and theological message. Theories of origin and genetic development will also be covered. Also taught in Spanish. M.Div. core: OTA. Bush, Butler

OT 502 Hebrew Prophets. The content and literary qualities of the Former and Latter Prophets in light of their historical background and their developing theological content. Messianic doctrines receive special attention. M.Div. core: OTB. Bush, Butler

OT 504 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. M.Div. core: OTC. Bush, Butler, Allen

OT 508 Literatura del Antiguo Testamento. An overview of the content of the Old Testament cast in its own historical, archaeological, geographical, structural and contemporary context with a view to appreciating its relevance for the New Testament and for today. Prerequisite: Spanish. Elective. W.D. Smith

OT 511 David and Solomon. A study of the text of 2 Samuel 9-20 and 1 Kings 1-2, the Succession Narrative or Court History of David, from canonical, literary and exegetical perspectives. Prerequisite: LG502. M.Div. core: OTB. Allen

OT 514 Elijah Narratives. Exegesis of passages in 1 Kings 17 through 2 Kings 2, which are a basis for the study of the nature of prophetic ministry. Prerequisite: LG502. M.Div. core: OTB.

OT 515 Isaiah. Exegetical study of selected passages with attention to the various kinds of forms and the theological themes of these passages. Prerequisite: LG502. M.Div. core: OTB. Allen


OT 519 Joshua, Judges, Samuel, Kings. A survey of Israel's history from conquest to exile as portrayed in these books. Special investigation into the relationship between Israel's historical traditions and its theological appropriation of those traditions around such themes as election, law, the land and leadership. Prerequisite: LG502. M.Div. core: OTB. Butler

OT 520 Hosea. A book study emphasizing literary form and structure, theological content and exegesis of important passages. Elective. Allen

OT 521 Amos. A book study emphasizing literary form and structure, theological content and exegesis of important passages. Prerequisite: LG502. M.Div. core: OTB. Allen

OT 522 Joel and Micah. Form, redaction and structure will be the aspects employed to elucidate the purposes and meaning of the prophetic oracles of these books. Prerequisite: LG502. M.Div. core: OTB. Allen

OT 524 Proverbs. Exegesis of selected passages with attention to the forms and content of wisdom teaching. Prerequisite: LG502. M.Div. core: OTC.

OT 525 Biblical Wisdom Literature. Analysis of the chief techniques and important themes of biblical wisdom literature with some attention to apocryphal wisdom and the impact of wisdom literature on the New Testament. Prerequisite: LG502. M.Div. core: OTC. Butler

OT 526 Psalms. An exegetical and kerygmatic study of some of the Psalms. Prerequisite: LG502. M.Div. core: OTC. Allen

OT 528 Job. An exegetical survey of the book, with attention to its literary structure, the interpretation of problematical passages, and its theological contributions to the literature of theodicy in Israel and the ancient Near East. Discussion is given to implications for Christian understanding of and approaches to suffering. Prerequisite: LG502. M.Div. core: OTC. Also taught without prerequisite (elective). Butler
OT 529 Ezra-Nehemiah. Exegesis in these two books with an eye to historical background and literary purpose. Prerequisite: LG502. M.Div. core: OTC. Allen

OT 530 Archaeology and the Bible. A survey of the archaeology of the Near East and its relevance to the Bible from the beginning through Old Testament times. Elective. Gaebelein

OT 531 Historical Geography. A study of the physical and historical geography of Palestine as a necessary background to Old Testament interpretation. Slides will be used to illustrate the terrain and topography. Elective. Bush

OT 532 History and Geography of Israel. A study tour of three weeks exploring ancient biblical settings. Lectures, field studies and visits to archaeological sites which pertain to the history of the Scriptures. Elective.


OT 536 Issues in Old Testament Theology. Reading and critical discussion of recent literature, including contemporary expositions of central themes (e.g., creation, covenant) as well as treatments of larger issues of integration and hermeneutics. Elective. Butler

OT 538 Lamentations. A study of Lamentations in the Hebrew text. Attention will be paid to exegesis, structure, form, setting, and canonical value. Prerequisite: LG502. M.Div. core: OTC. Allen

OT 540 Old Testament Exegesis. A detailed study of a selected book of the Old Testament (which will be specified when offered), with an emphasis on exegesis and application. Offered only as a part of the M.A. program of the Institute of Youth Ministries.

OT 588 Old Testament Critical Approaches. A seminar devoted to the various approaches used in current scholarship and their value in elucidating the Old Testament. Prerequisites: OTA, OTB, OTC, and permission of instructor. Elective. Allen

OT 590 Directed Study in Old Testament

New Testament Studies (NS)


NS 502 New Testament Literature. A first course intended for students with no prior university-level study of Scripture. Teacher and students alike will seek increased familiarity with each book of the New Testament, watching particularly for how literature rises from history. This approach leads to the development of an exegetical instinct. The overall aim is to prepare students for a lifetime of informed, fruitful study of the New Testament. Elective. Spittler

NS 505 The Unity of the Bible. The hermeneutical problem of relating the intended meanings of the biblical writers into a unity. Tracing through God's purpose in redemptive history from creation to the consummation. M.Div. core: OTC or NTT. Also taught in Spanish (Unidad de la Biblia). Fuller, Canales

NS 507 Gospel and Law. An examination of the presumed origins of an antithesis between the Gospel and the Law in Galatians 3:12 and Romans 10:5-8, and implications for covenant theology and contemporary dispensationalism. M.Div. core: NTT. Fuller

NS 509 Life of Jesus. A study of the Gospels which focuses on the content of Jesus' message, the events of his life and his understanding of his mission. Prerequisite: NS500. M.Div. core: NTT. Thompson


NS 521 New Testament Ethics. The ethics of Jesus, early Judaism and Christianity as disclosed in the New Testament and related documents from antiquity. Special attention is given to key ethical matters as they arise from the texts and their bearing on issues in our contemporary world. Also taught in Spanish. Elective. Banks, Canales

NS 527 Baptism in the Holy Spirit. A study of the major biblical texts, coupled with the reading of significant theological treatments and ecclesiastical statements of the theme. The aim is to formulate a doctrine of the baptism in the Holy Spirit consistent with both the Scriptures and the churchly commitments of each student. Conducted as a seminar. Prerequisites: LG512, NS500, NS501 and permission of instructor. M.Div. core: NTT. Spittler

NS 531 Pauline Theology. An examination of Paul's theological and missionary preaching, with special emphasis on Christology, salvation, ethics, eschatology and leading exegetical issues. Also taught in Spanish. Prerequisite: NS501. M.Div. core: NTT.

NS 533 Aspects of Pauline Soteriology. A study of significant aspects of Paul's doctrine of salvation, including the role of the law, the death of Christ and its benefits, the salvation of Israel, perseverance and falling away, and universalism. Prerequisite: NS501. M.Div. core: NTT. Gundry-Volf

NS 535 Sermon on the Mount. An inductive study in the English Bible of Matthew 5-7. The goal is to grasp the intended meaning of the author/redactor. Elective. Fuller

NS 539 Early Christologies. A study of New Testament Christology from the perspective of the major titles and designations used of Jesus in the New Testa-
ment writings, with special emphasis on the relevant context of Judaism, Hellenism and the developing Church. Prerequisites: LG512, NE502, NS500, NS501, and permission of instructor. Elective. 

NS 541 Jesus and the Kingdom. A biblical-theological study of Jesus’ ministry and its relationship to the Kingdom of God, with special focus on the meaning of the Kingdom of God in Judaism and on Jesus’ teaching about the Kingdom as found in the Gospels. Only offered by the Institute of Youth Ministries. Prerequisites: LG512, NE502, NS500 and NS501. M.Div. core: NTT. 

NS 542 God of the Gospels. Prerequisite: NS500. M.Div. core: NTT. Meye-Thompson 

NS 545 The First Urban Churches. This course looks at the way the first urban communities were founded, nurtured and matured, with a special emphasis on the way all members undertook pastoral, counseling and missionary responsibility. The focus of the course is on the work of the apostle Paul. Prerequisite: NS501. M.Div. core: NTT. Banks 

NS 546 Community and Leadership in Paul. The content of this course is similar to NS545, except that it does not assume an introductory knowledge of the New Testament and therefore gives more attention to basic Pauline ideas and background. Elective. Banks 

NS 548 Paul the Missionary and Theologian. A study of Paul the apostle for what he really was, a missionary theologian. The course will concentrate on three main areas: the origin of his gospel and apostleship; the interrelationship between his mission and his theology (christiologists, soteriology, ecclesiology, eschatology, etc.); and his missionary goals, strategies, and praxis. The course will be conducted in critical discussion with some recent writers, as well as with a view to drawing out some practical lessons for our mission today. Prerequisites: NS501 and Korean. M.Div. core: NTT. Kim 

NS 549 The First Urban Christians. Examines the way the first urban Christians were encouraged to resolve the way everyday pressures and dilemmas arose from their culture and beliefs, and explores its relevance to various issues facing Christians today. Prerequisite: NS501. M.Div. core: NTT. Banks 

NS 550 Lifestyle and Ethics in Paul. The content of this course is similar to NS549, except that it does not assume an introductory knowledge of the New Testament and therefore gives more attention to basic Pauline ideas and background. Elective. Banks 


NS 552 Prayer. An examination of the passages throughout the Bible relating to the subject of prayer, with a goal of achieving a biblical theology of prayer that will urge each to avail themselves more fully of this blessing. Prerequisites: NS500 and NS501. M.Div. core: NTT. Fuller 

NS 553 Spiritual Gifts. Exegesis of relevant biblical texts on spiritual gifts, with attention to the history of their interpretation and application. Pursuit of a constructive theology of spiritual gifts in view of the varied ecclesiastical traditions. Prerequisites: NS500 and NS501. M.Div. core: NTT. Spittler, Robeck 

NS 559 New Testament Spirituality. This course investigates the spirituality reflected in the New Testament, in the same way that New Testament theology, history and criticism explore the text according to its various purposes and discipline. Prerequisites: NS500 and NS501. M.Div. core: NTT. 

NS 561 Women, the Bible, and the Church. A thorough exegetical, historical, and hermeneutical study of the role and status of women in the early church. Elective. Scholer 

NS 585 Theology of Ministry in 2 Corinthians. This course seeks both to understand and to appropriate Paul’s theological reflections on the nature of his ministry in 2 Corinthians. What is the ministry of the new covenant? How can the quality of our ministry be enhanced in the context of our weakness? What is the ministry of reconciliation? How can we appeal for financial support for our ministry? How should we respond to those who hinder our ministry? These are some of the questions addressed in this course as we engage theologically with Paul’s description of his own ministry. Prerequisites: NS500 and NS501. M.Div. core: NTT. 

NS 590 Directed Study in New Testament Theology. 

New Testament Exegesis (NE) 

NE 500 Hermeneutics. Practice in developing skill in the interpretation of a biblical text. Prerequisites: NS500 and Spanish. M.Div. core: NTT. 

NE 502 Exegetical Method and Practice. Basic principles and practice of exegesis in the Greek New Testament, with attention to methodological and bibliographical resources. Prerequisite: LG512. M.Div. core: HERM. Fuller 

NE 507 Theology of Ministry in 2 Corinthians. W hat is the ministry of the new covenant? How can the quality of our ministry be enhanced in the context of our weakness? What is the ministry of reconciliation? How can we appeal for financial support for our ministry? How should we respond to those who hinder our ministry? These are some of the questions addressed in this course as we engage theologically with Paul’s description of his own ministry. Prerequisites: NS500 and NS501. M.Div. core: NTT. 

NE 500 Hermeneutics. Practice in developing skill in the interpretation of a biblical text. Prerequisites: NS500 and Spanish. M.Div. core: NTT. Fuller
NE 508 Gospel of Matthew. Exegesis of selected portions of the Greek text with special attention to Matthew’s theology as determined by redaction-critical analysis. Prerequisites: LG512; NE502 or NE500; NS500 and NS501. M.Div. core: NTE. Hagner

NE 510 Gospel of Mark. A study of the Marcan narrative which gives attention to selected texts and passages, major themes and recent interpretation of this Gospel. Elective

NE 514 Gospel of John. A study of the Gospel of John, emphasizing its literary character, relationship to the Synoptics, distinctive presentation of Christ, and historical setting. Prerequisites: LG512; NE502 or NE500; and NS500. M.Div. core: NTE. Thompson

NE 518 Romans. A study of Paul’s exposition of the gospel to the church at Rome, giving special attention to selected passages and themes and to issues facing the apostle. Elective

NE 520 Romans 1-8. Using the method of NE500 to gain understanding of Paul’s intended meaning of this segment. Prerequisite: NE500. Elective. Fuller

NE 522 Romans 9-11. Using the method of NE500 to gain understanding of Paul’s intended meaning of this segment. Prerequisite: NE500. Elective. Fuller

NE 524 1 Corinthians. Detailed exegesis of the Greek text of 1 Corinthians. Focus on the sociological makeup and theological orientation of the Corinthian church, Paul’s view of the church and the world, life in the Spirit, the meaning of the cross for Christian spirituality, and the eschatological hope. Prerequisites: LG512, NS500, NS501, and either NE500 or NE502. M.Div. core: NTE. Gundry-Volf, Spittler

NE 526 Community Issues in 1 Corinthians. Pastoral hints for a balanced response to community disorders springing from the impact of a racially mixed society upon a five-year old charismatic church. Elective. Spittler

NE 530 Galatians. Exegesis of the Greek text of the epistle, with special attention to Paul’s authority, the Pauline gospel, and Paul’s view of the Law. Prerequisites: LG512, NS500, NS501, and either NE500 or NE502. M.Div. core: NTE. Hagner, Scholer

NE 534 Ephesians. An exegetical study of the epistle with consideration given to the central issues of the authorship, teaching and significance of the document. Prerequisites: LG512, NS501, and either NE500 or NE502. M.Div. core: NTE. Hagner

NE 537 Colossians and Philemon. Exegesis, interpretation, and application of the books of Colossians and Philemon. Some attention will be given to related background to the two books, such as Hellenistic cosmic philosophy and slavery in the Roman period. Practice in methods of biblical study, enhancement of abilities using Greek, and consideration of critical questions such as authorship. Prerequisites: LG512, NS501, and either NE500 or NE502. M.Div. core: NTE. Spittler

NE 542 The Prison Epistles of Paul. Philippians, Colossians, Ephesians, Philemon. A course devoted to understanding Paul’s theology and pastoral ministry in the light of these four letters. Christology and social concern are prominent features. Elective

NE 554 Pastoral Epistles. A careful exegetical study in Greek of 1 and 2 Timothy and Titus. Special attention is given to the placing of these letters in the history of the early church. Prerequisites: LG512, NS500, NS501, and either NE500 or NE502. M.Div. core: NTE. Hagner

NE 564 Hebrews. Interpretation of this creative book against the background of first-century Jewish literature and institutions. Spiritual values for personal growth and sermon preparation. Elective. Hagner, Spittler

NE 548 Epistles of John. An exegetical study of 1, 2, 3 John with a view toward understanding its message to the church, both past and present. Prerequisites: LG512, NS501, and NE500. M.Div. core: NTE. Thompson

NE 552 1 Peter. An exegetical study of the epistle with a view toward understanding its message to the church, both past and present. Prerequisites: LG512, NS500, NS501, and either NE500 or NE502. M.Div. core: NTE.

NE 554 James 1 and 2 Peter. An exegetical study of the English translations with a view to determining the books’ message then and now. Elective

NE 556 The Revelation of John. A study of the Book of Revelation as a specimen of ancient apocalyptic writing, with attention to its historical context and purpose. Elective. Thompson

NE 580 New Testament Exegesis. A detailed study of a selected book of the New Testament (which will be specified when offered), with an emphasis on exegesis and application. Offered only as a part of the M.A. program in the Institute of Youth Ministries.

Miroslav Volf, Associate Professor of Systematic Theology
Daryl Fisher-Ogden, Instructor in Historical Theology and Presbyterian Studies

Church History and History of Doctrine (CH)


CH 501 Patristic Theology. A survey of doctrinal development in the early church from the second century A.D. as far as Augustine in the West and John of Damascus in the East. M.Div. core: CHA. Thompson, Fisher-Ogden

CH 502 Medieval and Reformation History. The further development of the church, especially in the West, from Gregory the Great through the Reformation. M.Div. core: CHB. Bradley, Robeck

CH 503 Medieval and Reformation Theology. A survey of doctrinal development in the West emphasizing the Augustinian heritage both of the medieval scholastics and of the Reformers, from the fifth to the 16th century. M.Div. core: CHB. Thompson

CH 504 Modern Church History. The shaping of modern movements and churches from the Reformation to the Ecumenical Movement and Second Vatican Council. M.Div. core: CHC. Bradley

CH 505 Post-Reformation and Modern Theology. A survey of Christian thought from the English Reformation to the present, emphasizing Protestant orthodoxy, Puritanism, Pietism, and the theology of Wesley, Schleiermacher and Barth. M.Div. core: CHC. Thompson

CH 506 American Church History. A survey of the American church from Puritanism to the present, outlining significant issues affecting the history of the American church. M.Div. core: CHC. Bradley, Robeck, Fisher-Ogden

CH 508 Historiography. An examination of theory and methods in church history and historical theology to facilitate graduate work in the field. Prerequisite: Permission of instructor. Elective. Bradley

CH 512 Early Christian Prophecy. A study of the gift of prophecy in the New Testament and patristic period viewed within the context of Hebrew prophetic and apocalyptic and pagan prophetic claims. Issues such as continuing revelation, the role of ecstasy, created sayings, canon, and ecclesiastical authority are addressed and contemporary implications are studied. Elective. Robeck

CH 516 Church and State Seminar. This seminar examines the political thought of leading twentieth-century theologians, including Barth, Bonhoeffer, Moltmann, Cone and Segundo, with emphasis on questions of authority, natural rights, equality and liberalization. Elective. Bradley

CH 517 Western Spirituality. A survey of the practice of piety in the Roman Catholic, Reformed and Arminian traditions with a focus upon the distinctive theology of each. Elective. Bradley

CH 520 American Protestant Theology. A study of major themes in American Protestant thought: Puritanism, the Mercersburg Theology, Liberalism, the Social Gospel, and Neo-Orthodoxy. Elective. Bradley

CH 521 Evangelicals in America. This course investigates the roots of American Evangelicals with attention given to revivalism and social reform. Elective. Bradley

CH 543 Theology of Calvin. An introduction to the thought of John Calvin by reading and analyzing Calvin’s Institutes as the culmination of his theological endeavor. Elective.

CH 551 Presbyterian History and Programs. Study of Presbyterianism from Scotland to America and the American Colonies and throughout the States with focus upon the development of distinctive themes in Presbyterianism. Elective. Fisher-Ogden

CH 555 History and Practice of Christian Spirituality in the West. European backgrounds and American acculturation and amalgamation among the three major Lutheran bodies, with the history of the unity movements. Elective.

CH 554 Disciples History. A survey of the history of the Restorationist Movement in America from its origins in the 19th century until the present. Elective.

CH 562 Church History Seminar. An examination of selected themes and documents from the early, medieval or modern periods of the church. Elective. Bradley

CH 565 History and Practice of Christian Spirituality in the West. This course is intended to explore the history and practice of Christian spirituality. It will combine lectures on various aspects of the history of Christian spirituality, lectures on the spiritual disciplines, and small group discussions. The participants will also become acquainted with devotional literature. M.Div. core: MIN 1. Sattler

CH 571 History of Pentecostal-Charismatic Movements. Survey and analysis of the theological, social and historical factors which have contributed to the rise of Pentecostalism and the charismatic movement and their impact on the contemporary church. Elective. Robeck

CH 572 Lutheran Confessions. Historical and ecclesiastical considerations bearing on the development of Lutheran doctrine. Elective.

CH 574 Dutch Calvinism in North America. An examination of the Dutch Reformed community in North America, with special attention to the histories of the Reformed Church in America and the Christian Reformed Church. Elective. Mouw

CH 575 Women in Church History and Theology. This course seeks to explore the experiences and contributions of women in the church from the post-apostolic period through the Protestant Reformation, together with the theologies and presuppositions which sometimes supported but more often discouraged their full participation in church and religious
CH 579 The Church in Modern Society. This course surveys pivotal crises in the Church and society since the Enlightenment, particularly in Britain and North America, with attention given to leading theories of secularization. Elective. Bradley

CH 581 Contemporary Ecumenical Issues. This course will explore several of the critical issues which currently divide the church. Recent discussions on baptism, eucharist, ministry, sexuality, Mary, the meaning of apostolicity, and racism will be among the issues reviewed. This course is designed to inform as well as look for ways past the critical impasse in some discussions. Prerequisite: Permission of instructor. Elective. Robeck

CH 584 Post-Vatican II Catholic Church. This course will allow students to read the primary documents from the Second Vatican Council and to follow a variety of subsequent debates and discussions in Roman Catholic circles in order to understand the profound nature of some of the changes that have occurred in terms of the church, ecumenism, liturgy, scripture, clergy, spirituality, human rights, etc. Elective. Robeck

CH 590 Directed Study in Church History.

Theology (ST)

ST 501 Systematic Theology I: Theology and Anthropology. The doctrines of revelation and Scripture. The doctrines of God, his attributes and trinitarian mode of existence. The doctrines of creation and providence. The origin and nature of humankind; the doctrines of the fall and sin. Also taught in Spanish. M.Div. core: STA. Brown, Volf

ST 502 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. Also taught in Spanish. M.Div. core: STB. Brown, Volf

ST 503 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. Also taught in Spanish. M.Div. core: STC. Brown, Volf

ST 512 Theological Anthropology and the Revelation of God. The nature of theology, the nature of God and divine revelation, doctrine of Scripture, humanity in the image of God, the true order of humanity as male and female, theology of sexuality and marriage. M.Div. core: STA. Anderson

ST 514 Reconciliation and the Healing of Persons. The place of Christology in the theological curriculum, the incarnation as revelation and reconciliation, the nature of the atonement, the doctrines of justification and sanctification, regeneration and conversion, growth in love as the form of new being in Christ. M.Div. core: STB. Anderson

ST 516 Theology of Christian Community and Ministry. The nature of the church as the people of God; the Holy Spirit, the order, life, and ministry of the church; the church as the mission of Christ in the world; the church as a community of reconciliation. M.Div. core: STA. Anderson

ST 522 Orientación para Investigación Teológica. Orientation to the practical matters of theological research, including personal, historical and technical areas of study. Prerequisite: Spanish. Elective

ST 524 Introduction to Cross-Cultural Theology. Focusing on the cross-cultural nature of the modern urban world and ministry in a cross-cultural setting, with emphasis on effective ministry and continued growth in the Christian life. Elective. Dyrness


ST 536 Issues and Trends in Theology. Survey of major issues and trends in the development of biblical, historical and systematic theology from the first century to the present, as well as technical terms and the basic methodological perspectives of theology. Elective. Feldmeth

ST 543 Theology and Art. An introduction to Christian reflection on the visual arts, developing a biblical framework for creativity and art, and, against the background of classical aesthetics, exploring the alternative positions Christians have taken. Elective. Dyrness

ST 546 Teological Research Orientation I. This course seeks to assist the student in developing reading proficiency and research and writing skills in a theological context. Elective.

ST 547 Theological Research Orientation II. This course is designed to acquaint the student with leading contemporary African-American theologians as well as traditional European scholars. Research methods and scholarly presuppositions will be discussed in an attempt to assist the students as they appropriate and develop their own theological resources. Elective.

ST 548 Teología Contemporánea Hispana. Prerequisite: Spanish. Elective

ST 553 Theologizing in a Multicultural Setting. This course is designed to explore, from theological and other perspectives, the issue of how plurality of cultures, ethnic groups, and races can live together in harmony while respecting and affirming their own distinctive social identities. In particular, the course will be asking how we can theologize about and in a multicultural context. M.Div. core: MIN8. Volf and Hertig

ST 564 Contemporary Christology. An advanced seminar offered annually which includes discussion of selected books and presentation of research papers. The focus of the seminar and the book is selected change annually. Prerequisite: Permission of instructor. Elective. Brown

ST 565 Theology and Contemporary Literature. This course will explore 1) contemporary attitudes toward
religion found in selected American novels, and 2) the means of theological dialogue with them. While debunking or listening, symbolizing or secularizing, arguing or affirming, current American fiction is often found interacting with the religious currents that pervade our culture. As such, it invites dialogue from a theological perspective. *Elective. Johnston*

**ST 566 Theology and Ecology of the Family.** The scriptural issues of creation, incarnation and redemption as they relate to the institution of marriage and the family. *Elective. Anderson*

**ST 572 Bonhoeffer: Life and Thought.** Traces the development of Bonhoeffer's theology through the major stages of his life and critically evaluates his contributions to contemporary theology. *Elective. Anderson*

**ST 574 Theology of C. S. Lewis.** A survey of the entire range of C. S. Lewis's theological and imaginative writings with a view to his major themes, both apologetic and spiritual. *Elective. Ford*

**ST 582 Evangelical Perspectives on Feminist Theology.** This course will survey the wide variety of strands within the rapidly expanding field of feminist theology. Students will be introduced to feminist critiques of traditional Christianity through readings and lectures. They will be encouraged to evaluate, wrestle and reflect personally with those critiques, through class discussions, short response papers, journaling, and other assignments. *Elective. Houts*

**ST 585 Issues in Non-Western Theology.** This course is designed to focus on a limited number of key issues that are currently being raised in non-Western theology and to discover not only their intrinsic importance, but also to see ways in which they might enrich the theological conversations in the West. *Elective. Dyrness and Volf*

**ST 590 Directed Study in Theology**

**Ethics (ET)**

**ET 501 Christian Ethics.** This basic introduction to ethics aims to develop a systematic way of thinking about Christian morality, bringing biblically based convictions to bear on important moral problems.

*M.Div. core: ETH. McClendon*

**ET 503 Bible and Social Ethics.** An examination of the variety of normative roles that Scripture has played in social analysis and criticism within the 20th century, with special emphasis on evaluating the normative role that Scripture should play as an "authority" in social ethics.

*M.Div. core: ETH. Dempster*

**ET 513 Perspectives on Social Ethics.** An exploration of the sociopolitical implications of biblical faith, with reference to such topics as political authority, the task of the state, and the ground of Christian political involvement. Differing Christian perspectives will be examined.

*M.Div. core: ETH. Mouw*

**ET 514 Cross-Cultural Ethics: Christian Ethics in a Global Church.** This course probes some of the underlying influences that result in sincere differences among Christians on issues as divergent as political justice, sexual morality, and business ethics. The course will seek to discover how horizons of meaning, culture and traditions, views of authority and revelation, personality types and styles of communication both understandings and practices of Christian ethics around the globe.

*M.Div. core: ETH. Adeney and Adeney*

**ET 518 Ethics of Everyday Life.** Analyzes several central aspects of modern urban life, e.g. mobility, pressure of time, consumerism, and suburbia, and reflects in a practical, theological and ethical way upon them.

*M.Div. core: ETH. Banks*

**ET 523 Social Ethics in the Reformed Tradition.** A study of the social, political and economic thought of some major figures and movements in the Reformed tradition. Special attention will be given to John Calvin's influence on public life in Geneva, as well as to the development of Calvinist societal thought in Scotland, the Netherlands and South Africa.

*Elective.*

**ET 525 Ethics of Bonhoeffer.** A concentrated address to Bonhoeffer's ethics as a means of understanding how Jesus Christ can be served in the conflicts of this world.

*M.Div. core: ETH.*

**ET 527 Values in the Workplace: Ethics From 9 to 5.** Explores a range of conflicts, dilemmas and pressures that arise in any occupation, along with the role of vocation, integrity, priorities, community and social responsibility in the workplace.

*M.Div. core: ETH. Banks and Young*

**ET 571 Ethics of Wealth and Poverty in Urban Settings.** This course is a consideration of Christian discipleship in the context of the economic realities of the 1990's. These realities include the polarization between the rich and the poor and the deterioration of the quality of life and opportunity in urban America. We will consider secular and biblical texts that comment on these trends, the response of the church, and examples of hope within the city.

*M.Div. core: ETH.*

**ET 585 Social Ethics for the African-American Church.** This course will investigate ethical problems facing the African-American community and present the insights of Christian ethics as prescriptions for theological praxis.

*Elective. J.A. Smith*

**ET 590 Directed Study in Ethics**

**Philosophy (PH)**

**PH 500 Reasoning in Religion.** A practical course designed with two goals. The first is to sharpen skills in reasoning and writing; the second is to introduce students to the methods used in the theological disciplines of homiletics, systematic theology, ethics, history and biblical studies.

*M.Div. core: PHIL. Murphy*

**PH 504 Christian Worldview and Contemporary Challenge.** An introduction to basic themes in a Christian perspective on reality, with a focus on the differences between Christian thought and such contemporary movements as secular humanism and the New Age cults.

*M.Div. core: PHIL. Mouw*
PH 505 Theories of Human Nature. A survey of some prominent philosophical accounts of humanness. The links between philosophical perspectives and issues which arise in the theological discussion, and in attempts to formulate Christian perspectives on the human sciences, will be explored. M.Div. core: PHIL. Murphy

PH 508 Issues in Apologetics. An examination of assorted challenges to Christian belief, and a survey of resources for meeting those challenges. Sample topics: the problem of evil, challenges from science, the plurality of religions and worldviews. M.Div. core: PHIL. Murphy, Dyrness

PH 512 Christianity and Western Thought. An introduction to philosophical thinking, exploring the historical relationship between Christianity and Western thought. The course is based on a selective study of thinkers and movements from Plato to the present day. M.Div. core: PHIL. Brown

PH 516 Philosophical Theology. An introductory examination of the manner in which differing systems of thought of the Western world have influenced our understanding and practice of the Christian faith. M.Div. core: PHIL. Murphy

PH 529 Women Writers on Spirituality. This course has two objectives. First, the primary means women of the past have had to contribute to the tradition was through their spiritual writings; this course will examine some of these. Second, the readings will serve as points of departure for a philosophical study of spirituality — questions about knowledge of God, miracles, the soul. M.Div. core: PHIL. Murphy

PH 536 Kierkegaard. A study of selected writings of the 19th century Danish philosopher Soren Kierkegaard against the background of his life and times. Strongly recommended background for this course is a prior study of philosophy. M.Div. core: PHIL. Brown

PH 540 Theology and Science. A consideration of two questions: “How do Christian belief and science compare as systems of knowledge?” and “What do the contents of science (physics, evolutionary biology and psychology) have to do with theology?” Elective. Murphy

PH 544 Philosophical Theology II. Explores philosophically a crisis that affects all theologies; whether it is a crisis of faith, morals, or modes of thought is one of the issues to be explored. Is Christian faith reasonable? What about other religions? Can Christians explain suffering? These challenges require rethinking even our deepest convictions. The work is both historical and constructive. Prerequisite: Permission of instructor. M.Div. core: PHIL. McClendon

PH 548 Theological Uses of Postmodern Philosophy. An examination of recent changes in English-language philosophy that provide valuable resources for rethinking such issues as the nature of apologetics, theological method, and theological language. Prerequisite: Permission of instructor. Elective. Murphy

PH 552 Methods in Philosophy of Religion. A survey of methods in philosophy, with special attention to their consequences for philosophy of religion. Prerequisite: Permission of instructor. Elective. Murphy

PH 579 Philosophy of Science and Theological Method. An examination of the methodologies (theories of theoretical thinking) of both science and theology, and consideration of the implications of these methodologies for development of research programs that integrate theological and scientific insights. Prerequisite: Permission of instructor. Elective. Murphy and Gorsuch

PH 580 African-American Culture and World View. African and New World roots of contemporary Black American folk culture with special attention to world view and belief systems, both in the culture of piety and of the street. Elective.

PH 590 Directed Study in Philosophy of Religion

Theological Language Studies (LG)

LG 557 Theological French I. Credit: 2 units.

LG 558 Theological German I. Credit: 2 units.

LG 559 Theological Latin I. Credit: 2 units.

LG 560 Theological Latin II. Preparation for the graduate language examination through selected texts, reflecting major aspects of theology, church history and the ongoing influence of classical culture. Credit: 2 units. Prerequisite: LG 559, or permission of instructor. Elective.

LG 561 Theological French II. Builds on one quarter course in elementary French. Emphasizes the use of the language as a working tool in preparation for the graduate examination. Credit: 2 units. Prerequisite: LG 557, or permission of instructor. Elective.

LG 562 Theological German II. Builds on one quarter course in elementary German. Emphasizes the use of the language as a working tool in preparation for the graduate examination. Credit: 2 units. Prerequisite: LG 558, or permission of instructor. Elective.

LG 563 Theological German III. Credit: 2 units. Prerequisite: LG 562, or permission of instructor. Elective.

LG 580 Theological English. Designed to orient students who are not native speakers of English to the terms and concepts encountered in the various biblical and theological disciplines. Elective. Canales

DIVISION OF MINISTRY

Faculty
Ray S. Anderson, Professor of Theology and Ministry
David W. Augsburger, Professor of Pastoral Counseling
Robert J. Banks, Homer L. Goddard Professor of the Ministry of the Laity
GM 500 Foundations for Ministry. The practice of ministry as defined by the Great Commandment. The course focuses on the nature of ministry, the minister as a person, and the spiritual disciplines as a foundation for ministry. Also offered in a three-quarter sequence as GM 500-501-502. M.Div. core: MIN 1. Peace and Patterson


GM 518 Introduction to Urban Studies. This course is designed to introduce students to the complexity of urban studies. Students will interact with professionals who are involved in urban life. Such persons will be guest lecturers and panelists who will integrate social responsibility and religion from various points of view. Perspectives will include politics, business and economics, health and human services, law enforcement, race relations, immigration, and arts and leisure. M.Div. core: MIN 8. Borgman, G. Dyreness, Colletti

GM 519 Christian Perspective on Popular Culture. A sociologically and theologically informed critique of the world view and values presented by film and television today, together with an estimation of its impact and development of a proactive Christian response. Elective (Integrative Seminar). Banks, J.O. Balswick

GM 520 Foundations for Spiritual Life. The maintenance of vital faith and personal devotion in the face of the pressures and problems of Christian service today, with a focus on prayer. M.Div. core: MIN 1.

GM 521 Christian Lifestyle. Authentic response to the gospel as it relates to attitudes toward people, material, leisure, economics and the institutions to which we belong; current expressions of Christian lifestyle. Elective. Pannell

GM 523 Koinonia and Creation. An intensive ten-day wilderness community experience focusing on the practice of ministry from community, communal experience and the doctrine of creation with its implications for Christian lifestyle. Elective.

GM 525 Liberating the Laity Across Cultures. Explores on a biblical and historical basis contemporary models for developing the full potential and ministry of the people of God in the church and the world, in several cultural settings. M.Div. core: MIN 1. Banks and Hertig

GM 526 Influential Lay Christian Thinkers. Explores the contribution of several 20th century lay theologians who grappled creatively with the challenges posed to Christianity by the modern world, and analyzes why they were such highly effective communicators with people inside and outside the church. Elective. Banks

GM 544 Ministry to the Urban Poor. This course should serve as a practical guide for urban ministry among the poor and homeless that is both compassionate and thoroughly rooted in the gospel. Instruction will focus on the comprehension of the biblical basis for urban ministry, the examination of the characteristics of the poor and the factors contributing to their deprivation, and the operations of social service programs in local communities. Elective. Colletti

GM 547 Christianity and Urban Culture. Biblical and theological bases for evangelistic outreach in the urban setting with studies in the areas of racism, the history and theological understandings of minorities, and civic and religious structures. Offered only by the Institute of Youth Ministries. Elective. Lloyd, Miller

GM 552 Growing Asian-American Ministries. This course is designed to inform and equip the person to minister to the growing number of marginal Asian Americans who are beyond the reach of most existing churches. Elective. Fong

GM 556 Korean Culture and Church. This course is a missiological survey and analysis of Korean churches within Korean culture. The purpose is to approach the study of Korean culture anthropologically in order to appreciate theological issues in Korean churches. It is designed for overseas Koreans and others who desire to understand Korean felt needs and theological issues in Korean churches anywhere in the world. Elective. Cho
GM 560 Historia y Cultura Hispánicos. Focuses on the history and culture of the Hispanic community and the role of the church. Prerequisite: Spanish. Elective. Font

GM 563 Misiónología para Hispánicos. A progressive analysis of the Scripture, emphasizing God's concern for the total welfare of the nations from creation in Genesis to the new heaven and new earth in Revelation. Prerequisite: Spanish. Elective. W. D. Smith

GM 568 La Iglesia y La Familia. A study of the sociocultural, psychological and spiritual dimensions of the Hispanic family and its relationship to the church. Prerequisite: Spanish. Elective. Taylor


GM 580 Christian Spirituality Seminar. Students explore advanced topics in Protestant Christian spirituality through a process of directed research, reading and seminar presentations. Prerequisite: GM500 and any other course in spirituality. Elective.

GM 590 Directed Study in General Ministry

Preaching (PR)

PR 500 Homiletics. Both theological and practical questions about the nature of preaching are explored and discussed. A practicum element is an essential part of this course. Prerequisites: LG512 and either NE500 or NE502. M.Div. core: MIN 2. Pannell, Shuster


PR 502 Predicación Hispana. The nature, methods and channels of communication in contemporary preaching in relation to the nature, problems and perspectives of the Hispanic community. Prerequisite: Spanish. M.Div. core: MIN 2. Font

PR 505 Advanced Preaching Seminar. An advanced course for those who have already shown special aptitude for the preaching ministry. Prerequisite: PR500. By invitation of professor only. Elective. Pannell, Shuster

PR 509 Evangelistic Preaching. A practicum utilizing the preaching models relevant for most types of evangelism today. Credit: 2 units. Prerequisite: PR500. M.Div. core: MIN 2. Pannell

PR 511 Preaching Practicum. A practicum centered on student preaching with an emphasis on self and group assessment. The use of videotape will be offered. Course may be repeated once for credit. Credit: 2 units. Prerequisite: PR501. M.Div. core: MIN 2. Pannell

PR 512 African-American Preaching Seminar. A practicum providing preaching opportunities with personal and group evaluation. Videotape replay may be utilized. Course may be repeated once for credit. Credit: 2 units. Prerequisite: PR501. M.Div. core: MIN 2. Pannell

PR 514 Making Doctrine Live. A practicum focusing on preaching on great doctrinal themes in ways that show their relevance for modern life. Credit: 2 units. Prerequisite: PR 500. M.Div. core: MIN 2. Shuster

PR 590 Directed Study in Preaching.

Communication (CO)


CO 503 Advanced Communication. Further nurturing of communication skills in public speaking. Credit: 2 units. Prerequisite: CO500. Elective. Permission may be given for this course to fulfill the MIN 2 requirements for students not preparing for the pastoral ministry. DeChamplain

CO 517 Comunicación Intercultural. A study of communication skills, counseling methodologies, and small group communication in the Hispanic culture. Prerequisite: Spanish. M.Div. core: MIN 2. Arreguin

CO 590 Directed Study in Communication.

Evangelism (EV)

EV 500 The Art of Evangelism. A foundational course which explores evangelism from a biblical, theological, historical, and practical vantage point as it seeks to equip students for creative and effective outreach in a variety of settings. M.Div. core: MIN 3. Peace

EV 501 Theology of Incarnational Witness. The doctrines relevant to evangelism as derived from their biblical roots. Offered only through the Institute of Youth Ministries. Elective.


EV 503 Foundations for Communicating the Gospel. Provides a theological basis for evangelism and develops guidelines for evangelistic effectiveness in today's world. It is concerned with the need both to live out and to articulate the gospel. The classes provide opportunities in small group settings to develop skills in sharing personal faith stories and in presenting the gospel in ways appropriate to particular groups and individuals. M.Div. core: MIN 3.


EV 509 Spirituality and Creativity for Evangelism and Worship. This course focuses on the need for effective evangelization in today's church, and the opportunities and challenges of the contemporary cult-
bates on the theology of creativity and the arts and premise is that worship is fundamental to the evangelisation of the world church, and reflecting current developments in modernity, and incorporating in- component in effective sharing of faith. This course will be a vital listic enterprise, and consequently the affirmation and ural context in which Christians minister. Its basic with field trips to campuses.

M.Div. core: MIN3. Young, Gregg

EV 513 Campus Evangelism. Communicating the good news of the gospel to the collegiate world. The setting, models, theory and content of this ministry, with field trips to campuses. M.Div. core: MIN 3. Young, Gregg

EV 514 Urban Evangelism. Concentrates on the city as the focus for ministry at the close of the century. Emphasis will be placed on the peculiar ethos of the city, the church’s approach to the urban milieu, and models of current ministry in urban settings. Includes field trips and exposure to persons from urban ministries. M.Div. core: MIN 3. Pannell


EV 519 Evangelismo entre Hispánicos. The nature, methods and approaches of evangelism in relation to the nature, problems and needs of urban Hispanic communities. Prerequisite: Spanish. M.Div. core: MIN 3.

EV 521 Cross-Cultural Evangelism. This course is designed to examine and establish the biblical and practical foundations for living out our Christian faith in an increasingly diverse, shrinking, and fragmented society and world. The course focuses on developing skills for effective cross-cultural communication and applying them to life and ministry in the student’s own sphere of influence. The goal of the class is to equip Christians according to Ephesians 4:11-12 for kingdom service here or abroad. M.Div. core: MIN 3.

EV 525 Modern Culture and Evangelism. By blending together communication theory and cultural analysis, the process of evangelism is considered from the point of view of the one being evangelized. Reaching baby boomers and baby busters will be a special focus. M.Div. core: MN 3. Peace

EV 542 Evangelizing Nominal Christians. Nominality is defined, its extent and progress recognized, and approaches to deal with the problem are discussed. Nominality is considered with regard to the individual’s personal relationship with God, the institutional church, and the impact of the secular world. M.Div. core: MIN 3.

EV 561 Iglecrecimiento Hispano. A study to discover and strengthen local church growth resources, to detect pathological aspects of church growth, and to formulate relevant and effective evangelistic strategies. Prerequisite: Spanish. Elective. Torres

EV 590 Directed Study in Evangelism.

MISSIONS (TM)

Missions (TM)

TM 505 Multiculturalism Today. The purpose of this course is to explore the varied experiences of multiethnic, multicultural people groups, to learn from their historical journeys, and to develop cultural sensitivities. Initial foci for this study will center on the African-American, Hispanic American, Korean American, and Chinese American experiences. M.Div. core: MIN 8. Wong with faculty team

TM 506 Contemporary Evangelism and Mission. Engages the student in the theology of evangelism and mission, the current discussions over the relationship between evangelism and social responsibility in mission, and the relationship between the gospel and culture in the church’s evangelistic task. Attention is given to motivating local congregations to participate in the evangelistic and missiological tasks. M.Div. core: MIN 8. Pannell

NOTE: School of World Mission courses MC 502 Applied Missiology for Pastors, MB 530 Language/Culture Learning and Mission, MB 576 Incarcation and Mission Among the World’s Urban Poor, MI 501 Introduction to Missiology, MT 540 Missiological Issues: The Church in the City, and MT 522 Mission of the Local Congregation (as well as MM 520 Chinese Church Ministry: The First Three Years and MR 550 Introduction to Islam with special permission) are also available for M.Div. core: MIN 8.

Christian Formation and Discipleship (CF)


CF 501 Teaching and Leading in the Church. The basic introductory course on the teaching ministry of the church, including biblical and theological foundations, the role of the pastor, the ministry of the Christian education specialist, the organization, administration and evaluation of formational ministries, and a survey of curricula and programs. M.Div. core: MIN 4. Murray

CF 504 Formational Bible Study. A course built around an inductive study of the Gospel of Mark. Designed to equip the student with tools for seeing, studying, applying and teaching the World of God. Elective. Gorman

CF 505 Teaching the Bible. How to teach adults with a biblical text so that God’s Word speaks to contemporary life, working with distinctive Christian dynamics and relationships. M.Div. core: MIN 4. Gorman

CF 507 Building Christian Community Through Small Groups. Small group principles, dynamics and
problems of building healthy Christian small groups, particularly in local congregations. Lecture and laboratory. M.Div. core: MIN 4. Gorman


CF 514 Small Group Bible Study. Using the inductive Bible study paradigm, the nature and process of small group Bible study is explored with an eye to producing capable Bible study leaders who have the ability to adapt and/or write their own materials. Elective. Peace

CF 520 Curriculum Design and Development. A survey of learning theories and curriculum development theory, principles of curriculum development and practice in development of specific curricula. Prerequisite: CF510 or CF511 or equivalent. Elective.

CF 529 Ministering to Troubled Youth. This course considers the heart of the present youth crisis—especially the violence which produces homicide and suicide among so many young people. It will consider the causes and response to such violence from the standpoint of the youth leader. The course deals with systemic as well as individual and cross-cultural factors. Elective. Borgman

CF 530 Christian Formation of Children. The biblical and educational perspectives of the formational years, including needs, skills and abilities of the child, the basis for morals and values training; factors in building self-esteem and socialization in the person of the child. Recommended background: CF500 or CF501 or CF510. M.Div. core: MIN 4. Gorman

CF 536 Family and the Church. A study of the ministry of and to the Christian family with an emphasis on the support and programs possible in a local congregation. Recommended background: CF501 or CF510 or CF500. Elective. Gorman


CF 542 Practicum II: Troubled Youth. Practicum in small group work with troubled teenagers, emphasizing the biblical nurture and discipling of young Christians. Offered only by the Institute of Youth Ministries at the Dale House in Colorado Springs. Elective

CF 543 Dynamics of Adolescent Development. Designed to help those interested in youth to understand the dynamics of youth from a developmental viewpoint, covering psychology, sociology, and culture as they relate to ministry to, for, with and by youth. It does not cover adolescent pathology or abnormal adolescence. Elective.

CF 544 Youth Outreach. Contemporary approaches for witnessing to high school youth, particularly those outside the framework of organized church structures. Emphasis on the Young Life model. Offered only by the Institute of Youth Ministries. Elective.

CF 545 Campus Ministries. The ministry with college and university students. Especially recommended for those considering a ministry as a campus chaplain, a minister to students, or a parachurch worker. Elective. Gregg

CF 547 Development Strategies for Incarnational Youth Ministries. This course examines the theory and practice of developing and managing youth ministry in various settings. Offered only by the Institute of Youth Ministries. Elective. Beard

CF 548 Evangelism and Discipleship of African-American Youth. Elective.

CF 549 Adolescent Sexuality and Pastoral Ministry. This course focuses on the biblical and theological foundations for human sexual practice, analysis of the current situation, and theory and practice of Christian education of adolescents in the area of sexuality. Offered only by the Institute of Youth Ministries. Elective.

CF 550 Adolescent Culture. Components of youth culture influencing adolescent behavior, value systems and attitudes will be studied. The course will include lectures with case studies and research. Offered only by the Institute of Youth Ministries. Elective. Bergman

CF 552 Crisis Intervention in Youth Ministry. Role of the youth worker in dealing with major crises facing youth through counseling, referral and instruction. Elective.

CF 554 Spirituality and Discipleship in College and Young Adult Settings. Exploration of the spiritual life and equipping ministry of those involved in working with collegians. Elective. Jensen

CF 556 Dynamics of Youth Leadership. Strategies for implementing a youth ministry: recruitment, budgeting, administration, planning. Elective. Murray

CF 558 Communicating the Gospel to Youth. This course discusses the scope of the Gospel in light of the various forms of youth culture. Statements, images, and stories about the Gospel are discovered from a study of Colossians, Isaiah, and John. Communication theory is applied to one-on-one, small group, and speeches as means of evangelization. A major portion of the class will allow for practice and processing of each level of communication—especially speaking to groups of various kinds of young people. M.Div. core: MIN 3. Borgman


CF 565 Empowering the People of God. Explores practical ways in which all Christians can assist each other to deepen community, engender mutual ministry and integrate faith and life, and considers the
implications of these for revisioning and restructuring the church. M.Div. core: MIN 4. Banks

CF 566 Ministry to Single Adults. A presentation of both proven and experimental methods of developing an effective ministry, through the church, to the single adult. Recommended background: CF 500 or CF 560. Elective. Flanagan

CF 568 Women in Transition. Examination of the contemporary debate regarding the "place" and "role" of women from Christian, historical, sociological and political perspectives. Elective. Patterson

CF 572 Asian American Family and Church. This course seeks to understand how Asian-American church structures mirror Asian-American family structures. It examines the ways in which Buddhism and Confucianism have influenced family structures, the psychological and cultural dimensions of shame in the Asian family, the challenge of the preservation and transformation of the family and church, and the practice of formation of the person within these structures. Elective. Patterson

CF 573 Adolescent Counseling and Support Ministry. This course is intended to provide a practical overview of several major struggles (or potentially problematic areas) facing youth, and then to examine the role of the youth worker in helping young people and families deal with each struggle. These struggles or areas are: identity and self-esteem; divorce; child molestation and abuse; sexuality (sexual identity, heterosexual relationships, and homosexuality); AIDS and other sexually transmitted diseases; problem pregnancy; substance abuse (alcohol and drugs); eating disorders; and suicide. Also covered will be some of the legal responsibilities placed upon ordained and nonordained youth workers, finding and using community resources, and basic counseling skills. Elective. Tirabassi

CF 574 Adolescent Spirituality and Worship. Elective.

CF 580 Formation Seminar. An integration seminar for students in the last quarter of the M.A. or M.Div. program, bringing together biblical, theological and ministry concerns. Provides an opportunity for reflection on experiential learning. Prerequisites: Completion of four CFD courses. Elective. Gorman

CF 583 Basic Skills in Learning Supervision. A program equipping those who are responsible for the field education of trainees in ministry to supervise them effectively. Practical work in supervision is a necessary part of the program. Offered only by the Institute of Youth Ministries. Elective.

CF 587 Camping Ministries Practicum. Practicum in Young Life camping ministries with teenagers, emphasizing the advance planning of Young Life camps, their programs, administration, staff relations and evangelistic methodology, with supervised assignments in various camping programs. Offered only by the Institute of Youth Ministries. Elective.

CF 588 Camping Ministries. Philosophy, planning, staffing and methodologies for effective camping ministries. Elective.

CF 590 Directed Study in Christian Formation and Discipleship.

Christian Higher Education (HE)

HE 501 History, Theology and Philosophy of Christian Higher Education. This is a survey course for students interested in studying the historical, theological, and philosophical streams that have formed Christian higher education. Emphasis will be placed on understanding the distinctive features of Christian higher education in relation to other American forms of education. Students will be provided perspectives to better serve and teach within these educational communities. Elective. Holmes

HE 503 Understanding College Students. This course provides a framework of developmental theory that prepares students to assist college age students with their own social, moral, spiritual and physical development. The goal is to provide a conceptual base from which to serve and minister to this special age population. Elective.

HE 505 Leadership and Character Development. This course takes a general look at leadership theory and practice from the light of scripture and character formation. Additionally, the course looks at the practice of leadership with a focus on self insight, giftedness, personality and styles of leadership. Students produce personal mission statements that allow them to place their leadership contexts in perspective. Elective.

HE 507 Leadership in Diversity: Gender, Multicultural, and Ethnicity. This course will provide an overview of the different dimensions and sensitivities that frame the leadership context. Gender, multicultural and ethnicity issues will be explored in relationship to leadership style and practice. Students will be challenged to consider their own blocks to effective leadership in diverse settings. Elective. Patterson

HE 511 Administration in Higher Education. This course explores the forms, structure and philosophy for the administration of higher education. Focus on governance, constituencies, roles, issues, and structure is central. Management theory and leadership responsibilities are explored. Elective. Payne

HE 520 Seminar in Professional Development & Mentoring: Student Affairs. This seminar explores the professional responsibilities and roles of those who serve this special area of higher education. Historical and philosophical foundations are explored as well as the literature of the discipline. Current issues of the profession are given attention. Elective. Rogers

HE 521 Seminar in Professional Development and Mentoring: Institutional Development. This seminar explores the professional responsibilities and roles of those who serve this special area of higher education. Historical and philosophical foundations are explored as well as the literature of the discipline. Current issues of the profession are given attention. Elective.

HE 522 Seminar in Professional Development and Mentoring: Institutional Development. This semi-
nar explores the professional responsibilities and roles of those who serve this special area of higher education. Historical and philosophical foundations are explored as well as the literature of the discipline. Current issues of the profession are given attention. Elective.

HE 571 CHE Practicum. This course is designed to provide students with an experience that integrates academic study with practical experience in a Christian higher education setting; providing the opportunity for the student to develop his/her leadership and service ministry through supervision and evaluation in a professional context. Elective.

HE 590 Directed Study in Christian Higher Education.

Counseling (CN)

CN 503 Personality, Theology and Pastoral Counseling. The development of personality, a theology of human nature, and the study of religious experience will be examined as a theoretical, theological, experiential, and practical base for pastoral caregiving and pastoral counseling. The work of Freud, Jung, Adler, Klein, Horney, Erikson, Miller, Gilligan, Piaget, Kohlberg, Fowler, and others will be critiqued by and correlated with theology and Christian experience. M.Div. core: MIN 5. Augsburger

CN 504 Family Therapy and Pastoral Counseling. Family therapy, theology and therapeutic interaction will be integrated as the student explores his or her own multigenerational family system. M.Div. core: MIN 5. Augsburger

CN 506 Conflict and Conciliation. Conflict in personal, familial, congregational, and communal life are continuing problems and possibilities in Christian ministry. This course offers an experiential, clinical, theological, and pastoral approach to the management, resolution, transformation, and utilization of conflict in both personal and pastoral perspectives. As an interdisciplinary approach it will draw on communication theory, therapeutic process, conflict studies, and mediation skills. Prerequisite: 96 units completed or permission of instructor. Elective. Augsburger

CN 511 Adolescent Psychology. A study of adolescent growth, development, identity, and related problems, together with the study of cultural influences in the thinking and behavior of youth today. Offered only by the Institute of Youth Ministries. Elective.

CN 516 Training Lay Counselors in the Church. This course will provide an overview of a biblical approach to lay Christian counseling, and will detail a model developed by the course instructor for training and using lay Christian counselors in the church. Other lay training models and programs in Christian counseling and relevant literature on lay pastoral care will also be briefly reviewed. M.Div. core: MIN 5. Tien

CN 520 Pastoral Counseling. Treats the individual, marital and family problems normally confronting the pastor as counselor. M.Div. core: MIN 5. Augsburger

CN 522 Basic Counseling Skills. Examines the relational aspects of counseling with particular emphasis on the practice and attainment of relationship skills within the context of the local congregation. M.Div. core: MIN 5.

CN 523 Intervention Counseling. A continuation of CN522 providing models and strategies for behavioral change. Application is made to specific problem areas such as depression, phobias and anxiety. Prerequisite: CN522. Elective.

CN 525 Pastoral Counseling in the African-American Church. Provides basic counseling skills for pastors working in Black churches. M.Div. core: MINS. Gooden

CN 532 Women's Perspective and Experience in Pastoral Counseling. This course will explore the rich contributions that have been made to pastoral theology and the practice of pastoral care and counseling by the perspectives and experiences of women. The psychological development of women, Jung's perspective of the feminine, and particular issues related to the pastoral counseling of women will be examined in the context of pastoral theology and practice. M.Div. core: MIN 5. Robinson

CN 535 Grief, Loss, Death and Dying. These major crises of life will be explored experientially, psychologically and culturally. The focus will be on personal growth as the preparation for pastoral presence, caregiving and counseling. M.Div. core: MIN 5. Augsburger

CN 539 Ministering to Immigrant Families. This course seeks to understand abrupt changes that affect immigrant families in all dimensions—cultural, social, and psychological. It focuses on identifying the stages of migration and its effect on migrant family life, analyzing the power distributions within the family, and exploring biblical models and creative ways to reconcile the tension between discontinuity and continuity both socially and culturally within the immigrant families through their offspring. M.Div. core: MINS. Hertig

CN 543 Psicología Pastoral. Designed to equip the pastor and other leaders with fundamental psychological skills to deal knowledgeably and effectively with the growing marital, family and individual problems that are affecting the church. Prerequisite: Spanish. M.Div. core: MIN 5. Taylor

CN 560 Pastoral Counseling Across Cultures. A seminar for the advanced student for examination of major issues in cross-cultural pastoral counseling and psychotherapy. The interface of psychological anthropology, pastoral care and counseling, and transcultural theological reflection will be explored and an appreciation of what is universal, cultural, and individual will be achieved. Prerequisite: 48 units and two basic counseling courses, or significant ministry or cross-cultural experience. M.Div. core: MIN 5. Augsburger

CN 561 Developing Lay Counselors in the African-American Church. M.Div. core: MINS. P. Pannell

CN 569 Healing and Pastoral Theology. The interrelationships between reconciliation, forgiveness, and healing will be explored in depth utilizing theological,
ethic, anthropological, and psychological fields of study and reflection on human alienation and broken­ness. Particular attention will be paid to object rela­tions perspectives on intrapsychic healing, to systems approaches to reconciliation, and to ethics of character and virtue as guides to reparation and restitution. Elective. Augsburger

CN 590 Directed Study in Counseling or Psychology.

NOTE: Certain courses in the School of Psychology are open each quarter to qualified theology students

Pastoral Ministry and Theology (PM)


PM 501 Theology of Pastoral Care. Purposes and practices of shepherding as described in the Bible and in moral and systematic theology, with special em­phasis upon the application of theology to specific pastoral problems. M.Div. core: MIN 6.


PM 503 Pastoral Theology. Theology of the ministry, theology and conduct of worship, liturgy, hymnody, parish responsibilities and procedures, church ad­ministration, community relations and ministerial ethics. M.Div. core: MIN 6.


PM 511 Person and Practice of Ministry. Integrates the practice of ministry from theological, practical, and psychological perspectives. Emphasizes the de­velopment of a personal theology for ministry. M.Div. core: MIN 1, MIN 6. Must be taken concurrently with any one quarter of Field Education. Patterson, Redman

PM 517 African-American Church Administration and Leadership. This course is designed to enhance the leadership and administrative skills of those who are called to lead Black congregations. M.Div. core: MIN 6. Long

PM 520 Church Management. The process of plan­ning and implementing administration in accordance with theological and denominational purposes of the church: leadership styles for pastor and people. M.Div. core: MIN 6.

PM 521 Management Skills. Principles and practices of leadership, especially as they relate to the develop­ment of an individual’s mission statement and vision for ministry. Offered only by the Institute of Youth Min­istries. Elective. Palmgren

PM 527 Teología Pastoral. This course seeks to de­velop an awareness in students of the nature and forms of ministry. To that end, the course deals with a theology of church and ministry, reviews concepts and styles of leadership and enabling, and seeks to continue a process of the development of skills and resources for ministry. Prerequisite: Spanish. M.Div. core: MIN 6. Torres

PM 529 Pastoral Staff Relationships. Explores issues and roles involved in being on a pastoral staff. Exam­ines personal assets and develops perspectives, phil­osophy of ministry, and offensive strategies for strengthening and surviving as a team. Elective. Gorman/Brogles

PM 590 Directed Study in Pastoral Ministry and Theology

Church Music (MU)

MU 502 Theology and Practice of Music and Worship. This course consists of a study of the place of music in the context of worship, from a theological and practical point of view. This study is set in four wider contexts: a biblical, systematic theol­ogy of worship, a theology of the arts in general, a consideration of the place of music in contemporary Western culture, and recent developments in the use of music in the worship of non-Western churches. Elective. Bouna

MU 505 Music in Contemporary Worship. This course is a survey of the purpose and place of music in contemporary corporate worship. Worship practices in contemporary churches will be examined. Theo­logical, historical, and cultural foundations for the wide variety of worship styles will be scrutinized. Biblical standards of worship and the use of music in worship will be explored. Elective. Bouma

MU 540 African-American Sacred Music Styles. This course is a study of the various facets of African­American sacred music styles and the social history that helped to shaped them. Music literature will be reviewed and the ministry of African-American sa­cred music will be examined. Elective.

Denominational Polity (DP)

The Seminary is committed to offer whatever courses in denominational distinctions are re­quired for a student’s ordination. These courses are offered under the instruction of officially appointed denominational representatives. Poli­ticy courses not indicated for M.Div. core credit (MIN 6) may receive such credit by special per­mission from the divisional chairperson.

In addition to the courses listed in this section, the following denominational courses are offered through other departments (see the respective departments for course descriptions):

CH 550 Baptists History
CH 552 Lutheran History
CH 554 Disciples History

DP 502 Wesleyan Tradition. A historical and comparative survey of the primary theological movements within the United Methodist Church from John Wesley to the present. Elective. Elington

DP 503 Reformed Church Creeds. A contextual study of the confessional statements of the Reformed Church in America designed to enable the student to gain the theological ethos of the Reformed Church. Elective.

DP 504 Reformed Worship. This course focuses on the theology, history and practice of worship in the reformed tradition. Helps develop an awareness of worship from a biblical, incarnational and trinitarian perspective and traces the development of Reformed worship patterns from the Reformation to the present. Explores issues related to the ministry of worship in Presbyterian and Reformed congregations, including the sacraments, prayer, hymnody, weddings, funerals, children and youth in worship, and personal devotion. M.Div. core: MIN 6. Redman


DP 506 Presbyterian Creeds. Designed to enable students to enter into the theological ethos of the Presbyterian tradition. The origin, development and growth of Reformed theology, liturgy, culture and tradition of the Presbyterian Church (U.S.A.) will be studied in historical context and applied to the contemporary church. Elective.


DP 509 American Baptists Today. An introduction to the denominational structure, ministerial support systems, Christian education, missions, and stewardship and program resources of the American Baptists. Elective. Lane


DP 513 United Methodist History. A survey of the events, issues, doctrines and key persons in the development of the United Methodist Church from its origins in England and America to the present. Elective.

DP 514 Nazarene Polity and Doctrine. Rise and development of the denomination, organizational patterns and functions, ordination requirements, and the Nazarene understanding of Wesleyan doctrine will be discussed in preparation of candidates for minister's license and ordination in the Nazarene Church. Elective. T. L. Smith


DP 518 Lutheran Polity. Elective.


DP 530 History of Armenian Christianity. Emphasis given to social, cultural, and geographic as well as theological factors in the history of Armenian Christianity. Elective. Haleblian.

DP 531 Theology of Armenian Christianity. Apostolic, Protestant and Catholic positions on key issues will be discussed. Special attention given to future directions of Armenian theology. Elective. Haleblian.

DP 532 American-Armenian Church Growth. Introduction to church growth principles as they apply to American-Armenian churches. Elective. Haleblian.


DP 590 Directed Study in Denominational Polity.
Field Education (FE)

Students desiring to receive credit for field education must first (1) enroll with the office of Field Education, which coordinates approved positions in churches and other organizations; (2) register for academic credit within regular quarterly registration deadlines; and (3) complete a preparatory workshop. The completion of the part-time local church internship course yields two units of core credit. This course also requires participation in a theological reflection group which meets during the second quarter of the three quarter internship, and attendance at a minimum of four one-hour Ministry Enrichment seminars. A second course, selected from the variety of experiences offered, in a setting approved by the Office of Field Education, is required for the M.Div. degree and also earns two units of credit. Additional field education courses may be taken as electives.

Students and their respective pastors/supervisors must complete quarterly evaluation reports and submit them to the Office of Field Education. At the request of the student, these reports will be forwarded to designated authorities to meet the requirements of certain denominations. Students are also required to meet with a member of the staff of the Office of Field Education for an one-hour interview during the first quarter of their internship.

Students must also enroll in the course PM 511 The Person and Practice of Ministry during any one of the quarters in which they are enrolled in field education.

NOTE: Of the following Field Education courses, FE501-503 are graded only on a “Pass/Fail” basis, and are also offered in the Extended Education Program.

FE 501 Nine-Month Part-time Church Internship. A planned, supervised and evaluated practical experience for nine months (three consecutive quarters) in a church setting with pastoral supervision. M.Div. core: MIN 7.

FE 502 Full-Time Church Internship. An approved, planned, supervised and evaluated practical experience under the supervision of a pastor/supervisor in a church, institutional or mission setting. Elective.

FE 503 Part-Time Internship. A planned, supervised and evaluated practical experience for nine months (three consecutive quarters) in a church, institutional or mission setting. Elective.


FE 523 Lay Leadership and Development Practicum.

A supervised experience connected with a student’s work in a congregation or the marketplace in development of leadership skills in lay ministry. Prerequisite: CT565 or GM525 or TH539. Elective. Banks/Staff

FE 525 Practicum I: Foundations for Incarnational Youth Ministries. Practicum in the basic methods of evangelistic youth outreach, emphasizing the development of personal relationships with young people through relevant forms of group ministry. A portion of the course focuses on the recruitment, training and ongoing enabling of volunteers for outreach ministries to youth. Offered only by the Institute of Youth Ministries. Credit: 8 units. Elective.

FE 526 Practicum II: Building Resources for Incarnational Youth Ministries. This course is designed to build the skills of people in youth ministry as well as their ability to train others in the areas of discipleship, adult ministry, camping, and fundraising. Offered only by the Institute of Youth Ministries. Credit: 8 units. Elective.

FE 527 Practicum III: Strategic Planning for Incarnational Youth Ministries. Practicum in the development and implementation of a strategy for Young Life ministry in an area including contact with relevant institutions and agencies, committee development and establishment of a support base. Offered only by the Institute of Youth Ministries. Elective.

FE 546 Hospital Internship Practicum. Orientation and experience in a medical or psychiatric hospital setting under the supervision of the hospital chaplain. Elective.

FE 556 Correctional Institution Internship Practicum. A practical experience in counseling, visitation, worship service and other programs in any one of a number of correctional institutes, both juvenile and adult, under the direct supervision of a chaplain. Elective.

FE 577 Urban Ministry Practicum. Elective.

FE 590 Directed Study in Field Education.

DOCTOR OF MINISTRY

The courses offered by the School of Theology in support of its Doctor of Ministry degree program may be found under that heading in the Continuing and Extended Education section of this catalog.
DOCTOR OF PHILOSOPHY AND
MASTER OF THEOLOGY

The following classes and seminars are offered in support of the School of Theology's Doctor of Philosophy and Master of Theology programs, through the Center for Advanced Theological Studies.

LG 806 Advanced Hebrew (2 units)
LG 807 Advanced Hebrew Reading (2 or 4 units)
LG 825 Biblical Aramaic (2 units)
LG 831 Advanced Arabic (2 units)
LG 833 Beginning Ugaritic (2 units)
LG 834 Advanced Ugaritic (2 units)
LG 835 Beginning Akkadian (2 units)
LG 836 Advanced Akkadian (2 units)
LG 837 Readings in Akkadian (2 units)
LG 845 Comparative Semitics (2 units)
LG 846 Northwest Semitic Texts (2 units)
LG 850 Readings in Semitics (2 units)
LG 851 Elementary Egyptian (2 units)
LG 852 Qumranic Hebrew (2 units)

OT 801 Critical Approaches to the Old Testament. A seminar devoted to the various approaches used in current scholarship and their usefulness in elucidating the Old Testament. The approaches covered are text criticism, source criticism, form criticism, redaction criticism, literary criticism, rhetorical criticism, and canonical criticism. (8 units). Allen

OT 802 Old Testament Exegesis (4 units)

NT 801 New Testament Research Methods. The seminar will focus on methods and bibliography for advanced research in the New Testament. A survey of the major tools and the proper use of those tools will be provided. Attention will also be given to proper methods in historical research. The seminar is designed so that those participating need not cover ground already familiar to them. Thus more advanced students will be encouraged to read widely in the primary bodies of literature that are most pertinent to the study of the New Testament, e.g. apocrypha and pseudepigrapha, Dead Sea Scrolls, Mishna and Talmud, Philo and Josephus, the apostolic fathers, the papyri and the Nag Hammadi literature. (8 units) Hagner, Scholer


NT 804 Hermeneutics and Exegetical Method (8 units)

NT 805 New Testament Theology (8 units)

CH 808 Historiography (8 units)

CH 858 Contemporary Ecumenical Issues. This course will explore several of the critical issues which currently divide the church. Recent discussions on baptism, eucharist, ministry, sexuality, Mary, the meaning of apostolicity, and racism will be among the items reviewed. This course is designed to inform as well as look for ways past the critical impasse in some discussions. (8 units) Robeck

CH 879 Church in Modern Society. (8 units). Bradley

TH 805 Philosophical Theology Seminar II. Explores philosophically a crisis that affects all theologies; whether it is a crisis of faith, morals, or modes of thought is one of the issues to be explored. Is Christian faith reasonable? What about other religions? Can Christians explain suffering? These challenges require rethinking even our deepest convictions. The work is both historical and constructive. (8 units). McClendon

TH 806 Theological Uses of Postmodern Philosophy. An examination of recent changes in English-language philosophy that provide valuable resources for rethinking such issues as the nature of apologetics, theological method, and theological language. (8 units). Murphy

TH 808 Philosophy of Religion Seminar. A survey of methods in philosophy, with special attention to their consequences for philosophy of religion. (8 units). Murphy

TH 819 Creation as Theological Problem. (8 units). McClendon

TH 864 Religion, Knowing and Doing. (8 units). Volf

Directed Readings and Independent Studies

Students in the Ph.D. and Th.M. programs design their programs in conjunction with their mentor. The student and the professor whose specialty the student desires to pursue agree together to participate in a directed reading or independent studies course and decide on the contents and requirements of the course before the quarter of study begins. The student must make arrangements for the course with the CATS program administrator before registration, and must register for academic credit within normal quarterly registration deadlines. The student is responsible to meet with the professor throughout the quarter of study to discuss his or her progress and the completion of the paper. All regular CATS policies and procedures apply to directed readings and independent studies courses.
Higher Education for Cross-Cultural Mission: Its Character and Purpose
Globalized Missiological Education
Multilingual and Multidisciplinary Research and Publishing
Leadership in Missiology

Admission
Predoctoral Program

Degree Programs
Residence Requirements
Transfer Credit
Concentrations and Specializations
Master of Arts in Cross-Cultural Studies
Master of Arts in Intercultural Studies
Master of Theology in Intercultural Studies
Master of Theology in Chinese Ministry and Mission
Doctor of Missiology
Doctor of Philosophy in Intercultural Studies
Doctor of Philosophy in Missiology

Special and Cooperative Programs
Cross-Cultural Studies Program
Translation Program
In-Service Program
Program for Mission Executives

Curriculum
Missiological Integration Seminar

Courses of Study
School of World Mission Faculty
Course Descriptions
Behavioral Sciences (MB)
Church Growth (MC)
International Development (MD)
Mission History (MH)
Mission Integration (MI)
Leadership Training (ML)
Ministry (MM)
Urban Mission (MN)
Religions (MR)
Translation (MS)
Mission Theology (MT)
We at the School of World Mission and Institute of Church Growth at Fuller Theological Seminary believe that we stand at a critical juncture of the missionary task. Everything in the past 185 years of modern missions has set the stage for a great harvest. Apart from some small ethnic groups in Oceania, Asia, Africa and Latin America, the "discipling of the peoples" (Matthew 28:19) remains to be done. The great populations of Earth—Marxists, Hindus, Buddhists, Muslims, secularists, animists and nominal "Christians" in the West—have yet to accept Jesus Christ as Lord and Savior and become responsible members of his body and church. Today, God calls Christians of every continent and culture to the task of making Jesus Christ known, loved and believed in throughout the world. As evidence of his call, God grants remarkable responsiveness in many populations. The main task lies ahead, but a new factor has been introduced. Because of the rapidly growing non-Western Christian missionary movement, Christian mission is now the most international, interracial and intercultural movement in history. The School of World Mission aims to be a resource for this growing movement.

Furthermore, Christian mission today is being carried on in the midst of tremendous revolutionary changes affecting every aspect of human life. The guidelines and assumptions under which our ancestors labored have been swept away. Christian mission today has radically new ground on which to operate: advances in knowledge, changed political alignments, greatly increased control of nature, rise of churches in Asia, Africa and Latin America, lessening of ecclesiastical competition and hatred, rising religious relativism, the battle for justice, accelerating religious fundamentalist movements in all of the world's major religions and a vastly accelerated secularization of life. Education for mission must prepare believers to propagate the Christian faith in this new world being born.

In the midst of such changes, Jesus Christ is the same yesterday, today and forever. The mission is his, not ours. He remains in charge of his "co-mission." Since no person comes to the Father but by him, propagating his gospel to the ends of the earth by multiplication of believers and churches is the supreme and controlling purpose of the Christian mission to the world.

However, in each situation the Church is to be shaped in a way that affirms and utilizes the most positive aspects of the culture. New believers should not be torn out of their cultural matrix and forced to become "foreign" in order to become followers of Christ.

Thus the School of World Mission aims to help prepare and provide leadership for the task of world mission in today's emerging world in several ways.

Globalized Missiological Education

The School of World Mission seeks to help prepare and supply missiological leadership by providing advanced graduate-level education for midcareer missionaries and mature international church and mission leaders and by preparing missionary candidates for their ministry in a new language and culture.

In order to be effective, those called to communicate the gospel cross-culturally need insight into theology, history, anthropology, sociology, theory of mission, the biblical base of mission, elentics (knowledge of and approach to non-Christian religions), the world church (sometimes called ecumenics), church growth, evangelism, leadership development and the indigenous church. These subjects are all, therefore, to be studied as proper parts of education for mission.

The faculty seeks to accomplish its purpose by developing degree programs and delivery systems that combine academic integrity, professional training and ministry maturation. These balanced delivery approaches include both resident and extension modes that integrate research and field ministry development. The study of mission embraces a vast body of knowledge from a wide range of disciplines. The well-prepared missionary should see it as an integrated whole. In presenting this area of study through experiential learning, lectures, reading and research two dangers are avoided: a frozen intellectual regimen removed from the fast-moving contemporary scene and a smorgasbord of "hot" transient emphases. Advanced education must be validated by advanced degrees in mission, yet the degree program must remain flexible enough to equip the people of God to meet the rapidly changing conditions of the modern world.

Multilingual and Multidisciplinary Research and Publishing

The School of World Mission seeks to facilitate multilingual and multidisciplinary missiological research to support the mission of the church. The school seeks to encourage and facilitate the
publication of the findings of this research not only in English, but in the languages where the research is done.

Though the discipling of the nations is a chief and continuing goal of Christian mission, much remains to be discovered about how individuals and their specific societies are discipled and formed into reproductive, serving churches. In most lands, some churches have broken through to great growth and engaged in transformational service, but these examples are often unknown to other parts of the church. This vacuum in knowledge and training facilities handicaps the entire missionary enterprise.

To meet this need, therefore, the School of World Mission and Institute of Church Growth emphasizes multidisciplinary missiological research as an integral part of the education process. The approach to higher education emphasizes discovering and teaching new insights concerning the wholistic growth of churches in ways which remain biblically faithful and culturally appropriate.

Leadership in Missiology

The School of World Mission provides leadership in missiology by giving continuing leadership to the multiple disciplines in missiology and calling attention to the unfinished and complex task of bringing people to commitment to Jesus Christ as Lord and Savior.

A center concerned with training leaders must itself be willing, where it can, to provide leadership by challenging the church to undertake the mission to which God has called it, and by providing mission agencies with a theology and strategy of mission. The faculty of the School of World Mission seeks to do this by advocating and conducting research, writing books, speaking at conferences and encouraging the formation of mission structures that meet the demands of the missionary movement in the world. The School of World Mission also seeks to lead in providing missiological education to all who are qualified while reducing the time and place constraints. Thus the School of World Mission continues to implement new delivery systems through extended and continuing education.

ADMISSION

General standards for admission to any of the three schools of Fuller Theological Seminary may be found in the second section of this catalog.

The School of World Mission admits students to degree programs and to special courses designed for missionary candidates, missionar­ies and international church and mission leaders.

Those entering the Master of Arts program (both cross-cultural studies and intercultural studies) must normally hold an undergraduate degree (B.A. or equivalent) from an accredited institution.

Admission to the Master of Theology in Intercultural Studies or Doctor of Ministry in Global Ministries requires an accredited M.Div. or its equivalent with a 3.0 cumulative grade point average. The Doctor of Missiology, the Doctor of Philosophy in Intercultural Studies and the Doctor of Philosophy in Missiology programs require 48 units of graduate level missiology. In addition, all candidates entering a missiology or intercultural studies program must give evidence of experience in significant cross-cultural communication of the Christian faith, and must normally demonstrate fluency in a second language. A special provision may be made for experienced mission executives, missions pastors and experienced church leaders who lack cross-cultural experience (see Special and Cooperative Programs).

Applicants whose native language is not English are required to have achieved a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) prior to admission. Applicants to master’s-level programs with TOEFL scores between 500 and 549 who are otherwise qualified for admission may seek admission through Fuller’s English as a Second Language Program.

A limited number of students may be admitted under one of the following classifications:

Limited Enrollment Student: one who is qualified for regular admission to an M.A. program but wants to take no more than five courses (20 units).

Unclassified Student: one who is academically qualified for admission to an M.A. program, wants to take an unlimited number of courses, but does not want to pursue a degree program.

Special Student: one who does not meet the academic requirements for regular admission, unclassified or limited graduate student status, but is at least thirty-one years of age and has had at least ten years of ministry experience.
Visiting Student: one who is currently enrolled as a student in good standing in the post-bachelor's level at another school, but wants to have transcript evidence of course work done at Fuller for transfer to another institution.

Predoctoral Program

A Doctor of Missiology or Doctor of Philosophy applicant who has had at least twenty graduate level units of missiology, who has not met the other prerequisites (writing requirement, 48 units of graduate level missiology, cross-cultural ministry experience, core competencies in understanding the church and its expansion, culture and biblical foundations of mission), and who is not seeking a Master of Arts or Master of Theology degree from the School of World Mission may upon application to a doctoral program be admitted to the predoctoral program.

The predoctoral program of the School of World Mission is designed as an institutionally recognized means by which one may complete the doctoral prerequisites. Acceptance into the pre-doctoral program, however, does not guarantee acceptance nor provide an acceptance priority into a doctoral program. In any case, no degree is granted in this program. Enrollment in this program is limited to one calendar year.

Transfer Credit

Given the requirement that one must take a minimum of 48 units of missiology from the School of World Mission in an M.A. CCS or M.A. ICS program, one may transfer a maximum of 48 units from another accredited seminary into an M.A. CCS or M.A. ICS program. A maximum of 24 units of advanced standing for post-secondary nontranscripted missiological teaching or translation may be considered. However, a maximum of 48 units of transfer credit and advanced standing may not be exceeded in an M.A. program.

Transfer credit is not accepted into the Th.M. ICS program except for the linguistics courses required in the translation concentration. Transfer credit is not accepted into either the D.Miss. or Ph.D. programs, and is normally not accepted into the D.Min. in Global Ministries.
integrated way. Concentrations available in the Master of Arts curriculum in intercultural studies currently include anthropology, church growth, communication, contextualization, general missiology, history of missions, international development, Islamic studies, Judaic studies and Jewish evangelism, leadership, research in missiology, spiritual dynamics in mission, theology of mission, translation, and urban mission. Specializations may be arranged according to individual needs and interests utilizing the resources of all three schools of the Seminary. Provision is made for field research practica and internships for credit.

Master of Arts in Cross-Cultural Studies

This two-year program is designed to prepare students for ministry in cross-cultural situations. It provides a foundation for involvement in mission through the study of cultures and worldviews along with the biblical, historical and theological studies which are basic to the task of mission. Combining the resources of the School of World Mission and the School of Theology, with some options in the School of Psychology, this degree program provides special preparation for future missionaries and others in a variety of professions who hope to share their faith cross-culturally.

Applicants to this program must meet the general standards for admission to the Seminary (see the second section of this catalog), including a baccalaureate degree or its equivalent from an accredited institution. Core missiological competencies are required in the Master of Arts in Cross-Cultural Studies, including the ability to integrate and apply an understanding of the biblical foundations of mission and an understanding of culture to the ministry of the church. To meet these competencies, the curriculum for the Master of Arts in Cross-Cultural Studies consists of 96 quarter units beyond the bachelor's degree, divided between the School of Theology and the School of World Mission as follows:

- School of Theology (32 units):
  - Old Testament (8 units)
  - New Testament (8 units)
  - Church History (8 units)
  - Theology and Ethics (8 units)

- School of World Mission (56 units):
  - Missiological Integration Seminar (4 units)
  - Core Competencies (16 units)
    - Biblical Foundations of Mission
    - Anthropology
    - Church Growth or Historical Development of the Christian Movement
  - Language and Culture Learning
  - Concentration (24 units)

Electives (12 units)

School of World Mission, Theology, or Psychology General Electives (8 units)

The entire academic program of the M.A. CCS is expected to show continuity, sequence, and integration around the student’s area of interest and calling for ministry, as well as the foundational missiological perspectives which characterize the School of World Mission.

Master of Arts in Intercultural Studies

The Master of Arts in Intercultural Studies is a two-year program designed to meet the need for midcareer training for missionaries and international church and mission leaders. Students seeking admission must meet the general standards for admission to the Seminary (see the second section of this catalog), including a B.A. degree from an accredited institution, must have completed three years of cross-cultural ministry and normally must have mastered a field language.

The M.A. in Intercultural Studies (M.A. ICS) requires 96 quarter units beyond the bachelor’s degree, including:

1. A minimum of 20 units of biblical studies, theology and church history.
2. Missiological Integration Seminar (4 units)
3. Core competencies (12 units):
   - Biblical Foundations of Mission
   - Anthropology
   - Church Growth or Historical Development of the Christian Movement
4. Concentration (24 units)
5. Electives (36 units)

The whole academic program of the M.A. ICS is expected to show continuity, sequence and integration around the student’s area of interest and calling for ministry, as well as the foundational missiological perspectives which characterize the School of World Mission.

Master of Theology in Intercultural Studies

The Th.M. in Intercultural Studies is a one-year program designed to help field missionaries and international church leaders acquire fundamental competence in the field of missiology. Students seeking admission to this program must have the M.Div. or equivalent degree from an accredited institution, must have completed three years of cross-cultural ministry and normally must have mastered a field language.

This program requires 40 units of graduate
studies in missiology, and a thesis (8 units), all of which must be completed in the School of World Mission. The 40 units of coursework are to be divided so as to include the following requirements:

1. The Missiological Integration Seminar (4 units).
2. Core competencies (12 units):
   - Biblical Foundations of Mission
   - Anthropology
   - Church Growth or Historical Development of the Christian Movement
3. A concentration competency which includes at least six 4-unit courses.

Master of Theology in Chinese Ministry and Mission

The School of World Mission offers a four-year program specifically designed for those who aspire to minister to the North American Chinese church. This program consists of 192 quarter units, including the M.Div. degree or M.Div. equivalence, the Missiological Integration Seminar, and a thesis. Combining the resources of the School of Theology and the School of World Mission, the curriculum emphasizes solid biblical and theological foundations, bicultural perspective, contextualized ministry, holistic discipleship training, and supervised internship.

Doctoral Programs

Four doctoral programs are offered by the School of World Mission: the Doctor of Ministry in Global Ministries (D.Min. GM), the Doctor of Missiology (D.Miss.), the Doctor of Philosophy in Intercultural Studies (Ph.D. ICS), and the Doctor of Philosophy in Missiology (Ph.D. Miss.).

The D.Min. in Global Ministries aims to equip a person for a higher level of competence than can be achieved in a foundational M.Div. program. It seeks to serve M.Div. graduates as well as those with advanced degrees, providing both with a way to upgrade and update their ministry perspectives in missiology.

The D.Miss. is the highest level of professional certification in missiology. The Ph.D. represents the highest level of academic certification, and is designed to contribute to the development of missiological scholarship and to prepare one to teach at the university and graduate level.

Applicants for a doctoral program must have completed the prerequisites before their application will be considered. Applicants for a D.Miss. or Ph.D. program must have passed a qualifying exam, mastered a field language, demonstrated research and graduate-level writing competence, completed 48 units of graduate level missiology and the prescribed course MB561 Introduction to Research Design, and satisfied the core competency requirements in the areas of the historic growth of the church, biblical foundations of mission, and cross-cultural sensitivity as developed in coursework such as cultural anthropology.

Doctor of Ministry in Global Ministries

The Doctor of Ministry in Global Ministries requires 40 units of missiology beyond the M.Div. and a ministry project (8 units) that makes a significant contribution to missiological practice. The D.Min. GM is built around three 12-unit courses conducted in two-week sessions, one 4-unit ministry philosophy course, and one 8-unit ministry project. This program is designed to be completed in a three to six year period while the candidate is involved fulltime in ministry. It is not intended to be a residential degree program.

Further information about this program, including course descriptions, may be found under the Doctor of Ministry heading in the Continuing and Extended Education section of this catalog.

Doctor of Missiology

The Doctor of Missiology requires 40 units in missiology beyond the master’s level and a dissertation (8 units) that makes a significant contribution to missiological practice. Candidates must complete advanced studies with a minimum grade point average of 3.4, and pass comprehensive examinations. Candidates for whom English is a second language may be permitted under certain conditions to write dissertations in their own language. In such cases summaries in English are required.

The Doctor of Missiology program is built around four tutorials (8 units each), two methods courses (4 units each) and a dissertation (8 units). The tutorials may be done with the approval of the student’s doctoral guidance committee as either large independent studies or a combination of class work and independent studies under the supervision of a faculty tutor. A student may enroll in as many as three courses over the period of one academic year (at no additional cost and with no additional units of credit) to support each tutorial.

A student must have completed a Master of Divinity degree or its equivalent from an accredited seminary before he or she may take the comprehensive exams and be promoted to doctoral candidacy or enroll for the doctoral dissertation.
Doctor of Philosophy in Intercultural Studies

The Ph.D. in Intercultural Studies requires 56 units in missiology with a minimum grade point average of 3.7 and a dissertation (8 units) that makes a significant contribution to the field of missiology. Candidates must complete advanced studies in two major and two minor areas and pass comprehensive examinations. Candidates must demonstrate fluency in a field language, competence in one or more research languages and/or other research skills (such as statistics), and teaching ability.

The Ph.D. ICS program is built around six tutorials (8 units each), two methods courses (4 units each) and a dissertation (8 units). The tutorials may be done with the approval of the student’s doctoral guidance committee as either large independent studies or a combination of class work and independent studies under the supervision of a faculty tutor. A student may enroll in as many as three courses over the period of one academic year (at no additional cost and with no additional units of credit) to support each tutorial.

A student must have completed a Master of Divinity degree or its equivalent from an accredited seminary before he or she may take the comprehensive exams and be promoted to doctoral candidacy or enroll for the doctoral dissertation.

SPECIAL AND COOPERATIVE PROGRAMS

In the School of World Mission, a number of special institutes, programs and cooperative relationships have been developed which seek to make the resources of missiological education more available to field missionaries and national church or mission leaders, and to gather educational resources to focus on specific needs of churches, missions and those preparing to serve them.

Cross-Cultural Studies Program

The Cross-Cultural Studies Program is designed to prepare men and women for ministry in cross-cultural situations. This program combines the resources of the School of World Mission and the School of Theology to provide a foundation for involvement in mission through biblical, historical and theological studies as well as through the social and behavioral sciences. It provides special preparation for future missionaries, people in a variety of professions who hope to share their faith cross-culturally, and those who anticipate ministries in the United States among ethnic groups different from their own. A student may earn the Master of Arts in Cross-Cultural Studies from the School of World Mission, or the Master of Divinity degree, with a concentration in cross-cultural studies, from the School of Theology.

Doctor of Philosophy in Missiology

The Ph.D. in Missiology requires 40 units in missiology and 32 units in theology with a minimum grade point average of 3.7 and a dissertation (8 units) that makes a significant contribution to the field of missiology. Candidates must complete a major in the School of World Mission (consisting of five 8-unit tutorials), two minors in the School of Theology (two 8-unit seminars each), and comprehensive examinations. They must demonstrate proficiency in Greek, Hebrew, a field language and a research language, and ability in teaching.

The tutorials may be done with the approval of the student’s doctoral guidance committee as either large independent studies or a combination of class work and independent studies under the supervision of a faculty tutor. A student may enroll in as many as three courses over the period of one academic year (at no additional cost and with no additional units of credit) to support each tutorial.

A student must have completed a Master of Divinity degree or its equivalent from an accredited seminary before he or she may take the comprehensive exams and be promoted to doctoral candidacy or enroll for the doctoral dissertation.
Translation Program

A concentration in translation is offered within the various programs. This program combines the resources of the School of World Mission, the School of Theology, and secular universities to equip students in biblical languages and exegesis, linguistics, translation theory, anthropology, missiology, and communication theory.

A cooperative arrangement has been made with the University of Texas at Arlington (UTA) which allows for transfer of units between the two schools so long as they are applied to the translation emphasis and students abide by the catalog requirements of the institution which grants the degree. This arrangement may also be applied to a cooperative program between the University of Texas at Arlington and the Summer Institute of Linguistics, leading to an M.A. in linguistics from UTA.

In-Service Program

The School of World Mission In-Service Program (ISP) enables those interested in cross-cultural ministry to begin graduate studies in missiology before coming to the Pasadena campus and/or to continue their studies after they leave campus.

Students who wish to pursue a program in missiology may take seven courses (a total of 28 units) at the M.A. level and five courses (a total of 20 units) at the Th.M. level through this program.

Courses available through the In-Service Program include the foundational courses and several electives. To register for courses through this program, a student must first apply and be accepted at Fuller Seminary. Payment for course materials and a minimum of $200 towards tuition must be submitted at the time of registration. A deferred payment plan is available for the remainder of the tuition.

Course materials include class lectures (recorded on cassette tapes), the course syllabus (outline and assignments), and required textbooks. Students are to complete all the assignments for the course and return the packet to the coordinator of the In-Service Program for evaluation and grading by the professor. All coursework must be submitted within six months of registration if the student resides in the United States or Canada, or 12 months if the student resides outside North America.

Program for Mission Executives

This special program enables mission executives without significant cross-cultural experience to study missiology at Fuller. Those who have been professionally involved in mission administration for a minimum of seven years may apply for a degree program without cross-cultural experience. Busy executives are encouraged to take advantage of the intensive courses taught throughout the summer as well as during the other three quarters.

CURRICULUM

In a wider sense, the School of World Mission curriculum consists of a combination of coursework, reading, and directed research tailored to fit an individual’s problems and opportunities. In a narrower sense, it consists of courses of study which develop a part of one of the following branches of learning which together make up the discipline of missiology:

- Anthropology, language learning, communication and sociology (MB)
- Church growth foundations and case studies (MC)
- Development (MD)
- History of missions and church expansion (MH)
- Integration (MI)
- Leadership selection and training (ML)
- Ministry (MM)
- Urban Mission (MN)
- The Christian mission vis-à-vis non-Christian religions (MR)
- Translation (MS)
- Theory and theology of mission (MT)

Great emphasis is placed on reading in all programs. Students at the graduate level are expected to glean the essence of many contributions to mission through books and other library and archival materials. The function of the professor is to guide, stimulate, and provide supplementary summaries of knowledge particularly germane to the situation in one’s field of service. Students in M.A. and Th.M. degree programs are required to take the Missiological Integration Seminar. This seminar is divided into two
The 500-level courses are for students in the M.A. programs, and are open to students in any program. Courses listed at the 500 level may be taken at the 600 or 700 level with the approval of the academic advising office. Students in the Th.M. in Intercultural Studies program register for courses at the 600 level. The 700-level courses are for students in the Doctor of Missiology program. Most of the 500-level courses are also offered at the 600 and 700 levels. The 800-level courses are for Ph.D. students only.

Course with the label Foundational Course serve as the recommended basic courses for their respective School of World Mission concentrations. They should be taken for a given concentration unless the faculty member who supervises the concentration allows a substitution. Courses with the label Core Competency serve to meet the core competency requirement for that area in the various degree programs.

Courses for the Doctor of Ministry in Global Ministries are listed and described in the Doctor of Ministry section of the Continuing and Extended Education section of this catalog.

School of World Mission Faculty
J. Robert Clinton, Professor of Leadership
Dean S. Gilliland, Professor of Contextualized Theology and African Studies
Charles H. Kraft, Professor of Anthropology and Intercultural Communication
Paul E. Pierson, Professor of History of Mission and Latin American Studies
R. Daniel Shaw, Professor of Anthropology and Translation
C. Peter Wagner, Donald A. McGavran Professor of Church Growth
Arthur F. Glasser, Professor Emeritus of Theology and East Asian Studies
Edgar J. Elliston, Associate Professor of Leadership and Development
Viggo B. Sogaard, Associate Professor of Communication
Charles E. Van Engen, Associate Professor of Theology of Mission
J. Dudley Woodberry, Associate Professor of Islamic Studies
Hoover Wong, Associate Professor of Chinese Studies
Betty Sue Brewster, Assistant Professor of Language and Culture Learning
Young Lee Hertig, Assistant Professor of Cross-Cultural Ministry
Judith Tiersma, Instructor in Urban Mission

Behavioral Sciences (MB)

MB 520 Anthropology. Introduction to cultural anthropology with special attention to the application of an anthropological perspective to Christian mission. Foundational Course. Core Competency. Kraft, Shaw

MB 522 Social Anthropology. Study of principles of social anthropology, including social structures/networks, worldview, and economic concerns. Principles are applicable in urban and rural cultures. Shaw

MB 525 World View and World View Change. Study of the nature and functions of world view and the dynamics of world view change. Special attention to Christian transformational change in world view. Prerequisite: MB520 or MR520. Kraft

MB 530 Language/Culture Learning and Mission. Skills are developed in language/culture learning techniques and in phonetics. Lectures and discussion focus on principles and perspectives for successful learning. Field work gives opportunity to test and refine skills. Foundational Course. Core Competency for CCS. Brewster
MB 534 Writing for Publication in the Two-Thirds World. Designed to develop two-thirds world writers. Includes writing theory, research, and practical exercises. The focus is on writing nonfiction feature articles. N. Thomas

MB 540 Intercultural Communications. Principles and processes of communicating from one culture to another. Focus on the relevance of incarnation as the model for intercultural communication of the gospel. Foundational Course. Kraft

MB 541 Communication of Innovation. Study of principles underlying the effective introduction of innovation in a culture/subculture. Focus on the use of these principles to advocate acceptance of and growth in Christianity. Prerequisite: MB520. Kraft

MB 542 Communicating With Nonliterate. Study and application of principles of intercultural communication to reach effectively the nonliterate 70 percent of the world with Christian messages. Shaw, Sogaard

MB 544 Christian Communication Through Music. Past, present and prospective uses of music in communicating the gospel, in Christian worship and as a means of instruction in Christian life and belief. Focus on receptor-oriented use of music cross-culturally. King

MB 545 Communicating the Gospel. God has demonstrated in the Scriptures that he knows how to communicate. This course works at the interface between that communicational demonstration of God and the understandings of contemporary communication theory to point to ways in which we can apply the insights derived from both to follow God's communicational example. Foundational Course. Kraft, Sogaard

MB 547 Media in Church and Missions. Study of media, media limitations and possibilities, and multimedia applications. Development of basic skills that will make strategy decisions possible. Segard

MB 548 Survey Research for Effective Communication. Study of communication research tools. Emphasis on the methodology of survey research design, construction of questionnaires, data interpretation and the application of research data in strategy decisions. Segard

MB 560 Anthropological Research Methods. Designed to equip those working cross-culturally to discern and describe the structures of society and church. Techniques of interviewing, observing and documenting. Prerequisite: MB520. Shaw

MB 561 Introduction to Research Design. An introduction to research design with particular emphasis on producing a thesis/dissertation proposal. Attention will be given to each of the major components of a thesis (problem, review of the literature, methodology, findings and conclusions). Prerequisite: completion of all core competencies and concentration classes. Required for all doctoral programs. Elliston

MB 571 Urban Anthropology. Cross-cultural studies of urban and industrial areas. Consideration of religious, economic and sociological factors in the urban world. G. Dyrness

MB 576 Incarnation and Mission Among the World's Urban Poor. The principles of self denial, sacrifice and service in order to bring the Kingdom of God and justice to the poor, and to gain intimacy with the Lord, will be studied. Participants will engage in practical experience projects and interviews among the poor. Brewster

MB 577 Foundations of Urban Mission. Designed as a traveling seminar in urban mission. Afternoon and evening exposure experience will confront the participant with a wide range of contextual dynamics and an equal range of ministry responses. Foundational Course. Tiersma

MB 581 Melanesian Area Study. Survey of Melanesian culture, with emphasis on basic cultural history, including mission influences, cultural felt needs, worldview, and culture change. Shaw

MB 583 Discovering Methods in Worldview. This course teaches various semantic-based analyses designed to help students develop an understanding of worldview. This understanding is then applied to developing a contextualized Christianity. Prerequisite: MB520. Shaw

MB 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MB 591 Independent Study (M.A.). Reading, reporting and discussion, under faculty supervision, on topics of special interest or student weakness.

MB 595 Topics in Anthropology. Courses in topics such as educational anthropology, the application of a particular anthropological theory to missiological understanding, culture change, etc. Kraft, Shaw

MB 690 Thesis (Th.M.). Guidance provided to those writing theses. Special attention paid to problems assigned by church or mission.

MB 691 Independent Study (Th.M.). Reading, reporting and discussion, under faculty supervision, on topics of special interest or student weakness.

MB 700 Tutorial in Anthropology. Independent investigation under faculty supervision of topics of relevance to D.Miss. students preparing theses in an anthropological area.

MB 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MB 800 Tutorial in Behavioral Sciences. Investigation under faculty supervision of topics related to the program and/or dissertation of Ph.D. students.

MB 801 Methods in Behavioral Sciences. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MB 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.
Church Growth (MC)

MC 501 Techniques of Planting New Churches. A basic orientation to the biblical, theological, sociological and practical dimensions of starting new churches, primarily focused on the United States. Considerable field research is required. Wagner, Logan

MC 502 Applied Missiology for Ministry. Introduces students to the wide range of issues and skills related to the complex interdisciplinary processes involved in creating and implementing an extensive philosophy of ministry and mission strategy for a local church from the pastor's perspective. Van Engen

MC 503 Models and Case Studies in Church Planting. An independent library research course for the specialization in church growth. Prerequisite: MC501. Wagner

MC 504 Field Research in Church Planting. Field experience in interface with newly planted churches and their staffs in the Los Angeles area for the specialization in church growth. Prerequisite: MC501. Wagner

MC 520 Foundations of Church Growth. Basic principles and procedures of church growth as developed in Donald McGavran's Understanding Church Growth and applied to present-day missiology. Foundational Course. Core Competency. Wagner

MC 521 Strategies of Church Growth. Methods of thinking through evangelistic strategy planning for increased effectiveness in the field. Emphasis on spiritual gifts, culture, congregational and mission structures, goal setting and basic biblical principles. Wagner

MC 522 Theology of Church Growth. A treatment of the biblical and theological presuppositions of the Church Growth Movement, including the issues raised by critics. Theological implications affecting world evangelization are discussed. Prerequisite: MC520. Van Engen

MC 523 The Ministry of Healing in World Evangelization. The role of supernatural power, healing, signs and wonders, and the miraculous in missiological perspective. Includes field experience in nearby churches with healing ministries. Wagner, Kraft

MC 524 Spiritual Issues in Church Growth. This course introduces a set of spiritual factors which can play important roles in evangelism and church growth. Wagner

MC 525 Spiritual Approaches for World Evangelization. Study of emerging spiritual approaches to evangelizing unreached peoples on the world's most unevangelized regions. Visiting experts will participate. Wagner

MC 530 Church Growth in Contexts of Persecution. Studies the dynamics of persecution and its effect on the growth of the church in cultures resistant to evangelization. Sterk

MC 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by churches or mission organizations.

MC 591 Independent Study (M.A.). Reading, reporting and discussion on church growth at the M.A. level, under faculty supervision.

MC 595 Topics in Church Growth. Current issues in the field of church growth not included in other courses are presented, discussed, and researched. Not offered every year. Wagner

MC 690 Thesis (Th.M.). Guidance provided to those writing theses. Special attention paid to problems assigned by churches or mission organizations.

MC 691 Independent Study (Th.M.). Reading, reporting and discussion on church growth at the Th.M. level, under faculty supervision.

MC 700 Tutorial in Church Growth. Independent investigation under faculty supervision of topics related to the program and/or dissertation of D.Miss. students.

MC 730 Theology of Church Growth. Provides biblical and theological foundations for the application of the positive principles of church growth. The course considers dimensions of growth, biblical expectations relating to numerical growth, the role of the Holy Spirit, the relationship between the church and Kingdom, discipleship, unity and diversity in the church, the missiological structure of the church, priorities in mission, and leadership models. Prerequisite: MC520. Van Engen

MC 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MC 800 Tutorial in Church Growth. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

MC 801 Methods in Church Growth. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MC 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.

International Development (MD)

MD 520 Introduction to International Community Development. This course surveys the extent of human needs in the two-thirds world and the basic philosophies followed to address those needs. Foundational Course. Hoke

MD 531 Facilitating Development. Examines the basic tasks and skills of a project coordinator in participatory development, with specific applications to selected example areas, such as health care or participatory evaluation. Hoke

MD 534 Participatory Evaluation of Community Development. Studies theory and practice of participatory processes for evaluating community development. Cookingham

MD 540 Theological Issues in Development. Focus on establishing a strong biblical foundation for Christian development. Discussions of social justice, planned change, the local church, and ethics. Hoke

MD 570 Practicum in International Community Development.

MD 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MD 591 Independent Study (M.A.). Reading, reporting and discussion on church growth at the M.A. level, under faculty supervision.

MD 595 Topics in Development. Current issues in the field of development not included in other courses are presented, discussed, and researched.

MD 690 Thesis (Th.M.). Guidance provided to those writing theses. Special attention paid to problems assigned by churches or mission organizations.

MD 691 Independent Study (Th.M.). Reading, reporting and discussion on development at the Th.M. level, under faculty supervision.

MD 700 Tutorial in International Development. Independent investigation under faculty supervision of topics related to the program and/or dissertation of D.Miss. students.

MD 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MD 800 Tutorial in International Development. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

MD 801 Methods in International Development. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MD 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.

Mission History (MH)

MH 520 The Historical Development of the Christian Movement. An analysis of the dynamics of growth of the Christian movement from the apostolic age to the present, including prospects by A.D. 2000. Special attention given to various types of mission structures. Foundational Course. Core Competency. Pierson

MH 521 History and Theology of Renewal. Study of the revivals and awakenings in both Western and non-Western countries which have been the dynamic behind much missionary expansion and social improvement. Pierson

MH 527 Historical Models of Mission. Surveys missionary models from biblical times through early twentieth century. Considers theological understanding, motivation, mission structures, cultural attitudes, etc. Scherer

MH 528 Distinctive Contribution of Pentecostals to the World Mission Movement. Examines the development and missiological distinctions of Pentecostal missions. McGee

MH 535 The Church and its Mission in Europe. A survey of the current European religious scene. Major developments in the Catholic, Protestant and Orthodox Churches will be considered from an evangelical and ecumenical perspective. Special attention will be given to missionary theory and practice in the light of European spiritual conditions, "church-state" questions and new trends in the making.

MH 541 Mission History of the Korean Church. Traces the missionary movement of the Korean church to the present as a major contemporary world mission. Park

MH 562 Introduction to Chinese History and Culture. This course is designed to expose students in an overall manner to the many complex issues concerning Chinese world development, thus enabling the students to cultivate a broad framework of understanding of Christian ministries among the Chinese.

MH 563 History of the Chinese Church. The development of the Christian church in China since the Tang dynasty, with particular attention to the Protestant church, 1840 to 1949.

MH 570 Church and Mission in South Asia. An analysis of church and mission in the South Asian context. Special emphasis will be given to contemporary matters related to the spread of Christianity in the subcontinent.

MH 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MH 591 Independent Study (M.A.). Reading, reporting and discussion on historical topics at the M.A. level, under faculty supervision.

MH 595 Topics in Mission History. Courses in topics such as history of missions to native Americans or history of the Roman Catholic missions.

MH 690 Thesis (Th.M.). Guidance provided to those involved in writing theses. Special attention paid to problems assigned by church or mission.

MH 691 Independent Study (Th.M.). Reading, reporting and discussion on historical topics at the Th.M. level, under faculty supervision.

MH 700 Tutorial in Mission History. Independent investigation under faculty supervision of topics of relevance to Doctor of Missiology students preparing dissertations in historical areas.
MH 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MH 800 Tutorial in Mission History. Investigation, under supervision, of topics related to the program and/or dissertation of Ph.D. students.

MH 801 Methods in Mission History. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MH 890 Dissertation (Ph.D.). Guidance provided to missions in the biblical revelation with historical, cultural, and strategic dimensions of world missions. Offers students participation in mission and help in training others. Elliston

MI 501 Introduction to Missiology. Studies world missions in the biblical revelation with historical, cultural, and strategic dimensions of world missions. Offers students participation in mission and help in training others. Elliston


MI 520 Missiological Integration Seminar I. Assists students to select and/or design a study program which will serve their ministry development needs for mission service. Credit: 2 units. Required of all M.A. and Th.M. students. Shaw

MI 521 Missiological Integration Seminar II. Assists students to bring an integrative closure to their whole study program. Credit: 2 units. Required of all M.A. and Th.M. students. Prerequisite: MI520. Wong

MI 591 Independent Study (M.A.). Reading, reporting and discussion on historical topics at the M.A. level, under faculty supervision.

MI 595 Topics in Mission Integration. Current issues in the field of mission integration not included in other courses are presented, discussed, and researched. Not offered every year.

Leadership Training (ML)

ML 501 Basic Leadership Emergence Patterns. A study of leadership selection processes, including development phases, process items, spheres of influence, spiritual authority, and leadership principles. Focuses on a biblical case study and missionary case study to illustrate theory. Foundational Course. Clinton

ML 512 Church-Based Leadership Development. Surveys the kind of leadership development which normally occurs in the context of the local church, and provides a set of curricular perspectives for both selecting and applying an appropriate set of leadership development approaches for a given congregational setting. Elliston

ML 520 Foundations of Leadership. A survey of leadership theory, including the history of leadership and contributions from various disciplines (including sociology, anthropology, and management theory). Explores biblical perspectives on leadership, including such topics as styles, spiritual gifts, modeling, emergence patterns, and church structures. Foundational Course. Elliston

ML 521 Developing Leadership Gifts. An in-depth study of the doctrine of spiritual gifts, with an emphasis on leadership gifts (both directive and supportive). Points out responsibility for identifying, developing and releasing gifted people. Uses Holland's profile to suggest creation of structures through which gifts can operate. Suggests convergence as a major goal for level 4 and 5 leaders. Prerequisite: Significant ministry experience. Clinton

ML 523 Mentoring. Conducts an indepth study of relational empowerment and the nine basic mentor types: mentor discipler, spiritual guide, coach, counselor, teacher, sponsor, contemporary model, historical model and divine contact. Clinton

ML 524 Developing Ministry Philosophy. Examines ministry theory and philosophical concepts. Analysis of historical mentors and personal application of learned principles. Focus on developing a personal philosophy of ministry. Clinton

ML 530 Lifelong Development. Gives a biblical basis for the study of leadership selection processes. Identifies patterns such as time lines, development phases, process items, idealized time line, convergence, gift mix, spheres of influence, spiritual authority, and leadership principles, all in the context of study of actual biblical, historical and present-day leaders. Prerequisite: Significant ministry experience. Foundational Course. Clinton

ML 534 Value Based Leadership in the Old Testament. Assesses various leadership perspectives in the Old Testament using several study methods. Focuses on cross-culturally applicable leadership principles. Clinton

ML 535 Parachurch Leadership. Study of issues relevant to effective leadership in parachurch organizations. Focus on applying organizational paradigms to one’s own movement. Clinton

ML 536 Value Based Leadership in the New Testament. Examines New Testament perspectives on leadership elements and styles, philosophical models, mentoring, change dynamics, etc. Studies Peter, John, and Paul as leaders. Clinton

ML 540 Leadership Training Models. An overview of leadership development which first focuses on the evaluation of training, using four major evaluation models as standards for evaluation. The course next categorizes 30-40 training models under three headings: formal, nonformal, and informal. Finally, various field training cases are analyzed using the perspectives that were introduced in the course. Foundational Course. Elliston

ML 541 Specific Training Models. A generic course dealing with selected major training models. When
the course is taught in a given quarter, it will focus on a particular announced leadership training model. 

Elliston, Clinton

ML 543 Curriculum Design. A generic course applying curriculum design theory to various levels of training for both curriculum design and improvement. 

Elliston

ML 545 Developing Leaders for Urban Ministries. Equips professional church leaders and designated instructors with parachurch organizations to plan and design programs to train volunteer Christian leaders to minister effectively in a multicultural urban setting.

ML 560 Change Dynamics. A course for executive and middle-level leadership of Christian organizations which explores change agent roles, organizational dynamics, and decision making processes. Introduces several change models as heuristic models for analyzing current change situations. 

Clinton

ML 590 Project/Thesis (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

ML 591 Independent Study (M.A.). Reading, reporting and discussion on leadership selection and training at the M.A. level, under faculty supervision.

ML 595 Topics in Leadership Selection and Training. Current issues in the field of leadership selection and training not included in other courses are presented, discussed, and researched. Not offered every year.

ML 690 Thesis (Th.M.). Guidance provided to those involved in writing theses. Special attention paid to problems assigned by church or mission.

ML 691 Independent Study (Th.M.). Reading, reporting and discussion on leadership selection and training at the Th.M. level, under faculty supervision.

ML 700 Tutorial in Leadership. Independent investigation under faculty supervision of topics of relevance to Doctor of Missiology students preparing dissertations in leadership areas.

ML 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

ML 800 Tutorial in Leadership. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

ML 801 Methods in Leadership Training. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

ML 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.

 Ministry (MM)

MM 520 Ministry in the Chinese Church. Considers the student's transfer from the seminary into the pastorate, the cross-cultural adjustment, and the early beginnings of ministry. Includes the diagnostic means of understanding the congregation. 

Wong

MM 522 Pastoral Care in the Chinese Church. Treats the individual, marital and family problems confronting the pastors, with special attention to problems related to ethnic minority and Chinese familial setting. 

S. Tan

MM 523 Chinese Church Ministry: After the First Three Years. Develops a philosophy of ministry for the Chinese church, including a long-term strategy. Considers organizational culture, linking real needs to resources in the church. Prerequisite: MM 520. 

Wong

MM 524 Contemporary Issues of the Chinese Church. Deals with contemporary issues in the Chinese Church, such as traditional patriarchal authority and communal decision making versus Western individualism. 

Wong

MM 530 Multicultural Care and Counseling. Helps students understand their own culture and develop cross-cultural counseling skills. 

Hertig

MM 531 Ethnicity, Class, Gender, and Mission. Examines how ethnicity, class, and gender issues shape our society and how they challenge the mission of our churches. 

Hertig


Webb

MM 541 Appreciating OBC and ABC Cultural Distinctives. A comparative analysis and study of the monocultural and multicultural roots of the ABC and OBC respectively, tracing these tracks as they developed along a spectrum due to the acculturation process in America. Seeks to understand the Chinese mindset as compared to the American mindset. 

Wong

MM 544 Prayer Ministry for Cross-Cultural Workers. Teaches theory and practice of lay counseling in deep-level healing. Focuses on spiritual, emotional, and physical freedom to Westerners and non-Westerners ministering cross-culturally. 

Kraft

MM 550 Preaching Today in the Chinese Church. Study and comparison of the art of OBC and ABC preaching, that is, the intuitive as compared to the inductive respectively. An assessment of the place and validity of both styles as they relate to the student's present, particular audience. Focus on the important use of story form (saga), history, nature, and parables in Chinese hortatory preaching. 

Wong

MM 560 Women in Cross-Cultural Missions. Addresses issues of women involved in cross-cultural ministry situations. Reviews the biblical basis for women in missions, along with an historical review of women who have contributed to the expansion of the frontiers of women in missions.

MM 567 Family in Cross-Cultural Setting. Studies family dynamics when facing a second culture, stress factors, assimilation, and accommodation. Explores family's role in cultural transmission. Hertig

MM 570 Field Education. A four-year internship program, extending over three quarters each year, for the Th.M. in Chinese Ministry and Mission, including lectures and discussions. Wong

MM 571 Developing a Korean Mission Theology. Studies the growing role of Korean missionaries in world mission and ways to develop biblical, cultural, and theological themes for Korean missiology. Im


MM 581 Chinese Church Ministry: Church Planting and Church Growth. Applies the principles and technologies of church growth to the North American Chinese church setting. Also considers the spiritual dimension of growth. Includes case studies. Wong

MM 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MM 591 Independent Study (M.A.). Reading, reporting and discussion in some area of ministry and mission at the M.A. level, under faculty supervision.

MM 595 Topics in Mission Ministry. Current issues in the field of mission ministry not included in other courses are presented, discussed, and researched. Not offered every year.

MM 690 Thesis (Th.M.). Guidance provided to those writing theses. Special attention paid to problems assigned by churches or mission organizations.

MM 691 Independent Study (Th.M.). Reading, reporting and discussion on ministry and mission at the Th.M. level, under faculty supervision.

MM 700 Tutorial in Ministry and Mission. Independent investigation under faculty supervision of topics related to the program and/or dissertation of D.Miss. students.

MM 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MM 800 Tutorial in Ministry and Mission. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

MM 801 Methods in Ministry and Mission. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MM 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.

Urban Mission (MN)

MN 521 Urban Mission in a Multinational Context. An intensive course in urban missiology from a global perspective. Students will examine contemporary missiological issues from theological and urbanizational perspectives with information and case studies from major regions of the world. Bakke

MN 523 Christian Ministry and Urban Social Problems. An analysis of the task of ministry viewed from the perspective of urban sociology. Attention is devoted to the pressing social problems of the city and to the cults that exist in modern urban centers. Benefiel

MN 540 Church Planting in the Urban Context. An exploration of how churches grow in an urban world, using the Apostle Paul's mission paradigm and a holistic approach. Wolf

MN 572 Practicum in Urban Mission. A follow-up to other urban courses, for the purpose of integrating urban mission theory with practical experience. Required for preservice students.

MN 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MN 591 Independent Study (M.A.). Reading, reporting and discussion in some area of urban mission at the M.A. level, under faculty supervision.

MN 595 Topics in Urban Mission. Current issues in the field not included in other courses are presented, discussed, and researched. Not offered every year.

MN 690 Thesis (Th.M.). Guidance provided to those writing theses. Special attention paid to problems assigned by churches or mission organizations.

MN 691 Independent Study (Th.M.). Reading, reporting and discussion on urban mission at the Th.M. level, under faculty supervision.

MN 700 Tutorial in Urban Mission. Independent investigation under faculty supervision of topics related to the program and/or dissertation of D.Miss. students.

MN 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MN 800 Tutorial in Urban Mission. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

MN 801 Methods in Urban Studies. Guidance in the
methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MN 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.

Religions (MR)


MR 529 The Jewish Prayer Book Viewed from a Missiological Perspective. Examines the history, structure, and theology of the Jewish prayer book and facilitates use of it for a mission and/or Messianic congregation. Dauermann

MR 530 Judaism and Christianity. Affirms the Jewish roots of biblical faith, and studies Jewish history, the Holocaust, the State of Israel, Jewish evangelism, etc. Glaser

MR 531 Jewish History, Literature and Thought of the Second Temple Period. Designed to acquaint the student with a thousand year period of Jewish history and the Jewish literature of this period, a period which included New Testament history and literature.

MR 532 Jewish History, Literature and Thought of the Medieval Period. This course is designed to introduce the student to the social, political and religious aspects of modern Judaism from the seventeenth to the twentieth centuries.

MR 533 Jewish History, Literature and Thought of the Modern Period. This course is designed to introduce the student to the social, political and religious aspects of modern Judaism from the seventeenth to the twentieth centuries.

MR 534 Jesus the Messiah: The Messiah in Jewish Christianity. A study of the person and work of Jesus Christ, including discussion of the manner in which the Jewish community in Jesus' day interpreted the Messianic passages in the Hebrew scriptures.

MR 535 The History of Jewish Christianity. An introduction to the life and faith of the Jewish Christian community in the Land of Israel in the first five centuries. A.D.

MR 537 Heritage of Deuteronomy for Missions and Ministry. Study of the mission of Israel as observed in Deuteronomy. Focus on Jewish mission work. Robinson, Glaser

MR 538 Jewish Evangelism Practicum I. Glaser

MR 539 Jewish Evangelism Practicum II. Glaser

MR 542 Hinduism, Buddhism and Christianity. An analysis of the fundamental presuppositions and the various schools of thought within Hinduism and Budhism from both an historical and contemporary perspective.

MR 550 Introduction to Islam. An overview of Muslim faith and practice, with special attention to comparisons with Christianity, varieties of expression, and their implication for Christian witness. Foundational Course. Woodberry

MR 551 Muslim Evangelism. Development and evaluation of various forms of Christian witness among the broad spectrum of Muslim peoples. Prerequisite: MR550. Woodberry

MR 552 History of the Muslim-Christian Encounter. The major developments in polemics between Muslims and Christians from the eighth century to the present; interaction in writings between Muslim and Christian scholars and attitudes which underlie the Christian mission to Muslims. Prerequisite: MR550. Gilliland

MR 553 Area Studies in Islam and Christianity. The historical issues bearing on Muslim-Christian interaction, problems of communicating the gospel and in understanding Muslim peoples in the Middle East, the Indian subcontinent (including Afghanistan), West Africa, East Africa, and specific groups of people in various parts of the world. Gilliland, Woodberry

MR 554 Church Planting in Muslim Contexts. Deals with material from the call of the church planter to the emergence of the church. Covers the practical problems and salient theological issues that arise as the gospel comes into contact with Muslim societies. Prerequisite: MR550.

MR 555 Folk Islam. This course first studies the roots of Islamic animism and its relation to other religions, following which biblical issues are raised with special attention to the role of the power encounter. Prerequisite: MR550.

MR 556 Current Trends in Islam. The crosscurrents shaping the Islamic revival today and their missiological implications. Prerequisite: MR550. Woodberry

MR 557 Women in Islam. An examination of the identity and role of women in historic and contemporary Islam as revealed by the Qur'an and Hadith and throughout society, covering various cultural contexts. M. Kraft

MR 560 African Independent Churches. A study of the various factors which account for the indigenous and schismatic African churches and an evaluation of the major groups and of attitudes taken by the established church. Gilliland

MR 570 Power Encounter. Study of power encounter (as defined by Tippett) in the extension and growth of the people of God. Focuses on the biblical validity and contemporary relevance of spiritual power encounters in the extension of the Kingdom of God. Kraft

MR 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.
MR 591 Independent Study (M.A.). Reading, reporting and discussion on topics in religions at the M.A. level, under supervision.

MR 595 Topics in Religions. Current issues in the field of religions not included in other courses are presented, discussed, and researched. Not offered every year.

MR 690 Thesis (Th.M.). Guidance provided to those involved in writing theses. Special attention paid to problems assigned by church or mission.

MR 691 Independent Study (Th.M.). Reading, reporting and discussion on topics in religions at the Th.M. level, under faculty supervision.

MR 700 Tutorial on Religions. Independent investigation under faculty supervision of topics of relevance to Doctor of Missiology students preparing dissertations in the area of religions.

MR 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MR 800 Tutorial in Religions. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

MR 801 Methods in Religions. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.


Translation (MS)

MS 520 Foundations of Translation. Basic theory and practice of translation within a communications framework focusing on pretranslation needs: linguistic, cultural, semantic and exegetical. Foundational Course. Shaw, Rountree

MS 521 Translation Methods and Principles. Translation theory is applied to understanding the translation process, testing and finalizing a translation program. Prerequisite: MS520 or equivalent. Shaw, Rountree

MS 542 Theological Factors in Bible Translation. Challenges the concept that translators “just translate” and do not need to focus on theological issues either in preparation for translation, when translating, or in followup. Prerequisites: MT520 and MS520. Shaw, Van Engen

MS 550 Cultural Factors in Translation. Study of specific problems raised by characteristics of the cultural matrices of the source text, receptor populations and translators. Prerequisite: MS520, MS520 or equivalent. Shaw

MS 560 Translation Evangelism and the Church. Ways in which Bible and Christian literature translation can affect church growth including evangelism, contextualization and the avoidance of nominalism. Shaw

MS 565 Training National Translators. Considers learning and teaching styles, receptor-oriented needs, biblical background knowledge, cross-cultural communication styles, and curriculum design. Rountree, Shaw

MS 570 Translation Consulting Principles and Practices. Develops a model of consultants as encouraging members of the translation teams, emphasizing cross-cultural interaction and training. Prerequisite: MS520. Shaw

MS 590 Project/Thesis (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MS 591 Independent Study (M.A.). Reading, reporting and discussion on translation at the M.A. level, under faculty supervision.

MS 595 Topics in Translation. Various courses and seminars with attention given to translation problems in specific languages or cultures or specific linguistic, cultural or theoretical problems. Prerequisite: MS520 and MS521.

MS 690 Thesis (Th.M.). Guidance provided to those involved in writing theses. Special attention paid to problems assigned by church or mission.

MS 691 Independent Study (Th.M.). Reading, reporting and discussion on translation at the Th.M. level, under faculty supervision.

MS 700 Tutorial in Translation. Independent investigation under faculty supervision of topics of relevance to D.Miss. students preparing theses in a translation area.

MS 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MS 800 Tutorial in Translation. Investigation under faculty supervision of topics related to the program and/or dissertation of Ph.D. students.

MS 801 Methods in Translation. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MS 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.

Mission Theology (MT)

MT 510 Doing Theology in Context. A review of the theory of contextualization, evaluation of the literature and application through projects based on the student's experience. Prerequisite: Ministry in non-U.S. context. Gilliland

MT 521 Pauline Theology and the Mission Church. The principles of Paul in planting and nurturing cross-cultural churches, evaluating contemporary mission practice in the light of Paul. Gilliland

MT 522 Mission of the Local Congregation. Seeks to stimulate reflection and creativity concerning the church from both sociological and theological points of view. Looks at both the minimal center of what may be called "Church" and the maximal limits of what may genuinely be included as legitimate arenas of "Church life." Van Engen


MT 524 Interpreting the Bible in Cross-Cultural Contexts. Studies ethnohermeneutics, using dynamically equivalent hermeneutical methodologies to aid biblical interpretation in specific cultural contexts. Caldwell

MT 530 Contemporary Theologies of Mission. A comprehensive evaluation of contemporary theologies of mission in the light of the Great Commission, with particular reference to the conciliar-evangelical debate, post-Vatican II Roman Catholic missiology, and the current revolution of rising expectations throughout the world. Prerequisite: MT520. Van Engen

MT 531 Latin American Theology. An examination of the theologies of the various wings of the church in Latin America, including traditional Roman Catholic, Protestant and Pentecostal. Special attention will be given to theologies of liberation. Pierson

MT 532 Christian Unity and Mission. A comprehensive review of the theological debate within the World Council of Churches and among non-WCC evangelicals on the missionary task of the church since World War II. Roman Catholic and Orthodox mission perspectives will also be included. Pierson, Scherer

MT 533 Theology of Religious Encounter. Investigation of the relation between revelation and Christianity in the context of elenctic missionary encounters with people of other faiths, or no religious allegiance.

MT 534 Theology of Mission in Asian Contexts. A study of a select number of contemporary theological issues and concerns vital to the life and witness of the church in Asia.

MT 536 Theology of Liberation/Latin America. A survey of selected Latin American theologies of liberation which will critically analyze their understanding of the Latin American context, along with their methodology, theological assumptions, suggested solutions, and related theological concepts for the contextualization of the gospel in Latin America. Van Engen

MT 537 Theologizing in Mission. Introduces students to the skills of doing theology in search of biblical truth, in relation to a broad range of complex issues involved in missiology. Prerequisite: MT520. Van Engen

MT 540 Missiological Issues: The Church in the City. A presentation of the nature, shape, and missiological orientation of the church in the city. The course seeks to foster reflection, new insights, onsite observation, and creative vision for the way the church might be reshaped and reoriented in order to be missiologically viable in the cities of today's world. Van Engen

MT 541 Theology and Practice of Mission Among the Urban Poor. Develops a story-based theological framework around the Kingdom of God theme in developing holistic poor peoples' churches. Grigg

MT 550 Christian Ethnotheology. Anthropological approach to Christian theologizing. Development of a cross-cultural perspective on theological topics such as revelation, communication, sin, the church, translation and transformation. Prerequisite: MT520. Kraft


MT 590 Research Project (M.A.). Guidance provided to those involved in research projects. Special attention paid to problems assigned by church or mission.

MT 591 Independent Study (M.A.). Reading, reporting and discussion on mission theology at the M.A. level, under faculty supervision.

MT 595 Topics in Mission Theology. Current issues in the field not presented in other courses. Not offered every year.

MT 690 Thesis (Th.M.). Guidance provided to those involved in writing theses. Special attention paid to problems assigned by church or mission.

MT 691 Independent Study (Th.M.). Reading, reporting and discussion on mission theology at the Th.M. level, under faculty supervision.

MT 700 Tutorial in Mission Theology. Independent investigation under faculty supervision of topics of relevance to D.Miss. students preparing theses in theology of mission. Prerequisite: MT520.

MT 790 Dissertation (D.Miss.). Guidance provided to Doctor of Missiology candidates engaged in writing dissertations.

MT 800 Tutorial in Mission Theology. Investigation under supervision of topics related to the program and/or dissertation of Ph.D. students.

MT 801 Methods in Mission Theology. Guidance in the methodology for researching topics related to the program and/or dissertation of Ph.D. students.

MT 890 Dissertation (Ph.D.). Guidance provided to Ph.D. candidates engaged in writing dissertations.
Graduate School of Psychology

Degree Programs and Accreditation
Mission Statement
Goals
Student Life
Psychology Graduate Union
Women
Ethnic Minorities
Financial Assistance
Community Resources

Division of Clinical Psychology
Character and Purpose
Admission
Faculty Advisors
Curriculum
  General Psychology
  Research and Evaluation
  Clinical Psychology
  Theology and Integration
  Typical Progress
General Academic Issues
  Student Handbook
  Academic and Clinical Reviews
  Transfer of Credit
  Doctoral Candidacy
  Terminal Master's Degree
  Graduation and Commencement
Courses of Study

Division of Marriage and Family
Character and Purpose
Program Distinctives
Program Locations
Admission
Student Handbook
The Training Experience
Integration Studies
Curriculum
Clinical Training
Personal Growth
  Comprehensive Examination and Journal Article
  Graduation and Commencement
  Transfer of Credit
  Cooperative Programs
  Courses of Study

The Psychological Center

Other Training and Research Facilities
Clinical Faculty Members
Clinical Facilities for Field Training
THE GRADUATE SCHOOL
OF PSYCHOLOGY

Degree Programs and Accreditation

The Graduate School of Psychology comprises two divisions, the Division of Clinical Psychology and the Division of Marriage and Family. The Division of Clinical Psychology offers two degree programs, the Doctor of Philosophy (Ph.D.) and the Doctor of Psychology (Psy.D.). Both are approved (professionally accredited) by the American Psychological Association (APA).

The Division of Marriage and Family offers several degrees: the Master of Science (M.S.) in marital and family therapy, the Doctor of Marriage and Family Therapy (D.MFT.), the Doctor of Philosophy (Ph.D.) in marital and family therapy, and the Doctor of Philosophy (Ph.D.) in marriage and family studies. The M.S. in marital and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. In addition, the Division of Marriage and Family offers the Master of Arts (M.A.) in marital and family therapy as part of the Seminary’s extension program in Northern California (Menlo Park).

Mission Statement

The Graduate School of Psychology, in embracing the broader mission of the Christian church to minister to the spiritual, moral, emotional, relational, and health needs of people throughout the world, seeks to prepare men and women as distinctive scholars and practitioners whose scientific and therapeutic endeavors are formed by a deep understanding of both the human sciences and the Christian faith.

Goals

The primary goals of the Graduate School of Psychology are:

1. To train qualified Christian persons to function as competent practitioners in the field of mental health.

2. To foster the formation of a theological understanding of the human condition and to provide an educational environment for the study of the integration of the human sciences and the Christian faith.

3. To provide opportunities for faculty and students to engage in scholarship and research into the biopsychosocial and spiritual bases of human behavior and to apply this research and scholarship wherever they may serve.

4. To strengthen marriage and family life by researching and developing strategies for family life education, and the treatment and prevention of marital and family dysfunction, at a time when the erosion of these components of society is of great concern to the church and community at large.

5. To assist the Seminary in fulfilling its mission to the church throughout the world by seeking to supplement the theological education of all its students and graduates and other Christian leaders with appropriate psychological, sociological, and educational knowledge that can alleviate human suffering and build healthier families, churches, and communities.

6. To offer continuing and extended education to professionals in various health fields that will aid in improving the spiritual, moral, and mental health of society.

Student Life

Close bonds develop between students as they progress through the program. Informal gatherings are opportunities for developing relationships and for taking advantage of the many recreational and cultural opportunities to be found in Pasadena and the greater Los Angeles area. Small fellowship groups are formed each fall for incoming students who wish to participate. Students represent a diversity of geographical, denominational, ethnic and educational backgrounds. Opportunities are provided for spouses to participate in many of the activities of their partner’s graduate education. This may include small groups, lectures and social activities.

Students are strongly encouraged (but not required) to take advantage of opportunities for personal, psychological and spiritual growth while progressing through the program. A list of clinical psychologists in the area who are willing to see students at a reduced rate is available at the front desk of the Division of Clinical Psychology offices.

Psychology Graduate Union

Students in the School of Psychology have an opportunity to become actively involved in decision-making and administrative processes. All students in the School are members of the Psychology Graduate Union. The purpose of this
organization is to represent members in all matters affecting student life, and to afford members the experience of serving their peers and the school in the area of academic and professional concerns.

Responsible for all affairs related to the Graduate Union is an executive cabinet composed of the cabinets of the Clinical Psychology Division and the Marriage and Family Division. The Clinical Psychology Division cabinet is composed of a president, secretary, chaplain, ethnic resource coordinator, women’s resource coordinator, Theology Graduate Union representative, professional liaison, social events coordinator, two student representatives to the faculty, as well as a representative from each year in each degree program in the division. The Marriage and Family Division cabinet is composed of a president, the secretary-treasurer (who serves both cabinets), a representative from each year in each degree program in the division, as well as the ethnic resource coordinator, women’s resource coordinator, professional liaison, and social events coordinator. A Clinical Psychology/Marriage and Family liaison sits on both cabinets.

The Clinical Psychology Division cabinet publishes a newsletter. It sponsors a short-term emergency loan fund and the annual Travis Awards for Predissertation Study of Issues Relating to the Integration of Psychology and Religion. The Marriage and Family Division cabinet publishes a monthly newsletter, and the Marriage and Family Division president publishes a periodic newsletter. The executive cabinet (combined divisions) provides students making professional presentations with small honoraria. It also holds quarterly social events for the membership, and plans the annual Gene Pfrimmer Memorial Softball Game.

Psychology Graduate Union members also have an opportunity to serve as members of various planning, administrative and evaluation committees. Such involvement gives students experience in administrative work and the chance to share in policy-making. The two faculty representatives and the president are members of the faculty policy-making body, with full responsibilities and privileges. Two students represent psychology students on the general Seminary student council. Other students serve on the library, clinical psychology curriculum, admissions, and spiritual life committees, as well as on numerous ad hoc committees. In every instance students serving on committees in the program have full voting rights. Students may serve without vote on dissertation committees for other students; it is the student’s option to serve and the candidate’s option to select.

The active participation of the Psychology Graduate Union in the decision-making processes of the program means that students are deeply involved in the recruitment, evaluation, retention and release of faculty. Students complete extensive course evaluations of the professor’s sensitivity to issues related to women, ethnic minorities and religious dimensions.

Women

The Graduate School of Psychology follows an “equal opportunity” admissions policy, with about 50% of its students being women. The faculty endorses the nonsexist language guidelines of the American Psychological Association and the American Association of Marriage and Family Therapy. Faculty are encouraged to incorporate research and theory on women from the social and behavioral sciences into all courses, and this issue is included in all course evaluations. In the Division of Clinical Psychology, seminars on The Psychology of Gender and Women in Therapy are offered every other year, and there is an ongoing research group for persons interested in research on women. Persons interested in integrating feminism, social and behavioral sciences and their Christian faith will find support for this in the larger Fuller community.

One student in each division is appointed each year as Women’s Issues Resource Coordinator. The persons in these stipended positions are responsible for providing bibliographic and other resources to students and faculty in the program, sensitizing the community to issues pertinent to therapy with women, and the educational process for women students. These persons also plan regular social events for students and faculty and keep them informed of local workshops, meetings, speakers, and other events focused on women’s issues.

Ethnic Minorities

The Graduate School of Psychology is committed to the recruitment and training of students with ethnic American backgrounds—Asian, African-American, Hispanic and Native American. It follows a proactive admissions policy and is part of the GRE Minority Student Locator program. All Graduate School of Psychology faculty are encouraged to address ethnic and cross-cultural issues in their teaching, research and practice. For all students, a seminar on multicultural issues is offered every year, and a number of faculty and students conduct research in this area. Clinical experience with relevant groups is encouraged in the diverse population which surrounds Pasadena and the Los Angeles area.

Two minority students (one in each division) are appointed each year as Ethnic Issues Resource Coordinators. The persons in these
Financial Assistance

Financial assistance for these programs is limited. Students are strongly encouraged to finance their education through parental and other private support, personal savings, veterans or state disability benefits, outside scholarships, church care, etc.

For students who are not able to support their education in one of the above ways, limited grant-in-aid is available. It should be stressed that this assistance is minimal, and students are required to provide for the greater portion of their own living expenses and educational costs. Financial aid application forms may be obtained from the Office of the Dean following admission.

For eligible students, loans through government and commercial sources are available in amounts up to $18,500 per year, and may be applied for through the Seminary’s Financial Aid Office. Applicants are encouraged to explore opportunities for financial aid available in their states of residence prior to matriculation.

Administrative, clinical, research and teaching assistantships are provided to the extent they are available. The Psychological Center provides the largest number of assistantships; it provided partial support for 45 students during 1993-94. The Travis Institute provided partial support for 8 students during this same year.

The Seminary’s Office of Career Services aids students and spouses in finding part-time positions in Pasadena and the surrounding areas. A large percentage of these jobs are in the mental health fields (clinics, counseling centers, etc.) or in residential homes, state or private hospitals, colleges, churches, etc. Some jobs are available in the areas of teaching and research as well as counseling, and involve service to all age groups. Typically, salaries range from $6 per hour to $10 per hour, and hours vary from eight to 20 per week for students and up to full time for spouses. Many of these positions supplement the learning process for students. Students should be aware that graduate study is demanding and those working over 20 hours per week will severely compromise the quality of their educational experience.

Students should be aware that the clinical settings often have no commitment to coordinate their work opportunities with the student’s clinical training needs. The most serious problem present in many situations is the lack of regularly scheduled supervision provided by the setting. In order to ensure that students not engage in employment which is incompatible with the degree training program, the faculty has established the policy outlined below:

Students must obtain the approval of their director of clinical training before accepting employment in any setting in which the student will be carrying out any of the functions which are normally performed by clinical psychologists or marital and family therapists and for which the student is in training within Fuller’s degree programs.

The clinical psychology student must obtain a written commitment from the prospective employer stating that the employer will provide not less than one hour a week of individual supervision from a licensed clinical psychologist throughout the student’s term of employment.

The marital and family therapy student must also obtain a written commitment from the prospective employer stating that the employer will provide not less than one hour a week of individual supervision from a licensed marriage, family, child counselor, a licensed clinical psychologist or a board-certified psychiatrist throughout the student’s term of employment.

In either case, the employer will pay for this supervision. This written agreement must be accepted by the appropriate director of clinical training prior to the job’s beginning.

Community Resources

Because of Fuller’s fortunate location in a major metropolitan area, students have continuous access to a wide variety of lectures, symposia and workshops presented by nationally and internationally renowned figures in the fields of psychology and marriage and family. Extensive library holdings and major research and clinical facilities in the area provide resources which supplement those provided in the School of Psychology. Distinguished psychologists, family therapists and other leaders in the mental health professions speak on an occasional basis to students and faculty. In addition, students are encouraged to join professional organizations and attend their conventions.
Archibald D. Hart

Nancy Stiehler Thurston

Lee E. Lipsker
DIVISION OF
CLINICAL PSYCHOLOGY

Character and Purpose

The Division of Clinical Psychology of Fuller’s Graduate School of Psychology is a unique venture in higher education. Its purpose is to prepare a distinctive kind of clinical psychologist: women and men whose understandings and actions are deeply informed by both psychology and the Christian faith. It is based on the conviction that the coupling of Christian understanding of women and men with refined clinical and research skills will produce Christian clinical psychologists with a special ability to help persons on their journeys to wholeness and salvation.

Toward these goals, an attempt is made to avoid reducing human beings to the descriptive data of psychology, and theology to a set of propositions about God. Instead, both disciplines are accorded mutual respect in an effort to impart to the student a genuine appreciation for the contributions of each. The models of training which emerge from this perspective have been termed the Scientist/Practitioner/Christian model and the Practitioner/Evaluator/Christian model. This reflects the School’s commitment to clinical training grounded in scientific psychology and Christian theology.

At its simplest, theology may be defined as conceptualizing God and God’s relationship with humankind in ways 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. For this higher purpose a 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 encounter and speak to each new generation and situation. Its task is to state the message of the Bible, making clear the relevance of this message to every person’s current need.

On the other hand, psychology may be defined as the study of human behavior. It emphasizes the scientific approach, but it does not rule out the several other ways by which we have come to an understanding of human nature. Some of these impressions have come through self-reflective consciousness, creative and artistic expression, religious experience and philosophical thought.

The distinctiveness of the School of Psychology lies in its attempt to integrate these fields in theory, research and practice. Through a series of didactic, experiential and reflective endeavors, theology and psychology are related. Students are encouraged to reflect on their own appropriation of faith (intrapersonal integration) and to determine how the data of both disciplines can be combined (conceptual integration). Further, support is given to research efforts to assess the interconnections of faith and behavior (experimental integration) and to the mutual sharing of insights with others in related vocations such as the ministry (interprofessional integration). Most importantly, students are trained in the melding of psychology and theology in clinical practice (professional integration).

Faculty members hold the view that integration at any level is a profitable endeavor. They communicate a view of people as having been created in the image of God, with an abiding concern for their relationship to Jesus Christ. They convey the conviction that resources exist which transcend their own. They attempt to model in teaching and living the unique combination of sincere faith and clinical excellence which the School espouses.

The needs of contemporary society are creating new and challenging roles for clinical psychologists. The School of Psychology 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 in both the church and the wider community. As clinical psychologists they serve on hospital staffs, in private practice, in church-sponsored counseling centers, and as faculty members in higher education.

Admission

General standards for admission to any of the three schools of Fuller Theological Seminary are described in the second section of this catalog.

Admission to the Ph.D. or Psy.D. programs in clinical psychology of the School of Psychology requires that a student have earned the B.A. degree from an academically accredited institution. Admission to these programs is very competitive. The entering student in the fall of 1994 had a median grade point average of 3.82, and the median score on the Graduate Record Examination was 1170 (verbal and quantitative). Applicants whose GRE scores (verbal and quantitative combined) are below 1000, or whose psychology GPA is less than 3.0, are seldom competitive unless their background suggests a nonacademic reason for the low scores.

The undergraduate major is most useful when it is in the social and behavioral sciences. A minimum of six courses in basic psychology (including subjects such as abnormal, developmental, experimental, physiological and social psychology, statistics, tests and measures, learn-
ing and motivation, and personality) is a requirement for entry into either program. Equally important for admission to the program are commitment to the historic Christian faith and life, personal qualities of high integrity, strong motivation for service, empathy for others, ability in relationships, spiritual sensitivity and an abiding love for scholarship. These qualities will be evaluated through letters of recommendation from those who know the candidate well, as well as the applicant’s statement of purpose.

The completed application form and the $50 application fee must be received by January 1. In addition, the applicant must have the following materials sent to the Office of Admissions: 1) transcripts from all colleges and graduate schools attended, 2) the results of the general test of the Graduate Record Examination taken within the past five years (required) and 3) the results of the Advanced Test in Psychology of the Graduate Record Examination (optional). These supporting materials must be received by February 1. Applicants should be aware that the GRE must be taken far enough in advance (usually November or December) for scores to reach the Office of Admissions by February 1. An application request card is included in this catalog. Application forms can be obtained either by returning the application request or by contacting the Office of Admissions.

In addition to the general test of the Graduate Record Examination, applicants whose native language is not English must have taken the Test of English as a Foreign Language (TOEFL) within the past five years with a minimum score of 600. Score reports for this exam must also be received by February 1. The Division of Psychology uses an individualized admissions procedure for the Ph.D. program. All applicants are reviewed by an admissions committee consisting of faculty members and graduate students. The admissions committee selects semifinalists who are highly qualified to do doctoral work in clinical psychology, and a personal interview is required of these persons. Interviews are held in Pasadena, usually the first two Fridays of March, and in major metropolitan areas in the United States usually during the first half of March. No interview fee is charged, but personal transportation costs are borne by the applicant. In instances of financial hardships, a telephone interview may be substituted for a personal interview. The admissions committee then selects a group of finalists. The names of these persons are submitted to the assembled faculty. Each faculty member normally admits one or two Ph.D. students a year. The individual professor usually makes his or her selections based on common areas of research and clinical interest.

Each year some students are admitted by the school at large. Such students usually do not receive notice of their academic advisor assignment until they arrive on campus.

Doctor of Psychology applicants are reviewed in the same way as Ph.D. applicants, including personal interviews. The selection process differs slightly in that normally they are admitted as a class by approval of the entire faculty.

**Faculty Advisors**

The professor/student relationship is viewed as a mutual commitment. The professor makes a commitment to train the student to the doctoral level and expects a reciprocal commitment from the student to work hard and long enough to reach what is considered to be doctoral quality.

Each Ph.D. student will be assigned individually to a faculty advisor, to facilitate the research mentoring necessary for the master’s level research as well as the Ph.D. dissertation.

The Psy.D. students are usually assigned in a group (or groups), following a cohort model, to one faculty advisor, thus facilitating better opportunities for team efforts in the Psy.D. dissertation process.

**CURRICULUM**

The Division of Clinical Psychology has adopted the scientist-practitioner model for its Ph.D. program, and the practitioner/evaluator model for its Psy.D. program. These models assume that training in clinical psychology includes a broad and up-to-date knowledge of general psychology, experiences and supervision in research, psychological assessment (interviewing, observation, testing), psychological intervention, personal growth and integration, and communication of information. The faculty represent a wide range of clinical approaches, which are represented throughout the curriculum.

The graduate course of study normally spans a period of six years for the Ph.D. program and five years for the Psy.D. program. Students may select up to but no more than 16 units of course work per quarter, with the core of the curriculum scheduled during Fall, Winter, and Spring Quarters. Each curriculum is divided into four parts: general psychology, research and evaluation, clinical psychology, and theology/integration.
Part I: General Psychology

The core curriculum of general psychology provides the student with a solid grounding in the literature of general psychology. These specific courses are numbered PG800-859. Ph.D. students take 38 units of general psychology; Psy.D. students take 36 units. This total includes the following required first- and second-year courses:

- PG 800 History and Systems of Psychology (4)
- PG 843 Psychopathology (4)
- PG 855 Introduction to Assessment and Psychometrics (4)
- PG 834 Multicultural Issues in Clinical Psychology (2)

Ph.D. students must select an additional 24 units of general psychology. Psy.D. students must select an additional 22 units of general psychology. These units can be selected from courses numbered PG800-859.

Each student must demonstrate competence in four content areas of general psychology: biological bases of behavior, the cognitive-affective bases of behavior, the social bases of behavior, and individual bases of behavior. Such competence can be established by taking clinical seminars (PG830-839) specifically designated at the time of registration to fall into one of these areas, or by taking general psychology courses which fall into these four areas listed below. Each student is responsible to ensure his or her compliance with this requirement.

- Biological bases of behavior: PG810-819
- Cognitive-affective bases of behavior: PG820-829
- Social bases of behavior: PG830-839
- Individual behavior: PG840-849

Comprehensive Examination. One of the assumptions underlying these programs is that a person earning a doctoral degree in clinical psychology should have a broadly based foundation in the concepts, theories, data, and methods of general psychology. Students are expected to reach a superior level of mastery of general psychology, which is operationally defined by the faculty as a score of 650 on the Psychology Subject Test of the Graduate Record Examination (GRE). This requirement must be met before a student may apply for an internship. After this score is earned, students may substitute clinical psychology seminars (PC830-838) for general psychology electives. Students may substitute only clinical seminars actually taken after passing the comprehensive examination requirement.

Students who take the GRE prior to admission to the program may submit their previous scores of 650 or higher as long as these are valid. Transcripts of such scores must be sent directly from the Educational Testing Service to the Dean. In recognition of the fact that the literature of general psychology changes rapidly, the validity of a 650 score on the Psychology Subject Test of the GRE will only be recognized for seven years. Students who have not graduated by that time must retake the GRE Psychology Subject Test and obtain a score of 650 or higher.

Students are encouraged to take the GRE at the earliest possible date after completing their basic general psychology coursework. A student may take the examination at any of the national testing centers designated by the Educational Testing Service. All costs of this examination are the responsibility of the student. Although students may take the examination as often as necessary to obtain a passing score, any failing performance will be reviewed by the faculty in order to recommend better strategies of preparation for the exam. Repeated failures may lead to a faculty recommendation that the student terminate graduate studies.

Part II: Research and Evaluation

The curricula for both degree programs include a series of foundational courses and team experiences in research and evaluation. These consist of:

- PG 850 Research/Evaluation Methods I (4)
- PG 851 Research/Evaluation Methods II (4)
- PG 852 Research Methods III (4) (Ph.D. only)
- PG 853 Program Evaluation (4) (Psy.D. only)
- PG 854 Research Methods IV (4) (Ph.D. only)
- PG 856 Research Colloquium (2)
- PG 861 Ph.D. Research Team (2-2-2)
- PG 862 Psy.D. Research/Evaluation Team (2-2)

Research training involves three overlapping components: classroom instruction, apprenticeship, and faculty modeling. First, a thorough program of classroom instruction (PC850-PC854) lays a foundation of knowledge. For Ph.D. students, this introduction culminates in the planning and execution of a master's-level research project under the supervision of the faculty advisor. The Psy.D. student learns to critique research methods and to conduct program evaluations. All students are exposed to research through the Research Colloquia. Second, students are continually involved with research as apprentices, through participation in research teams and close supervision of the master's research project, and the independent research involved with the dissertation. Third, students are expected to benefit from faculty models and
colloquium speakers. Each faculty member is engaged in an ongoing program of research and strives through the association with students to communicate the model of the scientist-practitioner or practitioner-evaluator.

**Master's Research Project.** Each Ph.D. student must complete a master's research project prior to beginning the dissertation. Credit for the master's project may be earned by registering for PG861 Ph.D. Research Team, PG857 Individual Research, or PG808 Independent Readings. The amount of credit earned is based directly on the amount of time spent working on the research project.

**Dissertation.** Each Ph.D. student earns 30 quarter hours of dissertation units (PG900) in completing the dissertation. Each Psy.D. student earns 16 quarter hours of dissertation units (PG902). Dissertations are prepared in accordance with the dissertation guidelines adopted by the faculty and available from the campus bookstore.

**Research Teams and Research Colloquia.** All doctoral students are required to participate in research teams. Ph.D. students are enrolled in the team for the first three years, earning six units of credit for PG861 Ph.D. Research Team. Psy.D. students are enrolled during the second and third year, earning four units of credit for PG862 Psy.D. Research/Evaluation Team.

Psychology research colloquia, involving lectures by distinguished research psychologists, are presented three times each quarter. Each student in the Ph.D. and Psy.D. programs is required to attend 18 of the 27 colloquia offered during the student’s first three years in the program. Students will be asked to sign in at each colloquium, and the student will receive 2 units of credit by registering for PG860 Research Colloquium during the Spring or Summer Quarter of the third year.

### Part III: Clinical Psychology

The clinical psychology curriculum follows the guidelines set by the Committee on Accreditation of the American Psychological Association, and also makes available courses required for licensure in California. The curriculum introduces each student to a broad sweep of target populations through clinical coursework, practicum placements, and supervised field training (clerkship and internship) in various approved settings. Target groups for assessment and intervention include normals, psychiatric inpatients and outpatients, the physically handicapped, the developmentally disabled, the economically and socially deprived, minority groups, and other populations. Students also gain experience with a wide range of major assessment techniques, including behavioral observation and description, diagnostic interviewing, objective and projective testing, and specialized testing techniques such as neuropsychological assessment.

Each Ph.D. student will complete 130 units in clinical psychology. Each Psy.D. student will complete 158 units in clinical psychology. The required curriculum is summarized below. The remaining quarter hours must be selected from elective clinical seminars (course numbers PC830-838).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PC 800</td>
<td>Clinical Foundations I (2)</td>
</tr>
<tr>
<td>PC 801</td>
<td>Clinical Foundations II (2)</td>
</tr>
<tr>
<td>PC 803</td>
<td>Legal and Ethical Issues (2)</td>
</tr>
<tr>
<td>PC 806</td>
<td>Intelligence and Achievement Testing (2)</td>
</tr>
<tr>
<td>PC 807</td>
<td>Objective Personality Assessment (2)</td>
</tr>
<tr>
<td>PC 808</td>
<td>Projective Personality Assessment (2)</td>
</tr>
<tr>
<td>PC 809</td>
<td>Differential Diagnosis/Report Writing (2)</td>
</tr>
<tr>
<td>PC 826</td>
<td>Clinical Psychology A—Child/Adolescent (4)</td>
</tr>
<tr>
<td>PC 827</td>
<td>Clinical Psychology B—Adult (4)</td>
</tr>
<tr>
<td>PC 828</td>
<td>Clinical Psychology C—Family (4)</td>
</tr>
<tr>
<td>PC 829</td>
<td>Clinical Psychology D—Consultation (4)</td>
</tr>
<tr>
<td>PC 816</td>
<td>Program Administration (4) (Psy.D. only)</td>
</tr>
<tr>
<td>PC 817</td>
<td>Marketing Professional Services (2) (Psy.D. only)</td>
</tr>
<tr>
<td>PC 820</td>
<td>Ph.D. Practicum (4-4-4)</td>
</tr>
<tr>
<td>PC 822</td>
<td>Psy.D. Practicum (4-4-4)</td>
</tr>
<tr>
<td>PC 824</td>
<td>Ph.D. Clerkship (4-4-4-4)</td>
</tr>
<tr>
<td>PC 825</td>
<td>Psy.D. Clerkship (4-4-4-4)</td>
</tr>
<tr>
<td>PC 841</td>
<td>Ph.D. Internship (16-16-16-16)</td>
</tr>
<tr>
<td>PC 842</td>
<td>Psy.D. Internship (16-16-16-16)</td>
</tr>
</tbody>
</table>

Clinical Psychology Sequence (PC800-PC825). All doctoral students, regardless of their background, are required to complete the designated clinical sequence. During the second and third years, four assessment seminars are added, focusing on intelligence and achievement testing, projective personality assessment, objective personality assessment, and differential diagnosis and report writing. During these same two years, all students are required to take a clinical sequence of four courses covering common target populations: child/adolescent, adult, family, and consultation. In addition, third-year Psy.D. students are required to take the course on program administration and the seminar on marketing professional services. These courses are to be taken in the order listed, with the final quarter to be completed before the student begins a clerkship. The only exception is for students who have been granted advanced standing by the
faculty based on an advanced degree in theology or psychology and demonstrated competence.

Students must select their remaining clinical units from elective clinical seminars (PC830-839). Psy.D. students may also select PG844 Psychopathology Seminar.

Field Training. The Psychological Center of the Graduate School of Psychology offers clinical training opportunities to many students in clinical psychology, especially during the early years of training. Students are also placed in other clinical facilities throughout the Los Angeles area for their clerkships, and internship placements are made throughout the country, especially for those students who have finished their dissertation research.

Practicum. Practicum training takes place during the third year of the program, and introduces the student to the wide array of professional activities basic to the practice of clinical psychology. Psy.D. students have a twelve-month placement, divided into six-month rotations. Ph.D. students have a nine-month placement. Students spend six hours per week in client contact, supervision groups, staff meetings, and paperwork.

Clerkship. Students enroll in and contract for 12 hours of clerkship per week for twelve months, for a total of 600 hours for the year, to earn 4 units of credit per quarter. This usually begins Summer Quarter following the third year. Prior to the clerkship, students must have completed 72 quarter units of psychology at the graduate level and must have completed the clinical sequence with no holds.

Internship. The internship consists of a minimum of 40 hours per week for twelve months, for a total of at least 2,000 hours for the year, earning 16 units per quarter for a total of 64 units. Psy.D. students take the internship their fifth year. Ph.D. students take the internship during their sixth year. An optional pre-internship is available to Ph.D. students during the fifth year.

Before being allowed to apply for an internship, students must have advanced to doctoral candidacy and have completed the dissertation proposal colloquium. Before commencing the internship, a student must have successfully completed the clerkship. It is the student's responsibility to ensure that their field training meets the requirements of the state in which they wish to be licensed.

Clinical Evaluation. The evaluation of a student's clinical competency is a continuing process which extends to the end of the internship year. The evaluation process is designed to ensure that the student is thoroughly prepared to: 1) practice as a skilled clinical psychologist and 2) pass crucial post-doctoral examinations such as those required for licensure and certification. Facility in the integration of psychology and theology and awareness of gender, ethnic and sociocultural issues are to be evaluated in all four phases described below. Further details may be found in the Psychology Division Student Handbook. The clinical curriculum is designed so that all clinical evaluation requirements may be met by satisfactory completion of required courses, practica, clerkship, and internship. The student will be provided with a checklist of items to be signed off by course instructors and clinical supervisors.

Phase I: Assessment Evaluation. This phase involves a standardized contract which includes 1) demonstration of competency in administration and interpretation of a list of selected psychological tests; 2) demonstration of the ability to conduct an in-depth mental status examination and arrive at a diagnosis; and 3) submission of written reports demonstrating of the student's ability to delineate the client's clinically relevant history and level of current functioning, to integrate clinical interview and psychometric test data, to formulize diagnostic impressions on the five axes of the current Diagnostic and Statistical Manual (DSM), and to develop an appropriate treatment plan. These requirements can be met by satisfactory completion of the assessment sequence (PC835 and PC806-809), practicum (PC820 or PC822), the clinical sequence (PC826-829), and clerkship (PC824 or PC825). This phase is completed by the end of the clerkship year.

Phase II: Professional Issues Evaluation. This phase includes a standardized contract designed to demonstrate that the student is knowledgeable in the professional areas of 1) ethics, 2) law, 3) professional literature, and 4) current professional problems and issues. Competency will be determined by obtaining passing grades in the relevant required courses (PC800 and PC801 Clinical Foundations I and II, PC803 Legal and Ethical Issues, and PC834 Multicultural Issues in Clinical Psychology) and relevant components of the clinical sequence and field training. This phase should be completed by the end of the clerkship year (prior to commencing the internship).

Phase III: Clinical Intervention Evaluation. In this phase, the student must demonstrate ability to: 1) understand presenting problems; 2) gather information regarding personal history, interpersonal relationships, and present functioning; 3) summarize and synthesize psychodiagnostic data; 4) state diagnostic impressions; 5) formulate treatment goals; 6) apply relevant research to treatment planning and therapeutic process; 7) engage in effective interventions; and 8) evaluate the progress made in therapy. These elements are included in the clinical sequence, the assessment sequence, practicum, and clerkship. This phase is to be completed prior to the internship year.
Phase IV: Final Clinical Examination. In this phase, the student must demonstrate clinical competency appropriate for an entry-level professional. Satisfactory completion of an APA-approved internship satisfies this requirement. A student whose internship is not approved must register for PC845 Clinical Evaluation and design an individual contract. A brief written report of the student's understanding of integration issues is also required.

Personal Growth of Students. Two components of the training program focus on enhancing the sensitivity of the future clinical psychologist. First, there is intensive supervision of all clinical work, which includes a focus on the student's personality as it interacts with the personality of the client. Second, doctoral students are encouraged to participate in individual, marital, group, or family therapy. Students interested in psychotherapy are provided a list of therapists willing to see students at a reduced fee. Psychotherapy may also be recommended by the faculty after its annual evaluation of students.

Part IV: Theology and Integration

The uniqueness of Fuller's doctoral programs lies in their emphasis on relationships between psychology and theology.

Ph.D. Program. Each Ph.D. student must complete a minimum of 96 quarter hours in theology and integration. The following theology units have been determined jointly by the School of Psychology and the School of Theology, and may be fulfilled in one of two alternative tracks.

Track A
- Biblical studies courses (7)
- Theology/church history courses (7)
- Ministry courses (2)
- Integration seminars (4)
- Elective courses (4)

Track B
- Biblical studies courses (7)
- Theology/church history courses (7)
- Biblical language courses (3)
- Integration Seminars (4)
- Elective courses (3)

Only designated courses may be used to meet Track A requirements. Three variations of Track B are available, allowing the student to concentrate in Christian formation and discipleship, cross-cultural studies or family pastoral care and counseling. Further details on both tracks are available from the School of Theology academic advising office.

Most Ph.D. students earn an M.A. in theology, since the fulfillment of the above requirements satisfies School of Theology requirements for the M.A. degree. Other students choose to take additional courses and earn the Master of Divinity (M.Div.) degree.

Psy.D. Program. Each Psy.D. student must complete a minimum of 64 quarter hours in theology and integration. The following theology units have been determined jointly by the School of Psychology and the School of Theology:

- Biblical studies courses (4)
- Theology/church history courses (4)
- Ministry courses (2)
- Integration seminars (4)
- Elective courses (2)

General Integration Curriculum. Students are encouraged to take integration seminars for their electives, but may choose electives from the School of Theology curriculum or School of World Mission courses that are available to the Seminary at large. In addition, for those Ph.D. students following Track B, selected courses which are cross-listed between the Schools of Theology and Psychology which have a definite theological perspective and are designated as such may be taken as elective courses.

The integration curriculum includes three types of courses, which are generally team-taught by faculty of the Schools of Psychology and Theology or World Mission.

The Introductory Seminar (PI800) must be taken prior to any other integration seminar. It lays the theoretical and philosophical foundations for contemporary expressions of integration.

The Integration Symposium (PI801) is offered in conjunction with the annual Integration Symposium lecture series.

Topical Integration Seminars (PI802) are offered regularly. These focus on current topics of special interest to the field of integration.

Typical Progress

The following table lists program requirements, the number of required units each year, units available each year to be used for electives, and a recommended schedule for completing discretionary components of the program. Individual courses required each year are identified in the course descriptions. Considerable variation within this scheme is possible. It assumes that students take courses during the Summer Quarter to complete all requirements in the allotted time.
<table>
<thead>
<tr>
<th>Year</th>
<th>Required Units (Ph.D. 36, Psy.D. 34)</th>
<th>Required Units (Psy.D. students)</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Foundational courses</td>
<td>Required Units (64)</td>
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<tr>
<td></td>
<td>Ph.D. Research Team</td>
<td>Internship</td>
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<td></td>
<td>Introduction to Integration</td>
<td>Clinical Evaluation, Phase IV</td>
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<td></td>
<td>Units Available/Recommended (Ph.D. 28, Psy.D. 30)</td>
<td>Units Available/Recommended (0)</td>
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<td></td>
<td>General psychology courses</td>
<td>Complete</td>
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<td></td>
<td>Theology courses</td>
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<tr>
<td>Second Year</td>
<td>Required Units (24)</td>
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<td></td>
<td>Clinical sequence courses</td>
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<td></td>
<td>Assessment sequence course</td>
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<td></td>
<td>Practicum</td>
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<td></td>
<td>Ph.D. or Psy.D. Research Team</td>
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<tr>
<td></td>
<td>Units Available/Recommended (40)</td>
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<td></td>
<td>General psychology courses</td>
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<td>Theology courses</td>
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<td></td>
<td>Integration seminars</td>
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<td></td>
<td>Complete master’s project (Ph.D.)</td>
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<td></td>
<td>Complete comprehensive exam (GRE)</td>
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<tr>
<td>Third Year</td>
<td>Required Units (Ph.D. 32, Psy.D. 36)</td>
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<tr>
<td></td>
<td>Clinical sequence courses</td>
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<td></td>
<td>Assessment sequence course</td>
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<td>Practicum</td>
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<td></td>
<td>Ph.D. or Psy.D. Research Team</td>
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<tr>
<td></td>
<td>Units Available/Recommended (Ph.D. 32, Psy.D. 28)</td>
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<tr>
<td></td>
<td>General psychology courses</td>
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<td></td>
<td>Clinical electives</td>
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<td>Theology courses</td>
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<td></td>
<td>Integration seminars</td>
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<tr>
<td>Fourth Year</td>
<td>Required Units (Ph.D. 12, Psy.D. 30)</td>
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<td></td>
<td>Clerkship</td>
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<td></td>
<td>Clinical Evaluation, Phases I &amp; II</td>
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<td>Psy.D. dissertation/Research Team</td>
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<td></td>
<td>Units Available/Recommended (Ph.D. 52, Psy.D. 34)</td>
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<td></td>
<td>General psychology courses</td>
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<td></td>
<td>Clinical electives</td>
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<td>Theology courses</td>
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<td></td>
<td>Integration seminars</td>
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<tr>
<td>Fifth Year (Ph.D. students)</td>
<td>Required Units (30)</td>
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<td></td>
<td>Dissertation</td>
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<td>Clinical Evaluation, Phase III</td>
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<td></td>
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<td></td>
<td>Clinical electives</td>
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<td>Required Units (64)</td>
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<td></td>
<td>Internship</td>
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<tr>
<td></td>
<td>Clinical Evaluation, Phases III &amp; IV</td>
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<tr>
<td></td>
<td>Units Available/Recommended (0)</td>
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<tr>
<td></td>
<td>Complete</td>
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</table>

**GENERAL ACADEMIC ISSUES**

**Registration**

Registration is the student’s responsibility. If in a given quarter a student fails to register, that student will receive a letter from the Dean. Failure to respond to the letter within two weeks will be understood as the student’s resignation from the program. Special fees will be assessed for late registration for nonclassroom experiences such as internships, dissertation, etc.

**Student Handbook**

In addition to the information contained in the Seminary student handbook, essential policies, procedures and information concerning students in the program are contained in the Division of Clinical Psychology Student Handbook. This handbook contains not only basic academic policies, but also guidelines for personal and professional behavior and procedures for processing grievances against students and faculty. Students are expected to comply with the regulations in both handbooks.

**Academic and Clinical Reviews**

Students are reviewed formally and informally at least once each year. All students are required to consent to academic and clinical reviews of their performance by faculty and/or appropriate clinical supervisors. The policy and procedures used for these reviews are detailed in the Division of Clinical Psychology Student Handbook.

**Transfer of Credit**

Students who have completed graduate work in psychology at other institutions and desire a reduction in the number of psychology credit hours required to fulfill Fuller’s degree requirements should contact the Office of the Dean after
admission. Approval of the student’s advisor and the dean is required. Only courses taken for a letter grade will qualify for transfer. Transfer of credit does not necessarily mean that a course requirement will be waived, and waiver of a course requirement does not necessarily mean that graduate credits are being transferred. Waiver of particular course requirements is a separate matter handled by a petition, also available from the Office of the Dean.

Students who have completed graduate work in theology and desire a reduction in the number of theology credit hours required to earn a Fuller degree should contact the Theology Academic Advising Office.

The clinical sequence, including Clinical Foundations, is required for all doctoral students. Due to this requirement, a minimum of four years is required for Psy.D. students to complete the program, and five years for Ph.D. students. Students entering with graduate-level coursework in theology and/or psychology must have a minimum of 48 units of transferable credit to qualify to apply for advanced standing, which involves “collapsing” the third and fourth years of the program. Application for this advanced standing takes place in the second year, and is subject to faculty approval.

**Doctoral Candidacy**

A student shall formally be considered a doctoral candidate when the following criteria have been met:

1. Passing the comprehensive examination (650 or higher on the Advanced Test in Psychology of the Graduate Record Examination).
2. Satisfactory completion of the clinical sequence.
3. Satisfactory acceptance of the master’s research project, or its equivalent (Ph.D. only).
4. Formal faculty approval.

The transcripts of students who have met these criteria will include a notation that they have advanced to candidacy status. A letter will be sent to students informing them of their candidacy.

**Terminal Master’s Degree**

A Master of Arts degree in psychology is granted only when a student has formally terminated from the program, and when the following requirements are met:

1. Completion of 48 hours of psychology courses, including the sequence on statistics and research methods, with a minimum grade point average of 3.0.
2. Completion of a master’s level research project under the direction of a faculty advisor (Ph.D. students), or the passing of the comprehensive examination (a score of 650 on the Advanced Test in Psychology of the Graduate Record Examination).
3. Residency of at least three quarters.

Students who receive a terminal master’s degree are not subsequently readmitted to the doctoral program in clinical psychology at Fuller without full consideration by the faculty and surrender of the M.A. degree.

**Graduation and Commencement**

A student may graduate at the end of any quarter after all requirements are met. In order to participate in the June Commencement exercises, a student must have 1) completed all coursework, 2) completed the clinical evaluation and all dissertation requirements by the dates specified, and 3) contracted to complete the Internship at an APPIC-approved internship site by no later than the fall quarter graduation date of the same year. Participation in Commencement does not constitute graduation, which occurs only at the end of the quarter within which the Registrar’s Office has determined that all requirements for the degree have been completed.

An updated schedule of deadlines for each requirement leading to graduation is included in the Division of Clinical Psychology Student Handbook.

**Courses of Study**

For any course title including the word “seminar” either students or faculty may suggest areas for study. The particular topic covered is indicated on the student’s transcript. A seminar may be repeated for credit as new topics are offered. The unit credit for each course offering is listed at the end of the course description. In assigning the number of credits, the following guidelines are used: 4 units = 100-120 hours; 2 units = 50-60 hours; 25 pages of reading = 1 hour; research papers = 1 hour per page; 1 class contact hour = 1 hour. Designations such as “First year” indicate scheduling for required courses.

Selected courses are also offered at the 500-level for students in master’s degree programs in the Marriage and Family division of the School of Psychology and the Schools of Theology and World Mission.
Clinical Psychology Division Faculty

Warren S. Brown, Jr., Professor of Psychology
Richard L. Gorsuch, Professor of Psychology
Archibald Daniel Hart, Professor of Psychology
Richard A. Hunt, Professor of Psychology
Henry Newton Malony, Professor of Psychology
Hendrieka Vande Kemp, Professor of Psychology
Winston Earl Gooden, Associate Professor of Psychology
Lee E. Lipsker, Associate Professor of Psychology
Leonardo M. Marmol, Associate Professor of Psychology
Lee E. Lipsker, Associate Professor of Psychology
Siang-Yang Tan, Associate Professor of Psychology
Janet A. Yang, Assistant Professor of Psychology
Mark D. Pierce, Assistant Professor of Psychology
Philip S. Pannell, Assistant Professor of Psychology
Nancy Stiehler Thurston, Assistant Professor of Psychology

General Psychology (PG)

PG 800 History and Systems of Psychology. Traces the emergence of psychology as an independent discipline from its roots in philosophy, theology and the natural sciences. (First year) (4)

PG 801 History of Psychology Seminar. Intensive treatment of specific topics in the history of psychology. (2)

PG 802 Philosophy of Science. An exploration of epistemological and metaphysical issues, types of inference and reasoning processes, causality, types of evidence and demonstration, probability, and freedom and determinism. (4)

PG 803 Philosophical Psychology. An overview of the fundamentals of theory-building and testing in psychology, including issues of formality and informality, the nature of abstraction, realism versus idealism, objectivity versus subjectivity, introspection versus extrospection, the nature of persons, dialectic, and the meaning of human freedom. (4)

PG 804 Philosophical Psychology Seminar. Intensive treatment of specific topics in philosophical psychology or the philosophy of science. (2)

PG 808 Independent Readings. Special or advanced reading in areas not covered by regular courses in the curriculum. The topic covered is indicated in student's transcript. May be repeated for credit if a new topic is chosen. Prerequisite: Permission of instructor. (Variable credit)

PG 809 Teaching of Psychology Practicum. Seminar or independent study designed to prepare students for college or university teaching, or to provide credit and supervision for unpaid teaching assistants. Occasional formal seminars cover course planning and design, teaching skills, resources for teachers, and unique professional and ethical issues for teachers. Prerequisite: Permission of instructor. (2)

PG 810 Physiological Psychology. An overview of the major theories, issues, data and research methodologies of physiological psychology. (4)

PG 811 Human Neuropsychology. An overview of the behavioral and psychological manifestations of brain injury and disease in human beings. Prerequisite: PG810. (4)

PG 812 Foundations of Health Psychology. An introduction to the theoretical base and research literature in the fields of health psychology and behavioral medicine across the life span. (4)

PG 818 Seminar in Biological Bases of Behavior. Intensive treatment of specific topics in physiological psychology, neuropsychology, health psychology or behavioral medicine. Prerequisite: PG810, PG811, or PG812. (2)

PG 820 Cognitive Psychology. An overview of the major theories, issues, data and research methodologies of cognitive psychology. (4)

PG 821 Motivation. An overview of the major theories, issues, data and research methodologies of the psychology of motivation. (4)

PG 822 Learning. An overview of the major theories, issues, data and research methodologies of psychology and learning. (4)

PG 823 Perception. An overview of the major theories, issues, data and research methodologies of the psychology of perception. (4)

PG 829 Seminar in Cognitive-Affective Bases of Behavior. Intensive treatment of specific topics relating to cognitive-affective components of human behavior. Prerequisite: PG820, PG821, PG822, or PG823. (2)

PG 830 Social Psychology. An overview of the major theories, issues, data and research methodologies of social psychology. (4)

PG 831 Group Processes. An overview of the major theories, issues, data and research methodologies of the psychology of small groups. (4)

PG 832 Family Psychology. An eclectic theoretical overview of family psychology with an emphasis on family assessment and evaluation, with the applied focus on the student's family of origin. (4)

PG 833 Psychology of Religion. An overview of the major theories, issues, data, and research methodologies of the psychology of religion. This course is highly recommended as a supplement to the integration curriculum, especially for those who plan undergraduate teaching careers. (4)

PG 834 Multicultural Issues in Clinical Psychology. An overview of the major psychological and sociological theories in cross-cultural psychology. Special
emphasis on how the psychologist's values and theoretical orientation affect the assessment and treatment of ethnic clients. (2)

PG 835 Psychology of Gender. Exploration of issues relating to gender identity, gender differences, gender socialization and related topics. (2)

PG 836 Social Learning Theories. An introduction to the classic integration of learning and psychoanalytic theories and the consequent social/interpersonal psychology of socialization. (4)

PG 839 Seminar in Social Bases of Behavior. Intensive treatment of topics in the social bases of behavior. Prerequisite: One of PG830-833 or PG836. (2)

PG 840 Personality. An overview of the major theories, issues, data and research methodologies of the psychology of personality. (4)

PG 841 Child/Adolescent Development. An overview of the major theories, issues, data and research methodologies of developmental psychology covering childhood and adolescence. (4)

PG 842 Adult Development. An overview of the major theories, issues, data, and research methodologies of developmental psychology covering early adult and midlife development. (4)

PG 843 Psychopathology. An overview of the major theories, concepts, issues, data and research methodologies of psychopathology, including an introduction to official diagnostic nomenclature. (4)

PG 844 Psychopathology Seminar. Intensive treatment of special diagnostic groups, treatment populations, and other special topics in psychopathology. Meets clinical seminar requirement for Psy.D. students only. Prerequisite: PG843. (2)

PG 845 Late Life Development and Psychopathology. An overview of the major theories, issues, data, and research methodologies of gerontology. (4)

PG 849 Seminar in Individual Bases of Behavior. Intensive treatment of specific topics related to individual development and behavior. Prerequisite: One of PG840-843 or PG845. (2)

PG 850 Research/Evaluation Methods I. Concepts and techniques of hypothesis development, experimental design, data analysis, and an introduction to APA style for research reports. (First year) (4)

PG 851 Research/Evaluation Methods II. The design and analysis of multivariable experiments and quasi-experiments. Prerequisite: PG850. (First year) (4)

PG 852 Research Methods III. This course focuses on individual hypothesis formulation, and the planning, execution, and reporting of a psychological experiment. Prerequisite: PG851. (First year Ph.D.) (4)

PG 853 Program Evaluation. This course covers the major models and methods of evaluating the effects of intervention packages or programs on individuals, couples, families, groups and organizations. The emphasis is on procedures which the practicing clinical psychologist may use to set goals and objectives, document services, evaluate outcomes, perform cost/benefit analyses, and use available information to improve professional services. Prerequisite: PG851. (First year Psy.D.) (4)

PG 854 Research Methods IV. An introduction to multivariate analysis, path analysis, and meta-analysis. Prerequisite: PG852. (Third year Ph.D.) (4)

PG 855 Introduction to Assessment and Psychometrics. An introduction to principles of psychometric theory, with a specific focus on the development, selection, use, and evaluation of standard psychological assessment instruments for clinical and research applications. (First year) (4)

PG 856 Research Colloquium. Colloquia are offered nine times per year by distinguished research psychologists. Students in the first three years of the program are expected to attend 18 of the 27 lectures featured during these years. (Third year) (2)

PG 857 Individual Research. Assigns credit for independent research and evaluation projects conducted prior to the dissertation. May be repeated for credit. Prerequisites: PG850-851 and permission of the instructor. (Variable credit)

PG 859 Research Methods Seminar. This seminar allows the exploration of special research methodologies, statistical methods, and psychometric techniques. Prerequisite: PG852. For Ph.D. students only. (2)

PG 861 Ph.D. Research Team. Participation in a research team as arranged with the student's advisor. Students must have attended five hours of research team meetings per quarter to earn 2 units at the end of each year. (First, Second, Third years) (2)

PG 859 Psy.D. Research/Evaluation Team. Participation in an evaluation/research team as arranged with the student's advisor. Students must have attended five hours of evaluation/research team meetings per quarter to earn 2 units at the end of each year. (First, Second, Third years) (2)

PG 900 Ph.D. Dissertation. The dissertation experience affords each Ph.D. student an opportunity to develop and carry out a research project for submission as a publication or to make a unique contribution to historical, philosophical, or integration literature. The project constitutes the equivalent of a half-time load for four quarters and is designed to be completed during the fifth year. Prerequisite: Completion of master's research project. (50)

PG 901 Ph.D. Dissertation Continuation. To be used when a student has fulfilled the 30-unit PG900 requirement. (0)

PG 902 Psy.D. Dissertation. The dissertation experience affords each Psy.D. student an opportunity to design and carry out a program evaluation project following the guidelines established in Program Evaluation, or some other empirically-based project. The project constitutes the equivalent of a quarter-time load for four quarters and is designed to be completed during the fourth year. Prerequisite: PG853. (16)
PC 903. Psy.D. Dissertation Continuation. To be used when a student has fulfilled the 16-unit PG902 requirement. (0)

Clinical Psychology (PC)

PC 800 Clinical Foundations I. First of a two-seminar sequence in which entering students are introduced to basic therapeutic skills and primary professional issues. (First year) (2)

PC 801 Clinical Foundations II. Second of a two-seminar introduction to basic therapeutic skills and professional issues. (First year) (2)

PC 802 Clinical Foundations Continuation. Optional continuation. (0)

PC 803 Legal and Ethical Issues. An overview of the legal and ethical issues currently facing clinical psychologists. Particular attention is paid to matters of confidentiality, informed consent, conflicts of interest, sexual involvement, commitment proceedings, advertising, and potential church/state conflicts. (First year) (2)

PC 806 Intelligence and Achievement Testing. An introduction to theories of intelligence, administration and scoring of standard intelligence/achievement tests, and simple report writing. Primary emphasis will be on current versions of the WAIS, WISC, and WPPSI. There will also be a brief survey of Raven’s Progressive Matrices, WRAT, Stanford-Binet, PIAT, PPVT, Letter, Bailey Infant Scales, Quick Test, K-ABC, Woodcock-Johnson, and the Mini Mental Status Exam. (First year) (2)

PC 807 Objective Personality Assessment. This course covers the standard objective measures of personality and psychopathology, introducing students to test administration, scoring, and simple report writing. Tests include MMPI, Millon, 16-PF, CBCL, and Vineland. (First year) (2)

PC 808 Projective Personality Assessment. This course covers the standard projective measures of personality and psychopathology, introducing students to test administration, scoring, and simple report writing. Tests include the Rorschach, TAT, TEMAS, and Figure Drawings. (First year) (2)

PC 809 Differential Diagnosis/Report Writing. In this course, students will administer a complete battery of tests to a client, integrating assessment and interview data into a report that includes the standard levels of DSM diagnosis. (Second year) (2)

PC 826 Clinical Psychology A: Child/Adolescent. This first course in the required clinical sequence focuses on clinical practice with child and adolescent identified patients. Classes include both the presentation of theory and research relevant to the assessment and treatment of the target population, and opportunities to observe or practice clinical skills. Prerequisite: PC801. (Second year) (4)

PC 827 Clinical Psychology B: Adult. This second course in the required clinical sequence focuses on clinical practice with adult identified patients. Classes include both the presentation of theory and research relevant to the assessment and treatment of the target population, and opportunities to observe or practice clinical skills. Prerequisite: PC826. (Second year) (4)

PC 828 Clinical Psychology C: Family. This third course in the required clinical sequence focuses on clinical practice with couples and families. Classes include both the presentation of theory and research relevant to the assessment and treatment of the target population, and opportunities to observe or practice clinical skills. Prerequisite: PC827. (Second year) (4)

PC 829 Clinical Psychology D: Consultation. This fourth course in the required clinical sequence focuses on the clinical practice of consultation to organizations. Classes include both the presentation of theory and research relevant to the assessment and treatment of the target population, and opportunities to observe or practice clinical skills. Prerequisite: PC828. (Third year) (4)

PC 816 Program Administration. This course covers the basic principles and methods of developing and managing organizations devoted to the delivery of professional psychological services. The course includes such issues as program development, budgeting, cost accounting, personnel management, fund raising, risk management, quality assurance, and relevant legal/ethical principles. Prerequisite: PC829. (Third year Psy.D.) (4)

PC 817 Marketing Professional Services. This course covers the basic principles and methods for marketing psychological services. Included are such topics as service definition, needs assessment, identifying market opportunities, planning marketing strategies, researching the competition, setting objectives, choosing promotional tools, and professional ethics. Prerequisite: PC829. (Third year Psy.D.) (2)

PC 820 Ph.D. Practicum. A nine-month clinical placement designed to provide assessment and intervention experience in applied settings. Prerequisite: PC809. (Fall-Winter-Spring, Third year) (4 per quarter for 3 quarters)

PC 822 Psy.D. Practicum. A twelve-month clinical placement designed to provide assessment and intervention experience in applied settings. Practicum will involve two six-month rotations. Prerequisite: PC809. (Summer, Fall, Winter, Spring, Second-Third year) (4 per quarter for 4 quarters)

PC 824 Ph.D. Clerkship. A twelve-month clinical placement designed primarily to provide intensive experience in diagnosis and assessment. Prerequisite: PC820. (Fourth year) (4 per quarter for 4 quarters)

PC 825 Psy.D. Clerkship. A twelve-month clinical placement designed primarily to provide intensive experience in diagnosis and assessment. Prerequisite: PC822. (Fourth year) (4 per quarter for 4 quarters)

PC 830 Psychological Assessment Seminar. Intensive treatment of special psychological tests, assessment procedures, and target diagnostic groups. Meets clinical seminar requirement. Prerequisite: PC809. (2)
PC 831 Psychological Intervention Seminar. Intensive treatment of specific models of psychotherapy and related topics. Meets clinical seminar requirement. Prerequisite: PC827. (2)

PC 832 Professional Psychology Seminar. Intensive treatment of specific topics in professional psychology. Meets clinical seminar requirement. Prerequisite: PC803. (2)

PC 833 Community Psychology Seminar. Intensive treatment of the role of the clinical psychologist in community mental health. Meets clinical seminar requirement. Prerequisite: PC823. (2)

PC 834 Church Consultation Seminar. Intensive treatment of special topics in church consultation. Meets clinical seminar requirement. Prerequisite: PC823. (2)

PC 835 Foundations of Christian Therapy. An overview of the major theories of Christian counseling and therapy. Meets clinical seminar requirement. Prerequisite: PC821. (2)

PC 836 Human Sexuality. An overview of physiological, psychological, and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorder as specified in Section 1382 of the Regulations Relating to the Practiced of Psychology. Includes an overview of the psychosexual disorders and their assessment and treatment. Meets clinical seminar requirement and requirement for California licensure. Prerequisite: PC826. (2)

PC 837 Clinical Issues/Child Abuse. This course is designed to meet the requirements of California Assembly Act AB141, which specifies that mental health professionals complete training in child abuse assessment and reporting. Treatment issues are also covered. Meets clinical seminar requirement and requirement for California licensure. Prerequisite: PC826. (2)

PC 838 Alcoholism/Substance Abuse. This course is designed to meet the requirements of Senate Bill 1796 for training in the detection and treatment of alcoholism and chemical dependency. Meets clinical seminar requirement and requirement for California licensure. Prerequisite: PG810. (2)

PC 840 Pre-internship. Elective for Ph.D. students. Prerequisite: PC824. (Variable credit)

PC 841 Ph.D. Internship. A twelve-month full-time clinical placement, usually at an APA-accredited site. Prerequisite: PC824. (16 per quarter for four quarters)

PC 842 Psy.D. Internship. A twelve-month full-time clinical placement, usually at an APA-accredited site. Prerequisite: PC825. (16 per quarter for four quarters)

PC 843 Ph.D. Internship Continuation.

PC 844 Psy.D. Internship Continuation.

PC 845 Clinical Evaluation. Demonstration of clinical competence, for students in non-APA-Approved internships, through the fulfillment of a series of individually designed contracts. Prerequisite: PC824 or PC825. (0)

Integration (PI)

PI 800 Introduction to Integration. This course is designed to furnish the foundation for later integration seminars and to provide guidance for integrative thinking in other courses. The course provides a review of crucial models, methods, and topics. (4)

PI 801 Integration Symposium. An integration seminar built around the annual Integration Symposium lectures and the responses from the three Fuller faculties. The topic and course structure varies from year to year. Prerequisite: PI800. (4)

PI 802 Topical Integration Seminar. An integration seminar focused on a topic selected by the teaching team, which includes a member of the psychology faculty and a faculty representative from either the School of Theology or the School of World Mission. The focus may be on personal, theoretical, or professional issues. Prerequisite: PI800. (4)

PI 803 Special Projects in Integration. An independent study in integration which may focus on conceptual-theoretical issues, professional concerns, or other special applications. Does not qualify as one of the four required integration courses, but may be used for elective credit in psychology or theology. By permission of professor. Prerequisite: PI800 and permission of sponsoring professors. (4)

DIVISION OF MARRIAGE AND FAMILY

Character and Purpose

The degree programs of the Division of Marriage and Family at Fuller's School of Psychology are designed to prepare persons for careers in marital and family therapy or marriage and family studies. We seek to offer an educational environment that fosters Christian vision and the development of the highest quality professional competence, both at beginning and advanced levels.

After more than a decade of training marital and family therapists at the master's level, and after its move from the School of Theology to the School of Psychology in 1987, the Division of Marriage and Family launched doctoral programs in family therapy and family studies. As a result, the Division continues to prepare students to assume traditional master's level positions as well as to move into the expanding frontiers in research, teaching, and clinical practice available to those trained at the doctoral level. All marriage and family degree programs are identified by six characteristics.
The Fuller Tradition. Consistent with the Fuller tradition, the marriage and family faculty are representative of denominational diversity and distinguished service in their particular specialties. Also consistent with the Fuller tradition, the marriage and family faculty stand united in their evangelical commitment, their pursuit of academic excellence, and their promotion of social concerns. The heritage of the Fuller tradition provides a solid foundation for developing a redemptive vision for marriages and families.

Redemptive Vision. Each member of the marriage and family faculty is committed to training persons who are capable of addressing the full scope of the contemporary challenge confronting the family and the family health profession. Moreover, they are committed to graduate training that is undergirded by a redemptive vision. The redemptive vision for the family is Christ-centered, and integrates Christian values with marriage and family relationships, and theological studies with the disciplines of the social and behavioral sciences.

Care for Families. Christ called for laborers who could respond in care and vision to a field ready for harvest. In similar manner, the marriage and family faculty seeks to select and train leaders who can respond with care and vision to the myriad of needs confronting troubled couples and families and a burgeoning profession. The goal of the faculty is to prepare persons who are thoroughly equipped in theory and practice who, because of their own care and vision, become ministers of God’s grace and exhorters of God’s ways.

Spiritual and Moral Guidance. Preparing persons for professions in marriage and family who can share God’s grace and exhortation, requires training persons to view spiritual and moral guidance as a part of their professional task and identity. This is a major goal of the marriage and family faculty who believe the task of helping marriages and families is at the heart of God’s love for persons.

Christian Scholarship. At Fuller, the marriage and family faculty train Christian scholars to translate their care and vision into the highest quality of marital therapy, research and writing. Since the task of developing a redemptive vision requires theological and integrative studies beyond the standard graduate curriculum in marital and family therapy, and since the task of developing integrative theory and therapy strategies involves complex interdisciplinary studies, Fuller students engage in the rigorous challenge of Christian scholarship.

Integrative Strategies. The Fuller Graduate School of Psychology has long been committed to integrating the Christian faith and clinical psychology through the programs offered in the Division of Clinical Psychology. Today, the Division of Marriage and Family proudly stands in that tradition, seeking to honor and expand that commitment. It is a commitment that spans theory and praxis, involving interdisciplinary studies in theology, ethics, and marriage and family studies and therapy and the development of integrative therapy strategies that help couples and families become whole. During the 1990s, as the next generation of interdisciplinary and integrative studies evolves, the marriage and family division faculty will be on the cutting edge.

Program Distinctives

The above six characteristics are foundational to the degree programs developed by the Division as it seeks to train persons who will provide leadership in addressing such contemporary challenges as troubled marriages, single parenting, divorce, blended families, and the expanding clinical and research needs of the marriage and family professions.

The purpose of the Master of Science and Master of Arts degrees in marital and family therapy (M.S. MFT and M.A. MFT) is to prepare Christian individuals for professional practice with the highest quality clinical skills, fully competent in the assessment and treatment of marital and family dysfunction. The curricula are designed to meet the academic requirements of Section 4980.37 of the State of California Business and Professions Code, and the M.S. MFT is accredited by the Commission on Accreditation of Family Therapy Education. The theoretical perspective is systems-oriented, and requires 15 months of supervised practicum with a minimum of one hour of individual supervision per week.

The purpose of the Doctor of Marital and Family Therapy (D.MFT.) degree program is to prepare Christian individuals for professional practice with the highest quality clinical skills, fully competent in the assessment and treatment of marital and family dysfunction. The curriculum is designed to meet the academic requirements of Section 4980.37 of the State of California Business and Professions Code. The theoretical perspective and clinical skills incorporate both systems and psychodynamic approaches.

The purpose of the Ph.D. in marriage and family studies (Ph.D. MFS) is to prepare Christian individuals for careers in research, writing and teaching in the university or seminary setting.

The purpose of the Ph.D. in marital and family therapy (Ph.D. MFT) is to prepare Christian individuals with both the highest quality clinical and research skills. The curriculum is designed to meet the academic requirements of Section 4980.37 of the State of California Business and Professions Code. The theoretical perspective and clinical skills incorporate both systems and psychodynamic approaches.
Program Locations

The Master of Science in marital and family therapy (M.S. MFT) and all of the doctoral programs of the Division of Marriage and Family are offered only on the Pasadena campus. The Master of Arts in marital and family therapy (M.A. MFT) is offered only in the San Francisco Bay Area (Menlo Park) as part of Fuller in Northern California.

Admission

General standards for admission to any of the three schools of Fuller Theological Seminary are described in the second section of this catalog.

Admission to the Master of Science or Master of Arts in marital and family therapy requires that a student have earned a bachelor’s degree from a regionally accredited institution. Admission to the D.MFT, or the Ph.D. program in marriage and family studies or marital and family therapy requires that a student have earned a master’s and a bachelor’s degree from a regionally accredited institution. New students are admitted to the following master’s, doctoral or combined programs primarily in the fall quarter, but exceptional students may be admitted in any quarter.

1. M.S. MFT
2. M.A. MFT
3. M.S./M.A. MFT and D.MFT.
4. M.S./M.A. MFT and Ph.D. MFS
5. M.S./M.A. MFT and Ph.D. MFT
6. D.MFT.
7. Ph.D. MFS
8. Ph.D. MFT

Students beginning their degree program other than the fall quarter will be limited to enrollment in marriage and family courses for which they have satisfied the prerequisites. Also, priority for financial aid is given to those entering in the fall quarter.

Application deadlines and dates for notification of admission decisions for fall quarter are listed in the second section of this catalog. Exceptional applicants seeking admission for other than the fall quarter must have a completed application on file two months prior to the beginning of the quarter. Admission to each of these programs is competitive and is based upon five criteria.

Personal Maturity. Applicants must possess the emotional, spiritual, and intellectual maturity, and the vocational suitability to engage in a career in either marital and family therapy or family studies. These qualities are evaluated through letters of recommendation, a psychosocial history (i.e., family of origin information, marital history), the applicant’s statement of purpose, prior experience in counseling, and an interview when appropriate for M.S. applicants and all doctoral applicants.

Grade Point Average. Applicants to the master’s degree normally have a minimum 3.0 GPA in their undergraduate coursework, while applicants to the doctoral or combined master’s and doctoral degree programs (i.e. options 2-7 above) normally have a minimum 3.5 GPA in both undergraduate and graduate coursework. Exceptions to this policy require satisfactory scores on aptitude testing (see below).

Prerequisite Coursework. Persons applying to the M.S. MFT, the M.A. MFT, or to one of the combined master’s and doctoral degree programs should have at least one year of study (36 quarter hours or 24 semester hours) in the social and behavioral sciences prior to admission. Admission to the program is contingent upon the committee’s evaluation of the appropriateness of an applicant’s academic preparation. In particular, applicants are strongly advised to have completed basic coursework in individual development, abnormal psychology, personality theory, and social science research. Even if admitted, applicants who are lacking coursework in these areas are advised to familiarize themselves with each subject, since this background will be assumed in the structure and content of the curriculum. A reading list can be obtained from the Office of the Associate Dean for Marriage and Family.

Applicants to a doctoral degree program must meet appropriate master’s-level requirements, equivalent to holding the M.S. or M.A. MFT from Fuller Seminary. Beginning with Fall Quarter 1995, doctoral applicants without the M.S. or M.A. MFT will be required to demonstrate equivalency in one of two ways: 1) registering for and successfully completing the specified prerequisite courses at Fuller, or 2) passing an equivalency examination. The applicant selects which method is most appropriate to each of the equivalency requirements. Applicants may be admitted to the program provisionally, with full regular status to be granted upon the completion of equivalency requirements. Equivalency must be established within one year of provisional admission to retain enrollment in the program. Details on prerequisites for each degree program may be found in the application packet, or may be obtained from the Office of the Associate Dean for Marriage and Family.

Aptitude Testing. In addition to the achievement of academic excellence in previous undergraduate and/or graduate coursework, applicants are expected to demonstrate the aptitude required to succeed in graduate level work at Fuller Seminary. Applicants fulfill this requirement by submitting their scores from the Graduate Record Examination taken within the past five years. Normally applicants to the M.S. de-
The Training Experience

The scope of the training experience in marital and family therapy or studies at Fuller is integrative in nature and encompasses a three-fold focus: 1) theoretical training in a variety of subject areas (i.e., family studies, marital therapy and family therapy, theology and integration, research); 2) clinical training (i.e., lab training, live team observation, practicum); and 3) personal growth experiences. Throughout these training experiences, faculty strive to integrate theology and ethics with the social and behavioral sciences.

Integration Studies

Each of the degree programs of the Division of Marriage and Family incorporates an integrative distinctive into the theoretical, clinical and personal growth components of the curriculum.

The distinctiveness of the Marriage and Family Division goes beyond its commitment to excellence in training and scholarship. The faculty believe that the moral context of a Christian seminary is uniquely suited to the training of practitioners and academicians who will be committed to the viability of family life. In this vein, the task of integrating faith with academic and clinical training is of central importance.

The Marriage and Family faculty view this integration as a life-long process. Coursework is intended to provide a foundation of experience, knowledge and skills, taught from a Christian perspective. Faculty encourage the integration of biblical, theological and philosophical perspectives as they communicate course material that reflects their own integrative efforts. They also seek to challenge students to begin to deal with the full range of human experience, to articulate a coherent system of values and beliefs, and to be agents of spiritual transformation in the healing of persons and families. It is expected that such foundations will guide graduates as they continue to develop in their various vocations as Christian family professionals.

Curriculum

In its Ph.D. programs in family studies and marital and family therapy, the Division of Marriage and Family has adopted the professional-scientist model as most appropriate to its purpose, and in the M.S., M.A., and D.MFT programs, the practitioner-evaluator model. These ideals are reflected in the curriculum of each degree program.

Students select up to four full-time courses (4 units each) during each of the three quarters.

Marriage and Family Student Handbook

In addition to the information contained in the Seminary Student Handbook, certain policies, procedures and information concerning students in the program are contained in the Marriage and Family Student Handbook. Of particular importance are documents drawn up by faculty-student committees which outline guidelines for personal and professional behavior, as well as policies and procedures for processing grievances regarding students and faculty. It is an implied contract that all students will comply with regulations in both handbooks while they are students under the jurisdiction of the Division of Marriage and Family and the Seminary.
Students in the M.S. program must take a minimum of 12 units of marriage and family coursework per quarter, while doctoral students must take a minimum of 8 units of marriage and family coursework per quarter until all marriage and family curricular requirements have been met. Theology courses, practicum courses and a limited number of marriage and family courses are available during the summer quarter. The following period of time estimates presuppose a full-time course of study. Reduction in time and coursework may be allowed for prior graduate work.

The course of study for an M.S. or M.A. in marital and family therapy normally spans a three year period, but may be completed in an accelerated two year track.

The post-M.S./M.A. doctoral courses of study normally span a period of three to four years for the D.MFT; a three-year period for the Ph.D. in marriage and family studies; and four-year period for the Ph.D. in marital and family therapy. The estimated time periods for the Ph.D. degree programs include the M.A. degree in theology.

The duration of study for the combined M.S. MFT or M.A. MFT and doctoral programs may be calculated by adding the estimated time for the M.S. MFT and the desired doctoral degree. The number of units taken quarterly determine the length of time required to complete the individual course of study.

The curriculum is divided into five parts: family studies, family life education, theology and integration, marital and family therapy, and family research. The curriculum for the various degrees differs in terms of some of the course content, the practicum experience, and the nature of the dissertation. The master’s degree does not require a dissertation, and the doctoral degree in marriage and family studies does not require practicum experiences or coursework in family therapy.

Marriage and family courses are prefixed by the subject area designations listed below, and are distinguished as master or doctoral courses by the respective designation of a 500 or 800 series:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Studies</td>
<td>FS 500-585</td>
</tr>
<tr>
<td>Family Life Education</td>
<td>FL 500-585</td>
</tr>
<tr>
<td>Family Integration</td>
<td>FI 500-585</td>
</tr>
<tr>
<td>Family Research</td>
<td>FR 500-585</td>
</tr>
<tr>
<td>Family Therapy</td>
<td>FT 500-585</td>
</tr>
</tbody>
</table>

The specific unit requirement of each degree program is delineated according to the subject area.

<table>
<thead>
<tr>
<th>Degree</th>
<th>M.S.</th>
<th>D.MFT.</th>
<th>Ph.D. M.S.</th>
<th>Ph.D. MFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Studies</td>
<td>16-20</td>
<td>24</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Family Life Education</td>
<td>0-4</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Theology/Integration</td>
<td>40</td>
<td>24*</td>
<td>56*</td>
<td>56*</td>
</tr>
<tr>
<td>Family Therapy</td>
<td>40-44</td>
<td>38</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Family Research</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>FT Clinical Training</td>
<td>16</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Dissertation</td>
<td>0</td>
<td>8</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>123</td>
<td>140</td>
<td>203</td>
</tr>
</tbody>
</table>

*In addition to the 32 units of theology and 8 units of integration required in the Fuller M.S. MFT.

I. Family Studies. The core curriculum of family studies provides the student with a solid base for understanding the psychosocial structure and functioning of marriage and the family. M.S. MFT students are required to complete 16 to 20 units. In addition to the M.S. MFT requirements or their equivalent, D.MFT. students are required to complete a 24 unit core in family studies. Ph.D. students are required to complete an additional 8 units of elective credit in family studies, for a total of 32 units in this area.

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 500 Introduction to Family Systems Theory</td>
</tr>
<tr>
<td>FS 501 Gender and Sexuality</td>
</tr>
<tr>
<td>FS 505 Child and Family Development</td>
</tr>
<tr>
<td>FS 507 Family Stress and Crisis Intervention</td>
</tr>
<tr>
<td>FS 511 Cultural and Ethnic Issues Elective credit</td>
</tr>
<tr>
<td>FS 515 Value Formation in Family Intervention</td>
</tr>
<tr>
<td>FS 516 Social Structure, The Family and Missions</td>
</tr>
<tr>
<td>FS 585 Special Topics in Family Studies</td>
</tr>
<tr>
<td>FS 801 Life Span Development of the Family</td>
</tr>
<tr>
<td>FS 802 Social Ecology of the Family</td>
</tr>
<tr>
<td>FS 803 Psychology of Marriage</td>
</tr>
<tr>
<td>FS 806 Families in Contemporary Society</td>
</tr>
<tr>
<td>FS 807 Epistemological Issues in Family Systems Theory</td>
</tr>
<tr>
<td>FS 808 Value Formation and the Family</td>
</tr>
<tr>
<td>FS 809 Critical Thought in Family Systems Theories</td>
</tr>
<tr>
<td>FS 885 Special Topics in Family Studies</td>
</tr>
<tr>
<td>FS 810 Sociology of Religion</td>
</tr>
<tr>
<td>FS 855 Teaching Methods</td>
</tr>
<tr>
<td>FS 856 Supervised Practice Teaching</td>
</tr>
</tbody>
</table>

FS 169
II. Family Life Education. M.S. and D.MFT. students are not required to take family life education courses. However, students in the M.S. program may fulfill their 4-unit general elective by completing a course in family life education. The following eight units are required of all Ph.D. students:

- FL 801 Family Life Education (4)
- FL 802 Parent Education and Guidance (2)
- FL 803 Marital Enrichment (2)

III. Theology and Integration. As indicated above, training therapists and researchers with a Christian perspective on spiritual, moral, emotional, and relational wholeness, is a central objective of the marriage and family faculty. Therefore, all degree programs require coursework in bible, theology, and integration to equip future therapists with both the conceptual skill necessary to engage in interdisciplinary dialogue and the clinical skill necessary to foster integration in individuals, couples and families.

All Marriage and Family students complete the following 32 units of theology. The following theology units have been determined jointly by the Division of Marriage and Family and the School of Theology:

**Biblical Studies (8 units):**
1. Any Old Testament core course designated OTA, or OT508 Old Testament Literature, and
2. Any New Testament core course designated NT1 or NT2, or NT512 New Testament Literature

**Systematic Theology (12 units):**
1. Any theology core course designated STA, and
2. Any theology core course designated STB, and
3. Any theology core course designated STC

**Ethics (4 units):**
Any ethics core course (ETH)

**Philosophy (4 units):**
Any ethics core course (ETH)

**Church History (4 units):**
Any church history core course designated CHC

Each M.S. or M.A. student also completes 8 units of integration coursework in addition to the above 32 units of theology required of all marriage and family students:

1. FL 500 Introduction to Family Integration, and
2. Any course with the prefix FI (4)

Each D.MFT. student completes 64 units of theology and integration coursework. In addition to the above 32 units of theology and 8 units of integration required for the M.S. degree, D.MFT. students complete the following 16 units in theology and 8 units in integration:

- OT Elective (4)
- NT Elective (4)
- Bible or Theology electives (4-4)
- Family Integration (FI prefix) electives (4-4)

Each Ph.D. student completes 96 units in theology and integration for which an M.A. degree in theology is granted. Ph.D. students must complete the following additional 40 units of theology and 16 units of integration coursework in addition to the 32 units of theology and 8 units of integration required for the M.S. degree:

- OT, NS or NE electives (4-4-4-4)
- ST, CH, GM, PM, or CF electives (4-4-4-4)
- Ethics (ET) elective (4)
- Philosophy (PH) elective (4)
- Psychology integration (PI prefix) elective (4)
- Family Integration (FI prefix) electives (4-4-4)

IV. Family Therapy. The master's-level family therapy curriculum introduces each student to a broad spectrum of theoretical approaches and clinical training experiences. Fifty-six units of coursework and clinical training is required (FT 500-550). An additional two to four units in elective credit may be selected. D.MFT. and Ph.D. MFT students complete an additional 63 units of coursework and clinical training (FT 801-890). Doctoral students in marriage and family studies are not required to complete doctoral coursework in family therapy. Marital and family therapy doctoral students are expected to master the literature in the assessment and treatment of marital and family dysfunction.

1. FT 500 Moral and Ethical Issues in Professional Life (4)
2. FT 502 Legal Issues in Family Practice (2)
3. FT 508 Psychopathology and Family Systems (4)
4. FT 511 Family Therapy I (4)
5. FT 514 Family Therapy II (4)
6. FT 515 Marital Therapy (4)
7. FT 520 Child and Adolescent Therapy (4)
8. FT 522 Introduction to Assessment (2)
9. FT 523 Assessment Lab I (2)
10. FT 524 Assessment Lab II (2)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT 525</td>
<td>Medical Issues in Family Therapy (2)</td>
<td></td>
</tr>
<tr>
<td>FT 526</td>
<td>Addiction and Family Treatment (2)</td>
<td></td>
</tr>
<tr>
<td>FT 527</td>
<td>Divorced and Reconstituted Families (4)</td>
<td></td>
</tr>
<tr>
<td>FT 530</td>
<td>Clinical Foundations (2-2)</td>
<td></td>
</tr>
<tr>
<td>FT 531</td>
<td>Live Team (0,0)</td>
<td></td>
</tr>
<tr>
<td>FT 539</td>
<td>Advanced Child Therapy (4)</td>
<td></td>
</tr>
<tr>
<td>FT 550</td>
<td>Practicum (2-2-2-2-2-2)</td>
<td></td>
</tr>
<tr>
<td>FT 555</td>
<td>Practicum Continuation (0)</td>
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</tr>
<tr>
<td>FT 590</td>
<td>Directed Study in Marital and Family Therapy (1-4)</td>
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</tr>
<tr>
<td>FT 801</td>
<td>Teaching and Supervision of MFT (4)</td>
<td></td>
</tr>
<tr>
<td>FT 806</td>
<td>Marital Interaction and Psychopathology (4)</td>
<td></td>
</tr>
<tr>
<td>FT 808</td>
<td>Family Interaction and Psychopathology (4)</td>
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<tr>
<td>FT 810</td>
<td>Family Assessment (2)</td>
<td></td>
</tr>
<tr>
<td>FT 811</td>
<td>Marital Assessment (4)</td>
<td></td>
</tr>
<tr>
<td>FT 812</td>
<td>Child Assessment (2)</td>
<td></td>
</tr>
<tr>
<td>FT 813</td>
<td>Report Writing (2)</td>
<td></td>
</tr>
<tr>
<td>FT 825</td>
<td>Advanced Family Therapy (4)</td>
<td></td>
</tr>
<tr>
<td>FT 826</td>
<td>Advanced Marital Therapy (4)</td>
<td></td>
</tr>
<tr>
<td>FT 827</td>
<td>Advanced Sex Therapy (2)</td>
<td></td>
</tr>
<tr>
<td>FT 830</td>
<td>Advanced Clinical Foundations (2)</td>
<td></td>
</tr>
<tr>
<td>FT 831</td>
<td>Live Team (1-1-1)</td>
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</tr>
<tr>
<td>FT 839</td>
<td>Advanced Child Therapy (4)</td>
<td></td>
</tr>
<tr>
<td>FT 840</td>
<td>Therapy with Asian Families (2)</td>
<td></td>
</tr>
<tr>
<td>FT 841</td>
<td>Therapy with African-American Families (2)</td>
<td></td>
</tr>
<tr>
<td>FT 842</td>
<td>Therapy with Hispanic and Latino Families (2)</td>
<td></td>
</tr>
<tr>
<td>FT 850</td>
<td>Clinical Doctoral Practicum (2-2-2)</td>
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<tr>
<td>FT 851</td>
<td>Internship (3-3-3-3)</td>
<td></td>
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<tr>
<td>FT 855</td>
<td>Clinical Evaluation I (1)</td>
<td></td>
</tr>
<tr>
<td>FT 856</td>
<td>Clinical Evaluation II (1)</td>
<td></td>
</tr>
<tr>
<td>FT 857</td>
<td>Clinical Evaluation III (1)</td>
<td></td>
</tr>
<tr>
<td>FT 858</td>
<td>Clinical Evaluation IV (1)</td>
<td></td>
</tr>
<tr>
<td>FT 890</td>
<td>Directed Studies in Marital and Family Therapy (2 or 4)</td>
<td>Elective credit (8)</td>
</tr>
</tbody>
</table>

V. Family Research. Master's degree students develop a basic understanding of research design and data analysis through FR 501. D.MFT. degree students develop intermediate data analysis skills through FR 801, which prepares them for writing a professional dissertation. Ph.D. degree students develop advanced data analysis skills through FR 802-805 which prepares them for writing a dissertation and a lifelong contribution to research.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR 501</td>
<td>Research Methods, Statistics, and Design (4)</td>
<td></td>
</tr>
<tr>
<td>FR 801</td>
<td>Program Evaluation in Family Therapy (4)</td>
<td></td>
</tr>
<tr>
<td>FR 802</td>
<td>Theory Construction in Family Research (4)</td>
<td></td>
</tr>
<tr>
<td>FR 803</td>
<td>Methods in Family Research (4)</td>
<td></td>
</tr>
<tr>
<td>FR 805</td>
<td>Advanced Data Analysis (4)</td>
<td></td>
</tr>
</tbody>
</table>

VI. Dissertation. Doctoral students demonstrate their research skills through the completion of a dissertation. D.MFT. students engage in program evaluation research for which they earn eight units of credit. Ph.D. students make a unique research contribution to marital and family therapy or family studies for which they earn 32 units of credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>FR 890</td>
<td>Ph.D. Dissertation (32)</td>
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<tr>
<td>FR 891</td>
<td>Ph.D. Dissertation Continuation (0)</td>
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</tr>
<tr>
<td>FR 892</td>
<td>D.MFT. Dissertation (8)</td>
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</tr>
<tr>
<td>FR 893</td>
<td>D.MFT. Dissertation Continuation (0)</td>
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</tr>
</tbody>
</table>

Clinical Training

Students in the master's or doctoral programs in marital and family therapy engage in clinical training throughout their studies, beginning with the first quarter. The various combinations of laboratory training, live observation, practicum, and internship in which master and doctoral students participate are established upon the following eight assumptions.

1. Marital and family therapy is a discipline that is rapidly growing and changing;
2. Marital and family therapists should be encouraged to critically assess and research MFT theories in order to foster the development of effective methods of treatment;
3. Marital and family therapists need high quality competence in the diagnosis, prognosis and treatment of a broad spectrum of marital, family, and relationship problems;
4. Marital and family therapists must be able to consult with a variety of professionals, including clergypersons, internists, psychiatrists, psychologists, and family law specialists;
5. Marital and family therapists need competence in counseling ethnic families;
6. Marital and family therapists need skill in the identification and treatment of the moral and spiritual dimensions of marital and family dysfunction;
7. Core clinical faculty should have an integral role in clinical training, demonstrating the application of theory to clinical practice; and
8. Mental health facilities must be utilized in training marital and family therapists to ensure a broad range of exposure to family dysfunction.

Clinical Foundations. All students in the M.S. and M.A. MFT programs engage in a peer laboratory training experience during their first two quarters of study. This training is condensed into one quarter of study for MFT doctoral stu-
students. These weekly labs provide an initial practice experience where students can develop basic counseling skills through role-play, audio-video taped feedback and participation in a weekly triad.

**Live Team.** Students in the master's degree program are required to enroll in a minimum of two quarters of practice counseling in a live team setting, while doctoral students are required to enroll in three quarters of practice counseling in a live team setting. Under the direction of a faculty member, and through the medium of a specially equipped observation room with a one-way mirror, students learn various assessment and intervention skills by participating as a cotherapist or team member in live marital or family therapy sessions.

**M.S. Practicum.** M.S. MFT students must have a minimum of 500 hours of direct client contact experience, with 250 of these hours devoted exclusively to couple or family work. The student must receive a minimum of 100 hours of supervision to maintain the ratio of one hour of supervision for every five hours of client contact. A student is required to have at least 52 hours of individual supervision. In addition, fifty percent of the time spent in supervision must involve interaction with "live" material, that is, audio, video or observation. These AAMFT requirements must be satisfied prior to graduation.

**M.A. Practicum.** During the twelve months of practicum training, M.A. MFT students will complete a minimum of 250 hours of direct client contact experience and a minimum of 50 hours of supervision. Supervision must occur weekly, with a minimum of one hour of supervision for every five hours of client contact. In addition, students must receive at least one hour of individual supervision per week. Practicum begins in the Spring Quarter of the second year in the program and continues until the end of the third year. Continuous enrollment for five consecutive quarters is required, including the Summer Quarter.

**Doctoral Practicum.** Doctoral students must have successfully completed Clinical Foundations, the ethics examination, and 500 hours of master’s-level practicum prior to entering doctoral practicum. Doctoral practicum students are required to engage in a minimum of 500 hours of supervision prior to admission to doctoral internship. They are to have one hour of supervision for each ten hours of client contact at their practicum site. In addition, they will attend weekly supervision on campus. Fifty percent of the supervision received must be in the "live" mode, that is, audio, video or observation, with a minimum of one hour of supervision per week. Students will work in a practicum site a minimum of nine consecutive months. Doctoral students must work under a licensed psychologist, board certified psychiatrist, or licensed MFCC who holds an earned doctoral degree. All supervisors must have held their license for at least three years and be approved by the director of clinical training prior to commencing supervision.

**Internship.** In addition to the practicum experience for marital and family therapy doctoral students, a one-year internship is required during the third year of study. Including the M.S. practicum, and the doctoral practicum and internship, Ph.D. MFT and D.MFT. students must complete a minimum of 1,500 hours of clinical training. While not required, the Division strongly recommends that students complete 1,500 hours in their internship in addition to master's and doctoral practica.

The internship training experience, in a family mental health training facility, is designed to expand the marital and family therapist’s skill in the areas of assessment, treatment, and cooperative work with psychiatrists and clinical psychologists.

During the doctoral internship, the student must engage in 1,000 hours of training in their agency, including a minimum of 500 hours of client contact in marital and family therapy, 100 hours of assessment and 100 hours of supervision. Of the 500 marital and family hours, a minimum of 250 of the client contact hours must include more than one family member participating in the session. Students may complete this training concurrently while engaged or employed in other counseling experiences.

**Clinical Evaluation of M.S. Students.** To ensure basic competence in clinical skills, students in the M.S. MFT program are evaluated during the Clinical Foundations and practicum. During Clinical Foundations, basic counseling skills and personal readiness for practicum are assessed. This occurs during the first two quarters of their studies. During practicum, evaluation of clinical and professional progress is conducted on a quarterly basis. The entire evaluation process is coordinated by the director of clinical training, in consultation with the Clinical Foundations instructors, agency directors and supervisors. As a result of their evaluation students are counseled about concerns or questions regarding their clinical ability and progress.

**Clinical Evaluation of Doctoral Students.** To ensure the mastery of clinical skills, MFT doctoral students are required to demonstrate their clinical competence through the fulfillment of a series of individually designed contracts.

**Phase I: Professional Issues Evaluation.** Near the end of the first quarter of doctoral studies, MFT students will demonstrate their knowledge in professional concerns such as 1) ethics,
2) law, 3) professional literature, and 4) current professional problems and issues. Competency will be determined by an objective test and a case study, and must be established before beginning practicum.

Phase II: Marital and Family Therapy Evaluation. During the last quarter of doctoral level practicum (800 series), a clinical evaluation committee is convened for each MFT doctoral student. The committee is composed of a professor of marital and family therapy, a clinical supervisor, and an optional third member. At this first meeting, the student presents a history of clinical experience, a written case report, a videotaped counseling session, and responds to oral interviewing. The committee provides feedback to the student regarding strengths and areas for improvement to be addressed during internship training.

Phase III: Assessment Evaluation. This phase involves a standardized contract which includes: 1) demonstration of competency in administration and interpretation of a list of tests; 2) demonstration of ability to conduct indepth marital and family assessment interviewing; and 3) submission of written reports which give evidence of the student’s ability to delineate the individual, couple or family’s clinically relevant history and level of current functioning, to integrate clinical interview, psychodiagnostic and relationship test data for the purpose of formulating diagnostic impressions on the five axes of the DSM-III-R, and for the purpose of developing appropriate interventions. This phase is completed by the end of the Winter Quarter of the final year of internship.

Phase IV: Marital and Family Therapy Evaluation. At the completion of the internship, each marital and family therapy doctoral student must be evaluated to determine her or his level of competency in the diagnosis, prognosis and treatment of marital and family dysfunction. The purpose of this phase is to evaluate the student’s level of competency in 1) understanding presenting problems; 2) gathering information regarding personal history, interpersonal relationships, and present functioning; 3) identifying the moral and spiritual aspects of dysfunction; 4) summarizing and synthesizing assessment data; 5) stating diagnostic impressions; 6) formulating treatment goals; 7) applying relevant research to both treatment planning and actual therapy; 8) engaging in effective therapeutic intervention; and 9) evaluating the progress made in therapy.

Competency will be assessed in an oral examination, part of which will include observation of a videotape of the student in a therapy session. A written case summary must be submitted.

Based upon this evaluation, the clinical evaluation committee will either certify the student’s competence or prescribe whatever remediation is necessary for the student to develop and demonstrate mastery of doctoral level marital and family therapy practice. Students needing remediation must satisfy the requirements of the committee before graduation.

Personal Growth

Personal maturity and growth are foundational to training in marital and family therapy. Therefore, it is expected that persons training to be marital and family therapists possess characteristics such as personal integrity, empathy, emotional stamina and stability, an ability to manage transference and countertransference, a commitment to the historic Christian faith, and a commitment to one’s own individual, marital, and family growth.

The Division assists students in facilitating the development and utilization of these characteristics through two means. First, the faculty provide each student with opportunities to evaluate her or his personality strengths and weaknesses through classroom experiences and intense clinical supervision. Secondly, the faculty encourages all marriage and family students to participate in individual, marital and family therapy. Students are usually free to decide whether they will enter therapy; however, in some cases, students may be required to enter therapy for a specified period of time or to take a leave of absence to remediate personal, marital, or family problems.

Students who do enter therapy receive incentive credit toward the 3,000 hours of experience required for MFCC licensure in the state of California. The MFCC licensing board allows the licensure applicant to triple count up to 100 actual hours of therapy (i.e., 100 x 3 = 300) as long as: 1) the therapy was obtained after entering the qualifying degree program; and 2) the therapist is a state licensed MFC, psychologist, social worker, or a board certified psychiatrist.

Comprehensive Examination and Journal Article

One of the assumptions underlying Fuller’s D.MFT. and Ph.D. programs is that a person earning a doctoral degree in marital and family therapy or studies should have a broadly based foundation in the concepts, data, methods and theories of family therapy and family studies. Students are expected to reach a superior level of mastery and to demonstrate that mastery through either the successful completion of a comprehensive examination or the writing of a publishable article for a professional journal.
The doctoral student, in consultation with her or his mentor, should choose between the comprehensive exam and the journal article and successfully complete this evaluation process at the conclusion of all coursework and prior to completion of the dissertation or project.

Students admitted to doctoral study in the Fall Quarter 1995 or later will be required to complete both the comprehensive examination and the journal article. Both requirements are to be completed prior to the final approval for the dissertation. Details on the nature of the comprehensive examination may be obtained from the Office of the Associate Dean for Marriage and Family.

Graduation and Commencement

A student may graduate at the end of any quarter after all requirements have been met. However, in order to participate in June Commencement exercises, a master’s student must have completed all coursework and practicum hours.

Doctoral students also may graduate at the end of any quarter having 1) completed all coursework, 2) completed the clinical evaluation and all dissertation requirements by the date specified, and 3) completed the internship. Participation in June Commencement exercises requires that the first two requirements be met prior to Commencement, and that the internship be contracted for completion by no later than August 31 following the June Commencement exercises.

Transfer of Credit

Students who have completed graduate work in marriage and family at other accredited institutions and desire a reduction in the number of marriage and family credit hours required at Fuller should contact the Assistant to the Associate Dean after admission. Approval of the Associate Dean for Marriage and Family is required.

Students who have completed graduate work in theology and desire a reduction in the number of theology credit hours required at Fuller should contact the Theology Academic Advising Office. In most cases the theology requirement can be waived if the student possesses equivalent graduate theological training accredited by the Association of Theological Schools (ATS).

Cooperative Programs

In conjunction with the School of Theology, a Master of Arts (M.A.) and Master of Divinity (M.Div.) with a concentration in family life education are offered. Details may be found in the School of Theology section of this catalog. Also, the Doctor of Ministry degree (D.Min.) may be pursued with a concentration in marriage and family. See the Continuing and Extended Education section of this catalog for further details.

Marriage and Family Faculty

Jack O. Balswick, Professor of Sociology and Family Development
Richard A. Hunt, Professor of Psychology
Judith K. Balswick, Associate Professor of Marital and Family Therapy
Cameron Lee, Associate Professor of Marriage and Family Studies
Thomas L. Needham, Associate Professor of Marital and Family Therapy
Jorge J. Taylor, Associate Professor of Marital and Family Therapy
Janice Morgan Strength, Assistant Professor of Marital and Family Therapy

Course of Study

NOTE: Marriage and Family Division courses are open only to students enrolled in marriage and family degree programs unless otherwise noted.

Family Studies (FS)

FS 500 Introduction to Family Systems. An introduction to the family systems perspective, through an overview of various schools of family systems theory. This course is intended to introduce students to the epistemological underpinnings of the family therapy field, but not to teach clinical skill. (4)

FS 501 Gender and Sexuality. An examination of the current redefinition of gender roles in the family, taken together with a study of the physiological, psychological and social aspects of human sexuality. Open to all students with the permission of the instructor. (4)

FS 505 Child and Family Development. An overview of child and family development from a life span perspective. Open to all students with permission of instructor. (4)

FS 507 Family Stress and Crisis Intervention. A survey of the literature in family stress theory, with application to family crisis intervention. Topics include an examination of both normative and non-
normative stressors in family life. Open to all students. (4)

FS 511 Cultural and Ethnic Issues. An overview of cross-cultural variations in family lifestyle and values and their relation to social class. Special emphasis is given to the application of cultural perspectives to the practice of family therapy with African-American, Asian and Hispanic/Latino families. (4)

FS 515 Value Formation in Family Intervention. This course introduces students to the role of the family in value formation, focusing on the contributions of such individuals as Damon, Erickson, Rest, Rokeach and Kohlberg. Students will gain experience in assessing values. Open to all students. (4)

FS 516 Social Structure, the Family, and Missions. An examination of the development of social structures and the family within the context of Christian missions. The course will focus upon attempts at Christian transformational change at the family, primary group, community, and societal systems levels. Special attention will be given to understanding the missionary family and mission community as social systems. Open to all students. (4)

FS 585 Special Topics in Family Studies. This course focuses on selected rotating topics in family studies. It is designed to make use of the expertise of visiting scholars, adjunct and resident faculty who would like to offer relevant coursework in family studies which falls outside the regular curriculum. (4)

FS 801 Life Span Development of the Family. A consideration of the theory and research related specifically to each stage of family development, including marital formation, early parenting, the family and adolescence, middle age and child launching, and old age. (4)

FS 802 Social Ecology of the Family. A seminar focusing on the social psychology of the family from the perspective of social ecology. (4)

FS 803 Psychology of Marriage. A study of the psychological dimensions of marriage, such as compatibility, interdependence and the role of individual difference. (4)

FS 806 Families in Contemporary Society. A survey of current research in the sociological study of contemporary American families. Topics include demographic trends, variant family structures, changing gender roles, and family and workplace issues. Special consideration is given to the implications for ministry. (4)

FS 807 Epistemological Issues in Family Systems Theory. An intensive study of the philosophy and epistemology of the developing family systems orientation, including recent applications of a constructivist perspective. Prerequisite: FS500 or equivalent. (4)

FS 808 Value Formation and the Family. An in-depth study of value formation across the family life span from a psychodynamic perspective, utilizing stage theory, ego-structuralization theory, and secular and Christian models of maturity. Special attention is given to the roles of both the family theorist and the family therapist. Prerequisite: FS515 or permission of instructor. (4)

FS 809 Critical Thought in Family Systems Theories. A seminar which critically analyzes a variety of theories of family systems. Students are encouraged to interact with these theories from both philosophical and religious viewpoints. Prerequisite: FS500 or equivalent. (4)

FS 840 Sociology of Religion for Ministry. A practical examination of the church as a social institution and its relationship to the wider society, with a focus on ministry applications. Among the topics covered are the appeal of religious cults and New Age religion, the impact of civil religious secularization and modernization upon church life, models for healthy congregational community life, churches as plausibility structures/faithing communities, defining and assessing healthy small groups ministries, worship and church growth, issues of personal sin and social evil, and the church’s response to societal problems. (4)

FS 855 Teaching Methods. This course is designed to prepare the student to teach family studies on the university or graduate level. Learning theory as applied to teaching methods will be discussed. Various methods will be demonstrated in person or on video tape. Students will learn rationales for choosing methods appropriate to content. Preparation of course outlines and methods of evaluation will be addressed. Course assignments will lead to the development of a course and lectures for a course of the student’s choosing. (4)

FS 856 Supervised Practice Teaching. This course is designed to provide the student with practical supervised experience in university teaching. Students will be placed in a teaching setting, such as a junior college, college or university classroom, to teach a course. The student will be evaluated by a peer. (4)

FS 885 Special Topics in Family Studies. Doctoral-level offering of FS585. (4)

Family Life Education (FL)

FL 501 Family Life Education. A course which develops a general philosophy of family life education and ministry, and trains students to design and implement educational programs. Open to all students. (4)

FL 502 Parent Education and Guidance. A course which articulates a biblical rationale for parent education in the church. The course emphasizes an ecumenical approach to parent-child interaction. Open to all students. (2)

FL 503 Marital Enrichment. A course developing the rationale and the strategies related to planning and implementing both preventive premarital education and post-marital enrichment programs. Open to all students. (2)

FL 801 Family Life Education. Doctoral-level offering of FL501. (4)
FL 802 Parent Education and Guidance. Doctoral-level offering of FL502. (2)

FL 803 Marital Enrichment. Doctoral-level offering of FL503.(2)

**Family Integration (FI)**

FI 501 The Family as Faith Community. This course develops a paradigm in which families are interpreted as communities of faith and value, organized around an historic and moral core. The purpose of this course is to encourage cross-disciplinary thought as to the interweaving of the family's central place in society, human development, and the church. The lectures attempt to integrate sociological and theological perspectives into a moral vision of family commitment and continuity. Issues to be addressed include the viability of normative language regarding family structure, and feminist critiques of traditional family forms and values. Open to all students. (4)

FI 502 Spiritual and Moral Issues in Clinical Practice. A psychodynamically oriented study of the interrelationship of moral and spiritual development with dyadic and family functioning. Emphasis is placed on the development of a rationale for clinical strategies that provide for the integration of fragmented human functioning. Open to all students with permission of instructor. (4)

FI 505 Men in Difficult Times. This course offers an indepth look at the issues now facing Christian men as they attempt to redefine their own manhood in light of the current men's movement and a biblical view of gender roles. Special attention is given to men in ministerial and therapeutic settings. Issues to be dealt with include definitions of masculinity, power and control, competition, aggression and war, inexpressiveness and intimacy, spirituality, sexuality, father, male/male friendships and male/female friendships. Open to all students. (4)

FI 506 A Christian Perspective on Popular Culture. This course offers a theological and sociopsychological critique of various aspects of popular culture, especially those connected with the various electronic media, such as television, and cinema. Attempts to identify fundamental motifs expressed through popular culture by examining its representation of human nature, evil, and redemption; gender and family; community and politics; and race and religion. Within this there will be two tracks, one devoted primarily to psychological, sociological, and familial aspects of popular culture, and the other to theological and more generally religious dimensions. The impact of popular culture upon people's worldview, beliefs, attitudes, values, and lifestyles will be a major concern. (4)

FI 585 Special Topics in Family Integration. This course focuses on selected rotating topics dealing with the integration of religion and the Christian faith with family therapy and studies. It is designed to make use of the expertise of visiting scholars, adjunct and resident faculty who would like to offer relevant coursework in this field which falls outside the regular curriculum. (4)

FI 801 The Family as Faith Community. Doctoral-level offering of FI501.(4)

FI 802 Spiritual and Moral Issues in Clinical Practice. Doctoral-level offering of FI502.(4)

FI 805 Men in Difficult Times. Doctoral-level offering of FI505.(4)

FI 806 A Christian Perspective on Popular Culture. Doctoral-level offering of FI506.(4)

FI 830 Supervised Research in Family Integration. This course is designed to allow students to pursue creative research in the field of the integration of religion and the Christian faith with family therapy and studies. The student will select a professor who will actively supervise the student's research and monitor the student's progress. This course may be used only once to fulfill the core requirement in family integration. (4)

FI 885 Special Topics in Family Integration. Doctoral-level offering of FI505.(4)

**Family Research (FR)**

FR 501 Research Methods, Statistics, and Design. A survey of the relevant methodologies in the observation, measurement, and study of marriage and the family. A synthesis of qualitative and quantitative approaches is encouraged. Open to all students with permission of instructor. (4)

FR 801 Program Evaluation in Family Therapy. A review of fundamental statistical and research design principles, with application to program evaluation and basic outcome research. Prerequisite: FR501 or equivalent. For D.MFT. students only. (4)

FR 802 Theory Construction in Family Research. A seminar guiding students in literature review, hypothesis development, and theory construction in family research. Prerequisite: FR501 or equivalent. For Ph.D. students only. (4)

FR 803 Methods in Family Research. An overview of sociometric research methodology. Topics include a survey of available self-report measures of family interaction, principles of survey item construction and an introduction to qualitative methodology. For Ph.D. students only. (4)

FR 805 Advanced Data Analysis. A seminar focusing on the analysis of the dissertation database. Students will be exposed to quantitative and qualitative analysis, with the emphasis to be determined by the nature of the dissertation research. For Ph.D. students only. (4)

FR 890 Ph.D. Dissertation. The dissertation experience affords each Ph.D. student an opportunity to make a unique contribution to the area of marital and family therapy or studies. Although the major work on the dissertation is typically done during the last
year of the program, students are encouraged to begin formulating ideas for their dissertation early in their program. (32)

FR 891 Ph.D. Dissertation Continuation. To be used when a student has fulfilled the 32 units of FR890. (0)

FR 892 D.MFT. Professional Dissertation. The project experience gives each D.MFT. student the opportunity of planning, executing and reporting on an applied oriented research project. The project may involve the development of a family oriented enrichment or therapy program, or the evaluation of an existing one. Although D.MFT. students may begin formulating their projects at any time, the project will normally be completed after the conclusion of all course work. (8)

FR 893 D.MFT. Professional Dissertation Continuation. To be used when a student has fulfilled the 32 units of FR892. (0)

Family Therapy (FT)

FT 500 Moral and Ethical Issues in Professional Life. Students review the central role of the personhood of the therapist, with emphasis upon the cultivation and sustenance of the emotional maturity, moral sensitivity, and moral decision making skills integral to independent professional life and practice. Students learn the application of ethical principles to specific moral dilemmas, i.e., dual relationships, assessments, etc. The role of theology and spirituality in moral development and ethical decision making is emphasized. (4)

FT 502 Legal Issues in Family Practice. A survey of the legal issues relevant to the practice of family therapy. Topics include family law, confidentiality and privilege, Tarasoff responsibilities, involuntary confinement, suicide assessment, and licensing. Prerequisite: FT500. (2)

FT 507 Psychopathology and Family Systems. A study of psychopathology and maladaptive behavior, and various treatment approaches in the context of the family. Emphasis is placed upon developmental diagnosis and the diagnostic nomenclature of the DSM III-R. (4)

FT 511 Family Therapy I. A study of psychodynamic approaches to family therapy, including Ackerman, Bowen, and object relations. Prerequisite: FT500. (4)

FT 514 Family Therapy II. This course focuses on communications, structural and strategic approaches to family therapy. Experiential and Brief Family Therapy will also be discussed. Prerequisite: FT511. (4)

FT 515 Marital Therapy. A study of various approaches to marital therapy. A pragmatic approach to therapy, including systems, behavioral, experiential/communications perspectives. This course covers areas such as the anatomy of a marriage, marital assessment, unsuccessful marriage, interventions and working through the stages of marital therapy. (4)

FT 520 Child and Adolescent Therapy. An introductory course surveying issues related to the assessment and treatment of childhood and adolescent disorders, from within the perspective of family systems. (4)

FT 522 Introduction to Assessment. An introductory survey of assessment issues pertinent to the MFTC, with emphasis on psychometric theory. (2)

FT 523 Assessment Lab I. A skill-oriented laboratory course which trains students in the use of relevant psychological testing instruments. Prerequisite: FT522. (2)

FT 524 Assessment Lab II. A skill-oriented laboratory course which trains students in the use of relevant psychological testing instruments. Prerequisite: FT523. (2)

FT 525 Medical Issues in Family Therapy. An introduction to the role of medical and psychiatric consultation in MFT practice, and to psychopharmacology. Prerequisite: FT508. (2)

FT 526 Addiction and Family Treatment. A study of the nature of addiction and drug use problems, including family treatment, diagnosis and assessment. The course is designed to meet the California state requirements in alcoholism and chemical dependency. Prerequisite: FT508. (2)

FT 527 Divorced and Reconstituted Families. This course is designed to provide an understanding of the major changes involved in family systems which undergo the processes of divorce and reconstitution. An emphasis will be placed upon therapeutic interventions which can assist families during times of major disruption and reorientation. Prerequisite: FT502. (4)

FT 539 Advanced Child Therapy. An advanced course exploring therapeutic interventions with children in both individual and family contexts. Prerequisite: FT520 or equivalent. (4)

FT 585 Special Topics in Family Therapy. This course focuses on selected rotating topics in family therapy. It is designed to make use of the expertise of visiting scholars, adjunct and resident faculty who would like to offer relevant coursework in family therapy which falls outside the regular curriculum. (4)

FT 590 Directed Study in Marital and Family Therapy. (1-4)

FT 801 Teaching and Supervision of MFT. Various family therapy supervision approaches and current developments in the training of marriage and family therapists will be studied. There will be a practical component to this course. (4)

FT 806 Marital Interaction and Psychopathology. A study of psychodynamic and developmental models of psychopathology as applied to the collusional marital system. Prerequisite: FT508 or equivalent. (4)

FT 808 Family Interaction and Psychopathology. An overview of models of dysfunctional family systems, with rotating topical emphases upon particular syndromes. Prerequisite: FT508 or equivalent. (4)

FT 810 Family Assessment. A course directed toward the development of clinical diagnostic skills in assess-
ing family dysfunction. Students will learn the use of family assessment tools such as the FACES III, Beavers-Timberlawn, and FAD. Prerequisite: FT508, FT520, FT523, FT524, FT808 or equivalent. (2)

FT 811 Marital Assessment. A course integrating the assessment of the marital relationship with the assessment of individual spousal dysfunction. Emphasis is placed upon the synthesis of data from dyadic and individual instruments, as well as the clinical interview. Prerequisite: FT508, FT522, FT523, FT524, FT806 or equivalent. (4)

FT 812 Child Assessment. A course exploring instruments used by family therapists to evaluate the impact of family dysfunction upon children. Emphasis is upon learning a team approach, whereby family therapists may combine their family assessment expertise with the individual assessment expertise of child psychologists. Prerequisites: FT508 and FT522, FT523, FT524, FT806, FT808, FT811 or equivalent. (2)

FT 813 Report Writing. A skills-based course on writing professional assessment reports on children, marriages, and families. Emphasis is upon the structure and content of report writing, the organization of assessment information, clarity of thought, and writing for the appropriate agency. Prerequisite: FT811, FT812. (2)

FT 825 Advanced Family Therapy. An indepth study of time-limited approaches to family therapy, including strategic, and structural models. Prerequisites: FT751, FT514 or equivalent. (4)

FT 826 Advanced Marital Therapy. A study of the psychodynamic, cognitive-behavioral, and systems approaches to the treatment of marital dysfunction. The course emphasizes the student's development of an integrated perspective. Prerequisite: FT315 or equivalent. (4)

FT 827 Advanced Sex Therapy. A course emphasizing major treatment approaches to sexual dysfunction, including a study of addictive sexual behavior. Prerequisite: FS504 or equivalent. (2)

FT 830 Advanced Clinical Foundations. This course is designed to provide incoming doctoral students with a review of conceptual and practical foundations for therapeutic practice. (2)

FT 839 Advanced Child Therapy. Doctoral-level offering of FT539. Prerequisite: FT520 or equivalent. (4)

FT 840 Therapy with Asian Families. An exploration of clinical strategies related to the practice of marital and family therapy with Asian families. Prerequisite: FS551 or equivalent. (2)

FT 841 Therapy with African-American Families. An exploration of clinical strategies related to the practice of marital and family therapy with African-American families. Prerequisite: FS551 or equivalent. (2)

FT 842 Therapy with Hispanic and Latino Families. An exploration of clinical strategies related to the practice of marital and family therapy with Latino and Hispanic families. Prerequisite: FS551 or equivalent. (2)

FT 855 Clinical Evaluation I. Demonstration of knowledge of ethical and legal issues surrounding the clinical practice of marriage and family therapy. Graded on a pass/fail basis. (1)

FT 856 Clinical Evaluation II. Completion of an oral evaluation of the student's written and videotaped case study. This evaluation is conducted during the third quarter of doctoral practicum. Graded on a pass/fail basis. (1)

FT 857 Clinical Evaluation III. Completion of a list of assessment instruments and written assessment reports. This must be completed by the end of the Winter Quarter during the doctoral internship. Graded on a pass/fail basis. (1)

FT 858 Clinical Evaluation IV. Completion of a second oral evaluation of the student's written and videotaped case study. This evaluation is conducted near the end of the student's doctoral internship. Graded on a pass/fail basis. (1)

FT 885 Special Topics in Family Therapy. Doctoral-level offering of FT585. (4)

FT 890 Directed Studies in Marital and Family Therapy. (2-4)

Clinical Training (FT)

FT 530 Clinical Foundations. The Audio-Visual Lab is a clinical training course in which first year students practice basic counseling skills with individuals, couples and families. Joining and various intervention strategies will be practiced. This learning experience spans the first two semesters of studies and includes role-playing, audio-video taped feedback, and participation in triads. Graded on a Pass/Fail basis. (2-2)

FT 531 Live Team. This training experience provides advanced master's students with two quarters of practice in marital and family therapy under the supervision of a clinical marriage and family faculty person. Each weekly session is conducted in a specially equipped observation room with a one-way mirror, where students have an opportunity to be either a cotherapist or team member. (0,0)

FT 550 Practicum. Students enroll in a total of 12 units of practice over a period of 15 consecutive months. During this clinical placement each student trainee engages in a minimum of 500 hours of direct counseling experience and receives a minimum of 100 hours of supervision. Fifty percent of all hours of counseling experience must be with marriages or families (two or more present in the room). Fifty percent of all supervision must be based upon raw data (i.e. video and/or audio; live observation), and a minimum of one hour of individual supervision must be received during each week of the practicum. All practica are graded on a Pass/Fail basis. (2-2-2-2-2-2)

FT 555 Practicum Continuation. To be used when a student has fulfilled the 12 unit practicum requirement without completing the 500 hour requirement. (0)
FT 831 Live Team. This training experience provides first-year doctoral students with three quarters of practice in marital and family therapy under the supervision of a clinical marriage and family faculty person. Each weekly session is conducted in a specially equipped observation room with a one-way mirror, where students have an opportunity to be either a co-therapist or participant-observer. Graded on a Pass/Fail basis only. (1-1-1)

FT 850 Clinical Doctoral Practicum. A three quarter supervised clinical experience. Students will receive case supervision and an evaluation of their clinical skills. Prerequisite: FT550 or its equivalent. All practice are graded on a Pass/Fail basis. (2-2-2)

FT 851 Internship. A twelve-month internship in an approved setting where students are engaged in a minimum of 1,500 hours of marital and family therapy. Prerequisite: FT850 or its equivalent. Graded on a Pass/Fail basis only. (3-3-3-3)

FT 852 Internship Continuation. To be used when a student has fulfilled the 12 unit internship requirement without completing the 1,500 hour requirement. (0)

FT 855 Clinical Evaluation. Demonstration of clinical competence through the fulfillment of three individually designed contracts. Students enroll for one unit of credit during each quarter in which they expect to complete one of the three phases in clinical evaluation. One unit of credit is also granted for the initial written and oral self-study. Graded on a Pass/Fail basis only. (1-1-1-1)

THE PSYCHOLOGICAL CENTER

This Center is a novel complex, the purpose of which is to support the work of the faculty of the School of Psychology. The primary tasks of the faculty are 1) to teach and train Christian persons as future clinical psychologists and marital and family therapists, 2) to conduct and supervise research on finding more effective ways to alleviate human suffering, and 3) to model the behavior of the therapists to apply the knowledge and techniques of their discipline to the solution of significant problems. Research conducted by creative clinical investigators is badly needed. The Psychological Center sponsors such research.

The Graduate School of Psychology began the expansion of The Psychological Center in 1976. This initial phase of expansion was made possible by a grant from the James Irvine Foundation. Since 1976 several other funding sources have assisted in the development of new facilities and programs. These sources include the Law Enforcement Assistance Administration, the Jameson Foundation, the Pasadena Foundation, the California State Department of Health, the Pasadena Child Health Foundation, the United States Department of Health and Human Services, the Pfaffinger Foundation, the Peppers Foundation, the Times Mirror Corporation, the Avery Corporation, the City of Pasadena, the Los Angeles County Department of Mental Health, and many individual donors.

In 1986, the Center moved its headquarters and many clinical facilities into an outstanding new 55,000 square-foot building. In 1989, a generous donation equipped the clinics with state-of-the-art video facilities to ensure high standards of teaching, supervision and feedback.

The faculty developed at the outset a basic plan for Ph.D. clinical training. This plan was later enlarged to embrace the concept of The Psychological Center. Subsequently, students in the marriage and family programs and Psy.D. programs were added to the training functions of the Center. The Psychological Center currently consists of three major administrative entities, with fifteen distinct clinical programs, covering a wide range of psychological interventions, utilizing various theoretical frameworks. The Center has been described as "the largest psychological training center run by psychologists" and in an accreditation visit in 1990 was identified as a "national prototype" for training in clinical psychology.

Students in the Graduate School of Psychology share in the excitement and challenge of developing the services, facilities, programs and projects which constitute the model for The Psychological Center. During their doctoral studies, most students spend several years of field training in The Psychological Center.

The Director of Training for The Psychological Center is primarily responsible for internship training, participates in the selection of predoctoral interns for The Psychological Center facilities, and coordinates supervision and training events for clerks, pre-interns and interns. The internship program of The Psychological Center is accredited by the American Psychological Association.

The Associate Director of Training for the Psychological Center is primarily responsible for practicum training as well as coordinating
the supervision of clinical trainees, either within the Center or in other nearby agencies working in association with the Director to maintain the same supervision standards.

The Psychological Center consists of the following programs:

**Fuller Psychological and Family Services.** This combined outpatient service provides assistance to individuals, couples and families, including specific services to children and adolescents. Psychological services are offered for adjustment disorders, anxiety and depression, stress management, abuse and domestic violence and physical conditions affected by psychological factors. For young people, we provide psychological testing and treatment for attention deficit disorders, behavior problems, school difficulties, social skills, and parent/child issues.

Our marriage and family therapy division offers counseling and educational services designed to help people resolve a variety of relational, emotional, spiritual, and cultural problems that arise in family life. Specifically, this includes relationship counseling, premarital counseling, marital enrichment and therapy, couples group therapy, divorce counseling and family therapy.

**Pasadena Christian School.** The provision of counseling services for the students of Pasadena Christian School began in September of 1993. Funded initially with a grant from the Weingart Foundation, the program provides drop-in counseling, therapeutic group interventions and seminars, and communication with school administration and faculty regarding high risk students. It is the desire of The Psychological Center administration to replicate this program in other Christian schools.

**Inter-Community Alternatives Network.** I-CAN is a research and training facility developed by The Psychological Center in 1980. It is a day treatment program for chronically mentally ill adults. I-CAN offers an alternative to hospitalization. A support system for participants is developed, and skills essential for independent living are taught by students, staff and volunteers. The program has recently evolved to become a multidisciplinary treatment team based on a rehabilitation model of service delivery, as well as becoming a Medi-Cal provider. In addition to these components of service, including aftercare, creating a seven day a week facility, significant psychosocial research is undertaken. I-CAN is a nonprofit program funded through the Short-Doyle Plan of the County of Los Angeles.

**Center for Aging Resources.** The Center for Aging Resources is a gerontology service consisting of several clinics: Heritage House, Elder Abuse Prevention Intervention Program (EAPIP), Community Assistance Program for Seniors (CAPS), and Gero-Net.

**Heritage House.** Heritage House is an outpatient clinic offering services to older adults. Located in a spacious home, reflecting Pasadena’s rich cultural and architectural heritage, Heritage House serves persons at all income levels, regardless of race, national origin, creed or religion. Services include individual and group counseling, neuropsychological assessment, support groups, intergenerational family consultation, and community education and training. The goals of Heritage House include growth, life enhancement and support of older adults and their families, the training of professionals and volunteers in gerontology, and community education.

**Community Assistance Program for Seniors (CAPS).** A program designed to prevent premature institutionalization of the frail elderly, suffering from Alzheimer’s disease and other related disorders, such as stroke and Parkinson’s disease. Services include group activities, psychological services and transportation. Opened in 1981, the program provides holistic, multidisciplinary treatment by a professional staff and is an Alzheimer’s Day Care Resource Center.

**Gero-Net.** Some seniors who live alone become mentally confused and may engage in disturbing behaviors which trigger calls for police or a psychiatric emergency team. Such persons would usually be hurt more than helped by being taken to a psychiatric hospital. Fortunately, regular face-to-face and telephone contacts by another person can often stabilize the mentally frail senior and allow the elderly person to continue living in his or her own home within the community. The program attempts to maintain personal integrity by promoting maximal functioning in a secure environment. The trainees and volunteers of Gero-Net provide such contacts. Gero-Net is funded through the Short-Doyle Plan of the County of Los Angeles.

**Crime Resistance Involvement Council (CRIC).** This complex of services is jointly sponsored by the Pasadena Police Department and partially supported by the City of Pasadena. Senior volunteers from the community play an important role in providing assistance to victims of crime and in training older adults to lower their risk of becoming a victim. Another component of CRIC deals with elderly victims of abuse or neglect. CRIC became a part of The Psychological Center in 1976, and has been recognized as a model program.

**Project IV Family Outreach.** Project IV Family Outreach is a novel program involving cooperation between The Psychological Center, the Pasadena Mental Health Center, Foothill Family Ser-
vice and Pacific Clinics. These four agencies provide staff for a common project, established in 1981, which has been housed in the central offices of the Pasadena Unified School District. The primary purpose of the program is to identify and evaluate persons who are at high risk for educational, psychological and social problems, but who tend to underutilize traditional forms of mental health services. The staff works to link clients with the most appropriate services in the community. This program is funded through the Short-Doyle Plan of the County of Los Angeles.

Catalina House. This is a newly developed program to provide independent living skills for young adults in a residential setting. Funded primarily by the Los Angeles County Department of Children’s Services, it is a collaborative venture with Pasadena City College. Residential and program supervision together with counseling services are provided by The Psychological Center for emancipated foster youth (ages 18-21) while they pursue educational/vocational courses provided by PCC.

OTHER TRAINING AND RESEARCH FACILITIES

Lee Edward Travis Institute for Biopsychosocial Research. This institute is committed to fostering interdisciplinary research into the relationships between social systems, religious beliefs, mental and affective states, biological responses and health. The Institute provides a distinctive research unit within the Fuller Graduate School of Psychology in which interested faculty, research collaborators and students can engage in regular and ongoing activities with a common focus. It also fosters collaborative research in the broad areas of health psychology, behavioral medicine, neuropsychology, psychoneuroimmunology, psychophysiology, and others. The ongoing biopsychosocial research efforts of the Fuller faculty have led to the creation of a significant network of collaborative relationships with individual researchers and experts from other disciplines working in surrounding institutions.

Institute for Marriage and Family. This institute supports the production and dissemination of basic and applied research on marriage and family issues that informs and supports positive marriage and family relationships that express Christian faith perspectives. The Institute for Marriage and Family seeks to develop prevention and intervention strategies to reach families in trouble, provide information exchange that increases the effectiveness of Christians who are in professions that serve marriages and families and develop outreach programs to families with chronic difficulties. It also encourages continuing cross-cultural, interdisciplinary and international dialogues among practitioners and researchers concerning marriage and family issues. The goal of the institute is to strengthen the effectiveness of marriage and family ministries in the worldwide church by utilizing research to develop materials, technologies, media and other practical applications that support Christian marriage and family living.

Psychophysiological Laboratory. This laboratory is equipped with the modern electronic instruments used in the study of psychophysiological phenomena. The action of the central and autonomic nervous systems is studied in relationship to such factors as perceptions, problem solving, memory, language, motor responses, and emotion. The equipment available for research include recording instruments, signal processing equipment, and a computer for signal averaging and statistical analysis.

Stress and Biofeedback Laboratory. This laboratory is equipped to measure a variety of stress indicators and provide stress management and relaxation training through biofeedback training. Students supplement coursework with encouragement to personally train themselves in these modalities.

Computer Facilities. The School of Psychology has a personal computer installation which gives access to up-to-date research statistics packages. This system is made available to students for research purposes at no charge. Students are encouraged to develop skills in computer use. Computerized test scoring and interactive computerized test feedback are also being developed.

CLINICAL FACULTY MEMBERS: CLINICAL PSYCHOLOGY

The following is a list of professionals employed by the centers at which Division of Clinical Psychology Ph.D. and Psy.D. students receive their field training and who provided supervision to students during 1993-94.

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Clinical Professors of Psychology

Robert Alexander, Ph.D., Federal Correctional Institute, Federal Bureau of Prisons, Petersburg, VA
David Allyn, M.D., Capistrano by the Sea Hospital, Dana Point, CA
Lowell T. Anderson, Ph.D., New York University-Bellevue Hospital, New York, NY
Susan Bakota, Ed.D., UCLA Student Psychological Services, Los Angeles, CA
Tom Ball, Ph.D., Foothill Community Mental Health Center, Glendora, CA
Pam Birrell, Ph.D., Delaunay Mental Health Center, Portland, OR
Thomas Boll, Ph.D., University of Alabama at Birmingham, Psychology Training Consortium, Birmingham, AL
Thomas R. Bonifield, Ph.D., United States Department of Public Health, Seattle, WA
Irving Bornstein, Ph.D., VA Medical Center-Sepulveda, Psychology Service, Los Angeles, CA
Harry Breuer, Ph.D., New York University-Bellevue Hospital, New York, NY
Harvey Brooker, Ph.D., Clark Institute of Psychiatry, Toronto, Ontario, Canada
Dennis L. Calkins, Ph.D., National Naval Medical Center, Psychology Department, Bethesda, MD
Alicia Cantor, Ph.D., Center for Aging Resources, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Linda Carter, Ph.D., New York University-Bellevue Hospital, New York, NY
Patricia Cawnder, Ph.D., Patton State Hospital, Department of Psychology, Patton, CA
June W. J. Ching, Ph.D., Kapiolani Counseling Center, Honolulu, HI
Freda V. Churchill, Ph.D., National Naval Medical Center, Psychology Department, Bethesda, MD
Patrick Cicognani, Ph.D., Delaunay Mental Health Center, Portland, OR
Frederick Covian, Ph.D., New York University-Bellevue Hospital, New York, NY
Carol Cummings, Ph.D., VA Medical Center-West Los Angeles, Los Angeles, CA
Barbara L. DeMaster, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Jeri Doane, Ph.D., VA Medical Center-West Los Angeles, Los Angeles, CA
Norma Finkel Doff, Ph.D., New York University-Bellevue Hospital, New York, NY
Michael Doyle, Ph.D., Loyola Marymount University, Counseling Services, Los Angeles, CA
Maj. Fred E. Drummond, Ph.D., Malcolm Grow USAF Medical Center, Department of Psychology, Andrews AFB, Washington, DC
That Eckman, Ph.D., VA Medical Center-West Los Angeles, Los Angeles, CA
Eric Edelman, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Col. Horace F. Edwards, Ph.D., Dwight David Eisenhower Army Medical Center, Fort Gordon, GA
Thomas Erck, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukeee, WI
Herman Feifel, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA
Louie Fleece, Ph.D., University of Alabama at Birmingham, Psychology Training Consortium, Birmingham, AL
Michael F. Flynn, Ph.D., VA Westside Medical Center, Psychology Service, Chicago, IL
John Friar, Ph.D., VA Medical Center-Sepulveda, Psychology Service, Los Angeles, CA
Linda R. Friar, Ph.D., Loyola Marymount University, Counseling Services, Los Angeles, CA
James Friesen, Ph.D., Shepherd's House, Van Nuys, CA
David Garron, Ph.D., Rush Presbyterian-St. Luke's Medical Center, Department of Psychology & Social Sciences, Chicago, IL
Kenneth E. Gerber, Ph.D., VA Medical Center-Long Beach, Psychology Service, Long Beach, CA
Frederic D. Glogower, Ph.D., National Naval Medical Center, Psychology Department, Bethesda, MD
Thomas J. Grundle, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Judith Halama, Ph.D., VA Medical Center-Sepulveda, Psychology Service, Los Angeles, CA
William Haley, Ph.D., University of Alabama at Birmingham, Psychology Training Consortium, Birmingham, AL
Richard W. Hanson, Ph.D., VA Medical Center-Long Beach, Psychology Service, Long Beach, CA
Diana Harrison, Ph.D., VA Medical Center-Sepulveda, Psychology Service, Los Angeles, CA
Maj. Gregory P. Hollis, Ph.D., Dwight David Eisenhower Army Medical Center, Fort Gordon, GA
Robert C. Hulsebus, Ph.D., Dwight David Eisenhower Army Medical Center, Fort Gordon, GA
Rebecca Jacobsen, Ph.D., VA Medical Center-Sepulveda, Psychology Service, Los Angeles, CA
Barry Jones, Delaunay Mental Health Center, Portland, OR
Gregory Jurenc, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Lucia Kellar, Ph.D., New York University-Bellevue Hospital, New York, NY
Emily T. Knight, Ph.D., La Rabida Children's Hospital & Research Center, Behavioral Sciences Department, Chicago, IL
John N. Lemmon, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Richard Lewis, Ph.D., VA Medical Center-Sepulveda, Psychology Service, Los Angeles, CA
John V. Liccione, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Mary Kay Luzi, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Michael B. Maskin, Ph.D., Jerry L. Pettis Memorial VA Medical Center, Psychology Service, Loma Linda, CA
Clinical Assistant Professors of Psychology

Heidi Alletzhauser, Psy.D., Wright State University, School of Professional Psychology, Dayton, OH

Tama Anderson, Ph.D., Center for Aging Resources, The Psychological Center, Fuller Theological Seminary, Pasadena, CA

Millie Astin, Ph.D., Harbor/UCLA Medical Center, Torrance, CA

Marquita Bedway, Ph.D., Children’s Hospital of Michigan, Pediatrics Department, Detroit, MI

Steven Berman, Ph.D., Patton State Hospital, Department of Psychology, Patton, PA

Eric Braen, Ph.D., Patton State Hospital Department of Psychology, Patton, PA

Jeri Castronova, Ph.D., Camarillo State Hospital and Developmental Center, Camarillo, CA

Jeff Clark, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI

Nadine Cole, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA

Arthur A. Craft, Ph.D., Staunton Clinic, Sewickley Valley Hospital, Sewickley, PA

Andrea L. Davis, Ph.D., Fuller Psychological & Family Services, The Psychological Center, Fuller Theological Seminary, Pasadena, CA

Lisa Dieckmann, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA

Susan Dvorak, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI

Steve Dykstra, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI

Tal Elhanan, Psy.D., Harbor/UCLA Medical Center, Torrance, CA

Carlos Fayard, Ph.D., Patton State Hospital, Department of Psychology, Patton, CA

Marcus Forbes, Ph.D., Federal Correctional Institute, Federal Bureau of Prisons, Petersburg, VA

Lisa Gabardi, Ph.D., Delaunay Mental Health Center, Portland, OR

Capt. Margaret A. Gerner, Ph.D., Malcolm Grow USAF Medical Center, Department of Psychology, Andrews AFB, Washington, DC

Marga Gilroy, Ph.D., Children’s Hospital of Michigan, Pediatrics Department, Detroit, MI

James Goelzen, Ph.D., Staunton Clinic, Sewickley Valley Hospital, Sewickley, PA

Sharon Goodman, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA

LaFaeune Gordon, Ph.D., Harbor/UCLA Medical Center, Torrance, CA

Elmer Griffin, Ph.D., Fuller Psychological & Family Services, The Psychological Center, Fuller Theological Seminary, Pasadena, CA

Richard Griffin, Psy.D., Eastern Virginia Medical School, Department of Psychiatry & Behavioral Science, Norfolk, VA

Christopher Grote, Ph.D., Rush Presbyterian-St. Luke’s Medical Center, Department of Psychology & Social Sciences, Chicago, IL

Lee Guerra, Ph.D., Patton State Hospital, Department of Psychology, Patton, CA

Kirk Heilbrun, Ph.D., Federal Correctional Institute, Federal Bureau of Prisons, Petersburg, VA

Naomi Himmelfarb, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA

Robbin Huff, Ph.D., Patton State Hospital, Department of Psychology, Patton, PA

Sharon Jablon, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA

Jayme Jones, Ph.D., Harbor/UCLA Medical Center, Torrance, CA

Joseph Kaine, Ph.D., The Children’s Medical Center, Department of Psychology, Dayton, OH

Lori Katz, Ph.D., VA Medical Center-Long Beach, Psychology Service, Long Beach, CA

Susan Keens, Ph.D., Inter-Community Alternatives Network, The Psychological Center, Fuller Theological Seminary, Pasadena, CA

Rhonda Keller, Ph.D., Inter-Community Alternatives Network, The Psychological Center, Fuller Theological Seminary, Pasadena, CA

Mary Pat Kelly, Ph.D., Capistrano by the Sea Hospital, Dana Point, CA

Norman Kerbel, Ph.D., Patton State Hospital, Department of Psychology, Patton, CA

Lawrence Koszowski, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI

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Henriette Martens, Ph.D., Inter-Community Alternatives Network, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Cathy M. Mavrolas, Ph.D., La Rabida Children’s Hospital & Research Center, Behavioral Sciences Department, Chicago, IL
Randi McAllister-Black, Ph.D., City of Hope Medical Center, Duarte, CA
Sandra McCrane, Psy.D., VA Westside Medical Center, Psychology Service, Chicago, IL
Beverly McCreary, Ph.D., Harbor/UCLA Medical Center, Torrance, CA
Kevin McFarley, Ph.D., Private Practice, Austin, TX
Judith McKay, Ph.D., City of Hope Medical Center, Duarte, CA
Beverly Mirise, Ph.D., Harbor/UCLA Medical Center, Torrance, CA
Christopher Morano, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Fay Murakawa, Ph.D., Kaiser Permanente Mental Health Center, Los Angeles, CA
Paul Myers, Ph.D., Delaunay Mental Health Center, Portland, OR
Evan Nelson, Ph.D., Federal Correctional Institute, Federal Bureau of Prisons, Petersburg, VA
Gloria Neumann, Psy.D., Kapiolani Counseling Center, Medical Center for Women & Children, Honolulu, HI
Andrew Nocita, Ph.D., Staunton Clinic, Sewickley Valley Hospital, Sewickley, PA
David Nyenhuis, Ph.D., Rush Presbyterian-St. Luke’s Medical Center, Department of Psychology & Social Sciences, Chicago, IL
Jeanne Panell, Ph.D., Patton State Hospital, Department of Psychology, Patton, WI
Susan Payvar, Ph.D., VA Westside Medical Center, Psychology Service, Chicago, IL
Capt. Walter S. Posten, Ph.D., Malcolm Grow USAF Medical Center, Department of Psychology, Andrews AFB, Washington, DC
John E. Prestby, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Kendra Pugh, Ph.D., Federal Correctional Institute, Federal Bureau of Prisons, Petersburg, VA
Laura Riggle, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Robert Rothermel, Jr., Ph.D., Children’s Hospital of Michigan, Pediatrics Department, Detroit, MI
John Schipper, Ph.D., Harbor/UCLA Medical Center, Torrance, CA
Paul R. Schratz, Jr., Ph.D., National Naval Medical Center, Psychology Department, Bethesda, MD
Carla Egly Schuler, Ph.D., Kaiser Permanente Mental Health Center, Los Angeles, CA
William T. Seidel, Ph.D., Children’s Hospital of Los Angeles, Neurology Department, Los Angeles, CA
Shelly Silfven, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Jatinder Singh, Ph.D., Patton State Hospital, Department of Psychology, Patton, CA
Thomas J. Speech, Ph.D., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Jeanne Stanford, Ph.D., UCLA Student Psychological Services, Los Angeles, CA
Susan Steinberg, Ph.D., VA Medical Center, Outpatient Clinic, Los Angeles, CA
Dr. Allyson Tanouye, University of Hawaii at Manoa, Center for Student Development, Honolulu, HI
Helga Thordardson, Ph.D., Patton State Hospital, Department of Psychology, Patton, CA
Mary Ann Timmis, Ph.D., Children’s Hospital of Michigan, Pediatrics Department, Detroit, MI
Shauna Tindall, Ph.D., Children’s Hospital of Michigan, Pediatrics Department, Detroit, MI
Lynn Warner, Ph.D., Eastern Virginia Medical School, Department of Psychiatry & Behavioral Science, Norfolk, VA
Stacy Wilkins, Ph.D., VA Medical Center-West Los Angeles, Los Angeles, CA
Rose Woo, Ph.D., Fuller Psychological & Family Services, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Janet Anderson Yang, Ph.D., Center for Aging Resources, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Lois Yeh, Psy.D., Capistrano by the Sea Hospital, Dana Point, CA

Clinical Instructors in Psychology

Maj. Nancy G. Chapman, Dwight David Eisenhower Army Medical Center, Fort Gordon, GA
Pamela Clancy, M.S., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Joe Dickson, LCSW, CPC Alhambra Hospital, Rosemead, CA
Berte Friedberg, M.A., Staunton Clinic, Sewickley Valley Hospital, Sewickley, PA
Stephen A. Gilbertson, M.S., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Peter Graves, J.D., M.A., VA Medical Center, Outpatient Clinic, Los Angeles, CA
Tina Harrison, M.A., Staunton Clinic, Sewickley Valley Hospital, Sewickley, PA
Mary Ann Krehbiel, M.A., National Naval Medical Center, Psychology Department, Bethesda, MD
Ronald Nederhoed, M.A., Milwaukee County Mental Health Complex, Department of Psychology, Milwaukee, WI
Patricia Rodriguez-Holguin, M.S.W., UCLA Student Psychological Services, Los Angeles, CA
Nan Senzaki, M.S.W., UCLA Student Psychological Services, Los Angeles, CA
Barbara A. Willard, RN, MSN, VA Westside Medical Center, Psychology Service, Chicago, IL
CLINICAL FACULTY MEMBERS:
MARRIAGE AND FAMILY

Eric Evenhuis, D.Min., Charter Oaks Hospital, Covina, CA
Kathleen Fitzpatrick M.A., M.S., Inter-Church Counseling Center, Whittier, CA (AAMFT-Approved Supervisor)
Lydia Glass, Ph.D., Fuller Psychological and Family Services, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Beverly Hagner, Ed.D., Catholic Psychological Services, Pico Rivera, CA
Karen Huestis, M.A., Glen Roberts Child Study Center, Glendale, CA
James Masteller, D.Min., Center for Family Therapy, Orange, CA
Nancy Nicholson, M.A., Outreach Counseling, Arcadia, CA
Sharon Patapoff, M.A., Outreach Counseling, Arcadia, CA
Nina Alby Penticuff, M.A., New Hope Christian Counseling Center, Covina, CA
James Steinwedell, M.A., MFCC, Private Practice, Pasadena, CA
Janie Strasner, M.A., Glen Roberts Child Study Center, Glendale, CA
Charlene Underhill, M.A, Fuller Psychological and Family Services, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Jan Winters, M.A., Outreach Counseling, Arcadia, CA

CLINICAL FACILITIES
FOR FIELD TRAINING:
CLINICAL PSYCHOLOGY

The institutions listed below are those which were directly engaged during 1993-94 in providing clinical experience and training to fourth, fifth and sixth year students. Some of the institutions listed have an ongoing training agreement with the Division of Clinical Psychology so that they accept a fixed number of trainees each year. Others have accepted students for internships in open competition with students from many other universities. This list of institutions changes somewhat from year to year.

Alzheimer’s Research Center, Andrus Gerontology Center, University of Southern California, Los Angeles, CA
Camarillo State Hospital and Developmental Center, Camarillo, CA (APA-Approved Internship)
Capistrano by the Sea Hospital, Dana Point, CA (APA-Approved Internship)
Center for Aging Resources, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Children’s Hospital of Los Angeles, Los Angeles, CA
Children's Hospital of Michigan, Detroit, MI (APA-Approved Internship)
City of Hope National Medical Center, Duarte, CA
Clark Institute of Psychiatry, Toronto, Ontario, Canada
CPC Alhambra Hospital, Rosemead, CA
Delaunay Mental Health Center, Portland, OR
Eastern Virginia Medical School, Norfolk, VA (APA-Approved Internship)
Emory University School of Medicine, Atlanta, GA (APA-Approved Internship)
Federal Bureau of Prisons, Federal Correctional Institute, Petersburg, VA (APA-Approved Internship)
Foothill Community Mental Health Center, Glendora, CA
Fuller Psychological and Family Services, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA (APA-Approved Internship)
Harbors-UCLA Medical Centers, Torrance, CA
Inter-Community Alternatives Network, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Jerry L. Pettis Memorial VA Medical Center, Loma Linda, CA (APA-Approved Internship)
Kaiser Permanente Mental Health Center, Los Angeles, CA
Kapiolani Counseling Center, Medical Center for Women & Children, Honolulu, HI (APA-Approved Internship)
La Rabida Children’s Hospital & Research Center, Chicago, IL (APA-Approved Internship)
L.I.F.E. Management Systems, Monrovia, CA
Los Angeles County/University of Southern California, Adult Outpatient Clinic, Los Angeles, CA
Los Angeles County/University of Southern California, Child Outpatient Clinic, Los Angeles, CA
Los Angeles County/University of Southern California Medical Center, Department of Psychiatry & Behavioral Sciences, Los Angeles, CA (APA-Approved Internship)
Loyola Marymount University, Los Angeles, CA
Milwaukee County Mental Health Complex, Milwaukee, WI (APA-Approved Internship)
New York University-Bellevue Hospital, New York, NY (APA-Approved Internship)
Pacific Clinics, Pasadena, CA (APA-Approved Internship)
Patterson State Hospital, Patterson, CA (APA-Approved Internship)
Rush Presbyterian-St. Luke’s Medical Center, Chicago, IL (APA-Approved Internship)
Shepherd’s House, Van Nuys, CA
Staunton Clinic, Sewickley Valley Hospital, Sewickley, PA
United States Air Force, Malcolm Grow USAF Medical Center, Andrews AFB, Washington, DC (APA-Approved Internship)
United States Army, Dwight David Eisenhower Army Medical Center, Fort Gordon, GA (APA-Approved Internship)
United States Department of Justice, Federal Prison System, Federal Correctional Institution, Terminal Island, CA
United States Department of Public Health, Seattle, WA
United States Navy, National Naval Medical Center, Bethesda, MD (APA-Approved Internship)
University of Alabama at Birmingham, Psychology Training Consortium, Birmingham, AL (APA-Approved Internship)
University of California at Los Angeles, Student Psychological Services, Los Angeles, CA (APA-Approved Internship)
University of Hawaii at Manoa, Center for Student Development, Honolulu, HI (APA-Approved Internship)
Vanderbilt University Medical Center, Nashville, TN (APA-Approved Internship)
Veterans Administration Medical Center, Long Beach, CA
Veterans Administration Medical Center, Outpatient Clinic, Los Angeles, CA (APA-Approved Internship)
Veterans Administration Medical Center, Palo Alto, CA (APA-Approved Internship)
Veterans Administration Medical Center-Sepulveda, Los Angeles, CA (APA-Approved Internship)
Veterans Administration Medical Center-West Los Angeles, Los Angeles, CA (APA-Approved Internship)
Veterans Administration Westside Medical Center, Chicago, IL (APA-Approved Internship)
Wright State University, School of Professional Psychology, Dayton, OH (APA-Approved Internship)

CLINICAL FACILITIES FOR FIELD TRAINING: MARRIAGE AND FAMILY

The institutions listed below provided clinical training for marital and family therapy students during the 1993-94 academic year.

Catholic Psychological Services, Pico Rivera, CA
Center for Family Therapy, Orange, CA
Chartier Oaks Hospital, Covina, CA
Fuller Psychological and Family Services, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
Glen Roberts Child Study Center, Glendale, CA
Inter-Church Samaritan Counseling Center, Whittier, CA
Inter-Community Alternatives Network, The Psychological Center, Fuller Theological Seminary Graduate School of Psychology, Pasadena, CA
La Vie Whole Person Health Care Center, Pasadena, CA
New Hope Christian Counseling Center, Covina, CA
Outreach Counseling, Arcadia, CA

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Continuing and Extended Education
In 1985, the administrative structure of the Seminary was reorganized to include a fourth academic unit concentrating on continuing education for those already involved in ministry. This new academic division, officially designated Continuing and Extended Education (CEE), includes the Extended Education program, the Doctor of Ministry program, the Lowell W. Berry Institute for Continuing Education in Ministry, and the Institute for Christian Organizational Development.

The goal of Continuing and Extended Education is to make available to those engaged in work and ministry the opportunity to further their education, and to bring together resources to focus on the special needs of the church and its ministry, as well as the needs of Christian organizations. Through Continuing and Extended Education, work leading to a degree, as well as nondegree and continuing education, is available. Seminars, conferences, workshops, and off-campus graduate-level coursework are among the alternative forms of training provided. Continuing and Extended Education utilizes the expertise of those already involved in areas such as church growth, the management of Christian organizations, and marriage and family ministries. The philosophies, aims, curriculum and opportunities of the various programs of Continuing and Extended Education are described in this section. Further information regarding a particular program may be obtained from the office of that program.

## EXTENDED EDUCATION PROGRAM

### History

Extended Education, now entering its twenty-second year, began offering courses in September 1973 in Seattle, Washington, and Los Angeles, Fresno and Bakersfield, California, with the purpose of bringing graduate theological education to lay people. The Extended Education Program was developed as a response to the need for training laypersons in the context of the local church. A local committee of Christian leaders and students in the program determined the local character and helped to shape the local program.

More than one hundred students were enrolled in the first Extension student body in those four cities. In its first fifteen years, besides its current Extension areas, Extended Education held courses in Boulder, Colorado; Honolulu, Hawaii; Eastern Washington; and in Sacramento and Los Angeles County, California. The program now offers courses in five established Extension areas: southern California (Orange County, San Diego County, Palm Desert, Santa Barbara/Ventura and Bakersfield); northern California (Menlo Park, Oakland and Sacramento); Washington (Seattle); Arizona (Phoenix and Tucson); and Colorado (Colorado Springs). The Master of Arts in Theology degree (General Program Track) is available entirely in Extension through five of the Extended Education locations (Orange County, Menlo Park, Seattle, Phoenix and Colorado Springs), and the new Master of Arts in Christian Leadership degree program is being inaugurated in all Extension areas. The M.A. in Marital and Family Therapy is available in Menlo Park. The School of World Mission offers courses in several locations from time to time.

From the outset, the Extended Education program has been characterized by the desire to provide theological education with a high degree of academic excellence to students in their ministry and work settings. The courses offered during the 1994-95 year reflect Fuller Theological Seminary’s commitment to offering graduate courses off campus, in the context of the local church and other local ministries.

### Philosophy

Fuller Theological Seminary Extended Education seeks to serve local churches by providing opportunities for theological education for ministry within a local church context. Extended Education seeks to provide educational experiences in off-campus, non-traditional settings which will enable students to discover, develop and improve their gifts for service and ministry within the scope of the church’s overall mission. By offering fully accredited graduate courses off-campus on weekends and evenings, Extended Education makes theological education possible for many church leaders, church staff members, Bible study leaders, business people, homemakers, professionals and others whose careers or circumstances preclude full-time study. Extended Education:

1. Provides theological education for the development of lay persons for leadership in ministry within the local church context.
2. Offers prospective theological students experience in church ministry and Christian community while beginning their studies and testing their callings; and
3. Extends resources to pastors for the development of local church educational programs.
and for personal and professional enrichment. The process of theological education for ministry in extension is implemented by going to the student, being close to the location of ministry and being close to the life and task demands of the participants.

In short, Extended Education is a community of learners-practitioners-scholars in ministry who seek to know God better, to understand God's revelation more fully and to do God's ministry more effectively. Fuller's Extended Education provides theological education of academic excellence in off-campus settings on nontraditional schedules. Through course work in Extension, students encounter a concept of ministry which takes seriously the charge to "equip the saints for the work of ministry."

**Coordinating/Steering Committees**

Within guidelines determined by the administration and faculty of the Seminary, each area's Coordinating or Steering Committee provides contextualized leadership for the local program. Members represent various denominations and occupations in the Christian community of the Extension area. All members of these committees sign the Fuller Theological Seminary Statement of Faith and are formally appointed by the Seminary.

**Faculty**

Fuller Theological Seminary faculty members and adjunct faculty travel to the Extension class sites to teach Extended Education courses. The adjunct faculty are qualified professors, pastors, Christian psychologists and leaders in national and international Christian organizations. These persons join Seminary faculty members in offering courses in biblical studies, church history, theology, ministry, missions, languages, field education and counseling. All resident and adjunct faculty sign the Fuller Theological Seminary Statement of Faith.

**Admission Requirements and Procedures**

The general standards for admission to the Seminary may be found in the second section of this catalog. Admission to the School of Theology through the Extended Education Program normally requires a bachelor's degree from an accredited institution. Applications may be obtained from the local Extended Education office, and all application materials, including transcripts, must be in the local Extended Education office by the application deadline for the quarter. Application deadlines for the various quarters may be found in the second section of this catalog. The local Extended Education office will forward the completed application to the Admissions office on the Pasadena campus, which will inform the student of the decision of the Admissions Committee. Notification of the committee's decision is generally made within four weeks after receiving the completed application.

Late applications may be submitted after the regular application deadline. Applications received after the deadline are subject to special fees and restrictions. A late admission is tentative, subject to confirmation by the Admissions Office, and is valid only for that quarter.

**Update and Reapplication.** Students who have not registered for classes at Fuller for more than two years but less than three years must submit an update form, available from the local Extended Education office. Students who have not registered for classes at Fuller in more than three years must reapply for admission, updating certain parts of their application. Contact the local Extended Education office for details.

**Curriculum**

Courses offered in extension on a quarterly basis are equivalent to those offered at the Pasadena campus. Full-time faculty and local adjunct professors provide instruction. Courses are taught primarily on weeknights or weekends in local facilities, and library resources are arranged with local institutions. Each Extended Education area publishes its own quarterly listing of class offerings. Expanded course descriptions, which include course objectives, required reading, assignments and other information, are available from the local Extended Education office. Contact the local Extended Education office for further information on registration and the purchase of textbooks. Fuller Theological Seminary reserves the right to cancel a class due to insufficient enrollment.

Admission to the Seminary through the Extended Education program permits students to enroll in courses through any of the Seminary's locations or programs, including the Pasadena campus and the In-Service Program. For information on registration for a Pasadena campus course or on courses available through the In-Service Program, contact the School of Theology academic advising office.

The Fuller Extended Education program also offers supervised field experiences for credit to those students desiring opportunities for practical application of academic information. Courses may be taken in a practical setting as outlined by Extended Education publications.
Registration and Course Changes

Registration (including appropriate payment) must be received in the local Extended Education office before the second class meeting. Registration for courses with no formal meetings (such as independent studies and field education) must be received by the end of the first week of the quarter.

Students may add or drop courses through the local Extended Education office with a service charge of $5.00 for each change or set of changes made at the same time. Courses may be added, and grade, pass/fail, or audit status changed prior to the second class meeting. Courses may be dropped before the fourth class meeting if the class meets five to seven times, or before the fifth class meeting if the class meets eight to ten times. There is a refund schedule for classes dropped prior to the third class meeting (see below).

For courses meeting on Friday nights and Saturdays for several weekends, each weekend is considered a separate class meeting for purposes of registration and course change deadlines.

Academic Policies

Students in Extended Education are subject to the same academic policies that apply to other students in the Seminary. These policies are described in the second section of this catalog, as well as in the Extended Education Student Handbook.

Library Facilities

Each Extension Area has borrowing arrangements with local libraries. Extension students may use the libraries listed for their area. Some libraries require a user's fee. Use of these facilities requires proof of current registration. Books may be obtained from the Seminary's McAlister library through the interlibrary loan (ILL) departments of these libraries. Students may make full use of McAlister Library when they are in the southern California area and can make regular visits.

Seattle: University of Washington, Seattle Pacific University, Lutheran Bible Institute, Northwest College, Puget Sound Christian College, and the libraries of local churches.

Northern California: Graduate Theological Union, Berkeley; St. Patrick's Seminary, Menlo Park; San Jose Bible College, San Jose; University of California, Davis; and Sacramento State University, Sacramento.

Orange County: O. Cope Budge Library of Southern California College, University of California at Irvine, Orange Coast College, Library of the School of Theology at Claremont.

Phoenix: Grand Canyon University, Arizona State University, Arizona State University West, KINO Institute, University of Arizona, Southwestern Bible College and Arizona College of the Bible.

San Diego: University of California at San Diego, Point Loma College, California State University at San Diego.

Santa Barbara: Westmont College.

Bakersfield: Bakersfield City College. Also, two former seminary presidents have opened up their personal libraries for Bakersfield students.

Colorado Springs: The Institute for Youth Ministries has a library of approximately 6,000 volumes. Arrangements are also being made with a local Christian college library.

Program Opportunities

Master of Arts in Christian Leadership Degree. The Master of Arts in Christian Leadership degree program seeks to prepare women and men who are called to intentional, nonordained leadership roles within the church, parachurch organizations, Christian higher education and the marketplace. The leadership in view is that which has a primary focus on organization or administration, articulating the mission and developing strategies, rather than on instruction or teaching, though the latter may well be a dimension of it.

Three concentrations are offered at the present time: adolescent ministries, Christian higher education and ministry of the laity. The program is intended for lay people who are called to specialized positions such as youth pastors or campus ministers, administrators in Christian colleges and facilitators of lay or marketplace ministry.

The program can be used as a basis for engaging in further professionally and vocationally oriented study, but is not intended as a basis for further academic study in Bible, theology and ministry.

The degree may be earned through coursework taken at any Fuller Seminary location. However, not all courses, especially those required for certain concentrations, may be readily available at all off-campus sites. The requirements for this degree may be found in the School of Theology section of this catalog.

Master of Arts in Theology Degree. The Master of Arts in Theology degree is designed for students who desire graduate work in theological education along with greater flexibility in the
design of their educational experience. Personal enrichment is often the aim of M.A. students. The degree also has been pursued by those intending church-related vocations in denominations not requiring the M.Div. degree.

Because of the great variation in student goals and previous studies, each person has the opportunity to construct an individual curriculum in consultation with an academic advisor.

Students may earn the Master of Arts degree by completing 24 courses, following the curriculum outlined in the School of Theology section of this catalog.

The M.A. in Theology (general track) is currently available in Seattle, Menlo Park, Phoenix, Orange County and Colorado Springs. There are no language, thesis or Pasadena residency requirements. Students in San Diego County, Santa Barbara/Ventura, Bakersfield, Sacramento, Oakland and Tucson may take 18 courses toward the degree in their area and must complete six courses in Pasadena or through a primary Extended Education area which is approved to offer the M.A.

**Master of Divinity Degree.** The Master of Divinity program prepares the student for full-time service in the Church of Jesus Christ. It allows the student to train either for the general pastorate of a local church or for a specialized ministry as a staff minister. It enables the student to meet the range of denominational requirements for ordination.

Candidates for the Master of Divinity degree may fulfill their requirements, including core courses, by taking up to 24 courses in Extension areas and completing 12 courses in Pasadena to fulfill the M.Div. residency requirement. A specially designed program, provisionally approved by the Association of Theological Schools, enables selected students to complete the entire Master of Divinity program in Seattle. Details may be obtained from the Seattle Extended Education office.

The requirements for the Master of Divinity degree may be found in the School of Theology section of this catalog.

**Master of Arts in Marital and Family Therapy Degree.** Fuller Theological Seminary is committed to training marriage and family therapists who are grounded in a biblical worldview. In order to make it possible for more Christian men and women to equip themselves for this kind of service, the M.A. in Marital and Family Therapy is now being offered by the Marriage and Family Division of the School of Psychology in Menlo Park in connection with Fuller in Northern California. The purpose of the M.A. MFT is to prepare Christian individuals with entry-level clinical skills for licensure as marital and family therapists. The curriculum is designed to meet the academic requirements of Section 4980.37 of the State of California Business and Professional Code.

The Master of Arts in Marital and Family Therapy offered through Fuller in Northern California is designed as an evening and weekend program (with one mandatory intensive summer session) for people who have other commitments during their weekdays. The entire program can be completed in the Bay area; there are no Pasadena campus residency requirements.

Information on admission, transfer credit, degree requirements, and course descriptions may be found under the Marriage and Family Division in the School of Psychology section of this catalog.

**Transfer Credit.** Requests for transfer of credit for School of Theology students for accredited graduate studies done elsewhere will be evaluated on an individual basis by the School of Theology academic advising office. A maximum of 24 units of transfer credit may be applied toward the M.A. in Christian Leadership degree, or 48 units toward the M.A. in Theology degree, or 72 units toward the M.Div. degree. These courses must be appropriate to the student's vocational objectives and relevant to the degree program and concentration. These figures may include a maximum of 20 quarter hours in nonreligious studies if they are appropriate to the field of concentration, approved by the School of Theology academic affairs committee, and integrated through a 4-unit directed study.

**Certificate of Graduate Studies.** Students may receive the certificate by completing 12 selected courses, which represent the equivalent of one year of seminary study. Six courses must be in biblical studies, theology and church history, and six must be in ministry and mission courses. If one of the ministry and mission courses is a field education course, the certificate in Bible and Theology. If one of the ministry and mission courses is a field education course, the certificate in Bible and Theology and Ministry may be requested.

**Nondegree Applicants.** Students with no particular degree or certificate objectives are welcomed and encouraged to enroll. Of the following categories, the Limited Enrollment, Special Student and Unclassified Student categories are master's-level credit classifications from which students may later apply to a degree program.

**Limited Enrollment Student:** One who is qualified for regular admission but wishes to take no more than five courses (20 units).

**Unclassified.** One who is qualified for regular admission, wants to take an unlimited number of courses, but does not want to pursue a degree program at this time.

**Special Student:** One who does not meet academic requirements for regular admission, limited enrollment or unclassified student status.
but is at least thirty-one years of age and has had at least ten years of ministry experience;

**Visiting Student:** One who is currently enrolled as a student in good standing in the post-bachelor’s level at another graduate institution, but wants to have transcript evidence of course work done at Fuller for transfer to the school of primary enrollment.

**Audit:** Courses may be audited on a space available basis at 50 percent of regular tuition; there are special rates available for active pastors and missionaries, Fuller graduates and current students and their spouses (see the second section of this catalog for details). There is an audit application and application fee. No permanent record is kept of audit enrollments, and no transcript will be issued for audit-only students. Audit is not recorded on the transcripts of students in degree programs.

**Continuing Education Units.** Students may earn Continuing Education Units (noncredit units) for courses offered through Extended Education. One Continuing Education Unit (CEU) is defined as ten contact hours of satisfactory participation in an approved course. The CEU system provides a uniform measurement and record of noncredit postsecondary-level study. Professionals in a variety of fields, such as pastors, Christian school teachers, nurses, denominational executives and leaders of parachurch organizations, can use the CEU records to verify their participation in an approved course. The CEU system is not to be confused with academic credit. One CEU is generally equal to one academic credit. For courses completed as or converted to academic credit.

**Refund Policy.** There is a 100% refund for classes dropped prior to the second class meeting. The refund is 50% for classes dropped prior to the third class meeting. There is no refund for classes dropped after this point. There is no refund of *audit* charges at any time. For courses with no formal class meetings, such as independent studies and field education, there is a 100% refund through Tuesday of the second week of the Seminary quarter; 75% through Friday of the second week; 50% through Friday of the third week; and 25% through Friday of the fourth week. There is no refund after this point.

**Financial Aid.** Limited financial aid may be available to those with demonstrated need. Contact the local Extended Education office for information.

**Veterans Benefits.** All primary Extended Education areas have been approved for veterans benefits. For further information, contact the local Extended Education office regarding sites in Washington, Arizona, and Colorado, or the Registrar’s Office (on the Pasadena campus) regarding sites in California.

**Fuller Seminary in Seattle**

The Seattle Extension is the oldest and largest Extension area in the Extended Education program at Fuller. Begun in 1973, it has experienced significant growth over the past 21 years. Now, with nearly 500 enrollments by 250 students in over 35 courses it plays a significant role in theological education in the Seattle area. The continued viability of the Extension program is reflective of the area’s desire to equip the people of God in Seattle for the work of the ministry.

Seattle Extension was one of the first Extension areas to enable students to earn their Master of Arts in Theology degree without a Pasadena campus residency requirement. A specially designed program, provisionally approved by the Association of Theological Schools, enables selected students to complete the entire Master of Divinity program in Seattle. This program is offered in cooperation with the Seattle Association for Theological Education, a partnership of Fuller Seminary, Regent College, Seattle Pacific University, and a number of Pacific Northwest churches. Other students may complete two-thirds of the Master of Divinity degree in Seattle. Coursework may also be applied to the Master of Arts in Christian Leadership.

Classes are held at Seattle Pacific University and other area locations.

Fuller Theological Seminary is fully licensed by the State of Washington to offer courses through the Seattle Extension.
Fuller Seminary opened its off-campus center in the San Francisco Bay Area at Menlo Park in 1974. Over the past 20 years it has grown significantly, and has expanded its outreach to include classes in Oakland and Sacramento. Now with over 500 enrollments by nearly 250 students in more than 30 courses each year, it plays a significant role in theological education in northern California.

The entire Master of Arts in Theology degree can be completed in the Bay Area, with no Pasadena residency requirement. Sacramento is not approved to offer the M.A. degree in its entirety. However, students in this area may earn the degree by taking 18 courses locally and then six courses either in Pasadena or through a primary Extension area which is approved for the M.A. in Theology, such as the Bay Area. Students in the Master of Divinity degree program can meet two-thirds of their requirements through Fuller Seminary in Northern California. Coursework may also be applied to the Master of Arts in Christian Leadership.

Fuller Seminary opened a new chapter in theological education in the Bay Area with the inauguration of the Master of Arts in Marital and Family Therapy program in the Fall of 1994. Offered by Fuller’s School of Psychology, the program can be completed entirely in Menlo Park, with courses primarily on evenings and weekends.

San Francisco Bay Area Extension classes are held at Menlo Park Presbyterian Church and St. Patrick’s Seminary. Classes in Sacramento are held at First Covenant Church, and classes in Oakland are held at Fatten College.

Fuller Seminary in Southern California
Classes are offered in Orange County, San Diego County, Santa Barbara/Ventura, Palm Desert and Bakersfield through the Fuller Seminary in Southern California Extended Education office.

Orange County Extension began in 1973 as a part of the Southern California Extension program. Over the past 21 years, Orange County Extension has experienced significant growth. It currently has more than 275 enrollments by over 150 students in 21 courses. Classes were held in San Diego County for the first time in the fall of 1983. San Diego County Extension has been drawing interested students for the past nine years and continues to be a vital center for theological education, with more than 50 enrollments by 25 students in nine classes last year. Orange County was one of the first Extension areas where students could earn the Master of Arts in Theology degree without a Pasadena campus residency requirement. San Diego County, Santa Barbara/Ventura, Palm Desert and Bakersfield are not approved to offer the Master of Arts in Theology degree in its entirety. However, students in these areas may earn the degree by taking 18 courses locally and then six courses either in Pasadena or through a primary Extension area which is approved for the M.A. in Theology, such as Orange County. Two-thirds of the M.Div. degree may be completed through Fuller Seminary in Southern California. Coursework may also be applied to the Master of Arts in Christian Leadership.

Orange County classes are held at Southern California College in Costa Mesa and Vineyard Christian Fellowship in Anaheim. Classes in San Diego County are held at First Assembly of God in San Diego and at Solana Beach Presbyterian Church. Classes in Palm Desert are held at Saint Margaret’s Episcopal Church, and classes in the Santa Barbara/Ventura area are held at Westminster College in Santa Barbara, Ventura Community Presbyterian Church, and Calvary Community Church in Westlake Village.

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Fuller Seminary in Arizona

The Arizona Extension began in Phoenix in 1977, with 37 enrollments in three courses. Seventeen years later it has over 350 enrollments by more than 100 students in over 20 courses. This growth is reflective of the area’s desire to equip the people of God in Phoenix for the work of the ministry. Fuller Seminary in Arizona recently began offering several courses each year in Tucson as well.

Beginning in the spring of 1985, Arizona Extension was able to offer the Master of Arts in Theology degree in Phoenix without a Pasadena campus residency requirement. This means that students in Phoenix may earn the M.A. in Theology by taking courses solely through the Phoenix Extension site. Tucson is not approved to offer the Master of Arts in Theology degree in its entirety. However, students in this area may earn the degree by taking 18 courses locally and then six courses either in Pasadena or through a primary Extension area which is approved for the M.A. in Theology, such as Phoenix. Two-thirds of the M.Div. degree may be completed through Fuller Seminary in Arizona. Coursework may also be applied to the Master of Arts in Christian Leadership.

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Fuller Seminary in Colorado

The influence of Fuller Theological Seminary in Colorado Springs goes back to the mid-1950s. Now Fuller in Colorado, the newest of the Seminary’s off-campus sites, brings graduate-level education to Christians seeking professional theological training in the Rocky Mountain region.

In 1954, Young Life, a nondenominational Christian outreach to high school students, began a training institute in Colorado Springs. Under the leadership of the late Dr. Paul King Jewett, professor of systematic theology at Fuller Theological Seminary, the Young Life Institute provided a high standard of nondegree theological education for youth ministry professionals. In 1977, the Seminary joined with Young Life in founding the Institute of Youth Ministries. IYM is unique as the only formal partnership between a seminary and a parachurch organization.

Building on this unique foundation and curriculum, Fuller in Colorado is designed to offer accredited graduate training to professional and volunteer staff of the more than forty Christian organizations in the Colorado Springs area, as well as area laity. The Colorado site offers the degree curriculum for Fuller’s new Master of Arts in Christian Leadership. Coursework may also be applied to the Master of Arts in Theology or the Master of Divinity.

Classes are held at the Fuller Seminary in Colorado Office and First Presbyterian Church in Colorado Springs and at Greenwood Community Church in Denver. Summer classes are held at Fountain Valley School in Colorado Springs.

Colorado Office
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DOCTOR OF MINISTRY PROGRAM

Purpose

“The purpose of this degree program is to equip one for a higher level of competence in the practice of ministry than that achieved in the foundational work normally issuing in an M.Div. degree.” (Association of Theological Schools, Procedures, Standards and Criteria for Membership, P. 25.)

The Doctor of Ministry is a professional degree granted by the School of Theology or the School of World Mission (Doctor of Ministry in Global Ministries). These programs are designed to serve the need of pastors, missionaries, mission executives, international church leaders, and other ministry professionals for an experience of continuing education which renews the personal life of faith, further develops professional competence and stimulating continued growth in ministry. Using the resources of the Seminary, a program of study has been developed which provides course work in a wide variety of areas. School of Theology courses are offered in such areas as church growth and evangelism, spirituality and renewal, pastoral care and counseling, small groups and Christian community, leadership and management, preaching and worship, and Bible and theology. The School of World Mission provides courses in church growth, leadership, contextualization, cross-cultural communication, anthropology, theology of mission, critical issues in today's mission trends, Islamic studies, urban studies, developing leaders for short-term missions, and many other areas.
Chinese studies, and area studies. A special emphasis in Chinese Ministry in the D.Min. in Global Ministries is designed for those who wish to enhance their skills for the unique challenges of ministering in the Chinese community.

Participants in the Doctor of Ministry program are afforded the opportunity for continuing education while remaining active in their ministries. The program of study combines a critical assessment of experience with a peer group learning situation with the guidance of leaders who have expertise in developing and sustaining effective ministry. The philosophy and goals of the program are to combine theoretical knowledge with a suitable full-time ministry which results in a demonstrable competence.

Program Distinctives

The Doctor of Ministry degrees offered by the School of Theology and the School of World Mission are essentially the same in overall purpose and structure. The difference is primarily one of focus, with the Doctor of Ministry in Global Ministries designed primarily for those involved in ministry in non-Western or intercultural contexts. References to the Doctor of Ministry degree may be understood to apply to both programs. Specific references to the School of World Mission program will be identified by the title “Global Ministries.”

Admission Requirements

General standards of admission to the Seminary may be found in the second section of this catalog.

Admission to the Doctor of Ministry program is on the basis of competence in theology and commitment to ministry, as well as motivation to pursue further study in a recognized area of ministry. Admission to the Doctor of Ministry in Global Ministries is based on commitment to a cross-cultural or missional ministry.

Foundational ministry training leading to competence in theology normally will be demonstrated by having received a Master of Divinity degree or its equivalent from an accredited school with a balanced curriculum, including the recognized disciplines of biblical studies (with one year of one original language, either Greek or Hebrew), the history of the Christian church, systematic theology and ethics, and studies in ministry. A grade point average of at least 3.0 (4.0 equals A) is required for admission as a regular student.

Commitment to ministry will be evaluated on the basis of at least three years in full-time ministry after receiving the Master of Divinity degree. The applicant must be currently involved in some form of full-time ministry; for the Global Ministries program, current involvement in some form of full-time cross-cultural or missional ministry is required. Continuation in the D.Min. program requires continued full-time involvement in ministry.

The Admissions Committee evaluates applicants on the basis of transcript evidence, references and two statements by the applicant – one describing his or her experience in ministry, and one defining goals for participation in the degree program. The applicant must show growth and competence in church or parachurch leadership and ministry skills.

Applicants who are not native speakers of English must pass a written and oral English examination (TOEFL) with a score of 550 before admission is granted. Further information on this examination may be found in the second section of this catalog.

Degree Requirements

The in-ministry/continuing education model of the Doctor of Ministry Program builds on the biblical, theological and professional foundations of an accredited M.Div. degree, providing advanced study in theology and ministry or missiology within the context of the candidate’s ministry.

The Doctor of Ministry degree requires the completion of 48 units of credit. Eight units of credit are assigned for completion of the ministry focus paper (or for School of Theology students, the supervised ministry project or dissertation). The remaining 40 units are chosen from a schedule of specially designed courses, some of which earn four units of credit, some eight units, and some 12 units. Students may enroll for up to 24 units in any twelve month period, completing the degree requirements in three to seven years. However, it is recommended that no more than 12 units be taken in one academic year. Only B work and above will count toward satisfying graduation requirements (except that one B grade is allowed).

Each course has three major components:

1. Preparation which must be completed prior to the class, which may consist of various combinations of reading (up to 1,500 pages for a 4-unit course, 3,000 pages for an 8-unit course, or 4,500 pages for a 12-unit course) and working with audio or video tapes;
2. A one or two-week intensive period of classroom interaction; and
3. An extensive postsession project which synthesizes reading and class work and applies
them to the ministry situation, which must be completed within six months after the class ends.

Classroom activity is scheduled in one and two-week sessions at various times during each of the four academic quarters in order to allow students to utilize their study and vacation leave for this continuing education program. Each applicant may design a program of study which best meets personal needs and vocational interests.

Courses are primarily offered on the Pasadena campus. In addition, from time to time courses will be offered at selected external sites. Up to 24 units of course work may be taken at off-campus sites. At least 12 units of coursework (as well as the final project tutorial or integration and research design course) must be taken on the Pasadena campus.

Students normally enroll in at least 24 units of coursework from the school in which they will earn their degree. However, students may request to take 24 units from the other school and prepare their final project under the supervision of the theological or missiological mentor of the school that will grant the degree.

The Doctor of Ministry degree may not be awarded sooner than five years after the completion of the M.Div. degree. All work for the D.Min. must be completed within seven years from the time the first course is taken.

**Final Project**

The Doctor of Ministry program culminates with the completion of a ministry focus paper, or for students in the School of Theology program, a supervised ministry project or dissertation. A student may begin work on this final phase after completing the following requirements: 1) 24 academic units of course work with satisfactory evaluation and grade reports; 2) for Global Ministries students, completion of the 4-unit integration and research design course; 3) faculty approval of a ministry focus paper, supervised ministry project, or dissertation proposal; and 4) completion of any admission deficiencies. Students initiate the final project process by submitting a formal proposal to the Doctor of Ministry office according to program guidelines.

**Final Project Mentoring.** The mentoring process for the development and writing of the final project, whether it is a ministry focus paper, supervised ministry project, or dissertation, is under the supervision of the theological or missiological mentor of the student's program. For School of Theology students, this mentoring process involves two stages: 1) a tutorial in theology of ministry (normally offered to all participants during any two-week session on campus) that involves interaction and discussion based on selected texts, and 2) a tutorial on constructing and writing a ministry focus paper, supervised ministry project or dissertation (open to all students). Both tutorials are offered in conjunction with most courses and are provided as part of the final project fee. For Global Ministries students, a 4-unit integration and research design course is required and is offered during whenever a School of World Mission D.Min. course is in session in Pasadena.

**Ministry Focus Paper.** The ministry focus paper incorporates the reading and class work done in connection with the seminars and courses, and aims at designing a specific strategy for ministry. It must include: 1) an analysis of the student's present field or placement in ministry, utilizing theoretical components of the Doctor of Ministry curriculum which provide tools for such an analysis; 2) theological reflection upon the ministry focus, interacting with the assumptions, methods and goals of the particular ministry strategy to be used, from a biblical perspective; and 3) a specific strategy and plan for ministry, drawing upon the theoretical components of the Doctor of Ministry program, relating the design and strategy to the ministry field analysis and the theological reflection, resulting in a set of goals and objectives which are measurable and related to a timeline for implementation and evaluation. Proposals for a ministry focus paper are to be submitted at the final ministry project tutorial session (or for Global Ministries students, after the integration and research design course). The proposal will then be submitted to the Faculty Final Project Committee for approval. The ministry focus paper will be bound and placed in the library after acceptance, with a copy sent to University Microfilms.

**Supervised Ministry Project.** As an alternative to the ministry focus paper, students in the School of Theology D.Min. program may elect to complete a supervised on-site ministry project, utilizing theoretical components of the Doctor of Ministry curriculum which provide tools for such an analysis; 2) theological reflection upon the ministry focus, interacting with the assumptions, methods and goals of the particular ministry strategy to be used, from a biblical perspective; and 3) a specific strategy and plan for ministry, drawing upon the theoretical components of the Doctor of Ministry program, relating the design and strategy to the ministry field analysis and the theological reflection, resulting in a set of goals and objectives which are measurable and related to a timeline for implementation and evaluation. Proposals for a ministry focus paper are to be submitted at the final ministry project tutorial session (or for Global Ministries students, after the integration and research design course). The proposal will then be submitted to the Faculty Final Project Committee for approval. The ministry focus paper will be bound and placed in the library after acceptance, with a copy sent to University Microfilms.

A proposal for the project should clearly identify the nature of the ministry project. Minimal objectives incorporated into the project proposal include: 1) a rationale for the project, iden-
identifying specific ministry needs to which the project relates, as well as the Doctor of Ministry course work on which the project is based; 2) a description of the ministry site in which the project will take place (i.e., geographical location, ecclesiastical setting, student’s position or role, etc.); 3) a design for the project, including strategy for implementation and time schedule (ordinarily from three months to one year in length); 4) an explicit strategy for parish involvement in the project; 5) criteria for evaluation of the project after its completion.

The foundation for the ministry project is the course *Theology for Ministry* (4 units), which is an exercise in theological reflection designed to assist the Doctor of Ministry participants in the development of their own theology of ministry. The course includes a tutorial of four class hours and must be attended during one of the sessions on campus. This course must be taken for credit by those doing a supervised ministry project for the D.Min. from the School of Theology.

**Dissertation.** Students in the School of Theology D.Min. program may prepare a dissertation as the final project. The dissertation incorporates significant research, reading, and class work done in connection with the coursework, and aims at producing a publishable manuscript in the area of theology and ministry. The dissertation is written under the supervision of an assigned faculty mentor, and is written in a style and format appropriate to doctoral level scholarship through use of extensive research and critical footnotes or endnotes. The dissertation will be bound and placed in the library after acceptance, with a copy sent to University Microfilms as one means of publication. Students who have approval to write a dissertation may register for a directed study for up to eight units of credit with their faculty mentor or another professor in order to do research and writing for the dissertation in areas not covered by the regular Doctor of Ministry curriculum. Dissertation proposals are first submitted to the Doctor of Ministry Faculty Committee, at which time a faculty mentor will be assigned.

**Registration and Expenses**

For those who have been officially admitted into the program, reservations may be confirmed for courses by submitting a $200.00 deposit toward tuition.

Tuition rates and other expenses for the Doctor of Ministry program are listed in the second section of this catalog. A deferred payment plan is available. Reduced rates are available for audit (noncredit) attendance if space is available. Contact the Doctor of Ministry office for information on costs, eligibility, and availability.

Meals are available at the Seminary Monday through Friday. The Doctor of Ministry office will assist with housing arrangements when requested and available.

**Courses of Study**

**School of Theology**

CF 705 Exegeting the Culture/Applying the Text (12 units). How can a pastor, over time, communicate the essence of the New Testament to the average congregation in such a way that it will be impacted on a cognitive, affective and behavioral level? This will involve three factors: learning how to understand the text, learning how to understand the people one is teaching, and learning how to bridge the gap between text and congregation. The focus of the course is on the pastor’s teaching ministry, with teaching understood in a broad sense, involving exposition as well as the skillful use of small groups, self-study materials, interactive dialogue and exercises, case study, etc.  

CF 707 Mobilizing and Equipping the Laity for Ministry (12 units). Out of biblical and theological foundations, this course will construct a theological model for the ministry of the laity. Strategies for support, encouragement, affirmation and training of the laity will be explored from both sides, clergy and laity. Comprehensive strategies for the church gathered and scattered in shared and mutual ministry will widen and refocus traditional perspectives of pastoral ministry. Leadership development and the role of small groups will be explored in various case situations. A methodology of assessment for local church ministry of the laity will launch each participant into self-appraisal and ministry alternatives.  

CF 711 Building Christian Community Through Small Groups (12 units). This seminar focuses on the birth, feeding and support of Christian small groups through the local church. Multiple models for small group ministry will be explored, including Bible studies, personal support and sharing groups, accountability groups, mission and evangelism groups, and house churches. Issues of group life such as communication, life cycles of groups, developing contracts, and processing evaluation will be explored. Building a philosophy of small group ministry, reflecting a theology of Christian community, strategic planning and leadership for church small group ministry will be covered.  

CF 730 Boomers, Busters, and Ministry (12 units). The demographic forces that are shaping our culture will have an even greater impact on the American church as we head toward the year 2000. Beyond theology, today’s minister needs to understand the makeup of the people who will be the church of tomorrow. The seniors of the future will be the Baby Boomers and the Generation X'ers. How will they feel about church? What ways will they use to participate? What will they expect from the church? These questions and many others are the focus of this course.
Boom Generation, those born between 1946 and 1964, whose values and ideals are much different than previous generations. Nontraditional and distrustful of institutions, Boomers nevertheless seek God in many different ways. The two generations that follow them, Busters, those born between 1965 and 1980, and Millenials, those born since 1980, have their own beliefs and values that shape their understanding of God and the church. Churches which will survive the 1990's will be the ones which learn to minister to these generations. Miller, Murren

CF 770 Equipping the Laity for Caring Ministry (12 units). This session provides a system of lay caring ministry which can be implemented in the local church. Training will be given in the organization, development and administration of pastoral care ministries with emphasis given to leadership skill development. Topics to be covered include recruiting and equipping volunteers, making referrals to the caregivers, and effective ways to supervise and support the care ministries. This session consists of twelve days of on-site training, including classroom lectures and discussion led by the pastoral staff and faculty of Stephen Ministries, small group discussion, experiential exercises, and the use of quality audio-visual resources. Haugk

CN 705 Minister's Personal Growth (12 units). The work of the Christian ministry has many emotional hazards. These will be examined in this session as they pertain to the emotional health of the pastor. It is designed to assist the minister in identifying areas of personal potential weakness and to provide resources for dealing with these problems. Attention will be given to aspects of the minister's personal and family life: roles, conflicts, anger, depression, assertiveness and relationships. Techniques for changing behavior will be explored. Hart

CN 729 Recovery Ministries in the Local Church (12 units). Understanding the dynamics of recovery from addiction and abuse is becoming increasingly important for the local church, both because of the needs of people within the Christian community who struggle with these issues and because of the epidemic scale of these problems in society at large. This course will cover the theological foundations of recovery ministries, the personal dynamics of recovery and the practical steps in developing local church based recovery ministries. Ryan, Anderson

EV 705 Foundations of Church Growth (12 units). Application of the principles of church growth to the American church. Theological and demographic factors active in church growth will be presented for exploration and implementation of pastoral leadership. Field case studies of fast-growing churches will be presented, and factors which inhibit or encourage growth will be analyzed. Wagner, George

EV 706 Renewal of the Life and Mission of the Church (12 units). The biblical aspects of the nature of the church and forms of congregational life which appear to be conducive to renewal and mission will be explored. Subjects considered will include personal renewal for the pastor, renewal through mutuality of the members of Christ's body for growth and ministry, the Holy Spirit as enabler, and the local congregation as base for ministry. Larson

EV 711 Theological Issues in Church Growth (8 units). The theological foundations for church growth will be developed. Contemporary practice of church growth will be critiqued in light of these foundations. Reflection and discussion upon the principles of church growth will attach this seminar closely to EV 712 Spiritual Issues in Church Growth. Van Engen

EV 712 Spiritual Issues in Church Growth (12 units). Continuing study in the practical and spiritual aspects of church growth and renewal. The course is designed to supplement EV 705 Foundations of Church Growth. Course enrichment is offered by guest speakers when available. Wagner

EV 715 The Ministry of Evangelism (12 units). Comprehensive survey, analysis and development of numerous evangelism strategies will be constructed on the foundation of biblical and theological principles of Christian evangelism. Peace

EV 720 Mobilizing the Local Church for Cross-Cultural Outreach (8 units). Across America and around the world today, the Christian church is witnessing an unprecedented explosion of interest in cross-cultural ministry. Opportunities for outreach abound, and the challenge exists now as before to minister to the church for service to others. This course, designed in cooperation with Discover the World, Inc., will present an innovative model for motivating laity in the local church to become personally involved in cross-cultural ministry both locally and internationally. This course will train students to facilitate Discover the World in their own congregations. Millham, Millham

GM 720 Spirituality and Ministry (12 units). Exploration of the dynamics of the spiritual life as related to the pastor's own life of faith and prayer as impacting the pastor's role of spiritual leadership in the congregation. Emphases on spiritual pilgrimage, spiritual direction, and spiritual ministry will emerge out of reflection on and practice in spiritual disciplines, personally and in congregational life. The relationship between Christian community, mission and spirituality will be developed. Willard

LG 721 Preparing to Use the Greek New Testament in Ministry (4 units). This seminar is designed for those who have had little or no exposure to the Greek New Testament, but who desire to be able to use it intelligently and effectively in their ministries. The course begins with the most basic elements of New Testament Greek grammar and prepare the student to enter the sequel course, LG 722, which focuses on New Testament exegesis for ministry. This course is also very suitable for those who have had Greek but would like to have a thorough review of the essentials of New Testament Greek grammar. Gantt

LG 722 The Greek New Testament in the Pastor's Life and Ministry (8 units). This course will provide a basic introduction to the structure of the Greek New Testament, It is offered for those students who need to fulfill language equivalency requirements, but is also intended for those who desire to sharpen their language and interpretive skills. The course is designed to help pastors interpret the biblical text as they become acquainted with exegetical methodology. The means to this include word study, interpretive tools...
MF 722 The Family System and the Church's Ministry (12 units). This session is designed to provide religious leaders with both a philosophy and methodology for a ministry to families in the local church. Relevant scripture and current theory and research in the social and behavioral sciences are combined into a comprehensive approach to the family as it develops through its life cycle from the premartial stage to retirement and aging; includes discussion of the issues pertaining to the single person and the single parent as they relate to the local church. Guernsey, Anderson

MF 724 Building Strong Families Through the Local Church (12 units). This session will focus on the factors which are important in developing strong family life. Topics addressed will be: application and expressiveness in family interaction; family problem solving and decision making; family power issues; parenting issues; stress and crises management in the family; issues of the divorced; single-parent families and step-families; flexibility in sex roles; and maintaining healthy regard for each member's sexuality. The development of the parent-child bond from infancy through adolescence will be understood in the light of the dual need for family closeness and individual separateness. The seminar format will consist of lectures and experiential kinds of learning. J. O. and J. K. Balswick

OD 751 Foundations of Church Management (8 units). This seminar focuses on the people involved in church management. The seminar will examine the pastor's leadership role in the organizational structure of the local church. It will address leadership style and look at the relationship between power, authority and servanthood. It is designed to improve the pastor's ability to develop volunteers, disciple professional staff persons and direct the support service personnel of the church. Participants will learn what works and what does not work in managing the local church. Logan

OD 752 Envisioning Your Ministry (12 units). A practical, tangible application of strategic planning, covenant marketing, and relational fundraising. This course centers on focusing, communicating and implementing the ministry vision. Participants will not only study theology and principles regarding these disciplines, but will also develop a framework for their own ministry and marketing plans. Presentations will be made on planning and marketing principles, obstacles, implementation and evaluation. Personalized ministry and marketing plans will be designed during class time. Davis Scott, Scott

OD 755 Conflict Management in the Local Church (4 units). This course relates theory about conflict within and between persons and among organizations to the life of the church. Such issues as the nature of human differences, the constructive values and uses of conflict, the biblical and theological understanding of conflict, styles of conflict management, and organizational handling of conflict will be considered. A theory of conflict reduction will be presented. Staff conflict will be particularly emphasized. In addition to considering the above issues, participants will have the opportunity to reflect on their own styles of conflict, analyze cases of typical situations, and design an approach to conflict management based on a live situation in each student's ministry. Malony

OD 768 Theology, Theory and Practice of Leadership (12 units). This seminar for pastors and executives of Christian organizations focuses on developing empowering leadership. Participants will look at all dimensions of leadership. The course covers theology, philosophy, moral and ethical issues, character development, organizational development, personal assessment, spirituality, and leadership styles. All of these topics are focused on the participant's personal role as leader and the organizational structure that supports that leadership. Using the reading list, vocational assessment inventories, course projects, course notes, and interactions with faculty members and peers, participants will be challenged to explore their leadership contexts in life-changing ways. Lattore, Paul, McComigal

PM 706 Theology and Ministry of Worship (12 units). This course is a study of the place of Jesus Christ and the Holy Spirit in Christian worship and prayer (public and personal) as this should be reflected in the life of the Church, preaching, baptism, and the Lord's Supper. Special attention will be given to the doctrine of the priesthood of Christ and of the believer in the light of the New Testament and the Reformation, with a concern to show its relevance for the Christian ministry. Redman

PM 708 Theology and Practice of Preaching (12 units). This seminar will include lectures on the theology and practice of preaching, review of major homiletical and hermeneutical principles, consideration of preaching in the context of worship and liturgy, and a practicum experience. Logan

PM 711 Theology of Ministry (4 units). A reexamination of divine revelation as constitutive for both the nature and the strategy of ministry. Through critical analysis of selected theological literature, written analysis of life situation cases and a position paper, students will work out their own theology of ministry. The course is an independent study project which requires attendance at one Theology of Ministry tutorial on campus. Redman

School of World Mission

MG 701 Equipping Leaders for Short-Term Missions (12 units). Practical study of prefield orientation training for short-term missions. Team building, spiritual formation, language and culture learning, conflict resolution, and other important areas will be covered. This course includes a short-term mission experience in another culture. Brewster, Millham, Millham

MG 702 Trend Facing the Church's Worldwide Mission (12 units). This course provides an historical perspective on the development of the church's mission and strategies. Building on this foundation, the course will analyze major social, economic, and technological trends facing the contemporary church. Stu...
dents are challenged to examine and develop models of ministry and planning in the context of changing issues. Pierson, Webb

MG 703 Lifelong Leadership Development (12 units). This course will train students to use leadership theories grounded in comparative studies of the lives of biblical, historical, and contemporary leaders. This training will equip students to analyze their own leadership development and recognize emerging leaders in their ministries. Clinton

MG 704 Developing Leaders in Your Ministry (12 units). The course will train church, parachurch, and mission agency leaders to evaluate and design leadership development programs that equip Christian leaders within their local setting. Informal, nonformal, and formal training within the church or agency will be assessed. By the end of the course, students will have developed training strategies and models appropriate to training leaders in their own ministry context. Elliston

MG 705 Chinese Culture: Reflection and Response (12 units). This course will study the spectrum of both Chinese culture and the Chinese mind. It will consider the expanding and changing worldview and values of various Chinese subgroups that make up the worldwide Chinese Diaspora, with special emphasis on the North American continent. Wong

MG 706 Understanding and Reaching the Chinese (12 units). Reaching the Chinese today will require engagement, bridging, and evangelizing people of first language and culture. Dynamic equivalencies for Gospel communication will be discussed, and migrant needs and concerns as a minority culture will be emphasized. Wong

Courses in the new Doctor of Ministry in Global Ministries are still under development. Courses projected over the next two years include:

MG 7?? Developing Focused Lives (12 units). Clinton
MG 7?? Leaders, Leadership, and the Bible (12 units). Clinton
MG 7?? Cross-Cultural Issues in Ministry (12 units). Kraft, Shaw
MG 7?? Planning Strategies for Urban Ministries (12 units). Grigg
MG 7?? Contemporary Issues in the Chinese Church (12 units). Wong
MG 7?? Chinese Preaching Today: Text and Context (12 units). Wong
MG 7?? Parachurch Leadership (12 units). Clinton
MG 7?? Theological Issues in Urban Ministries (12 units). Van Engen
MG 7?? Chinese Church Planting and Church Growth (12 units). Wong

MG 7?? Chinese Church Renewal: Diagnosis and Activation (12 units). Wong
MG 7?? Ministry in the Muslim World (12 units). Woodberry
MG 7?? Contextualization (12 units). Gilliland

INSTITUTE FOR CHRISTIAN ORGANIZATIONAL DEVELOPMENT

Purpose

The Institute for Christian Organizational Development was established in 1981 to address the need for management training designed specifically for the Christian leader. The Institute offers training seminars and short-term workshop experiences in various management areas.

Admission

Participants in the Institute training events must be already engaged in a leadership role in ministry. Executives of Christian organizations, leaders of Christian colleges, universities, and seminaries, pastors, denominational and mission executives, and Christian men and women carrying executive responsibilities in the corporate world form the primary constituency of the Institute. Special workshops and courses are developed for seminary students preparing for their leadership role in the Church and its varied ministries. These courses are offered on campus and in cities across the nation.

Faculty

The faculty for the Institute are drawn from the ranks of faculty and administration of the Seminary as well as from the ranks of Christian leaders in ministry and business around the country. Each seminar is led by a faculty team of at least one practicing management expert and a theologian or minister.
LOWELL W. BERRY INSTITUTE FOR CONTINUING EDUCATION IN MINISTRY

Purpose

The purpose of the Lowell W. Berry Institute is to provide continuing education events for church professionals and lay leaders. These events provide a unique resource to the church and the community in specialized areas of theology and ministry.

Curriculum

The Institute participates each year as a sponsor of major national conferences, regional conferences and local workshops. These have included:

- The Keys to Christian Leadership and Management
- The Oak Brook Conference on Ministry
- Clergy Liability Seminars
- Women in the Ministry of the Church
- The Ministry of Reconciliation
- Recovery Strategies and the Ministry of the Church
- Helping Pastors in Crisis
- Shame and Grace

Further information on these and other conferences and workshops sponsored by the Lowell W. Berry Institute for Continuing Education in Ministry may be obtained by writing the Institute in care of Fuller Theological Seminary.

Continuing Education Units. The events sponsored by the Institute may earn Continuing Education Units (noncredit units). One Continuing Education Unit (CEU) is defined as ten contact hours of satisfactory participation in an approved course or seminar. The CEU system provides a uniform measurement and record of noncredit postsecondary-level study. Professionals in a variety of fields, such as pastors, Christian school teachers, nurses, denominational executives and leaders of parachurch organizations, can use the CEU records to verify an educational experience that has helped them maintain or improve their skills. CEU recognition may be granted to any Seminary-sponsored event which meets CEU guidelines.

Participants in an approved Seminary-sponsored event may apply for CEUs only if they are not taking the course or seminar in question for academic credit (that is, they must be course auditors or participants in a noncredit special event). Under no circumstances will CEUs be transferred as or converted to academic credit.
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Ecclesiastical Faculty and Distinguished Scholar in Residence

WILLIAM D. ELLINGTON, B.A., S.T.B., Ph.D., United Methodist Ministries.


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Summer 1994-Spring 1995


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BERNARD ADENEY, B.A., Dep.Th., B.D., Ph.D., Ethics.

FRANCES ADENEY, B.A., M.S., Ph.D., Ethics.


TOKU ASAI, B.A., M.A., Hebrew.

PETER J. BACH, B.S., M.A., Ed.D., Ph.D., German.


JANET L. BALATHY, B.S., M.S., M.A., Christian Formation and Discipleship.

SCOTT BAUER, B.A., M.A., Foursquare Polity.


JEREMY S. BREGIE, B.A., B.D., Ph.D., Pastoral Theology.


RONALD D. BREWER, B.S., Greek.


ROBERT G. CHAMBERLAIN, B.A., M.S., Ph.D., Communication.

PAUL OLSEN, B.A., M.A., Ph.D., Theology.


LESLIE PARROTT III, B.A., M.A., Ph.D., Pastoral Counseling.

CHRISTINE PETERSON, B.A., M.A., French.

WILLIAM L. RETTS, B.A., M.A., Ph.D., Counseling.


ROBERT W. ROSS, B.A., M.A., Ph.D., Church History.


DALE S. RYAN, B.S., M.S., M.Div., Ph.D., Ministry.


ROBERT E. SLOCUM, B.S., M.E.P., Ph.D., Ministry of the Laity.


RICHARD L. SPENCER, B.A., B.D., M.A., Ph.D., Presbyterian Polity.

JOHN E. STAM, B.A., B.D., M.A., Ph.D., Systematic Theology.


MARIAN STEINBERG, B.S., M.S., Latin.


ROBERT L. STEVENSON, Jr., M.A., Theological Research Orientation.


WINFIELD L. THOMPSON, B.A., M.A., M.A., Ph.D., Historical Geography.

JAMES B. TORRANCE, M.A., B.D., Systematic Theology.


KENNETH C. ULMER, B.A., M.A., Ph.D., Preaching.


ROGER D. VAN HORNEN, B.A., M.A., Ph.D., Systematic Theology.

LENA VENDITTI, E.D., E.DS., M.S.E., B.A., Hispanic Ministries.


NORMAN S. WATSON, B.S., M.Div., Greek.


STEVEN M. WILKINSON, B.S.M.E., M.Div., Greek.

DALLAS A. WILLARD, B.A., B.A., Ph.D., Spirituality.


CARLTON YOUNG, B.A., B.D., M.Div., D.Min., M.A., Ph.D., Pastoral Care and Counseling.


SCHOOL OF WORLD MISSION

Faculty

BETTY SUH BREWSTER, B.R.E. Baptist Bible Seminary; M.A. University of Arizona; Ph.D. University of Texas. Assistant Professor of Language and Culture Learning.

J. ROBERT CLINTON, B.B.E. Auburn University; M.E.E. New York University; M.A.B.E. Columbia Bible College Graduate School; D.Min. Ph.D. Fuller Theological Seminary. Professor of Leadership.

EDGAR J. ELLESTON, A.B. Manhattenn Christian College; M.A. Fuller Theological Seminary; Ph.D. Michigan State University. Associate Dean for Academic Affairs and Associate Professor of Leadership and Development.

DEAN S. GILLILAND, B.A. Houghton College, B.D. Evangelical Theological Seminary; Th.M. Princeton Theological Seminary; Ph.D. Hartford Seminary Foundation. Missiological Mentor of the D.Min. in Global Ministries Program and Professor of Contextualized Theology and African Studies.

YOUNG LEE HERTIC, B.A. Sookmyung University; M.A. Yonsei University; M.A. Bethel Theological Seminary; M.A., Ph.D. Fuller Theological Seminary. Assistant Professor of Cross-Cultural Ministry.
Faculty Emeritus

ARTHUR F. GLASSER, C.E. Cornell University; B.D. Faith Theological Seminary; S.T.M. Union Theological Seminary; D.D. Covenant College and Seminary; Th.D. candidate, University of South Africa. Dean Emeritus and Professor Emeritus of Theology and East Asian Studies.

Distinguished Scholar in Residence

JAMES A. SCHERER, B.A., M.Div., Th.D., Missiology.

SCHOOL OF PSYCHOLOGY

Faculty

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JUDITH K. BALSWICK, B.A. Augustana College; M.A. University of Iowa; Ed.D. University of Georgia. Director of Clinical Training (M.S. Program) and Associate Professor of Marital and Family Therapy.
JEFFREY P. BJORK, B.A. Colgate University; M.A., Ph.D. University of Delaware. Assistant Professor of Psychology.

WARREN SHELURNE BROWN, JR., B.A. Point Loma College; M.A., Ph.D. University of Southern California. Director of the Psychophysiological Laboratory and the Lee Edward Travis Institute and Professor of Psychology.

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ARCHIBALD DANIEL HART, B.Sc. University of South Africa; M.Sc., Ph.D. University of Natal. Dean and Professor of Psychology.

RICHARD A. HUNT, B.A. Texas Wesleyan College; M.Div., M.A. Perkins School of Theology, Southern Methodist University; Ph.D. Texas Christian University. Director of the Institute for Marriage and Family and Professor of Psychology.

CAMERON LEE, A.B. University of California at Berkeley; M.Div., Ph.D. Fuller Theological Seminary. Director of Academic Affairs, Marriage and Family Division and Associate Professor of Marriage and Family Studies.

LEE E. LIPSKER, B.A. University of California, Los Angeles; M.A., Ph.D. University of Kansas. Associate Director of the Lee Edward Travis Institute, Director of Training, The Psychological Center, and Associate Professor of Psychology.

HENRY NEWTON MALONY, A.B. Birmingham Southern College; M.Div. Yale Divinity School; M.A., Ph.D. George Peabody College. Professor of Psychology.

LEONARDO M. MARMOI, B.L. Instituto de Segunda Ensenanza; B.A., M.A. Pepperdine University; B.D. San Francisco Theological Seminary; Ph.D. California School of Professional Psychology at San Francisco/Berkeley. Director of Clinical Training and Associate Professor of Psychology.

THOMAS L. NEEDHAM, B.S. Bethany College; M.R.E. Golden Gate Baptist Theological Seminary; M.S. Dominican College; Ed.D. New Orleans Baptist Theological Seminary. Associate Dean for Marriage and Family and Associate Professor of Marital and Family Therapy.

PHILIP S. PANNELL, B.A. Whitworth College; M.A., Ph.D. Fuller Theological Seminary. Graduate School of Psychology. Director of Psychological Services, Fuller Psychological and Family Services, The Psychological Center and Assistant Professor of Psychology.

MARK D. PIERCE, B.A. Evangel College; M.Div. Fuller Theological Seminary; Ph.D. Graduate School of Psychology, Fuller Theological Seminary. Associate Director, Fuller Psychological and Family Services, The Psychological Center, and Assistant Professor of Psychology.

NANCY STEHLE-HURSTON, B.A. Hope College; M.A. Central Michigan University; Psy.D., Central Michigan University. Assistant Professor of Psychology.

JANICE MORGAN STRENGTH, B.A. University of South Florida; M.A., Ph.D. Rosemead Graduate School of Psychology. Director of Clinical Training (D.MFT. and Ph.D. MFT programs) and Assistant Professor of Marital and Family Therapy.

SIANG-YANG TAN, B.A., Ph.D. McGill University. Director of the Psy.D. Program and Associate Professor of Psychology.

JORGE J. TAYLOR, Dip. Theo., Latin American Biblical Seminary; B.A., Whitworth College; M.A., Ph.D., Michigan State University. Associate Provost for Ethnic and Cultural Concerns and Associate Professor of Marital and Family Therapy.

HENDRIKA VANDE KEMP, B.A. Hope College; M.S., Ph.D. University of Massachusetts. Professor of Psychology.

JANET A. YANG, B.A. Yale University; M.S.Ed., University of Pennsylvania, Philadelphia; M.A., Ph.D. University of Houston. Director, the Center for Aging Resources, The Psychological Center and Assistant Professor of Psychology.

Visiting and Adjunct Faculty
Summer 1994-Spring 1995

SAMAEL A. ALIBRANDO, JR., B.A., M.A., Ph.D., Psychology.

DONALD BOSCH, B.A., M.A., Ph.D., Psychology.

J. GALDEN BUCKWALTER, B.A., M.A., Ph.D., Psychology.

LAUREL M. FISHER, B.A., M.A., Ph.D., Psychology.

DAVID W. FLOY, B.S., M.A., Ph.D., Psychology.

CATHERINE I. HILL, B.A., M.A., Ph.D., Marriage and Family.

SALLY A. HOWARD, B.A., M.A., Ph.D., Psychology.


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GEORGE R. LARSEN, B.A., B.D., M.S., Ed.D., Marriage and Family.
LANE LEE, B.A., M.A., Ed.D., Ph.D., Marriage and Family.
JUDITH NEEDHAM, M.A., Marriage and Family.
DENISE OSTERMANN, B.A., M.A., Ph.D., Marriage and Family.
GEORGE PATTERSON, B.A., M.A., Ph.D., Marriage and Family.
JEFF PRATER, A.B., M.A., Ph.D., Psychology.
BENNS P. REAMS, B.S., M.S., M.Ed., Ed.D., Marriage and Family.
DAVID L. ROSS, B.A., M.A., Ph.D., Psychology
CATHERINE S. SMITH, B.A., Ph.D., Psychology.
SCOTT STANLEY, B.S., M.S., Ph.D., Marriage and Family.
DAVID STOOF, A.B., M.A., Ph.D., Marriage and Family.
DAN SUZUKI, B.S., M.D., Marriage and Family.
CHARLENE UNDERHILL, B.A., M.A., Marriage and Family.

Office of the Provost

Robert K. Johnston, Provost
Jorge J. Taylor, Associate Provost for Ethnic and Cultural Concerns
Hugo Bous, Director of the Office of Financial Aid
John Dickason, Director of McAlister Library
Gloria Doherty, Director of Media Services
Barbara Eurchi-Kosco, Director of the Office of Women’s Concerns
Douglas H. Gregg, Director of the Office of Christian Community
David E. Krueger, Registrar
Sandra H. Masuda-Hunt, Executive Assistant to the Provost
Grant C. Millikan, Director of Academic Systems
Ruth Vuong, Director of Student Services
Jeffrey C. White, Director of Admissions

Office of Continuing and Extended Education

Robert E. Freeman, Associate Provost for Continuing and Extended Education
Robert R. Redman, Jr., Director of the Doctor of Ministry Program
Patricia M. Rexroat, Acting Director of Extended Education and Director of Fuller Seminary in Southern California
Calene B. Williams, Assistant Director of Extended Education and Acting Director of Continuing Education
Richard J. Erickson, Director of Fuller Seminary in Washington
Timothy A. Dearborn, Academic Director of the Fuller Seminary in Seattle M.Div. program
Arthur G. Patzia, Director of Fuller Seminary in Northern California
Thomas Parker, Director of Fuller Seminary in Arizona
William C. Stoller-Lee, Assistant Director of Fuller Seminary in Colorado

School of Theology

William A. Dyrness, Dean
Colin Brown, Associate Dean and Director of the Center for Advanced Theological Studies
Elizabeth L. Patterson, Associate Dean for Ministry Development
Bernice Ledbetter Ervin, Director of Academic Programs
Gwen Garrison, Director of Academic Advising
Isaac Canales, Director of the Hispanic Church Studies Department
Stanley B. Long, Interim Director of the African-American Ministers Program
Robert L. Stevenson, Jr., Assistant Director of the African-American Ministers Program
William MacDonald, Director of Field Education and Denominational Relations
Daryl Fishier-O’Coden, Director of the Office of Presbyterian Ministries
Cornelius G. Kors, Director of the Theological Education Agency of the Reformed Church in America
Edward Font, Director of the American Baptist Theological Center
Jolene Anderson, Assistant to the Dean

School of World Mission

J. Dudley Woodberry, Dean
Edgar J. Elliston, Associate Dean for Academic Affairs
Dean S. Gilliland, Missiological Mentor of the D.Min. in Global Ministries Program
Hoover Wong, Director of the Program of Chinese Ministry and Mission in North America
Stephen E. Burris, Director of Distance Learning

ADMINISTRATIVE OFFICES

Office of the President

Richard J. Mouw, President
Nancy McDonnell, Executive Assistant to the President

Office of the Provost

Robert K. Johnston, Provost
Jorge J. Taylor, Associate Provost for Ethnic and Cultural Concerns
Hugo Bous, Director of the Office of Financial Aid
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Grant C. Millikan, Director of Academic Systems
Ruth Vuong, Director of Student Services
Jeffrey C. White, Director of Admissions
Financial Affairs
H. Lee Merritt, Vice President for Finance
Tamara F. Anderson, Assistant to the Vice President for Finance

Office of Finance and Accounting
David R. Adams, Director of Financial Systems and Budgets
Christine Hong, Controller

General Services
William P. Roberts, Director of Computer Services
Susan Dow, Bookstore Manager
R. Randall Smith, Manager of Building Services
Curtis H. Roberts, Manager of Housing Services
Margaret McKenna, Manager of Auxiliary Services
Thomas Harang, Director of Human Resources

Office of Development
Ann Stark McKusick, Vice President for Development
Thomas A. Smith, Associate Director of Development/School of Theology
John Dhanaraj, Assistant Director of Development/Church Relations
Carleton A. Lincoln, Director of Alumni/ae Relations
Wendy J. Winslow, Assistant to the Vice President for Development

Office of Communications and Public Affairs
Janice E. Ryder, Director of Communications and Public Affairs

The Fuller Foundation
Samuel L. Delcamp, Executive Director
Peggy Still, Assistant Director
Appendices

Enrollment Statistics Fall 1993
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Alumni/ae Association Council

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ENROLLMENT STATISTICS FALL 1993

Pasadena Campus
School of Theology
M.Div. ............................................................. 511
M.A. in Theology ........................................... 206
M.A. in Christian Leadership ..................... 6
Nondegree ................................................... 103
Th.M. .............................................................. 23
Ph.D. in Theology ......................................... 57

School of Psychology
Ph.D. in Clinical Psychology .................... 171
Psy.D. in Clinical Psychology ................. 54
M.S. in Marital and Family Therapy .... 95
D.MFT ............................................................. 12
Ph.D. in Marital and Family Therapy ..... 27
Ph.D. in Marriage and Family Studies ... 14

School of World Mission
M.A. in Intercultural Studies ................. 97
M.A. in Cross-Cultural Studies ............... 76
Nondegree ................................................... 50
Th.M. in Chinese Ministry and Mission .3
Th.M. in Missiology .................................. 58
D. Miss .......................................................... 20
Ph.D. in Intercultural Studies ............... 48

Total Pasadena Campus Enrollment ...... 1,631

Continuing and Extended Education
Southern California ....................... 179
Northern California ......................... 180
Washington ........................................ 178
Arizona .................................................. 73
Colorado ............................................... 52
In-Service Program (active
students) .............................................. over 100
Institute of Youth Ministries
(active students) ................................ over 275
Doctor of Ministry Program
(active students) ................................ over 600

ALUMNI/AE ASSOCIATION

More than 13,500 alumni/ae of Fuller Theological Seminary serve in leadership positions in every state and over 45 foreign countries, in over 75 denominations. They serve in churches, corporations, counseling centers, mission agencies, academic institutions and a variety of other Christian organizations.

Alumni/ae Association Council
Roy E. Barness, Ph.D., M.A. 1981 (Theology)
Clinical Psychologist, Director of Counseling/Health, Seattle Pacific University, Seattle, WA
Nancy Chillingworth, M.A. 1984 (World Mission)
Senior Training Specialist, Bank of America, San Francisco, CA
Senior Pastor, First Presbyterian Church, Golden, CO
Sandra Herron, M.A. 1986 (Theology)
Vice President, INB, Indianapolis, IN
John Koreti, M.A. 1984 (World Mission)
President, Nexus International, Redlands, CA
Mark L. Olson, M.A. 1980 (Theology)
Marriage and Family Therapist, Minne­tonka, MN
Les Parrott III, M.A. 1988, Ph.D. 1990 (Theology, Psychology)
Professor of Psychology, Seattle Pacific University, Seattle, WA
Fletcher Tink, M.A. 1984 (Missiology), Ph.D. 1994 (World Mission)
Urban Missions Specialist, Washington D.C.

FORMAL STATEMENTS OF
COMMUNITY STANDARDS

Preamble

Men and women of God are suited for Christian service by moral character as well as by academic achievement and spiritual gifts. Among their qualifications should be compassion for individual persons, sensitivity to the needs of the communities of which they are a part, a commitment to justice, a burden that the whole of God’s will be obeyed on earth, personal integrity, a desire for moral growth, and mutual accountability. Candidates for a degree from Fuller Theological Seminary are expected to exhibit these moral characteristics.

The ethical standards of Fuller Theological Seminary are guided by an understanding of Scripture and a commitment to its authority regarding all matters of Christian faith and living. The Seminary community also desires to honor and respect the moral tradition of the churches who entrust students to us for education. These moral standards encompass every area of life, but prevailing confusion about specific areas leads the community to speak clearly about them. Students receiving training in a discipline for which there are professional ethical standards are subject to those as well.

Five statements of community standards are affirmed by all trustees, faculty, administrators, staff, and students of the Seminary. These are:

1.

2.

3.

4.

5.

Statement

Teddy

Tudor

Texas

Temple

Texas

University

Teddy

Texas

Temple

Texas

University
Statement on Academic Integrity

Truthfulness is of the very nature of God, who is Truth itself. Truth is a prominent theme in Scripture, and God's faithfulness and dependability rest in truthfulness. The biblical admonitions against false witness, lying, and dishonesty are also prominent. Fuller Theological Seminary is committed to intellectual and moral growth. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. In addition to maintaining integrity in their own academic pursuits, the faculty have the right and obligation to set and clarify academic requirements for the work of students. Academic integrity is a personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly so present. It includes a collective responsibility to assure that all uphold the spirit and letter of academic integrity.

Conduct regarded as violating academic integrity includes (but is not limited to): dishonesty in an examination by copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving un permitted aid on a take-home examination, or the submission of the same work product in more than one course without the express permission of the instructor(s); and plagiarism, which is the passing off of another's ideas or writings as one's own. It involves failure to acknowledge material which is copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to published procedures for processing grievances.

Statement on Sexual Harassment

Preamble. The two great commands are these: "You shall love the Lord your God with all your heart...soul ...and mind" and, "You shall love your neighbor as yourself" (Mt. 22:37,39). As man and woman are made in the image of God (Gen. 1:27), so in Christ there is neither male nor female (Gal. 3:28). Followers of Jesus are not to lord it over one another (Mt. 20:25-27), but are to be in mutual submission (Eph. 5:21). Christians manifest these truths by their mutual service and love in the Body of Christ.

Sexual harassment is a violation of Christ's commandment to love our neighbor as ourselves; it denies the image of God in the other; and it negates our oneness in Christ. Sexual harassment regularly involves an abuse of power; it invariably interferes with shared ministry and rends the Body of Christ.

With these things in mind, together with the realization that when one member suffers, all suffer together (1 Cor. 12:26), Fuller Theological Seminary establishes the following policy with regard to sexual harassment.

Policy. Fuller Theological Seminary expects bids behavior which arises from the abuse of power, and teaches that men and women together are created in God's image and for God's glory. The seminary is therefore committed to...
creating and maintaining a community in which students, faculty and administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation or intimidation, including sexual harassment. Every member of the Fuller community should be aware that the seminary is strongly opposed to sexual harassment and that such behavior is prohibited both by Seminary policy and by law (cf. Title VII of the Civil Rights Act, 1964, 42 U.S.C. Sections 2000e et seq. (1992); Title IX of the Educational Amendments, 1972, 20 U.S.C. Sections 1681 et seq. (1990)). Sexual harassment is a barrier to learning in the classroom and to productivity in the workplace. It is the intention of the seminary to take whatever action may be needed to prevent, correct and, if necessary, discipline behavior which violates this policy. Faculty, administrators and supervisors have the responsibility for participation in the creation of a campus environment free from sexual harassment, an environment that bears joyful witness to the God-given worth of all persons.

**Definition Of Sexual Harassment.** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature up to and including sexual assault constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a condition of instruction, employment, or participation in other Seminary activity
2. submission to or rejection of such conduct by an individual is used as a basis for evaluation in making any academic or personnel decision affecting that individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or participation in instructional, employment-related, or other Seminary activity.

Both men and women may be victims of sexual harassment. One person may be sexually harassing another person and not be aware of it. In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the context in which the alleged conduct occurred.

**Procedures for Filing and Resolving Complaints.** Detailed procedures for dealing with concerns and complaints which may involve sexual harassment, both informally and formally, may be found in the Student Handbook.

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**Statement on Sexual Standards and Marriage and Divorce**

**Sexual Standards.** Fuller Theological Seminary believes that heterosexual union must be reserved for marriage and insists on sexual abstinence for the unmarried. The Seminary believes premarital, extramarital, and homosexual forms of explicit sexual conduct to be inconsistent with the teaching of Scripture.

Consequently, the Seminary expects all members of its community—trustees, faculty members, students, administrators, and restricted staff members—to abstain from what it holds to be unbiblical sexual practices.

If any member of the community, as defined above, is charged with failure to abide by this sexual standard, the Seminary will invoke the procedures for investigation and, when necessary, discipline as outlined in the relevant faculty, student, or staff manual or handbook.

**Marriage and Divorce.** The Seminary’s biblical convictions and churchly responsibilities call us to make clear our commitment to Scripture’s teachings on the nature of marriage as a covenant. These teachings view marriage as a witness to the permanent relationship between Christ and his Church, and do not condone divorce as an acceptable way of solving marital differences.

The Seminary community’s concern for the sanctity of marriage is manifested in attitudes and programs that foster marital harmony and in support and compassion for those who struggle to keep their marriages stable, under the almost relentless destructive pressures of our society. At the same time, spiritual commitment requires fidelity within marriage and sexual continence outside of it for participation in the official life of the Seminary, whether as trustee, faculty member, student, administrator, or restricted staff member (whose position is classified as central to the religious goals and activities of Fuller’s). The Seminary’s role in serving a multidenominational constituency and in encouraging Christian ethical conduct among the leadership of the churches requires that the members of the Seminary community be exemplary in these and all other ethical matters.

The full seriousness of the apostolic pattern that sets up special qualifications in character and conduct for Christian leaders (e.g., 1 Timothy 3:1-13) is recognized, including stability of marriage and family life. These qualifications are carefully considered in the selection of trustees, faculty members, administrators, and staff members for restricted positions. No divorced person will be called to any of these offices without a thorough review of the circumstances of the divorce by the Trustee Affairs Committee in the case of trustees, the Faculty Senate in the case of faculty members or academic adminis-
trators, and under the supervision of the Administrative Council in the case of other administrators and staff members. Where the recommendation of the appropriate committee is to proceed with the appointment, the recommendation concerning trustees and nonacademic officers shall be submitted to the Board for final approval; recommendations concerning faculty members and academic administrators shall be reviewed by the Joint Faculty before submitting them to the Board for the final approval. Upon appropriate recommendation, appointments of administrators and restricted staff members will proceed in the normal way.

When divorce occurs in the life of any trustee, faculty member, administrator, or restricted staff member while officially related to the Seminary, the person is to notify the administrator to whom he or she is directly responsible. Normally that administrator would be, in the case of trustees, the chairperson of the Board; in the case of a faculty member, the appropriate Dean. In the case of administrators or restricted staff members, notification should be made to their cabinet-level supervisor. The divorcing person is to submit a letter explaining the circumstances at the time of the judgment of dissolution. The responsible cabinet-level administrator will submit a report and recommendation to the President in the case of Seminary personnel, or to the Trustee Affairs Committee in the case of trustees.

When a student undergoes the tragedy of divorce while in any program of the Seminary, that student shall, by the time of the judgment of dissolution, submit a letter explaining the circumstances to the Dean of the school in which he or she is enrolled. The Dean will submit a report and recommendation to the Provost. If further investigation is necessary, the process shall be carried out in accordance with the Procedures for Processing Grievances Regarding Students.

In any of these cases, failure to report the divorce within 30 days after the judgment of dissolution shall be grounds for discipline.

Statement on Respect for People and Property

As a community of Christians with special commitment to acting out love to one another, the Seminary expects community behavior that demonstrates the highest standard of respect for people and property. Scripture is replete with exhortations to look out for the welfare of others and build up each other, to be good protectors and stewards of the possessions God has given us and to be honest and keep one's word. The Seminary is committed to foster respectful interpersonal relationships regardless of gender, race, age, handicap, or national origin.

Basic standards for respectful conduct at Fuller are similar to those of other institutions of higher education in societies with the legal foundation of respect for people and property. Because occasions may arise when specific standards relevant to this community are not fully recognized, examples of behaviors that are not acceptable are presented in the Appendix to this statement.

Appendix to the Statement on Respect for People and Property

The following are examples of behaviors that are not acceptable according to the Statement on Respect for People and Property. When willfully engaged in, repeated or having serious consequences, they may be cause for disciplinary action. When appropriate, these may be reported to civil authorities for legal or other action.

Dishonesty: The Seminary regards as unacceptable any lying, misrepresentation, or deception in representations an individual makes about self or others in any phase of Seminary life, especially in formal statements.

Injurious or Offensive Action: Physical assault, infliction of psychological injury, and the spreading of malicious rumors are unacceptable. Prejudicial treatment based on gender, race, age, physical challenge, or national origin is both offensive and injurious. Persistent profane or obscene language that gives offense is subject to disciplinary action.

Disruption: Acts by individuals or groups which substantially interfere with the rights of others or interfere with the normal activities of the Seminary are unacceptable. Disruptive activities in classrooms, libraries, offices, other campus meeting or assembly areas, or in student residences are included.

Stealing or Destruction of Property: Theft of or damage to the property of another person or of the Seminary is unacceptable. Defacing or rendering library material unusable shows little respect for people or property. Unauthorized possession or use of Seminary materials or equip-
ment is a form of stealing.

**Purposeful Violation of Institutional Policies:** Purposeful violations include refusal to comply with contractual arrangements with Seminary offices or services, and unwillingness to abide by established policies in Fuller Housing.

**Statement on Substance Abuse Policy**

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, Fuller Seminary is committed to maintaining a drug-free working environment, one conducive to the promotion of wellness and positive self-development of all members of its community. In keeping with this objective, the Seminary will ensure that all of its workplaces are safe and free from the problems and risks associated with the unauthorized use and abuse of alcohol and the illegal use and abuse of drugs.

**Standards of Conduct.** Out of respect for our bodies as temples of the Holy Spirit, as good stewards of our relationships with one another, and in relation to our individual and communal fitness for ministry, the unlawful possession, use, or distribution of illicit drugs or alcohol by students and employees on Fuller property or at Fuller activities is prohibited. The Seminary also reserves the right to discipline students and employees for off-campus conduct not in keeping with these community standards.

**Facts about Drug and Alcohol Abuse.** Drug abuse has spread to every level of society in the United States. All drugs are toxic or poisonous if abused. Health risks of drug abuse include, but are not limited to, sleep disorders, confusion, hallucinations, paranoia, depression, impotence, liver damage, cardiac irregularities, hepatitis, and neurological damage. Abuse of either alcohol or drugs during pregnancy increase the risk of birth defects, spontaneous abortion, and stillbirths.

Alcohol is a depressant. It depresses the central nervous system and can cause serious, irreversible physical damage. Excessive drinking damages the liver, resulting in cirrhosis. Chronic alcohol abuse also causes hypertension, cardiac irregularities, ulcers, pancreatitis, kidney disease, cancer of the esophagus, liver, bladder, and lungs.

**Available Assistance.** The good news is that alcoholism and drug abuse and addiction are treatable. Generally, a recovering alcoholic or drug abuser may never safely drink or use drugs again, but can lead a normal, productive life as long as he or she maintains total abstinence. Confidential counseling and treatment programs in the Fuller Psychological Center, available to Fuller students and employees, include:
- Adult Children of Alcoholics
- Addictive States
- Step Teen
- Bridge to Sobriety

The costs of these programs are dependent upon the treatment necessary, with the individual’s economic situation a recognized factor on a sliding payment scale.

Students and employees should consult with their insurance carriers with individual questions regarding coverage of treatment.

**Disciplinary Sanctions.** For violations of Seminary rules of conduct, members of the community are subject to several kinds of penalties. The applicability and exact nature of each penalty varies for faculty, students, professional staff, employees and guests. In general, however, the penalties, depending upon the seriousness of the violation, include the following in ascending order of severity:

1. **Warning:** a formal admonition that does not become part of an individual’s permanent record, but may be taken into account in judging the seriousness of any future violation.

2. **Disciplinary Probation:** A more serious admonition assigned for a definite amount of time. It implies that any future violation during that time, of whatever kind, may be grounds for suspension, or in especially serious cases, for dismissal from the Seminary.

3. **Suspension for a Definite Period:** Removal from membership in, or employment by, the Seminary for a specified period of time.

4. **Indefinite Suspension:** Removal from membership in, or employment by, the Seminary for at least the period of time specified by the suspension, with the suspension to continue until certain conditions stipulated by the appropriate governing body applying this sanction have been fulfilled. These conditions may include, but are not limited to, restitution of damages or formal apology.

5. **Dismissal:** Permanent removal from membership in, or employment by, the Seminary without hope of readmission to the community.

The recommendation, and/or the requirement of completing an appropriate rehabilitation program may accompany any of the five disciplinary actions listed above.

**Legal Sanction.** Pending the outcome of investigations, local, state, and federal laws establish severe penalties for the unlawful possession of illicit drugs and alcohol. These legal sanctions, upon conviction, may range from the conviction of illicit drugs and alcohol. These legal sanctions, upon conviction, may range from the

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**Purposeful Violation of Institutional Policies: Disciplinary Sanctions:**

- **Warning:** Informal admonition assigned for a definite amount of time. It implies that any future violation during that time, of whatever kind, may be grounds for suspension, or in especially serious cases, for dismissal from the Seminary.

- **Disciplinary Probation:** A more serious admonition assigned for a definite amount of time. It implies that any future violation during that time, of whatever kind, may be grounds for suspension, or in especially serious cases, for dismissal from the Seminary.

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- **Dismissal:** Permanent removal from membership in, or employment by, the Seminary without hope of readmission to the community.
both. Recent federal laws have increased the penalties for the illegal distribution of drugs to include life imprisonment and fines in excess of $1,000,000.

Incidents on the Fuller campus or incidents involving members of the Fuller community may be reported to civil authorities for legal action.

Procedures for Processing Grievances Regarding Students

Due process is a central concern in any procedure implemented to respond to conduct within the Seminary community that is in apparent conflict with a Seminary standard.

Due process procedures may be presented in greater detail for specialized areas of Seminary activity with their own appropriate professional standards, such as for clinical work in the School of Psychology.

For student conduct, the procedures for processing grievances shall be as follows. (Procedures for faculty may be found in the Faculty Handbook and for staff in the Personnel Policy Manual.) When any steps of this process discover that no wrongful conduct has taken place, the matter will be terminated informally or in writing at the discretion of the accused.

1. Personal Encounter: Following the precept of Matthew 18:15, anyone who is concerned with the conduct of a student should, wherever possible, personally confront that individual for the purpose of either clarifying the facts or resolving the issue. This informal discussion stage might, when appropriate, be expanded to include perspectives and advice of several others who can contribute to resolution.

2a. Lodging a Complaint: The formal process begins with the lodging of a written complaint or concern about a student’s conduct. The complaint may come from another student, from a staff member, from an administrative office, from a faculty, or from a person outside the Fuller community. The person lodging the complaint must be willing to be identified. The complaint shall be registered with the dean or the appropriate academic officer of the student’s school. Written complaints lodged with other administrators, for other than routine administrative matters, will be forwarded to the dean.

2b. Clarification of Complaint: Promptly (usually within two weeks), but before further steps, the complaint will be explored and clarified privately and informally with the parties involved by an administrator of the dean’s choosing. Clarification may include consultation with others to determine whether the situation places the person in conflict with a stated Seminary standard. Such data gathering will seek to determine steps already taken, resources available, the person’s commitment to community standards, and desire or need for referral to additional professional resources. If the initial exploration concludes that no further action is necessary, formal notice of that decision will be given to the accused at her or his request.

3a. Formal Notice of Complaint: If the initial exploration shows that the situation needs further attention, formal notice of the complaint will be given in writing to the student. That notice will present the options a student may choose for a formal hearing. The student’s preference shall be declared thereafter in writing within one week.

3b. Formal Hearing: Within three weeks of the formal notice, a formal hearing according to Option A or Option B will be held.

Option A: Hearing with a Faculty/Student Group. If the accused prefers a hearing with peers present, he or she may ask for a Hearing Committee. This committee will be convened by the dean and include, in addition to the dean, a faculty member from another school appointed by the provost, the president of the All-Seminary Council, a student appointed by the graduate union of the accused’s school, and a student invited by the accused. The accused shall have the right to bring counsel to the hearing as well as the right to confront her or his accuser. The Hearing Committee’s conclusion regarding adherence to standards will be presented as a recommendation to the dean, who will forward it to the provost along with the dean’s own recommendation.

Option B: Hearing with the Dean. If the accused prefers not to have the matter brought before a group, she or he may choose a private hearing with the dean. Here the situation will be presented by the administrator who did the clarification. The accused shall have the right to confront the accuser, if desired. The dean’s conclusion regarding adherence to standards will be forwarded as a recommendation to the provost.

3c. Recommendation for Action: If a student is found in violation of a Seminary standard, the Hearing Committee, according to Option A, may recommend a disciplinary action to the dean. On the basis of that recommendation, or by her or his own conclusion in Option B, the dean shall
recommend the appropriate disciplinary action to the provost promptly afterwards.

3d. Decision and Disciplinary Action: The final decision on whether the accused's conduct is in violation of a Seminary standard will be made by the provost. If the conclusion is that the conduct is not in violation of Seminary standards, the provost will so notify the accused and the dean in writing. If the conclusion is that the conduct warrants disciplinary action, the provost will determine that action and communicate it in writing to the dean and the accused.

Possible Student Disciplinary Actions

The following disciplinary actions may be taken when a student is found not to be in accord with a Seminary standard. Enforcement progression may be modified to fit individual circumstances.

Limited Actions:

1. Admonition: An oral statement to a student that she or he has violated institutional regulations.

2. Warning: Oral or written notice that continuation or repetition of certain conduct may be cause for more severe disciplinary action.

Actions Affecting Student Status:

3. Probation: A written reprimand stating violation of Seminary standards. Further violation would normally lead to suspension.

4. Suspension: Exclusion from classes for a specified period of time not to exceed two years. Conditions, if any, shall be stated in the letter of suspension.

5. Expulsion: Termination from student status for an indefinite period of time. Conditions for readmission, if any, shall be stated in the order of expulsion.

Routine Administrative Actions:

6. Fine and Penalties: Penalties may be assigned for violation of Seminary regulations, when notice has been previously given for what penalties apply to specified violation.

7. Withholding Services, such as Registration or Certification: The Seminary reserves the right to withhold student services, including specifically registration or the issuance of transcripts or diplomas, for a student who has not satisfied financial or other formal commitments from a previous or current registration.

8. Eviction: The Seminary reserves the right to evict residents of student housing, following procedures of the state of California, for violation of contractual agreements (i.e., for failure to pay rent) or for violation of established rules and guidelines (i.e., supervision of children, quiet hours, etc.).

Procedure for Appealing a Student Disciplinary Action

Appeal. A student shall have the right of appeal beyond the provost to the president. The appeal and basis therefore shall be presented in writing no later than two weeks after the provost's decision. The president shall render a decision usually within a month of the appeal. The final level of appeal, again in writing within two weeks by the student, is the chairperson of the Board of Trustees, who will determine how the appeal is heard, if the chairperson desires a hearing. The decision announced by the chairperson is final.

Statement on Inclusive Education

Fuller Theological Seminary is committed to the admission and education of students without discrimination on the basis of gender. In welcoming women into all of its programs, the Seminary thereby incurs an obligation to make all of its resources available to them as they pursue the professions and ministries—ordained or nonordained—to which the Lord has called them. The Fuller community is aware of the fact that the role of women is a matter of controversy in many denominations, churches, and parachurch movements. The Seminary seeks to nurture its ties with the whole Body of Christ, including those Christian individuals and groups who presently hold alternative views on the role and ministries of women. While the Seminary encourages discussion and study of this issue, under no conditions may the authority of the classroom be used to challenge the calling of any student on the basis of gender. The Seminary expects all who teach in its programs to honor its commitment to this point.
Statement on Nondiscriminatory Language

The Joint Faculty and Board of Trustees of Fuller Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community. Fuller has adopted the statement to be consistent with the Seminary’s clear commitment to the full equality of women and men and to the training of women as equal partners with men in all areas of Christian ministry.

Statement. As members of the Joint Faculty of Fuller Theological Seminary, we are committed to the use of nondiscriminatory language in all areas of the community’s life. We recognize that many women and men no longer find ‘man,’ ‘men,’ and ‘mankind’ acceptable as generic terms. We understand that such exclusive language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. As Christians desiring to support human equality, we intend to avoid exclusive language which might express or encourage discrimination within the church or society. We pledge ourselves as faculty and encourage students, staff members, and administrators to use language which includes women and men in all our teaching, writing, witness, and worship.

Policies Governing Classroom Procedures. We expect students to use horizontally nondiscriminatory language in all of their work, both in oral presentations and written assignments.

As the faculty of an interdenominational institution, we recognize the fact that various communities differ in their views on the matter of language used in reference to God. We affirm the use of the classical trinitarian formula and biblically faithful language for God. We encourage students to reflect in their writing the full breadth of the Bible’s masculine and feminine imagery for God. We also encourage students to demonstrate sensitivity concerning the constellation of issues related to gender-specific language for God.

We leave to the discretion of the individual faculty member the formulation and implementation of specific requirements governing the use of nondiscriminatory language in the classroom. It is imperative that these specific expectations with respect to language be spelled out in the syllabus for the course.

Policies with respect to language, and especially language for God, should manifest pedagogical sensitivity so that openness and not hospitality is fostered in our students. Course requirements should prepare students to minister in a variety of cultural contexts and teach them to articulate and to deal pastorally and theologically with issues raised by questions of nondiscriminatory language.

Additional Policies Governing Theses, Dissertations, and D.Min Projects. Students writing theses or dissertations need to take into consideration the guidelines on nondiscriminatory language as formulated by their appropriate professional societies (e.g., APA, AAR, etc.).

For reasons of audience or cultural context, a faculty person who is mentoring a doctoral student may request that a particular doctoral dissertation be exempted from some aspects of the above policy, with a disclaimer inserted at the beginning of the work. However, the burden of proof for such an exemption rests on the student, subject to approval by the mentor and the appropriate committee of the appropriate school.

Policies Governing Faculty Speaking and Writing. We pledge ourselves to model our commitment to the partnership of women and men in the church and society by the language we use in speaking of and to other human beings. We will endeavor to be consistent and creative in using nondiscriminatory language in all our writing, public speaking, preaching and teaching.

We will also strive to enrich our ways of thinking and speaking about God as we explore the variety and fullness of Biblical imagery, including both masculine and feminine metaphors for God. In our affirmation of trinitarian orthodoxy, we intend to challenge those assumptions which diminish God’s authority and majesty, and to show how the Bible’s use of masculine imagery for God is not meant to reinforce patterns of thought and practice which deny women their rightful place in the body of Jesus Christ.

Policies Governing Language in Worship. Worship leaders are urged to demonstrate sensitivity in the language of worship in the following areas: (a) using nondiscriminatory language (people, humankind versus men, mankind), (b) using examples and references that encompass women as well as men, and (c) using a rich variety of biblical imagery for God in order to expand our concept of God beyond exclusive masculine terms. The selection and use of hymns, scripture readings, prayers, and liturgies in our public worship should reflect wherever possible this basic concern for inclusivity.
Statement on Academic Freedom

In the pursuit of truth before God, faculty members are free to express, in their writing, speaking, teaching, and activities, their individual positions. While free to develop, change, and accept any academic position, the unique task of the institution requires that the ultimate positions of faculty members not be at variance with the basic theological stance of the community as set forth in the Statement of Faith and other official statements derived from it and approved by vote of the faculty and Board. Fuller recognizes that as its faculty members pursue their respective disciplines, scholarship will create a healthy and dynamic tension which Fuller must encourage. Therefore:

Faculty members are entitled to full freedom in research and in the publication of the results within their fields of academic competence. Faculty members are entitled to freedom in their classrooms to address matters within the general subject area implied by the course title and description.

Faculty members are free as individuals and as citizens to speak and write about matters, whether or not the matters are directly related to theology. While Fuller will not limit individual expression in any respect, faculty members should avoid the impression that they are speaking for the Seminary.

Faculty members have the freedom to entertain positions which stand in an uncertain relationship to our community’s Statement of Faith, but each member must realize that the faculty as a whole, and not its individual faculty members, has the task of interpreting the Statement of Faith.

If the community finds that a given position is consonant with the Statement of Faith, the community has a responsibility to protect the academic freedom of the individuals involved against any attacks from the public or from some segment of the Seminary constituency.

If a faculty member believes that a peer has separated from the theological community at Fuller by publicly advocating a position clearly at variance with the Statement of Faith and Fuller’s unique academic task, the faculty member should first approach that colleague directly and privately for clarification. If this attempt is not successful, then the two faculty members should request the aid of their Dean(s) within the community to attempt such clarification. If after faculty discussion a faculty member remains convinced that a position is correct, even though it is at variance with Fuller’s theological stance, that member has the right to attempt to change the Statement of Faith. The process of change must follow the procedures established for that purpose in the Seminary’s Articles of Incorporation and Bylaws.

If attempts for such changes do not receive the community’s support, however, Fuller expects that a faculty member will act with integrity and leave the community rather than act in opposition to the community’s confessional stance. Any faculty colleague, however, does have the right to a full hearing and investigation by the Board of Trustees, according to the procedures stated in the Seminary’s Bylaws and Faculty Handbook, with the understanding that the outcome of such a process may still require a severance of the relationship for the sake and interest of both parties.

Students are not required to subscribe to the Statement of Faith and are free to learn and to take reasoned exception to the data or views offered in the Fuller community. In their public expressions students and student organizations should make clear that they speak only for themselves.

Faculty members are responsible for safeguarding the academic freedom of their students to learn by encouraging free inquiry into controversial issues, presenting alternative viewpoints, refraining from undue influence of the process of learning, taking dissenting student opinion seriously, and offering a forum for discussion.

GLOSSARY OF TERMS

The following terms have proved consistently difficult to understand for students coming to Fuller from other educational systems. This difficulty is experienced by students from European educational systems as well as Third World students.

Audit: an enrollment status that permits a person to attend a class, without earning any credit or receiving a grade for the class. No record of an audit is kept on the transcript. Normally, auditors are not required to do any work in the class, and are requested not to participate in discussions. Some classes, however, require auditors to participate and complete assignments, due to the nature of the class.

Comprehensives: an examination or series of examinations to be taken as required parts of a degree program or for admittance to a higher degree program. These may be based on knowledge gathered from all the course offerings, or from a specific set of core courses, in which case they should be scheduled shortly after the completion of the core courses.

Core Courses: basic required courses which form a necessary foundation for all other coursework in a specific degree program and, if
possible, should be taken at the beginning of the program.

Course: a specific field of study undertaken with a professor for a set period of time and for a specific number of units.

Credit: acknowledgement that a specific course has been satisfactorily completed and is registered on the student’s official record. Credit is received for any passing grade. Another meaning of “credit” is that of a measure of credit, for example, “four credits” or “four units of credit” for a course. Normally a minimum of 25-30 hours of class time, research and study is required for each unit of credit that is earned for a class.

Cumulative Grade Point Average: a single decimal grade which is a numerical score representing the average of all letter grades received by a student for all courses completed. The cumulative grade point average is recorded on the grade card which reports the results of each quarter’s work. See also “grade point average.”

Dissertation: the final written work submitted by a student as part of the higher degree requirements of a doctoral program.

Elective: a nonrequired course, which may be chosen by the student for inclusion in his or her degree program alongside those courses required by the program. A number of elective courses must be taken to complete the total number of units in most degree programs.

Grade Point Average: the grade point average (GPA) designates the estimated merit of a student’s work in the form of a decimal which represents a specific letter grade. Letter grades and their numerical values are listed in the second section of this catalog. The GPA for a single quarter will be the grade point which results from the averaging of letter grades received in all courses for that quarter. See also “cumulative grade point average” above.

Intensive Course: a course offered over a one- or two-week period of time within a quarter, instead of the entire ten weeks of the quarter. Such a course is scheduled to meet every weekday of the one- or two-week period, for three to six hours or more each day, so that the class meets the same number of hours as it would if it were scheduled for the ten-week period. Courses are offered on this basis every quarter, and especially in the summer.

Matriculation: the beginning of a course of studies. A “matriculation fee,” which is applied against tuition, is required of students in some programs before they begin a course of studies. The date of matriculation is the time at which you register for your first classes toward a particular degree program. Deadlines for completion of degree requirements in some programs are measured from the date of matriculation.

Pass/Fail: In certain programs, a student may choose not to receive a letter grade for a course completed. A student’s work is then recorded as “P” for pass and “F” for fail. The Pass grade does not affect the grade point average, but the Fail grade will lower the grade point average. All coursework is required and graded as it would be for a course which would receive a letter grade. This option is limited to certain degree programs, and in each program there is a limit as to how many courses a student may take in this manner.

Priority Registration Day/Time: a day and time assigned to each student prior to registration for the next quarter which designates the earliest time that the student may register. This allows students who are closer to graduation, and need particular courses to complete their requirements, to register first.

Quarter: an academic term comprising a period of ten weeks. It is followed by one week for exams. Three quarters—fall, winter and spring—comprise the normal academic year. Courses are also offered during the summer quarter. Most courses last for one quarter.

Thesis: a written work generally shorter in length than the dissertation, which may be required of certain master’s programs.
## Academic Calendar

More detailed calendars are published each year in the various student handbooks. This calendar is for general reference only, and may be superseded by other calendars published and distributed from time to time and by announced changes of the dates of various events listed here.

### Fall Quarter 1994
**September 26-December 9**

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>August 30 - September 1</td>
<td>Returning student registration</td>
</tr>
<tr>
<td>September 19-23</td>
<td>New student registration</td>
</tr>
<tr>
<td>September 22-23</td>
<td>New student registration</td>
</tr>
<tr>
<td>September 26</td>
<td>Ten-week classes begin</td>
</tr>
<tr>
<td>November 15-18</td>
<td>Winter quarter registration</td>
</tr>
<tr>
<td>November 24-25</td>
<td>Thanksgiving recess</td>
</tr>
<tr>
<td>December 2</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 5-9</td>
<td>Quarterly examinations</td>
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### Winter Quarter 1995
**December 12-March 17**

<table>
<thead>
<tr>
<th>Date Range</th>
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<tbody>
<tr>
<td>December 12-16</td>
<td>Early Winter intensives</td>
</tr>
<tr>
<td>January 3</td>
<td>New student orientation and registration</td>
</tr>
<tr>
<td>January 4</td>
<td>Ten-week classes begin</td>
</tr>
<tr>
<td>January 16</td>
<td>Martin Luther King Day observed</td>
</tr>
<tr>
<td>February 20</td>
<td>President's Day observed</td>
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<tr>
<td>February 21-24</td>
<td>Spring quarter registration</td>
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<tr>
<td>March 10</td>
<td>Classes end</td>
</tr>
<tr>
<td>March 13-17</td>
<td>Quarterly examinations</td>
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### Spring Quarter 1995
**March 20-June 10**

<table>
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<tr>
<th>Date Range</th>
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<tbody>
<tr>
<td>March 20-24</td>
<td>Early Spring intensives</td>
</tr>
<tr>
<td>March 24</td>
<td>New student orientation and registration</td>
</tr>
<tr>
<td>March 27</td>
<td>Ten-week classes begin</td>
</tr>
<tr>
<td>April 14</td>
<td>Good Friday</td>
</tr>
<tr>
<td>May 16-18</td>
<td>Summer quarter registration</td>
</tr>
<tr>
<td>May 29</td>
<td>Memorial Day observed</td>
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<tr>
<td>May 31</td>
<td>Baccalaureate</td>
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<tr>
<td>June 2</td>
<td>Classes end</td>
</tr>
<tr>
<td>June 5-9</td>
<td>Quarterly examinations</td>
</tr>
<tr>
<td>June 10</td>
<td>Commencement</td>
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### Summer Quarter 1995
**June 19-September 15**

<table>
<thead>
<tr>
<th>Date Range</th>
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<tr>
<td>June 16</td>
<td>New student orientation and registration</td>
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<tr>
<td>June 19</td>
<td>Ten-week classes begin</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day observed</td>
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<tr>
<td>August 25</td>
<td>Ten-week classes end</td>
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<td>August 28-September 1</td>
<td>Quarterly examinations</td>
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### Summer Short-term Sessions 1995

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<td>June 19-June 30</td>
<td>Session 1</td>
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<tr>
<td>July 10-21</td>
<td>Session 2</td>
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<tr>
<td>July 24-August 4</td>
<td>Session 3</td>
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<tr>
<td>August 21-September 1</td>
<td>Session 4</td>
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### Fall Quarter 1995
**September 25-December 8**

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<tr>
<th>Date Range</th>
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<tr>
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<tr>
<td>September 18-22</td>
<td>New student orientation</td>
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<td>September 21-22</td>
<td>New student registration</td>
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<td>November 23-24</td>
<td>Thanksgiving recess</td>
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<tr>
<td>December 1</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 4-8</td>
<td>Quarterly examinations</td>
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### Winter Quarter 1996
**December 11-March 15**

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<tr>
<td>December 11-15</td>
<td>Early Winter Intensives</td>
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<tr>
<td>January 2</td>
<td>New student orientation and registration</td>
</tr>
<tr>
<td>January 3</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King Day observed</td>
</tr>
<tr>
<td>February 19</td>
<td>President's Day observed</td>
</tr>
<tr>
<td>February 20-23</td>
<td>Spring quarter registration</td>
</tr>
<tr>
<td>March 8</td>
<td>Classes end</td>
</tr>
<tr>
<td>March 11-15</td>
<td>Quarterly examinations</td>
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### Spring Quarter 1996
**March 18-June 8**

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<tr>
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<td>May 29</td>
<td>Baccalaureate</td>
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<td>Quarterly examinations</td>
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<tr>
<td>June 8</td>
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PROSPECTIVE STUDENT EVENTS

For more information about the following events, contact the Office of Admissions

Monday, October 24, 1994

Friday, January 20, 1995

Monday, April 24, 1995

FULLER THEOLOGICAL SEMINARY
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PASADENA, CA 91182

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☐ Family Pastoral Care and Counseling
☐ Youth Ministries
☐ Cross-Cultural Studies
☐ Multicultural Ministries
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☐ Christian Higher Education
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☐ Biblical Studies and Theology
☐ Semitic Languages and Literature
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* See Catalog for definitions  1M.Div. only  2M.A. only