



GEORGE FOX
UNIVERSITY

GEORGE FOX UNIVERSITY

2016-17 Degree Completion Programs

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Degree Completion Programs

Transfer Credit

Students who have completed work at other educational institutions may be entitled to transfer credit by presenting official transcripts. George Fox University applies the accepted credits toward the general education requirements, electives, and the student's chosen major. Certain criteria are involved in the evaluation:

1. Only course work with a C- or better grade will be accepted. (The GPA does not transfer. A student's GPA is computed on work at George Fox University only.)
2. The Associate of Arts Oregon Transfer Degree (AAOT), Associate of Science Oregon Transfer Degree - Business (ASOTB), Direct Transfer Agreement - Associates Degree (DTA) from Washington, or any Associate of Arts degree from California that includes either the IGETC certificate or the CSU General Education - Breadth requirements will satisfy all general education requirements except Bible and religion. (A transfer degree may not necessarily meet school, department, or major requirements with regard to courses or GPA.)

Transfer credit will be evaluated and assigned a George Fox University course number based on the closest match between the originating course and the George Fox University course descriptions.

Any evaluation of transfer credit is to be considered tentative until the student has completed 12 hours in good standing.

Any veteran receiving GI Bill benefits while attending George Fox University is required to obtain transcripts from all previously attended schools and submit them to the VA School Official for review of prior credit.

Residence Requirements

Degree Completion Academic Programs

In addition to coursework in a major, degree programs at George Fox University include general education coursework as well as the opportunity to gain credit through prior learning and other alternative credit means.

Please use the following links to access information about these academic programs for degree completion students:

[General Education Requirements—School of Education Degree Completion Program](#)

[General Education Requirements—Department of Professional Studies Adult Degree Completion Program](#)

[Credit for Prior Learning](#)

[Alternative Credit](#)

In addition to these specific programs, degree completion students are subject to specific major and minor requirements for their degree.

Social Science (9)

Choose 9 credits from the following areas: psychology, sociology, economics, political science, anthropology.

2. History (6 credits)

Students must select one of the following courses:

HIST 110 Western Civilization to 1648 (3)

HIST 120 Western Civilization from 1648 (3)

Students must select one of the following courses:

HIST 151 United States to 1865 (3)

HIST 152 United States from 1865 (3)

3. Literature (3 credits)

LITR 100 Introduction to Literature (3)

LITR 220 Great American Writers (3)

LITR 238 Contemporary World Literature (3)

LITR 240 Understanding Drama (3)

LITR 270 Great British Writers (3)

LITR 326 American Literature to 1865 (3) LITR

327 American Literature, 1865-1914 (3) LITR

328 American Literature, 1914-Present (3) LITR

340 Poetry (3)

LITR 376 British Literature to 1660 (3) LITR

377 British Literature, 1660-1830 (3) LITR

378 British Literature, 1830-Present (3)

Natural Sciences (6 credits)

Lab science is required. Courses must come from at least two different disciplines: biology, chemistry, environmental science, or physics.

Mathematics (6- 8 credits)

MATH 211 Foundations of Elementary Mathematics I (4)

MATH 212 Foundations of Elementary Mathematics II (4)

Social Science (6 credits)

1. Psychology (2-3 hours)

PSYC 150 General Psychology (3)

2. General Social Science (2-3 hours)

ECON 201 Principles of Microeconomics (3)

ECON 202 Principles of Macroeconomics (3)

PSCI 150 Introduction to Political Science (3)

PSCI 190 American Government (3)

SOCI 150 Principles of Sociology (3)

Globalization (2 -3 credits)

GEOG 200 Cultural Geography and Global Relationships (3)

Alternative Credit

A maximum of 32 semester credits may be earned at George Fox University through examination or other non-classroom credit procedures. This includes all alternative credit opportunities. Students may reduce the number of necessary courses and add flexibility to their programs through one or more of the following options.

Advanced Placement Coursework

College credit may be granted in several subject areas for students who receive a score of 3.0 or better on exams for college-level courses offered in high school through the Advanced Placement program sponsored by the College Board. Students must request test scores be sent to George Fox University. The registrar's office processes credit for sufficient scores as transfer credit on each student's academic transcript. Course equivalencies and credit hours awarded are maintained by the registrar's office.

College Level Examination Program

The Educational Testing Service of the College Board provides nationally recognized standardized testing through which college credit may be earned or course proficiency verified. This is the College Level Examination Program (CLEP). Testing through the CLEP General Examinations is designed to verify competency in general education. Testing through the CLEP Subject Examinations provides verification of competency in selected academic fields such as foreign language, mathematics. These may be taken at any time (unless concurrently or previously enrolled in an equivalent course) and assume competency has been gained in nonclassroom settings. Students can contact the registrar's office for information regarding the equivalent course awards for sufficient scores on exams. For local testing sites, please refer to the CLEP Test Center Search webpage.

DSST Examinations

DSST subject-level exams (formerly DAN TES) are a means of evaluating learning acquired outside the traditional classroom. University credit may be awarded for students who receive a score at or above the minimum recommended by the American Council on Education (ACE) for the given exam.

International Baccalaureate Coursework

University credit may be granted in several subject areas to students who complete university-level work through the International Baccalaureate (IB) program. A minimum score of five is required on High Level examinations for credit consideration. Students must provide a copy of their IB transcript to receive consideration. Credits awarded as a result of IB documentation will be accepted as transfer credit. Course equivalencies and

credit hours awarded for International Baccalaureate coursework are maintained by the registrar's office.

Prior Learning Assessment

Credit may be earned by submission of qualified non-collegiate training. Credit may also be earned via learning demonstrated through carefully constructed Life Learning Essays. Please see the Prior Learning Assessment section of this catalog.

Degree Completion Major Requirements

Degrees

George Fox University confers these undergraduate degrees within the Department of Professional Studies: bachelor of arts and bachelor of science. The university also confers the bachelor of science degree within the School of Education.

A major is successfully completed when all major courses are completed with no grade below a C- and with a major GPA of 2.0 or above. A minimum of 36 semester hours within the major must be completed at George Fox University. All bachelors degrees at George Fox University require the successful completion of a minimum of 126 semester hours.

Admission to a Major

The Elementary Education program has specific requirements for admission to the major that can be found [here](#).

For the Department of Professional Studies, with 62* approved semester hours, students apply to the major and once accepted, join a group (cohort) of no more than 20 students. Each cohort completes the remaining classes together, providing mutual support and motivation.

*Students entering with at least 20 approved semester hours first take additional classes and pursue Prior Learning strategies to fulfill general education and elective requirements. Advising from each department is available and encouraged.

Majors

Education

Elementary Education (BS)

Management

Management and Organizational Leadership (BA)

Project Management (BS)

Technology Management (BS)

Health

Healthcare Administration (BA)

Social/Behavioral Studies

Social and Behavioral Studies (BA)

Degree Completion Majors and Minors

Major and Minor Requirements

Program Name	Degrees Offered
Elementary Education	Major (BS)
Management and Organizational Leadership	Major (BA), Minor
Project Management	Major (BS), Minor
Healthcare Administration	Major (BA), Minor
Social and Behavioral Studies	Major (BA)
Technology Management	Major (BS), Minor

Healthcare Administration Minor

Healthcare Administration Minor (21 hours)

The healthcare administration minor offers students of other majors a 21-semester-hour course of study that is designed to help prepare individuals to be leaders who recognize and deal with the challenges facing the healthcare industry in order to advance the quality of patient care. Students are required to obtain a minimum grade of C- in all courses taken for the minor.

Minor Requirements

MGHA 427 Introduction to Healthcare Services

3

MGHA 430 Legal and Ethical Aspects of Healthcare Services

Management and Organizational Leadership Minor

Management and Organizational Leadership Minor (19 hours)

Minor Requirements

MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision Making	3
MGOL 431 Operations Management	3
MGOL 440 Human Resource Management	3
MGOL 442 Dynamics of Leadership	3

Students must choose one of the following courses:

MGOL 412 Data Informed Decision Making I	3
MSBS 424 Research Methods and Statistics (SBS Majors Only)	3

Students must choose one of the following courses:

MGOL 415 Data Informed Decision Making II	1
MSBS 444 Social and Behavioral Studies Applied Research (SBS Majors Only)	1

Degree Completion Course Descriptions

Project Management Minor

Project Management Minor (16 hours)

Specifically designed to guide students in becoming effective project managers, equipped with the technical skills and behavioral competencies necessary to deliver successful projects in today's fast-paced business environment. These additional classes are invaluable as the curriculum is based upon both the International Project Management Association (IPMA) and Project Management Institute (PMI) standards. Students are required to obtain a minimum grade of C- in all courses taken for the minor.

Minor Requirements

MPJM 418 Introduction to Project Management	4
MPJM 424 Intermediate Project Management	4
MPJM 438 Project Quality Management	4
MPJM 444 Advanced Project Management	4

Degree Completion Course Descriptions

Bachelors (BA) in Social and Behavioral Studies

Social and Behavioral Studies (BA)

The social and behavioral studies major offers a 36-semester-hour course of study that is designed to enable graduates to apply knowledge from the social and behavioral sciences to work in human services.

In this program, students will learn to:

- Understand the stages of human development
-

Technology Management Minor

Technology Management Minor (21 hours)

The technology management minor offers students of other majors a 21-semester-hour course of study that is designed to help prepare individuals to be effective managers of people and technology.

Students are required to obtain a minimum grade of C- in all courses taken for the minor.

Minor Requirements

MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision Making	3
TMGT 410 Management of Information Systems	3
TMGT 420 Global Information Systems	3
TMGT 430 Database Planning and Management	3
TMGT 440 Enterprise Architecture Design and Management	3
TMGT 450 Managing Technology Projects	3

Degree Completion Course Descriptions

School of Education Programs

The degree completion teacher education program at George Fox University is designed to prepare teachers for careers in public and private schools through a curriculum that builds on a broad foundation in Christian liberal arts education through specialization in elementary education with methods, clinical studies in teaching, and learning theory. Teacher education and licensure in Oregon operates under the approved program approach. Teaching licenses are issued to qualified applicants who have completed a teacher education program approved by the Oregon Teacher Standards and Practices Comm

More information about programs and faculty of the School of Education can be found on the [Adult Degree Program page](#).

[Degree Completion](#) [Course Descriptions](#)

Degree Completion Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix

Subject

EDUC

Education

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Form [(.]2itons

Elementary Education (ELED) Courses

Elementary Education

ELED 260 Teaching, Schooling and Learning

4 hours. An overview of history and diverse social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Survey of learning theories and possible applications in the elementary classroom are explored. Required for elementary teaching majors and music education majors. Includes 10 hours of clinical practice.

ELED 270 Intercultural Communications

2 hours. Examines the diverse and dynamic role of culture in the ESOL student's language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

ELED 346 The Inclusive Classroom in a Diverse Society

4 hours. Examines strategies for planning, managing and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and hands-on learning approaches that accommodate a diverse population. Also included are strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students. In this course, you are invited to evaluate best practices, use strategies for developing and integrating language skills, as well as choosing and adapting classroom resources, and reflecting on your role as an agent of change who will effectively empower students to reach their potential. This course will examine the diversity of cultures, languages, experiences, and knowledge that our students bring to our classrooms. This course will examine the tensions and barriers that are evident when students of diversity encounter the mainstream classroom in which they are the minority culture. Teacher perceptions and biases will be examined and challenged.

ELED 354 Pedagogy of Health, Physical Education and Arts

4 hours. Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum. This course examines and offers opportunities to apply health and physical education methods.

ELED 371 Curriculum Design with ESOL

4 hours. Working within the differentiation framework (background knowledge, language, academic and behavior) BLAB, this course will examine and apply the concepts and instructional strategies that are essential for the academic achievement of our students from cultural, diverse, language, behavioral and academic backgrounds. Specific emphasis will be devoted to the success of our exceptional students and our second language learners. Integration of Social Studies into the methodology of the work sample will be addressed. Requires 20 hours of practicum.

ELED 375 Student Teaching I

4 hours. The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and completion of a work sample is required. The work sample is a written documentation of the student's ability to teach all students. The practicum is scheduled 5 days a week. Pass/No Pass.

ELED 381 Classroom Management

2 hours. Clearly, individual classroom teachers can have a major impact on student achievement. Of the three major roles of the classroom teacher – making choices about instructional strategies, designing classroom curriculum, and employing classroom management techniques – classroom management is arguably the foundation. Research on classroom management is integrated into the course. This course introduces the teacher candidate to research-based effective classroom management strategies.

ELED 412 Literacy for Children and Adolescents

2 hours. This course provides an overview of children's and adolescent literature and its use in culturally responsive teaching. Children's and adolescent literature will be explored as a method to provide culturally responsive teaching in relation to diversity and critical literacy areas.

ELED 413 Reading and Writing Methods

4 hours. This course creates a foundation for teaching listening, speaking, reading, and writing in all grades with a focus on beginning readers and writers. Theory, learner

development, diversity, and content knowledge will be applied in lesson and unit planning and in teaching children in the placement. Assessment, planning, teaching and reflection will be modeled and experienced in classroom settings using the CCSS, best practice and attention to the needs of all learners.

ELED 414 Reading and Writing Methods with the Common Core Subjects
4 hours. This course builds on the foundation gained in Reading and Writing I and focuses on grade 3-8 readers and writers. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children in the placement. Assessment, planning, teaching and reflection will be modeled and experienced in classroom settings using the CCSS, best practice and attention to the needs of all learners

ELED 423 Christian Faith and Thought
3 hours. The class focuses on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people.

ELED 461 Applied English Linguistics
2 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

ELED 462 Second Language Acquisition
2 hours. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.

ELED 475 Student Teaching II
6 hours. The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and completion of a work sample is required. The work sample is a written documentation of the student's ability to teach all students. The practicum is scheduled 5 days a week. Pass/No Pass.

ELED 480 Classroom Assessment: Assessing and Planning for All Learners
4 hours. Building on the conceptual ideas of Assessment for Learning, this course focuses on the idea that assessment is a collaborative process that involves the student, teacher, and other stakeholders in a collaborative experience that is designed to empower student success. The four dimensions of background knowledge, language abilities, academics, and behavior assessments will provide the impetus for a course which investigates, develops, and plans assessments for all students, specifically including English language learners, special education students, talented and gifted students, and mainstream students. A wide diversity of classroom assessments will be explored. Additionally, the use and interpretation of standardized assessments will be examined. Through direct practice, teacher candidates will gain insights into identification, placement, monitoring and exiting criteria for ELL students according to federal and state policies; and will be prepared to implement fair and realistic accommodations/assessments in the mainstream classroom.

ELED 490 Professional Seminar

2 hours. This course assists teacher candidates to synthesize their foundation, methods and content background during the full time clinical experience, including content to prepare the teacher candidates as they transition into the teaching profession. The course content is presented in a professional development workshop while encouraging an understanding of the need for continued growth as teaching professionals as well as additional information on classroom management and differentiation, etc.

Healthcare Administration (MGHA) Courses

Healthcare Administration

MGHA 427 Introduction to Healthcare Services

3 hours. Introduces the historical development and contemporary structure of healthcare services. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, sources of healthcare funding, and related current issues.

Prerequisite: MGOL 401 Organizational Behavior.

MGHA 430 Legal and Ethical Aspects of Healthcare Services

3 hours. Studies the legal and ethical issues involved in the management and delivery of healthcare services, and the interrelations between hospital, physician, and patient.

Prerequisites: MGOL 401 Organizational Behavior, MGHA 433 Leadership for Healthcare Professionals.

MGHA 432 Integrated Healthcare Delivery Systems

3 hours. Examines the evolution and structure of integrated healthcare delivery systems from the perspectives of quality, access, and costs. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements, and institutional accreditation.

Prerequisites: MGOL 401 Organizational Behavior, MGHA 427 Introduction to Healthcare Services.

MGHA 433 Leadership for Healthcare Professionals

3 hours. Examines the theory and practice of leadership in healthcare settings and the critical knowledge and skills needed to be effective leaders in today's complex healthcare environment.

Prerequisites: MGOL 401 Organizational Behavior, MGHA 434 Fundamentals of Managed Care.

MGHA 434 Fundamentals of Managed Care

3 hours. Introduces the history, philosophy, business principles, and current structure of the managed care industry. Explores concepts of capitation, managed care contracting, case management utilization patterns, regulatory requirements, and national health policy.

Prerequisites: MGOL 401 Organizational Behavior, MGHA 432 Integrated Healthcare Delivery Systems.

1 hour. Required for Project Management Majors. Guided practicum/learning experience designed to support the application of project management tools, processes,

Prerequisite: MSBS 421 Group and Family Dynamics.

MSBS 431 Contemporary Social Dynamics and Public Policy

3 hours. An exploration of behaviors, values, and attitudes in personal and social relationships as they affect the development of public policy.

Prerequisite: MSBS 421 Group and Family Dynamics.

and technology fusion, strategy, through project planning while examining the roles and responsibilities of the project manager in an organization. Specific attention will be focused on project planning and facilitating the achievement of organizational strategic objectives to gain competitive advantage.

Prerequisites: MGOL 401 Organizational Behavior.

Academic Calendar 2016-2017

Fall Semester

Fall Semester Begins.....	August 29, 2016
Last Date for Special Student Class Registration.....	September 1, 2016
Last Date for Adding Classes Online (without Instructor Approval).....	September 4, 2016
Labor Day Holiday (Newberg locations only).....	September 5, 2016
Last Day to Change Registration (Add/Drop).....	September 1, 2016
Last Day to Submit Application for Degree (Fall Commencement Participation).....	September 1, 2016
Census Date.....	September 12, 2016
Serve Day.....	September 14, 2016
Last Day to Exercise Pass/No Pass or Audit.....	September 23, 2016
Mid-Semester Holiday (Newberg only).....	October 7, 2016
Mid-Semester Grade Entry.....	October 19-21, 2016
Registration for Spring Semester Open for Graduate and ADP Students.....	October 24, 2016
Last Day to Withdraw from Class with Grade Responsibility.....	November 2, 2016
Transfer Credit Transcript Due Date (Fall Commencement Participation).....	5:00 pm November 12, 2016
Last Day to Request Participation or Fall Commencement with Incomplete Requirements.....	November 20, 2016
Thanksgiving Holiday.....	November 24-25, 2016
Dissertation Signed Approval Sheets Due (Fall Commencement Participation).....	5:00 pm, December 2, 2016
Study Day (Traditional Undergraduate).....	December 2, 2016
Final Exam (Traditional Undergraduate).....	December 12, 2016
Fall Semester Ends.....	December 16, 2016
Mid-year Commencement.....	December 17, 2016
Christmas/New.....	4.315 08(yTw 0. D)30-

Academic Calendar 20162017

Summer Semester/May Term

Summer Semester/May Term Begins.....	May 1, 2017
Last Day to Change May Term Registration (Add/Drop).....	May 2, 2017
Last Day to Withdraw from May Term Class without Grade Responsibility.....	May 4, 2017
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop).....	May 14, 2017
May Term Ends.....	May 19, 2017
May Term Final Grade Entry Deadline.....	May 28, 2017
Memorial Day Holiday.....	May 29, 2017
Summer Online Session Begins.....	June 5, 2017
Last Day to Change Summer Online Registration (Add/Dr).....	June 11, 2017
Census Date for Summer.....	July 1, 2017
Independence Day Holiday.....	July 3-4, 2017
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility.....	July 9, 2017
Last Day to Withdraw from Full Semester Summer Class with Responsibility.....	July 21, 2017

Be Known