

George Fox University

Degree Completion Programs

2019-20



GEORGE FOX
UNIVERSITY

Be Known

2019-2020 Degree Completion Programs

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Notes about use of catalogs

These catalogs are provided for guidance in course selection and program planning. While every effort is made to ensure the accuracy of the information in this catalog, in no sense is it to be considered a binding contract, and it may be changed by action of appropriate bodies within the university.

Courses listed in these catalogs are subject to change through normal academic process. New courses and changes in existing course work are initiated by the appropriate school, department, or program, and approved by the Office of Academic Affairs and the university faculty. Changes to the curriculum are published on this website and in the schedule of classes.

Degree Completion Programs

George Fox University's degree completion programs seek to fulfill the university's mission by providing students with accessible, high-quality educational programs that enhance professional skills and foster intellectual and spiritual growth.

The university chooses to fulfill this mission through the following degree completion programs:

Department of Professional Studies

Elementary Education

RN to BSN

Degree Completion Admissions

Basis of Undergraduate Admission (ADP)

The university admits applicants who evidence academic interests and ability, moral character, social concern, and who would most likely profit from the curriculum and Christian philosophy of George Fox University. These qualities are evaluated by consideration of each applicant's academic record, test scores, recommendations, writing sample, and in some cases an interview. Applicants with a criminal record will be required to submit additional official paperwork.

George Fox University does not discriminate against students on the basis of race, color, national or ethnic origin, gender, age, disability, or any other status to the extent prohibited under applicable nondiscrimination law in the administration of its admission policies, scholarship and loan programs, educational programs, athletics programs, co-curricular activities, or other university-administered programs.

Admission Procedures and Policies for Department of Professional Studies Degree Completion Students

Procedures

Applicants to general education coursework generally require a minimum of 20 semester hours of transferable college credit from accredited institutions or approved military education. Applicants to major coursework generally require a minimum of 62 semester hours of transferable college credit.

Applicants seeking admission to the degree-completion program must complete the following to be considered for admission to the program:

- Degree completion application form and application fee.
- Submit one official transcript from each college/university attended. An applicant may also be asked to furnish a high school transcript.
- Two references (forms provided in the application materials).

A student must be free from academic or behavioral probation or suspension at all colleges previously attended to be eligible for admission to George Fox University. Soon after the admission file is completed, the applicant is notified of the Admissions Committee's decision.

If applying for financial aid, a Free Application for Federal Student Aid (FAFSA) must be submitted online at www.fafsa.ed.gov as soon after Jan. 1 as possible. The George Fox University code for FAFSA is 003194. Forms may be obtained from your current college financial aid office or by writing to Student Financial Services at George Fox University. After students have been accepted for admission, they are considered for financial assistance. To permit maximum consideration for financial aid, it is recommended that the application process be completed by March 1.

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 and electives. 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. (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 military transcript and submit them to the VA School Official for review of prior credit.

Residence Requirements

Each student must complete the minimum number of semester hours required for their major through George Fox coursework for the bachelor's degree. Additionally, transfer students must complete at least 60 hours at George Fox University to be eligible for honors at graduation.

Degree Completion Requirements and Alternative Credit

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

Department of Professional Studies

Elementary Education

Nursing

Alternative Credit

Credit for Prior Learning

Degree Completion General Education Requirements - Department of Professional Studies

These requirements are only for students enrolled in the George Fox Department of Professional Studies degree completion program (Elementary Education general education requirements can be found here). For traditional undergraduate students, please see the general education requirements posted in that section of the catalog.

Most students will complete all, or nearly all, of the below requirements prior to enrolling in the major cohort classes. Students should confer with an Enrollment Counselor.

All requirements are expressed in semester credits.

Bible and Religion (3 credits)

This requirement is **met by MGOL 407 Christian Faith and Thought** (MSBS 407 for SBS Majors), which is a part of all majors. Students desiring to take an additional Bible course may do so as part of the humanities requirement.

Communication (6 credits)

Students must take at least one college-level writing class as part of this requirement (**LACC 215 Personal and Professional Assessment**) can meet this requirement and can also facilitate the completion of Prior Learning Assessment credits). The remainder **may** be completed with Speech, Interpersonal, or Business Communication courses.

Health and Human Performance (2 credits)

Health, Wellness, or Physical activity courses will complete this requirement.

Humanities (9 credits)

Students must take a total of 9 credits from the following areas: fine arts (including music and theater), history, literature, cultural studies, foreign language (second year or higher only), philosophy, religion, and Bible. (Only 3 credits of Bible or religion may count toward the humanities requirement.)

Only three credits of applied fine arts, and six credits total of all fine arts, may be used.

Natural Sciences (3)

Lab science is required.

Mathematics (3)

Mathematics at or above the level of College Algebra are accepted.

Social Science (9)

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

Degree Completion General Education Requirements - Elementary Education

These requirements are only for those students enrolled in the George Fox Elementary Education degree completion program under the School of Education (the Department of Professional Studies general education requirements can be found here). For traditional undergraduate students, please see the general education requirements posted in that section of the catalog.

Most students will complete all, or nearly all, of the below requirements prior to program admission and enrollment in the major cohort classes. Students should confer with an Enrollment Counselor.

All requirements are expressed in Semester Credits.

Bible and Religion (3 credits)

This requirement is **met by ELED 423 Christian Faith and Thought**. Students desiring to take an additional Bible course may do so as part of the humanities requirement or electives.

Communication (6 credits)

The communications area is required to ensure that students write and speak effectively and professionally. Students must take at least one college-level writing class as part of this requirement (**LACC 215 Personal and Professional Assessment** can meet this requirement and can also facilitate the completion of Prior Learning Assessment credits). The remainder **may** be completed with Speech, Interpersonal, or Business Communication courses.

Health and Human Performance (2 credits)

Health, Wellness, or Physical activity courses will complete this requirement.

Humanities (12 credits)

Students must take a total of 12 credits from the following areas: fine arts (including music and theater), history, literature, cultural studies, foreign language (second year or higher only), philosophy, religion, and Bible.

- 1. Fine Arts (2-3 credits)**
- 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)

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)

2. Psychology (2-3 hours)

PSYC 150 General Psychology (3)

3. General Social Science (2-3 hours)

Courses from sociology, economics, political science or anthropology.

Globalization (2-3 credits)

GEOG 200 Cultural Geography and Global Relationships (3)

Degree Completion General Education Requirements - Nursing

These requirements are only for students enrolled in the George Fox RN to BSN degree completion program (Elementary Education general education requirements can be found here and Department of Professional Studies general education requirements can be found here). For traditional undergraduate students, please see the general education requirements posted in that section of the catalog.

The general education core requirements are satisfied with the completion of a Associate of Applied Science degree in Nursing.

Prerequisites for the RN to BSN Major

Natural Sciences

Microbiology with Lab is required.

Mathematics

Mathematics at or above the 100 level is required. Statistics is preferred.

Writing

College writing class at or above the 200 level is required. Technical Writing preferred.

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.

Credit for Prior Learning

College-level learning occurs in many environments in addition to the traditional college classroom. Students in degree completion programs may earn college credit for learning outside of the classroom.

Department of Professional Studies

Successful completion of LACC 215 Personal and Professional Assessment (3 credits) qualifies students who meet the submission deadlines to earn up to 30 hours of credit for training and life-learning at no additional charge. The course teaches the Kolb model for constructing essays that demonstrate college-level learning garnered from life experiences. Essays, as well as materials collected from personal and professional training, are carefully evaluated by qualified faculty to determine credit awards.

Beginning in Spring 2020, professional studies students who would like to submit professional certifications but do not intend to submit personal essays should take LACC 195 Professional Assessment (1 credit). This course teaches students to write the experience description and learning outcomes required in the certification submission process. All professional studies students must complete LACC 215 or LACC 195 with a C- or higher in order to submit personal and professional training for credit.

Detailed policies and procedures for Prior Learning credit are described in the Prior Learning Credit Guide available from the department.

RN to BSN Program Credit for Prior Licensure

Registered nurses in the RN to BSN program may earn 32 semester credits for prior licensure after completion of the first six credit semester course, and submission of their current RN licensure.

Requirements for receiving credit for prior licensure:

- Successful completion of RBSN 310 Role Transitions in Nursing with a grade of C or better.
- Current and active RN licensure.
- Other requirements as listed in the RBSN 310 course syllabus.

Detailed policies and procedures for prior licensure is available from the Nursing department.

Department of Professional Studies (DPS)

The Department of Professional Studies at George Fox University offers four majors and three minors to adult students who are returning to college to complete their undergraduate degree.

The majors are unique alternatives to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are conveniently located and meet one night each week, as well as online.

Students study with other adults who share similar interests and concerns. Together they form an academic learning community, drawing from their own personal, professional, and technical backgrounds as they follow an intense program of classes and individual study.

Students who successfully complete the courses of their major program and the accompanying degree requirements such as general education and prerequisites are granted either a bachelor of science degree in project management (MPJM), or a bachelor of arts degree in social and behavioral studies (MSBS), management and organizational leadership (MGOL), or healthcare administration (MGHA).

Through these programs, the Department of Professional Studies serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to better contribute to the organizations and individuals they seek to serve.

The Department of Professional Studies offers the following degree completion majors and minors:

BA - Healthcare Administration (Major and Minor)

BA - Management and Organizational Leadership (Major and Minor)

BS - Project Management (Major and Minor)

BS - Social and Behavioral Studies (Major)

Other degree completion programs offered at George Fox include Elementary Education and Nursing.

Bachelors (BA) in Healthcare Administration

Overview

The healthcare administration major offers a 36-semester-hour course of study that provides learners with the administrative and managerial skills necessary for professional careers in hospitals, clinics, long-term and short-term healthcare facilities, doctors' offices, and health departments. It is an interdisciplinary curriculum that gives you a comprehensive foundation in healthcare payer and provider issues, healthcare EHR systems, sociological and political influences, and examining legal and ethical concerns. You will develop the skills to communicate and interact effectively with physicians, administrators, patients, and families. This degree also prepares learners for graduate studies in a non-clinical field of healthcare and business administration.

Student Learning Outcomes

- Effectively manage organizational change and promote organizational and clinical excellence.
- Manage health services organizations under alternative financing mechanisms.
- Utilize the management tools, analytical methods, and research skills necessary to identify organizational problems and to formulate solutions for those problems.
- Analyze and appraise healthcare law and policy to assist in effective decision making and clinical management.
- Develop leadership skills to improve both business and clinical outcomes of health services organizations.
- Discover and evaluate how their understanding of ethics and Christian values informs decision making and impacts their management practices in an organizational context.

Course Requirements

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

Major Requirements

Management Core (15 hours)

Complete the following:

MGOL 401 Organizational Behavior 3 hours
MGOL 403 Organization Theory and Design 3 hours
MGOL 404 Leadership Communication 3 hours
MGOL 407 Christian Faith And Thought 3 hours
MGOL 450 Strategic Management 3 hours

Healthcare Administration Coursework (21 hours)

Complete the following:

MGHA 413 Healthcare Ethics 3 hours

MGHA 414 Healthcare Finance 3 hours

MGHA 427 Introduction to Healthcare Services 3 hours

MGHA 430 Legal Aspects of Health Services 3 hours

MGHA 432 Integrated Healthcare Systems 3 hours

MGHA 433 Leadership for Healthcare Professionals 3 hours

MGHA 436 Current Topics in Healthcare Administration 3 hours

Bachelors (BA) in Management and Organizational Leadership

Overview

The management and organizational leadership major offers a 36-semester-hour course of study that is designed for working professionals in business, public, and non-profit organizations. This program offers an innovative curriculum that attains a balance of management, organizational, and leadership theory and practice. Through specific instruction and practical experience, students will learn how to successfully manage and lead people, teams, and organizations.

Student Learning Outcomes

- Function as self-directed learners who engage in continuous professional growth through the application of experiential learning principles and practices, and support the learning and growth of others.
- Express understanding of leadership and management functions, theories, and models; describe their own professional philosophy, and serve effectively as a team leader and a team member.
- Utilize the management tools, analytical methods, and research skills necessary to identify organizational problems and to formulate solutions for those problems.
- Apply the principles of organizational environment, design, systems, and change to facilitate improvements in operations and strategy.
- Exhibit effective leadership communication skills and an understanding of organizational communication strategies and methods.
- Describe how their understanding of ethics and Christian values informs their leadership and management practices in an organizational context.

Course Requirements

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

Major Requirements

Management Core (21 hours)

Complete the following:

MGOL 401 Organizational Behavior 3 hours
MGOL 403 Organization Theory and Design 3 hours
MGOL 404 Leadership Communication 3 hours
MGOL 407 Christian Faith And Thought 3 hours
MGOL 410 Financial Decision Making 3 hours
MGOL 413 Ethics for Managers 3 hours
MGOL 450 Strategic Management 3 hours

Mgmt and Org Leadership Coursework (15 hours)

Complete the following:

MGOL 412 Research Methods for Managers 3 hours

MGOL 415 Data Informed Decision Making 3 hours

MGOL 431 Operations Management 3 hours

MGOL 440 Human Resource Management 3 hours

MGOL 442 Dynamics of Leadership 3 hours

Bachelors (BS) in Project Management

Overview

The Project Management program is a 36-semester hour program designed to guide students in becoming effective project managers, equipped with the knowledge, tools, and skills to deliver successful projects in today's fast-paced business environment. The course of study blends the tools and techniques advocated by the Project Management Institute (PMI) into a solid study of the theories, techniques, and approaches used by successful managers and leaders. Students who complete the program will be positioned academically to further their project management careers and to continue on to PMI certification, a commonly requested requirement of hiring managers.

Student Learning Outcomes

- Distinguish project leadership from project management in the organization and in projects.
- Explain their personal leadership style or approach.
- Apply leadership theories to project management situations.
- Explore virtual team leadership from a project perspective.
- Demonstrate understanding of the PM's role in the delivery of strategic objectives.

Course Requirements

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

Major Requirements

Management Core (15 hours)

Complete the following:

MGOL 401 Organizational Behavior 3 hours
MGOL 403 Organization Theory and Design 3 hours
MGOL 407 Christian Faith And Thought 3 hours
MGOL 410 Financial Decision Making 3 hours
MGOL 431 Operations Management 3 hours

Project Management Coursework (21 hours)

Complete the following:

MPJM 412 Waterfall Project Management Methodologies 3 hours
MPJM 418 Introduction to Project Management 3 hours
MPJM 419 Agile Project Management Methodologies 3 hours
MPJM 424 Project Risk Management 3 hours
MPJM 439 Ethics for Project Managers 3 hours
MPJM 441 Change Management 3 hours
MPJM 442 Team Management and Leadership 3 hours

Bachelors (BA) in Social and Behavioral Studies

Overview

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.

Student Learning Outcomes

- Understand the stages of human development
- Understand family and group systems
- Assess individuals and groups in your field of service
- Identify issues in delivering services to special populations
- Identify differences in people and cultures
- Consider ethical issues in human services
- Speak and write more effectively

Course Requirements

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

Major Requirements

Social and Behavioral Studies Coursework (36 hours)

Complete the following:

MSBS 407 Christian Faith and Thought 3 hours
MSBS 421 Family & Group Dynamics 3 hours
MSBS 424 Research Methods and Statistics 3 hours
MSBS 426 Life Span Development 3 hours
MSBS 427 Abnormal Psychology 3 hours
MSBS 428 Interpersonal Communication 3 hours
MSBS 429 Assessment and Referral 3 hours
MSBS 430 Grant Proposal Writing 3 hours
MSBS 431 Contemporary Social Dynamics and Public Policy 3 hours
MSBS 432 Personal and Professional Ethics 3 hours
MSBS 433 Addiction Disorders 3 hours
MSBS 444 Social and Behavioral Studies Applied Research 3 hours

Healthcare Administration Minor

Course Requirements

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

Minor Requirements

Healthcare Administration Minor Requirements (18 hours)

Complete the following:

MGHA 414 Healthcare Finance 3 hours

MGHA 427 Introduction to Healthcare Services 3 hours

MGHA 430 Legal Aspects of Health Services 3 hours

MGHA 432 Integrated Healthcare Systems 3 hours

MGHA 433 Leadership for Healthcare Professionals 3 hours

MGHA 436 Current Topics in Healthcare Administration 3 hours

Management and Organizational Leadership Minor

Course Requirements

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

Minor Requirements

Mgmt and Org Leadership Minor Requirements (21 hours)

Complete the following:

MGOL 403 Organization Theory and Design 3 hours
MGOL 410 Financial Decision Making 3 hours
MGOL 412 Research Methods for Managers 3 hours
MGOL 415 Data Informed Decision Making 3 hours
MGOL 431 Operations Management 3 hours
MGOL 440 Human Resource Management 3 hours
MGOL 442 Dynamics of Leadership 3 hours

SBS Majors only (replaces MGOL 412)

MSBS 424 Research Methods and Statistics 3 hours

Project Management Minor

Course Requirements

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

Minor Requirements

Project Management Minor Requirements (18 hours)

Complete the following:

MPJM 412 Waterfall Project Management Methodologies 3 hours

MPJM 418 Introduction to Project Management 3 hours

MPJM 419 Agile Project Management Methodologies 3 hours

MPJM 424 Project Risk Management 3 hours

MPJM 439 Ethics for Project Managers 3 hours

MPJM 442 Team Management and Leadership 3 hours

Degree Completion Elementary Education (ELED)

The degree completion Elementary Education program at George Fox University offers one major to adult students who are returning to college to complete their undergraduate degree.

This major is a unique alternative to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are conveniently located and utilize a hybrid format of face to face and online learning.

Students study with other adults who share similar interests and concerns. Together they form an academic learning community, drawing from their own personal, professional, and technical backgrounds as they follow an intense program of classes and individual study.

Students who successfully complete the courses of their major program and the accompanying degree requirements such as general education and prerequisites are granted a bachelor of science degree in elementary education.

This program serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to better contribute to the organizations and individuals they seek to serve.

The Degree Completion Elementary Education program offers the following major:

Bachelors of Science in Elementary Education

Other degree completion programs offered at George Fox include the Department of Professional Studies and Nursing.

Bachelors (BS) in Elementary Education

Overview

The elementary education major offers a 60-74 semester hour course of study that is designed for the preparation of elementary school teachers with authorizations at the early childhood (age 3 years to grade 4) and elementary (grades 3-8) levels.

Course Requirements

Acceptance into the teacher education program does not guarantee assignment for student teaching. Admission to student teaching is based upon continued good standing; favorable recommendations; an attained cumulative GPA of 2.75 or better on all college-level courses, including transfer credits, and an average GPA of 2.75 or better in the teaching major; completion of the required teaching major and professional courses with no grade below C-; passing scores on appropriate basic skills and having taken content area examinations.

Other Program Requirements

Students may take the below courses as prerequisites before starting the Elementary Education program. However, students who have not completed these courses prior to starting the program will be required to take them as part of their ELED course plan.

- ELED 260 Teaching, Schooling, and Learning (4 credits)
- MATH 211 Foundations of Elementary Mathematics I (4 credits)
- MATH 212 Foundations of Elementary Mathematics II (4 credits)

Major Requirements

Elementary Education Coursework

Complete the following:

ELED 324 Trends and Methods in Early Childhood 4 hours
ELED 343 AIMS I 4 hours
ELED 344 AIMS II 4 hours
ELED 346 The Inclusive Classroom in a Diverse Society 4 hours
ELED 347 Art Integration 2 hours
ELED 354 Pedagogy of Health and Physical Education 2 hours
ELED 371 Curriculum and Assessment 4 hours
ELED 381 Classroom Management 2 hours
ELED 412 Literacy for Children and Adolescents/Social Studies Integration 4 hours
ELED 413 Reading and Writing Methods I 4 hours
ELED 414 Reading and Writing Methods II 4 hours
ELED 423 Christian Faith and Thought 2 hours
ELED 475 Student Teaching 10 hours
ELED 480 Assessment for All Learners 4 hours
ELED 490 Senior Seminar 2 hours

Degree Completion Nursing (RN to BSN)

The degree completion Nursing program at George Fox University offers one major to adult students who are returning to college to complete their undergraduate degree.

This major is a unique alternative to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are conveniently located and utilize a hybrid format of face to face and online learning.

Students study with other adults who share similar interests and concerns. Together they form an academic learning community, drawing from their own personal, professional, and technical backgrounds as they follow an intense program of classes and individual study.

Students who successfully complete the courses of their major program and the accompanying degree requirements such as general education and prerequisites are granted a bachelor of science degree in nursing.

This program serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to better contribute to the organizations and individuals they seek to serve.

The Degree Completion Nursing program offers the following major:

Bachelors of Science in Nursing

Other degree completion programs offered at George Fox include the Department of Professional Studies and Elementary Education.

Bachelors (BS) in Nursing

Overview

George Fox offers a 24 semester credit RN to BSN degree completion program that is designed for registered nurses who wish to enhance their resumes, further their education and advance their careers as leaders in the profession.

Program Delivery Formats

RN to BSN courses are taught in hybrid format. Classes include a face-to-face seminar one Saturday each month with all other coursework completed online. The Saturday seminars will take place in Salem, Oregon. Students contribute life and nursing experiences in a cooperative learning environment. Simulations, discussions, team projects, reading, research, and writing on selected topics are used to enhance learning. Course projects are designed for application within clinical practice. The final course includes a capstone practicum that integrates theory and concepts from the RN to BSN curriculum in a healthcare setting.

Course Requirements

- Students are required to obtain a minimum grade of C in all courses taken for the major.
- Documentation of RN licensure will be submitted as part of the coursework for RBSN 310 and may be awarded 32 semester credits for prior learning.

Major Requirements

RN to BSN Coursework (24 hours)

Complete the following:

RBSN 310 Role Transitions in Nursing 6 hours
RBSN 320 Policy, Power and Voice 3 hours
RBSN 330 Evidence Based Practice in Nursing 3 hours
RBSN 340 Population Health 3 hours
RBSN 420 Nursing Leadership and Management 3 hours
RBSN 430 Trends and Issues in Nursing 3 hours
RBSN 440 Integrated Practice Experience 3 hours

Degree Completion Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
ELED	Education
LACC	Liberal Arts Core Curriculum
MGHA	Healthcare Administration
MGOL	Management and Organizational Leadership
MPJM	Project Management
MSBS	Social and Behavioral Studies
RBSN	Nursing

ELED

ELED 260 Teaching, Schooling & 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. Prerequisite course.

ELED 324 Trends and Methods in Early Childhood

4 hours. This course provides an overview of early childhood as a profession in relation to its historical, philosophical and social foundations. Students will examine how these functions influence current thought and be able to translate those theories into practice. Included will be age-level characteristics and child-centered activities that enhance developmentally appropriate practice, assessment, curriculum/instruction, environment, and family/community collaboration. The role of the teachers and ethical considerations are considered to promote reflective thinking, cultural competency, and positive use of technology to meet the needs of young children. Course goals align with the State of Oregon program objectives for early childhood and elementary OAR 584-017-0100, ages 3 years to the 4th grade and to the National Association for the Education of Young Children (NYAAYC) initial license standards.

ELED 343 AIMS I

4 hours. This first course is designed to provide you with a firm understanding of research-based, best practices for teaching mathematics and science at the elementary and middle school levels. Prospective teachers will engage in activities that enhance conceptual knowledge of selected mathematics and science topics, while also developing pedagogical content knowledge. The instruction in the course models the type of learning experiences that have been shown to make a difference in students' thinking, understanding, and achievement. This course encourages prospective teachers to view school mathematics and science as a space for making sense of the world and promotes what it means to understand and do mathematics and science. Mathematics and science are disciplines where all students should be given opportunities to observe, investigate, explore, verify, explain, conjecture, discover, and generalize concepts and ideas using their own questions, curiosities, and interests in order to foster equity, access, and empowerment. This course is a prerequisite for ELED 344.

ELED 344 AIMS II

4 hours. This second course is designed to provide you with a firm understanding of research-based, best practices for teaching mathematics and science at the elementary and middle school levels. Prospective teachers will engage in planning and instruction tasks that enhance conceptual knowledge of selected mathematics and science topics, while also developing pedagogical content knowledge. Part of developing pedagogical content knowledge entails a specific focus on utilizing technology and integration of mathematics and science across disciplines. This course encourages prospective teachers to view school mathematics and science as a space for making sense of the world and promotes what it means to understand and do mathematics and science. Mathematics and science are disciplines where all students should be given opportunities to observe, investigate, explore, verify, explain, conjecture, discover, and generalize concepts and ideas using their own questions, curiosities, and interests in

order to foster equity, access, and empowerment. Prerequisite: Completion of ELED 343 AIMS I with at least a B-.

ELED 346 The Inclusive Classroom in a Diverse Society

4 hours. Part of being an effective educator is recognizing and embracing diversity as an asset in the classroom. In this course, we will consider how institutional and classroom practices help and hinder students as well as how these practices align with values of dominant groups. This course also introduces you to a multiplicity of students and students' needs. It will provide you with a framework for approaching such situations and specific skills for facilitating learning for all students.

ELED 347 Art Integration

2 hours. Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum.

ELED 354 Pedagogy of Health and Physical Education

2 hours. This course examines and offers opportunities to apply health and physical education methods.

ELED 371 Curriculum and Assessment

4 hours. Working within the differentiation framework (background knowledge, language, academic and behavior) BLAB for curriculum planning, 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. Examines strategies for planning, managing, and teaching content to students. Emphasis is placed on curriculum, teaching, and hands-on learning approaches that accommodate a diverse student population.

ELED 375 Student Teaching I and Classroom Management

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. The teacher candidate will work with a Cooperating Teacher, a Supervisor and the Cohort Leader to ensure that all of the INTASC standards are met. Observation data will be recorded in Taskstream. This is a Pass/No Pass class.

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. Prerequisite: Successful admission into the Undergraduate Elementary Education major program.

ELED 381 Classroom Management

4 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. Prerequisite: Successful admission into the Undergraduate Elementary Education major program.

ELED 412 Literacy for Children and Adolescents/Social Studies Integration

4 hours. This course provides an overview of the content of children's and adolescent literature and its use in culturally responsive teaching. Children's and adolescent literature will be explored with an overview of the genre of literature, the work of authors and illustrators, and the use of children's and adolescent literature in teaching of all students. In addition, students will explore the integration of social studies and literacy.

ELED 413 Reading and Writing Methods I

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. Assessment, planning, teaching and reflection will be modeled using the CCSS, best practice and attention to the needs of all learners.

ELED 414 Reading and Writing Methods II

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. Assessment, planning, teaching and reflection will be modeled using the CCSS, best practice and attention to the needs of all learners

ELED 423 Christian Faith and Thought

2 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 473 Planning and Managing the ESOL/Bilingual Curriculum

3 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 learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

ELED 475 Student Teaching

10 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 the completion of the teacher licensing portfolio. The teacher licensing portfolio is a written documentation of the student's ability to teach all students.

ELED 480 Assessment 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, 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, and teacher candidates will be prepared to implement fair and realistic accommodations/assessments in the mainstream classroom.

ELED 490 Senior 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.

LACC

LACC 101 Writing for Adults I

3 hours. A course designed to teach the basic components of the sentence and paragraph, composition techniques, critical reading and thinking skills, grammar and editing, basic research skills, and introduction to APA.

LACC 102 Writing for Adults II

3 hours. A course designed to teach the basic components of the essay, intermediate composition techniques, kinds of essays, intermediate research skills, intermediate elements of prose, and APA formatting and citation.

LACC 160 Introduction to Hiking and Backpacking

3 hours. This course is intended to introduce students to the skills and knowledge necessary to enjoy safe hiking and backpacking experiences. Specific skills include planning and preparation, choosing equipment and clothing, navigation, meal planning, managing risk, and using the wilderness responsibility and courteously.

LACC 174 Earth Science

3 hours. This course will delve into topics of Earth Science: including Earth in space, the Earth-Moon system, the atmosphere, weather & climate, rocks & minerals, plate tectonics, the building of Earth's surfaces, and the shaping of Earth's surface.

LACC 201 Writing for Adults I

3 hours. An adult-focused course designed to build on student writing and research skills such as composition techniques, critical reading and thinking skills, grammar and editing, and basic research skills, and offer an introduction to APA formatting and citation.

LACC 202 Writing for Adults II

3 hours. An adult-focused course designed to build on student knowledge of essay construction, intermediate composition techniques, kinds of essays, intermediate research skills, and intermediate elements of prose, and teach advanced APA formatting and citation.

LACC 215 Personal and Professional Assessment

3 hours. This course is designed to help students articulate their personal and professional learning as applicable for prior-learning assessment. Students will develop writing skills by practicing various writing strategies to promote analytical thinking and effective communication. Course content includes the development of lifelong learning skills.

LACC 220 Religion and American Popular Culture

3 hours. This course will study the mutual influence and interaction of religion and American popular culture, focusing on themes in entertainment media, the internet, politics, sports, education, church, and civil religion. It gives attention to the ability to compare and contrast biblical Christianity with cultural expressions of religion.

LACC 221 U.S. in the 20th Century

3 hours. The aim of this course is to understand and evaluate important developments in the history of the United States during the 20th century. This course will give attention to the influence of selected events, trends, and key personalities in politics, religion, popular culture, and technology, and to their influence and application to the shape of our society today.

LACC 222 Writings of C.S. Lewis

3 hours. Once a self-described atheist scholar, C. S. Lewis has become one of the most widely read Christian apologists of all time. Best known for *The Chronicles of Narnia* and *Mere Christianity*, Lewis wrote more than 70 books in the mid-20th century. In this course, students will read a sampling of his nonfiction and his fiction as they explore the broader societal contexts and implications for Lewis' life and far-reaching influence.

LACC 223 Social and Cultural Diversity

3 hours. This course is designed to encourage students to develop multicultural awareness and competencies for working with people of diverse groups in society.

LACC 224 Narratives of the Old Testament

3 hours. This course examines how the identity of Israel was shaped by particular narratives in the Old Testament. Students will discover the influence of the social, cultural, historical, and religious context on the narratives. Students will learn how the narratives convey theological concepts and explore personal application of those concepts.

LACC 230 Introduction to Art

3 hours. This class will focus on the artistic world of painting, drawing, and sculpture and what is considered fine art in general. Our examination of these media through aesthetic, historical and critical analysis will broaden our understanding, appreciation, and experience of art and its role in our lives. The course material will be brought to you through slide shows, films, field trips, and class discussions via the discussion board. Assigned readings will enhance your ability to "see the experience" art in a new light.

LACC 240 Facts & Myths of Social Media

3 hours. Social media is a term used to describe many online tools that make electronic social interaction possible. Through readings, video speakers, case presentations, and first-hand exposure to social media, this interactive course will provide students an opportunity to understand how social media is changing the way individuals think, interact, and engage. Students will explore the positive and negative effects of social media on the individual and on society.

LACC 241 Personality Theory in Everyday Life

3 hours. This course is a study of major theories of personality, including Freudian, Neo-Freudian, behaviorist, trait, and humanistic theories. An experimental dynamic will involve synthesis of important elements of theory, faith, and personal thought processes and behaviors.

LACC 250 Managing Stress: Mind and Body

3 hours. This course incorporates a theoretical and experiential exploration of the causes and effects of stress physiologically and psychologically. Students will be introduced to physical, mental, and spiritual techniques to reduce stress and increase relaxation.

LACC 285 Selected Topics

3 hours. A scheduled class with topics chosen to meet the special needs and interests of students, faculty, or visiting professors.

LACC 295 Individualized Study

1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

MGHA

MGHA 413 Healthcare Ethics

3 hours. Inquiry and exploration into the problems of modern healthcare using ethical theories and reflection to articulate a range of possible solutions. Students will connect various contemporary healthcare issues with ethical theory and decision making. While there are many such issues, we concentrate on topics concerning access to healthcare, patient autonomy and informed consent, and the right to die.

MGHA 414 Healthcare Finance

3 hours. In this course students will develop a foundational understanding of the financial operations of healthcare organizations including coding, budgeting and financial reporting, and provider compensation. Topics will also include decision-making with emphasis on various payment models and third-party payers. This course will enhance the student's decision-making skills by utilizing case studies and practical applications to real world situations.

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.

MGHA 430 Legal Aspects of Health Services

3 hours. In this course, the student will develop a strong foundation of healthcare laws enabling students to contend with legal issues facing administrators of healthcare organizations on a daily basis. Topics will include statutory laws, rules and regulations, patient rights, fraud and Anti-trust legislation and enforcement. Students will develop a solid understanding of the impact of relationships between the patient, payer, and provider on the American healthcare structure.

MGHA 432 Integrated Healthcare 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.

MGHA 433 Leadership for Healthcare Professionals

3 hours. This course will examine 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.

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.

MGHA 436 Current Topics in Healthcare Administration

3 hours. In this course, students will be active participants in the changing landscape of healthcare reform. This class will provide an analysis and evaluation of current political, social, domestic and international events that impact healthcare organizations. Students will develop a strong understanding of legislative and regulatory processes,

social influence and the impact of international healthcare industries on American healthcare systems.

MGHA 475 Field Experience

1-9 hours. Supervised experience in the discipline including internships and practica required for professional programs. This advanced experience must have an on-site supervisor and/or a departmental instructor overseeing, designing, and evaluating the content of the course. Prerequisite: instructor's permission.

MGOL

MGOL 285 Selected Topic

1-3 hours. An introductory seminar offered on an occasional basis addressing a current topic in the field that is of special interest to students and current faculty.

MGOL 295 Individualized Study

1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

MGOL 401 Organizational Behavior

3 hours. Course content focuses on organizational behavior models and practices and their application in work, group, and virtual teams. Emphasis is placed on group behavior and how group functioning affects organizational effectiveness.

MGOL 403 Organization Theory and Design

3 hours. This course provides an overview of the fields of organizational and management theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of the organization. Students are expected to apply management theory as they make decisions to solve organizational problems.

MGOL 404 Leadership Communication

3 hours. From a leadership perspective, this course focuses on the role communication plays in creating a productive work environment. Students will build communication competencies through learning to use listening skills, emotional intelligence, purpose identification, audience analysis, strategy development, message design, and medium selection. Topics covered include the effective use of digital media and leadership communication in the context of networks, groups and teams, addressing internal and external audiences, as well as in conducting meetings and presentations.

MGOL 407 Christian Faith And Thought

3 hours. The roots and origins of the Christian faith are investigated. Focus is placed on the history of Christianity, the influence of Christianity upon society, and how Christian values relate to managing people.

MGOL 410 Financial Decision Making

3 hours. Topics covered will enable students to analyze and interpret both historical and estimated financial data used by management to conduct daily operations, plan future operations and develop overall business strategies.

MGOL 412 Research Methods for Managers

3 hours. This course provides students with processes and techniques for conducting applied research in the workplace, evaluating various programs and initiatives at work, and acquiring data to create informed decisions. It helps students become familiar with the research process and with a variety of business research tools and techniques. Students learn how to define a problem and write good research questions, determine what tools and techniques are appropriate for different kinds of problems, find supportive information sources, assess their reliability, and critically analyze and summarize such information.

MGOL 413 Ethics for Managers

3 hours. This course will instruct students in ethical dilemmas in the workplace. Students will learn to identify and transform workplace behaviors that cause ambiguity

and destructive environments within organizations and will learn how to apply managerial decision making based on ethical principles, processes, and formats.

MGOL 415 Data Informed Decision Making

3 hours. This research course focuses on using data as a tool to enhance decision making in organizations. It is designed for managers as users of statistical information to summarize and interpret data. The course covers descriptive statistics, associated decision-making, and the purposes of inferential statistical methods.

MGOL 431 Operations Management

3 hours. This course introduces concepts and techniques for design, planning, and control of service and manufacturing operations. It provides basic definitions of operations management terms, tools and techniques for analyzing operations, and strategic context for making operational decisions.

MGOL 432 International Dynamics

2 hours. This course will explore the implications of the global environment as it relates to the management and leadership of organizations. Topics of discussion will include the factors associated with the development of organizational and management cultural competencies.

MGOL 440 Human Resource Management

3 hours. In this course students examine policies and practices regarding employee planning, recruitment, selection, compensation, training, and development. Attention is given to current regulatory employment issues.

MGOL 442 Dynamics of Leadership

3 hours. This course explores leadership theories, models, and styles through an examination of current leadership literature and discussions of effective leadership practice.

MGOL 450 Strategic Management

3 hours. This course provides students with a pragmatic approach that will guide the formulation and implementation of organizational and functional strategies. It focuses on modern analytical methods and on enduring successful strategic practices. Intentionally designed as a capstone course, students will apply management and leadership concepts they have learned throughout their degree program.

MGOL 475 Field Experience

1-9 hours. Supervised experiences in businesses, nonprofit organizations, and public agencies.

MGOL 485 Management Seminar

1-6 hours. An advanced seminar offered on an occasional basis addressing a current topic in the field that is of special interest to students and current faculty.

MGOL 495 Individualized Study

1-6 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

MPJM

MPJM 411 Introduction to Project Management

3 hours. Provides an overview of project management with a focus on the role of effective project management in achieving operational and strategic goals and managing change within an organization. Students will explore how to integrate and manage projects in modern organizations. Students will be introduced to a systemic approach for planning, scheduling & controlling projects; time lines, budgets and quality criteria. Project management software will be used to support the course material. Students will prepare a project plan at the first level of difficulty.

MPJM 412 Waterfall Project Management Methodologies

3 hours. Required for Project Management majors and minors. Waterfall Project Management Methodologies exposes students to waterfall project management processes, knowledge areas, and lifecycles. From initiating to closing, students will learn the relationship between the process groups of the Project Management Institute PMI® and the respective knowledge areas. Waterfall scheduling concepts will be utilized while learning to deliver a complete project management plan, from project charter to project close. Students will apply their knowledge through development of a team-oriented project. Industry accepted Project management software will be used to support the course material.

MPJM 413 Introduction to Project Management Software

1 hour. Practicum component for PM tools including project scheduling & diagramming software. Recommended to be taken with MPJM 411 INTRODUCTION TO PROJECT MANAGEMENT. May be taken later if desired / available.

MPJM 418 Introduction to Project Management

3 hours. Required for Project Management majors and minors. Introduction to Project Management provides students an overview of project management with a focus on the role of effective project management in achieving operational and strategic goals. Students will be introduced to ways to integrate and manage projects in modern organizations, while keeping projects on schedule and within budget by using a systematic approach for planning, scheduling, and controlling projects. Students will learn about various methodologies for project delivery. Industry accepted project management software will be used to support the course material. Students will prepare a project plan at the first level of difficulty.

MPJM 419 Agile Project Management Methodologies

3 hours. Required for Project Management majors and minors. Agile Project Management Methodologies provides students with experience using Agile Project Management methodologies with a focus on SCRUM. Students will explore the operational cycles of an Agile implementation in modern project management organizations. Students will be introduced to the various roles involved in Agile delivery and integration with the modern Agile life cycle. Students will participate in an Agile Project Management plan, delivering artifacts required of good Agile practitioners.

MPJM 421 Intermediate Project Management

3 hours. Focus on the behavioral and technical aspects of managing projects. The learner will explore various approaches for effectively managing team dynamics, project planning, monitoring and controlling activities. Students gain insight into project leadership and team management. The goal is to prepare students with the necessary

knowledge related to effective project team management as well as project cost, quality, and performance in order to satisfy the business objectives and successfully manage the implementation of a project. Project management software will be used to support the course material. Students will prepare a project plan at the second level of difficulty.

MPJM 422 Project Management Practicum

1 hour. Guided practicum learning experience designed to support the application of project management tools, processes, and behavioral competencies in the implementation of a real-world project. Taken concurrently with MPJM 421.

MPJM 424 Project Risk Management

3 hours. Required for Project Management majors and minors. Project Risk Management provides a framework for approaching, evaluating and implementing project risk principles to obtain optimal project results. Students will understand a variety of methods deployed in the project management industry to manage and respond to risks in projects, including a variety of components that integrate into a complete risk attitude and appetite for an organization. Students will be introduced to tools and methods for project management.

MPJM 431 Project Quality Management

3 hours. Provides a framework for approaching, evaluating and implementing project quality management in order to obtain optimal project results. Methods for achieving systemic quality management and quality improvement across all phases of the project life cycle will be explored. Students will be introduced to tools and methods for project quality management and Six Sigma implementation. Students will apply the tools and techniques discussed to an existing project.

MPJM 439 Ethics for Project Managers

3 hours. Required for Project Management majors and minors. Ethics for Project Managers explores the ethical responsibilities project managers face in the workplace. Topics of discussion include creating an ethical climate, decision making when interests differ, and managing through conflict. Students will explore their own ethical boundaries and apply ethical reasoning to dilemmas posed. Students will become familiar with the Project Management Institute's (PMI) Code of Ethics and Professional Conduct along with a variety of theories and perspectives.

MPJM 440 Advanced Project Management

3 hours. Considers advanced project management topics necessary for implementation of, and excellence in, project management. Best practices in the management of international projects, human resource management, risk management, project leadership, quality, and communications management will be explored and discussed. Students will prepare a project plan at the third level of difficulty.

MPJM 441 Change Management

3 hours. Required for Project Management majors. Students will apply a variety of tools utilized by project managers as they learn to assess the current state of the project environment, develop a change management plan, and establish the processes to implement change control. Students will explore how projects move an organization from one state to a changed state. Students will consider change management approaches to be applied to differing project change scenarios.

MPJM 442 Team Management and Leadership

3 hours. Required for Project Management majors and minors. Team Leadership and Management culminates the Project Management degree program. In this course,

students will evaluate themselves as leaders, and understand their position as project leaders working to deliver the strategic objectives of a business. Students will explore the complexities of virtual teams, especially in a global environment. Leadership styles will be explored in depth; students will explore their own styles and create a leadership development plan.

MPJM 485 Project Management Seminar

1-5 hours. An advanced seminar offered on an occasional basis addressing a current topic in the field that is of special interest to students and current faculty.

MPJM 495 Individualized Study

1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

MSBS

MSBS 407 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.

MSBS 421 Family & Group Dynamics

3 hours. Course content focuses on family/group behavior and how group functioning affects the health and success of the unit and its members. Emphasis is placed on effective decision making, managing and resolving group conflict, and developing interpersonal relationship abilities including choice and change skills. Presents family/group dynamics and leadership from a systems perspective.

MSBS 424 Research Methods and Statistics

3 hours. An introduction to the basic methods of qualitative and quantitative research. Focus is on the basic concepts of scientific inquiry as applied to social services.

MSBS 426 Life Span Development

3 hours. Human growth and development across the life span is explored through psychology, physiology, and sociology. Special attention is given to personality, motivation, learning styles, and cultural diversity, as well as to the effects of stress, diet, disease, lifestyles, childbirth, and environmental conditions.

MSBS 427 Abnormal Psychology

3 hours. Introduction to the types, nature, and causes of major behavioral disorders. Provides insight into behaviors that can have an impact on relationships.

MSBS 428 Interpersonal Communication

3 hours. This course investigates the role communication plays in creating healthy group relationships. Emphasis is placed on intentional interviewing strategies, verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication.

MSBS 429 Assessment and Referral

3 hours. This course covers the past, present, and future roles of human service related professions. Provides an overview of behavioral analysis and its implementation by direct service providers.

MSBS 430 Grant Proposal Writing

3 hours. Students will learn how to identify sources of funding and write grants for nonprofit organizations. Attention is also given to the processes of program design and evaluation.

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.

MSBS 432 Personal and Professional Ethics

3 hours. An exploration of the place human values have in one's personal and professional life. Students will examine and develop systems for making ethical decisions.

MSBS 433 Addiction Disorders

3 hours. This course provides an overview of screening, intake, and assessment. It includes recognizing physical health problems, psychological effects, social effects,

making recommendations about addiction education, outpatient and inpatient treatment. Topics include, but are not limited to, drug, gambling, and sexual addictions.

MSBS 444 Social and Behavioral Studies Applied Research

3 hours. This course builds on the Research and Statistics course (MSBS 424). Students will further explore statistical procedures (with specific emphases upon inferential statistics), the Literature Review, and single-subject research designs.

MSBS 475 Practicum

1-6 hours. (Optional - by arrangement with the School of Professional Studies) Active internship in the social services field in which the student is employed or seeks employment.

MSBS 495 Individualized Study

1-4 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

RBSN

RBSN 295 Individualized Study

1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

RBSN 310 Role Transitions in Nursing

6 hours. This course is for registered nurses who are returning to school to earn a baccalaureate degree in nursing. Introduces definitions, historical background and status of nursing as a profession and as a discipline of applied science. Incorporates concepts of caring, evidence based practice, ethics, cultural and spiritual care, leadership/professional nursing roles and Christian faith and thought.

RBSN 320 Policy, Power and Voice

3 hours. Prepares registered nurses to leverage their voice for patient advocacy at the organizational, local, national and global levels. Explores healthcare policy, organization and finance and defines the role of the professional nurse in influencing and advocating for individuals, families and communities in healthcare delivery and healthcare policy formation. Prerequisite: RBSN 310 Role Transitions in Nursing

RBSN 330 Evidence Based Practice in Nursing

3 hours. This course is for registered nurses to expand on previous knowledge of Evidence Based Practice (EBP). Involves learning how to interpret quantitative and qualitative research and practicing the steps in appraising scientific evidence: design, sampling, data collection, data quality, and analysis. Students engage in the practical application of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in the nursing knowledge. Prerequisite: RBSN 310 Role Transitions in Nursing

RBSN 340 Population Health

3 hours. This course addresses population focused health promotion, and disease and injury prevention based on social determinants of health at the local, national and global levels. Provides practical application of evidence-based health promotion, incorporating information technology, inter-professional collaboration, population-focused advocacy partnerships, and the caring role of the professional registered nurse to improve population health. Prerequisite: RBSN 310 Role Transitions in Nursing & RBSN 320 Policy, Power, and Voice

RBSN 420 Nursing Leadership and Management

3 hours. Provides opportunities for the registered nurse to apply theory and concepts of effective leadership and management in order to promote a healthy work environment with positive patient outcomes. Highlights differences between leadership and management and prepares the learner to assume both roles through effective communication, delegation and inter-professional collaboration. Prerequisite: All RBSN 300 level courses

RBSN 430 Trends and Issues in Nursing

3 hours. Learners use knowledge from previous courses to address current issues and trends in healthcare and the nursing profession. Topics include professional development, inter-professional collaboration, informatics, patient safety/quality improvement, failure to rescue, global health, genetics/genomics, diversity and patient

centered care. Prerequisite: RBSN 340 Population Health & RBSN 420 Nursing Leadership & Management

RBSN 440 Integrated Practice Experience

3 hours. Capstone practicum that integrates theory and concepts from the RN to BSN curriculum in a healthcare setting. This practical application allows students to demonstrate achievement of program outcomes, integration of faith, compassionate care and excellence in nursing practice. Prerequisite: RBSN 340 Population Health & RBSN 420 Nursing Leadership & Management

RBSN 495 Individualized Study

1-3 hours. Individualized study or supervised research in an area of special interest to the student which is outside the regular offerings of the major.

Academic Calendar 2019-2020

Fall Semester

Fall Semester Begins.....	August 26, 2019
Last Date for Special Student Class Registration	August 30, 2019
Last Date for Adding Classes Online (without Instructor Approval).....	September 1, 2019
Labor Day Holiday (non-Newberg locations only)	September 2, 2019
Last Day to Change Registration (Add/Drop)	September 8, 2019
Last Day to Submit Application for Degree (Midyear Commencement Participation)	September 8, 2019
Census Date.....	September 10, 2019
Serve Day.....	September 11, 2019
Last Day to Exercise Pass/No Pass or Audit Option	September 20, 2019
Mid-Semester Holiday (Newberg only)	October 4, 2019
Mid-Semester Grade Entry	October 12-16, 2019
Registration for Spring Semester Opens for Graduate and ADP Students	October 21, 2019
Last Day to Withdraw from Class without Grade Responsibility	November 3, 2019
Transfer Credit Transcript Due Date (Midyear Commencement Participation).....	5:00 pm, November 15, 2019
Last Day to Request Participation in Midyear Commencement with Incomplete Requirements	November 17, 2019
Thanksgiving Holiday	November 28-29, 2019
Dissertation Signed Approval Sheets Due (Midyear Commencement Participation)	5:00 pm, November 29, 2019
Study Day (Traditional Undergraduate)	December 9, 2019
Final Exams (Traditional Undergraduate).....	December 9-13, 2019
Fall Semester Ends.....	December 13, 2019
Midyear Commencement	December 14, 2019
Christmas/New Year's Break	December 14, 2019 – January 12, 2020
Final Grade Entry Deadline	December 22, 2019

Spring Semester

Spring Semester Begins	January 13, 2020
Last Date for Special Student Class Registration	January 17, 2020
Last Date for Adding Classes Online (without Instructor Approval).....	January 19, 2020
Martin Luther King Jr. Holiday	January 20, 2020
Last Day to Change Registration (Add/Drop)	January 26, 2020
Last Day to Submit Application for Degree (Spring Commencement Participation)	January 26, 2020
Census Date.....	January 28, 2020
Last Day to Exercise Pass/No Pass or Audit Option	February 7, 2020
Mid-Semester Holiday	February 14, 2020
Registration for Summer Semester Opens	February 24, 2020
Mid-Semester Grade Entry	February 29 - March 4, 2020
Juniors Abroad Registration	March 13, 2020
Registration for Fall 2020 and Spring 2021 Opens for Traditional Undergraduates	March 16-20, 2020
Last Day to Withdraw from Class without Grade Responsibility.....	March 22, 2020
Spring Break	March 23-27, 2020
Transfer Credit Transcript Due Date (Spring Commencement Participation).....	5:00 pm, April 3, 2020
Last Day to Request Participation in Spring Commencement with Incomplete Requirements	April 5, 2020
Registration for Fall Semester Opens for Graduate and ADP Students.....	April 13, 2020
Dissertation Signed Approval Sheets Due (Spring Commencement Participation).....	5:00 pm, April 17, 2020
Study Day (Traditional Undergraduate)	April 27, 2020
Final Exams (Traditional Undergraduate).....	April 27 – May 1, 2020
Spring Semester Ends	May 1, 2020
Spring Commencement	May 2, 2020
Final Grade Entry Deadline	May 10, 2020

Academic Calendar 2019-2020

Summer Semester

Summer Semester Begins.....	May 4, 2020
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop)	May 17, 2020
Memorial Day Holiday.....	May 25, 2020
Summer Online Session Begins.....	June 1, 2020
Last Day to Change Summer Online Registration (Add/Drop)	June 7, 2020
Census Date for Summer	July 1, 2020
Independence Day Holiday	July 3, 2020
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility	July 5, 2020
Last Day to Withdraw from Full Semester Summer Class without Grade Responsibility.....	July 12, 2020
Summer Online Session Ends.....	July 26, 2020
Summer Online Session Grade Entry Deadline	August 2, 2020
Summer Semester Ends.....	August 21, 2020
Final Grade Entry Deadline	August 30, 2020



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