George Fox University

Degree Completion Programs

2022-23

GEORGE FOX UNIVERSITY

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GEORGE FOX UNIVERSITY

2022-2023 Degree Completion Programs

DEGREE COMPLETION PROGRAMS 2

ADULT DEGREE PROGRAM ADMISSIONS 3

ADULT DEGREE PROGRAM REQUIREMENTS AND ALTERNATIVE CREDIT 5

GEORGE FOX CONNECT: ADULT DEGREE PROGRAMS 6

General Education Requirements 7

Bachelors (BA) in Healthcare Administration 11

Healthcare Administration Minor 13

Bachelors (BA) in Management and Organizational Leadership 14

Management and Organizational Leadership Minor 16

Bachelors (BS) in Project Management 17

Project Management Minor 19

Bachelors (BA) in Psychology & Mental Health Studies 20

Certificate in Basic Chaplaincy 22

Certificate in Behavioral Health 24

Certificate in Christian Ministries 26

Certificate in Conflict Resolution 28

Certificate in Mission Advancement 30

Certificate in Project Management 31

DEGREE COMPLETION ELEMENTARY EDUCATION (ELED) 33

General Education Requirements - Elementary Education 34

Bachelors (BS) in Elementary Education 35

ADULT DEGREE PROGRAM COURSE DESCRIPTIONS 39

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:

George Fox Connect: Adult Degree Programs

Elementary Education

Adult Degree Program Admissions

Basis of Undergraduate Admission (Adult Degree Programs)

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 George Fox Connect: Adult Degree Programs and Adult Degree Elementary Education

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 George Fox Connect: Adult Degree Program or Adult Degree Elementary Education major must complete the following to be considered for admission to the program:

- Adult Degree Program 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Adult Degree Program Requirements and Alternative Credit

In addition to coursework in a major, adult 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.

George Fox Connect: Adult Degree Programs

Elementary Education

Alternative Credit

Credit for Prior Learning

George Fox Connect: Adult Degree Programs

George Fox Connect: Adult Degree Programs at George Fox University offers four majors, three minors, and one certificate program 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 online, with synchronous and asynchronous options.

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 psychology & mental health studies (PMHS), management and organizational leadership (MGOL), or healthcare administration (MGHA).

Through these programs, George Fox Connect: Adult Degree 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.

George Fox Connect: Adult Degree Programs offers the following majors and minors:

BA - Healthcare Administration (Major and Minor)

BA - Management and Organizational Leadership (Major and Minor)

BS - Project Management (Major and Minor)

BA - Psychology & Mental Health Studies (Major)

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

George Fox Connect: Adult Degree Programs offers the following certificate programs:

Certificate in Behavioral Health

General Education Requirements - George Fox Connect: Adult Degree Program

Overview

These requirements are only for students enrolled in George Fox Connect: Adult Degree Programs (Adult degree completion 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. Topics offered as a LACC 285 course will only meet one general education requirement per topic. Students should confer with an Enrollment Counselor.

All requirements are expressed in semester credits.

General Education Requirements

Bible and Religion (3 credits)
This requirement is met by Christian Faith and Thought, which is taken in residence as part of all George Fox Connect: Adult Degree majors. Students desiring to take an additional Bible course may do so as part of the humanities requirement.
Communications (6 credits)

Choose two of the following:

Students must take one college-level writing class as part of this requirement. The remainder may be completed with Speech, Interpersonal, or Business Communication courses.
LACC 201 Writing for Adults I 3 hours
LACC 202 Writing for Adults II 3 hours
LACC 210 Conflict Resolution Strategies 3 hours
LACC 211 The Art of Persuasion 3 hours
LACC 212 The Art of Storytelling 3 hours
LACC 285 Selected Topics 3 hours

The LACC 285 topics that may meet the Communications requirement are:

- Intercultural Communication

Health and Human Performance (2 credits)

Choose one of the following:

LACC 160 Hiking for Health 3 hours
LACC 162 Lifetime Fitness 3 hours
LACC 250 Managing Stress: Mind and Body 3 hours

LACC 260 Contemporary Healthcare 3 hours
LACC 261 Nutrition for Health & Wellness 3 hours
LACC 285 Selected Topics 3 hours

The LACC 285 topics that may meet the Health and Human Performance requirement are:

- Lifetime Fitness
- Walking for Fitness
- Yoga: A Path to Physical, Mental and Spiritual Well-Being

Humanities (9 credits)

Choose three of the following:

Students must take a total of 9 credits from the following areas: fine arts (including music and theater), history, literature, cultural studies, foreign language, philosophy, religion, and Bible.

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

LACC 210 Conflict Resolution Strategies 3 hours
LACC 211 The Art of Persuasion 3 hours
LACC 212 The Art of Storytelling 3 hours
LACC 220 Religion and American Popular Culture 3 hours
LACC 221 U.S. in the 20th Century 3 hours
LACC 222 Writings of C.S. Lewis 3 hours
LACC 223 Social and Cultural Diversity 3 hours
LACC 224 Narratives of the Old Testament 3 hours
LACC 226 Jesus & Leadership 3 hours
LACC 230 Introduction to Art 3 hours
LACC 231 Music Appreciation 3 hours
LACC 247 Social Entrepreneurship 3 hours
LACC 251 Social & Ethical Psychology 3 hours
LACC 285 Selected Topics 3 hours
LACC 295 Individualized Study 1-3 hours

The LACC 285 topics that may meet the Humanities requirement are:

- Cultural Anthropology
- Culture, Kin and Community
- Intercultural Communication
- Native American Art
- Portraits of Jesus of Nazareth
- The American West in Film and Fiction
- Understanding the Social Landscape
- Yoga: A Path to Physical, Mental and Spiritual Well-Being

The LACC 295 topic that could meet the Humanities requirement is:

- The Global Leadership Summit

Intercultural Experience (3 credits)

Choose one of the following:

LACC 223 Social and Cultural Diversity 3 hours
LACC 285 Selected Topics 3 hours

The LACC 285 topics that may meet the Intercultural Experience requirement are:

- Cultural Anthropology
- Culture, Kin and Community
- Intercultural Communication
- Native American Art
- Understanding the Social Landscape

Natural Science (3 credits)

Choose one of the following:

LACC 174 Earth Science 3 hours
LACC 261 Nutrition for Health & Wellness 3 hours
LACC 285 Selected Topics 3 hours

The LACC 285 topic that may meet the Natural Science requirement is:

- Foundations of Biology
- Physical Science

Quantitative Reasoning (3 credits)

Choose one of the following:

Mathematics at or above the level of College Algebra are accepted.
LACC 170 Math for Adults 3 hours

Social Science (6 credits)

Choose two of the following:

Students must take a total of 6 credits from the following areas: psychology, sociology, economics, political science, and anthropology.
LACC 210 Conflict Resolution Strategies 3 hours
LACC 223 Social and Cultural Diversity 3 hours
LACC 240 Facts & Myths of Social Media 3 hours
LACC 241 Personality Theory in Everyday Life 3 hours
LACC 242 Exploring Psychology 3 hours
LACC 246 Mentoring in the Workplace & Community 3 hours
LACC 247 Social Entrepreneurship 3 hours
LACC 250 Managing Stress: Mind and Body 3 hours
LACC 251 Social & Ethical Psychology 3 hours
LACC 261 Nutrition for Health & Wellness 3 hours

LACC 285 Selected Topics 3 hours
LACC 295 Individualized Study 1-3 hours

The LACC 285 topics that may meet the Social Science requirement are:

- Basic Economics
- Cultural Anthropology
- Culture, Kin and Community
- Foundations of American Government
- Intercultural Communication
- Principles of Sociology
- Understanding the Social Landscape

The LACC 295 topic that may meet the Social Science requirement is:

- The Global Leadership Summit

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.

Degree 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:

MGHA 401 Organizational Behavior 3 hours
MGHA 403 Organization Theory and Design 3 hours
MGHA 404 Leadership Communication 3 hours
MGHA 407 Worldview & Identity 3 hours
MGHA 450 Strategic Management 3 hours

Healthcare Administration Coursework (21 hours)

Complete the following:

MGHA 475 is optional and not required for Healthcare Administration majors.
MGHA 413 Healthcare Ethics 3 hours
MGHA 414 Healthcare Finance 3 hours
MGHA 427 Introduction to Healthcare 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
MGHA 475 Field Experience 1-9 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

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.

Degree 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 401 Organizational Behavior.
MGOL 407 Worldview & Identity 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 475 is optional and not required for Management and Organizational Leadership majors.
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
MGOL 404 Organizational Communication.
MGOL 475 Field Experience 1-9 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

PMHS Majors only (replaces MGOL 412)

PMHS 424 Research Methods & Statistics 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.

Degree 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:

MPJM 401 Organizational Behavior 3 hours
MPJM 403 Organization Theory and Design 3 hours
MPJM 407 Worldview & Identity 3 hours
MPJM 410 Financial Decision Making 3 hours
MPJM 431 Operations Management 3 hours

Project Management Coursework (21 hours)

Complete the following:

MPJM 475 is optional and not required for Project Management majors.

MPJM 412 Predictive Project Management Methodologies 3 hours
MPJM 418 Introduction to Project Management 3 hours
MPJM 419 Adaptive Project Management Methodologies 3 hours

MPJM 424 Project Risk Management 3 hours
MPJM 441 Managing Project Communication & Change 3 hours
MPJM 442 Project Leadership 3 hours
MPJM 450 Applied Project Management 3 hours
MPJM 475 Field Experience 1-9 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 Predictive Project Management Methodologies 3 hours
MPJM 418 Introduction to Project Management 3 hours
MPJM 419 Adaptive Project Management Methodologies 3 hours
MPJM 424 Project Risk Management 3 hours
MPJM 441 Managing Project Communication & Change 3 hours
MPJM 442 Project Leadership 3 hours

Bachelors (BA) in Psychology & Mental Health Studies

Overview

The Psychology & Mental Health Studies program provides learners with knowledge, skills, and abilities to pursue opportunities in these fields of study. Graduates of this program work in a variety of helping professions as well as enter into graduate programs of study in psychology, counseling, school psychology, and education.

Degree Outcomes

- Learn social science frameworks for interpreting the patterns and dynamics that operate in groups and families.
- Gain an appreciation for cultural and individual variety and uniqueness in how groups and families develop their patterns of interaction
- Identify theories, concepts, contextual variables, etc., which contribute to effective communication and demonstrate a growing sensitivity to cultural variables.
- Articulate the diversity of contributions to the contemporary fields of psychology regarding theories and principles of psychology, particularly with respect to their historical foundations and cultural backgrounds.
- Explore the historical and contemporary pioneers responsible for a diverse approach to understanding human behavior and mental health.
- Explore personal and professional ethics in the helping professions. Students will examine and develop systems for making ethical decisions.
- Demonstrate an understanding of the biosocial, psychosocial, cognitive, and emotional development of infants, children, adolescents, and adults.
- Examine and explore quantitative and qualitative research methods.
- Provide an introduction to the types, nature, and causes of major behavioral disorders.
- Articulate an understanding of physical health problems, psychological effects, social effects, and make recommendations about addiction education, as well as outpatient and inpatient treatment.
- Discuss how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people.
- Develop the student’s understanding of the historical and modern accomplishments of cognitive psychology, the many aspects of memory, and the development and application of the study of language.
- Provide an overview and analysis of the concepts of acute stress, trauma, and how to cope with stress and trauma.
- Prepare for graduate programs in psychology, counseling, school psychology, social work, and education.

Course Requirements

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

Major Requirements

Psychology & Mental Health Studies Coursework (36 hours)

Complete the following:

PMHS 407 Christian Faith & Thought 3 hours
PMHS 419 Child & Adolescent Development 3 hours
PMHS 420 Adult Development & Aging 3 hours
PMHS 421 Family & Group Dynamics 3 hours
PMHS 424 Research Methods & Statistics 3 hours
PMHS 427 Abnormal Psychology 3 hours
PMHS 428 Interpersonal Communications 3 hours
PMHS 432 Personal & Professional Ethics 3 hours
PMHS 433 Addiction Disorders 3 hours
PMHS 434 History, Culture, & Theories of Psychology 3 hours
PMHS 436 Cognition, Memory, & Language 3 hours
PMHS 437 Trauma & Coping 3 hours
PMHS 475 Field Experience 1-9 hours

Certificate in Basic Chaplaincy

Overview

The Certificate in Basic Chaplaincy offers students an introduction to the fundamentals of what it means to be a chaplain, as well as the varied roles and levels of trained chaplaincy work. Students will explore effective ways to communicate with people of varied spiritual, cultural, and socio-economic backgrounds, and complete a supervised Field Experience in a current chaplaincy setting.

Student Learning Outcomes

Upon successful completion of this certificate, students will be equipped to:

1. Articulate the essential duties of chaplain as provider, facilitator, caregiver, and advisor.
2. Discuss new insights into chaplaincy concepts, theories, and methods.
3. Identify causes of stress and how they impact the body psychologically, physiologically, and spiritually.
4. Evaluate cultural and gender implications of stress.
5. Articulate the physical, psychological, spiritual, and cultural impacts of grief and loss.
6. Actively reflect on the holistic approach to helping those impacted by grief and loss.
7. Discuss an individual sense of identity in Jesus Christ, active engagement with the Holy Spirit, and a sense of purpose in God’s greater plan.
8. Communicate effectively and empathetically with people from a variety of spiritual and cultural worldviews, particularly in the practice of discipling others.

Admission Requirements

An online application must be submitted and accepted before a student begins his or her first course. All courses in the Basic Chaplaincy Certificate must be completed or approved through George Fox Connect.

Transfer Credit

Transfer credit may be considered on a case-by-case basis after an application has been submitted.

Certificate Requirements

Certificate in Basic Chaplaincy (18 hours)

Complete the following:

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.

Students must complete 6 credits of MGOL 275: Field Experience.

LACC 234 Introduction to Chaplaincy 3 hours
LACC 236 Grief & Loss 3 hours
LACC 237 Spirutal Formation & Discipleship 3 hours
LACC 250 Managing Stress: Mind and Body 3 hours
MGOL 275 Field Experience 1-9 hours

Certificate in Behavioral Health

Overview

The Certificate in Behavioral Health program begins Spring 2021.

The Certificate in Behavioral Health from George Fox University provides students with coursework designed to demonstrate specialized knowledge in the study of human behavior and health outcomes. This certificate is designed for any SPS student who wants to pursue advanced learning in these areas, add an emphasis to their existing major of study, highlight a specialization in their current or future occupation, or demonstrate higher level learning in these areas to graduate schools.

Student Learning Outcomes

At the completion of this certificate program, students will be equipped to:

- Demonstrate knowledge of key components of psychology to include the following: psychological theories, the scientific method, structures and functions of the brain, sensation, perception, learning, memory, emotion, and motivation.
- Evaluate how gender, culture, ethnicity, and ethics relate to the understanding of human behavior.
- Identify and articulate key concepts of social psychology to include the impact of influence, stereotypes, prejudices, attitudes, culture, and social awareness.
- Assess ethical decision-making and morality in social psychology.
- Discuss causes of stress and how they impact the body psychologically, physiologically, and spiritually.
- Articulate cultural and gender implications of stress.
- Analyze stress reduction techniques and ways to improve work/life balance.
- Examine the major theories of personality development and concepts to include environmental influences, self-awareness, and empathy.

Admission Requirements

An online application must be submitted and accepted before a student begins his or her first certificate course. All courses in the Behavioral Health Certificate program must be completed or approved through GFU's School of Professional Studies. Participants must be active SPS students in good standing.

Transfer Credit

Transfer credit may be considered on a case-by-case basis after an application has been submitted.

Certificate Requirements

Certificate in Behavioral Health (12 hours)

Complete the following:

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.
LACC 241 Personality Theory in Everyday Life 3 hours
LACC 242 Exploring Psychology 3 hours
LACC 250 Managing Stress: Mind and Body 3 hours
LACC 251 Social & Ethical Psychology 3 hours

Certificate in Christian Ministries

Overview

The Certificate in Christian Ministries offers students an opportunity to explore concepts of mission, calling, spiritual formation, discipleship, and leadership alongside a study of both Old Testament and New Testament narratives. Christian Ministries Certificate students will emerge with an excellent foundation for continued personal study, volunteer ministry work, discipleship at home and in the community, and continued studies at the graduate level.

Student Learning Outcomes

Upon successful completion of this certificate, students will be equipped to:

1. Explain the importance of mission, both personal and corporate, as well as the danger of mission drift.
2. Articulate what it means to pursue a deepening relationship with God and a transformational spiritual walk.
3. Discuss C. S. Lewis' impact on today's Protestant church.
4. Explain the historical, religious, cultural, and social elements that form the context of the stories and how a unique relationship of the Hebrew people with Yahweh developed.
5. Examine the teachings of Christ in a manner that engages the heart and the mind to promote spiritual growth.
6. Explain the leadership example Jesus Christ provided in his years of ministry as described in the New Testament.

Admission Requirements

An online application must be submitted and accepted before a student begins his or her first course. All courses in the Christian Ministries Certificate must be completed or approved through George Fox Connect.

Transfer Credit

Transfer credit may be considered on a case-by-case basis after an application has been submitted.

Certificate Requirements

Certificate in Christian Ministries (18 hours)

Complete the following:

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.

Students must choose LACC 285: Portraits of Jesus of Nazareth

LACC 222 Writings of C.S. Lewis 3 hours
LACC 224 Narratives of the Old Testament 3 hours
LACC 226 Jesus & Leadership 3 hours
LACC 233 Mission & Calling 3 hours
LACC 237 Spirutal Formation & Discipleship 3 hours
LACC 285 Selected Topics 3 hours

Certificate in Conflict Resolution

Overview

The Certificate in Conflict Resolution provides a global study of communication, culture, ways of thinking, and human behavior, particularly in situations when two or more parties may disagree. Students will consider negotiation strategies and practice basic steps and methodologies of conflict resolution, as well as embrace an awareness of other people, places, times, and cultures.

Student Learning Outcomes

Upon successful completion of this certificate, students will be equipped to:

1. Describe the history of conflict resolution as a field of study from its global origins to where it is today.
2. Identify key aspects of dialogue and communication techniques used in conjunction with conflict resolution methods.
3. Explain how culture shapes human perception, identity, communication and conflict styles, behaviors, and ways of thinking.
4. Research, observe, and analyze intercultural communication in everyday life, popular media, and other mediated discourse.
5. Report on the impact of cultural change as it relates to family, kinship, and community.
6. Apply understanding of underlying similarities and variabilities of human cultures in a current context.

Admission Requirements

An online application must be submitted and accepted before a student begins his or her first course. All courses in the Conflict Resolution Certificate must be completed or approved through George Fox Connect.

Transfer Credit

Transfer credit may be considered on a case-by-case basis after an application has been submitted.

Certificate Requirements

Certificate in Conflict Resolution (9 hours)

Complete the following:

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.

Students must complete the following:

LACC 210 Conflict Resolution Strategies 3 hours
LACC 285: Intercultural Communication 3 hours
LACC 285: Culture, Kin, & Community 3 hours

Certificate in Mission Advancement

Overview

The Certificate in Mission Advancement offers students an opportunity to explore concepts of identity, worldview, mission, calling, and mentorship in a university learning environment. In a 21st-century world where mission drift is increasingly the norm, how can we ensure we are holding firm to the values that undergird who we are, whether as individuals or as organizations?

Student Learning Outcomes

Upon successful completion of this certificate program, students will be equipped to:

1. Investigate the mentoring process and its application in the professional and community environments.
2. Understand and apply the key principles of effective mentoring to their setting.
3. Explain the importance of mission, both personal and corporate, as well as the danger of mission drift.
4. Communicate an individual calling, both vocational and personal.
5. Analyze and compare the worldviews that influence one's understanding of faith, ethics, justice, and philosophy of work.
6. Construct, articulate, and define a personal worldview that responds to and gives meaning to the ultimate questions of life.

Admission Requirements

An online application must be submitted and accepted before a student begins his or her first course. All courses in the Mission Advancement Certificate must be completed or approved through George Fox Connect.

Transfer Credit

Transfer credit may be considered on a case-by-case basis after an application has been submitted.

Certificate Requirements

Certificate in Mission Advancement (9 hours)

Complete the following:

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.
LACC 207 Worldview & Identity 3 hours
LACC 233 Mission & Calling 3 hours
LACC 246 Mentoring in the Workplace & Community 3 hours

Certificate in Project Management

Overview

The Certificate in Project Management from George Fox University is designed for high school graduates who want to learn the basics of project management. The four courses are based on the internationally-recognized Project Management Institute's PM Standards and Project Management Body of Knowledge (PMBOK), which was recently updated to v7. This program is a perfect fit for those who want to add project management skills to their resume or current course of study. The program is offered online for convenience, and facilitated by engaged, experienced instructors who teach in our degree programs.

Student Learning Outcomes

Upon successful completion of this certificate, students will be equipped to:

1. Utilize PMI Standards and the PMBOK to inform all aspects of project management.
2. Choose an appropriate PMI methodology for a project.
3. Explain the domains, life cycle processes, and products associated with adaptive and predictive PM.
4. Describe a project leader's roles and responsibilities in a global environment.
5. Apply ethical standards to their project management practice.

Admission Requirements

An online application must be submitted and accepted before a student begins his or her first course. All courses in the Project Management Certificate must be completed or approved through George Fox Connect.

Transfer Credit

Transfer credit may be considered on a case-by-case basis after an application has been submitted.

Certificate Requirements

Certificate in Project Management (12 hours)

Complete the following:

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.

Students must take MPJM 218: Introduction to Project Management as the first course in the certificate. Subsequent courses can be taken in any order.

MPJM 212 Predictive Project Management Methodologies 3 hours
MPJM 218 Introduction to Project Management 3 hours
MPJM 219 Adaptive Project Management Methodologies 3 hours
MPJM 242 Project 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 School of Professional Studies.

General Education Requirements - Elementary Education

Overview

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 advisor prior to admission.

All requirements are expressed in Semester Credits.

General Education Requirements

Communications (6 credits)

Students must take a total of 6 credits including one college-level writing class as part of this requirement. The remainder may be completed with Speech and Communication courses.

Health and Human Performance (2 credits)

Humanities (9 credits)

Intercultural Competency (3 credits)

Natural Science (3 credits)

Social Science (6 credits)

Bachelors (BS) in Elementary Education

Overview

The elementary education major offers a 60 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.

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 B; passing scores on appropriate basic skills and having taken content area examinations.

Major Requirements

Elementary Education Coursework

Complete the following:

Students may take the three courses below 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 major course plan.
ELED 260 Teaching, Schooling & Learning 4 hours
MATH 211 Foundations of Elementary Mathematics I 4 hours
MATH 212 Foundations of Elementary Mathematics II 4 hours

Complete the following:

Students must complete all of the major courses below.

ELED 324 Issues in Human Development 4 hours
ELED 326 The 21st Century Classroom 4 hours
ELED 343 Math Pedagogy 4 hours
ELED 344 Science Pedagogy 3 hours
ELED 346 The Inclusive Classroom in a Diverse Society 4 hours
ELED 347 Pedagogy of the Arts in an Integrated Classroom 1 hour
ELED 348 Social Studies Pedagogy 3 hours
ELED 349 Integrated STEAM 2 hours
ELED 354 Pedagogy of Health and Physical Education 1 hour
ELED 371 Curriculum and Assessment 4 hours
ELED 381 Classroom Management 4 hours
ELED 413 Writing Pedagogy 4 hours
ELED 414 Reading Pedagogy 4 hours
ELED 475 Student Teaching 10 hours
ELED 480 Assessment for All Learners 4 hours
ELED 490 Senior Seminar 2 hours

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 Seach webpage.

DSST Examinations

DSST subject-level exams (formerly DANTES) 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 adult degree completion programs may earn college credit for learning outside of the classroom.

George Fox Connect: Adult Degree Programs

Successful completion of ASPD 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.

George Fox Connect: Adult Degree students who would like to submit professional certifications but do not intend to submit personal essays should take ASPD 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 ASPD 215 or ASPD 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.

Adult Degree Program Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
ASPD	Academic Success and Professional Development
ELED	Education
LACC	Liberal Arts Core Curriculum
MGHA	Healthcare Administration
MGOL	Management and Organizational Leadership
MPJM	Project Management
PATH	Pathways
PMHS	Psychology and Mental Health Studies

ASPD Course Descriptions

ASPD 185 Academic Tutorial

1 hour

This is an individual tutoring opportunity designed to help students learn university-level academic skills. Students concurrently enroll in a designated LACC, ASPD, or major course, and the content, activities, and assignments for that course provide the content for developing academic skills including listening and reading comprehension, note taking, writing, vocabulary, speech, and study skills. (16 weeks, 1 credit) Prerequisite: Enrollment in a designated LACC, major, or other ASPD course.

ASPD 195 Professional Assessment

1 hour

This course is offered in lieu of ASPD 215: Personal and Professional Assessment, and is designed for students who intend to submit professional certifications and do not intend to submit personal essays. Students will develop writing skills by articulating specific learning experiences, producing specific learning outcomes, and submitting professional certifications to the university through the Prior Learning Assessment process.

ASPD 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.

ASPD 226 Developing a Professional Online Identity

3 hours

This course examines the role of social media in professional online identity development and its potential impact on careers. Topics include: Personal Branding;

LinkedIn; Social Networks; Blogs & Websites; Online Privacy; Social Media for Social Good; Social Media Management Tools; Social Media Ethics and Privacy. The course is designed to provide something for everyone, from the novice to the more advanced.

ASPD 280 Becoming an Exceptional Student

1-3 hours

For students who find the return to university-level work challenging, this is an intensive course designed to enhance a student's personal confidence through individualized instruction in study skills, methods, and tools used by successful college students.

ASPD 285 Selected Topics

1-3 hours

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

ELED Course Descriptions

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 Issues in Human Development

4 hours

This course examines human development with developmental psychology, learning theory, and theoretical and practical aspects of human development-birth through adolescence. Foundations in learning theory and their connections to developmental psychology and learning theory are explored. Foundational knowledge of exceptionalities is built. Included will be age-level characteristics and developmentally appropriate practice for children in early childhood through middle school.

ELED 326 The 21st Century Classroom

4 hours

This course provides teacher candidates the opportunity to explore various types of curriculum offered in the 21st Century Classroom. Candidates will explore and analyze current curriculum in Science, Social Studies, Literacy, Math and Art. Candidates will also be introduced to best-practice teaching models. In addition, candidates will explore technology integration and how to best meet the needs of the 21st-century student.

ELED 343 Math Pedagogy

4 hours

This course seeks to integrate effective mathematics teaching and learning pedagogies within the framework of the common core state standards. The development of personal understanding of mathematical concepts and processes is emphasized; this process requires the student to expand his/her own learning beyond the course assignments to examine the relationships between mathematical concepts and the real world. Teaching mathematics effectively to diverse learners is emphasized. The course is interactive and dependent upon student participation.

ELED 344 Science Pedagogy

3 hours

This course is designed to provide you with a firm understanding of research-based, best practices for teaching science at the elementary and middle school levels. This course encourages prospective teachers to view science as a space for making sense of the natural and man-made world and focuses on what it means to think (content

knowledge) and act (scientific and engineering practices) like a scientist. Prospective teachers will develop pedagogical content knowledge around three dimensional learning and learning progressions as described in the Next Generation Science Standards. Part of developing pedagogical content knowledge entails a specific focus on exploring and analyzing childhood ideas in science, planning, assessing, and implementing effective learning environments and lessons that utilize technology, best practices, hands-on experiences, student-centered learning and honors the diversity of all learners.

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 Pedagogy of the Arts in an Integrated Classroom

1 hour

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

ELED 348 Social Studies Pedagogy

3 hours

This course is designed to provide students with a firm understanding of research-based, best practices for teaching social studies at the elementary and middle school levels. This course encourages prospective teachers to view social studies as a way to analyze patterns of human behavior and understand cultural perspectives. Prospective teachers will develop pedagogical content knowledge. Part of developing pedagogical content knowledge entails a specific focus on exploring and analyzing national social studies standards. In addition, students will utilize technology, best practices, hands-on experiences, and student-centered learning. This course will celebrate the diversity of all learners.

ELED 349 Integrated STEAM

2 hours

This course focuses on the pedagogy of integrated STEAM (science, technology, engineering, arts, and mathematics) education that uses engineering design and language arts as authentic contexts for student learning. With an emphasis on engineering design, teacher candidates will develop engineering content and

pedagogical content knowledge, as well as familiarity with the engineering practices and learning progressions described in the Next Generation Science Standards. Teacher candidates will develop efficacy to design, instruct, and assess STEAM units within the K through 5 grade span and the ability to critically examine STEAM resources and curriculum from the perspective of equity and social justice to support inclusive classroom environments.

ELED 354 Pedagogy of Health and Physical Education

1 hour

This course examines and offers opportunities to apply health and physical education methods for elementary teachers. Using state and national standards, students will explore opportunities to include and integrate health and physical education content into the classroom.

ELED 371 Curriculum and Assessment

4 hours

Working within the differentiation framework 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 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.

ELED 413 Writing Pedagogy

4 hours

This course focuses on teaching through a writing workshop. It creates a foundation for teaching writing focused on the individual needs of students. 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 Pedagogy

4 hours

This course focuses on teaching reading through a reading workshop. This builds candidate knowledge in the areas of teaching reading focusing on the individual needs of each reader in the classroom. 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 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 Course Descriptions

LACC 160 Hiking for Health

3 hours

This course is intended to provide students with skills to enjoy safe and holistically beneficial hiking experiences. The course will include completing several hikes as well as engaging in personal reflections on the many health benefits of hiking. Specific skills learned in this course will include planning and preparing for a hike, navigation, and using the outdoors responsibly and courteously. (Note: This course is fully online; hikes will take place in student-selected locations. If there is enough Portland metropolitan area interest from students, optional in-person class hikes may be offered.)

LACC 162 Lifetime Fitness

3 hours

The course focuses on physical activity and the development and maintenance of good health. The goal of health and human performance is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

LACC 170 Math for Adults

3 hours

This course will focus on problem solving using the mathematics of finance, probability, statistics, population growth, and a variety of mathematical strategies. Students will utilize calculators and spreadsheets to solve real world problems.

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 207 Worldview & Identity

3 hours

In this course, students will investigate concepts of worldview as it relates to personal identity, cultural assumptions, interpersonal communication, individual decision-making, and faith. Students will explore the roots of the Christian faith and the influence of Christianity on society, seeking to construct a personal worldview that informs their understanding of the meaning of life.

LACC 210 Conflict Resolution Strategies

3 hours

In this course, students will be introduced to the history and evolution of conflict resolution as well as basic concepts and methods required to work through the process. Students will explore the importance of communication in a conflict resolution environment and build strategies for their own personal use.

LACC 211 The Art of Persuasion

3 hours

In this course, students will explore the art of effective persuasion both in the workplace and in everyday living. Students will consider historical definitions of persuasion, examples of persuasive speech and writing, and the impact of 21st-century communication mediums such as social media and internet news sources. Students will articulate individual needs for effective tools for persuasion, weighing the impact of purpose, audience, worldview, and medium

LACC 212 The Art of Storytelling

3 hours

This course will consider general elements of effective storytelling (voice, character, setting, theme); examine the components of plot (exposition, rising action, climax, falling action, denouement); and discuss 21st-century storytelling genres (fiction, poetry, drama, film, memoir). Students will engage in peer workshops as they practice varied genres and complete a final project in a genre and medium of their choosing.

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 226 Jesus & Leadership

3 hours

This course will consider leadership through a New Testament lens, exploring the example Jesus provided in his years of ministry as presented in the Gospels. Students will examine Jesus' unwavering IQ (intelligence quotient), EQ (emotional quotient), and AQ (audience quotient), drawing connections between Jesus' example found in the Gospels and current popular theories of effective business leadership

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 231 Music Appreciation

3 hours

This course acquaints the adult degree completion student with a broad range of musical styles reflecting diverse cultures, including classical, jazz, and popular music. Various composers, performers, and their music are listened to and studied.

LACC 233 Mission & Calling

3 hours

In this course, students will discuss personal mission, individual calling, and the danger of mission drift at both a personal and corporate level. In considering the groundwork that undergirds a clear sense of mission, students will explore what it means to live lives that are self-aware and intentional, identifying the impact of moral systems, ethical codes, values, beliefs, and biases on both individual decision-making and cultural assumptions.

LACC 234 Introduction to Chaplaincy

3 hours

This course introduces students to what chaplaincy is and is not, the various organizations that utilize chaplains, and how chaplains of different worldviews interact with those who call on them. Students will be introduced to concepts and techniques that successful chaplains use as providers, facilitators, caregivers, and advisors.

LACC 236 Grief & Loss

3 hours

This course will examine the physical, psychological, spiritual, and cultural impacts of grief and loss as a human experience. Throughout the course, students will discuss a holistic approach to understanding the many aspects of grief, loss, bereavement, and healing. Students will also explore strategies and skills to respond to grief and loss.

LACC 237 Spirutal Formation & Discipleship

3 hours

In this course, students will explore the orthodoxy (right thinking), orthopraxy (right behaviors), and orthopathy (right feelings) of spiritual formation, asking such essential questions as, “Who am I?”, “How do I view God?”, and “How does my faith impact how I engage with those around me?” As students consider effective ways to articulate and communicate a deepening relationship with God, they will also explore specific spiritual practices and the art of discipling others within a faith community.

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 242 Exploring Psychology

3 hours

This course explores the study of human behavior through a scientific and sociocultural lens. The foundational concepts included in this course are as follows: the history and major theories of psychology, disciplines in the field of psychology, biological bases of behavior, scientific method, sensation, perception, learning, memory, emotion, and motivation. Gender, cultural, and ethnic considerations are explored as they relate to understanding human behavior, perceptions, and emotions.

LACC 246 Mentoring in the Workplace & Community

3 hours

This course is designed to provide participants with an opportunity to investigate the mentoring process and its application in professional and personal settings. Participants will explore mentor qualities, relationships, skills, and best practices for those who mentor others. There will be a specific emphasis on mentoring in the workplace, as well as mentoring in avocational settings. Students will discuss, demonstrate, and apply techniques and strategies that develop their mentoring skills.

LACC 247 Social Entrepreneurship

3 hours

In this course, students will be introduced to the history and evolution of social entrepreneurship. Students will analyze and evaluate specific successful models of social enterprise. They will explore how vision, passion, and careful planning produce sustainable models that contribute to the greater good for all people.

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 251 Social & Ethical Psychology

3 hours

This course will introduce students to the concepts that can affect social situations and events in their everyday lives. Students will explore the impact of culture, perceptions, prejudices, stereotypes, and attitudes on social awareness and interpersonal relations. This course will engage students in ethical decision-making processes as they relate to modern and historical approaches to social psychology.

LACC 260 Contemporary Healthcare

3 hours

A study of our nation’s current health problems and concerns. Emphasis on health consumerism and current trends, diseases, the sanctity of life, and fitness. The goal is to develop an educated view on current health issues.

LACC 261 Nutrition for Health & Wellness

3 hours

This course introduces students to the basic concepts of nutrition and its role in health, wellness, and prevention of chronic disease. Topics covered include nutrients (macronutrients and micronutrients), nutritional needs across the lifespan, weight management, fad diets, nutrition for exercise and sport, food safety, and food security. Further, this course will provide students with important information and tools in making personal dietary decisions

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 Course Descriptions

MGHA 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.

MGHA 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. Prerequisite: MGHA 401 Organizational Behavior.

MGHA 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. Prerequisite: MGHA 401 Organizational Behavior.

MGHA 407 Worldview & Identity

3 hours

In this course, students will investigate concepts of worldview as it relates to personal identity, cultural assumptions, interpersonal communication, individual decision-making, and faith. Students will explore the roots of the Christian faith and the influence of Christianity on society, seeking to construct a personal worldview that informs their understanding of the meaning of life.

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

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. Prerequisite: MGHA 427 Introduction to Healthcare Services.

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 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. Prerequisite: MGHA 427 Introduction to Healthcare Services.

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. Prerequisite: MGHA 427 Introduction to Healthcare Services.

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. Prerequisite: MGHA 427 Introduction to Healthcare Services.

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 province 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. Prerequisite: MGHA 427 Introduction to Healthcare Services.

MGHA 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. Prerequisites: MGHA 403 Organizational Theory and Design, MGHA 433 Leadership for Healthcare Professionals

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: MGOL 401 Organizational Behavior, MGHA 427 Introduction to Healthcare Services, and instructor's permission.

MGOL Course Descriptions

MGOL 275 Field Experience

1-9 hours

Supervised experiences in businesses, nonprofit organizations, and public agencies.

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. Prerequisite: MGOL 401 Organizational Behavior.

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. Prerequisite: MGOL 401 Organizational Behavior.

MGOL 407 Worldview & Identity

3 hours

In this course, students will investigate concepts of worldview as it relates to personal identity, cultural assumptions, interpersonal communication, individual decision-making, and faith. Students will explore the roots of the Christian faith and the influence of Christianity on society, seeking to construct a personal worldview that informs their understanding of the meaning of life.

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. Prerequisites: MGOL 401 Organizational Behavior, MGOL 403 Organizational Theory.

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. Prerequisites: MGOL 401 Organizational Behavior, MGOL 403 Organizational Theory

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. Prerequisite: MGOL 401 Organizational Behavior.

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. Prerequisite: MGOL 401 Organizational Behavior.

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. Prerequisites: MGOL 401 Organizational Behavior, MGOL 410 Financial Decision Making, MGOL 415 Data Informed Decision Making, MGOL 440 Human Resource Management.

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. Prerequisite: MGOL 401 Organizational Behavior.

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. Prerequisites: MGOL 401 Organizational Behavior, MGOL 403 Organizational Theory, MGOL 404 Organizational Communication.

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. Prerequisites: MGOL 401 Organizational Behavior, MGOL 404 Leadership Communication, MGOL 410 Financial Decision Making, MGOL 413 Ethics for Managers, MGOL 431 Operations Management, MGOL 442 Dynamics of Leadership.

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 Course Descriptions

MPJM 212 Predictive Project Management Methodologies

3 hours

Predictive Project Management Methodology exposes students to predictive project management domains and life cycles. Students will explore the requirements outlined in the Project Management Institute (PMI) Standards and PM Body of Knowledge (PMBOK) associated with development and delivery of projects using predictive methodology.
Prerequisite: MPJM 218 Introduction to Project Management.

MPJM 218 Introduction to Project Management

3 hours

Introduction to Project Management is the first course in the Certificate for Project Management. This course provides a foundation of the concepts described by the Project Management Institute (PMI) as important for successful project management.

MPJM 219 Adaptive Project Management Methodologies

3 hours

Adaptive Project Management Methodology provides students with experience using adaptive project management methodologies. Students will explore the operational cycles of an adaptive implementation in modern project management organizations. Students will be introduced to the various roles and components involved in adaptive delivery and integration with the PMI project lifecycle. Students will participate in an adaptive project management plan, delivering artifacts required of good project management practitioners.
Prerequisite: MPJM 218 Introduction to Project Management.

MPJM 242 Project Leadership

3 hours

Project Leadership is an important aspect of successful projects. During this course, students will evaluate themselves as leaders and understand their position as project leaders working to deliver the strategic goals of an organization. Additionally, they will explore the complexities of virtual team leadership, especially in a global environment. Students will be introduced to performance domains, project life cycles, and project management principles as described in the PMBOK.
Prerequisite: MPJM 218 Introduction to Project Management.

MPJM 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.

MPJM 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. Prerequisite: MPJM 401 Organizational Behavior.

MPJM 407 Worldview & Identity

3 hours

In this course, students will investigate concepts of worldview as it relates to personal identity, cultural assumptions, interpersonal communication, individual decision-making, and faith. Students will explore the roots of the Christian faith and the influence of Christianity on society, seeking to construct a personal worldview that informs their understanding of the meaning of life.

MPJM 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. Prerequisites: MPJM 401 Organizational Behavior, MPJM 403 Organizational Theory.

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 Predictive Project Management Methodologies

3 hours

Predictive Project Management Methodology exposes students to predictive project management domains and life cycles. Students will explore the requirements outlined in the Project Management Institute (PMI) Standards and PM Body of Knowledge (PMBOK) associated with development and delivery of projects using predictive methodology. Students will apply their knowledge through development of a team-oriented project.

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

Introduction to Project Management provides students an overview of the field of project management, with a focus on the responsibilities project managers (PMs) have to help achieve operational and strategic goals. Students will be introduced to ways to integrate and manage projects in modern organizations according to the tenets of the Project Management Institute's (PMI) Project Management Standards and Body of Knowledge (PMBOK). Students will be introduced to various methodologies employed by PMs to achieve their goals and to the ethical responsibilities of being a PM.

MPJM 419 Adaptive Project Management Methodologies

3 hours

Adaptive Project Management Methodology provides students with experience using adaptive project management methodologies. Students will explore the operational cycles of an adaptive implementation in modern project management organizations. Students will be introduced to the various roles and components involved in adaptive delivery and integration with the PMI project lifecycle. Students will participate in an adaptive project management plan, delivering artifacts required of good project management 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 introduced to tools and methods for project management.

MPJM 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. Prerequisites: MPJM 401 Organizational Behavior, MPJM 410 Financial Decision Making

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. Prerequisite: MPJM 424 Project Risk Management and MGOL 407 Christian Faith and Thought

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 Managing Project Communication & Change

3 hours

Managing Project Communication & Change exposes students to two key skills related to project management -- communication and change management. Students will learn to assess the project environment as it changes through the life cycle to identify the appropriate timing and types of communications that are needed. Additionally, students will learn the importance of scope management, and to recognize how “scope creep” can derail a project and what to do about it.

MPJM 442 Project Leadership

3 hours

Project Leadership provides students the opportunity to evaluate themselves as leaders and understand their position as project leaders working to deliver the strategic goals of an organization. Students will explore the complexities of virtual team leadership, especially in a global environment. Students will be introduced to performance domains, project life cycles, and project management principles as described in the Project Management Body of Knowledge (PMBOK).

MPJM 450 Applied Project Management

3 hours

Applied Project Management is the capstone course of the project management degree program. This course is developed around the framework of strategic management, which opens up avenues for discussing the organization and project management more holistically. Students will investigate how PMs and organizational leadership work with the Project Management Office (PMO) and organizational structure and processes to achieve strategic goals.

MPJM 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. Pass/No Pass. Prerequisite: instructor's permission.

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.

PATH Course Descriptions

PATH 101 Pathway to Healthcare Administration

0-1 hours

This course is designed to provide students with a foundational knowledge and understanding of the core principles of healthcare administration. Topics include the history of healthcare in America, healthcare finance, the ethics of healthcare, and current health policy and law.

PATH 102 Pathway to Mental Health Studies

0-1 hours

This course will provide a brief overview and analysis of concepts in the field of mental health and psychology. An emphasis will be placed on a broad understanding of the field of mental health, career opportunities in the helping professions, and the basic tenets of the study of psychology and stress.

PATH 103 Pathway to Organizational Leadership

0-1 hours

The Pathway to Organizational Leadership is designed to provide adult students with a foundational understanding of concepts of interest to leaders in all kinds of organizations. During this course, participants will explore the global context of leadership, and how the global environment influences the way we lead. Participants will gain insight into their own decision-making and communication styles, increasing self-awareness, and will apply what they learn about themselves to better understand decision making and their approaches to conflict.

PATH 104 Pathway to Project Management

0-1 hours

The Pathway to Project Management will provide a brief overview and analysis of concepts in the field of project management. Students will be exposed to project management history, processes and knowledge areas. Students will examine how project management has evolved over time and found its way into a diversity of industries with project managers and project management offices (PMOs) now being commonplace. From traditional to agile methodologies, students will consider different approaches to project management.

PATH 105 Pathway to Writing Excellence

0-1 hours

The Pathway to Writing Excellence is an adult-centered course designed to equip students with the skills to captivate, educate, and persuade their readers -- whether writing a business proposal, an academic essay, an email, a blog, or a social media post. Students will ponder together the importance of purpose, audience, and writerly self-awareness, and discuss what's new in the ever-changing world of proper grammar and internet etiquette.

PATH 106 Pathway to Career Advancement

0-1 hours

This course will help students cultivate practical skills to increase marketability for a new career or advancement in a current career. Students will learn to articulate individual professional goals, assess career interests, navigate job search engines, and create resumes that align with job and company profiles.

PATH 285 Selected Topics

0-1 hours

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

PMHS Course Descriptions

PMHS 407 Worldview & Identity

3 hours

In this course, students will investigate concepts of worldview as it relates to personal identity, cultural assumptions, interpersonal communication, individual decision-making, and faith. Students will explore the roots of the Christian faith and the influence of Christianity on society, seeking to construct a personal worldview that informs their understanding of the meaning of life.

PMHS 419 Child & Adolescent Development

3 hours

This course will introduce students to the theoretical and developmental approaches to child and adolescent development. Emphasis on a biosocial, psychosocial, and cognitive approach to development in childhood and adolescence is explored. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 420 Adult Development & Aging

3 hours

This course will introduce students to specific developmental issues and changes during early, middle, and later adulthood. Emphasis on a biosocial, psychosocial, and cognitive approach to development in adulthood and aging is explored. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 421 Family & Group Dynamics

3 hours

The course introduces students to concepts in family relationships and dynamics. Historic and contemporary family theories are explored as a framework to better understand families. Presents family and group dynamics from a systems perspective.

PMHS 424 Research Methods & Statistics

3 hours

This course is 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. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 427 Abnormal Psychology

3 hours

This course offers an introduction to the types, nature, and causes of major behavioral disorders. Provides insight into behaviors that can have an impact on relationships. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 428 Interpersonal Communications

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. Prerequisite: PMHS 421 Family & Group Dynamics.

PMHS 432 Personal & Professional Ethics

3 hours

This course is an exploration of personal and professional ethics in the helping professions. Students will examine and develop systems for making ethical decisions. Prerequisite: PMHS 421 Family & Group Dynamics.

PMHS 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. Prerequisites: PMHS 421 Family & Group Dynamics, PMHS 427 Abnormal Psychology

PMHS 434 History, Culture, & Theories of Psychology

3 hours

This course will introduce students to the history and foundations of psychology with an emphasis on the cultural and global understanding of this discipline. Students will explore schools of thought in psychology including structuralism, functionalism, behaviorism, Gestalt, and psychoanalysis. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 436 Cognition, Memory, & Language

3 hours

This course will explore the vast fields of cognitive psychology, memory, and language. Emphasis will be on developing the student's understanding of the historical and

modern accomplishments of cognitive psychology, the many aspects of memory, and the development and application of the study of language. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 437 Trauma & Coping

3 hours

This course will provide an overview and analysis of the concepts of acute stress, trauma, and how to cope with stress and trauma. An emphasis will be placed on crisis management, self-care, building safe relationships, generational trauma, and cultural implications of stress and trauma. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 475 Field Experience

1-9 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. Prerequisite: PMHS 421 Family & Group Dynamics

PMHS 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.

Academic Calendar 2022-2023

Fall Semester

Fall Semester Begins	August 29, 2022
Last Date for Special Student Class Registration	September 2, 2022
Last Date for Adding Classes Online (without Instructor Approval)	September 4, 2022
Labor Day Holiday (non-Newberg locations only)	September 5, 2022
Last Day to Change Registration (Add/Drop)	September 11, 2022
Last Day to Submit Application for Degree (Midyear Commencement Participation)	September 11, 2022
Census Date	September 13, 2022
Serve Day	September 14, 2022
Last Day to Exercise Pass/No Pass or Audit Option	September 23, 2022
Mid-Semester Holiday (Newberg only)	October 7, 2022
Mid-Semester Grade Entry	October 15-19, 2022
Registration for Spring Semester Opens for Graduate and ADP Students	October 26, 2022
Last Day to Withdraw from Class without Grade Responsibility	November 6, 2022
Transfer Credit Transcript Due Date (Midyear Commencement Participation)	5:00 pm, November 18, 2022
Last Day to Request Participation in Midyear Commencement with Incomplete Requirements	November 20, 2022
Thanksgiving Holiday	November 24-25, 2022
Dissertation Signed Approval Sheets Due (Midyear Commencement Participation)	5:00 pm, December 2, 2022
Study Day (Traditional Undergraduate)	December 12, 2022
Final Exams (Traditional Undergraduate)	December 12-16, 2022
Fall Semester Ends	December 16, 2022
Midyear Commencement	December 17, 2022
Christmas/New Year's Break	December 17, 2022 – January 8, 2023
Final Grade Entry Deadline	December 25, 2022

Spring Semester

Spring Semester Begins	January 9, 2023
Last Date for Special Student Class Registration	January 13, 2023
Last Date for Adding Classes Online (without Instructor Approval)	January 15, 2023
Martin Luther King Jr. Holiday	January 16, 2023
Last Day to Change Registration (Add/Drop)	January 22, 2023
Last Day to Submit Application for Degree (Spring Commencement Participation)	January 22, 2023
Census Date	January 24, 2023
Last Day to Exercise Pass/No Pass or Audit Option	February 3, 2023
Mid-Semester Holiday	February 10, 2023
Registration for Summer Semester Opens	February 22, 2023
Mid-Semester Grade Entry	February 25 – March 1, 2023
Registration for Fall 2023 and Spring 2024 Opens for Traditional Undergraduates	TBD
Juniors Abroad Registration	March 10, 2023
Last Day to Withdraw from Class without Grade Responsibility	March 19, 2023
Spring Break	March 27-31, 2023
Transfer Credit Transcript Due Date (Spring Commencement Participation)	5:00 pm, March 31, 2023
Last Day to Request Participation in Spring Commencement with Incomplete Requirements	April 2, 2023
Registration for Fall Semester Opens for Graduate and ADP Students	April 12, 2023
Dissertation Signed Approval Sheets Due (Spring Commencement Participation)	5:00 pm, April 14, 2023
Study Day (Traditional Undergraduate)	April 24, 2023
Final Exams (Traditional Undergraduate)	April 24-28, 2023
Spring Semester Ends	April 28, 2023
Spring Commencement	April 29, 2023
Final Grade Entry Deadline	May 7, 2023

Last Updated: 2022.07.06 Melissa Thomas, Registrar

Academic Calendar 2022-2023

Summer Semester

Summer Semester Begins ..... May 1, 2023
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop) ..... May 14, 2023
Memorial Day Holiday ..... May 29, 2023
Summer Online Session Begins ..... June 5, 2023
Last Day to Change Summer Online Registration (Add/Drop) ..... June 11, 2023
Juneteenth Holiday ..... June 19, 2023
Day of Prayer ..... June 21, 2023
Census Date for Summer ..... July 1, 2023
Independence Day Holiday ..... July 4, 2023
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility ..... July 9, 2023
Last Day to Withdraw from Full Semester Summer Class without Grade Responsibility ..... July 9, 2023
Summer Online Session Ends ..... July 30, 2023
Summer Online Session Grade Entry Deadline ..... August 6, 2023
Summer Semester Ends ..... August 18, 2023
Final Grade Entry Deadline ..... August 27, 2023

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