George Fox University

Degree Completion Catalog

2011-12

GEORGE FOX
UNIVERSITY

Be Known

George Fox University

2011-12 Degree Completion Catalog

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University Profile

Accreditation and Memberships

George Fox University is accredited by the Northwest Commission on Colleges and Universities, by the Oregon Teacher Standards and Practices Commission for the preparation of teachers in specific fields, and by the National Association of Schools of Music. It is approved by the U.S. government and the states of Oregon and Idaho for the education of veterans, and by the U.S. attorney general for the admission of international students.

The university is a member of the national Christian College Consortium, the Council of Independent Colleges Northwest Conference, the Council for Christian Colleges and Universities, the Association of American Colleges, the College Scholarship Service, the American Association for Higher Education, the Friends Association for Higher Education, the National Association of Evangelicals, the National Collegiate Athletic Association, the Northwest Conference, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the Evangelical Teacher Training Association, the Northwest Association of Private College and University Libraries, the Oregon Independent Colleges Association, the Oregon Independent College Foundation, the National Council of Schools and Programs of Professional Psychology, and the Council of Graduate Departments of Psychology.

The undergraduate athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education.

The undergraduate engineering program is accredited by the Engineering Accreditation Committee of the Accreditation Board for Engineering and Technology.

The undergraduate music program is accredited by the National Association of Schools of Music.

The undergraduate nursing program is accredited by the Commission on Collegiate Nursing Education.

The undergraduate social work program is accredited by the Council on Social Work Education.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

The School of Education is also approved by the Oregon Teacher Standards and Practices Commission (TSPC) for the preparation of early childhood and elementary teachers at the undergraduate and graduate levels and for the preparation of middle and high school level teachers in specific fields at the graduate level. TSPC has also approved the School of Education for the preparation of principals, superintendents, and other administrators as well as school counselors and school psychologists.

The school counseling and school psychology degrees and certificates fulfill all the educational requirements for licensure by the Teacher Standards and Practices Commission (TSPC).

George Fox Evangelical Seminary is accredited by the Association of Theological Schools in the United States and Canada.

The Graduate School of Clinical Psychology is accredited by the American Psychological Association. Doctor of Psychology (PsyD) degrees fulfill all the educational requirements for licensure by the Oregon Board of Psychology Examiners and for listing in the National Council of Health Service Providers in Psychology.

Counseling and marriage and family therapy degrees fulfill all the educational requirements for licensure by the Oregon Board of Licensed Professional Counselors and Therapists.

The play therapy certificate fulfills all the educational requirements to become a Registered Play Therapist (RPT) through the Association for Play Therapy (APT).

The other 12 members of the Christian College Consortium are Asbury College, Wilmore, Ky.; Bethel College, St. Paul, Minn.; Gordon College, Wenham, Mass.; Greenville College, Greenville, Ill.; Houghton College, Houghton, N.Y.; Malone College, Canton, Ohio; Messiah College, Grantham, Pa.; Seattle Pacific University, Seattle, Wash.; Taylor University, Upland, Ind.; Trinity College, Deerfield, Ill.; Westmont College, Santa Barbara, Calif.; and Wheaton College, Wheaton, Ill.

The Council for Christian Colleges and Universities, based in Washington, D.C., was founded in 1976. Each of the more than 100 U.S. member institutions is committed to academic excellence and to the integration of faith, learning, and living. The coalition, comprising four-year liberal arts colleges and universities with regional accreditation, provides a medium for strengthening and unifying this important sector of private higher education.

Statement of Faith

The Trinity
We believe in one eternal God, the source and goal of life, who exists as three persons in the Trinity: the Father, the Son, and the Holy Spirit. In love and joy, God creates and sustains the universe, including humanity, male and female, who are made in God's image.

God the Father
We believe in God the Father Almighty, whose love is the foundation of salvation and righteous judgment, and who calls us into covenant relationship with God and with one another.

God the Son
We believe in Jesus Christ, the Word, who is fully God and fully human. He came to show us God and perfect humanity, and, through his life, death, and resurrection, to reconcile us to God. He is now actively present with us as Savior, Teacher, Lord, Healer, and Friend.

God the Holy Spirit

We believe in the Holy Spirit, who breathed God's message into the prophets and apostles, opens our eyes to God's Truth in Jesus Christ, empowers us for holy living, and carries on in us the work of salvation.

Salvation
We believe that salvation comes through Jesus Christ alone, to whom we must respond with repentance, faith, and obedience. Through Christ we come into a right relationship with God, our sins are forgiven, and we receive eternal life.

The Bible
We believe that God inspired the Bible and has given it to us as the uniquely authoritative, written guide for Christian living and thinking. As illumined by the Holy Spirit, the Scriptures are true and reliable. They point us to God, guide our lives, and nurture us toward spiritual maturity.

The Christian Life
We believe that God has called us to be and to make disciples of Jesus Christ and to be God's agents of love and reconciliation in the world. In keeping with the teaching of Jesus, we work to oppose violence and war, and we seek peace and justice in human relationships and social structures.

The Church
We believe in the church as the people of God, composed of all who believe in Jesus Christ, who support and equip each other through worship, teaching, and accountability, who model God's loving community, and who proclaim the gospel to the world.

Christian Worship
We believe Christ is present as we gather in his name, seeking to worship in spirit and in truth. All believers are joined in the one body of Christ, are baptized by the Spirit, and live in Christ's abiding presence. Christian baptism and communion are spiritual realities, and, as Christians from many faith traditions, we celebrate these in different ways.

The Future
We believe in the personal return of Jesus Christ, in the resurrection of the dead, in God's judgment of all persons with perfect justice and mercy, and in eternal reward and punishment. Ultimately, Christ's kingdom will be victorious over all evil, and the faithful will reign with him in eternal life.

Our Heritage

More than a century ago, early Oregon Quaker pioneers helped settle the rich and fruitful Chehalem Valley of Oregon. One of their first priorities, along with the founding of their church, was the education of their children. In 1885, the Christian instruction of their offspring was assured with the establishment of Friends Pacific Academy. At the same time, founding pioneers were looking ahead with a dream of a college to provide more advanced education. That time came Sept. 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day.

In the 116 years since George Fox University's founding, major changes have included the name of the

university itself. Retitled in 1949 because of the many "Pacific" colleges, the school was named in honor of the founder of the Friends Church. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary.

From only a handful of courses in the 1890s, the university now offers 38 undergraduate majors, and graduate programs in psychology, counseling, education, business, ministry, and religion. Over the years, more than 16,000 students have called this institution their alma mater.

George Fox has grown rapidly in the last two decades - both in reputation and facilities. *U.S. News & World Report* for 19 years has named George Fox "One of America's Best Colleges." In 2005, George Fox ranked in the top tier in the category of Best Universities - Master's, West Region. National recognition also has come from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character-Building Colleges.

Following a series of campus master plans, George Fox has expanded in recent years to now include 70 buildings on approximately 108 acres. The most recent expansion is the 2006 purchase of an adjacent eight acres formerly occupied by Providence Newberg Hospital. The growth to the east incorporates tree-filled Hess Creek Canyon within the main campus. The canyon formerly served as the campus' eastern boundary. A 24-acre tract north of the campus also is to be developed into a new athletic field complex. More than 3,000 students come to George Fox from across the nation to participate in the experience of sharing faith and learning with dedicated faculty and administrators.

Even as it expands its mission by offering graduate programs and serving adult learners, George Fox remains committed to providing more than 1,500 traditional undergraduate students with a residential campus atmosphere in Newberg. There, learning continues outside the classroom - as well as inside - through a variety of experiences including music, athletics, clubs and organizations, special events, and Christian ministries.

The Christian atmosphere is a campus priority. With other Christians, the university holds to the historic truths and teachings of Christianity, as outlined in the statement of faith. From its founding, the university has been guided by Northwest Yearly Meeting of Friends Church. It historically has emphasized the necessity of a genuinely experiential Christian faith, personal integrity and purity, the spiritual nature of the ordinances, the importance of peacemaking and responsible social action, the involvement of women in ministry and leadership, the valuing of simplicity, and the right and duty of each person to hear and follow God's call.

George Fox University has more Friends students on campus than any other college in the United States. They represent approximately 5 percent of the student body. Altogether, more than 50 denominations are represented on campus. Denominations with a significant enrollment include the Evangelical Church of North America, Free Methodist, Nazarene, Presbyterian, Disciples of Christ, Mennonite, United Methodist, Assemblies of God, Christian and Missionary Alliance, Catholic, Lutheran, American Baptist, Conservative Baptist, Church of God, and Foursquare. There are also numerous students who attend independent churches.

Locations

George Fox University serves students at a number of locations in the Pacific Northwest, including its Portland Center, Salem Center, Boise (Idaho) Center, and teaching sites in other Oregon communities. Its residential undergraduate campus is in Newberg, Ore., in the lower Willamette Valley, on an 108-acre tree-shaded campus in a residential neighborhood. This area offers a variety to meet most interests. Newberg is a friendly community close (23 miles) to a major metropolitan environment of 1.9 million people. It is located in the beauty of the Pacific Northwest, with nearby mountain ranges for skiing and easy access to rugged coastal beaches just an hour away.

Oregon - 97,060 square miles of variety - stretches from the Pacific Coast, over the Coast Range, through the fertile Willamette Valley, past the snowcapped Cascades, and into the high desert country of central and eastern Oregon. More than half of the student body call Oregon home. Others come to school in Oregon and decide to make it their new home - despite the fabled rain. Yes, there is rain, and sometimes it falls hard in the valley between the mountain ranges where George Fox University is located. But it is the rain that makes Oregon green and gives it natural beauty. Umbrellas and raincoats do come in handy during the winter months, but when the sun comes out, Oregon is spectacular - and it's worth the wait. Just ask the visitors who make tourism one of the state's largest industries, along with high technology, forest products, and agriculture.

Just a half-hour drive from the campus, metropolitan Portland is George Fox's big-city neighbor. In 2000, Portland topped *Money* magazine's list of "Best Places to Live in the U.S." Oregon's largest city, Portland, offers its Old Town district, the Tom McCall Waterfront Park, numerous art galleries and museums, a number of theatre groups and jazz clubs, and a world-class symphony, ballet, and opera. Other attractions include the Oregon Zoo, the Japanese Garden, the International Rose Test Gardens, and the Oregon Museum of Science and Industry. Every June the city holds its Rose Festival, with three parades, a coronation, and 25 days of festival events.

For those who love the outdoors, Portland has 9,400 acres of parks, including Mill Ends Park, the smallest in the world, and Forest Park, named "Best Urban Park in the U.S." And George Fox students can join in the enthusiasm of cheering for the Portland Trail Blazers NBA team, the Portland Winter Hawks WHL ice hockey squad, and the Portland Beavers Triple-A minor league baseball team.

Despite the numerous Portland advantages, many students prefer the small-town flavor of Newberg. Located on the Willamette River, Newberg has a population of 20,000, with many residents living in Newberg and commuting to Portland for their jobs. Historic downtown Newberg consists of a variety of stores, shops, and services. Friendly merchants who appreciate the university's students are just a few blocks south of the campus, with most businesses within walking distance. It's a personable town, rich in tradition-former President Herbert Hoover once lived here.

The Newberg-Portland area has a mean daily high temperature in July of 83 degrees and a mean daily low in January of 32 degrees. Precipitation averages 37 inches a year, most of which is rain. While Newberg does get snow, it is seldom more than a few inches a year and rarely lasts more than a couple of days.

Mission, Vision and Values

Mission Statement
George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Vision
Our vision is to become one of the most innovative and engaging universities in the western United StatesÂ known for academic excellence and for connecting the message of Jesus Christ to the global challenges and opportunities of the future.

Our Values

Living like Christ as Agents of Love and Reconciliation
We are a Christ-centered university rooted in the Friends tradition. We take seriously the challenge of Jesus Christ to be God's agents of love and reconciliation in the world.

Creating a Transformational Learning Community
We maintain the highest standards for serving our community's academic and spiritual needs. We will continue to attract and nurture an authentic wisdom community of faculty and staff dedicated to providing a dynamic, diverse, and holistic spiritual and educational experience.

Pursuing Scholarly Inquiry
As a university, we seek to advance knowledge by engaging in and supporting scholarship. Working from Christian premises, we attempt to better understand God and God's creation. Doing so helps us to teach and serve others more effectively.

Engaging Globally and Connecting Culturally
We value worldwide experiential learning aimed at understanding and improving the human condition. We desire to connect genuinely with people from diverse cultures both locally and globally through relationships and reciprocal teaching and learning.

Reflecting the Diversity of God's People
All people are created in God's image. Therefore, George Fox University represents the ethnic, socio-economic, cultural, and gender diversity of the broader Kingdom of God. We provide opportunities for students to dialogue about issues of diversity and to live and study in diverse communities.

Preparing Innovators and Risk Takers in Pursuit of God's Kingdom
Our community inspires and equips students and employees to take responsible risks in pursuit of God's kingdom and to discover creative ways to fulfill Christ's purposes in our university life and the world around us.

Serving and Leading in Communities of Trust
We strive to be a community of trust, camaraderie, and respect where we practice collaborative leadership.

We value the contributions of students, faculty, staff, administrators, and trustees and find unity through serving one another.

Promoting Peace, Justice, and Care of the Earth
Jesus Christ calls us to be peacemakers, to serve the poor, and to engage our world responsibly. We are a community that actively creates peace, promotes justice, and cares for the earth.

Student Outcomes

In any enterprise involving students of varied preparedness, motivation, and discipline, there will be differences in outcomes. Education is realistic and idealistic. It reaches beyond the average, the assured, and the guaranteed. University objectives - indeed the entire catalog - may be seen as sincere intention to provide an educational program of high quality. Accountability to students is fulfilled by providing qualified teachers, a community with Christian values, and the historical continuity of a Quaker university. The opportunity for personal growth and development is here, yet student initiative and responsibility are vital. The catalog is not an unconditional contract.

Values Statement

The George Fox University community values...

- Following Christ, the Center of Truth
- Honoring the worth, dignity, and potential of the individual
- Developing the whole person - spirit, mind, and body
- Living and learning in a Christ-centered community
- Pursuing integrity over image
- Achieving academic excellence in the liberal arts
- Preparing every person to serve Christ in the world
- Preserving our Friends (Quaker) heritage

Learning Environment

George Fox University offers a learning environment designed to facilitate the learning that occurs at the university. We recognize the varied nature of the learning that happens as part of an education as well as the resources needed to accomplish the programs at George Fox. Some of the resources that are provided to students at the university are as follows:

- Academic Centers
- Academic Resource Center
- Career Services
- Health and Counseling Services
- International Student Services
- Libraries
- Multicultural Services

In addition, the university maintains certain standards of conduct that are expected to be upheld by students while enrolled at the institution.

Academic Centers

Center for Global Studies

This program is jointly housed with the Center for Peace and Justice (described below). Its goal is to deepen students' understanding of global issues through on-campus and off-campus experiences.
Among the programs either sponsored by the center or coordinated with the center are these:

- Semester-long programs of study in various parts of the world and in the United States
- Cooperative programs with various international universities
- Global service forum in the spring semester
- Events that inform students about global issues
- Information about internships and careers dealing with global issues

Center for Peace and Justice

This program is the successor to the Center for Peace Learning, established in 1984. Housed in the same location as the Center for Global Studies, it has some of the same goals of enhancing students' understanding about global reconciliation.
The Center for Peace Learning was in part inspired by a concern raised by then U.S. Senator Mark Hatfield that George Fox become more actively committed to issues of peacemaking and reconciliation. These issues had become a substantial part of Senator Hatfield's work in the Senate. Among other achievements, he had much to do with the establishment and funding of the U.S. Institute of Peace. After retiring, Senator Hatfield joined the George Fox faculty and teaches courses in political science and history.
The director of the Center for Peace and Justice coordinates such efforts as:

- The minor in peace studies
- The certificate program in conflict management
- The John Woolman Forum, at which the annual Woolman Peacemaking Award is presented
- Information to students about graduate work in peace studies and careers in peacemaking and reconciliation
- Informational events dealing with peace and justice

Friends Center

In conjunction with George Fox University, Northwest Yearly Meeting of Friends has established a Friends Center serving the leadership preparation needs of Friends in the Northwest and beyond. The mission of this center is to recruit, promote, and coordinate the leadership preparation ventures of Friends at George Fox University as a means of furthering the central mission of the university and Northwest Yearly Meeting in fostering Christ-centered faith and practice. The activities of the center are administered by a director, who reports to a board of directors, consisting of Northwest Yearly Meeting, university, and at-large members. While the work of the Friends Center will be especially concerned with the seminary and the undergraduate programs, its contribution should be seen as extending to other programs as well. The Friends Center, therefore, is intended to assist George Fox University in accomplishing its Christ-centered and Quaker mission in any ways that would be serviceable.

Northwest Center for Play Therapy Studies

The Graduate Department of Counseling is pleased to be the home of the Northwest Center for Play Therapy Studies, established in 2003. Under the direction of Dr. Daniel Sweeney, the NWCPTS is the only university-based center focused on the study and promotion of play therapy in the northwest United States.

Mission

The mission of the Northwest Center for Play Therapy Studies is to promote the healthy development and welfare of children and families through the process of play and filial therapy. In support of the relational, psychological, and spiritual wholeness of children and families, the center seeks to fulfill this objective through the provision of play therapy, training, supervision, and learning resources for students and mental health professionals in the community.

Classes

The center's primary focus is the provision of high-quality play therapy training. This is accomplished through graduate courses here at George Fox University and sponsored workshops. It hosts graduate courses in play therapy, filial therapy, sandtray therapy, and special topics courses (e.g., group play therapy).

Workshops

The NWCPTS also sponsors a one-day conference every November and a five-day play therapy summer institute in June. These cover a wide variety of play therapy topics, including introductory and advanced workshops on such topics as sandtray therapy, play therapy with traumatized children, art in play therapy, and neurobiological issues in the play therapy process.

These workshops have attracted presenters and participants from across the nation. Some of the internationally acclaimed presenters brought in by the NWCPTS include: Dr. Garry Landreth, Dr. Eliana Gil, Dr. John Allan, Dr. Terry Kottman, Dr. Risë VanFleet, and Dr. Kevin O'Connor.

The web site for the NWCPTS is www.nwplaytherapy.org, and the center can be reached at playtherapy@georgefox.edu.

Academic Resource Center

The Academic Resource Center (ARC), housed on the second floor of the Newberg campus' Murdock Learning Resource Center, consists of three primary branches: Writing Services, Academic Coaching, and Tutoring Services.

- Consultants provide writing services by giving guidance and feedback to students engaged in the writing process. ARC consultants are students from various majors who have strong writing skills in their disciplines.
- Academic coaching consists of one or more meetings with an ARC consultant to discuss strategies for success. Everyone can benefit from sharpening skills in areas that support learning. Individual advising might include topics such as reading strategies, note-taking skills, preparation for exams, and time management. Handouts on these and other topics are available in the Academic Resource Center. The center's website also includes links to other learning-related resources.
- Students desiring tutoring services for specific courses should first go to labs on campus that offer discipline-specific tutoring (e.g., math or languages). If such services do not exist, students can check to see if an ARC consultant has experience with the course or discipline. An appointment can then be made with the ARC consultant.

Additional information about the Academic Resource Center is available at arc.georgefox.edu.

Writing Center

The Writing Center (WC) is located in Room 141 within the Portland Center library. The writing center works with graduate and professional studies students to improve their writing. No matter what the discipline is, clear, effective writing is imperative. The WC is not an editing service - it's purpose is to help students become better writers, not merely edit their papers for them. The hope is to work with students to develop the tools to write well. Elements that might be covered in a consultation include:

- Writing topics (thesis, organization, voice, grammar, etc.)
- Citation formatting (MLA, APA, or Turabian), and
- Software use (Word, EndNote, etc.).

If an in-person appointment cannot be made, papers can be sent in via email. A consultant will add comments to the paper and send it back. Further discussion and clarification can then take place over the phone as needed.

Additional information about the Writing Center is available at wc.georgefox.edu.

Career Services

Career Services

Located on the second floor of the Stevens Center-Newberg campus, this office is the center for career coaching, career information/education, employment services, graduate school admission preparation, and internship assistance. Students can receive guidance as they discover their mission in life, choose a major, explore occupational options, select an internship or other work experience, find professional employment, or plan to attend graduate school. This career planning can be self-managed by each student through the Student to Professional (STP) program.

Programming and resources include three online career classes (for undergraduate students), valuable workshops, career assessment, coaching and consultation, internship guidance and database, virtual internship center, internships for credit, special events, job-search skills training (cover letter, resume) interviewing, portfolio, job search strategy), and networking with alumni on our website (careers.georgefox.edu). Also available is a resource center with occupational, graduate school, and employer information. Permanent, summer, student employment, and internship jobs are posted electronically on JobConnect in MyGFU.

Computerized and Online Career Assessments, Degrees-at-Work Etiquette Dinner, Networking Event, Internship Fair, Oregon Liberal Arts Placement Consortium (OLAPC), Career and Graduate School Fair, Graduate School Focus Week, Job Hunter's Workshop, Practice Interview Day, and Professional Preview Day are special program features. Self-managed job search tools are also available for teachers.

Health and Counseling Services

Health and Counseling Services
Health and Counseling Services exists to help you maintain a good state of health through early diagnosis and treatment of illness and injuries and through preventative medical care, including health education. A medical practitioner and a registered nurse provide medical services fall and spring semesters, September through mid-May. Services are available by appointment. Health and Counseling Services is located in the Woodward House-Newberg campus.

The counseling staff consists of doctoral-level students supervised by the program director, a licensed psychologist. Individual counseling with a focus on using short-term techniques is provided for students who wish to discuss a wide variety of personal concerns. Sessions are normally planned weekly and usually last about one hour. Marriage and premarital counseling, crisis intervention, testing, and referrals are also available. Counseling sessions are by appointment only.

Professional services such as counseling and health care are provided at no cost to full-time undergraduate students. Laboratory and X-ray testing are arranged through an outside provider and are billed to your medical insurance. Fees may be charged for supplies.

International Student Services

International Student Services
International Student Services serves as a resource for advising and assisting international students and helps facilitate the meeting of diverse cultures in the George Fox University community. The university recognizes that international students bring with them unique needs as well as welcomed contributions. The International Student Services office seeks to help students adjust to their new surroundings and to help the campus community develop a sensitivity to their needs. The director and assistant director of this office encourage the participation of international students in the academic and social life of the university and in the exploration of the surrounding American culture. They also assist students in complying with U.S. Immigration regulations. The staff members are friends and advocates of the international student.

Libraries

Murdock Learning Resource Center (Newberg) and Portland Center Library (Tigard)
George Fox University maintains libraries at both the Newberg and Portland Center campuses. The Murdock Learning Resource Center (MLRC) is a three-story, 35,000-square-foot building serving the Newberg campus from a central location. The MLRC houses 136,000 print volumes and receives nearly 900 periodical titles. In addition, thousands of full-text periodicals are also available online from both the Newberg campus and the Portland Center, and off campus through a proxy server. The MLRC has several special collections, including the Quaker Collection of basic Quaker books, pamphlets, and periodicals. The archives of Northwest Yearly Meeting of Friends Church and of George Fox University, dating from the 1880s, are preserved in a special room. The Hoover Collection contains materials written about President

Herbert Hoover and his administration. The Peace Collection contains books and periodicals pertaining to conflict resolution and international peacekeeping.

The Portland Center library houses 67,000 print volumes and receives more than 300 periodicals. The collection is especially strong in religion and counseling. Also located in the Portland Center library are the archives of George Fox Evangelical Seminary.

The university's online library catalog provides access to the holdings of both the Murdock Learning Resource Center and the Portland Center library. Students at one site may request books from the other location through the catalog. George Fox is a member of the Orbis Cascade Alliance, a consortium of 34 academic libraries in Oregon and Washington. Through "Summit Borrowing," students may conveniently request books and other materials from the consortium's union catalog of more than 27 million items. GFU students can also check out directly from any other Orbis Cascade library when presenting their current GFU ID card.

Many licensed indexing/abstracting services and full text journals are made available by the library via the Internet. Journal articles not available through the library may be requested through interlibrary loan. Normally articles are scanned and sent to GFU electronically from other libraries. Users requesting articles will be notified via e-mail as to how to retrieve such documents electronically as a pdf file. George Fox is a member of OCLC, which provides access to thousands of libraries for interlibrary loan purposes.

Multicultural Services

The Office of Multicultural Services is a resource center charged with advancing George Fox University's commitment to preparing students for a diverse society and promoting equality and integrity on the campus, in the community, and in the world. Cultural difference is the Lord's creation, which all of us should be proud of and celebrate.

The office provides individuals with the opportunity to broaden their views and enrich their cultural experiences through participation in diversity programs and training workshops. The office encourages and facilitates activities that allow students to voice their opinions, serve the community, and advocate for making George Fox University a place that welcomes difference and individuality.

George Fox University fosters diversity through the belief that awareness and knowledge of diversity and the ability to operate in a pluralistic society are important hallmarks of a quality liberal arts education. The multicultural experiences on and off campus prepare students to serve the Lord across the globe. Education in the multicultural arena, by following teachings of the gospel, encourages the development of a distinctively Christian worldview in the context of habits of lifelong learning.

A multicultural presence helps all students better understand the challenges and rewards of living in a diverse climate. Day-to-day dialogue among students, faculty, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus community where heterogeneity, whether cultural, racial, or economic, gives voice to a wider range of perspectives and worldviews.

Standards of Conduct

When enrolling at George Fox University, students agree to respect the expectations and appointed leadership of the institution. All expectations are designed to allow the fullest liberty consistent with efficient work, while at the same time promoting the welfare of the entire campus community.

The university admits students with the understanding they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to uphold certain standards of behavior, which includes conforming to state and local laws.

Any student whose behavior is dishonest, destructive, unethical, or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may warrant appropriate consequences, with the most severe possibly resulting in suspension or dismissal.

In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the university community accepts a lifestyle that forbids immoral sexual behavior and the use, possession, or distribution of illegal drugs. Obscene or pornographic materials or literature, including pornography via the Internet, also are unacceptable. Students are expected to maintain these lifestyle standards both on and off campus. Responsibilities and expectations for traditional undergraduate students can be found in the Student Handbook.

Degree Completion Catalog

Mission

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 schools offering degree completion programs:

School of Education

Adult Degree Program

Course Structure

Courses in degree completion programs are taught seminar style. Students contribute life and organizational experiences in a cooperative learning environment. Simulations, discussions, and team projects are used to enhance learning. Out-of-class assignments include reading, research, and writing on selected topics. Programs include four-hour weekly evening class sessions and several Friday night/Saturday sessions. Practicum hours can be chosen as elective course credits for some programs.

The School of Professional Studies offers its programs in the following locations:

- Portland, Oregon
- Salem, Oregon
- Boise, Idaho

The School of Education offers its program in Salem, Oregon.

Degree Completion Admissions

Admission Procedures and Policies for Degree Completion Students

Procedures

Applicants to these programs generally require a minimum of 62 semester hours of transferable college credit from accredited institutions or approved military education.

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

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

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

If applying for financial aid, a Free Application for Federal Student Aid (FAFSA) must be submitted online at www.fafsa.ed.gov as soon after Jan. 1 as possible. The GFU 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, electives, and the student's chosen major. Certain criteria are involved in the evaluation:

1. Only course work with a C- or better grade will be accepted. (The GPA does not transfer. A student's GPA is computed on work at George Fox University only.)
2. A maximum of 64 semester hours may be transferred from community colleges.
3. The OTAA or WTAA degree will satisfy all general education requirements except Bible and religion provided students complete 90 quarter hours (60 semester hours) of transferable credit graded C- or better. The OTAA or WTAA 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.

Residence Requirements

Each student must complete a minimum of 30 semester hours in residence for the bachelor's degree. Twenty hours must be in the senior year. Additionally, transfer students must complete at least 60 hours at George Fox University to be eligible for honors at graduation.

Degree Completion Academic Programs

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

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

General Education Requirements—School of Education Degree Completion Program
General Education Requirements—School of Professional Studies Degree Completion Program
Credit for Prior Learning
Alternative Credit

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

Degree Completion General Education Requirements—School of Education Programs

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

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

All requirements are expressed in Semester Credits.

Bible and Religion (3 credits)
This requirement is **met by ELED 423 Christian Faith and Thought**. Students desiring to take an additional Bible course may do so as part of the humanities requirement or electives.

Communication (6 credits)
The communications area is required to ensure that students write and speak effectively and professionally. Students must take at least one college-level writing class as part of this requirement (**MGOL 260 Personal and Professional Assessment** can meet this requirement and can also facilitate the completion of Prior Learning Assessment credits). The remainder **may** be completed with Speech, Interpersonal, or Business Communication courses.

Health and Human Performance (2 credits)
Health, Wellness, or Physical activity courses will complete this requirement. A college First Aid course will also contribute to this category.

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

1. Fine Arts (2-3 credits)

   ARTS 216 Art History Survey to 1450 (3)
   ARTS 217 Art History Survey from 1450 (3)
   MUSI 105 Music Appreciation (2)
   MUSI 120 The World of Music (2)

2. History (6 credits)

   Students must select one of the following courses:
   HIST 110 Western Civilization to 1648 (3)
   HIST 120 Western Civilization from 1648 (3)

Students must select one of the following courses:
HIST 151 United States to 1865 (3)
HIST 152 United States from 1865 (3)

3. Literature (3 credits)

LITR 100 Introduction to Literature (3)
LITR 220 Great American Writers (3)
LITR 238 Contemporary World Literature (3)
LITR 240 Understanding Drama (3)
LITR 270 Great British Writers (3)
LITR 326 American Literature to 1865 (3)
LITR 327 American Literature, 1865-1914 (3)
LITR 328 American Literature, 1914-Present (3)
LITR 340 Poetry (3)
LITR 376 British Literature to 1660 (3) LITR
377 British Literature, 1660-1830 (3) LITR
378 British Literature, 1830-Present (3)

Natural Sciences (6 credits)
Lab science is required. Courses must come from at least two different disciplines: biology, chemistry, environmental science, or physics.

Mathematics (6-8 credits)
MATH 211 Foundations of Elementary Mathematics I (4)
MATH 212 Foundations of Elementary Mathematics II (4)

Social Science (6 credits)
1. Psychology (2-3 hours)
   PSYC 150 General Psychology (3)

2. General Social Science (2-3 hours)

ECON 201 Principles of Microeconomics (3)
ECON 202 Principles of Macroeconomics (3)
PSCI 150 Introduction to Political Science (3)
PSCI 190 American Government (3)
SOCI 150 Principles of Sociology (3)

Globalization (2-3 credits)
GEOG 200 Cultural Geography and Global Relationships (3)

General Education Course Descriptions (from Traditional Undergraduate Catalog)

Degree Completion General Education Requirements—School of Professional Studies Programs

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

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

All requirements are expressed in Semester Credits.

Bible and Religion (3 credits)
This requirement is **met by MGOL 423 Christian Faith and Thought**, which is a part of all majors. Students desiring to take an additional Bible course may do so as part of the humanities requirement.

Communication (6 credits)
Students must take at least one college-level writing class as part of this requirement (**MGOL 260 Personal and Professional Assessment** can meet this requirement and can also facilitate the completion of Prior Learning Assessment credits). The remainder **may** be completed with Speech, Interpersonal, or Business Communication courses.

Health and Human Performance (2 credits)
Health, Wellness, or Physical activity courses will complete this requirement. A college First Aid course will also contribute to this category.

Humanities (12 credits)
Students must take a total of 12 credits from the following areas: fine arts (including music and theater), history, literature, cultural studies, foreign language (second year or higher only), philosophy, religion, and bible. (Only 3 credits of bible or religion may count toward the humanities requirement.
Only three credits of applied fine arts, and six credits total of all fine arts, may be used.)

Natural Sciences (3)
Lab science is required.

Mathematics/Foreign Language/Computers (3)
Mathematics at or above the level of **College** Algebra are accepted. **No credit of any kind** is accepted for intermediate algebra.

Social Science (6)
Choose 6 credits from the following areas: psychology, sociology, economics, political science, anthropology.

Credit for Prior Learning

College-level learning occurs in many environments in addition to the traditional college classroom. Students in the professional studies degree programs may earn college credit for learning outside of the classroom. A maximum of 30 semester hours may be earned through prior learning credit.

Successful completion of MGOL 260 Personal and Professional Assessment (three credits) qualifies students 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 which 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.

Professional Studies students who don't take the class may still submit personal and professional training for credit, and are charged $50 per hour for any professional training or life-learning credit awarded.

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

Alternative Credit

Students may reduce the number of necessary courses and add flexibility to their programs through one or more of the following options.

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. Tests may be taken in five areas for a maximum of 32 semester hours of credit. 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. See the registrar for details and test applications. The tests are administered by the registrar, as authorized by the College Entrance Examination Board, which sponsors the examinations.

Prior Learning Assessment

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

Degree Completion Majors and Minors

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

Degree Completion Major Requirements

Degrees

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

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

Admission to a Major

For School of Professional Studies programs, with 78* approved semester hours, students apply to the major and once accepted, join a group (cohort) of no more than 20 students. Each cohort completes the remaining classes together, providing mutual support and motivation.

Students complete an application to the school under which they are pursuing a major. Application and materials must be received no later than **four weeks** prior to start of cohort classes. Application materials include:

- Application for General Admission along with accompanying documents (if not previously submitted).
- Two recommendations (one academic or personal, and one professional).
- A written essay that demonstrates competency needed for success in the program. (Students who have successfully completed optional course MGOL 285 Personal and Professional Assessment do not need to complete a writing sample.)
- A proposed plan to finish any remaining general education or elective credits.

- Management and Business Information Systems students will also demonstrate preliminary competency in Information Science by successfully passing an examination.

*Students entering with at least 31 approved semester hours first take additional classes and pursue Prior Learning strategies to fulfill general education and elective requirements. Advising from each department is available and encouraged.

Majors

Education
Elementary Education (BS)

Management
Management and Business Information Systems (BS)
Management and Organizational Leadership (BA)
Project Management (BS)

Health
Health Administration (BA)

Social/Behavioral Studies
Social and Behavioral Studies (BA)

School of Education Programs

The degree completion teacher education program at George Fox University is designed to prepare teachers for careers in public and private schools through a curriculum that builds on a broad foundation in Christian liberal arts education through specialization in elementary education with methods, clinical studies in teaching, and learning theory. Teacher education and licensure in Oregon operates under the approved program approach. Teaching licenses are issued to qualified applicants who have completed a teacher education program approved by the Oregon Teacher Standards and Practices Commission (TSPC), and who are able to satisfy other state requirements in effect at the time they complete graduation requirements and apply for a teaching license.

George Fox University is approved by the TSPC to offer initial licensure for early childhood and elementary education.

Admission to Teacher Education

Applicants seeking admission to the Elementary Education degree-completion program require a minimum of 31 semester hours of transferable college credit from accredited institutions or approved military education. *It is desirable for applicants to apply to the program with as much general education credit completed as possible.* Admission to the program is based upon attainment of a cumulative GPA of 2.75 or better on all college-level courses, including transfer credits. In addition, applicants must complete the following to be considered for admission to the program:

- Elementary Education Degree Completion application and application fee
- Submit one official transcript from each college/university attended.
- Three letters of reference (forms provided in the application material).
- Passing scores on the CBEST or Praxis I PPST
- Students must also complete all prerequisite (pre-cohort) coursework and be admitted to the program before entering the cohort. Applicants seeking to meet TSPC licensure or endorsement requirements upon completion of the program must also complete the Teachers Standards and Practices Character Questionnaire.

Other Degree Requirements

Continuation in teacher education is based on academic achievement and satisfactory evidence of characteristics needed for successful performance in the teaching profession. Students admitted to the programs are expected to maintain a cumulative GPA of 2.75 or better on all college-level classes, including transfer credits; attain grades of C- or better on all teaching major and professional education classes; and receive satisfactory evaluations of performance in field experiences. Admitted degree completion elementary education students are subject to the policies contained in the Teacher Education Guidelines that students receive upon admission to the program.

Major

- BS in Elementary Education

More information about programs and faculty of the School of Education can be found on the Adult Degree Program page.

Bachelors (BS) in Elementary Education

Elementary Education (BS)

The elementary education major offers a 57-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. Students are required to obtain a minimum grade of C- in all courses taken for the major.

Elementary education admissions requirements, policies, and procedures are listed in the Degree Completion Teacher Education Major section. General education requirements for the elementary education degree-completion program can be found here.

Major Requirements

Pre-Cohort Classes

EDUC 240 Perspectives in Education	2
EDUC 321 Early Childhood Education	3
MATH 211 Foundations of Elementary Mathematics I	4
MATH 212 Foundations of Elementary Mathematics II	4
PSYC 311 Child Development	3

Cohort Classes

ELED 313 Elementary Mathematics Methods	2
ELED 322 Early Childhood Methods	3
ELED 334 Health and Physical Education Methods	3
ELED 341 Learning Theory	2
ELED 342 Inclusion	2
ELED 370 Curriculum and Instruction	3
ELED 373 Fine Arts Methods	2
ELED 375 Student Teaching I and Classroom Management	2
ELED 380 Social Studies Methods	2
ELED 383 Science Methods	2
ELED 401 Language Arts and Children's Literature	4
ELED 402 Literacy Methods	4
ELED 423 Christian Faith and Thought	3
ELED 475 Classroom Teaching	6-9
ELED 490 Professional Seminar	1

Admission to Student Teaching

Acceptance into the teacher education program does not guarantee assignment for student teaching.

Application for admission to full-time student teaching is made by filling out required forms during the semester preceding the semester for which the assignment is requested. Admission to student teaching is based upon continued good standing; favorable recommendations; an attained cumulative GPA of 2.75 or better on all college-level courses, including transfer credits, and an average GPA of 2.75 or better in the teaching major; completion of the required teaching major and professional courses with no grade below C-; passing scores on appropriate basic skills and having taken content area examinations; successful completion of the student teaching interview; and a minimum of 15 semester hours completed in residence prior to student teaching.

Optional: ESOL Endorsement (11 hours)

Students may add the ESOL endorsement to the elementary/early childhood authorization if they meet the testing/course work requirements in a content area and take the required courses.

ELED/EDUC 470 Applied English Linguistics	3
ELED/EDUC 471 Second Language Acquisition	2
ELED/EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum	3
ELED/EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency	3

Additional authorizations and endorsements are available through the graduate Educational Foundations and Leadership Degree Program page.

School of Professional Studies Programs

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

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

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

Students who successfully complete the courses of their major program and the accompanying degree requirements are granted either a bachelor of science degree in management and business information systems (MBIS) or project management (MPJM), or a bachelor of arts degree in social and behavioral studies (MSBS), management and organizational leadership (MGOL), or health administration (MGHA).

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

Majors

- BA in Health Administration
- BS in Management and Business Information Systems
- BA in Management and Organizational Leadership
- BS in Project Management
- BA in Social and Behavioral Studies
- BA in Technology Management

Minors

- Health Administration
- Management and Business Information Systems
- Project Management
- Technology Management

More information about programs and faculty of the School of Professional Studies can be found on the Adult Degree Program page.

Bachelors (BA) in Health Administration

Health Administration (BA)

The health administration major offers a 36-semester-hour course of study that is designed to educate and prepare individuals to be leaders who can meet the challenges facing the health care industry in our region, advance the quality of care delivered to all, and fill anticipated workforce needs in a variety of positions in health administration. Students are required to obtain a minimum grade of C- in all courses taken for the major.

Major Requirements

Management Core (23 hours)

MGOL 401 Organizational Behavior	3
MGOL 403 Organizational Theory	3
MGOL 404 Organizational Communication	3
MGOL 407 Christian Faith and Thought	3
MGOL 410 Financial Decision Making	3
MGOL 413 Ethics for Managers	3
MGOL 432 International Dynamics	2
MGOL 450 Strategic Management	3

Health Administration Coursework (13 hours)

MGHA 427 Introduction to Health Services	3
MGHA 430 Legal and Ethical Aspects of Health Services	3
MGHA 432 Integrated Health Care Delivery Systems	3
MGHA 433 Health Administration Leadership Seminar	1
MGHA 434 Fundamentals of Managed Care	3

Bachelors (BS) in Management and Business Information Systems

Management and Business Information Systems (BS)

The management and business information systems major offers a 36-semester-hour course of study designed to provide a foundation in management as well as a thorough understanding of computer, network, and Internet technology and its impact on organizational productivity.

Information systems are used as an integral part of developing and executing business strategies. Companies need highly trained professionals to effectively manage the technology behind the strategic objectives. Information systems are increasingly being leveraged to create a competitive edge. Effective management of these systems requires both knowledge of management issues and information technology.

In this program, students will learn to:

- Identify business needs and address the technology that supports those needs
- Explore various systems used to make decisions and gain competitive advantage
- Understand efficiency and effectiveness metrics as they apply to IT systems
- Design, launch, and monitor an information system
- Use benchmarking to identify steps and procedures to improve performance
- Research technologies that can effectively manage and oversee supply chains
- Demonstrate effective communication skills and an understanding of organizational communication processes and issues
- Develop insight into students' personal leadership style and adopt effective strategies
- Demonstrate an understanding of ethics and Christian values and their applications for individuals, technology, and organizations

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

Major Requirements

Management Core (23 hours)

MGOL 401 Organizational Behavior	3
MGOL 403 Organizational Theory	3
MGOL 404 Organizational Communication	3
MGOL 407 Christian Faith and Thought	3
MGOL 410 Financial Decision Making	3
MGOL 413 Ethics for Managers	3
MGOL 432 International Dynamics	2
MGOL 450 Strategic Management	3

Management and Business Information Systems Coursework (13 hours)

MBIS 420 Management of Information Systems	3
MBIS 423 Implementing IT Projects	3
MBIS 426 Emerging Information Technologies	1
MBIS 429 Database Planning and Management	3
MBIS 434 Network Design and Management	3

Bachelors (BA) in Management and Organizational Leadership

Management and Organizational Leadership (BA)

The management and organizational leadership major offers a 36-semester-hour course of study that is designed to enhance professional competencies and management skills.

In this program, students will learn to:

- Articulate principles of organizational dynamics relating to systems, culture, and environment
- Demonstrate effective communication skills and an understanding of organizational communication processes
- Compare and contrast leadership theories, models, and styles
- Develop insight into personal leadership style
- Identify the dynamics of globalization and the implication for organizational strategy and operations
- Develop a working knowledge of decision-making, finance, and interpersonal and group dynamics
- Develop the analytical and research skills necessary to identify organizational problems and to formulate solutions for those problems
- Demonstrate an understanding of ethics and Christian values and their applications for organizations

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

Major Requirements

Management Core (23 hours)

MGOL 401 Organizational Behavior	3
MGOL 403 Organizational Theory	3
MGOL 404 Organizational Communication	3
MGOL 407 Christian Faith and Thought	3
MGOL 410 Financial Decision Making	3
MGOL 413 Ethics for Managers	3
MGOL 432 International Dynamics	2
MGOL 450 Strategic Management	3

Management and Organizational Leadership Coursework (13 hours)

MGOL 412 Research Methods for Decision Makers	3
MGOL 415 Research Statistics	1
MGOL 431 Operations Management	3
MGOL 440 Human Resource Management	3
MGOL 442 Dynamics of Leadership	3

Bachelors (BS) in Project Management

Project Management (BS)

The project management major offers a 36-semester-hour course of study that is designed to develop practitioners who can successfully plan, manage, and complete projects in a team-oriented environment.

In this program, built on Project Management Institute standards, students will learn to:

- Apply proven project management principles to business situations
- Systematically initiate, plan, execute, control, and close a well-documented project
- Apply leadership skills to projects effectively across cultural and geographical boundaries
- Identify and apply successful team development and management strategies
- Evaluate the implications of project management to organizational effectiveness
- Articulate principles of organizational dynamics relating to systems, culture, and environment
- Demonstrate effective communication skills and an understanding of organizational communication processes
- Develop insight into personal leadership style

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

Major Requirements

Management Core (23 hours)

MGOL 401 Organizational Behavior	3
MGOL 403 Organizational Theory	3
MGOL 404 Organizational Communication	3
MGOL 407 Christian Faith and Thought	3
MGOL 410 Financial Decision Making	3
MGOL 413 Ethics for Managers	3
MGOL 432 International Dynamics	2
MGOL 450 Strategic Management	3

Project Management Coursework (13 hours)

MPJM 410 Business Fundamentals for Project Management	3
MPJM 414 Project Definition and Planning	3
MPJM 420 Methodologies Evaluation	1
MPJM 433 Project Implementation and Evaluation	3
MPJM 445 Project Management Synthesis	3

Bachelors (BA) in Social and Behavioral Studies

Social and Behavioral Studies (BA)

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

In this program, students will learn to:

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

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

Major Requirements

MSBS 421 Family and Group Dynamics	3	
MSBS 423 Christian Faith and Thought	3	
MSBS 424 Research Methods and Statistics	3	
MSBS 426 Life Span Development	3	
MSBS 427 Abnormal Psychology	3	
MSBS 428 Interpersonal Communication	3	
MSBS 429 Assessment and Referral	3	
MSBS 430 Grant Proposal Writing	3	
MSBS 431 Contemporary Social Dynamics and Public Policy	3	
MSBS 432 Personal and Professional Ethics	3	
MSBS 433 Addiction Disorders: Assessment and Treatment	3	
MSBS 444 Social and Behavioral Applied Research	3	
MSBS 475 Practicum (optional)	1-3	Â

(Students in the MSBS progam are required to plan, implement, and report on an approved research project. The project examines issues in the student's social and behavioral environment.)

Bachelors (BS) in Technology Management

Technology Management (BS)

This major offers a 36-semester-hour course of study designed to guide students to be effective managers of people and technology. Students will develop the ability to evaluate numerous technologies based on organizational requirements and apply them intentionally in the business environment. Students who pursue this degree will explore methods and practices of positioning technology to achieve the mission of an organization while contributing to organizational transformation. Classroom teaching incorporates students' relevant work experience and instruction is enhanced by relationships with non-profit business leaders.

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

Major Requirements

Management Core (23 hours)	
MGOL 401 Organizational Behavior	3
MGOL 403 Organizational Theory	3
MGOL 404 Organizational Communication	3
MGOL 407 Christian Faith and Thought	3
MGOL 410 Financial Decision Making	3
MGOL 413 Ethics for Managers	3
MGOL 432 International Dynamics	2
MGOL 450 Strategic Management	3
Technology Management Coursework (13 hours)	
TMGT 410 Management of Information Systems	3
TMGT 420Â Emerging Information Technologies	1
TMGT 430 Database Planning and Management	3
TMGT 440 Enterprise Architecture Design and Management	3
TMGT 450 Managing Technology Projects	3

Health Administration Minor

Health Administration Minor (19 hours)

The health administration minor offers students of other majors a 19-semester-hour course of study that is designed to help prepare individuals to be leaders who recognize and deal with the challenges facing the health care industry in order to advance the quality of patient care. Students are required to obtain a minimum grade of C- in all courses taken for the minor.

Minor Requirements

MGHA 427 Introduction to Health Services	3
MGHA 430 Legal and Ethical Aspects of Health Services	3
MGHA 432 Integrated Health Care Delivery Systems	3
MGHA 433 Health Administration Leadership Seminar	1
MGHA 434 Fundamentals of Managed Care	3
MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision Making	3

Management and Business Information Systems Minor

Management and Business Information Systems Minor (19 hours)

The management and business information systems minor offers students of other majors a 19-semester-hour course of study that is designed to help prepare individuals to be leaders who have a foundation in management as well as an understanding of network and Internet technology and its impact on organizational productivity.
Students are required to obtain a minimum grade of C- in all courses taken for the minor.Â

Minor Requirements

MBIS 420 Management of Information Systems	3
MBIS 423 Implementing IT Projects	3
MBIS 426 Emerging Information Technologies	1
MBIS 429 Database Planning and Management	3
MBIS 434 Network Design and Management	3
MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision Making	3

Management and Organizational Leadership Minor

Management and Organizational Leadership Minor (18 hours)

Minor Requirements

MGOL 401 Organizational Behavior	3
MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision Making	3
MGOL 440 Human Resource Management	3
MGOL 442 Dynamics of Leadership	3

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Students must choose one of the following courses:

MGOL 431 Operations Management	3
TMGT 410 Management of Information Systems	3

Project Management Minor

Project Management Minor (19 hours)

The project management minor offers students of other majors a 19-semester-hour course of study that is designed to help prepare individuals who have a foundation in management to be leaders who can successfully plan, manage, and complete projects in a team-oriented environment. Students are required to obtain a minimum grade of C- in all courses taken for the minor.

Minor Requirements

MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision-Making	3
MPJM 410 Business Fundamentals for Project Managers	3
MPJM 414 Project Definition and Planning	3
MPJM 420 Methodologies Evaluation	1
MPJM 433 Project Implementation and Evaluation	3
MPJM 445 Project Management: Synthesis	3

Technology Management Minor

Technology Management Minor (19 hours)

The technology management minor offers students of other majors a 19-semester-hour course of study that is designed to help prepare individuals to be effective managers of people and technology.

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

Minor Requirements

MGOL 403 Organizational Theory	3
MGOL 410 Financial Decision Making	3
TMGT 410 Management of Information Systems	3
TMGT 420 Emerging Information Technologies	1
TMGT 430 Database Planning and Management	3
TMGT 440 Enterprise Architecture Design and Management	3
TMGT 450 Managing Technology Projects	3

Degree Completion Course Descriptions

(Courses are listed alphabetically by prefix.)

Course Prefix	Subject
EDUC	Education
ELED	Education
MBIS	Management and Business Information Systems
MGHA	Health Administration
MGOL	Management and Organizational Leadership
MPJM	Project Management
MSBS	Social and Behavioral Studies
TMGT	Technology Integration Management

Education (EDUC) Courses

EDUC 240 Perspectives in Education
2 hours. An overview of history and social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Includes 30 clock hours of field experience. Required for elementary teaching majors and music education majors.
Prerequisite: sophomore or junior status.

EDUC 250 Teaching as a Profession
2 hours. This is a one-semester introductory course on the teaching profession for those planning to enroll in an MAT program or considering teaching as a profession. Students will expand their understandings of the field of education and the role of teachers through class topics and experiences. They will also participate in a 30-hour classroom field experience. The George Fox University MAT program application process and requirements will be discussed. (This course is not part of the undergraduate elementary education major.)
Prerequisite: junior or senior status.

EDUC 275 Field Experience
1-2 hours. An elective field placement individually designed with approval of the instructor. Does not substitute for required field assignments; 40 hours fieldwork per credit is required.

EDUC 285 Selected Topics
1-3 hours. A seminar dealing with various topics as announced that represent current faculty interests and competencies.

EDUC 313 Elementary Mathematics Methods
2 hours. Examine and openly challenge knowledge, beliefs, and assumptions about the learning and teaching process. Engage in activities designed to enhance conceptual knowledge of selected topics. Explore what it means to teach mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula).
Prerequisites: MATH 211 &212 Foundations of Elementary Mathematics I &II (8 semester hours or equivalent).

EDUC 321 Early Childhood Education
3 hours. Early childhood distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization, parent involvement, and program operation.
Corequisites: EDUC 342 Inclusion, EDUC 370 Curriculum and Instruction, EDUC 373 Fine Arts Methods, and EDUC 401 Language Arts and Children's Literature.
Prerequisite: admission to elementary education major.

EDUC 322 Early Childhood Methods
3 hours. This methods course focuses on the formulation and implementation of developmentally appropriate curriculum, instruction, materials, and assessment for young children, ages 3-8 years. Student facilitators create and implement lesson plans with young children in an integrated curriculum in the content areas of art, health, language arts, math, music, and social studies.
Prerequisite: EDUC 321 Early Childhood Education and admission to Teacher Education Program.

EDUC 334 Health and Physical Education Methods
3 hours. This course examines and offers opportunities to apply health and physical education methods.
Prerequisite: sophomore status and admission to Teacher Education Program.

EDUC 341 Learning Theory
2 hours. A survey of learning theories and possible applications in the elementary classroom are explored.
Corequisite or prerequisite: PSYC 310 Lifespan Human Development or PSYC 311 Child Development.
Prerequisite: admission to Teacher Education Program.

EDUC 342 Inclusion
2 hours. A survey of current knowledge about the diverse abilities of learners in the regular classroom, with an emphasis on methods for including students and assisting their learning processes. Attention given to needs of bicultural students with disabilities.

EDUC 351 Middle-Level Education
3 hours. Middle-level distinctives regarding growth, development, and learning, with attention to implications for classroom management and organization.
Prerequisite: permission required.

EDUC 352 Middle-Level Methods
3 hours. Developmentally appropriate methods and materials for facilitating instruction and integration of subject matter fields for middle-level students in both departmentalized and self-contained classroom organizational patterns. Issues of parent involvement and teacher collaboration.
Prerequisite: permission required.

EDUC 370 Curriculum and Instruction
3 hours. Generic methods of teaching, planning curriculum, and both formal and informal assessment of pupil learning as used in teaching. Needs of students from generational poverty are examined.
Prerequisite: admission to Teacher Education Program.

EDUC 373 Fine Arts Methods
2 hours. Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum.
Prerequisite: admission to Teacher Education Program.

EDUC 375 Student Teaching I and Classroom Management
2 hours. A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom. Patterns of classroom management and organized community building will be discussed including responding to needs of the bicultural child. An additional one hour is required for students intending to add the middle-level authorization and is in addition to the two-hour requirement. Please see advisor.

EDUC 376 Student Teaching I for Middle-Level Authorization
1 hour. A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom.

Prerequisites: EDUC 351 Middle-Level Education, EDUC 352 Middle-Level Methods, and EDUC 375 Student Teaching I and Classroom Management.

EDUC 380 Social Studies Methods
2 hours. Research-based methods for teaching social studies. Issues of cultural proficiency addressed.

EDUC 383 Science Methods
2 hours. Students will study, experience, and practice research-based science pedagogy appropriate to grades K-8 in a self-contained school setting. Activities include writing and research on science education, demonstration of science teaching practice, and supervised teaching experience. Students will develop, critique, and implement science curriculum.

EDUC 399 Cross-Cultural Study
3 hours. This course offers in-depth discipline specific cross-cultural study designed to enhance the intercultural emphasis of various academic majors. The course includes class meetings followed by travel to various locations throughout the world. Students will use core disciplinary knowledge to serve, learn and interact with other cultures. (Offered in May Term. Students must meet eligibility requirements.) Additional course fee is required.

EDUC 401 Language Arts and Children's Literature
4 hours. Survey of children's literature genre and uses. Methods and materials of language arts teaching in the areas of listening and speaking, and of spelling and handwriting instruction.

EDUC 402 Literacy Methods
4 hours. Methods and materials for language arts teaching in the areas of reading and writing, with an emphasis on the use of children's literature.

EDUC 430 History and Foundations of Literacy Learning
2 hours. Thoughtful classroom practice depends on sound theory. This course examines some current competing theories, looks at the implications of various literacy theories as they impact classroom decision making, and, through reading and discussion, helps develop a personal understanding of literacy processes. The linguistic framework of reading and its place in the language arts will also be explored.

EDUC 431 Analysis of Reading and Writing Assessments
2 hours. Classroom teachers become acquainted with a wide variety of methods for assessing student progress in reading and writing. Administration and scoring of these tests will be explored. Information about how testing results can facilitate teaching and learning is the goal.

EDUC 432 Advanced Strategies in Literacy Instruction: Assessment and Remediation
2 hours. This course focuses on current methods and materials for reading/literacy instruction. The strategies used by proficient readers will be explored and teaching methods will be modeled and implemented. Methods of assessment and strategies for remediation will also be explored.

EDUC 433 Advanced Studies in Children's and Adolescent Literature
2 hours. This course focuses on a critical examination of children's literature as literature, considers

curriculum development based on children's literature, and on a further development of a broad understanding of literacy learning issues.

EDUC 434 Issues and Application of Literacy Instruction
2 hours. This course focuses on the issues related to public and school-based concerns about literacy learning. The discussion of issues will lead to research-based applications that can be translated into the classroom practice at the elementary, middle, or high school level.

EDUC 436 Reading and Writing in the Content Areas
2 hours. This course focuses on the reading and writing needs of the student at the middle level and in the high school. The teaching of critical reading and writing strategies will be included as well as assessment tools. This course is required for those pursuing the middle level and high school authorizations of the Reading Endorsement, but is appropriate for teachers of all levels.

EDUC 437 Emergent Literacy
2 hours. This course explores theoretical principles and practices based on current research. Emphasis is on strategies for coming to print, print conventions, and reading aloud. Shared, guided, and independent reading and writing is also explored. These strategies are based on theoretical assumption from the psychology of language and cognition development and linguistics.

EDUC 438 Organization of Reading Programs
3 hours. The content of this course includes: the organization of reading programs within the context of state and federal regulation and within the structure of the school-wide program; the types of testing used to diagnose and monitor student progress; the methods that can be used to involve parents, paraprofessionals, and volunteers; and the methods available to assess program effectiveness. Observations in a variety of school settings will be organized.

EDUC 439 Early Childhood and Elementary Reading Practicum
2 hours. The reading practicum will provide a context in which to apply methods, assessment techniques, and teaching strategies in a school setting. It will also provide opportunity for an observation of a reading program in application. The practicum setting must include assessment, teaching, and evaluation of students at both authorization levels. Pass/No Pass.
Prerequisites: EDUC 430 History and Foundations of Literacy Learning, EDUC 431 Analysis of Reading and Writing Assessments, EDUC 432 Advanced Strategies in Literacy Instruction, EDUC 438 Organization of Reading Programs, or by permission.

EDUC 470 Applied English Linguistics: Oral and Literary
3 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

EDUC 471 Second Language Acquisition and Development
2 hours. Examines various factors, concepts, and theories about first and second language acquisition

processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.
Prerequisite or concurrent enrollment: EDUC 470 Applied English Linguistics: Oral and Literary.

EDUC 472 Intercultural Communication in the ESOL/Bilingual Context
2 hours. Examines the diverse and dynamic role of culture in the ESOL student's language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.

EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum
3 hours. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency
3 hours. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

EDUC 475 Student Teaching II
12 hours. A full-time laboratory experience in which principles and methods of teaching are applied under supervision of a classroom teacher and college supervisor. Pass/No Pass.

EDUC 478 ESOL/Bilingual Practicum - Early Childhood/Elementary
2 hours. A supervised practicum in an approved early childhood and elementary school demonstrating knowledge and strategies developed in the ESOL/bilingual courses. Candidates set goals for professional growth in the English-language teaching field. Course is offered on a Pass/No Pass basis only. *Prerequisites: successful completion of all required ESOL/bilingual courses (or their equivalent) and approval of the faculty advisor.*

EDUC 485 Selected Topics
1-3 hours. A seminar dealing with various topics as announced that represent current faculty interests and competencies.

EDUC 490 Senior Seminar
3 hours. Seminar discussion of current trends and issues in education, as well as job transition and related issues.

EDUC 495 Special Study
1-3 hours. Directed independent study open to upper-division students only. May not be used to substitute for required courses.
Prerequisite: instructor's permission.

Elementary Education (ELED) Courses

ELED 313 Elementary Mathematics Methods
2 hours. Examine and openly challenge knowledge, beliefs, and assumptions about the learning and teaching process. Engage in activities designed to enhance conceptual knowledge of selected topics. Explore what it means to teach mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula).
Prerequisites: MATH 211 &212 Foundations of Elementary Mathematics I &II (8 semester hours or equivalent).

ELED 334 Health and Physical Education Methods
3 hours. This course examines and offers opportunities to apply health and physical education methods.

ELED 341 Learning Theory
2 hours. A survey of learning theories and possible applications in the elementary classroom are explored. Corequisite or prerequisite: PSYC 310 Lifespan Human Development or PSYC 311 Child Development.

ELED 342 Inclusion
2 hours. A survey of current knowledge about the diverse abilities of learners in the regular classroom, with an emphasis on methods for including students and assisting their learning processes. Attention given to needs of bicultural students with disabilities.

ELED 370 Curriculum and Instruction
3 hours. Generic methods of teaching, planning curriculum, and both formal and informal assessment of pupil learning as used in teaching. Needs of students from generational poverty are examined.

ELED 373 Fine Arts Methods
2 hours. Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum.

ELED 375 Student Teaching I and Classroom Management
2 hours. A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom. Patterns of classroom management and organized community building will be discussed including responding to needs of the bicultural child. An additional one hour is required for students intending to add the middle-level authorization and is in addition to the two-hour requirement.
Please see advisor.

ELED 380 Social Studies Methods
2 hours. Research-based methods for teaching social studies. Issues of cultural proficiency addressed.

ELED 383 Science Methods
2 hours. Students will study, experience, and practice research-based science pedagogy appropriate to grades K-8 in a self-contained school setting. Activities include writing and research on science education, demonstration of science teaching practice, and supervised teaching experience. Students will develop, critique, and implement science curriculum.

ELED 401 Language Arts and Children's Literature
4 hours. Survey of children's literature genre and uses. Methods and materials of language arts teaching in the areas of listening and speaking, and of spelling and handwriting instruction.

ELED 402 Literacy Methods
4 hours. Methods and materials for language arts teaching in the areas of reading and writing, with an emphasis on the use of children's literature.

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

ELED/EDUC 470 Applied English Linguistics: Oral and Literary
3 hours. Examines the fundamental elements, processes, and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, sociolinguistics, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms.

ELED/EDUC 471 Second Language Acquisition and Development
2 hours. Examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationships. The course also focuses on the application of this knowledge in ESOL classes for maximizing ESOL students' language development and academic achievement.

ELED/EDUC 473 Planning and Managing the ESOL/Bilingual Curriculum
3 hours. Examines strategies for planning, managing, and teaching English as a second language and discipline-focused content to ESOL students. Emphasis is placed on curriculum, teaching, and learning approaches that accommodate a diverse population within the classroom. This course also focuses on strategies for collaborating with educators and community members in order to provide comprehensive, challenging educational opportunities for ESOL students.

ELED/EDUC 474 Assessing ESOL/Bilingual Student Learning and Language Proficiency
3 hours. Examines principles, issues, and approaches useful for assessing the English competencies of ESOL students. Emphases are placed on developing appropriate assessment tools for the ESOL classroom and on properly interpreting tests that are used for program placement.

ELED 475 Student Teaching II
6-9 hours. A full-time laboratory experience in which principles and methods of teaching are applied under supervision of a classroom teacher and college supervisor. *Pass/No Pass.*

ELED 490 Professional Seminar
1 hour. Seminar discussion on current trends and issues in education to enhance the classroom teaching experience and address job transition issues.

Management and Business Information Systems (MBIS) Courses

MBIS 210 Introduction to Information Technology
3 hours. An introduction to information technology concepts. Students are exposed to a broad overview of hardware concepts, operating systems, networks, features of the Internet, and software applications. This class will help professionals in all areas to use computers and to understand information technology concepts. However, it is an introductory course, so no previous coursework in computers is required.

MBIS 420 Management of Information Systems
3 hours. This course is an introduction to information systems and how they are leveraged to achieve strategic initiatives. The students will explore how information is leveraged in an organization. You will discover how various information systems enables improvement in supply chain management, customer relationship management, and resource planning while gaining a competitive advantage.

MBIS 423 Implementing IT Projects
3 hours. Information Technology (IT) projects often involve the implementation of a vendor software product, a system enhancement, or an in-house enterprise software project. The purpose of this course is to provide a standard process for implementing IT projects and to define roles and responsibilities for the project team. The implementation process covered in this course includes the following phases: design, testing, integrating, training, go-live and close out.

MBIS 426 Emerging Information Technologies
1 hour. This course is a study of current technologies impacting an organization's ability to create and maintain a competitive advantage through the use of information systems technology. Topics include software technologies that support the development of interactive internet applications.

MBIS 429 Database Planning and Management
3 hours. This course focuses on the role of data integration in building enterprise-wide information systems. We cover various methodologies for conceptual data modeling and implementation using relational database management systems. The goal is to prepare students with the necessary know-how relating to data modeling, database design, functions, and data administration tools in order to successfully manage system implementation and data warehousing efforts.

MBIS 434 Network Design and Management
3 hours. This course offers a study of computer networking technology, including an introduction to networking, networking standards (the OSI model), networking media, and network topologies. The course also provides an introduction to network operating systems and a study of the Microsoft Windows Advanced Server 2007 operating system. Hands-on activities supplement the classroom learning objectives. Special team projects and homework assignments are designed to give students an opportunity to demonstrate and reinforce their learned skills.

Health Administration (MGHA) Courses

MGHA 427 Introduction to Health Services
3 hours. Introduces the historical development and contemporary structure of health services. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, sources of health care funding, and related current issues.

MGHA 430 Legal and Ethical Aspects of Health Services
3 hours. Studies the legal and ethical issues involved in the management and delivery of health care services, and the interrelations between hospital, physician, and patient.

MGHA 432 Integrated Health Care Delivery Systems
3 hours. Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access, and costs. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements, and institutional accreditation.

MGHA 433 Health Administration Leadership Seminar
1 hour. This course will examine contemporary leadership theory as well as observations and analysis of health care situations where leadership is being applied and demonstrated.

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.

Management and Organizational Leadership (MGOL) Courses

MGOL 260 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.

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

MGOL 404 Organizational Communication
3 hours. The course focuses on the role communication plays in creating a productive work environment. Emphasis is placed on written, oral, and nonverbal communication. Communication models and their applications are discussed.

MGOL 407 Christian Faith and Thought
3 hours. The roots and origins of the Christian faith are investigated. Focus is placed on the history of Christianity, the influence of Christianity upon society, and how Christian values relate to managing people.

MGOL 410 Financial Decision Making
3 hours. Topics covered will enable students to analyze and interpret both historical and estimated data used by management to conduct daily operations, plan future operations and develop overall business strategies.

MGOL 412 Research Methods for Decision Makers
3 hours. Methods for defining, researching, and analyzing problems are emphasized. Course content includes planning survey research, stating research problem, questionnaire construction, and conducting a review of literature.

MGOL 413 Ethics for Managers
3 hours. This course will instruct students in ethical dilemmas in the workplace. Students will learn to identify and transform workplace behaviors that cause ambiguity and destructive environments within organizations and will learn how to apply managerial decision making based on ethical principles, processes, and formats.

MGOL 415 Research Statistics
1 hour. A brief introduction to statistics and their application to research.

MGOL 431 Operations Management
3 hours. This course introduces concepts and techniques for design, planning, and control of service and manufacturing operations. It provides basic definitions of operations management terms, tools and techniques for analyzing operations, and strategic context for making operational decisions.

MGOL 432 International Dynamics
2 hours. This course will explore the implications of the global environment as it relates to the management and leadership of organizations. Topics of discussion will include culture, environment, STEP (social, technological, economical and political) forms and forces, and acculturation.

MGOL 440 Human Resource Management
3 hours. In this course students examine policies and practices regarding employee planning, recruitment, selection, compensation, training, and development. Attention is given to current regulatory employment issues.

MGOL 442 Dynamics of Leadership
3 hours. This course explores leadership theories, models, and styles through an examination of current leadership literature and discussions of effective leadership practice.

MGOL 450 Strategic Management
3 hours. This course will focus on the strategic planning process which includes development, implementation, and evaluation of strategic plans in organizations. Students will be exposed to a variety of plans as well as value dilemmas encountered in the planning process. Emphasis will be placed on the need to include ethical values and diversity in the planning process through course assignments and case study applications.

Project Management (MPJM) Courses

Project Management

MPJM 410 Business Fundamentals for Project Managers
3 hours. This course puts the work of project management into context by providing practical information useful to project managers from all disciplines. The project management methodologies used in the program are consistent with the framework published by the internationally recognized Project Management Institute (PMI).

MPJM 414 Project Definition and Planning
3 hours. This course focuses on designing, planning and scheduling in project management. This course provides students with an opportunity to apply the knowledge gained by working with a team to manage a simulated project.

MPJM 420 Methodologies Evaluation
1 hour. This course utilizes an interactive research and evaluation approach to give students a broad perspective of project management methodologies and their comparative benefits and disadvantages, while further honing skills required by all project managers. By completing this course, students will be better equipped to position project management in their organizations.

MPJM 433 Project Implementation and Evaluation
3 hours. This course focuses on the implementation and closeout phases of a project. The course provides students with an opportunity to apply the knowledge gained by working with a team to manage simulated projects.

MPJM 445 Project Management: Synthesis
3 hours. Students will evaluate how project management can enhance an organization's ability to implement organizational strategy through successful, consistent, and predictable practices. In addition, the class will pursue a detailed synthesis of lessons learned in the previous classes so that students will be well-grounded in project management principles and the associated leadership skills and practices.

Social and Behavioral Studies (MSBS) Courses

Social and Behavioral Studies

MSBS 407 Christian Faith and Thought
3 hours. The class focuses on how faith influences one's worldview, the influence of Christianity upon society, and how the Christian faith relates to helping people.

MSBS 421 Group and Family Dynamics
3 hours. Course content focuses on family/group behavior and how group functioning affects the health and success of the unit and its members. Emphasis is placed on effective decision making, managing and resolving group conflict, and developing interpersonal relationship abilities including choice and change skills. Presents family/group dynamics and leadership from a systems perspective.

MSBS 424 Research Methods and Statistics
3 hours. An introduction to the basic methods of qualitative and quantitative research. Focus is on the basic concepts of scientific inquiry as applied to social services.

MSBS 426 Life Span Development
3 hours. Human growth and development across the life span is explored through psychology, physiology, and sociology. Special attention is given to personality, motivation, learning styles, and cultural diversity, as well as to the effects of stress, diet, disease, lifestyles, childbirth, and environmental conditions.

MSBS 427 Abnormal Psychology
3 hours. Introduction to the types, nature, and causes of major behavioral disorders. Provides insight into behaviors that can have an impact on relationships.

MSBS 428 Interpersonal Communication
3 hours. This course investigates the role communication plays in creating healthy group relationships. Emphasis is placed on intentional interviewing strategies, verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication.

MSBS 429 Assessment and Referral
3 hours. This course covers the past, present, and future roles of human service related professions. Provides an overview of behavioral analysis and its implementation by direct service providers.

MSBS 430 Grant Proposal Writing
3 hours. Students will learn how to identify sources of funding and write grants for nonprofit organizations. Attention is also given to the processes of program design and evaluation.

MSBS 431 Contemporary Social Dynamics and Public Policy
3 hours. An exploration of behaviors, values, and attitudes in personal and social relationships as they affect the development of public policy.

MSBS 432 Personal and Professional Ethics
3 hours. An exploration of the place human values have in one's personal and professional life. Students will examine and develop systems for making ethical decisions.

MSBS 433 Addiction Disorders: Assessment and Treatment
3 hours. This course provides an overview of screening, intake, and assessment. It includes recognizing physical health problems, psychological effects, social effects, making recommendations about addiction education, outpatient and inpatient treatment. Topics include, but are not limited to, drug, gambling, and sexual addictions.

MSBS 444 Social and Behavioral Studies Applied Research
3 hours. This course builds on the Research and Statistics course (MSBS 424). Students will further explore statistical procedures (with specific emphases upon inferential statistics), the Literature Review, and single-subject research designs.

MSBS 475 Practicum
1-3 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.

Technology Integration Management (TMGT) Courses

TMGT 410 Management of Information Systems
3 hours. This course provides an overview of information systems with a focus on the current information technologies and the role of information systems in achieving the operational and strategic goals of several non-profit and profit-based organizations. The course will focus on assessing internal and external customer needs and provide them with cost-efficient and effective solutions. Students will explore how to integrate, maintain and manage information technology in modern organizations.

TMGT 420 Emerging Information Technologies
1 hour. This course is designed to encourage learners to develop the forethought required to examine new technology and weigh their potential to add value to a corporation. The learner will gain the ability to recognize an emerging technology, propose it to a business leader, and defend the position with a critical examination of its potential to support a business initiative while mitigating the risk inherent in innovation.

TMGT 430 Database Planning and Management
3 hours. This course focuses on the role of data integration in implementing enterprise-wide information systems. The learner will explore various standards for conceptual data modeling and planning when preparing to deploy an enterprise-wide information system. The goal is to prepare students with the necessary knowledge relating to stakeholder requirements, database design, functions, and business objectives in order to successfully manage system implementation.

TMGT 440 Enterprise Architecture Design and Management
3 hours. This course focuses on developing a blueprint for systematically and completely defining an organization current (baseline) or desired (target) environment. The goal of Enterprise architecture design is to examine the organization's mission, business functions, information flows, and systems environments while exploring and preparing integration plans utilizing appropriate information systems to achieve the target environment. Learners will develop a roadmap to achieve an organization's mission through optimal performance of its core business processes within an efficient information technology environment.

TMGT 450 Managing Technology Projects
3 hours. This course explores the project management concepts, techniques and challenges that technology managers oftentimes experience when executing projects that achieve strategic business objectives. Learners gain an appreciation of business and technology fusion, strategy, through project planning while examining the roles and responsibilities of the project manager in an organization. Specific attention will be focused on project planning and facilitating the achievement of organizational strategic objectives to gain competitive advantage.

Legal Compliance

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, cocurricular activities, or other university-administered programs.

The following offices may be contacted for information regarding compliance with legislation:Â

- Director of the Academic Resource Center: Rehabilitation Act of 1973
- Director of Athletics: Title IX (nondiscrimination on the basis of gender)
- Director of International Student Services: Immigration and Naturalization Act
- Executive Director of Student Financial Services: Title IV (Higher Education Act of 1965 as amended), student consumer information, the Pell Program, Supplementary Educational Opportunity Grants, the Perkins Loan/Direct Loan Program, the Stafford Loan Program, the Parents Loan for Undergraduate Students Program, the Supplemental Loans for Students Program, and veterans' benefits.
- Executive Vice President of Finance and Operations /Chief Financial Officer: wage and hour regulations, The Civil Rights Act of 1964 (race, color, or national origin), and age discrimination
- Registrar: Family Educational Rights and Privacy Act

Disabled Students

The Office of Student Life coordinates services for disabled students. This office also promotes campus awareness of issues and needs of disabled students. Supportive services may be provided, depending on the nature of the disability and availability of resources. Documentation of an existing disability generally will be required.

Specific courses on career exploration, study skills, and writing development are available. Special adaptive physical education classes for students with disabilities are offered through the Department of Health and Human Performance.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services as early as possible to make arrangements for necessary support services.

Drug-Free Environment

George Fox University is concerned about the intellectual, physical, psychological, and spiritual well-being of all its students and employees. The community recognizes the danger to one's physical and psychological well-being presented by the use of certain products. Therefore, members of the community are prohibited from using illicit or nonprescribed drugs and substances (including marijuana or narcotics). Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Community members are also expected not to abuse the use of legal substances. For information concerning disciplinary actions, please refer to the student and employee handbooks. Students and employees are provided annually a resource guide concerning drug and alcohol issues.

Anti-Harassment Policy

George Fox University students work in an environment where the dignity of each individual is respected. Demeaning gestures, threats of violence, or physical attacks directed toward another person are not tolerated. This includes hazing or other initiations or any actions that may be hazardous, dehumanizing, harassing, or humiliating to community members. Also included is the use of telephones, United States or campus mail, or e-mail for the purpose of issuing obscene, harassing, or threatening messages. Also, vandalism of property is unacceptable.

Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran's status, or any other status protected under applicable local, state, or federal law is prohibited.

A person may commit criminal harassment if he or she intentionally harasses or annoys another person by:

- Subjecting another person to offensive physical contact
- Publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;
2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., pay, promotion, time off, and grades) in response to sexual contact. More subtle forms of inappropriate behavior such as offensive posters, cartoons, caricatures, comments, and jokes of a sexual nature are prohibited, as they may constitute sexual harassment when they contribute to a hostile or offensive work, academic, or student life environment.

Complaint Procedure for Harassment

If any employee or student believes he or she has witnessed discrimination or harassment, has been discriminated against, or has been subjected to sexual or other forms of harassment, the person should immediately report it as follows:

1. If the alleged incident involves two students (outside the context of student employment), the vice president for student life or the dean of students should be contacted.
2. If the alleged incident involves a student and a faculty member, the academic dean, the provost, or the vice president for student life should be contacted.
3. If the alleged incident involves one or more support staff, administrators, faculty members, or student employees, then a supervisor, the director of human resources, the provost, or any vice president should be contacted.

Complaints are to be investigated promptly and appropriate corrective action taken. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation is prohibited for good-faith reporting of concerns about discrimination or harassment. Employees who are asked to testify during an investigation are expected to cooperate fully. Retaliation against them for doing so is not tolerated. Any employee found to have engaged in discrimination, harassment, or retaliation is subject to immediate disciplinary action as deemed appropriate by the university, up to and including termination.

Family Educational Rights and Privacy Act

George Fox University accords all the rights under the Family Educational Rights and Privacy Act (FERPA) to students who are enrolled. No one shall have access to, nor does the institution disclose any information from, students' education records without the written consent of students except to personnel within the institution with direct educational interest, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Students are afforded the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the university may disclose educational records without consent to officials of another school in which a student seeks or intends to enroll.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The university construes the following information to be "directory information": parents' names and addresses; the student's name, permanent address, local address, temporary address, e-mail address, telephone number, date and place of birth, participation in officially recognized activities and sports, major, dates of attendance, full-time and part-time status, degrees and awards received, class year, the most recent previous school attended, and for members of athletics teams, height, weight, and position played. The university also considers photographs to be directory information. As such, release of photographs also is permitted.

Students may restrict the release of their directory information to third parties by annually submitting a signed and dated statement to the registrar's office within the first two weeks of the semester. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Nondirectory information, notably grade records, is released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

The law provides students the right to inspect and review information contained in their education records,

to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the hearing panel's decisions are unacceptable. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The registrar's office at George Fox University has been designated by the institution to coordinate the inspection and review of procedures for student education records, which include admission, personal, and academic files, and academic, cooperative education, disciplinary records, and placement records. Students wishing to review their education records must give a written request to the registrar listing the item or items of interest. Only records covered in the Act are made available within 45 days of the request. Education records do not include student health records, employment records, alumni records, or records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Health records, however, may be reviewed by physicians of the student's choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admission, employment, or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution permits access only to that part of the record that pertains to the inquiring student.

Complaints of Alleged Violations

Complaints of alleged violations may be addressed to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
- (Adapted from: *A Guide to Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974*, American Association of Collegiate Registrars and Admissions Officers, 1990.)
- Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation
- Names and titles of those school officials and other third parties involved
- A specific description of the education record around which the alleged violation occurred
- A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter
- The name and address of the school, school district, and superintendent of the district
- Any additional evidence that would be helpful in the consideration of the complaint

Financial Information

George Fox University maintains high educational standards at the lowest possible cost. A portion of the cost is underwritten by gifts from alumni, friends, churches, businesses, and institutions. An extensive financial aid program assists students in meeting university costs.

The board of trustees reserves the right to adjust charges at any time, after giving due notice. No changes will be made during a semester, nor, unless special circumstances make such action necessary, will changes be made during a given academic year.

Student Financial Services
The Student Financial Services office awards scholarships, grants, loans, and other forms of financial assistance, and it bills students for tuition, fees, room and board, and other expenses related to attending college. Information about tuition and fees (including archived information from previous years), financial aid, billing, satisfactory academic progress for financial aid eligibility, and other policies and procedures are available on the office web site at: sfs.georgefox.edu

Veterans Affairs Assistance

The university is listed with the U.S. government as a recognized graduate school for the training of veterans. All prospective students eligible for VA assistance should review information provided by the Registrar's Office about VA-approved programs and follow procedures required by the Veterans Affairs for transfer of training to George Fox University. To be recommended for VA assistance, the student must continue as a bona fide registrant throughout the semester. Those receiving VA assistance must meet the minimum academic standards of the university for enrollment and progress toward degree completion and to enroll must have an approved VA benefits voucher authorizing payment. The Montgomery GI Bill is considered a resource against all aid sources except for the subsidized Stafford loan.

Academic Personnel

These lists were current at the time this catalog was published.

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Curtis Strauss, Calgary, Alberta, Canada, Manager of Contracts and Procurement, ConocoPhillips, Inc.
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Floyd H. Watson, Newberg, Oregon, Bank Executive (retired)
Norman D. Winters, Newberg, Oregon, Public School Administrator (retired)

Executive leadership Team

Faculty Directory

(Faculty members with positions less than half time may not be included in this list. However, they may be included on individual department pages. Use the search feature on the top right to search for someone not included below).

Adams, Wayne, Professor of Psychology. BA, Houghton College; MA, PhD, Syracuse University. George Fox University 1999-

Addleman, Rebecca, Assistant Professor of Education. BA, Cornerstone University; MS, University of New England; EdD, Seattle Pacific University. George Fox University 2006-

Allen, Greg, Assistant Professor of Organizational Leadership. BS, MBA, George Fox University. George Fox University 2005-

Anderson, Paul, Professor of Biblical and Quaker Studies. BA, Malone College; BA, Trinity Lutheran Seminary; MDiv, Earlham School of Religion; PhD, Glasgow University. George Fox University 1989-98, 1999-

Ankeny, Becky, Professor of English. BA, George Fox University; MA, PhD, University of Oregon. George Fox University 1988-

Arnold, Ron, Assistant Professor of Education. BA, Idaho State University; MA, College of Idaho. George Fox University 2008 -

Ashford, Robin, Associate Librarian, Reference and Distance Services. BA, George Fox University; MLS, University of Illinois at Urbana-Champaign. George Fox University 2007-

Austin, Christine, Assistant Professor of Education. BA, Portland State University; MAT, Willamette University. George Fox University 2010-

Ayala, Heather, Assistant professor of biology. BA, Azusa Pacific University; PhD, University of Notre Dame. George Fox University 2011-

Badley, Ken, Professor of Education. BA, University of Saskatchewan; BEd, MEd, University of Regina; MCS, Regent College; PhD, University of British Columbia.

Baldwin, Clint, Director of the Center for Global Studies, Assistant Professor of International Studies. BA, Asbury College; MA, Western Michigan University; MA, Asbury Theological Seminary. George Fox University 2010-

Barram, Dirk, Dean, School of Business, Professor of Business & Economics. BA, Gordon College; MEd, Kent State University; PhD, Michigan State University. George Fox University 1986-

Beals, Corey, Associate Professor of Philosophy and Religion. BA, George Fox University; MAR, Yale University Divinity School; MA, PhD, Fordham University. George Fox University 2003-

Bearden, Steve, Assistant Professor of Counseling. BA, Olivet Nazarene University; MDiv, MA, Fuller Theological Seminary; PhD, Oregon State University. George Fox University 1996-

Berardi, Anna Anita, Professor of Marriage and Family Therapy. BA, Millersville State University; MA, Azusa Pacific University; MA, PhD, Fuller Theological Seminary. George Fox University 1996-

Berho, Debbie, Associate Professor of Spanish. BA, Northwest Nazarene College; MA, PhD, University of New Mexico. George Fox University 1997-

Bevis, Michael, Associate Professor of English as a Second Language, Director of the English Language Institute. BSW from University of North Texas and MSEd from Quincy University. George Fox University 2009-

Birch, Rodney, Associate Librarian, Reference Librarian. BA, Vennard College, MA University of Missouri. George Fox University 2011-

Birky, Ginny, Professor of Education. BS, Goshen College; MS, The Ohio State University; PhD, Oregon State University. George Fox University 2000-

Boehr, Terrie, Associate Professor of Family and Consumer Sciences, Chair of the Department of Family and Consumer Sciences. BS, Oregon State University; MA, Linfield College. George Fox University 1985-

Bohall, Robert, Associate Librarian, Reference Librarian. BA, Virginia Polytechnic Institute and State University; MA, University of North Carolina, Greensboro. George Fox University 2011-

Bonner, Robert, Assistant Professor of Education. BA, MTh, Harding University; MAT, EdD, George Fox University. George Fox University 2009-

Boyd, Bryan, Associate Professor of Theatre. BA, George Fox University; MFA, University of Portland. George Fox University 2002-

Brazo, Carol, Associate Professor of Education, Director of Master of Arts in Teaching Community-Portland Campus. BA, California Baptist University; MEd, George Fox University. George Fox University 2004-

Bredemeier, Robert, Assistant Professor of Art. BS, University of Oregon, George Fox University 2006-

Brendlinger, Irv, Professor of Religion. BA, Asbury College; MDiv, Asbury Theological Seminary; MEd, University of Oklahoma; PhD, University of Edinburgh. George Fox University 1993-

Bronkey, Kristi, Assistant Professor of Education. BA, Biola University; MA, Concordia University. George Fox University 2008-

Brown, Davida, Assistant Professor of Chemistry. BA, George Fox University; Phd, Stanford University. George Fox University 2011-

Brunner, Dan, Professor of Church History and Pastoral Studies. BA, Northwest Christian College; MDiv, Fuller Theological Seminary; PhD, University of Oxford. George Fox University 1996-

Buchanan, Thomas, Assistant Professor of Education. BA, Columbia Christian College; MS, Portland State University; EdD George Fox University. George Fox University 2009-

Bufford, Rodger, Professor of Psychology, Director of Integration for the Graduate Department of Clinical Psychology. BA, The King's College; MA, PhD, University of Illinois. George Fox University 1990-

Buhler, Gary, Assistant Professor of Art. BS, Western Oregon State College; MFA, University of Arizona. George Fox University 1989-90, 2000-

Buhrow, Jr., William, Director of Health and Counseling Services, Assistant Professor of Psychology. AA, Baptist Bible College; BA, Cedarville College; MA, Dallas Theological Seminary; MA, PsyD, George Fox University. George Fox University 1994-

Byrtek, George, Associate Professor of Organizational Leadership. BS, University of Wisconsin, Stevens Point; MS, National-Louis University; PhD, Walden University. George Fox University 1991-

Campbell, Doug, Professor of Art, Director of the Roger and Mildred Minthorne Gallery. BA, Florida State University; MFA, Pratt InstitutePhD, The Ohio University. George Fox University 1990-

Carlton, Mark, Assistant Professor of Education, Director of Administrative Licensure. BA, MA, Pepperdine University; EdD, University of Oregon/Portland State University. George Fox University 2004-

Carpenter, Jan, Assistant Professor of Education, Director of Full-time MAT Program. MAT, BA, George Fox University. George Fox University, 2005-

Casey, Rae, Assistant Professor of Organizational Leadership. BS, George Fox; MS, George Fox. George Fox University, 2007-

Celentano, Eileen, Assistant Professor of Family and Consumer Sciences. BA, University of California, Los Angeles; MFA, California State University, Long Beach. George Fox University 2009-

Cevallos, Tatiana, Assistant Professor of Education. BA, Catholic University of Ecuador; MS, Western Oregon University. George Fox University 2006-

Chamberlain, Paul, Professor of Chemistry, Director of the Juniors Abroad Program. BA, Point Loma College; PhD, University of Nevada, Reno. George Fox University 1977-

Chambers, Carlisle, Professor of Chemistry, Chair, Department of Biology and Chemistry. BS, Milligan College; PhD, Emory University. George Fox University 1994-

Chang, Kelly, Assistant Professor of Psychology. BA, Linfield College; MA, PhD, University of Hawaii. George Fox University 2006-

Cheshire, Diana, Director of Institutional Assessment. BS, Indiana University - Bloomington; MA University of California San Diego; PhD, Indiana University - Bloomington. George Fox University 2011-

Choi, Charles, Assistant Professor of Communication Arts. BA, Biola University; MA, Louisiana State University; PhD, University of California Santa Barbara. George Fox University 2010-

Conniry, Chuck, Vice President and Dean, George Fox Evangelical Seminary. BA, American Christian School of Religion; MDiv, Bethel Theological Seminary West; PhD, Fuller Theological Seminary. George Fox University 1998-

Cordill, Elisabeth, Instructor of Education. BS, Western Oregon University; MAT, Lewis and Clark College. George Fox University 2009-

Corneaux, Isabelle, Visiting Assistant Professor of French. MA, Heritage University, University of Burgundy. George Fox University 2011-

Corning, Caitlin, Professor of History. BA, Seattle Pacific University; MA, PhD, University of Leeds. George Fox University 1996-

Cox, Michelle, Assistant Professor of Counseling. BS, Western Oregon University; MA George Fox University. George Fox University 2006-

Dee, Amy, Assistant Professor of Education. BA, San Jose State University; MA, University of San Francisco, EdD, George Fox University. George Fox University 2008-

Defferding, Viki, Assistant Professor of Spanish. BA, University of Oregon; MA, Portland State University. George Fox University 1989-

DeKruyf, Lorraine, Associate Professor of Counseling, Clinical Director of School Counseling. BA, Dordt College; MEd, Western Washington University. George Fox University 2002-

Delamarter, Steve, Professor of Old Testament. AA, Wenatchee Valley College; BA, Seattle Pacific University; MAR, MDiv, Western Evangelical Seminary; MA, PhD, Claremont Graduate School. George Fox University 1996-

Dempsey, Keith, Assistant Professor of Counseling. BS, MS, PhD, Oregon State University. George Fox University, 2007-

Dixon, Kristen, Assistant Professor of Education. BS, MEd, Oregon State University. George Fox University 2004-

Doak, Brian, Assistant Professor of Biblical Studies. BS,Evangel University; MA, Missouri State University; Phd, Harvard University. George Fox University 2011-

Doherty, Gloria, Director of Hybrid Learning, Assistant Professor. BA, Minnesota State University; MDiv, Fuller Theological Seminary. George Fox University 2006-

Duerr, Jeffrey, Associate Professor of Biology. BA, BS, Whitworth College; MS, Portland State University; PhD, University of Hawaii. George Fox University 1999-

Espinor, Debra, Assistant Professor of Education. BA, MA, EdD, Seattle Pacific University. George Fox University 2010-

Fisher, Robert, Assistant Professor of Education. BA, University of La Verne; MA, California State University; EdD, University of Southern California. George Fox University 2004-

Foster, Jim , Dean of the School of Behavioral and Health Sciences; Chair, Department of Psychology; Professor of Psychology. BS, Seattle Pacific University; MA, PhD, The Ohio State University. George Fox University 1980-

Foster, Michael, Assistant Professor of Mechanical Engineering. BS, Messiah College; MS, PhD, Drexel University. George Fox University 2007-

Gallagher, Sarita, Assistant Professor of Religion. BA, Wheaton College; MA, Wheaton College Graduate School; PhD, Fuller Theological Seminary. George Fox University 2010-

Gathercoal, Kathleen, Professor of Psychology. AB, Franklin & Marshall College; MA, PhD, Case Western Reserve University. George Fox University 1993-

Gibson, Sarah Reid, Assistant Professor of Media Communications. BS, Abilene Christian University; MFA, North Texas State University. George Fox University 2009-

Goldman, Bethany, Assistant Professor of Health & Human Performance, Director of Athletic Training Education Program . BA, Vanguard University of Southern California; MS, Arizona School of Health Sciences. George Fox University 2007-

Goodworth, Marie-Christine, Assistant Professor of Clinical Psychology. BA and MA, Wheaton college; PhD, Arizona State University. George Fox University 2010-

Gowan, Marcella, Assistant Professor of Nursing. BSN, Walla Walla College; MPH, Loma Linda University. George Fox University 2007-

Graham, Jeannine, Associate Professor of Religious Studies. BA, Whitworth College; MDiv, Fuller Theological Seminary; PhD, University of Aberdeen. George Fox University 2006-

Grant, Steve, Associate Professor of Health and Human Performance; Associate Athletic Director; Chairperson of the Health and Human Performance Department; Master Coach of Volleyball. BA, Biola University; MEd, Linfield College. George Fox University 1982-

Gray, Joanne, Assistant Professor of Education. BS, Oregon Health Sciences University; MAT, George Fox University. George Fox University 2009-

Gregor, Joel, Assistant Professor of Psychology, Director, George Fox University Behavioral Health Clinic. BA, Willamette University; MMFT, Fuller Theological Seminary; MA and PsyD, George Fox University. George Fox Universityi 2010-

Hagen, Carla, Director, Department of Nursing; Assistant Professor of Nursing. BS, Eastern Oregon State College; BSN, MPH, Oregon Health Sciences University. George Fox University 2006-

Haigh, Justine, Associate Profesor of Marketing. BS, MA, PhD, University of Huddersfield. George Fox University 2009-

Hall, Mark, Herbert Hoover Distinguished Professor of Political Science. BA, Wheaton College; MA, PhD, University of Virginia. George Fox University 2001-

Halley, Ryan, Associate Profesor of Finance, Chair, Undergraduate Business Department. BA, Mount Vernon Nazarene University; MBA, The Ohio State University, Fisher College of Business; PhD, Texas Tech University. George Fox University 2009-

Hamilton, Elizabeth, Assistant Professor of Psychology. BA, Vanderbilt University; MS, Tulatne University; MA UCLA; PhD, UCLA. George Fox University 2008-

Hamilton, Robert, Professor of Physics. BS, University of Puget Sound; PhD, University of California, Los Angeles. George Fox University 2003-

Hansen, David, Associate Professor of Computer Science. BS, Oral Roberts University; MS, Washington State University; PhD, Oregon Graduate Institute of Science and Technology. George Fox University 1998-99, 2003-

Harder, Bob, Professor of Mechanical Engineering; Director of Engineering Program; Chairperson, Math, Computer Science, and Engineering Department. BSME, MSME, Michigan Technological University; PhD, Oregon Graduate Institute of Science and Technology. George Fox University 1988-

Harrison, Suzanne, Assistant Professor of Education. BA, MEd, Central Washington University; PhD, Gonzaga University. George Fox University 2004-

Harwood, Corban, Assistant Professor of Mathematics. BS, Whitworth University; PhD, Washington State University. George Fox University 2011-

Head, Tom, Professor of Economics, Chair of the International Studies Program. BS, MS, University of Oregon; MA, University of California, Berkeley. George Fox University 1971-74; 1976-79; 1983-

Headley, Scot, Professor of Education, Chair of Educational Foundations and Leadership. BS, MEd, Colorado State University; PhD, The Ohio State University. George Fox University 1994-

Heininge, Kathy, Associate Professor of English. BA, MA, California State University Hayward; PhD, University of California Davis. George Fox University 2004-

Helsabeck, Hank, Dean of the School of Arts and Sciences. BA, Culver Stockton College; MA, MA, PhD, University of Missouri. George Fox University 1978-

Hockett, Eloise, Assistant Professor of Education; Director of TSPC Licensure; Director, Master of Education Program. BAA, BM, University of Minnesota; MEd, George Fox University. George Fox University 2001-

Huffman, Terry, Professor of Education. BA, University of South Dakota; MA, Marshal University; PhD, Iowa State University. George Fox University 2003-

Hulbert, Melanie, Associate Professor of Sociology. BA, Western Washington University; MA, PhD, University at Albany, State University of New York. George Fox University 2003-

Hunter, Marty, Associate Professor of Health and Human Performance; Head Coach, Baseball. BA, Linfield College; Med, Linfield College. George Fox University, 2003-

Hutchinson, Carol, Assistant Professor of Adult Degree Programs. BA, Western Washington University; MA, Canadian Theological Seminary; PhD, George Fox Evangelical Seminary. George Fox University 2011-

Hutchison, Marcey Keefer, Assistant Professor of Physical Therapy. BA, Willamette University; MA, Pacific University George Fox University 2011-

Iancu, Martha, Associate Professor of English as a Second Language. BA, MA, University of Oregon. George Fox University 1989-

Irish, Kerry, Professor of History. BA, George Fox University; MA, PhD, University of Washington. George Fox University 1993-

Isaak, Dale, Assistant Professor of Health and Human Performance, Head Athletic Trainer. BS, Willamette University; MEd, University of Minnesota; MS, Indiana State University. George Fox University 1995-

Jaffe, Clella, Professor of Communication Arts, Chair, Department of Communication Arts. BA, Seattle Pacific University; MEd, PhD, Oregon State University. George Fox University 1995-

Johnson, Craig, Professor of Leadership Studies, Director, Doctor of Business Administration Program. BA, Luther College; MA, Wheaton College; PhD, University of Denver. George Fox University 1988-

Johnson, John, Associate Professor of Mathematics. BS, Northwest Nazarene College; MS, Kansas State University. George Fox University 1984-

Johnson, Mary, Assistant Professor of Education; Director, Master of Arts in Teaching at Night Program. BA, Luther College; MEd, George Fox University. George Fox University 2004-

Johnson, Merrill, University Librarian, Associate Professor. BA, Seattle Pacific University; MLS, University of Oregon. George Fox University 1980-

Jolliff, Bill, Professor of English. BS, Central Michigan University; MA, Ashland Theological Seminary; PhD, The Ohio State University. George Fox University 1994-

Jones, Kevin, Associate Professor of Communication Arts. BA, Biola University; MA, California State University; PhD, Louisiana State University. George Fox University 2008- k

Kamilos, Charles, Senior Librarian, Portland Center Librarian, Assistant Professor. BA, Northwest Christian College; MDiv, Brite Divinity School-Texas Christian University; MA, University of Iowa. George Fox University 1997-

Kays, Kristina, Assistant Professor of Psychology. BA, George Fox University; MA, Western Conservative Baptist Seminary; PsyD, George Fox University. George Fox University 2005-

Keeney, Judy, Assistant Professor of Education, Director of the Master of Education Program. BA, MA, University of Oregon. George Fox University 2004-

Kerr, David, Assistant Professor of Art. BA, Judson Baptist College; MA, California State University. George Fox University 2002-

Kilburg, Gary, Professor of Education. BS, Eastern Oregon State College; PhD, Oregon State University. George Fox University 1992-

King, Esther, Professor of Nursing. BSN, MSN, Oregon Health Sciences University. George Fox University 2006-

Kluge, Alan, Professor of Business, MBA Oregon Director. BS, MBA, PhD, Oregon State University. George Fox University 1996-

Koch, Chris, Professor of Psychology. BS, Pennsylvania State University; MS, PhD, University of Georgia. George Fox University 1993-

La Force, Beth, Professor of Education. BS, Malone College; MA, Western Michigan University; PhD, Michigan State University. George Fox University 1987-

Liu, David Ming, Assistant Professor of Management. BSB, Western Oregon University; MBA, Willamette University; DBA, City University of Hong Kong. George Fox University 2010-

Lloyd, Carl, Professor of Management. BA, Columbia Christian College; MA, Eastern New Mexico University; MS, Oregon State University; MSS.W., PhD, University of Texas at Arlington. George Fox University 1994-

Luedtke, Rhett, Associate Professor of Theatre. BA, Valparaiso University; MFA, Illinois State University. George Fox University 2003-

Lutz, Amy, Assistant Professor of Education. BA, Grand Valley State University; MA, George Fox University. George Fox University 2008-

MacLeod, Michael, Assistant Professor of Political Science. BA, MA, Queen's University; PhD, George Washington University. George Fox University 2009-

Macy, Margi, Associate Professor of Education. BA, George Fox University; MEd, Wichita State University, PhD, Walden University. George Fox University 1991-

Magill, Mike, Professor of Mechanical Engineering. BS, MS, PhD, Oklahoma State University. George Fox University 2002-

Manock, David, Associate Professor of Counseling. BS, Western Oregon University; MDiv, San Francisco Theological Seminary; MS, PhD, Fuller Theological Seminary. George Fox University 2006-

McChesney, Ken, Assistant Professor of Education. BA, University of Montana; MS, Wester Oregon University. George Fox University 2011-

McCloskey, MaryJo, Head Women's Golf Coach, Assistant Professor. BA, University of Oregon; MBA, University of Portland. George Fox University 2006-

McLeod-Harrison, Mark, Professor of Philosophy. BRE, Briercrest Bible College; BA, Westmont College; MA, Trinity Evangelical Divinity School; PhD, University of California. George Fox University 1999-

McMinn, Lisa, Professor of Sociology. BA, George Fox College; MS, PhD, Portland State University. George Fox University 2006-

McMinn, Mark, Professor of Psychology, Director of Integration. BS, Lewis and Clark College; PhD Vanderbilt University. George Fox University 1984-1993, 2006-

Meade, Christopher P., Assistant Professor of Management, Coordinator of Community Service Consultant Projects. BA, MAOL, George Fox University; MA Northwest Nazarene University; PhD, University of Idaho. George Fox University 2008-

Meek, Michael, Head Women's Basketball Coach, Assistant Professor. BS, Eastern Oregon University; MAT, Grand Canyon University. George Fox University 2010-

Melendy, Robert, Assistant Professor of Mathematics and Physics. BS, Oregon State University (Mechanical Engineering); MS, Oregon State University (Mechanical Engineering); MS, Oregon State University (Electrical Engineering); PhD, Oregon State University (Mathematics and Mathematics Education). George Fox University 2008-

Meyer, Matt, Associate Professor of Media Communications. BA, University of Oregon's Honor College; MFA, University of Southern California. George Fox University 2005-

Michael, Rand, Associate Professor of Marriage and Family Therapy, Clinical Director of Marriage and Family Therapy. BA, Northwest Nazarene College; MDiv, Nazarene Theological Seminary; DMin, Midwestern Baptist Theological Seminary. George Fox University 1996-

Mize, Darcy, Assistant Professor of Nursing. BS, Michigan State University; MA, University of Illinois. George Fox University 2008-

Mock, Melanie, Associate Professor of English; Chair, English Department. BA, George Fox University; MA, University of Missouri; PhD, Oklahoma State University. George Fox University 1999-

Mock, Ron, Associate Professor of Political Science and Peace Studies. BA, George Fox University; M.P.A., Drake University; JD, University of Michigan. George Fox University 1985-

Molitor, Kristina, Assistant Professor of Education. BA, Western Montana College; MA, University of Portland. George Fox University 2008-

Moore, Terah, Assistant Professor of Education; Director, Boise Master of Arts in Teaching program. BA, Idaho State University, MA, Boise State University. George Fox University 2007-

Morse, Mary Kate, Professor of Leadership and Spiritual Formation. BS, Longwood College; MA, MDiv, Western Evangelical Seminary; PhD, Gonzaga University. George Fox University 1996-

Morton, Brenda, Assistant Professor of Education. BS, Portland State University; MA, George Fox University. George Fox University 2009-

Nam, Roger, Assistant Professor of Biblical Studies. BA, UCLA; MDiv, General Assembly Presbyterian Theological Seminary; ThM, Fuller Theological Seminary; PhD, UCLA. George Fox University 2008-

Natzke, John, Associate Professor of Electrical Engineering. BSEE, Milwaukee School of Engineering; MSEE, Marquette University; PhDEE, University of Michigan. George Fox University 1995-

Nava, Robert, Assistant Professor of Education. BS, Oregon State University; MAT, George Fox University. George Fox University 2005-

Nelson, Jerrie, Assistant Professor of Nursing. AA, Lane Community College; BS, OHSU; MS, University of Portland. George Fox University 2008-

Nemetz, Annette, Assistant Professor of Managment. BS, Rensselaer Polytechnic Institute; MBA, Stanford University; DMgt (in progress), George Fox University. George Fox University 2009-

Newell, Roger, Professor of Religious Studies. BA, Westmont College; MDiv, Fuller Theological Seminary; PhD, University of Aberdeen. George Fox University 1997-

Newell, Susan, Assistant Professor of Social Work; Field Director. BA, Westmont College; MSW., Portland State University. George Fox University 1999-

Ninteman, Neal, Assistant Professor of Engineering and Mathematics, Head Men's Tennis Coach. BS, California Polytechnic State University; MS, Stanford University. George Fox University 2000-

Ocker, Mark, Assistant Professor of Organizational Leadership. BA, George Fox University; MAT, Alaska Pacific University. George Fox University 1998-

O'Donnell, Sue, Associate Professor of Psychology. BS, MA, PhD, University of Minnesota. George Fox University 2001-

Olson, Mary, Assistant Professor of Management; Director, Boise MBA program. BA, MA, Pacific Lutheran University. PhD, University of Idaho. George Fox University 1999-

Orton, Val, Assistant Professor of Nursing. BSN, Seattle Pacific University; MA, University of Portland. George Fox University 2011-

Otto, Paul, Professor of History, Chair,Department of History and Political Science. BA, Dordt College; MA, Western Washington University; PhD, Indiana University. George Fox University 2002-

Overbay, Devorah, Assistant Professor of Nursing. BSN, University of Washington; MSN, Yale University. George Fox University 2006-

Peach, Nate, Assistant Professor of Economics. BA, MA, Messiah College; Phd, at Colorado State. George Fox University 2011-

Peng, Thomas, Assistant Professor of Intercultural Studies; Director of China and East Asia Student and Scholars Programs. BA, Hunan Normal University; MACS, George Fox University; Master of Linguisitics and Applied Linguistics, Xi'an Jiaotong University; PhD, Biola University. George Fox University 2007-

Peterson, Mary, Associate Professor of Clinical Psychology; Director, Graduate Department of Clinical Psychology. BA, MA, University of Cincinnati; MA, PhD, California School of Professional Psychology. George Fox University 2004-

Powers, Don, Professor of Biology. BS, Biola University; MS, San Diego State University; PhD, University of California, Davis. George Fox University 1989-

Rahschulte, Tim, Associate Professor of Business; BA, MBA, Thomas More College; PhD, Regent University. George Fox University 2007-

Ray, Patrick, Assistant Professor of Engineering. MA, Phd, Tufts University. George Fox University 2011-

Rine, Abigail, Assistant Professor of English; Director of Forensics. BA, George Fox University; PhD, University of St. Andrews in Scotland. George Fox University 2011-

Rolfe, Alexander, Technical Services Librarian; Systems Administrator; Assistant Professor. BA, Whitman College; MA, University of Washington; MLIS, University of Washington. George Fox University 2001-

Roberts, Arthur, Professor-at-Large. BA, George Fox University; MDiv, Nazarene Theological Seminary; PhD, Boston University. George Fox University 1953-

Rosenbohm, Clifford, Assistant Professor of Social Work; Director of Social Work Program; Chair, Social Work Department. BA, Louisiana College; MSW, Southern Baptist Theological Seminary. George Fox University 2002-

Russell, Amber, Director of the Portland MBA Program. MS, Oregon State University. George Fox University 2006-

Samek, Linda, Dean of the School of Education. BA, Oregon State University; MA, Portland State University; EdD, Portland State University. George Fox University 2008 -

Schmitt, John, Associate Professor of Biology. BS, Pacific University; PhD, Oregon Health and Science University. George Fox University 2005-

Scott, Jane, Public Services Librarian; Assistant Professor. BA, University of Oregon; MLS, Emporia State University. George Fox University 2006-

Seegobin, Winston, Associate Professor of Clinical Psychology. BTh, Jamaica Theological Seminary; BA Bethel College; MA, Wheaton College Graduate School; MA, Central Michigan University; PsyD, Central Michigan University. George Fox University 2009-

Sehorn, Gary, Assistant Professor of Education. BS, Western Oregon University; MAT, Lewis and Clark College; DEd, Bethel University. George Fox University 2010-

Sepich, Debora, Assistant Professor of Management and Marketing. BS, MBA, George Fox University. George Fox University 2005-

Shaw, Richard, Associate Professor of Marriage and Family Therapy. BS, University of Nebraska at Kearney; MA, Asbury Theological Seminary; DMFT, Fuller Theological Seminary. George Fox University 1996-

Shelton, Larry, Richard B. Parker Professor of Wesleyan Theology. BA, Pfeiffer College; MDiv, ThM, Asbury Theological Seminary; Th.D., Fuller Theological Seminary. George Fox University 1996-

Shelton, Marc, Professor of Education. BS, MA, EdD, University of South Dakota. George Fox University 2000-

Shelton, Paul, Assistant Professor of Management. PhD, Colorado State University; MBA Azusa Pacific University. George Fox University 2010-

Shenk, Byron, Professor of Health and Human Performance; Athletic Trainer. BA, Goshen College; MA, University of Oregon; EdD, University of Virginia. George Fox University 1990-

Shepard, Bruce, Visiting Assistant Professor of Accounting. BS, University of Pennsylvania; MBA, University of Oregon. George Fox University 2011-

Sherwood, Steve, Assistant Professor of Christian Ministries, Director of the Young Life Partnership. MATS, Fuller Seminary; DMin, George Fox University. George Fox University 2004-

Shew, Paul, Assistant Professor of Physical Therapy, Academic Coordinator of Clinical Education. BA, Southern Oregon University; DPT, Pacific University. George Fox University 2011-

Sikkema, Seth, Assistant Professor of Accounting; BS, George Fox University; MBA, Boise State University. George Fox University, 2007-

Simmons, Laura, Professor of Christian Ministries. BA, University of California, Davis; MA, PhD, Fuller Theological Seminary. George Fox University 2001-

Simpson, Robert, Assistant Professor of Counseling, Clinical Director of School Psychology. BA, MA, San Jose State University; PhD, California School of Professional Psychology in San Francisco. George Fox University 2005-

Sjogren, Anne, Assistant Professor of Education. BA, Westmont College; MA, University of Minnesota. George Fox University 2008-

Smart, James, Assistant Professor of Biology. BS, University of Western Montana; PhD, Oregon Health and Science University. George Fox University 2009-

Smith, John, Head Cross Country and Track & Field Coach; Assistant Professor of Health and Human Performance. BS, George Fox University; MA, United States Sports Academy. George Fox University 2006-

Smith, Lauri, Assistant Professor of Family and Consumer Sciences. BA, George Fox University; MOL, Woodbury University. George Fox University 2007-

Smith, Phil, Professor of Philosophy, Chair, Department of Religious Studies. BA, George Fox University; MA, Fuller Theological Seminary; PhD, University of Oregon. George Fox University 1982-

Song, Steve, Assistant Professor of Education. BA, MAT ESL, University of Illinois Urbana-Champaign; MEd, EdD, Harvard University. George Fox University 2010-

Spivey, Gary, Associate Professor of Electrical Engineering. BSEE, University of Arizona; MSEE, PhD, University of Maryland. George Fox University 2003-

Steeg, Susanna, Assistant Professor of Education. BA, Cedarville University; MA, PhD, Arizona State University. George Fox University 2011-

Steele, Jim, Associate Professor of Management. BA, Trinity Lutheran College; MA, Marylhurst University; EdD, George Fox University. George Fox University 2006-

Sundquist, Mark, Assistant Professor of Health and Human Performance, Head Coach, Men's Basketball. BA, Seattle Pacific University; MS, Portland State University. George Fox University 2000-

Sweeney, Daniel, Professor of Counseling; Clinical Director of Counseling; Director of the Northwest Center for Play Therapy. BA, San Jose State University; BA, San Jose Bible College; MA, Azusa Pacific University; PhD, University of North Texas. George Fox University 1996-

Taloyo, Carlos, Assistant Professor of Clinical Psychology, Director of Clinical Training. BA, University of California Irvine; MA, MATS, PhD, Fuller Theological Seminary. George Fox University 2011-

Tandy, Gary, Professor of English. BA, Oklahoma Christian University; MA, The University of Tennessee; PhD, The University of Tulsa. George Fox University 2009-

Taylor, Craig, Associate Professor of Health and Human Performance, Director of Athletics. BS, George Fox University; MEd, Linfield College. George Fox University 1975-78; 1980-

Terry, Mark, Associate Professor of Art; Chair, Department of Visual Arts. BS, Willamette University; MS, Western Oregon State University. George Fox University 1997-

Thurston, Nancy, Professor of Psychology. BA, Hope College; MA, PhD, Central Michigan University. George Fox University 1999-

Tiffin, Gary, Associate Professor of Education. BA, San Jose Christian College; BA, UCLA; MA, UCLA; PhD, Stanford University. George Fox University 2008-

Timmerman, Tim, Professor of Art. BA, Biola University; MFA, Washington State University. George Fox University 2003-

Todd, D. Elizabeth, Assistant Professor of English as a Second Language. BA, George Fox University; MEd, Oregon State University. George Fox University 2002-

Tran, Yune, Assistant Professor of Education. BS, University of Texas; MA, California State University Long Beach, MEd, Texas State University; PhD, University of Texas. George Fox University 2011-

Tsohantaridis, Tim, Associate Professor of Religious Studies; Head Coach, Men's Soccer. BA, Barrington College; MA, Ashland Theological Seminary; PhD, University of Athens. George Fox University 1985-90; 1993-

Turpen, Katy, Assistant Professor of Education. BA, MAT, George Fox University. George Fox University 2011-

Vandehey, Patrick, Assistant Professor of Music, Instrumental Music Director. BM, University of Washington; BA, University of Washington; MS, Portland State University. George Fox University 2003-

VandenHoek, Jeff, Assistant Professor of Business; Director of Full-time MBA program. BA, George Fox College; MA, Azusa Pacific University. George Fox University 2007-

Vargason, Jeff, Associate Professor of Chemistry. BS, Evangel University; PhD, Oregon State University. George Fox University 2006-

Weaver, Brent, Associate Professor of Music. BA, Goshen College; MM, DMA, University of Oregon. George Fox University 2001-

Weber, Larry, Assistant Professor of Education. BS, MS, Portland State University. George Fox University 2002-

Weinert, Mark, Associate Professor of History. BA, Anderson College; MDiv, Western Evangelical Seminary; MA, University of Portland; PhD, Vanderbilt University. George Fox University 1982-

Weiss, Kathleen, Assistant Professor of Biology. BS, University of Washington; MD, University of Southern California. George Fox University 2006-

Wenz, Loren, Associate Professor of Music; Chair, Department of Performing Arts. BA, Whitworth College; MA, Eastern Washington University. George Fox University 2002-

White, Waneen, Assistant Professor of Education. BA, Bob Jones University; MA, University of Connecticut. George Fox University 2009-

Willis, Nicholas, Associate Professor of Mathematics. BA, George Fox University; MS, Texas Tech University; PhD, Texas Tech University. George Fox University 2009-

Willson, Kenn, Professor of Music. BA, George Fox University; MMus, University of Portland; DA, University of Northern Colorado. George Fox University 1987-90; 1992-

Wilson, Brent, Associate Professor of Computer Science. BA, Western Oregon State University; MAT, Oregon State University. George Fox University 1994-

Woodley, Randy, Distinguished Associate Professor of Faith and Culture. BA, Colorado Christian University; MDiv, Palmer Seminary (Eastern University); PhD, Asbury Theological Seminary. George Fox University 2010-

Worden, Debra Drecnik, Professor of Business and Economics. BA, Westminster College; MS, PhD, Purdue University. George Fox University 1994-

Wortman, Shary, Assistant Professor of Education. BS, Oregon State University; MEd, Oregon State University. George Fox University 2005-

Wuest, Leslie, Assistant Professor of Social Work. BA, Occidental College; MSW, University of Georgia; PhD, Portland State University. George Fox University 2010-

Yinger, Kent, Professor of New Testament. BA, Wheaton College; MDiv, Gordon-Conwell Theological Seminary; PhD, Sheffield University. George Fox University 2001-

Zhang, Chengping, Assistant Professor of Finance. BS, changchun University of Science and Technology; MS, Beijing Institute of Technology; MS, PhD, Washington State University. George Fox University 2010-

Faculty Emeriti

Allen, Michael A., Professor Emeritus of Sociology. BS, MS, Illinois State University. George Fox University 1976-2002.

Allen, Richard E., Associate Professor Emeritus of Management/Director of Professional Studies. BS, Seattle Pacific University; MS, University of Oregon. George Fox University 1969-2002.

Beebe, Ralph K., Professor Emeritus of History. BA, George Fox University; MEd, Linfield College; MA, PhD, University of Oregon. George Fox University 1955-57; 1974-97.

Buckler, Bob, Professor Emeritus of Psychology. AB, University of California, Los Angeles; MPH, Johns Hopkins University; MD, Georgetown University School of Medicine. George Fox University 1990-2011

Colwell, Wayne E., Professor Emeritus of Psychology. BS, John Brown University; MDiv, Grace Theological Seminary; MEd, University of Arkansas; PhD, Arizona State University. George Fox University 1990-98.

Dillon, Gerald W., Professor Emeritus of Pastoral Ministry. AB, Kletzing College; BS, Asbury Theological Seminary; MA, State University of Iowa; DD, Azusa Pacific University.

Fawver, Gary K., Professor Emeritus of Outdoor Ministries. BA, Wheaton College; MDiv, Gordon-Conwell Theological Seminar; DMin, Western Seminary. George Fox University 1974-2003.

Gilmore, Robert D., Director Emeritus of Instructional Media. BA, Azusa Pacific University; BD, California Baptist Theological Seminary; MSEd, University of Southern California. George Fox University 1964-67; 1968-95.

Green, William D., Vice President and Dean Emeritus of the College, Professor of Religion. ThB, Malone College; AB, Taylor University; MA, Case Western Reserve University; EdD, University of Tennessee; LHD, George Fox University. George Fox University 1972-89.

Hagen, Dennis B., Professor Emeritus of Music. BA, Whitworth College; MMusEd, Indiana University; BD, Western Evangelical Seminary; PhD, Indiana University. George Fox University 1964-2003.

Higgins, Ed, Professor Emeritus of Writing and Literature. BA, LaVerne College; MA, California State College at Fullerton; PhD, Union Graduate School. George Fox University 1971-2011

Hobbs, Julia H., Professor Emerita of Christian Educational Ministries. BA, Hope College; BD, MTh, Winona Lake School of Theology; PhD, University of Pittsburgh. George Fox University 1975-91.

Howard, David J., Associate Professor Emeritus of Music. BA, Simpson College; BA, MA, San Francisco State College; DMA, Southern Baptist Theological Seminary. George Fox University 1968-85; 1988-2001.

Kimberly, Dwight, Associate Professor Emeritus of Biology. BA, George Fox University; MS, Oregon State University. George Fox University 1994-2011

Landis, Patricia A., Professor Emerita of Education, Director of Undergraduate Teacher Education. BA, Seattle Pacific University; MA, University of Washington. George Fox University 1984-99.

Lauinger, Robert E., Associate Professor Emeritus of Music. Bs, Portland State University; MM, Indiana University; DMA, University of Arizona. George Fox University 1967-2002.

Macy, Howard, Professor Emertius of Religion and Biblical Studies. BA, George Fox University; MA, Earlham School of Religion; PhD, Harvard University. George Fox University 1990-2011

Munn, Hector J., Professor Emeritus of Chemistry. BS, Seattle Pacific University; MA, PhD, Oregon State University. George Fox University 1958-62; 1966-94.

Odell, Allen C., Professor Emeritus of Ministry. BA, Cascade College; MDiv, Western Evangelical Seminary; DMin, Western Conservative Baptist Seminary.

Orkney, G. Dale, Professor Emeritus of Biology. BA, Northwest Nazarene University; MS and PhD, University of Idaho. George Fox University 1964-2002.

Schroeder, Mel L., Associate Professor Emeritus of Drama. BA, Northwest Nazarene University; MA, San Jose State University. George Fox University 1978-83; 1987-2002.

Stiefel, Al, Professor Emeritus of Counseling. BA, Eastern Nazarene College; BD, Nazarene Theological Seminary; STM, Boston University School of Theology; PhD, Boston University.

Academic Calendar 2011-2012

Fall Semester

Fall Semester Begins ..... August 29, 2011
Last Date for Adding Classes Online (without Instructor Approval) ..... September 2, 2011
Last Date for Audit or Special Student Class Registration ..... September 2, 2011
Labor Day (non-Newberg locations only) ..... September 5, 2011
Serve Day ..... September 7, 2011
Last Day to Change Registration (Add/Drop) ..... September 11, 2011
Census Date ..... September 13, 2011
Degree Completion Portfolio Due Date (Fall Commencement Participation) ..... 5:00 pm, September 15, 2011
Last Day to Exercise Pass/No Pass Option ..... September 23, 2011
Last Day to Submit Application for Degree (Fall Commencement Participation) ..... 5:00 pm, September 30, 2011
Mid-Semester Holiday (Newberg only) ..... October 14, 2011
Mid-Semester Grade Entry ..... October 26-28, 2011
Last Day to Withdraw from Class without Grade Responsibility ..... November 6, 2011
Thanksgiving Holiday ..... November 24-25, 2011
Transfer Credit Transcript Due Date (Fall Commencement Participation) ..... 5:00 pm, December 2, 2011
Dissertation Signed Approval Sheets Due (Fall Commencement Participation) ..... 5:00 pm, December 2, 2011
Study Day (Traditional Undergraduate) ..... December 12, 2011
Final Exams (Traditional Undergraduate) ..... December 13-16, 2011
Fall Semester Ends ..... December 16, 2011
Mid-year Commencement ..... December 17, 2011
Christmas/New Year's Holiday ..... December 18, 2011-January 2, 2012
Final Grade Entry Deadline ..... December 23, 2011

Spring Semester

Spring Semester Begins ..... January 9, 2012
Last Date for Adding Classes Online (without Instructor Approval) ..... January 13, 2012
Last Date for Audit or Special Student Class Registration ..... January 13, 2012
Martin Luther King Jr. Holiday ..... January 16, 2012
Last Day to Change Registration (Add/Drop) ..... January 22, 2012
Census Date ..... January 24, 2012
Degree Completion Portfolio Due Date (Spring Commencement Participation) ..... 5:00 pm, February 1, 2012
Last Day to Exercise Pass/No Pass Option ..... February 3, 2012
Degree Completion Portfolio Due Date (Boise Commencement Participation) ..... 5:00 pm, March 1, 2012
Mid-Semester Grade Entry ..... March 7-9, 2012
Last Day to Withdraw from Class without Grade Responsibility ..... March 18, 2012
Spring Break (all locations) ..... March 24-April 1, 2012
Good Friday Holiday ..... April 6, 2012
Transfer Credit Transcript Due Date (Spring Commencement Participation) ..... 5:00 pm, April 13, 2012
Dissertation Signed Approval Sheets Due (Spring Commencement Participation) ..... 5:00 pm, April 13, 2012
Study Day (Traditional Undergraduate) ..... April 23, 2012
Final Exams (Traditional Undergraduate) ..... April 24-27, 2012
Spring Semester Ends ..... April 27, 2012
Spring Commencement ..... April 28, 2012
Transfer Credit Transcript Due Date (Boise Commencement Participation) ..... 5:00 pm, May 1, 2012
Final Grade Entry Deadline ..... May 4, 2012

Summer Semester/May Term

Summer Semester/May Term Begins ..... April 30, 2012
Last Day to Change May Term Registration (Add/Drop) ..... May 1, 2012
Last Day to Withdraw from May Term Class without Grade Responsibility ..... May 3, 2012
Census Date for May Term ..... May 7, 2012
Last Day to Change Registration (Add/Drop) ..... May 13, 2012
May Term Ends ..... May 18, 2012
May Term Final Grade Entry Deadline ..... May 25, 2012
Memorial Day Holiday ..... May 28, 2012

Boise Commencement ..... TBD
Census Date for Summer ..... July 1, 2012
Independence Day Holiday ..... July 4, 2012
Last Day to Withdraw from Summer Class without Grade Responsibility ..... July 8, 2012
Summer Semester Ends ..... August 17, 2012
Final Grade Entry Deadline ..... August 24, 2012

Be Known