



Early College Student Handbook 2025-26



GEORGE FOX
UNIVERSITY

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Vision Statement

To be the Christian university of choice known for empowering students to achieve exceptional life outcomes.



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.



Values

- Students First
- Christ in Everything
- Innovation to Improve Outcomes



George Fox University's dual-credit (AA Program) program exists to give students at partner high schools the opportunity to earn college credits without having to leave their high school campus. Our high school partners have collaborated with George Fox faculty to offer collegiate-level courses that will count toward a college degree.

What is the benefit of participating in George Fox's dual-credit program? By offering college-level courses in high school:

- Students will be better equipped to transition into a post-secondary institution.
- There is a significant cost and time savings for degree completion.
- Students will be challenged to achieve a higher level of learning and critical-thinking skills.

George Fox University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP).

NACEP



NWCCU

Northwest Commission on Colleges and Universities

Early College Partners



Ambleside of the Willamette Valley
Bellevue Christian High School
Cascade Christian School
Cascadia Preparatory Academy
Central Christian High School
Columbia Adventist Academy
Columbia Christian School
Cornerstone Christian School
CS Lewis Academy
Damascus Christian School
Faith Bible Christian School
Grandview Christian Academy
Horizon Christian School
LaSalle Catholic Preparatory Academy
Life Christian School
Mannahouse Christian Academy
North Clackamas Christian School
Portland Adventist Academy
Portland Christian School
River Homelink
Sante Fe Christian School
Santiam Christian School
Southwest Christian School
Spring Mountain Christian School
St. Stephen's Academy
Trinity Academy
Trinity Lutheran School-Bend
Valor Christian School International
Veritas
Westside Christian High School
Yamhill-Carlton High School

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Early College High School Student Options

Qualified high school students may take courses at George Fox University in a variety of ways:

Dual Credit

Enroll as a dual-credit student at a George Fox partner high school

Direct Credit

Enroll in courses offered online through George Fox Digital

On Campus

Enroll in semester-long courses on campus



Eligibility Requirements

- Students must be at least 15 years of age and have the academic equivalency of completion for their sophomore year of high school.
- Students must have an unweighted GPA of 3.0 or above.
- Students must meet course prerequisites before registering.
- Students must maintain a 2.0 GPA at all times.

Student Registration

- Students who wish to register for dual-credit courses through their high school will need to schedule a meeting with their high school counselor. Students may then register by following the steps located on their high school dual-credit schedule.
- Students who wish to register for direct credit will register online. [Click here](#) for more details on direct credit and how to register.
- Registration or tuition fee for dual-credit courses is \$75 per credit hour. Dual-credit courses range from 3-4 credit hours per class.

Want to learn more?

Have questions about registration, ordering transcripts, or how transfer credit works? Join one of our weekly Zoom info sessions starting this fall! Visit the [Early College website](#) for the schedule and details.

Refund Policy

During the first two weeks of registration, a 100% refund minus a \$25 withdrawal fee may be given. No refunds will be issued after the first two weeks of registration. If you have a valid extenuating circumstance and would like to appeal you may appeal, please email the Early College Office at earlycollege@georgefox.edu.

Withdrawal Policy

Dual-credit students who wish to withdraw from their course may do so by contacting their high school counselor. The high school counselor will notify George Fox University of this withdrawal. Students receiving a grade below a C- will not receive a grade from George Fox University.



Student Expectations

Academic Standing

Academic standing pertains to student status with the institution. All students at George Fox have specific academic expectations for which they are responsible. Eligibility for certain activities, financial aid, and continuation as a student at the university is dependent on student standing.

Academic Honesty

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering property, and disrupting classes.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form. Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. One who facilitates any of the above is equally responsible with the primary violator. George Fox University has a [policy](#) on AI language tools to clarify the role these tools should and should not play in a student's academic work.

Penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. The Office of Academic Affairs handles academic dishonesty issues in conjunction with the Office of Student Life.

Satisfactory Academic Progress

Dual-Credit Students

Students taking courses at their high school for dual credit are expected to maintain satisfactory academic progress while enrolled. The following academic policies apply, absent extraordinary circumstances. All GFC students must maintain a GPA of at least 2.0 to maintain satisfactory academic progress.

A grade of C- or above is required in each course in the major to count toward the degree. A student must repeat a major course in which a lower grade is received, but both grades remain on the student's record. The cumulative GPA is computed on the last grade earned when the course is retaken. Students who receive a grade lower than C- or have received grades of W or I in two courses in their major may be asked to reevaluate their status in the program. It may be in the student's best interest to take a leave of absence.

Direct Credit Students

Students taking courses online or on campus. A grade of D or F in a course can substantially lower a student's GPA and may result in being placed on academic probation or suspension.

Understanding FERPA

Family Educational Rights & Privacy Act (FERPA)

George Fox University accords all the rights under the Family Educational Rights 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 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.

At its discretion, George Fox University may provide "directory information" in accordance with the provisions of the Act. The university construes the following information to be "directory information": the student's name, address, email address, telephone number, date and place of birth, major, date of attendance, full-time and part-time status, degrees and awards received, class year, and the most recent previous school attended. The university also considers photographs to be directory information. As such, release of photographs 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 fall semester. Otherwise, all photographs and information listed above are considered as "directory information" according to federal law. Non-directory information, notably grade records, are released to third parties only on written request of the student, or otherwise required by law (e.g., subpoena).

Please Retain Your Student ID for Future Use

Once you register for courses, you'll receive an email with instructions on how to set up your student account. This account lets you access unofficial transcripts, and your student ID will be needed to request official transcripts after you graduate. **Be sure to keep your student ID in a safe place.**

If you misplace your student ID or the account setup email, please contact IT at 503-554-2569. Due to privacy laws (FERPA), parents cannot call on a student's behalf unless a FERPA waiver is on file – **students should make the call themselves.**

Early College

Frequently Asked Questions

What is George Fox University's accreditation?

George Fox University is accredited through the Northwest Commission on Colleges and Universities (NWCCU) and is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP)

What is the difference between dual credit, direct credit, and AP courses?

Dual-credit courses are George Fox evaluated and approved college coursework taught by qualified high school instructors at our partner schools. Direct-credit courses are taught by George Fox faculty and offered either at the George Fox campus or online. Advanced Placement (AP) courses are offered through the high school's AP program which is administered by the College Board. At the end of the AP course, students will elect to take an exam that is scored from 1-5. Each university determines what AP scores they will accept.

Will my dual-credit courses at George Fox transfer to other institutions?

George Fox is accredited by the NWCCU, and courses are transferable; however, it is important to contact the university you are interested in attending to see what courses will transfer.

What dual-credit courses are offered at my high school?

It varies for each high school. Ask your high school counselor or call the Early College Office at 503-554-2404 or by emailing earlycollege@georgefox.edu.

Which dual-credit courses should I take?

If you have decided on a university, it's important to go through the course requirements and see which courses will transfer into your general electives and which will transfer as electives. Remember that these courses are intense college-level courses. Make sure your course load is manageable.

If I transfer in dual credit courses, will I still be considered a freshman when I start college?

Yes, students who transfer in coursework, including dual credit, are typically still considered freshmen. Student classification can impact financial aid, but your transfer credits will be recognized and may shorten your path to graduation.

When can I order my official transcripts, and what do I need to do?

Once your high school administrator enters your course grades, you can order your official transcripts the next day. **You will need your student ID**, which will be sent via email at the end of April. Please keep your student ID handy, as it is required to set up your George Fox account and order transcripts. To request transcripts, [visit the registrar's webpage here](#).

How do I officially apply to George Fox to finish my undergraduate degree?

If you are interested in continuing your college educational journey with George Fox, welcome to the George Fox family, where our motto is Be Known. Our promise: At George Fox University, each student will be known personally, academically and spiritually. [Fill out your application for admission](#), and call us at 503-554-2240 to schedule a tour or ask questions.

Can a parent or guardian inquire about my registration and/or grades?

Due to the Family Educational Rights and Privacy Act (FERPA), parents can not inquire about course or grade information unless there is written consent. This affords eligible students certain rights with respect to their education records. A student's FERPA rights go into effect once they are enrolled and have attended at least one class at George Fox University. Please [click here](#) for more information.



Dual-Credit Courses Offered at George Fox University

ARTS 101 2D Basic Design 2-D (3 credit hours)

An introduction to materials, techniques, and theory related to two-dimensional design.

ARTS 102 Basic Design 3-D (3 credit hours)

This course focuses on three-dimensional design. Hands-on projects are the primary learning mode. Additional course fee is required.

ARTS 111 Basic Drawing (3 credit hours)

Art majors given preference. This course is a study of materials, methods, and techniques used for drawing with pencil, ink, charcoal, and other drawing media.

ARTS 217 Art Survey History From 1450 (3 credit hours)

A survey of the elements and concepts of art theory and practice as reflected in culturally and historically significant painting, sculpture, architecture, and other art forms, from 1450 to the present.

BIOL100 Foundations of Biology (4 credit hours)

This course deals with the organization of living things, anatomy and physiology of cells and organisms, reproduction and heredity, and the role of energy in the ecosystem. Bioethical considerations are discussed. Two lectures and one two-hour laboratory per week.

BIOL120 Environmental Science (4 credit hours)

This course addresses the scientific concepts, practices, and motivations underlying natural resource availability and human resource use and management. Content will be delivered through lectures, activities, discussions and research projects and will emphasize an ecological understanding of resource cycling and human-environmental interactions, highlighting the mechanisms underlying current environmental problems and the role of Christian communities in addressing these problems. Three lectures and one laboratory per week.

BIOL150 Introduction to Anatomy & Physiology (4 credit hours)

An introductory survey of the structure and function of the human organism, where students will learn about the important systems of the human body. Those systems include the skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems.

BUSN 110 Introduction to Business (3 credit hours)

This introductory survey will examine the major functional areas of business and afford the student an opportunity to consider this major as a path to a career. Emphasis is given to contemporary business concepts, in particular, and examination of business as a field for stewardship.

CHEM 120 Foundations of Chemistry (4 credit hours)

This course will cover introductory concepts of chemistry. Special attention is given to topics of current interest, such as environmental chemistry, alternative energy, or biochemistry. This course meets general education requirements and is designed for non-science majors. Three lectures and one laboratory period per week.

COMM 100 Introduction to Communication (3 credit hours)

This course is an introduction to the study of human communication with emphasis on interpersonal, group, and public contexts. Students will develop skills in effective and ethical communication through critical listening, analysis, and extensive practice in public speaking, including informative and persuasive presentations.

ECON 200 Principles of Economics (3 credit hours)

This course is an introduction to the fundamental principles of economics, and their application at the micro and macro level. In the microeconomic portion of the course the behavior of individuals, households, and firms will be explored. The macroeconomic portion of the course will focus on economy-wide conditions, such as gross domestic product, unemployment, and recessions. Throughout the course the ways in which the economy contributes to, and deters from, human flourishing and well-being will be considered, discussed, and debated.

HIST 100 World History (3 credit hours)

An introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

HIST 110 Western Civilization (3 credit hours)

A survey of Western civilization from the ancient world through the Reformation and religious wars, including attention to the origins and development of religious, political, and economic life and ideas.

HIST 150 United States History (3 credit hours)

This course examines key developments in the history of the United States. Students will consider selected events, trends, and personalities in politics, religion, popular culture, and technology, and their influence on the shape of society today.

INTL 200 Cultural Geography and Global Relations (3 credit hours)

A study of the world's cultural regions developed through the themes of location, human environmental relationships, movement, and regions, with emphasis on the interrelatedness of culture, physical, economic, historical, and political geography in creating the dynamic cultural landscapes existing today.

LITR 100 Introduction to Literature (3 credit hours)

Explores the major genres, themes, and elements of literature.

LITR 220 Great American Writers (3 credit hours)

A brief survey of American literary history, combined with a close study of some of the most engaging works and writers in the tradition.

LITR 270 Great British Writers (3 credit hours)

An introduction to British literary history, combined with a close study of some of the most engaging works and writers in the tradition.

LITR 241 World Literature (3 credit hours)

Introduces and examines as literary texts significant works of world mythologies. Readings stress those cross-cultural themes and literary forms exemplifying the ideals, values, and concerns that have shaped our shared human condition. The course surveys myths from African, Middle Eastern, Asian, Native American, Meso-American, Oceanic, and European literature. Universal motifs and unique differences in these traditional sacred and secular stories are examined with an eye to understanding how myths underpin cultural, community, and individual values, ethical teachings, and spiritual experiences that continue to inform the world's cultures.

MATH 180 College Algebra (3 credit hours)

An algebra course designed for students who have a good background in high school algebra and are prepared to cover the major topics of algebra in more depth and breadth. Applications of algebra will be emphasized in this course. This course does not serve as a prerequisite for the calculus sequence.

Prerequisite: *high school algebra or equivalent.*

MATH 190 Precalculus (4 credit hours)

A course for students who are preparing to take calculus or other courses requiring a similar background. In addition to studying the topics found in a college algebra course, this course will focus on trigonometry and an introduction to exponential and logarithmic functions. **Prerequisite:** *high school algebra or its equivalent.* Students who have taken MATH 180 College Algebra may not take this course for credit.

MATH 201 Calculus I (4 credit hours)

The class is a study of limits, limits of functions, applications of derivatives, and an introduction to integration. **Prerequisite:** *MATH 190 Precalculus Mathematics or equivalent.*

MATH 202 Calculus II (4 credit hours)

A study of differential and integral calculus for functions of one variable. Additional topics include polar coordinates, infinite series, and parametric equations. **Prerequisite:** *MATH 201 Calculus I.*

MATH 240 Statistical Procedures (3 credit hours)

An introduction to probability and statistics with content and application directed toward the natural and physical sciences. Topics to be covered include methods of describing data, probability, random variables and their distributions, estimation, hypothesis testing, linear regression, and correlation.

Prerequisite: *MATH 180 College Algebra or equivalent.*

PHYS 150 Physics of Everyday Life (4 credit hours)

A relevant and practical introduction to everyday physical phenomena through a conceptual survey of various physics topics, including motion, energy, sound, light, electricity, and relativity. No mathematical background is required. Two lectures and one laboratory period per week.

PSCI 190 American Government (3 credit hours)

The theory and practice of the federal government and the study of key issues in government in general.

PSYC 150 General Psychology (3 credit hours)

An introduction to the scientific study of human behavior. Major topics include the biological bases of behavior, sensation, perception, thinking, learning, memory, development, emotion, motivation, personality, social interaction, and abnormal behavior. Prerequisite to most other psychology courses.

SPAN 101 Introductory Spanish I

In this integrated introductory study of the Spanish language, students will develop basic speaking, listening, reading, and writing skills. Students will also be introduced to the cultures of the Hispanophone world. Spanish 101 will provide a firm basis for continuing the study of the Spanish language.

SPAN 102 Introductory Spanish II (4 credit hours)

An integrated introductory study of Spanish. Listening, speaking, reading, and writing are all integral to learning the language. Cultural aspects of Spain and Latin America are also presented as essential components. At the end of SPAN 102, students should have novice high proficiency as defined by the American Council of the Teaching of Foreign Languages (ACTFL).

WRIT 110 College Writing (3 credit hours)

A course concentrating on expository writing, with an introduction to basic research methods. Argumentative writing is also introduced.

NACEP

National Concurrent Enrollment Partnership Standards

Adopted May 2017

Partnership Standards

Partnership 1 (P1)	The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
Partnership 2 (P2)	The concurrent enrollment program has ongoing collaboration with secondary school partners.

Faculty Standards

Faculty 1 (F1)	All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
Faculty 2 (F2)	Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
Faculty 3 (F3)	Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
Faculty 4 (F4)	The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

Assessment Standard

Assessment 1 (A1)	The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
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Curriculum Standards

Curriculum 1 (C1)	Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
Curriculum 1 (C2)	The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
Curriculum 3 (C3)	Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

Student Standards

Student 1 (S1)	Registration and transcribing policies and practices for concurrent enrollment students are consistent with those on campus.
Student 2 (S2)	The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
Student 3 (S3)	Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
Student 4 (S4)	The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

Program Evaluation Standards

Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

Questions?

Contact the Early College Office

earlycollege@georgefox.edu



Be Known.

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