George Fox University

# Degree Completion Programs
## 2023-24

**GEORGE FOX**
UNIVERSITY

Be Known

## GEORGE FOX UNIVERSITY
# 2023-2024 Degree Completion Programs

## Notes about use of catalogs

These catalogs are provided for guidance in course selection and program planning. While every effort is made to ensure the accuracy of the information in this catalog, in no sense is it to be considered a binding contract, and it may be changed by action of appropriate bodies within the university. Courses listed in these catalogs are subject to change through normal academic process. New courses and changes in existing course work are initiated by the appropriate school, department, or program, and approved by the Office of Academic Affairs and the university faculty. Changes to the curriculum are published on this website and in the schedule of classes.

# Degree Completion Programs

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

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

Adult Degree Program

Degree Completion Education Program

## More Degree Completion Resources

- Adult Degree Program Admissions
- Adult Degree Program Requirements and Alternative Credit
- Adult Degree Program Course Descriptions

# Adult Degree Program Admissions

## Basis of Undergraduate Admission (Adult Degree Programs)

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

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

## Admission Procedures and Policies for Adult Degree Programs and Adult Degree Elementary Education

### Procedures

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

Applicants seeking admission to the Adult Degree Program or Adult Degree Elementary Education major must complete the following to be considered for admission to the program:

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

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

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

## Transfer Credit

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

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

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

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

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

## Residence Requirements

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

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

# Adult Degree Program Requirements and Alternative Credit

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

Adult Degree Programs

Education

Alternative Credit

Credit for Prior Learning

# Adult Degree Program

The Adult Degree Program at George Fox University offers six majors, three minors, and eight certificate programs to adult students who are returning to college to complete their undergraduate degree.

The majors are unique alternatives to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are online, with synchronous and asynchronous options.

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

Students who successfully complete the courses of their major program and the accompanying degree requirements such as general education and prerequisites are granted either a bachelor of science degree in cybersecurity management (CYBR), data analytics (DATA), or project management (MPJM), or a bachelor of arts degree in psychology & mental health studies (PMHS), management and organizational leadership (MGOL), or healthcare administration (MGHA).

Through these areas of study, the Adult Degree Program serves the needs of adult learners and helps them assess personal values, develop interpersonal skills, and enhance competencies in order to better contribute to the organizations and individuals they seek to serve.

## Majors and Minors

- BS - Cybersecurity Management (Major)
- BS - Data Analytics (Major)
- BA - Healthcare Administration (Major and Minor)
- BA - Management and Organizational Leadership (Major and Minor)
- BS - Project Management (Major and Minor)
- BA - Psychology & Mental Health Studies (Major)

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

## Certificate Programs

- Certificate in Basic Chaplaincy
- Certificate in Behavioral Health
- Certificate in Christian Ministries
- Certificate in Conflict Resolution
- Certificate in Cybersecurity
- Certificate in Data Analytics
- Certificate in Mission Advancement
- Certificate in Project Management

# General Education Requirements - Adult Degree Program

## Overview

These requirements are only for students enrolled in the Adult Degree Program (the Adult Degree Completion Education major general education requirements can be found here). For traditional undergraduate students, please see the general education requirements posted in that section of the catalog.

Most students will complete all, or nearly all, of the below requirements prior to enrolling in the major cohort classes. Topics offered as a LACC 285 course will only meet one general education requirement per topic. Students should confer with an Enrollment Counselor.

**All requirements are expressed in semester credits.**

## General Education Requirements

Bible and Religion (3 credits)

This requirement is met by Worldview & Identity, which is taken in residence as part of all Adult Degree majors. Students desiring to take an additional Bible course may do so as part of the humanities requirement.

Communications (6 credits)

**Choose two of the following:**

Students must take one college-level writing class as part of this requirement. The remainder may be completed with Speech, Interpersonal, or Business Communication courses.
LACC 201 Writing for Adults I 3 hours
LACC 202 Writing for Adults II 3 hours
LACC 210 Conflict Resolution Strategies 3 hours
LACC 211 The Art of Persuasion 3 hours
LACC 212 The Art of Storytelling 3 hours
LACC 219 Grant Writing 3 hours
LACC 233 Mission & Calling 3 hours
LACC 234 Introduction to Chaplaincy 3 hours
LACC 237 Spiritual Formation & Discipleship 3 hours
LACC 240 Communication & Connection in the Digital Age 3 hours

Health and Human Performance (2 credits)

**Choose one of the following:**

LACC 160 Hiking for Health 2 hours
LACC 162 Lifetime Fitness 3 hours
LACC 250 Managing Stress: Mind and Body 3 hours
LACC 260 Contemporary Healthcare 3 hours

LACC 261 Nutrition for Health & Wellness 3 hours
LACC 262 Yoga 3 hours

Humanities (9 credits)

**Choose three of the following:**

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

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

LACC 210 Conflict Resolution Strategies 3 hours
LACC 211 The Art of Persuasion 3 hours
LACC 212 The Art of Storytelling 3 hours
LACC 220 Religion and American Popular Culture 3 hours
LACC 221 U.S. in the 20th Century 3 hours
LACC 222 Writings of C.S. Lewis 3 hours
LACC 223 Social and Cultural Diversity 3 hours
LACC 224 Narratives of the Old Testament 3 hours
LACC 226 Jesus & Leadership 3 hours
LACC 230 Introduction to Art 3 hours
LACC 231 Music Appreciation 3 hours
LACC 233 Mission & Calling 3 hours
LACC 234 Introduction to Chaplaincy 3 hours
LACC 237 Spiritual Formation & Discipleship 3 hours
LACC 247 Innovation & Social Impact 3 hours
LACC 251 Social & Ethical Psychology 3 hours
LACC 262 Yoga 3 hours
LACC 285 Selected Topics 3 hours
LACC 295 Individualized Study 1-3 hours

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

- The American West in Film and Fiction
- Portraits of Jesus of Nazareth
- Social Change in the Global Landscape

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

- The Global Leadership Summit

Intercultural Experience (3 credits)

**Choose one of the following:**

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

The LACC 285 topic that may meet the Intercultural Experience requirement is:

- Social Change in the Global Landscape

Natural Science (3 credits)

**Choose one of the following:**

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

Quantitative Reasoning (3 credits)

**Choose one of the following:**

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

Social Science (6 credits)

**Choose two of the following:**

Students must take a total of 6 credits from the following areas: psychology, sociology, economics, political science, and anthropology.
LACC 210 Conflict Resolution Strategies 3 hours
LACC 223 Social and Cultural Diversity 3 hours
LACC 236 Grief & Loss 3 hours
LACC 240 Communication & Connection in the Digital Age 3 hours
LACC 241 Personality Theory in Everyday Life 3 hours
LACC 242 Exploring Psychology 3 hours
LACC 246 Mentoring in the Workplace & Community 3 hours
LACC 247 Innovation & Social Impact 3 hours
LACC 250 Managing Stress: Mind and Body 3 hours
LACC 251 Social & Ethical Psychology 3 hours
LACC 260 Contemporary Healthcare 3 hours
LACC 261 Nutrition for Health & Wellness 3 hours
LACC 285 Selected Topics 3 hours
LACC 295 Individualized Study 1-3 hours

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

• Social Change in the Global Landscape

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

• The Global Leadership Summit

# Bachelors (BS) in Cybersecurity Management

## Overview

The cybersecurity management major offers a 36-semester-hour course of study that provides learners with technical and analytical skills necessary for information security and cybersecurity professionals in all industries. The curriculum provides students with a comprehensive foundation in computer systems, networks and cloud computing, identification of cyber threats, examination of legal and ethical concerns, as well as skill development in risk analysis, planning, and implementing an information security program. Students will develop the skills to communicate and interact effectively with administrators, external auditors, and all levels of employees. This degree also prepares learners for graduate studies in cybersecurity.

## Degree Outcomes

- Analyze a broadly defined security problem and apply principles of cybersecurity to the design and implementation of solutions.
- Apply security principles and practices to maintain operations in the presence of risks and threats.
- Utilize tools and analytical methods necessary to identify risks and vulnerabilities to systems.
- Effectively communicate information security needs and potential threats to technical and nontechnical audiences at all levels of the organization.
- Examine emerging information security risks and plan methods to protect the organization's systems and networks.
- Monitor and assess system vulnerabilities for security risks and propose and implement risk mitigation strategies.
- Investigate and respond to security alerts and incidents through risk analysis and forensic evaluations.
- Explain the industry and regulatory environment that impacts systems and networks.
- Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.
- Function effectively as a member of a team engaged in cybersecurity activities.

## Course Requirements

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

# Major Requirements

## Information Security Core (27 hours)

**Complete the following:**

CYBR 400 Fundamentals of Information Security 3 hours
CYBR 407 Worldview & Identity 3 hours
CYBR 410 IT Foundations for Information Security 3 hours
CYBR 413 Legal & Ethical Issues in Information Security 3 hours
CYBR 420 Data & Information Management 3 hours
CYBR 430 Scripting & Programming for Cybersecurity 3 hours
CYBR 440 Network Security 3 hours
CYBR 450 Managing Information Security 3 hours
CYBR 460 Cloud Computing & Virtualization 3 hours

## Cybersecurity (9 hours)

**Complete the following:**

CYBR 470 Digital Forensics in Cybersecurity 3 hours
CYBR 480 Cyber Defense & Countermeasures 3 hours
CYBR 490 Cybersecurity Capstone 3 hours

# Bachelors (BS) in Data Analytics

## Overview

The data analytics major offers a 36-semester-hour course of study that provides learners with technical and analytical skills necessary for data analytics professionals in all industries. The curriculum provides students with a comprehensive foundation in computer information systems, data governance, data modeling, and analysis tools, as well as data visualization tools and techniques for presenting data to multiple audiences. Students will develop the skills to communicate and interact effectively with administrators, stakeholders, and business units. This degree also prepares learners for graduate studies in data analytics and data science.

## Degree Outcomes

- Articulate characteristics of commonly used applications and technology infrastructure that support the business environment.
- Conduct a business needs assessment and workflow analysis.
- Identify sources of data or information.
- Develop data collection techniques including extraction, exploration, cleansing, mapping, and validation of data.
- Complete data analysis including querying, determining, and applying the appropriate statistical methodologies, observing changes and variations in data and visualizing data for analysis.
- Conduct data interpretation and reporting, including creating visualizations and communication to stakeholders.
- Explain how personal and professional biases can inhibit data stories.
- Ensure data governance principles are followed, including security policies.
- Develop process models, diagrams, charts, and reports to clarify business processes and identify issues.
- Design and develop reporting tools and dashboards.
- Demonstrate effective use of data project methodologies.

## Course Requirements

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

## Major Requirements

### Data Analytics Core (24 hours)

**Complete the following:**

DATA 400 Data Structures & Relational Databases 3 hours
DATA 407 Worldview & Identity 3 hours
DATA 410 Programming for Data Analysis 3 hours
DATA 420 Data Governance & Management 3 hours

DATA 424 Statistical Data Analysis 3 hours
DATA 430 Managing Data Projects 3 hours
DATA 440 Information System Analysis & Design 3 hours
DATA 450 Data Literacy 3 hours

## Data Analytics (12 hours)

**Complete the following:**

DATA 460 Decision Support Systems 3 hours
DATA 470 Data Modeling 3 hours
DATA 480 Data Visualization & Communication 3 hours
DATA 490 Data Analytics Capstone 3 hours

# Bachelors (BA) in Healthcare Administration

## Overview

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

## Degree Outcomes

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

## Course Requirements

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

## Major Requirements

### Management Core (15 hours)

**Complete the following:**

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

## Healthcare Administration Coursework (21 hours)

**Complete the following:**

MGHA 475 is optional and not required for Healthcare Administration majors.
MGHA 413 Healthcare Ethics 3 hours
MGHA 414 Healthcare Finance 3 hours
MGHA 427 Introduction to Healthcare Services 3 hours
MGHA 430 Legal Aspects of Health Services 3 hours
MGHA 432 Integrated Healthcare Systems 3 hours
MGHA 433 Leadership for Healthcare Professionals 3 hours
MGHA 436 Current Topics in Healthcare Administration 3 hours
MGHA 475 Field Experience 1-9 hours

# Healthcare Administration Minor

## Course Requirements

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

## Minor Requirements

### Healthcare Administration Minor Requirements (18 hours)

**Complete the following:**

MGHA 414 Healthcare Finance 3 hours
MGHA 427 Introduction to Healthcare Services 3 hours
MGHA 430 Legal Aspects of Health Services 3 hours
MGHA 432 Integrated Healthcare Systems 3 hours
MGHA 433 Leadership for Healthcare Professionals 3 hours
MGHA 436 Current Topics in Healthcare Administration 3 hours

# Bachelors (BA) in Management and Organizational Leadership

## Overview

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

## Degree Outcomes

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

## Course Requirements

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

## Major Requirements

### Management Core (21 hours)

**Complete the following:**

MGOL 401 Organizational Behavior 3 hours
MGOL 403 Organization Theory and Design 3 hours
MGOL 404 Leadership Communication 3 hours
MGOL 407 Worldview & Identity 3 hours
MGOL 410 Financial Decision Making 3 hours
MGOL 413 Ethics for Managers 3 hours
MGOL 450 Strategic Management 3 hours

# Mgmt and Org Leadership Coursework (15 hours)

**Complete the following:**

MGOL 475 is optional and not required for Management and Organizational Leadership majors.
MGOL 412 Research Methods for Managers 3 hours
MGOL 415 Data Informed Decision Making 3 hours
MGOL 431 Operations Management 3 hours
MGOL 440 Human Resource Management 3 hours
MGOL 442 Dynamics of Leadership 3 hours
MGOL 475 Field Experience 1-9 hours

# Management and Organizational Leadership Minor

## Course Requirements

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

## Minor Requirements

### Mgmt and Org Leadership Minor Requirements (21 hours)

**Complete the following:**

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

### PMHS Majors only (replaces MGOL 412)

PMHS 424 Research Methods & Statistics 3 hours

# Bachelors (BS) in Project Management

## Overview

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

## Degree Outcomes

- Function as self-directed learners who engage in continuous professional growth through the application of experiential learning principles and practices while also supporting the learning and growth of others.
- Demonstrate an understanding of management and leadership functions, theories and models, describe their own professional philosophy, and serve effectively as a team leader and team member.
- Apply appropriate project management methods, and demonstrate the ethical, technical, and behavioral competencies necessary for the successful management of projects to affect organizational performance through the delivery of strategic and operational goals.
- Utilize the management tools, analytical methods, and research skills necessary to identify organizational problems and formulate solutions to those problems.
- Apply the principles of organizational environment, design, systems, and change to facilitate improvements in operations and strategy.
- Exhibit effective leadership communication skills and an understanding of organizational communication strategies and methods.
- Describe how their understanding of ethics and Christian values informs their project management, leadership, and management practices in an organizational context.

## Course Requirements

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

## Major Requirements

### Management Core (15 hours)

**Complete the following:**

MPJM 401 Organizational Behavior 3 hours
MPJM 403 Organization Theory and Design 3 hours

MPJM 407 Worldview & Identity 3 hours
MPJM 410 Financial Decision Making 3 hours
MPJM 431 Operations Management 3 hours

## Project Management Coursework (21 hours)

**Complete the following:**

MPJM 475 is optional and not required for Project Management majors.
MPJM 412 Predictive Project Management Methodologies 3 hours
MPJM 418 Introduction to Project Management 3 hours
MPJM 419 Adaptive Project Management Methodologies 3 hours
MPJM 424 Project Risk Management 3 hours
MPJM 441 Managing Project Communication & Change 3 hours
MPJM 442 Project Leadership 3 hours
MPJM 450 Applied Project Management 3 hours
MPJM 475 Field Experience 1-9 hours

# Project Management Minor

## Course Requirements

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

## Minor Requirements

### Project Management Minor Requirements (18 hours)

**Complete the following:**

MPJM 412 Predictive Project Management Methodologies 3 hours
MPJM 418 Introduction to Project Management 3 hours
MPJM 419 Adaptive Project Management Methodologies 3 hours
MPJM 424 Project Risk Management 3 hours
MPJM 441 Managing Project Communication & Change 3 hours
MPJM 442 Project Leadership 3 hours

# Bachelors (BA) in Psychology & Mental Health Studies

## Overview

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

## Degree Outcomes

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

## Course Requirements

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

# Major Requirements

## Psychology & Mental Health Studies Coursework (36 hours)

**Complete the following:**

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

# Certificate in Basic Chaplaincy

## Overview

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

## Student Learning Outcomes

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

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

## Admission Requirements

An online application must be submitted and accepted before a student begins their first course. All courses in the Basic Chaplaincy Certificate must be completed or approved through the Adult Degree Program.

## Transfer Credit

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

## Certificate Requirements

### Certificate in Basic Chaplaincy (18 hours)

**Complete the following:**

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

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

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

# Certificate in Behavioral Health

## Overview

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

## Student Learning Outcomes

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

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

## Admission Requirements

An online application must be submitted and accepted before a student begins their first certificate course. All courses in the Behavioral Health Certificate program must be completed and approved through the Adult Degree Program.

## Transfer Credit

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

# Certificate Requirements

## Certificate in Behavioral Health (12 hours)

**Complete the following:**

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

# Certificate in Christian Ministries

## Overview

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

## Student Learning Outcomes

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

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

## Admission Requirements

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

## Transfer Credit

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

## Certificate Requirements

### Certificate in Christian Ministries (18 hours)

**Complete the following:**

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

Students must choose LACC 285: Portraits of Jesus of Nazareth

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

# Certificate in Conflict Resolution

## Overview

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

## Student Learning Outcomes

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

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

## Admission Requirements

An online application must be submitted and accepted before a student begins their first course. All courses in the Conflict Resolution Certificate must be completed or approved through the Adult Degree Program.

## Transfer Credit

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

## Certificate Requirements

### Certificate in Conflict Resolution (9 hours)

**Complete the following:**

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

**Students must complete the following:**

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

LACC 210 Conflict Resolution Strategies 3 hours
LACC 285 Selected Topics 3 hours
LACC 285 Selected Topics 3 hours

# Certificate in Cybersecurity

## Overview

The Certificate in Cybersecurity offers students the opportunity to explore concepts of information security principles, access controls, network security, and security operations as a way to start a career in cybersecurity. Cybersecurity Certificate students will be prepared for entry level professional certifications in the field of cybersecurity.

## Student Learning Outcomes

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

- Explain fundamental cybersecurity principles.
- Articulate the importance of information governance policies, procedures, regulations, and laws.
- Examine the incident response and mitigation process including business continuity, disaster recovery, and incident response concepts.
- Describe physical and logical access controls.
- Summarize network security concepts and threats and attacks.
- Discuss best practices for creating cybersecurity policies, performing risk assessments, and security incident response handling.

## Admission Requirements

All courses in the Cybersecurity Certificate must be completed and approved through the Adult Degree Program.

## Transfer Credit

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

## Certificate Requirements

### Certificate in Cybersecurity (12 hours)

**Complete the following:**

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.
CYBR 200 Introduction to Cybersecurity Principles 3 hours
CYBR 240 Network Security and Access Controls 3 hours
CYBR 244 Incident Response 3 hours
CYBR 250 Cybersecurity Operations 3 hours

# Certificate in Data Analytics

## Overview

The Certificate in Data Analytics offers students the opportunity to explore concepts of data and statistical analysis through project-based curriculum. Certificate students will be prepared for advanced data analysis academic programs at the undergraduate and graduate level.

## Student Learning Outcomes

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

- Use data analysis tools such as SAS or Python.
- Develop and test hypotheses about data.
- Apply the appropriate statistical test to specific data and questions.
- Use basic statistical principles to answer questions developed.
- Apply, test, and interpret machine learning algorithms to address research questions.
- Produce professional reports representing data analysis.
- Effectively communicate data and statistical findings.

## Admission Requirements

All courses in the Data Analytics Certificate must be completed and approved through the Adult Degree Program.

## Transfer Credit

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

## Certificate Requirements

### Certificate in Data Analytics (12 hours)

**Complete the following:**

Not all courses are offered every year. The certificate is successfully finished when all certificate courses are completed with grades of C- or better and a certificate GPA of 2.0 or above.
DATA 210 Introduction to Applied Data Analytics 3 hours
DATA 224 Data Analysis Tools 3 hours
DATA 260 Machine Learning for Data Analysis 3 hours
DATA 280 Data Analysis and Interpretation 3 hours

# Certificate in Mission Advancement

## Overview

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

## Student Learning Outcomes

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

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

## Admission Requirements

An online application must be submitted and accepted before a student begins their first course. All courses in the Mission Advancement Certificate must be completed or approved through the Adult Degree Program.

## Transfer Credit

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

## Certificate Requirements

### Certificate in Mission Advancement (9 hours)

**Complete the following:**

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

# Certificate in Project Management

## Overview

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

## Student Learning Outcomes

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

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

## Admission Requirements

An online application must be submitted and accepted before a student begins their first course. All courses in the Project Management Certificate must be completed or approved through the Adult Degree Program.

## Transfer Credit

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

## Certificate Requirements

### Certificate in Project Management (12 hours)

**Complete the following:**

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

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

MPJM 212 Predictive Project Management Methodologies 3 hours
MPJM 218 Introduction to Project Management 3 hours
MPJM 219 Adaptive Project Management Methodologies 3 hours
MPJM 242 Project Leadership 3 hours

# Degree Completion Education (ELED)

The degree completion Education program at George Fox University offers a major to adult students who are returning to college to complete their undergraduate degree. Students can choose to pursue a multiple subjects endorsement (early childhood and elementary) or a single subjects endorsement (middle and high school).

The education major with a multiple subjects focus offers a 60-72 credit program. The education major with a single subjects focus offers a 50-semester-hour core program. In addition to the core education courses, candidates will take an additional 18-21 content-specific courses. Upon meeting all academic and program requirements, candidates will be eligible for licensure in their chosen endorsement area.

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

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

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

**The Degree Completion Elementary Education program offers the following major:**

Bachelors of Science in Education

Other degree completion programs are offered at George Fox through the Adult Degree Programs.

# Degree Completion General Education Requirements - Education

## Overview

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

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

**All requirements are expressed in Semester Credits.**

## General Education Requirements

Communications (6 credits)

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

Health and Human Performance (2 credits)

Students must take a total of 2 credits from the following areas: health, wellness, or physical activity.

Humanities (9 credits)

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

Intercultural Competency (3 credits)

Students must take a total of 3 credits from the following areas: cultural studies, geography, intercultural communication, world languages, etc.

Natural Science (3 credits)

Students must take a total of 3 credits from the following areas: biology, chemistry, environmental science, or physics, etc.

Social Science (6 credits)

Students must take a total of 6 credits from the following areas: psychology, sociology, economics, political science, and anthropology.

# Bachelors (BS) in Education

## Overview

The Degree Completion Education Major offers two tracks; singles subjects (middle school and high school) or multiple subjects (early childhood and elementary education).

Candidates who pursue a multiple subjects endorsement will be eligible to teach grades kindergarten through 8th in a self-contained classroom. Candidates who choose a single subjects endorsement may choose one of three content areas: Integrated Science, Mathematics or Language Arts, and may teach a single subject in middle and/or high school.

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

## Degree Outcomes

Graduates with a BS in education will

- Demonstrate their understanding of grade-level and endorsement content
- Demonstrate their ability to create coherent, accurate and effective pedagogy
- Demonstrate an ability to reflect on their practice accurately, corresponding to the assessments that would be given by an external and unbiased observer, and demonstrate professionalism in the classroom by acting with integrity and honesty.
- Demonstrate an understanding of learner development and an ability to embrace all diversities
- Demonstrate eligibility for licensure by completing all state and university requirements

## Major Requirements

### Education Core Requirements


### Education Core Requirements

**Complete the following:**

Students may take the three courses below as prerequisites before starting the Education program. However, students who have not completed these courses prior to starting the program will be required to take them as part of their Education major course plan.
ELED 260 Teaching, Schooling & Learning 4 hours

MATH 211 Foundations of Elementary Mathematics I 4 hours
MATH 212 Foundations of Elementary Mathematics II 4 hours

**Complete the following:**

Students must complete all of the major courses below.
ELED 324 Issues in Human Development 4 hours
ELED 326 The 21st Century Classroom 4 hours
ELED 346 The Inclusive Classroom in a Diverse Society 4 hours
ELED 371 Curriculum and Assessment 4 hours
ELED 381 Classroom Management 4 hours
ELED 475 Student Teaching 10 hours
ELED 485 Selected Topics 2 hours
ELED 490 Senior Seminar 2 hours

**Complete the following:**

In addition to the coursework above, students must complete 6 hours of Pedagogy
Coursework

- ELED XXX Pedagogy A (3 hours)
- ELED XXX Pedagogy B (3 hours)

## Elementary (multiple subjects) or Secondary (single subjects) Tracks (choose one):

## Elementary Track

**Complete the following:**

ELED 343 Math Pedagogy 4 hours
ELED 344 Science Pedagogy 3 hours
ELED 347 Pedagogy of the Arts in an Integrated Classroom 1 hour
ELED 348 Social Studies Pedagogy 3 hours
ELED 349 Integrated STEAM 2 hours
ELED 354 Pedagogy of Health and Physical Education 1 hour
ELED 413 Writing Pedagogy 4 hours
ELED 414 Reading Pedagogy 4 hours

## Secondary - English Language Arts Track

**Complete the following:**

In addition to the Education Core, students must complete 24 hours of content
coursework. This coursework can be completed throough George Fox Digital or at
another college or University, and must be 100 level or above. The English Language
Arts content coursework must include:

- Analysis/Interpretation of Literature (15 hours)

- Compositon/Writing (6 hours)
- Literacy/Language Conventions (3 hours)

The content coursework must be approved by the Program Director.

## Secondary - Integrated Science Track

**Complete the following:**

In addition to the Education Core, students must complete 25 hours of content coursework. This coursework can be completed throughh George Fox Digital or at another college or University, and must be 100 level or above. The Integrated Science content coursework must include:

- Physical Science (8 hours)
- Life Science (8 hours)
- Earth/Space Science (6 hours)
- Nature of Science (3 hours)

The content coursework must be approved by the Program Director.

## Secondary - Mathematics Track

**Complete the following:**

In addition to the Education Core, students must complete 25 hours of content coursework. This coursework can be completed throughh George Fox Digital or at another college or University, and must be 100 level or above. The Integrated Science content coursework must include:

- Calculus Sequence (12 hours)
- Introductio to Proofs (3 hours)
- Statistics (4 hours)
- Measurement and Geometry (3 hours)
- Mathematical Modeling (3 hours)

The content coursework must be approved by the Program Director.

# Alternative Credit

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

## Advanced Placement Coursework

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

## College Level Examination Program

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

## DSST Examinations

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

## International Baccalaureate Coursework

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

# Prior Learning Assessment

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

# Credit for Prior Learning

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

**Adult Degree Programs**

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

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

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

# Adult Degree Program Course Descriptions

(Courses are listed alphabetically by prefix.)

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

# ASPD Course Descriptions

### ASPD 185 Academic Tutorial

*1 hour*

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

### ASPD 195 Professional Assessment

*1 hour*

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

### ASPD 215 Personal and Professional Assessment

*3 hours*

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

### ASPD 226 Developing Your Professional Brand

*3 hours*

This course examines the importance of knowing your professional brand and how to communicate it to your team, manager, or professional industry. You will evaluate your professional goals, discover your strengths through the Gallup StrengthsFinder, identify what motivates you, and define more clearly your purpose. Utilizing your interests, values, inclinations, and strengths, participants will write a brand statement and transfer that brand to LinkedIn. The course will also help students authentically integrate their faith and values in secular environments.

### ASPD 280 Becoming an Exceptional Student

*1-3 hours*

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

### ASPD 285 Selected Topics

*1-3 hours*

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

# CYBR Course Descriptions

### CYBR 200 Introduction to Cybersecurity Principles
*3 hours*

This course introduces students to the fundamental concepts of cybersecurity. Students explore the safeguards and countermeasures prescribed for an information system to protect the confidentiality, integrity, and availability of the system and its information. Students will learn about the threats and vulnerabilities facing computer systems and the tools and techniques used to secure them.

### CYBR 240 Network Security and Access Controls
*3 hours*

This course introduces students to computer networking and network security concepts, including the types of networks and devices. Course concepts also include a detailed look at the types of access controls, including physical and logical controls.

### CYBR 244 Incident Response
*3 hours*

This course focuses on the importance of maintaining availability of system operations during unplanned disruptions. Students learn concepts related to each of the three distinct plans that are vital to the survival of any organization facing out-of-the-ordinary operating conditions. In this course, students will examine the incident response and mitigation process including business continuity, disaster recovery, and incident response concepts.

### CYBR 250 Cybersecurity Operations
*3 hours*

This course provides students with knowledge on the day-to-day operations of a security program, including the use of security controls and risk mitigation strategies of an organization. Students will learn about best practices in securing data, such as data encryption, configuration management, implementation of security policies, and security awareness training.

### CYBR 400 Fundamentals of Information Security
*3 hours*

This course will provide learners with basic security design fundamentals that help create systems that are trustworthy. This course lays the foundation for understanding terminology, principles, processes, and best practices of information security at local and global levels. It further provides an overview of basic security vulnerabilities and countermeasures for protecting information assets through planning and administrative controls within an organization.

### CYBR 407 Worldview & Identity
*3 hours*

In this course, students will investigate concepts of worldview as it relates to personal identity, cultural assumptions, interpersonal communication, individual decision-making, and faith. Students will explore the roots of the Christian faith and the influence of

Christianity on society, seeking to construct a personal worldview that informs their understanding of the meaning of life.

## CYBR 410 IT Foundations for Information Security
*3 hours*

This course provides students with a basic understanding of the components of an information technology system and their roles in system operation. This course also examines the roles of an operating system, its basic functions, and the services provided by the operating system.

## CYBR 413 Legal & Ethical Issues in Information Security
*3 hours*

This course addresses the laws, regulations, authorities, and directives that inform the development of operational policies, best practices, and training to assure legal compliance and to minimize internal and external threats. Students analyze legal constraints and liability concerns that threaten information security within an organization and develop disaster recovery plans to assure business continuity. Students also gain an understanding of privacy issues, tools, and practices. Students will examine typical situations where ethical dilemmas arise and to provide the students with tools for ethical decision making.

## CYBR 420 Data & Information Management
*3 hours*

This course focuses on organizational issues related to understanding information systems (IS), specific to the management of data. Students receive an overview of IS and explore the application, operation, and management of these systems. Students examine topics such as IS formulation and business alignment; data organization and storage; knowledge management; and IS impacts on organizations. Students will explore topics that include databases and networking and their critical organizational importance, system application, and emerging technologies and trends for the future. Students will learn how database systems are used and managed, and explore issues associated with protecting the associated data assets.

## CYBR 430 Scripting & Programming for Cybersecurity
*3 hours*

This course provides students with the basic ability to create simple scripts/programs to automate and perform simple operations in order to solve problems. This knowledge includes basic security practices in developing scripts/programs.

## CYBR 440 Network Security
*3 hours*

This course provides students with a basic understanding of how networks are built and operate. Students learn about computer network configurations, devices, services, vulnerabilities, and threats. Students design a network security architecture for an organization. The course also covers cryptography topics including encryption methods, symmetric/asymmetric systems, hashing, public-key infrastructures, and attack types.

## CYBR 450 Managing Information Security

*3 hours*

This course provides learners with knowledge necessary to define and implement a security program for the protection of an organization's systems and data. Students will learn how to develop plans and processes to address cybersecurity vulnerabilities and data protection.

## CYBR 460 Cloud Computing & Virtualization

*3 hours*

This course will provide students with a basic understanding of the technologies and services that enable cloud computing, types of cloud computing models, and the security and legal issues associated with cloud computing. Students will understand the interfaces between major components of virtualized systems and the implications these interfaces have for security. This course will explore best practices for design solutions for cloud-based platforms and operations that maintain data availability while protecting the confidentiality and integrity of information. Prerequisite: CYBR 410: IT Foundations for Information Security and CYBR 440 Network Security

## CYBR 470 Digital Forensics in Cybersecurity

*3 hours*

This course provides students with the skills to apply forensics techniques throughout an investigation life cycle with a focus on complying with legal requirements. Learners will apply knowledge through a discussion of case law, following the chain of custody, and e-discovery processes, as well as digital investigation concepts and techniques. Students will also learn about techniques related to device forensics.

## CYBR 475 Field Experience

*1-9 hours*

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

## CYBR 480 Cyber Defense & Countermeasures

*3 hours*

This course provides students with the fundamental skills to handle and respond to information system incidents. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students learn how to leverage intelligence and threat detection techniques, analyze and interpret data, identify and address vulnerabilities, suggest preventive measures, effectively respond to and recover from incidents, and handle various types of incidents, risk assessment methodologies, laws, and policies related to incident handling.

## CYBR 490 Cybersecurity Capstone

*3 hours*

Students will be provided with real world scenarios in this capstone course, where they will work in teams to adapt to changing environments, prevent attacks, and respond when incidents occur. Students will analyze a security issue and present their findings as a group to a leadership team.

# DATA Course Descriptions

### DATA 210 Introduction to Applied Data Analytics
*3 hours*

In this course, students will learn how to apply basic data analysis tools using their choice of SAS or Python or both. Students will begin to develop research skills by developing a research question and conducting a literature review. Students will develop skills in generating testable hypotheses, understanding large data sets, managing data, conducting statistical analyses, and presenting results to expert and novice audiences. Through this course, students will learn foundational concepts of data management and visualization.

### DATA 224 Data Analysis Tools
*3 hours*

In this course, students will develop and test hypotheses about data through the use of various statistical tests, utilizing data analysis tools of SAS or Python. Students will continue the refinement of their research questions to explore data analysis using statistical tests and tools.

### DATA 260 Machine Learning for Data Analysis
*3 hours*

This course focuses on machine learning processes of developing, testing, and applying predictive algorithms to achieve a goal. Students will learn about basic classification, decision trees, and clustering. Students will continue the refinement of their research questions to explore data analysis using statistical tests and tools including machine learning.

### DATA 280 Data Analysis and Interpretation
*3 hours*

In this course, students will apply and refine the data analytic techniques learned from previous certificate courses to address a research question of choice. Using real world data, students will complete a project and present their findings to the class. Prerequisite: DATA 210: Introduction to Data Analysis and DATA 224: Data Analysis Tools

### DATA 400 Data Structures & Relational Databases
*3 hours*

In this course, students will study fundamental concepts of data and information management with primary focus on database systems, including identifying organizational requirements, conceptual data modeling, logical and physical database design, SQL, and database administration tasks. Students will be introduced to Structured Query Language (SQL) and will learn how to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. This course covers differentiations of data—structured vs. unstructured and quasi-structured. It also covers aspects of data management, including quality, policy, and storage methodologies. Foundational concepts of data security are included.

## DATA 407 Worldview & Identity

*3 hours*

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

## DATA 410 Programming for Data Analysis

*3 hours*

In this course, students will learn how to apply basic data analysis tools using SAS and Python. Fundamental programming concepts are covered for each language. These include data types, variables, introduction to regular expressions, decisions, iteration, and introduction to collections using arrays, lists, and key-value pairs. Through this course, students will learn foundational concepts of data management and visualization. The importance of securing data is stressed throughout the course.

## DATA 420 Data Governance & Management

*3 hours*

This course explores topics such as data process management, risk management, security, and data quality. Students will develop a sample data governance plan. This course also looks at data ownership and the issues of rights, responsibilities, and privacy related to the ownership of data. Legal and ethical issues are also discussed.

## DATA 424 Statistical Data Analysis

*3 hours*

Students will learn and apply statistical methods to data through real world scenarios and data sets. Topics in the course will include, but are not limited to, advanced applications of the normal distribution, random variables, hypothesis testing, types of errors, analysis of variance (ANOVA), advanced regression analysis, correlation, and graphing/display methods.

## DATA 430 Managing Data Projects

*3 hours*

Students will discover various approaches to design a comprehensive methodology that best suits a team, projects, and organizational needs. Students will examine the data science life cycle or methodology, including documentation and team dynamics.

## DATA 440 Information System Analysis & Design

*3 hours*

This course provides a detailed overview of system analysis and design methodologies. Students will examine techniques to develop systems more efficiently, such as the system development life cycle and other processes. System requirements, functional design, display, and end-of project conclusions are studied and practiced through a variety of activities.

## DATA 450 Data Literacy

*3 hours*

During this course, students will learn how to identify, understand, explain, demonstrate, evaluate, visualize, and present data in a meaningful way using real-world issues within a social science perspective. As a result, students will develop a better understanding of how data is created, used, and understood.

## DATA 460 Decision Support Systems

*3 hours*

This course provides a detailed overview of decision-making systems, models, and support in organizations. The course covers many fundamental topics, including analysis and development of decision support systems, knowledge acquisition and representation, knowledge management, and the strategic value of analytical knowledge. Students will use software tools to analyze data.

## DATA 470 Data Modeling

*3 hours*

This course introduces students to the process and main techniques in data mining, data modeling, and machine learning, including exploratory data analysis, predictive modeling, descriptive modeling, and evaluation. Modeling techniques are examined and used to better understand current data to improve performance. Regression techniques, machine learning, and other tools are used to examine data and conduct predictive analysis. Real-world case studies are examined. Prerequisite: DATA 424: Statistical Data Analysis

## DATA 475 Field Experience

*1-9 hours*

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

## DATA 480 Data Visualization & Communication

*3 hours*

This course focuses on how to prepare data that has been collected and analyzed for decision-making through the use of appropriate reporting formats, including graphs, charts, and diagrams. Data reporting and visualization tools are examined and evaluated. Through this course, students become more effective and engaged producers and consumers of information.

## DATA 490 Data Analytics Capstone

*3 hours*

The capstone course aims to provide students with an opportunity to integrate and apply the algorithms, methods, and tools they have learned throughout the program to solve real-world data analysis problems. Students will conduct a project that involves the main aspects of the data analytics process. They will submit a consolidated report and give a presentation at the conclusion of the project. Students gain experience participating in project planning and scheduling, writing reports, giving presentations, and interpreting results in a professional manner.

# ELED Course Descriptions

### ELED 260 Teaching, Schooling & Learning
*4 hours*

An overview of history and diverse social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Survey of learning theories and possible applications in the elementary classroom are explored. Prerequisite course.

### ELED 324 Issues in Human Development
*4 hours*

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

### ELED 326 The 21st Century Classroom
*4 hours*

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

### ELED 343 Math Pedagogy
*4 hours*

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

### ELED 344 Science Pedagogy
*3 hours*

This course is designed to provide you with a firm understanding of research-based, best practices for teaching science at the elementary and middle school levels. This course encourages prospective teachers to view science as a space for making sense of the natural and man-made world and focuses on what it means to think (content knowledge) and act (scientific and engineering practices) like a scientist. Prospective teachers will develop pedagogical content knowledge around three dimensional learning and learning progressions as described in the Next Generation Science Standards. Part of developing pedagogical content knowledge entails a specific focus on exploring and analyzing childhood ideas in science, planning, assessing, and implementing effective

learning environments and lessons that utilize technology, best practices, hands-on experiences, student-centered learning and honors the diversity of all learners.

## ELED 346 The Inclusive Classroom in a Diverse Society
*4 hours*

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

## ELED 347 Pedagogy of the Arts in an Integrated Classroom
*1 hour*

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

## ELED 348 Social Studies Pedagogy
*3 hours*

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

## ELED 349 Integrated STEAM
*2 hours*

This course focuses on the pedagogy of integrated STEAM (science, technology, engineering, arts, and mathematics) education that uses engineering design and language arts as authentic contexts for student learning. With an emphasis on engineering design, teacher candidates will develop engineering content and pedagogical content knowledge, as well as familiarity with the engineering practices and learning progressions described in the Next Generation Science Standards. Teacher candidates will develop efficacy to design, instruct, and assess STEAM units within the K through 5 grade span and the ability to critically examine STEAM resources and curriculum from the perspective of equity and social justice to support inclusive classroom environments.

## ELED 354 Pedagogy of Health and Physical Education
*1 hour*

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

## ELED 371 Curriculum and Assessment

*4 hours*

Working within the differentiation framework for curriculum planning, this course will examine and apply the concepts and instructional strategies that are essential for the academic achievement of our students from cultural, diverse, language, behavioral and academic backgrounds. Examines strategies for planning, managing, and teaching content to students. Emphasis is placed on curriculum, teaching, and hands-on learning approaches that accommodate a diverse student population.

## ELED 381 Classroom Management

*4 hours*

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

## ELED 413 Writing Pedagogy

*4 hours*

This course focuses on teaching through a writing workshop. It creates a foundation for teaching writing focused on the individual needs of students. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children. Assessment, planning, teaching and reflection will be modeled using the CCSS, best practice and attention to the needs of all learners.

## ELED 414 Reading Pedagogy

*4 hours*

This course focuses on teaching reading through a reading workshop. This builds candidate knowledge in the areas of teaching reading focusing on the individual needs of each reader in the classroom. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children. Assessment, planning, teaching and reflection will be modeled using the CCSS, best practice and attention to the needs of all learners.

## ELED 475 Student Teaching

*10 hours*

The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and the completion of the teacher licensing portfolio. The teacher licensing portfolio is a written documentation of the student's ability to teach all students. Additional course fee required.

## ELED 480 Assessment for All Learners

*4 hours*

Building on the conceptual ideas of Assessment for Learning, this course focuses on the idea that assessment is a collaborative process that involves the student, teacher, and other stakeholders in a collaborative experience that is designed

to empower student success. The four dimensions of background knowledge, language abilities, academics, and behavior assessments will provide the impetus for a course which investigates, develops, and plans assessments for all students, including English language learners, special education students, talented and gifted students, and mainstream students. A wide diversity of classroom assessments will be explored. Additionally, the use and interpretation of standardized assessments will be examined, and teacher candidates will be prepared to implement fair and realistic accommodations/assessments in the mainstream classroom.

## ELED 490 Senior Seminar
*2 hours*

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

# LACC Course Descriptions

### LACC 160 Hiking for Health
*2 hours*

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

### LACC 161 Walking for Fitness
*1 hour*

This course will introduce walking as an excellent fitness activity for people of all ages. Students will participate in various walking activities and learn about the health benefits of walking on a regular basis.

### LACC 162 Lifetime Fitness
*3 hours*

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

### LACC 170 Math for Adults
*3 hours*

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

### LACC 174 Earth Science
*3 hours*

This course examines the various landforms and earth processes of the United States with a special emphasis on the Western United States. The class includes the study of current earth processes, along with the history of these processes as they relate to the planet. This class will allow students to get outside and explore, while still being a completely virtual class.

### LACC 174 Earth Science
*3 hours*

This course examines the various landforms and earth processes of the United States with a special emphasis on the Western United States. The class includes the study of current earth processes, along with the history of these processes as they relate to the planet. This class will allow students to get outside and explore, while still being a completely virtual class.

## LACC 178 Ecology of the Pacific Northwest

*3 hours*

This course examines the ecology, geology, and climate of the Pacific Northwest from the perspective of the Native American groups that first lived here. The class includes the biology of the major organisms that live in this area, the geology that underlies the various habitats of Oregon and Washington, and the culture of respect for and love of the land that the Native American groups shared. This class will allow students to get outside and explore, while still being a completely virtual class.

## LACC 201 Writing for Adults I

*3 hours*

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

## LACC 202 Writing for Adults II

*3 hours*

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

## LACC 207 Worldview & Identity

*3 hours*

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

## LACC 208 Intercultural Communication

*3 hours*

This course provides students an introduction to intercultural communication concepts to develop intercultural awareness, patterns of perception, and worldviews to enable effective communication within and across cultures. Students will critically assess and apply intercultural communication theories to address social justice issues and ethics, bound by culture, through mindful and self-reflexive intercultural practices. Students will explore the following topics: the nature of culture and cultural definitions; privilege, power, and oppression in historical and contemporary U.S. society; globalization, transnational conflict, and modern technological influences in intercultural practices; representation of cultures and identities in popular media; and the relationship between language, power, and culture.

## LACC 210 Conflict Resolution Strategies

*3 hours*

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

## LACC 211 The Art of Persuasion

*3 hours*

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

## LACC 212 The Art of Storytelling

*3 hours*

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

## LACC 219 Grant Writing

*3 hours*

In this introductory grant writing course, students will examine the role of foundations, learn how to identify sources of funding, and write grant proposals for nonprofit organizations. A focus is on the grant proposal writing process and the elements of a comprehensive narrative, including program description with goals and "SMART" outcomes. Students will produce a base or "master" grant proposal for a nonprofit, as well as a "letter of inquiry." This is a writing intensive course. Prerequisite: LACC 202 Writing for Adults II.

## LACC 220 Religion and American Popular Culture

*3 hours*

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

## LACC 221 U.S. in the 20th Century

*3 hours*

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

## LACC 222 Writings of C.S. Lewis

*3 hours*

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

### LACC 223 Social and Cultural Diversity

*3 hours*

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

### LACC 224 Narratives of the Old Testament

*3 hours*

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

### LACC 226 Jesus & Leadership

*3 hours*

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

### LACC 230 Introduction to Art

*3 hours*

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

### LACC 231 Music Appreciation

*3 hours*

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

### LACC 233 Mission & Calling

*3 hours*

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

### LACC 234 Introduction to Chaplaincy

*3 hours*

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

### LACC 236 Grief & Loss

*3 hours*

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

### LACC 237 Spiritual Formation & Discipleship

*3 hours*

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

### LACC 240 Communication & Connection in the Digital Age

*3 hours*

The 21st-century digital age has introduced an exponential number of online tools that make electronic social and professional interaction possible. Through readings, video speakers, case presentations, and engagement with digital media, this interactive course will provide an opportunity to explore how the digital age is changing the way individuals think, interact, and engage.

### LACC 241 Personality Theory in Everyday Life

*3 hours*

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

### LACC 242 Exploring Psychology

*3 hours*

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

### LACC 243 Understanding the Social Landscape

*3 hours*

This course introduces the field of sociology. While developing a sociological imagination, students will consider how society functions and their role in it. We will examine how social interactions and groups comprise the social landscape.

## LACC 246 Mentoring in the Workplace & Community

*3 hours*

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

## LACC 247 Innovation & Social Impact

*3 hours*

In this course, students will be introduced to innovative business solutions whose primary goal is creating a better society and healthier environment. Using case studies, students will analyze and evaluate specific successful business models of social enterprise that made positive changes; then they will apply the same principles to current social issues. Further, they will explore how a mission and careful planning approach produce sustainable business operations that design and deliver value to society and the environment.

## LACC 250 Managing Stress: Mind and Body

*3 hours*

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

## LACC 251 Social & Ethical Psychology

*3 hours*

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

## LACC 252 Culture, Kin, & Community

*3 hours*

This course provides a general introduction of culture through anthropology, with a focus on kinship and community structure. We will explore the way anthropology has offered a coherent system for understanding broader social connections. Because family, kin, and community are rapidly changing units in contemporary culture, we will study historical and current perspectives. We will consider both the western and global contexts and look at their emerging forms.

## LACC 260 Contemporary Healthcare

*3 hours*

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

## LACC 261 Nutrition for Health & Wellness

*3 hours*

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

## LACC 262 Yoga

*3 hours*

Students will develop a foundation for using yoga to enhance their physical, mental, and spiritual well-being throughout the lifespan. While exploring the basics of yoga practice, history, and philosophy, students will also study modern scientific research on the practice, and how to integrate yoga into their own worldview and spirituality. Special emphasis will be given to understanding how yoga can be integrated into Christian theology, prayer, and contemplative practices.

## LACC 285 Selected Topics

*3 hours*

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

## LACC 295 Individualized Study

*1-3 hours*

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

# MGHA Course Descriptions

### MGHA 401 Organizational Behavior

*3 hours*

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

### MGHA 403 Organization Theory and Design

*3 hours*

This course provides an overview of the fields of organizational and management theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of the organization. Students are expected to apply management theory as they make decisions to solve organizational problems. Prerequisite: MGHA 401 Organizational Behavior.

### MGHA 404 Leadership Communication

*3 hours*

From a leadership perspective, this course focuses on the role communication plays in creating a productive work environment. Students will build communication competencies through learning to use listening skills, emotional intelligence, purpose identification, audience analysis, strategy development, message design, and medium selection. Topics covered include the effective use of digital media and leadership communication in the context of networks, groups and teams, addressing internal and external audiences, as well as in conducting meetings and presentations. Prerequisite: MGHA 401 Organizational Behavior.

### MGHA 407 Worldview & Identity

*3 hours*

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

### MGHA 413 Healthcare Ethics

*3 hours*

Inquiry and exploration into the problems of modern healthcare using ethical theories and reflection to articulate a range of possible solutions. Students will connect various contemporary healthcare issues with ethical theory and decision making. While there are many such issues, we concentrate on topics concerning access to healthcare, patient autonomy and informed consent, and the right to die. Prerequisite: MGOL 401 Organizational Behavior, MGHA 427 Introduction to Healthcare Services.

### MGHA 414 Healthcare Finance

*3 hours*

In this course students will develop a foundational understanding of the financial operations of healthcare organizations including coding, budgeting and financial

reporting, and provider compensation. Topics will also include decision-making with emphasis on various payment models and third-party payers. This course will enhance the student's decision-making skills by utilizing case studies and practical applications to real world situations. Prerequisite: MGHA 427 Introduction to Healthcare Services.

## MGHA 427 Introduction to Healthcare Services

*3 hours*

Introduces the historical development and contemporary structure of healthcare services. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, sources of healthcare funding, and related current issues. Prerequisite: MGOL 401 Organizational Behavior.

## MGHA 430 Legal Aspects of Health Services

*3 hours*

In this course, the student will develop a strong foundation of healthcare laws enabling students to contend with legal issues facing administrators of healthcare organizations on a daily basis. Topics will include statutory laws, rules and regulations, patient rights, fraud and Anti-trust legislation and enforcement. Students will develop a solid understanding of the impact of relationships between the patient, payer, and provider on the American healthcare structure. Prerequisite: MGHA 427 Introduction to Healthcare Services.

## MGHA 432 Integrated Healthcare Systems

*3 hours*

Examines the evolution and structure of integrated healthcare delivery systems from the perspectives of quality, access, and costs. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements, and institutional accreditation. Prerequisite: MGHA 427 Introduction to Healthcare Services.

## MGHA 433 Leadership for Healthcare Professionals

*3 hours*

This course will examine the theory and practice of leadership in healthcare settings and the critical knowledge and skills needed to be effective leaders in today's complex healthcare environment. Prerequisite: MGHA 427 Introduction to Healthcare Services.

## MGHA 434 Fundamentals of Managed Care

*3 hours*

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

## MGHA 436 Current Topics in Healthcare Administration

*3 hours*

In this course, students will be active participants in the changing landscape of healthcare reform. This class will province an analysis and evaluation of current political, social, domestic and international events that impact healthcare organizations. Students will develop a strong understanding of legislative and regulatory processes, social influence and the impact of international healthcare industries on American healthcare systems. Prerequisite: MGHA 427 Introduction to Healthcare Services.

## MGHA 450 Strategic Management

*3 hours*

This course provides students with a pragmatic approach that will guide the formulation and implementation of organizational and functional strategies. It focuses on modern analytical methods and on enduring successful strategic practices. Intentionally designed as a capstone course, students will apply management and leadership concepts they have learned throughout their degree program. Prerequisites: MGHA 403 Organizational Theory and Design, MGHA 433 Leadership for Healthcare Professionals

## MGHA 475 Field Experience

*1-9 hours*

Supervised experience in the discipline including internships and practica required for professional programs. This advanced experience must have an on-site supervisor and/or a departmental instructor overseeing, designing, and evaluating the content of the course. Prerequisite: MGOL 401 Organizational Behavior, MGHA 427 Introduction to Healthcare Services, and instructor's permission.

# MGOL Course Descriptions

### MGOL 275 Field Experience
*1-9 hours*

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

### MGOL 285 Selected Topic
*1-3 hours*

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

### MGOL 295 Individualized Study
*1-3 hours*

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

### MGOL 401 Organizational Behavior
*3 hours*

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

### MGOL 403 Organization Theory and Design
*3 hours*

This course provides an overview of the fields of organizational and management theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of the organization. Students are expected to apply management theory as they make decisions to solve organizational problems. Prerequisite: MGOL 401 Organizational Behavior.

### MGOL 404 Leadership Communication
*3 hours*

From a leadership perspective, this course focuses on the role communication plays in creating a productive work environment. Students will build communication competencies through learning to use listening skills, emotional intelligence, purpose identification, audience analysis, strategy development, message design, and medium selection. Topics covered include the effective use of digital media and leadership communication in the context of networks, groups and teams, addressing internal and external audiences, as well as in conducting meetings and presentations. Prerequisite: MGOL 401 Organizational Behavior.

### MGOL 407 Worldview & Identity
*3 hours*

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

## MGOL 410 Financial Decision Making

*3 hours*

Topics covered will enable students to analyze and interpret both historical and estimated financial data used by management to conduct daily operations, plan future operations and develop overall business strategies. Prerequisites: MGOL 401 Organizational Behavior, MGOL 403 Organizational Theory.

## MGOL 412 Research Methods for Managers

*3 hours*

This course provides students with processes and techniques for conducting applied research in the workplace, evaluating various programs and initiatives at work, and acquiring data to create informed decisions. It helps students become familiar with the research process and with a variety of business research tools and techniques. Students learn how to define a problem and write good research questions, determine what tools and techniques are appropriate for different kinds of problems, find supportive information sources, assess their reliability, and critically analyze and summarize such information. Prerequisites: MGOL 401 Organizational Behavior, MGOL 403 Organizational Theory.

## MGOL 413 Ethics for Managers

*3 hours*

This course will instruct students in ethical dilemmas in the workplace. Students will learn to identify and transform workplace behaviors that cause ambiguity and destructive environments within organizations and will learn how to apply managerial decision making based on ethical principles, processes, and formats. Prerequisite: MGOL 401 Organizational Behavior.

## MGOL 415 Data Informed Decision Making

*3 hours*

This research course focuses on using data as a tool to enhance decision making in organizations. It is designed for managers as users of statistical information to summarize and interpret data. The course covers descriptive statistics, associated decision-making, and the purposes of inferential statistical methods. Prerequisite: MGOL 401 Organizational Behavior.

## MGOL 431 Operations Management

*3 hours*

This course introduces concepts and techniques for design, planning, and control of service and manufacturing operations. It provides basic definitions of operations management terms, tools and techniques for analyzing operations, and strategic context for making operational decisions. Prerequisites: MGOL 401 Organizational Behavior, MGOL 410 Financial Decision Making, MGOL 415 Data Informed Decision Making, MGOL 440 Human Resource Management.

## MGOL 440 Human Resource Management

*3 hours*

In this course students examine policies and practices regarding employee planning, recruitment, selection, compensation, training, and development. Attention is given

to current regulatory employment issues. Prerequisite: MGOL 401 Organizational Behavior.

## MGOL 442 Dynamics of Leadership

*3 hours*

This course explores leadership theories, models, and styles through an examination of current leadership literature and discussions of effective leadership practice. Prerequisites: MGOL 401 Organizational Behavior, MGOL 403 Organizational Theory, MGOL 404 Organizational Communication.

## MGOL 450 Strategic Management

*3 hours*

This course provides students with a pragmatic approach that will guide the formulation and implementation of organizational and functional strategies. It focuses on modern analytical methods and on enduring successful strategic practices. Intentionally designed as a capstone course, students will apply management and leadership concepts they have learned throughout their degree program. Prerequisites: MGOL 401 Organizational Behavior, MGOL 404 Leadership Communication, MGOL 410 Financial Decision Making, MGOL 413 Ethics for Managers, MGOL 431 Operations Management, MGOL 442 Dynamics of Leadership.

## MGOL 475 Field Experience

*1-9 hours*

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

## MGOL 485 Management Seminar

*1-6 hours*

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

## MGOL 495 Individualized Study

*1-6 hours*

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

# MPJM Course Descriptions

### MPJM 212 Predictive Project Management Methodologies

*3 hours*

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

### MPJM 218 Introduction to Project Management

*3 hours*

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

### MPJM 219 Adaptive Project Management Methodologies

*3 hours*

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

### MPJM 242 Project Leadership

*3 hours*

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

### MPJM 401 Organizational Behavior

*3 hours*

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

### MPJM 403 Organization Theory and Design

*3 hours*

This course provides an overview of the fields of organizational and management theory. It gives the student an understanding of the roles of management in fulfilling the mission and goals of the organization. Students are expected to apply management

theory as they make decisions to solve organizational problems. Prerequisite: MPJM 401 Organizational Behavior.

### MPJM 407 Worldview & Identity

*3 hours*

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

### MPJM 410 Financial Decision Making

*3 hours*

Topics covered will enable students to analyze and interpret both historical and estimated financial data used by management to conduct daily operations, plan future operations and develop overall business strategies. Prerequisites: MPJM 401 Organizational Behavior, MPJM 403 Organizational Theory.

### MPJM 412 Predictive Project Management Methodologies

*3 hours*

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

### MPJM 418 Introduction to Project Management

*3 hours*

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

### MPJM 419 Adaptive Project Management Methodologies

*3 hours*

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

### MPJM 424 Project Risk Management

*3 hours*

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

### MPJM 431 Operations Management

*3 hours*

This course introduces concepts and techniques for design, planning, and control of service and manufacturing operations. It provides basic definitions of operations management terms, tools and techniques for analyzing operations, and strategic context for making operational decisions. Prerequisites: MPJM 401 Organizational Behavior, MPJM 410 Financial Decision Making

### MPJM 441 Managing Project Communication & Change

*3 hours*

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

### MPJM 442 Project Leadership

*3 hours*

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

### MPJM 450 Applied Project Management

*3 hours*

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

### MPJM 475 Field Experience

*1-9 hours*

Supervised experience in the discipline including internships and practica required for professional programs. This advanced experience must have an on-site supervisor and/or a departmental instructor overseeing, designing, and evaluating the content of the course. Pass/No Pass. Prerequisite: instructor's permission.

## MPJM 495 Individualized Study

*1-3 hours*

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

# PATH Course Descriptions

### PATH 101 Pathway to Healthcare Administration
*0-1 hours*

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

### PATH 102 Pathway to Organizational Leadership
*0-1 hours*

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

### PATH 103 Pathway to Project Management
*0-1 hours*

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

### PATH 104 Pathway to Mental Health Studies
*0-1 hours*

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

### PATH 105 Pathway to Writing Excellence
*0-1 hours*

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

## PATH 106 Pathway to Career Advancement

*0-1 hours*

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

## PATH 107 Pathway to Cybersecurity

*0-1 hours*

This course is designed to provide students with a sneak peek into the core concepts or principles of information security and cybersecurity. Information security professionals work to protect information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction in order to provide confidentiality, integrity, and availability of organizational data. Students will learn how training and security awareness can help an organization reduce its risk.

## PATH 108 Pathway to Data Governance

*0-1 hours*

This course is designed to provide students with a sneak peek into the core concepts or principles of data governance and data management. Data Governance can be defined as the overall administration, through clearly defined procedures and plans, that assures the availability, integrity, security, and usability of the structured and unstructured data available to an organization (AHIMA, 2020). This course will explain the difference between data analytics and informatics. Students will learn how big data, artificial intelligence, and machine learning are impacting data analytics.

## PATH 285 Selected Topics

*0-1 hours*

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

# PMHS Course Descriptions

### PMHS 407 Worldview & Identity

*3 hours*

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

### PMHS 419 Child & Adolescent Development

*3 hours*

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

### PMHS 420 Adult Development & Aging

*3 hours*

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

### PMHS 421 Family & Group Dynamics

*3 hours*

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

### PMHS 424 Research Methods & Statistics

*3 hours*

This course is an introduction to the basic methods of qualitative and quantitative research. Focus is on the basic concepts of scientific inquiry as applied to social services. Prerequisite: PMHS 421 Family & Group Dynamics.

### PMHS 427 Abnormal Psychology

*3 hours*

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

### PMHS 428 Interpersonal Communications

*3 hours*

This course investigates the role communication plays in creating healthy group relationships. Emphasis is placed on intentional interviewing strategies, verbal and nonverbal communication, effective listening, constructive feedback, and assertiveness in communication. Prerequisite: PMHS 421 Family & Group Dynamics.

### PMHS 432 Personal & Professional Ethics

*3 hours*

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

### PMHS 433 Addiction Disorders

*3 hours*

This course provides an overview of screening, intake, and assessment. It includes recognizing physical health problems, psychological effects, social effects, making recommendations about addiction education, outpatient and inpatient treatment. Topics include, but are not limited to, drug, gambling, and sexual addictions. Prerequisites: PMHS 421 Family & Group Dynamics, PMHS 427 Abnormal Psychology

### PMHS 434 History, Culture, & Theories of Psychology

*3 hours*

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

### PMHS 436 Cognition, Memory, & Language

*3 hours*

This course will explore the vast fields of cognitive psychology, memory, and language. Emphasis will be on developing the student's understanding of the historical and modern accomplishments of cognitive psychology, the many aspects of memory, and the development and application of the study of language. Prerequisite: PMHS 421 Family & Group Dynamics

### PMHS 437 Trauma & Coping

*3 hours*

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

### PMHS 475 Field Experience

*1-9 hours*

(Optional - by arrangement with the School of Professional Studies) Active internship in the social services field in which the student is employed or seeks employment. Prerequisite: PMHS 421 Family & Group Dynamics

### PMHS 495 Individualized Study

*1-4 hours*

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

# Academic Calendar 2023-2024

## **Fall Semester**

Fall Semester Begins ...................................................................................................... August 28, 2023
Last Date for Special Student Class Registration ................................................................ September 1, 2023
Last Date for Adding Classes Online (without Instructor Approval) ...................................... September 3, 2023
Labor Day Holiday (non-Newberg locations only) ............................................................ September 4, 2023
Last Day to Change Registration (Add/Drop)................................................................... September 10, 2023
Last Day to Submit Application for Degree (Midyear Commencement Participation) ............... September 10, 2023
Census Date ................................................................................................................ September 13, 2023
Serve Day ................................................................................................................... September 13, 2023
Last Day to Exercise Pass/No Pass or Audit Option .......................................................... September 22, 2023
Mid-Semester Holiday (Newberg only) ........................................................................... October 13, 2023
Mid-Semester Grade Entry ........................................................................................... October 14-18, 2023
Registration for Spring Semester Opens for Graduate and ADP Students ............................. October 25, 2023
Last Day to Withdraw from Class without Grade Responsibility ......................................... November 5, 2023
Transfer Credit Transcript Due Date (Midyear Commencement Participation)............. 5:00 pm, November 17, 2023
Last Day to Request Participation in Midyear Commencement with Incomplete Requirements ......................November 19, 2023
Thanksgiving Holiday ................................................................................................... November 23-24, 2023
Dissertation Signed Approval Sheets Due (Midyear Commencement Participation) .......... 5:00 pm, December 1, 2023
Study Day (Traditional Undergraduate) ...........................................................................December 11, 2023
Final Exams (Traditional Undergraduate) .........................................................................December 11-15, 2023
Fall Semester Ends .......................................................................................................December 15, 2023
Midyear Commencement ...............................................................................................December 16, 2023
Christmas/New Year's Break .................................................................... December 16, 2023 – January 7, 2024
Final Grade Entry Deadline............................................................................................December 24, 2023

## **Spring Semester**

Spring Semester Begins.................................................................................................. January 8, 2024
Last Date for Special Student Class Registration ............................................................... January 12, 2024
Last Date for Adding Classes Online (without Instructor Approval) ...................................... January 14, 2024
Martin Luther King Jr. Holiday ...................................................................................... January 15, 2024
Last Day to Change Registration (Add/Drop)................................................................... January 21, 2024
Last Day to Submit Application for Degree (Spring Commencement Participation) ................... January 21, 2024
Census Date ............................................................................................................... January 24, 2024
Last Day to Exercise Pass/No Pass or Audit Option .......................................................... February 2, 2024
Mid-Semester Holiday...................................................................................................February 16, 2024
Registration for Summer Semester Opens ........................................................................February 21, 2024
Mid-Semester Grade Entry ............................................................................................ February 24-28, 2024
Juniors Abroad Registration .......................................................................................... March 8, 2024
Registration for Fall 2024 and Spring 2025 Opens for Traditional Undergraduates ...................March 11-15, 2024
Last Day to Withdraw from Class without Grade Responsibility ..........................................March 17, 2024
Spring Break..............................................................................................................March 25-29, 2024
Transfer Credit Transcript Due Date (Spring Commencement Participation)....................5:00 pm, March 29, 2024
Last Day to Request Participation in Spring Commencement with Incomplete Requirements ............................March 31, 2024
Registration for Fall Semester Opens for Graduate and ADP Students...................................... April 10, 2024
Dissertation Signed Approval Sheets Due (Spring Commencement Participation)................ 5:00 pm, April 12, 2024
Study Day (Traditional Undergraduate) ........................................................................... April 22, 2024
Final Exams (Traditional Undergraduate) ......................................................................... April 22-26, 2024
Spring Semester Ends ................................................................................................... April 26, 2024
Spring Commencement ................................................................................................. April 27, 2024
Final Grade Entry Deadline............................................................................................ May 5, 2024

# Academic Calendar 2023-2024

**<u>Summer Semester</u>**

Summer Semester Begins ………………………………………………………………………………… April 29, 2024
Last Day to Change Summer Registration for Full Semester Classes (Add/Drop) …………………………………… May 12, 2024
Memorial Day Holiday …………………………………………………………………………………… May 27, 2024
Summer Online Session Begins ………………………………………………………………………………June 3, 2024
Last Day to Change Summer Online Registration (Add/Drop) ……………………………………………………June 9, 2024
Day of Prayer …………………………………………………………………………………………… June 12, 2024
Juneteenth Holiday…………………………………………………………………………………………… June 19, 2024
Census Date for Summer.…………………………………………………………………………………… July 1, 2024
Independence Day Holiday ………………………………………………………………………………… July 4, 2024
Last Day to Withdraw from Summer Online Session Class without Grade Responsibility …………………………… July 7, 2024
Last Day to Withdraw from Full Semester Summer Class without Grade Responsibility…………………………… July 7, 2024
Summer Online Session Ends ………………………………………………………………………………July 28, 2024
Summer Online Session Grade Entry Deadline ……………………………………………………………August 4, 2024
Summer Semester Ends …………………………………………………………………………………… August 16, 2024
Final Grade Entry Deadline……………………………………………………………………………… August 25, 2024

Melissa Thomas, Registrar