

Northwest Christian College

VISION

To be a college known for its integration of excellent academic programs,
a foundation in the Christian faith,
and a focus on teaching leadership and ethics

MISSION

To develop competent, ethical leaders for service in the workplace,
community, Church, and world

VALUES

Academic excellence
Faith commitment
Ethical leadership
Character development
Caring community
Global engagement

Northwest
Christian College

Undergraduate Academic Catalog

2005 2006

NORTHWEST
CHRISTIAN
COLLEGE

*Developing Ethical Leaders
for a Changing World*

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2005-2006 Academic Year

Fall Semester

Classes begin	August 29, 2005
Labor Day holiday	September 5, 2005
Last day to pay fees without penalty	September 6, 2005
Last day to add or drop classes	September 9, 2005
Last day to declare P/NP	September 9, 2005
Mid-semester holiday	October 14, 2005
Last day to withdraw	November 4, 2005
Registration for next semester	November 14-23, 2005
Thanksgiving holiday	November 24-25, 2005
Last day of classes	December 9, 2005
Final examinations	December 12-16, 2005

Spring Semester

Classes begin	January 9, 2006
Martin Luther King, Jr. holiday	January 16, 2006
Last day to add or drop classes	January 20, 2006
Last day to pay fees without penalty	January 18, 2006
Last day to declare P/NP	January 20, 2006
Last day to withdraw	March 17, 2006
Spring Break	March 27-31, 2006
Good Friday	April 14, 2006
Registration for next semester	April 3-12, 2006
Last day of classes	April 28, 2006
Final examinations	May 1-5, 2006
Baccalaureate services	May 4, 2006
Commencement services	May 5, 2006



Dr. David Wilson, President

A Welcome From The President

Dear students:

It is with great pleasure that I welcome you to Northwest Christian College. What an exciting time this is to be a student at an institution of higher learning, we have been educating since 1895. One constant since that time has been our commitment to the Bible and Christian values as our foundation. But NCC has changed dramatically over the years and has experienced a transformation from a Bible college to a Christian liberal arts college. Today, undergraduate students prepare for careers in a diverse array of fields ranging from the ministry to professional careers such as business and education to liberal arts areas such as psychology and speech communication.

Furthermore, we have expanded our offerings to include graduate programs in school counseling, professional counseling, and business administration.

Whatever your choice of major and career happens to be, you will find at NCC well-developed and superb faculty and staff who are focused on your success. At NCC, faculty and staff care about a student's intellectual development but about his or her personal development as well. This is a place where breadth and depth of knowledge, critical thinking, relationships, character, faith development, and values all take center stage. And it is a learning environment where students leave well-prepared for productive and satisfying careers and lives of Christian engagement, and ethical leadership.

Look around campus, visit with faculty and staff, and you will soon realize that we are adding new facilities, enhancing our technology, adding new programs of study, and offering a number of student learning and growth opportunities such as study abroad, mission trips, and internships.

I invite you to explore this catalog for all that it offers you in the way of challenging programs of study and avenues for personal growth. And I encourage you to take full advantage of this rich learning environment. Our faculty and staff stand ready to assist you. I hope you will welcome their good counsel and mentoring.

Again, I welcome you to this jewel of a college we call NCC. I trust that your journey will be rewarding.

Sincerely,
Dr. David W. Wilson

Board of Trustees

Governance and Support

Northwest Christian College is an Oregon corporation, governed by a board of trustees, whose purpose is to maintain a Christian institution of higher learning.

The board of trustees consists of not fewer than 20 nor more than 36 people. Members are elected by the college community. Sixty percent must be members of the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ, of whom four will be from official entities of these church bodies. Four trustees are elected from the at-large category.

The board of trustees is the policy-making and governing body of the College. On the basis of recommendations made by the president of the College it establishes a course for the development of the total program of the College and the fulfillment of its mission, and it strives to provide essential funds.

Officers/Executive Committee of the Board of Trustees

Frank Morse, chair	Rod Tibbatts, vice chair
Jeff Miller, secretary	Kay Merritt, treasurer
Wayne Bryant, at-large	Bob Hutchins, at-large
Sid Leiker, at-large	Greg Strausbaugh, at-large

Members

Class of 2006

Bob Hutchins, senior vice president, Smith Barney, Medford, OR
Gary Jurden, financial planner, Ameriprise Financial, Eugene, OR
Jeff Kent, assistant U.S. attorney, Eugene, OR
Sid Leiker, commercial banking officer, Pacific Continental Bank, Eugene, OR; and mayor, City of Springfield, OR
Michael Marczuk, retired architect/planner, WEGROUP, Eugene, OR
John Richards, senior minister, Kern Park Christian Church, Portland, OR
Norv Ritchey, professor emeritus, University of Oregon, Eugene, OR

Class of 2007

Wayne Bryant, retired senior minister, Wilsonville, OR
David Helseth, senior minister, Englewood Christian Church, Yakima, WA
Frank Morse, retired president, Morse Bros., Inc., Albany, OR; and senator, Oregon State Senate
Sharon Rimmer, marriage and family counselor, Christians Addressing Family Abuse, Eugene, OR
Gary Stevens, retired executive vice president, Centennial Bank, Eugene, OR
Gary Smith, senior minister, Red Rock Christian Church, Boise, ID

Class of 2008

Glen Gibbons, Jr., editor, Advanstar Communications, Eugene, OR
Jeff Miller, vice president, Pacific Benefit Consultants/Eugene Insurance, Eugene, OR
Mike Solomon, manager, Far West Steel, Eugene, OR
Nat Stock, forest products machinery broker, Redlands, CA
Rod Tibbatts, retired executive vice president, Umpqua Bank, Keizer, OR
Joe Wade, retired administrator, University of Oregon, Eugene, OR
Clayton Walker, real estate developer, Eugene, OR
Barney Wimer, retired businessman and interim minister, Kenmore, WA

Class of 2009

Kathleen Carnahan, deputy exec. director, Student Loan Fund of Idaho, Payette, ID
C. Earl Gibbs, retired senior minister, Sun Lakes, AZ
Kay Merritt, volunteer, Beaverton, OR
Cathy Myers Winters, regional minister, Christian Church in Oregon (Disciples of Christ), Beaverton, OR
Barbara Olson, co-owner, XL Hospice, Inc., Ontario, OR
Gary Pierpoint, retired senior vice president, Umpqua Bank, Eugene, OR
Wanda Smith, financial analyst, PeaceHealth Financial Services, Eugene, OR

Greg Strausbaugh, business owner, Eugene, OR

Ex-officio

David W. Wilson, president, Northwest Christian College

Administrative Officers and Staff

Office of the President

President David W. Wilson
Administrative Assistant Carla Aydelott

Academic Affairs

Academic Dean Dennis Lindsay
 Administrative Assistant Beth Ocon
Associate Dean of Arts and Sciences Dennis Lindsay
 Administrative Assistant Ellen Rogers
Associate Dean of Business and Management Michael Kennedy
 Administrative Assistant
Associate Dean of Teacher Education James Howard
 Administrative Assistant Elaine Barnhart
Director of School Counseling Vivian Moen
Director of Professional Counseling Paula Belcher
 Administrative Assistant Elaine King
Director of Institutional Research and Assessment Tim Bergquist
Registrar Aaron Pruitt
Assistant Registrar Bonnie Temple
Dean of Chapel Loren Crow

Kellenberger Library

Director Maureen Cole
Administrative Assistant Vicki Becker
Technical Services Librarian Steve Silver
Circulation Supervisor Karen Head

Development

Vice President for Advancement James Dean
Administrative Assistant Connie Kennedy
Annual Fund Director Beth Walsh
Director of Donor Services Garth Blake
Director of Center for Leadership and Ethics Allen Belcher

Admissions

Dean of Admissions Randy Jones
Administrative Assistant Amy Hall
Admissions Counselor (Telecounseling Specialist) Shandell Wyncoop
Admissions Counselor (Transfer Students) Kathy Sweetman
Admissions Counselor (DCP and Graduate Students) Michael Ryan

Student Development

Dean of Student Development Michael Fuller
Administrative Assistant Barbara Dumford
Director of Service Learning and Career Development Angela Doty
Director of Student Activities Jacob Poetzl
Director of Residence Life Jolyn Dahlvig

Business Affairs

Chief Financial Officer Jean MEEKS
Administrative Assistant Karlene Dilger
Controller Lyle Janousek
Accounts Payable Bob Weise
Student Accounts Sherri Kallinen
Director of Human Resources Beverly Park
Office Manager Deb Dellinger
Associate Director of Financial Aid Jocelyn Hubbs
Financial Aid Information Specialist Scott Palmer

Student Services Specialist Genessa Waite
 Director of Marketing and Public Relations Jessyca Lewis
 Events Coordinator. Shelby Rich
 Web Developer.
 MEC Manager Tim Hood.
 Bookstore/Campus Buyer Julie Solterbeck
 Plant Superintendent. Oskar Bucher

Athletics

Men s Basketball Coach. Dave Lipp
 Women s Softball Coach. Tim Hood
 Women s Basketball Coach. Charlie Olds.
 Women s Volleyball Coach Dale Weigandt.

Information Systems Department

Director Jerzy Wilczynski.
 Help Desk Manager, Network Technician
 Media/Computer Lab Supervisor. Doug Vermilyea.
 Network Administrator Trainee Jason Marshall.

Faculty

Janine Allen Ed. Assistant Professor: Teacher Education,
 B.A. Loyola Marymount University, 1990; M.A. California State University, 1993. (Since 2003)

Elizabeth Aydelott Associate Professor: English
 B.A., Emory University, 1974; M.A., Indiana University, 1976; Ph.D., Indiana University, 1979. (Since 2003)

Amy Bartley Ph.D. Assistant Professor: Counseling
 B.S., Western Baptist College, 1996; M.S. Oregon State University, 2001; (Since 2003)

Allen E. Belcher Ph.D. Director of Center for Leadership and Ethics; Professor: Management
 B.S., Florida Southern College, 1966; M.A.T., Emory University, 1967; Ph.D., University of Oregon, 1993)

Paula M. Belcher Ph.D. Director of Counseling Programs; Professor: Counseling
 B.A., Luther College, 1970; M.S., University of Oregon, 1995. Ph.D. (Since 1997)

Timothy M. Bergquist Ph.D. Professor, Quantitative Methods; Director, Institutional Research and Assessment
 B.S., University of Portland, 1971; M.S., University of Louisiana at Lafayette, 1973; M.B.A., Santa Clara University, 1975; M.S., Oregon State University, 1985; Ph.D., University of Oregon, 1996. (Since 1996)

Michael Bollenbacher Ph.D. Professor: Philosophy, Biblical Studies
 B.A., San Jose Christian College, 1975; M.A., Lincoln Christian Seminary, 1978; B.A., Northwest Nazarene University, 1980; M.A., University of Calgary, 1987; Ph.D., University of Oregon, 1994. (Since 1996)

Maureen T. Collier M.A.L.S. Director of Kellenberger; Associate Professor
 B.A., Western State College, Colorado, 1978; Paralegal Institute, Paralegal Degree, 1991; M.A.L.S., University of South Florida, 1993. (Since 1996)

Loren Crowder Ph.D. Associate Professor: Biblical Studies and Dean of Chapel
 B.A. Northwest Christian College, 1985; M.A. Vanderbilt University, 1989; Ph.D. (Since 2003)

John M. Hake M.A. Associate Professor: Music, Voice
 B.A., University of California at Santa Barbara, 1975; M.A., California State University at Northridge, 1991)

Michael Harms M.S. Div., M.A. Assistant Professor: Psychology
 B.L.S., University of Iowa, 1994; M.Div., Starr King School for the Ministry, Graduate Theological Union, 1998; Ph.D. Candidate, Western Michigan University, 2002. (Since 2002)

Rebecca Heckman M.B.A. Assistant Professor: Business and Management
 B.A., Chesnut Hill College, 1980; M.B.A. Northwest Christian College, 2004. (Since 2005)

Kenneth D. Hendry M.Div. Assistant Professor: Speech Communication
 B.A., Western Oregon State College, 1984; M.Div., San Francisco Theological Seminary, 1988; D.Min. Presbyterian Theological Seminary, 1999. (Since 2004)

Barbara Herzberg M.S. Assistant Professor: Teacher Education and Mathematics
 B.S., California State University, Hayward, 1973; M.S., University of Oregon, 1980. (Since 2004)

Michael Kennedy B.A. Associate Dean of Business and Management; Associate Professor
 B.S., University of Oregon, 1969; M.Div., Yale University, 1972; M.S., Naval Post Graduate School, 1974. (Since 1974)

Nova Southeastern University, 2001. (Since 1997)
 Dennis Lindsay, Ph.D. Vice President for Academic Affairs and Dean of the Faculty and Sciences;
 Professor: Biblical Studies
 B.A., Lincoln Christian College, 1978; M.A., Lincoln Christian Seminary, 1980; M.A., University of
 Theology, Eberhard-Karls Universität, 1991. (Since 2000)
 Angela Long, Ed.D. Assistant Professor: Teacher Education
 B.A. Northwest Christian College, 1999; M.O.A., Oregon State University, 2004. (Since 2002)
 Anne Maggs, M.B.A. Assistant Professor: Business and Management
 B.S., University of Oregon, 1982; M.B.A., Northwest Christian College, 2001 (Since 2001)
 Heike McNeil, Ph.D. Assistant Professor: Chemistry, Nutrition
 B.S., Linfield College, 1996; Ph.D., University of Oregon, 2000. (Since 2002)
 Vivian Moore, M.E. Associate Professor: Teacher Education, Counseling
 B.S., Springfield College, 1975; B.E., University of Toronto, 1997; M.Ed., 2004)
 Jane Njoo, Ph.D. Assistant Professor: Teacher Education
 B.A., Kenyatta University, 1984; M.L.S., 1988; Ph.D. University of Oregon, 2003. (Since 2003)
 Mary Ellen Perera, Th.M. Associate Professor: Christian Ministry
 B.R.E., Great Lakes Christian College, 1982; M.A.R., Emmanuel School of Religion, 1990; Th.M.,
 Theological Seminary, 2003. (Since 2004)
 Steve Silver, M.Mus. Technical Services Librarian
 B.S., Northwest Christian College, 1987; M.Mus., University of Oregon, 1997. (Since 1995)
 Charles Sturm, M.A. Associate Professor: Intercultural Studies
 B.A., Lubbock Christian College, 1975; M.A., Abilene Christian University, 1978; M.A., Ohio Univ
 ibid. 1986. (Since 1990)
 Carlos Taloy, Ph.D. Assistant Professor: Counseling and Psychology
 B.A., University of California, Irvine, 1992; M.A., Fuller Theological Seminary, (Since 2002-2004)
 Jerzy Wilczynski, Ph.D. Director Information Systems and Associate Professor: Computer & Information Science
 (CIS)
 B.S., Silesian University, 1971; M.S., Silesian University, 1973; Ph.D., Warsaw University, 1977
 Dominic Worsowick, M.S. Assistant Professor: Business and Management
 B.A., University of Florida, 1978; M.B.A., New Mexico State University, 1982; M.S., University
 (Since 2005)

the faculty members listed below hold part-time professional appointments :

Mojgan Hajebi, Ph.D. MIS, CIS
 B.S., Iran National University, 1988; M.S., Western Oregon State University, 1995; Ph.D. Oregon
 2001.
 (Since 2003)
 Karen Lindsay, Ph.D. Bible and Theology History
 B.A., Lincoln Christian College, 1982; M.A., Butler University, 1987; Ph.D., University of Birmingham
 2000).
 Demetri Liontos, M.S. TESOL, English
 B.A., Sir George Williams University, 1970; M.A., Concordia University, 1974. (Since 1994)
 Melissa Stock, M.A. Concert Choir, Theory, Voice
 B.A., Moody Bible Institute, 1991. (Since 2003)
 Linda Stickels, Ph.D. Biology
 B.S.N., The College of New Jersey, 1977; B.S., 1978; M.Ed., 1979; Ph.D., Southern Illinois University,
 1981.
 (Since 2004)

Oregon Summer Institute of Linguistics (ORSIL)

- Michael Ahland M.A. Linguistics
B.S., Univ. of Missouri, Colombia, 1992; M.A., Univ. of Texas, Arlington, 2004.
- Erik Andvik Ph.D. Linguistics
B.A., Biola College, 1980; M.A., University of Texas at Arlington, 1989; Ph.D., University of Oregon, 1991.
- David Beine Ph.D. Anthropology
B.A., California State University, Sacramento, 1985; M.A., San Diego State University, 1994; Ph.D., University, 2000.
- Bob Carlson Ph.D. Linguistics
B.A., Southern California College, 1974; M.A., University of Oregon, 1985; Ph.D., University of Oregon, 1989.
- Cynthia Blood M.A. Linguistics
B.A., Wheaton College, 1981; M.A., University of Texas, Arlington, 1987.
- Douglas Boone M.S. Mathematics
B.S., Miami University, Oxford, 1980; M.S., 1982.
- Sherrie Brainerd Ph.D. Linguistics
B.A., University of California, Berkeley, 1969; M.A., University of Oregon, 1992; Ph.D., University of Oregon, 1994.
- Roderic F. Casella Ph.D. Linguistics
B.S., University of Massachusetts, Amherst, 1980; M.A., University of Texas, Arlington, 1988; Ph.D., University of California, Los Angeles, 1996.
- Jo-Anne Sharon Ferreira Ph.D. Linguistics
B.A., University of the West Indies, 1989; Ph.D., University of Oregon, 1999.
- Annette Harrison M.A. Sociolinguistics
B.A., Northwestern College, IA, 1985; M.A., University of California, Santa Barbara, 2001.
- Eric Jackson M.A. Linguistics
B.A. & B.S., University of Arizona, 1998; M.A., University of California, Los Angeles, 2002; Ph.D. candidate, University of Oregon, 2004.
- Allen Jensen Ph.D. Zoology
B.S., Bethany College, 1969; M.S., Wichita State University, 1971; Ph.D., University of Campinas, S. Paulo, Brazil, 1985.
- Cheryl Jensen M.L. Linguistics
B.S., University of Washington, 1970; M.L., University of Campinas, S. Paulo, Brazil, 1984.
- Juliana Kelsall Ph.D. Dietetics
B.A., Oregon State University, 1985.
- M. Paul Lewis Ph.D. Sociolinguistics
B.A., Gordon College, 1973; B.D., Reformed Episcopal Seminary (now Philadelphia Theological Seminary), 1977; Ph.D., University of Texas at Arlington, 1977; Ph.D., Georgetown University, 1994.
- Brian O'Herrin Ph.D. Linguistics
B.A., Seattle Pacific University, 1982; M.A., University of Texas, Arlington, 1986; Ph.D., University of Oregon, 1995.
- Kenneth S. Olson Ph.D. Linguistics
B.S., North Dakota State University, 1986; M.A., University of Texas, 1991; Ph.D., University of California, 1994.
- Carol Jane Orwig M.A. Linguistics
A.B., College of William and Mary, 1969; M.A.T., University of Virginia, 1970; M.A., University of Oregon, 1971.
- Doris L. Payne Ph.D. Linguistics
B.A., Wheaton College, 1974; M.A., University of Texas, Arlington, 1976; Ph.D., University of California, 1985.

Thomas E. Payne Ph.D. Linguistics

B.A., University of California, Los Angeles, 1959; M.A., 1985.

Michelle Peters Ph.D. French

Diploma, Centre D'Etudes Francaises, France; B.A., University of Utah, 1988.

Ruth Ray M.A. Human Development

B.A., Azusa Pacific University, 1967; M.A., California State University, Fresno, 1994.

Chesley W. Ray M.A. Ed. Admin.

B.S., California State University, Fresno, 1963; M.A.

Kathy Sands Ph.D. Linguistics

B.Mus., Eastern Washington University, 1980; M.Mus., Western Washington University, 1982; M.A., Western Washington University, 1986; Ph.D., University of California, Santa Barbara, 2004.

Martha Simpson M.A. Applied English Linguistics

B.A., Rice University, 1991; M.A., University of Houston, 1996.

Roman Stefanik M.Ed. Education

B.A., Western Washington University, 1974; M.Ed., Western Washington University; M.Div., Assemblies of God Theological Seminary, 2002.

David Watters Ph.D. Linguistics

Diploma, Prairie Bible Institute, Canada, 1967; M.A., University of Oregon, 1996; Ph.D.,

Honored Professors

Honored professorship is granted to outstanding Christian scholars who, through scholarly publications and/or educational services in Christian higher education, have achieved a national distinction. Through seminars, and colloquiums they enrich the life and the educational endeavors of Northwest Christian College.

William J. Richardson Ph.D., Honored Professor of Church History and Christian Ministry.

B.Th., Northwest Christian College, 1943; B.D., Butler University School of Religion (since 1958, Seminary), 1947; M.A., 1949; Ph.D., University of Oregon, 1962.

Services in Higher Education: Associate Professor of Speech and Bible, Northwest Christian College, 1969-78; Professor of Bible (New Testament) and Psychology, 1949-59; Professor of Bible and History, 1978-88. (Honored Professor at Northwest Christian College, since 1997)

Faculty Emeriti

J. Allan Clark Ph.D., Academic Dean Emeritus (1979-84)

Maud E. Fowler M.A., Professor Emeritus: English (1964-67)

Frances Hylan M.S.; B.O., Professor Emeritus: Speech (1944-1976)

Margaret W. Hewitt M.L.S., Director Emeritus: Learning Resource Center (1973-84)

Gilbert W. Kistler Ph.D., Professor Emeritus: Voice, Church Music (1945-81)

George Knox S.T.D., Professor Emeritus: New Testament, Homiletics (1979-1995)

LeRoy L. Lane Ph.D., Professor Emeritus: Communication, Management (1969-1997)

Ernest Matheson M.Min., Professor Emeritus: Pastoral Ministry (1986-1998)

R. Edward McClendon M.A., Professor Emeritus: Speech Communication, Chaplain (1977-2001)

Song Nai Rheem Ph.D., Ph.D., Academic Dean Emeritus (1984-1998); Professor Emeritus: Biblical Studies, (1963-2000)

George C. Shoemaker M.Min., Professor Emeritus: Greek, Pastoral Ministries (1950-83)

Thelma Siefke M.S., Professor Emeritus: Christian Education (1941-76)

President Emeritus

James E. Womack D.Hum., President Emeritus: Basketball Coach/Campus Activities Coordinator, Director of Giving, President (1971-1976, 1986-2004)

GENERAL INFORMATION

History

In 1895 Eugene Divinity School was established adjacent to the University of Oregon campus so that it could use the extensive resources of that state institution while providing its own courses in Bible and Christian ministry. The name of the College was then changed to Eugene Bible University in 1908 and Eugene Bible College in 1930.

Another educational venture that contributed to the history of Northwest Christian College was Spokane University. Established in 1912, Spokane University closed its doors in 1933 as a result of financial difficulties and merged with Eugene Bible College. These merged interests became Northwest Christian College on May 10, 1934. With enriched curriculum and facilities, Northwest Christian College is the faithful heir of the pioneer conviction that led to the establishment in 1895.

Accreditation and Academic Standing

Northwest Christian College is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). The association accredits the universities and colleges both public and private in the Northwest.

Northwest Christian College is a member of the Council for Christian Colleges and Universities. Accredited as a degree-granting institution by The Office of Degree Authorization, Oregon State Board of Licensure. Accredited by the National Assembly for Collegiate Business Education. Northwest Christian College is approved:

- by the Oregon State Teachers Standards and Practices Commission (TSPC).
- by the U.S. Department of Justice, Immigration, and Naturalization Service for international and domestic students.

Programs at Northwest Christian College are approved for the use of veteran's benefits.

The Vision of Northwest Christian College

To be a college known for its integration of excellent academic programs, a foundation in the Christian faith, and a focus on teaching leadership and ethics.

The Mission of Northwest Christian College

To develop competent, ethical leaders for service in the workplace, community, Church, and world.

The Values of Northwest Christian College

- Academic excellence
- Faith commitment
- Ethical leadership
- Character development
- Caring community
- Global engagement

Educational Programs

As a Christian liberal arts college, Northwest Christian College offers a variety of courses of study: to provide preparation for the ministry to professional programs in business management and teacher education; to provide liberal arts areas such as psychology and speech communication; to graduate degree programs in business, school counseling, and professional counseling. The College seeks to provide an education that equips men and women for a variety of professions, while grounding all of its degrees in biblical studies and Christian values.

Educational Goals

Through its academic programs Northwest Christian College seeks to fulfill the following objectives:

1. To help students develop life-styles that exemplify Christian teachings by integrating Bible Christian values into their ultimate occupational goals.
2. To offer academic majors in biblical and theological studies as well as in professional Christian education, including pastoral, youth, and intercultural ministries, Christian education, and church music.
3. To provide a Christian liberal arts education, integrating Northwest Christian College's biblical studies with academic majors in arts and sciences.
4. To provide an education for effective and successful roles in the fields of management, teaching, and the arts.
5. To provide a pre-theological program of study for those who expect to advance their formal education in theological seminaries.
6. To enable students to increase their ability to think rationally, critically, and creatively.
7. To help students develop enlightened and integrated perspectives essential to making responsible and meaningful participation in society, and successful living.

Educational Philosophy

Northwest Christian College is a community of higher learning in which faculty and students strive for knowledge, understanding, and meaning in relation to the life and teachings of Jesus Christ. The Christian faith relates to all aspects of the liberal arts and sciences, including the humanities, social sciences, and natural sciences. The institutional framework and objectives of this community recognize the individual and his/her need for intellectual development, personal effectiveness, and social awareness.

Northwest Christian College seeks to create learning situations, both in and out of the classroom, where students have the opportunity to discover their potential and consider their relationships with the many environments. These learning situations require that biblical and general studies be effectively and meaningfully integrated with the issues and needs of society. The faculty assumes that the learning process involves the active participation of students. Participation will increase the student's capacity to think critically and responsibly in an environment of respect, expression, and respect for one another.

Church Relationships and Theological Context

Northwest Christian College is closely affiliated with the Christian Church (Disciples of Christ) and Christian Churches/Churches of Christ. The College shares its human resources with these churches, and these churches support the College with prayers and encouragement, student referrals, financial contributions, and representation on the board.

Approximately one fourth of the College's students are from these two church bodies. Many of the congregations and a large number of lay leaders in the Northwest are Northwest Christian College alumni.

Northwest Christian College also has an ecumenical interest and offers its resources to students from many church traditions. These students are affiliated with denominational and nondenominational groups, Presbyterian, Baptist, Methodist, Foursquare, Lutheran, Nazarene, Episcopal, Assembly of God, Catholic, and other churches.

The Christian Church (Disciples of Christ) and Christian Churches/Churches of Christ share a common indigenous American religious movement of the nineteenth century often called the Restoration Movement. This church tradition stresses biblical study that is both scholarly and reverent; scholarly mind is fully capable of understanding the Christian life, and reverent because it recognizes the necessity of the Spirit's guidance. With the vision of a world won to Christ, and recognizing the destructive effects of the Campbell movement began with and continues to have a strong desire for unity as a means of making an effective witness. For this purpose the movement's founding fathers and their spiritual descendants have worked to restore what they call the Christian faith. They have found meaning in the slogan, "In essentials unity, in opinions liberty, and in all things charity." Christian Churches/Churches of Christ and Christian Church (Disciples of Christ) have, therefore, avoided the tests of fellowship and have focused upon the simple confession that Jesus is the Christ, the Son of God.

Theologically, Northwest Christian College shares beliefs that are common to the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. The following affirmations are presented to clarify the context in which the College carries out its mission:

- * God is the Creator and sustainer of the universe who relates to all in a covenant of love.
- * All truth has its source in God.
- * God is revealed in a general way through reflection on the works of creation, the laws of nature, and human experience, but especially in the person of Jesus, the image of the invisible God.

- * Jesus is the Christ, the son of the living God, and Lord and Savior of the world.
- * The Holy Spirit is the dynamic presence of God in the world. Through the work of the Spirit, Christians are obedient to Christ, gifted for service, and joined to one another in fellowship.
- * All human beings, created in the image of God, have become alienated from themselves, others, and God. They can be restored to wholeness through their acceptance of Christ's work of redemption.
- * The church has been established by Christ to make known the Gospel through proclamation, worship, and service. The Lord's Supper, nurture and service, and through working for reconciliation, peace, and justice. The church commissions the church to witness its faith both individually and corporately to all peoples.
- * The Bible bears witness to God and Jesus Christ as God Incarnate. The Bible discovers the revealed will of God in creation, judgment, and gracious redemption. The Bible serves as the authoritative witness to the life and teachings of Jesus, who is himself the only authority for the church. The biblical testimonies provide inspiration, wisdom, and essential teachings for Christian conduct, individually and corporately.
- * The assurance of Christian faith and hope is that the gifts of God's Spirit shall be ours fully and forever with Christ's return and the consummation of God's reign.

Relations with Other Institutions Memberships

Northwest Christian College is a member of the Eugene Chamber of Commerce, the Springfield Chamber of Commerce, the Oregon Independent College Association, the National Association of Independent Colleges and the Council for Christian Colleges and Universities, and the Association of Christian Schools International.

University of Oregon

The founding fathers of Northwest Christian College located the College adjacent to the University of Oregon in order to utilize their extensive resources. Formal agreements exist between the College and the University for certain facilities such as the library.

Lane Community College

Lane Community College offers a variety of vocational and technical programs that provide students the opportunity to expand their academic experiences. Northwest Christian College accepts the Lane Community College Associate of Arts Oregon Transfer degree in fulfillment of all Northwest Christian College core curriculum requirements for Biblical Studies.

American English Institute

Services offered by the American English Institute, located one block from the College, are available to students who need assistance in intensive studies of English as a second language. Under reciprocal arrangements between the Institute and the College, foreign students may take classes at AEI while enrolled at Northwest Christian College. Qualified students of AEI may take regular college classes at Northwest Christian College.

Oregon Summer Institute of Linguistics (ORSIL)

In cooperation with the Oregon Summer Institute of Linguistics (ORSIL) and Wycliffe Bible Translators, Northwest Christian College offers a high-quality linguistics program for students planning to work in cross-cultural ministry. Experienced instructors from Wycliffe teach TESOL courses in phonetics, phonology, morphology, syntax, and translation based on the field studies of ORSIL workers around the world. These courses are equivalent to those offered at other ORSIL schools and are recognized as valid for membership in Wycliffe and other mission organizations. These courses form part of a degree or minor for regular students who complete all other requirements in their department. This collaboration enriches the applied linguistics and TESOL programs by offering students both undergraduate and graduate-level training for culturally appropriate field-based work. Information can be found on the College website, www.nwc.edu.

Council for Christian Colleges and Universities

Because Northwest Christian College is a member of the Council for Christian Colleges and Universities, an association of more than 100 private liberal arts Christian colleges and universities, a number of off-campus opportunities exist. Information on any of the following programs may be obtained from Council for Christian Colleges and Universities, 329 Eighth St., N. E., Washington, D.C. 20002-6158 or by visiting www.bestsemester.com.

American Studies Program (Washington, D.C.) The American Studies Program, founded in September 1976, serves as the Washington, D.C. campus. ASP uses Washington as a stimulating educational laboratory where college students gain on experience with an internship in their chosen field. Internships are tailored to fit the student's talents and are available in a wide range of fields. Students are challenged in a rigorous course of study to discover for

meaning of Christ's lordship in putting their beliefs into practice. The program aims to help students understand contemporary society as followers of Christ.

~~The~~ China Studies Program, begun in the spring of 1999, allows students to engage a large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand through seminar courses on the historical, cultural, religious, geographical and economic realities of this structure. In addition to the study of standard Chinese, students will assist Chinese students learning English, a language interaction. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai and other cities. This interdisciplinary, cross-cultural program of study enables Christian students to deal with this increasingly global world in an informed, Christ-centered way.

The Contemporary Music Center (Martha's Vineyard, Massachusetts) prepares persons academically and creatively for potential careers in the music industry. Designed as an artists' community, the program provides interaction with artists and music executives with a Christ-centered vision of music content, production and delivery.

Latin American Studies Program (San Jose, Costa Rica) provides an opportunity to live and learn in Latin America is available to students from Council member colleges through the Latin American Studies Program. Located in San Jose, Costa Rica, the program is committed to helping students examine and live out the Lordship of Jesus Christ in an international context. Each semester, a group of approximately 25 students is selected to participate in this seminar and service experience.

Los Angeles Film Studies Center In January 1991, the Council for Christian Colleges and Universities initiated the Los Angeles Film Studies Center. Its purpose is to enable Christian college students to serve in the film industry with professional skill and Christian integrity. Located in Burbank near major production studios, the program combines seminar courses with an internship in various segments of the film industry, providing an opportunity to explore the industry within a Christian context and from a liberal arts perspective.

The Middle East Studies Program (MESA) in Cairo, Egypt provides students with the opportunity to study the cultures, religions, and conflicts within this diverse and strategic region. Students from Christian colleges participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations. Participants spend two weeks traveling to Israel, including time in the West Bank. Additional field trips are available for interested students. The Middle East Studies Program encourages evangelical Christians to relate to the world in an informed and constructive manner.

Oxford Honors Program Highly qualified students of Council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, providing increasing critical thinking skills and scholarship from an integrated Christian perspective, allows participation in a wide variety of tutorial study programs in numerous disciplines, including the arts, religion, history, and science. In addition to two Oxford tutorials, students participate in a seminar and an integrative course through which they complete a scholarly project or term paper. Field trips provide opportunities for experiential learning in England. Students earn 16 semester hours of credit.

Russian Studies Program Students attending the Russian Studies Program (RSP) spend a semester studying the language, culture, and history of Russia as well as current political and economic issues. In addition to classroom instruction, students have the opportunity in the community to develop a better understanding of contemporary Russian society and how, as Westerners, they can have more interaction with the country. Mobility characterizes the program. Two weeks are spent in Moscow and three weeks in Nizhni Novgorod (formerly Gorky). The final three weeks in St. Petersburg allow students to live with and experience Russian culture firsthand. A service project during this segment of the program gives students the opportunity to have a practical hands-on work experience alongside Russian nationals in a wide range of professional settings.

Summer Institute of Journalism Council member campuses are invited to choose two student journalists to apply for a week, all-expenses-paid experience in Washington, D.C. Fifteen students are selected to participate in the program from mid-May to mid-June. The Institute blends classroom experience with hands-on work and is an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students participate in seminars taught by communications professors from Council member institutions, take part in field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering news, interviewing, editing copy and designing layout. The Institute seeks to develop students as Christian journalists - professionals with a commitment to journalism and legal/ethical integrity. Students generally earn 4 semester hours of credit.

Degree Completion Program

The Degree Completion Program is a unique alternative to the traditional method of pursuing a bachelor's degree designed for the working adult with at least 60 transferable semester credit hours (e.g. junior-level standing) who has work experiences who wants to earn a college degree while continuing to work. The delivery system for the current program consists of course modules taught in the evenings and some Saturdays. The program utilizes the latest adult learning principles to facilitate learning and to make it relevant.

This educational model assumes a level of experience that will serve to produce college credit for the student, validated by means of the portfolio assessment process. This experience also plays a key role in the current program which integrates past and present work and life experiences in a learning process that emphasizes student participation and interaction.

To accommodate adult learners, class scheduling is not on the traditional September to June time frame. Classes are started several times during the year. Students are recruited for each class and remain together for the duration of the program which is about a year and a half long. The program is divided into three semesters, or trimesters.

The Degree Completion Program represents Northwest Christian College's continuing commitment to meet the needs of adult students and to remain relevant in a changing world. Please see the Degree Completion Catalog for further information about this program.

Graduate School

In addition to undergraduate level coursework, Northwest Christian College offers three masters degrees in business administration (MBA), school counseling, and professional counseling. Please see the Graduate School Catalog for further information about this program.

Academic Honors

Northwest Christian College Dean's List

Each year, traditional undergraduate students who have completed at least 12 graded credit hours with a C or better during the fall and spring semesters are nominated for inclusion in the Dean's List. Required P/NP grades count toward the 12 credit hour requirement.

If students enroll in courses at the University of Oregon or Lane Community College, official transcripts from these institutions must be received within two weeks of the end of the semester in order to be considered for the Dean's List. Delayed reporting may result in the cancellation of the honor.

Scholastic Awards for Graduating Seniors

Graduating seniors with a cumulative GPA of 3.50 or higher are recommended by the faculty for graduation with appropriate academic honor, as follows:

- Cum laude for students with 3.50-3.69 cumulative GPA.
- Magna cum laude for students with 3.70-3.89 cumulative GPA.
- Summa cum laude for students with 3.90-4.00 cumulative GPA.

Criteria for these academic honors are:

1. All grades taken at Northwest Christian College and all transferable credits from other colleges are used to determine the cumulative GPA for honors only.

2. Only grades earned through the fall semester of the academic year in which the student will graduate are computed.

3. Candidates for the academic honors will be approved by the faculty assembly on the recommendation of the academic dean early in spring semester. To be considered for the honor, students must submit a list of courses taken within two weeks of grade reporting. Delayed reporting of the grades could result in the cancellation of the academic honor.

President's Scholastic Award

The graduating senior who has attained the highest cumulative GPA, with at least 61 credit hours completed at Northwest Christian College, shall receive the President's Scholastic Award. All Northwest Christian College grades and the grades of all transferable credits from other colleges are computed to determine the cumulative GPA. To be considered for the honor, the student must submit to the Registrar's Office all transcripts of courses taken within two weeks of grade reporting.

Achievement Awards and Contests

Kendall E. Burke Memorial Award

Annually at Commencement service a special award of a Bible, bearing the imprint of the recipient

the student chosen by secret ballot by the student body and faculty, as the one who has rendered the most service to the institution. The recipient must have maintained excellence in academic work, be fully approved in character and convictions, and show a notable record of service to others. This award was instituted by the late President Seward and has been continued by the faculty and administration as the Kendall E. Burk Award.

Outstanding Promise in Christian Education Award

This award carries a prize of \$200 worth of Christian Education materials from Standard Publishing. It is awarded annually to a graduating senior who has demonstrated academic excellence in Christian Education, outstanding Christian character, a passion for education in the church, and aptitude for ministry. The award is engraved on a perpetual plaque, located in the Pomajevich Faculty Building.

Zondervan Greek Award

This honor is awarded annually to one student who has demonstrated academic excellence in the study of Greek and its application to New Testament studies. The recipient receives a prize of a Zondervan Publishing product and a commemorative medallion. A customized perpetual plaque is located in the Pomajevich Faculty Building bearing the names of the winning students from each year.

Bash/Whisler Memorial Bible Reading Contest

The Bash/Whisler Memorial Bible Reading Contest is open to any regularly enrolled Northwest Christian College student. Competition is in reading selections from the Old and New Testament with the New Testament passages read from memory. Monetary awards are provided by the family of Dr. and Mrs. Gerald S. Bash in memory of their son.

Edward P. Kellenberger Library

The Edward P. Kellenberger Library contains 74,000 cataloged books, journals, audiovisuals and microfilm. It receives over 265 journal subscriptions. The majority of the collection is on open stacks arranged by Dewey Classification System. The Library's resources are extended through reciprocal borrowing agreements with the Oregon Knight Library and other regional libraries. Inter-library loan services provide further access to international resources.

The automated union catalog, OPALL, provides computerized access to over 500,000 items of seven college libraries, including Northwest Christian College, Western Baptist College, Mt. Angel Abbey, Concordia University, Multnomah School of the Bible, and Western Seminary. OPALL is accessible on campus as well as off campus. College web page www.nwcc.edu/library courier service ensures rapid resource sharing of materials among the consortium libraries and other libraries in Oregon and Washington.

Reference services include web access to the OPALL automated catalog for books and media with the ability to request library materials online for students and faculty. Access to online databases include EBSCO Academic Universe, and OCLC First Search. These online databases provide access to full text magazine articles as well as other information for students and faculty on campus and off campus. The Kellenberger Library provides helpful user guides to research tools, links to other library automated catalogs, library policies, library faculty services, Friends of the Library membership, and much more information. Librarians conduct library instruction classes and provide assistance for individual research.

The Media Center service provides media materials and equipment for classroom, special college programs, and individual instruction. Media includes video recordings, sound recordings, and other graphic materials. The recording laboratory offers learning opportunities for speech and music courses. The computer lab provides access for students for computer courses and is available for personal use. The computer lab also provides the capability for internet access and e-mail.

Several special collections are located in the Library. Unique and valuable rare Bibles, incunabula, and early manuscripts and other rare books comprise the Rare Book and Bible Collection. A museum collection includes Asian artifacts donated by missionaries as well as pioneer items. Materials on the early history of Northwest editions of printed books are in the Northwest and Turnbull Collections. The records and memorabilia of Northwest Christian College and its predecessor institutions dating from 1895 are located in the Archives. History of the Northwest is included in the Disciples Historical Collection. A unique hymnbook collection is also part of the collection.

The library is an institutional member of the American Library Association, Association of Colleges and Universities, Northwest Association of Private Colleges and Universities, and Association of Christian Librarians.

Technology on Campus

Purpose

The mission of the Information Systems (IS) Department is to serve the computing and communication needs of the faculty, staff, and students on campus in a Christian, professional and timely manner. The department provides computer communication and data networks and systems on campus, including telephones, data lines, servers, computer

software.

Access

Students have access to the computer lab located on the second floor of the library as part of the which has 20 PC workstations, is open during the same hours as the library. In addition, students can ob for use on campus. The computer classroom features a state-of-the-art data/video projection system and 2 The library has placed its entire inventory on an automated card catalog system and has links to numerous sources that students can access for course work.

The data network includes all buildings on campus and the residence halls, except the apartments. wired for Internet access. One additional classroom is equipped with a data/video projection system and i while three classrooms have instructor computers connected to overhead televisions.

Student Records Policy

Complete policies regarding student privacy and records can be viewed at <http://www.nwcc.edu/registrar/policies/ferpa.html> Students rights regarding personal information includ

1. The right to view material in his/her records filed at Northwest Christian College, with the ex records for which there is a signed waiver of that right.

2. The right to limit access to personal records. Consent of the student must be given for release academic records to persons other than Northwest Christian College faculty and staff having official reason or under emergency circumstances.

3. The right to limit personal material (directory type information) printed in publications such Directory. Directory type information (the information that could be given out to whomever in includes the following: student s f full name, local and permanent address(es) and telephone number(s), address, date and place of birth, the fact that thstudent is or has been enrolled, dates of attendance, c level and academic major, number of credit hours (not grades), degrees and honors awarded, participation in officially recognized activities, heights and weights of members of athletic teams, photographs, and previous institutions attended.

4. A student who challenges any item in his/her records shall have opportunity for a hearing. A re regarding academic records should be referred to the Registrar s Office. A request for a hearing financial records should be referred to the Business Office.

Nondiscriminatory yPolic

The policy of Northwest Christian College is to provide equal opportunity for all qualified person programs and activities that the College operates. The College does not discriminate on the basis of race ethnic origin, age, disability, sexual orientation, religion, marital status or any other protected statu applicable nondiscrimination laws in its admission policy, employment, scholarship and loan programs, edu and other activities that it operates.

Catalog Changes and Authority Policy

Students whose studies are uninterrupted will graduate under the requirements listed in the Catalog time of original admission. Since the College reserves the right to discontinue courses at any time, cour assigned for discontinued courses. The College reserves the right to change fees, rules, and calendars re at, admission to, conduct in, instruction in, and graduation from the College. Changes go into effect whe authorities so determine and apply not only to prospective students but also to those who at that time an College.

STUDENT DEVELOPMENT

Student Development

NCC approaches student services from a developmental perspective with an emphasis on becoming well-rounded individuals through intellectual, spiritual, emotional, and social growth. Topics given special focus include community service events, self-defense, community building, eating disorders, wellness issues, and substance abuse. The department annually sponsors events and programs such as Orientation, Homecoming, campus ministry opportunities, learning, wellness, diversity, fitness, and recreation. If you wish to help plan or participate in these events, contact the director of student activities.

Co-Curricular Outcomes

The student development department of NCC seeks to nurture and develop those parts of the student's life that take place outside of the classroom. Listed below are co-curricular events, settings, and points of learning that are unique to being a student at Northwest Christian College.

1. Students will have the opportunity to work as a team member towards a significant common goal.
2. Students will have the opportunity to lead a team towards a significant common goal.
3. Students will have the opportunity to develop lifelong habits of giving, caring, and sharing.
4. Students will have the opportunity to make decisions based upon exploration of options and outcomes.

5. Students will have the opportunity to deepen their personal relationship with Christ.

Counseling Services

Counseling services are available to all full-time NCC students. Students in the Degree Completion program in need of personal counseling may see a counselor at the NCC Counseling Clinic at no charge, or, if they do not have insurance coverage, they may receive a referral to a professional counselor or psychologist in the community. Students interested in the Counseling Clinic services should call 349-7471 to schedule a brief intake session.

Student Health Insurance

Unless covered by a family or individual policy, all full-time students and all students living in the dorms must subscribe to NCC's student insurance policy. This policy is primarily a hospitalization and accident policy. Policy or claims for insurance benefits are handled by Guarantee Trust Life Insurance Company (phone 1-800-349-7471, website www.associatedinsureanceplans.com/nwcc.htm). Claim forms are available in the Business Office.

Disability Services (Americans with Disabilities Act)

Northwest Christian College does not discriminate on the basis of disability in the admission process, treatment of or employment in, its programs or activities. Prospective and admitted students who need special programs, services and accommodations should contact the disability services officer in student development.

Documentation of Disability

To be eligible for disability-related services, students must have a documented disability condition as defined by the Americans with Disabilities Act (ADA), 1990. Disabilities covered include physical and mental impairments, but are not limited to vision, hearing, mobility, learning, systemic, psychiatric, and brain injury. The documentation from an appropriate, licensed professional to certify individuals as having a disability should suggest reasonable and appropriate accommodations. The cost of obtaining documentation will be borne by the individual student. If the initial documentation is not reasonably current, incomplete or inadequate to the disability and appropriate accommodations, the disability officer will have the discretion to require supplemental documentation of disability. The cost of the supplemental assessment shall also be borne by the individual student. If appropriate documentation, the disability officer reserves the right to deny services or accommodation.

Determination and Provision of Reasonable Accommodations

Accommodations, modifications, or adjustments to a job, course, program, services or activity may be made for an individual with a disability to have an equal opportunity. An equal opportunity means an opportunity to participate in performance or to enjoy equal benefits and privileges as are available to similarly-situated individuals.

The College is obligated to provide reasonable accommodations, adjustments, and/or auxiliary services to overcome the limitations of an otherwise qualified individual with a disability. It is the responsibility of the individual to determine if the College that an accommodation is needed. When a qualified individual with a disability requests an accommodation, the College will make a reasonable effort to provide an accommodation, adjustment, and/or auxiliary service to the individual. Admissions decisions, course examination and other measures of achievement will be provided without accommodations or modifications to ensure that the evaluation represents achievement rather than reflects disability.

Procedures for Students with Disabilities

1. Students with disabilities who require accommodation must contact the disability officer by the first day of class. If contact is made after this time, accommodations may not be possible.
2. Students with disabilities will provide documentation of their disability and how it limits their participation in employment, courses, programs, services, or activities of the College. Documentation should be current.
3. The disability officer will file official documentation of the disability that clearly identifies the disability and provides sufficient information regarding the manifestations of the disability. Once again, documentation should be reasonably current.
4. The disability officer will ensure that disability documentation is kept confidential and shared only with personnel on a limited need to know basis.
5. The disability officer and disabled students will discuss the interaction of the disability with the learning environment and determine reasonable accommodations that may be necessary. Consultation with the disability officer, staff, and outside professionals regarding essential course elements and reasonable accommodations will occur in situations that are new, complex, or sensitive.
6. The disability officer will clearly outline the process for provision of reasonable accommodations.

this verbally and in writing to disabled students. In determining reasonable accommodations questions will be answered: what accommodations will be provided, how will they be provided, who they be provided, who is responsible for providing them. Standardized policies and procedures establish the disability officer for auxiliary aids and services (i.e., academic assistance, test accommodations, alternate print formats, registration assistance) will be included in the plan.

7. The disability officer will provide individualized letters for faculty members certifying the

Michael Fuller		(206) 220-7900
Dean of Student Development	Office for Civil Rights	U.S. Department of Justice
Northwest Christian College	U.S. Dept. of Education	Washington, D.C. 20210
828 E. 11th Ave.	Jackson Federal Building	(202) 220-5300
Eugene, OR 97401	915 Second Ave., Rm. 3310	
(541) 684-7345	Seattle, WA 98174-1099	

recommending reasonable accommodations; delineating faculty, student, and disability officer' responsibilities; and inviting faculty to contact the dean of student development and the academic there are concerns or questions about accommodations. Faculty will not contest the existence of disability if it has been properly documented and will be expected to assist with the provision of reasonable accommodations when appropriate and necessary. Professors are not expected to compromise course expectations or the quality of student work. It must be noted that academic requirements that the College considers essential to the program of instruction or to any requirements directly related regarded as discriminatory.

8. Students with disabilities will be responsible for delivering letters to their professors. In (i.e., sabbaticals, summer leaves, etc.), students will consult with the appropriate faculty students are having difficulty connecting with faculty and/or faculty supervisors, they should request assistance from the disability officer.

9. Students with disabilities will be responsible for contacting the disability officer if reasonable not implemented in a timely fashion, or are not effective.

Academic Accommodations

Common academic accommodations may include, but are not necessarily limited to nor guaranteed: accommodations, alternate print formats, exam modifications/adjustments, note takers, interpreters, reading assistive computer technology, course modifications/substitutions, reduced course loads, part-time enrollment priority registration, time extensions, taped lectures, classroom relocations, removal of architectural

Grievance Procedures for Students with Disabilities

Complaint of Discrimination Allegation of different treatment, whether intended or unintended, based on student's disability.

Informal Complaint The process of gathering information either to help establish a suspicion of discrimination attempt to resolve a disagreement without following a formal complaint process.

Formal Complaint The process of investigating a case of alleged discrimination and making a determination whether or not discrimination occurred and, where appropriate, providing a resolution to the complaint.

Non-retaliation An individual filing a complaint of discrimination in good faith shall not be subject to retaliation by the College. An individual may file a complaint alleging retaliation.

Students with disabilities who have requested accommodations, modifications, and/or adjustments and that they have been discriminated against on the basis of their disability or who are dissatisfied with accommodations provided should:

1. Notify the dean of student development. The dean of student development will assist College disabled students to informally resolve disagreements regarding recommended accommodations.

2. If the matter cannot be resolved informally, or the disabled student is not satisfied with the resolution, they may file a Complaint of Discrimination. The complaint must be in writing and should include: the student's current disability documentation, the student's reasoning regarding the complaint, and the means by which the student may be contacted. The student's complaint will be responded to in writing by the dean of student development or his /her designee within three work days. Said response may include the rationale and reasoning relevant to the circumstances and alternative accommodations which may be available to the student.

3. If the student is in disagreement with or is not satisfied with the dean of student development's response, the student may appeal to the College's formal Grievance Committee, however, the formal written complaint must be submitted within 30 days. The Grievance Committee will respond to the student's appeal within ten work days of hearing the student's grievance.

Important phone numbers and points of contact regarding the Americans with Disabilities Act

Liability

Northwest Christian College takes all reasonable steps to protect people and property on campus. It is impossible to provide protection that is 100% effective, and the College does not accept responsibility for injury or damage to personal property occurring on the campus. Students are encouraged to make sure that their insurance coverage is adequate.

Campus Patrol & Campus Security Act Notification

NCC's Campus Patrol is on duty from approximately 6:00 p.m. to 2:00 a.m. each day during the school year. Patrol members are available as escorts on campus, for security checks of campus buildings, and to provide general security for the NCC community. The contact number is posted in many locations throughout the campus.

As of 1993, federal law requires NCC to track and publish the rates of major crimes on campus. Examples include assault, burglary and theft, and rape. The campus crime statistics are available in the brochure "Safety on Northwest Christian College Campus" which can be obtained through the Dean of Student Development Office. If you witness any such crime, you are strongly urged to report it to the Dean of Student Development Office. You will receive assistance in reporting the crime and working through the effects of the incident on your life.

Standards for Student Behavior and NCC Covenant	Projecting and Throwing Objects
Community Life	Firearms, Weapons, Pyrotechnics and Explosive Devices
Alcohol and Drugs	Roofs
Student Sexual Offenses	Parking and Traffic Regulations
Public Nudity	Soliciting
Hazing	NCC Clubs and Organizations
Sexual Harassment	Publicity
College Dress	Scheduling Events
Disciplinary Sanctions	Speakers
Grievance Policies and Procedures	Right to Dissent
General Harassment and Discrimination	Law Enforcement
Computer Use	Pets

Emergency Student Loan

A student who has a financial emergency may apply for a short-term loan. The student must be in good standing with the College.

Room Condition and Care	Screens
Lockouts	Smoke Detectors
Safety and Security	Refrigerators and Freezers
Earthquake Safety	Electrical Appliances
Fire Safety	Furniture
Room Assignments	Lounge Furniture and Decorations
Housing Contracts	Storage
Check-in/Check-out	Pets
College Breaks	Guests
Room Changes	Visitation Hours
Keys	Quiet Hours
Kitchens	Sports
Laundry and Linen	Water Fights
Damages	Room Use
Security System	Room Displays
Cosmetic Changes	
Painting	

The limit per loan is \$150.00, and no more than four loans may be applied for during the semester. Examples of emergency situations include money for textbooks, medical expenses, and emergency travel money. Repayment is due by the end of the semester in which the money is borrowed. To apply, see the associate director of Student Development.

Career Planning and Placement

Off-Campus Employment/Placement Services

Students interested in general employment in the Eugene-Springfield area may consult the Job Bulletin. The Job Board is located on the second floor of the Morse Event Center and is maintained by the Student Development Department. Details on all postings can be obtained by contacting the director of career development.

On Campus

Job listings and vocational counseling and guidance are available through the office of the director of career development. Students may examine job listings, graduate catalogues, and receive help with items such as resume writing, interviewing and job search skills.

Parking

There is a limited amount of parking space for NCC students. If you drive a car or motorcycle to campus in the NCC lot, you must purchase a vehicle permit from the cashier in the Business Office. If you purchase a new permit must be obtained and the old one voided. You may not park two vehicles in the NCC lot at one time. If a permit is lost or stolen, a new permit may be purchased and original permit number voided. Students park in the NCC lot according to either their living area or their commuter status. Students must park in their assigned area. The NCC parking is provided as a service to students and is carefully monitored. Vehicles without permits or without proper permits parked in the NCC parking areas, will be towed at the owner's expense. Campus visitors must obtain a visitor's parking permit from the Student Development Office. Hours to obtain a visitor's parking permit are 8:00 am -12:00 noon and 1:00 pm Monday through Friday. NCC is not responsible for damage to or theft of vehicles or their contents. Please do not leave valuables in your vehicle.

Student Lounge

Student lounges are located in the Morse Event Center, and in the Burke-Griffeth Residence Hall. The lounges vary each semester. The lounges house various items for student relaxation and recreation.

Student Bookstore/Internet Cafe

The Student Bookstore/Internet Cafe is located inside of Burke-Griffeth Hall. Clothing, food and other items are available.

Address/Name Changes

In order for the College to keep accurate records, a student who changes his/her name, marital status, or permanent address must notify the registrar.

Photo ID Cards

Photo ID cards are issued at the beginning of fall semester or the first semester a student is enrolled. All students must obtain an NCC photo ID card. This card officially identifies the bearer as a student of NCC and grants privileges, such as: free entry to NCC sports, use of the NCC Library, use of the Morse Event Center, Student Bookstore, and loan privileges at the U of O Library. See the student development administrator for more information. Morse Event Center for further information. Replacement cards are \$15.

Standards for Student Behavior and NCC Covenant of Community

See on-line Student Handbook @ www.nwcc.edu/about/covenant.htm for more information on college policies regarding:

See on-line Student Handbook @ www.nwcc.edu for more information on residence hall policies and procedures.

See on-line Student Handbook @ www.nwcc.edu for more information on Judicial Process.

See on-line Student Handbook @ www.nwcc.edu for more information on Campus Resources.

Academic Grievance

When a student and a faculty member are in conflict or a student identifies a grievance in an academic matter such as grades or assignments, the following sequence of events should be followed:

1. The student should approach the faculty member and initiate a dialogue concerning the matter.
2. If this does not bring about resolution, or if the student is hesitant to address the faculty member, the student should initiate a dialogue with the faculty member's supervisor. This supervisor will either be the department chair, dean or the academic dean. During this dialogue, it will be determined if the matter is better resolved by the faculty member or the student.

informally or formally. Formal grievances require a written statement from the student outlining the situation. Formal grievances should be directed to the academic dean.

3. Appeal: If the student is in disagreement with or is not satisfied with the academic dean's final decision, the student may appeal to the College's Grievance Committee. Such an appeal must be made within 10 work days of the academic dean's written communication regarding the formal grievance. The Grievance Committee will respond to the student in writing within ten work days of hearing the student's grievance.

Ombudsman

Sometimes situations or circumstances may arise that are complex and confusing. At other times a student may simply want the help and support of an advocate. In those times when students are unsure what to do and unsure who to talk to, NCC provides ombudsmen. Ombudsman is a Scandinavian term meaning advocate or go-between. NCC's ombudsmen are available to students who have questions about NCC policies and procedures.

Exemption Procedure & Procedure for Proposing Change

A student wishing to propose a change or ask for an exemption from any of NCC's policies and procedures should follow this sequence:

1. Make an appointment with one of the Student Development staff to discuss the change, clarify the request, and describe how the change might affect the current rule.
2. Submit a letter of petition to the dean of student development requesting consideration of the exemption. In matters of institutional change, the student may, but is not required to, submit supporting signatures from other students (note: supporting signatures/petitions are inappropriate in exemption requests). If signatures are submitted, each person signing the petition must:
 - a. be currently enrolled, full-time (12 credits minimum).
 - b. be an NCC student body member.
 - c. be in good academic standing.
3. A written response will be made within 14 days of the date the petition is received.

Grievance Policies and Procedures

The college affirms the principle that its students have a right to be free from harassment and discrimination. This principle includes sexual harassment by any member of the College community.

General Harassment and Discrimination

Harassment includes behavior and/or communication that creates an intimidating and/or hostile environment. Discrimination is the unlawful limiting of opportunities based on one's race, color, national or ethnic origin, sex, or sexual orientation. Students believing to have experienced harassment or discrimination are encouraged to make initial contact with a member of the College's faculty or staff that they trust. The student must then contact the dean of student development. The dean of student development serves as the College's civil rights officer. From this point, generally the following procedures apply:

1. The student may first ask the dean of student development to attempt informal resolution of the complaint. The dean of student development shall decide whether to proceed with the informal attempt and shall notify the person bringing the complaint of the decision. A discussion of the complaint will be held with the person bringing the complaint and the person involved in the complaint. If as a result of these efforts, all parties involved believe that a satisfactory resolution has been achieved, the dean of student development shall decide what further action, if any, should be taken. If such a resolution is not achieved, the person bringing the complaint may elect to bring a formal complaint.
2. The student may file a formal complaint with either the dean of student development or the person alleged to be the perpetrator. Such a complaint must be in writing and must present the details of the situation. The dean of student development will conduct an investigation. The investigation will be completed within 14 working days. Possible outcomes of the investigation are:
 - a. finding that the allegations are not warranted or could not be substantiated.
 - b. a negotiated settlement of the complaint.
 - c. finding that the allegations are substantial and, if so, recommending corrective action to the person bringing the complaint.
3. The student may, after conversation with the dean of student development, decide to drop the complaint. If the student decides to drop the complaint, the dean of student development will decide what further action, if any, should take place.

Appeals

The appeal of any decision made by the dean of student development in reference to any point of a grievance or disciplinary action is made to the College's Grievance Committee.

disciplinary action may be made to the College's Grievance Committee. This committee consists of two faculty members, one staff member, and in cases involving students, two students. Appeals will be considered when they present the following: 1) new information not yet a part of previous decisions, 2) evidence of bias in earlier proceedings, or 3) the committee believes relevant information was not considered. The Grievance Committee is empowered to make decisions that may result in dismissal of the case, overturning of a prior decision, and/or recommending final disposition, consequences and disciplinary action, to the president.

STUDENT FINANCES

Tuition and Fees for the 2005-06 Academic Year

Students must sign a Financial Plan & Agreement and at the start of each school year in order to complete registration and to qualify for campus housing. There are two methods for paying an account at Northwest

- o Pay in full at the beginning of each semester.
- o Enroll in our monthly payment plan through Tuition Management Systems (TMS) and divide your expenses covered by financial aid into regular monthly payments (8-12 month plans). No interest is charged on unpaid as you make your monthly payments on time. There is a small set-up fee.

If one of these two options is not possible, the Business Office may approve on an individualized basis, There is a \$160 set-up fee associated with an NCC plan and interest charges are applied monthly on unpaid

Deposits

An advanced tuition deposit is required for students admitted for the first time to the College and June 1. This deposit is held in the student's account and applied to his/her tuition expenses upon enrollment. A tuition deposit is required in order to proceed with advanced class registration or housing arrangements. Refunds for cancellations received in writing by the Admissions Office until June 1.

All residents of campus housing must make a deposit of \$100 before receiving a housing assignment and a portion in the food plan. This portion of the deposit, less fines, damage charges, and termination penalty if applicable, must be returned within 30 days of written notification of the dean of student development to students who are graduating from Northwest Christian College residence.

Money on Account

Money sent to Northwest Christian College for student accounts will be disbursed as designated. Unless the Business Office receives written instructions to the contrary, the office will apply small amounts immediately and make other payments to Northwest Christian College accounts at the beginning of each semester.

Tuition and Fees

Undergraduate Tuition Cost:	Fall 2005	Spring 2006
15-18 hours: (for students enrolled before Fall 2003)	\$9,105	\$9,105
12-18 hours: (for students enrolled after Summer 2003)	\$9,105	\$9,105
Remedial: (Can be part of 12-18 block with no additional cost)	\$607	\$607
Audit: (can be part of 12-18 block with no additional cost)	\$113	\$113
Credit for Prior Learning (per credit hour) for all programs:	\$304	\$304
Credit by examination/course challenge (per credit hour) for all programs:	\$304	\$304
Individual Instruction:	Fall	Spring
Piano, Voice (per hour) (can be part of 12-18 block and pay only \$225 fee)	\$607	\$607
Student Vehicle Fee:		
Annual	\$167	
Per semester	\$84	\$84
Student Activity Fee:		
Per semester	\$85	\$85
Social Activity Fee:		
Campus Resident Only	\$105	\$105
NCC Plan Fee:	Annual	Semester
Payment Plan Fee	\$170	\$85

Health Insurance*:

Single Student \$789 \$365

*Mandatory without proof of insurance for undergraduate students with 9 or more hours. Rates for families also a

Student Accompanist Fee:

First Voice Level \$15
 Second Voice Level. \$15.
 Third Voice Level \$25.
 Fourth Voice Level. \$50.

The fee for non-majors in voice is \$15 for their sequence courses.

Orientation Fees:

Fall semester new students under 60 hours and under 21 years
 (includes 2 day orientation retreat)
 Fall semester new students over 60 hours and/or over 21 .
 (retreat is \$60 additional option)
 Spring new students. \$45
 (One time fee for regular undergraduates.)

Registrar s Fees

Graduation - \$25. Late Graduation Fee- \$50. Diploma Replacement Fee - \$10. Official Transcripts free, additional copies ordered on same day - \$2 a copy. Additional cost to mail overnight - \$25 per a overnight transcript request - \$50. Petition of the Academic Deadlines - \$20.

Finance Charges

Current outstanding balances are charged .67% monthly (8% annual rate). Balances become past due academic and dormitory withdrawal and at the end of the academic year and are then charged 1.167% month rate).

Late Fee Assessment Penalty

Students are subject to a \$50 penalty for failing to have the financing of their tuition and fees Business Office. The fee assessment must be done by the 7th business day following the first day of Fal

Kellenberger Library Fines

Books and Media\$.50 per item per day. Lost or damaged items-cost to library to replace item plus charge.

Returned Check Charge

Returned checks subject to \$25 charge.

Room Replacement Key Fees

Master - \$100, Floor - \$50, Room/Apt - \$35

Housing Options

	B-G Residence Hall		Richart & Hilyard Apartments			Townhouses	
	Single Students		Single Students			Single Students	
	Double	Single	Triple	Double	Single	Triple	Double
Fall	\$1,256	\$1,632	\$1,258	\$1,559	\$2,285	\$1,362	\$1,775
Spring	\$1,256	\$1,632	\$1,258	\$1,559	\$2,285	\$1,362	\$1,775
	\$2,512	\$3,264	\$2,516	\$3,118	\$4,570	\$2,724	\$3,550

Summer Housing Costs

\$450 per month for apartments, \$496 per month for townhouses. Includes water, electricity and lo (apartments at 971 & 957 Hilyard include water and electricity only).

Meal Options

- A. Freshman living on campus must take the 19 block plan.
- B. Sophomores living in B-G must take at least a 15 block plan.
- C. Sophomores living in apartments can take a 5 meal plan.
- D. Juniors and Seniors living in B-G must take at least a 5 meal plan.

- E. Juniors living in campus apartments must take at least a 5 meal plan.
- F. Seniors living in campus apartments do not need to take a meal plan.

Meal plan costs:

	19 Block	15 Block	5 Meal
Fall	\$1,703	\$1,376	\$515
Spring	\$1,703	\$1,336	\$515
	\$3,406	\$2,752	\$1,030

Refund Policy

Upon complete withdrawal from the College, students receive a proportional refund for tuition, room and board, and other eligible fees (some fees are nonrefundable). Until 60% of the semester is completed, the prorated refund is made. At no point no refunds are made. For example, if the student withdraws in the fifth week out of 15 weeks in the semester, the refund would be 33%. The amount refunded would be reduced by an administrative fee of 5% of the original charges or \$100, whichever is less.

Note: No refunds are given for application fees, technology fees, and vehicle permits.

All academic withdrawals must be processed in accordance with the the policy of the College. Refunds are made on the date the withdrawal form is approved by the chief financial officer.

The first step of academic withdrawal is to secure withdrawal form(s) from the Registrar s Office. For a single or partial course withdrawal, the student must inform individual course instructor(s) involved of the withdrawal and have the instructor(s) sign the withdrawal form(s). The student then takes the signed form(s) to the student accounting specialist in the Student Services to process.

In the case of a complete withdrawal the student must have an exit interview with the dean of student development and have that person sign the withdrawal form. (Signature of course instructors is not required.) The student then takes the signed form to the student accounting specialist in Student Services to process. The student must also consult with the Financial Aid Office if he or she has obtained financial aid while at Northwest Christian College. Refunds would be reduced by an administrative fee of 5% of the original charges or \$100, whichever is less. Refunds are not given for application fees, vehicle permits, or orientation fees.

Single Course Drops

No refunds are made for single courses dropped after the date registration is closed for the semester. All charges listed on the enrollment record at the time of the close of registration are charged for in full. See Academic Catalog for the close of registration.

Financial Aid Adjustments

A student who leaves college for any reason (officially withdraws, unofficially drops out, is suspended, or is expelled) is expected to repay or return to Northwest Christian College all or part of his/her financial aid. Northwest Christian College follows current federal, state and institutional regulations to determine the portion of total Northwest Christian College financial aid that must be paid from financial aid proceeds. Any aid directly disbursed to the student must be returned to the college. The total for institutional scholarships applied to an account can never exceed the tuition charged.

Refunds to Veterans

As an accredited school through the Northwest Commission on Colleges and Universities (NWCCU), Northwest Christian College has established its own refund policy in regard to veterans. This policy is the same as that for all regularly enrolled students.

Refund of Residence Hall Room and Board

Refer to the residence hall contract for refund policy. The dean of student development will set a schedule of penalties required by the contract.

Official Transcripts

The official transcript remains the property of Northwest Christian College and cannot be issued until all amounts owed the College, including accounts receivable, notes, loans, and other amounts are paid in full. If Northwest Christian College needs to pursue collection efforts, reasonable attorney fees and collection costs can be added to the amount owed or not an action is filed. If an action is filed, the prevailing party shall be entitled to recover attorney fees.

Financial Aid Process

The Financial Aid Office is committed to helping students who wish to attend Northwest Christian College but may not be able to meet all the expenses from personal and family income. Northwest Christian College provides grants, scholarships, student employment and education loans to help those who qualify. Last year, over 1,000 students qualified for assistance. In addition, the Financial Aid Office provides financial aid counseling to students to guide them through the process of applying for and receiving financial aid. Our goal is to provide the resources needed to enable deserving students to attend Northwest Christian College.

Financial aid may be grouped into the two broad categories of need-based and non-need aid. All federal student aid is based on financial need with the exception of a few federal student loan programs. Northwest Christian College offers both need and non-need types of financial aid.

Need-Based Aid

Eligibility for need-based aid requires submission of the Free Application for Federal Student Aid (FAFSA). From information provided on the FAFSA, the federal processor calculates both the student's and his/her Expected Family Contribution (EFC). EFC is the amount the student and her/his parent(s) are expected to pay toward college expenses. The Financial Aid Office figures a student's need by subtracting the EFC from the cost of attending Northwest Christian College. This is also known as the financial aid equation.

Federal Methodology Need Analysis

1. Many factors are considered, including
 - income of student and custodial parent(s) (if dependent)
 - number of family members
 - number of family members in college at least half-time (excludes parents)
 - age of the oldest parent (to protect savings for retirement)
 - assets [checking, savings, investments, real estate equity (excluding home), business or other assets]
2. Home equity programs and accumulated retirement accounts are NOT used in calculating need.

Financial Aid Equation

Cost of Attendance (COA) - Expected Family Contribution (EFC) = Estimated Need

Non-Need-Based Aid

A variety of grants, scholarships and loans are not based on need. The college offers merit grants in recognition of academic achievement, leadership and talent. Other non-need awards include church scholarships, church-matching programs, grants to children of heritage church pastors and missionaries, and grants tied to a particular church affiliation. The federal government offers two loan programs for students, the other for parents, that are not based on need.

Application Procedure

To apply for financial aid the student must:

1. Complete the Free Application for Federal Student Aid (FAFSA) and submit it to the U.S. Department of Education. Northwest Christian College and the federal school code 003208 should be listed on the FAFSA. FAFSA is available in both a paper version or online at www.fafsa.ed.gov. Note to late income tax filers: the questions on the FAFSA require income tax information from the most recent year. If taxes have not been filed at the time the FAFSA is to be submitted, use the most recent tax information available.
2. Apply for admission. Students must be accepted for admission to Northwest Christian College before an aid package may be processed.
3. If selected for verification by the federal processor, provide additional information as requested by the Financial Aid Office (see Verification Process).
4. Review for accuracy the Student Aid Report sent from the federal processor to the student after the FAFSA. The Financial Aid Office receives a similar report at the same time, which is used to determine the student's financial need and eligibility for need-based aid.

Students must complete and submit a FAFSA for each academic year. Eligibility and level of need-based aid are determined each year by federal standards.

It is important to apply for financial aid early in order to qualify for aid with deadlines and to meet Northwest Christian College's priority deadline is March 1 for students planning to enter fall semester. Students with completed applications by March 1 are assured of optimum consideration and funding for scholarships and financial aid from all sources.

deadline, it is necessary to submit the FAFSA in early February to allow ample time for the FAFSA to be processed. Income tax return information and income data may be used in completing the FAFSA if taxes have not yet been filed with the IRS.

All financial aid awards cover a period of one academic year (or what remains of the academic year awarded mid-year). The process of applying for financial aid, including submission of a FAFSA, is repeated each year for which the student seeks aid. Financial aid awards are packaged each year on the basis of current income, first-served basis to all eligible applicants.

Online FAFSA

Students may apply for financial aid online at www.fafsa.ed.gov. Simple instructions guide the student in transmitting the Free Application for Federal Student Aid (FAFSA) directly to the federal processor. Online application is secure and significantly reduces errors and processing time. By registering for a PIN the student and parent can access and update applications electronically. A PIN further provides access to various Department of Education services and the student to view the status of their financial aid application or a summary of their financial aid history. For more information, visit the website requested at www.pin.ed.gov.

Electronic transmittal of information may expedite other steps in the financial aid application process. For the student's convenience, the admission application may be submitted via the Internet at www.nwcc.edu. A downloadable version of the Verification Worksheet is also available on the Northwest Christian College Web site.

Verification Process

The U.S. Department of Education requires additional information from some FAFSA filers, including a Verification Worksheet, copies of W-2 s and federal tax returns. If required, the Financial Aid Office will request the information needed.

Federal regulations require the Financial Aid Office to review this information before awarding financial aid. If verification documents contradict information on the FAFSA, the student may be required to make corrections on her/his Student Aid Report (SAR) and return it to the federal processor. Final determination of financial aid awards must await completion of the verification process.

Fraud and Misrepresentation

Students or parent/guardians suspected of supplying false or misleading information in connection with a financial aid application may be reported to the U.S. Department of Education. Before such action is taken, however, the Financial Aid Office contacts the student to allow him/her an opportunity to explain and/or correct questionable information. If misrepresentation is still evident after such attempts, the Financial Aid Office refers the application to the U.S. Department of Education. No financial aid is awarded until the matter is satisfactorily resolved.

The Financial Aid Award

Once the Financial Aid Office has received all the required information and the student is admitted, the amount of financial aid award is determined. The student is considered for all sources and types of financial aid awards. Award notices go out by early April to students who have met the March 1 priority deadline. Students are sent an electronic mail notice with instructions for viewing an electronic copy of their financial aid award online. To accept the award students must complete the online process and submit the award letter to the Financial Aid Office. Students must respond by June 1 in order to guarantee reservation of the full award, or within 30 days if the award is partial.

If, after awarding financial aid to the student, the Financial Aid Office learns of subsequent changes in the information originally provided with the financial aid application (reported updates, estimated data disagrees with actual data), the aid must be re-evaluated. The Financial Aid Office makes any necessary revisions in the financial aid package and issues an amended award notice to the student.

All financial aid awards cover a period of one academic year (or what remains of the academic year awarded mid-year). The process of applying for financial aid, including submission of a FAFSA, is repeated each year for which the student seeks aid. Financial aid awards are packaged each year on the basis of current income, first-served basis to all eligible applicants.

Unusual Circumstances

Although a student's FAFSA may not be selected for verification, she/he is still responsible for a review by the Financial Aid Office of any errors or changes in the information supplied on the FAFSA. For instance, if the FAFSA indicates that all family members will be attending college, but only one actually enrolls, the student is required to inform the Financial Aid Office of the change.

Independent vs. Dependent Status

Students who are dependent are evaluated for aid using both the parents' and the student's financial information on the FAFSA. (If parents are divorced only the custodial parent's information is used; if the custodial parent is deceased, stepparent information is also considered.) Parent financial information is not used in figuring financial aid awards for independent students.

independent.

A student is considered independent only if they meet one of the following criteria:

- 24 years of age
- married
- graduate student
- veteran of the US Armed Services
- have children who are legal dependents
- Ward of the Court
- have dependents (other than your children or spouse) who live with you.

The fact that an otherwise dependent student lives away from his/her parents and/or is self-supporting does not make that student independent. A student who is dependent is required to provide data from her/his parents or guardians of whether their parents intend to help financially.

Student Eligibility Requirements

The following is an extensive, though by no means exhaustive, list of various requirements that a student must meet in order to be eligible for state and federal aid.

To be eligible for federal aid a student must:

1. be a U.S. citizen or an eligible non-citizen.
2. have either 1) a high school diploma or its equivalent, 2) proof of the ability to benefit from a postsecondary education approved by the U.S. Dept. of Education
3. attend an approved school participating in a state process for determining academic qualifications
4. be accepted for admission.
5. maintain satisfactory academic progress toward degree requirements (see Satisfactory Academic Progress)
6. have a valid social security number.
7. register with the Selective Service or document an exemption (males only).
8. not be currently in default on a federal education loan.
9. not owe for receipt of an overpayment of a federal grant.

Students convicted of possessing or selling illegal drugs may not be eligible for federal aid, even if no conviction occurred. They can regain their eligibility early by completing a drug rehabilitation program available from the Federal Aid Student Information Center at 800-433-3243.

Satisfactory Academic Progress

In order to remain eligible for financial aid students are required to maintain satisfactory academic progress. Conditions for maintaining progress entail completing a sufficient number of credits semester-by-semester and a minimum cumulative grade point average at all times. The Financial Aid Office checks each student's academic progress each time aid is awarded (with the exception of entering freshmen) and at the end of each semester. A letter of warning is issued if he/she fails to maintain satisfactory academic progress.

The requirements for Satisfactory Academic Progress ensure that students who receive aid are achieving satisfactory academic standards and are proceeding toward an educational goal (degree, certificate) in a reasonable amount of time. Standards are established for the minimum number of credits to be taken semester-by-semester, the total number of credits allowed for completing a program of study, and the quality of performance that must be maintained.

The maximum number of credits for which a student may receive financial aid is 150% of the credits required to earn a degree or program of study. A student who has declared his/her intention to pursue a baccalaureate degree may receive financial aid for a maximum of 186 attempted semester credits. Part-time students may receive the same total number of allowable credits but have a longer timeframe over which to extend enrollment (slowly) commensurate with their enrollment status. (See Credit Requirements and Enrollment Status)

All credits attempted at Northwest Christian College, including up to 30 semester credits of pre-college courses, and credits transferred from other institutions are counted toward the maximum number of credits allowed for financial aid. If not the student received financial aid funds. The Financial Aid Appeals Committee may make exceptions to the maximum number of credits and time frame for receiving aid because of extenuating circumstances.

Required Grade Point Average

To meet the standards of Satisfactory Academic Progress, a student is expected to maintain a cumulative grade point average of 3.00 or better at all times. For the purpose of figuring financial aid eligibility, courses taken through co-requisite enrollment are computed in the cumulative GPA. Graduate students are required to maintain a cumulative GPA of 3.00.

Satisfactory grades for completing a course include A, B, C, D and P (Pass). Grades of F, N (No grade reported), I (Incomplete), X (No grade reported), W (Official withdrawal), and AUD (Audit) do not count as completed

Credit Requirements and Enrollment Status

To receive financial aid, an undergraduate student is expected to complete a minimum number of attempts for each semester according to the following schedule:

Status	Per Semester Attempted	Per Semester Progress	Per Semester Probationary Terms
Full-time	12+ credits	9 credits	12+ credits
3/4 time	9-11 credits	6 credits	9-11 credits
1/2 time	6-8 credits	4 credits	6-8 credits

Enrollment Status for Consortium Courses

Enrollment requirements may be met by courses taken at an institution with which Northwest Christian College has a consortium agreement. Such courses count toward course load requirements only if the student obtains written approval both from the academic dean and the student's academic advisor and submits evidence of enrollment for the semester, the student is also responsible for submitting her/his grade report from the consortium school to the Registrar's Office to ascertain Satisfactory Academic Progress. Financial aid for consortium courses is awarded through Northwest Christian College. (See Consortium Courses for a list of participating institutions.)

Enrollment Status for Credit by Examination

For the purpose of financial aid eligibility, college credits granted for credit-by-examination programs (Placement (AP), College Level Examination Program (CLEP), International Baccalaureate and course challenge) are not used in determining enrollment status (part-time, full-time). Such credits do not count toward the minimum number of credits for each semester nor to the total credits allowed for receiving financial aid.

Requirements for Maintaining College-Sponsored Scholarships

All college-sponsored merit scholarships (Presidential, Dean's, Leadership, Achievement, Transfer) are renewable awards for a maximum duration of four academic years (or 8 semesters). To maintain eligibility, students must be enrolled continuously in a minimum of 12 credits per semester. Annual renewal of all college-sponsored scholarships is contingent upon meeting the GPA requirements specified for each scholarship. Renewal decisions are based on the student's cumulative grade point average at the end of each academic year.

Financial Aid Probation

Students who fail to complete the required minimum number of credits per semester and/or who drop below a cumulative 2.00 GPA, are placed on financial aid probation for their next semester of enrollment. Students on probation are ineligible for financial aid during probation.

To avoid loss of financial aid eligibility, students on probation must raise their cumulative GPA and complete the minimum required number of credits. Students who meet minimum standards by the end of the probationary semester are removed from probation and retain eligibility for aid. Students who fail to meet progress requirements during the probationary semester become ineligible for aid in their subsequent semester of enrollment.

Once withdrawn, eligibility may be restored only after standards for Satisfactory Academic Progress are met. Students may appeal the student without financial aid, or if the Financial Aid Appeals Committee grants an extension of the probationary semester in response to a written petition from the student. (See Appeal Process for Reinstatement of Eligibility) If a student is placed on probation instead of enrolling for their probationary semester, the conditions of financial aid probation will apply to the student at the time of re-enrollment.

Financial Aid Disqualification

Once on financial aid probation, a full-time student who fails to attain a 2.00 cumulative GPA or complete at least twelve credits for the semester (or a proportionate number for part-time students; see chart under Credit Requirements and Enrollment Status) is ineligible for further financial aid. The student is notified in writing of the conditions and requirements for reinstatement.

Exception: If a student with less than 30 completed credits is placed on probation for a cumulative GPA below 2.00, that student is allowed an extra semester of probation to raise his/her grades to an acceptable level. This exception applies only to the GPA requirement. The student must continue to complete the required minimum number of credits per semester or face disqualification.

Appeal Process for Reinstatement of Eligibility

Students who otherwise would lose financial aid eligibility may appeal to the Financial Aid Appeals Committee. Appeals are heard by the committee and may result in reinstatement of financial aid eligibility. Appeals are heard on the following grounds:

1. Challenge administrative error from miscalculation of credits completed or GPA attained.
2. Account for incompletes and describe arrangements to make-up credit.

3. Explain extenuating circumstances such as medical problems, family emergencies, learning disabilities, or other unusual or mitigating factors.

An appeal must be submitted in writing to the Financial Aid Appeals Committee and should state the student's reasons for not meeting minimum eligibility requirements during the semester(s) in question. The letter should also discuss the problem(s) and meeting satisfactory standards. Any arrangements made with professors to finish course credits should be specified.

If the appeal is approved, the student is granted an additional semester of financial aid probation. Conditions for continued probation and achieving Satisfactory Academic Progress are indicated in a written appeal. If the appeal is denied, the student remains disqualified until such time as requirements for reinstatement are met.

It is the responsibility of the student to initiate an appeal and to do so in a time frame that allows for an opportunity for review prior to the beginning of the semester. Without an appeal, disqualification will be in accordance with our policies and regulations. Unless advised differently, the Financial Aid Office assumes that a student who has decided to forego an appeal and accept loss of aid eligibility and disbursements.

Reinstatement of Financial Aid Eligibility

A student who is disqualified from receiving financial aid for failure to maintain a 2.00 cumulative GPA may appeal for reinstatement of aid again until such time as he/she raises the cumulative GPA to 2.00. Likewise, if a student is disqualified from receiving financial aid to complete the required number of credits, she/he is not eligible until one semester has been completed. A student who fails to complete the required number of credits (See Credit Requirements and Enrollment Status). Once reinstated the student may receive financial aid during the next semester of enrollment.

Courses to raise the GPA or to complete the required number of credits may be taken at Northwest State or at another institution from which credits are transferred. Completion of a prior incomplete does not guarantee reinstatement. Aid eligibility, once restored, is not retroactive.

Regardless of whether credits are completed with or without financial aid or whether they are completed at Northwest State or at another college, all are counted equally toward the limits established for financial aid (See Credit Requirements and Enrollment Status). All courses, including those completed without financial aid, are counted in the student's cumulative credit total.

Remedial Courses

Students enrolled solely in remedial coursework or in a remedial program are not eligible for financial aid. Remedial courses do not count toward enrollment and completed credit requirements for financial aid.

However, a student enrolled in one of the College's approved programs of study, who is taking remedial coursework necessary to pursue that program, is eligible for financial aid, both for the remedial work as well as for the program coursework. Such remedial coursework deemed necessary by the College may be counted toward requirements for Satisfactory Academic Progress. The maximum number of credits allowed for remedial coursework is 30.

Remedial coursework not required but taken at the discretion of the student does not qualify for financial aid. Remedial courses attempted or credits completed for the purpose of calculating aid.

Repeated Courses

A student may receive financial aid for any class that must be repeated in order to meet graduation requirements or for any class in which he/she is attempting to replace a grade lower than a D. Credits earned in repeated courses count toward the maximum aggregate number of aid-eligible attempted credits.

Change of Major

A student who changes majors is expected to complete the new major within the limits allowed for financial aid (186) unless the Financial Aid Appeals Committee makes an exception for extended funding.

Dual Major

A student attempting a dual major may receive financial aid for credits taken toward a second major if the requirements for a bachelor's degree have not already been completed, and the student is within the time-frame and credit hour limits for financial aid eligibility.

Course Withdrawals

A course from which the student withdraws is not counted toward the minimum number of completed credits required to maintain Satisfactory Academic Progress. If by withdrawing from the course, the student decreases the number of credits for her/his enrollment status, the student is NOT required to increase the course load in subsequent semesters to make up for the deficiency. Each course attempted by the student, including withdrawals, which no academic credit is received, are counted against the credit hour ceiling placed on aid benefits. Course withdrawals may be expended before the student completes her/his degree. Courses dropped during the add/drop period are not considered withdrawals.

Post Baccalaureate Students

Students who possess a bachelor's degree are not eligible for federal, or state, or grants and scholarships. After submitting a FAFSA, post-baccalaureate students are eligible to be considered for College funded need grants. Federal Stafford loan provided they have not reached the aggregate loan limit for undergraduate students. Post-baccalaureate students may also qualify for Federal Work Study depending on demonstrated need and the availability of funding positions.

Off-Campus Courses

Full-time, degree-seeking students at Northwest Christian College may receive federal and state aid at institutions with which consortium agreements have been established. Cooperating institutions include Northwest Christian College and the University of Oregon and Umpqua Community College. A consortium arrangement is also in place with the Council for Christian Colleges and Universities (CCCU) to enable students to participate in study abroad programs sponsored or endorsed by CCCU. To qualify for aid, consortium credits must be for coursework not available at Northwest Christian College (excluding study abroad), apply toward the student's degree requirements and be pre-approved by the academic dean and the student's faculty advisor. Qualified off-campus courses count toward the 12-credit minimum required for receiving Northwest Christian College sponsored aid; however, Northwest Christian College funded aid may not be used to pay for consortium courses. Signatures of the advisor and Dean of the College are required for approval of consortium courses are collected on an Academic Petition form available from the Registrar's office. The schedule and billing for courses taken at the other school must be submitted with the Academic Petition before aid can be disbursed.

Online Courses

The student is eligible to receive financial assistance for online courses offered by Northwest Christian College. Such coursework is part of a program that leads to a recognized one-year or longer certificate program or a bachelor's or graduate degree from Northwest Christian College.

The Financial Aid Award

Once the financial aid application is completed, the Financial Aid Office determines the student's financial aid package. An electronic award is posted online itemizing both the type(s) and amount(s) of aid being offered. Federal loans, federal parent loans, and outside scholarships are not routinely included on the initial award and are awarded separately. The student is asked to review the award and indicate his/her acceptance by completing the online process and returning the award to the Financial Aid Office within 30 days. Funds are then reserved for the student pending enrollment.

Financial Aid Budget

Each year the Financial Aid Office computes an average comprehensive student budget for attending Northwest Christian College called the Cost of Attendance. This budget includes both billable expenses such as tuition, books, room and board, and non-billable expenses, such as personal expenses and transportation.

The following five components are important in determining a student's financial aid award:

A. COST OF ATTENDANCE (COA)

Comprehensive budget based on cost of tuition for 15 credits/semester, housing, food, books, transportation, and personal living expenses. On campus room and board is based on a full Northwest Christian College meal plan and the average cost of double occupancy campus housing.

B. EXPECTED FAMILY CONTRIBUTION (EFC)

The amount of financial support expected from the student and his/her family according to the federal methodology analysis of income data provided on the FAFSA.

C. ESTIMATED NEED

The difference between the total cost of the student's education (Cost of Attendance) and his/her Expected Family Contribution (EFC). $COA - EFC = \text{Estimated Need}$.

D. AWARDED FUNDS

The total of all financial aid awarded from federal, state and Northwest Christian College sources.

E. REMAINING NEED

Even after all funds are awarded, some need may not be met. Alternate sources of aid may be explored for the remaining need such as matching grants, education loans from private lenders, federal loans from the Department of Education, and scholarships from outside sources.

Disbursing Financial Aid

With the exception of Work-Study, all aid is applied to the student's account shortly after the add/drop period. The total aid awarded for the year is divided equally between each semester of enrollment. If a student is awarded for a full academic year of two semesters, an equal portion of the aid is applied to the student's account for each semester. If a student is a first-time borrower at Northwest Christian College, loan funds are only after reviewing the terms of the loan with a financial aid officer and signing a promissory note. If a student's account for the semester exceeds school charges (tuition, fees, room and board, outstanding balances), a check is issued for the credit balance unless the student gives the school written permission to hold the student's account to receive the full allotment of aid for a given semester, the student must enroll in at least 12 credits. If a student decreases enrollment to part-time and usually necessitates a reduction in the student's aid. All state and federal College funded grants and scholarships require full-time enrollment (12 credits+).

Receiving Work-Study Funds

Work-Study offered as part of a financial aid package requires the student to pursue placement in part-time positions on or off campus. The total number of Work-Study positions is limited and employment is not guaranteed. The amount of Work-Study shown on the financial aid award is a projection of earnings possible based on his/her full allotment of hours. However, funds are not applied to the student's account until hours are earned. Earnings are based on Oregon minimum wage and work schedules that vary from 6 - 11 hours per week.

Receiving Student Loan Funds

Students eligible for federally insured Stafford education loans must select a lender to provide the loan. All borrowers at Northwest Christian College must receive loan entrance counseling and sign a loan contract before funds are disbursed. These requirements ensure that the student understands important details about the loan and his/her responsibilities as a borrower. Promissory notes and loan entrance counseling are provided to the student before arriving on campus for classes or may be completed online in conjunction with receipt of their electronic financial aid award.

PLUS loans for parents of undergraduate students have similar requirements before loan proceeds may be disbursed. Parents who qualify for a PLUS loan must sign a promissory note as an initial borrower. A disclosure statement is provided to the parent(s) informing them of important details about the loan. In most cases, loan funds are electronically disbursed to the lender to the Financial Aid Office to be applied to the student's account in the Business Office.

Withdrawal and Recalculation of Financial Aid

If a student withdraws from school during an academic semester (after the add/drop period, but before the semester ends), they or the school may be required to return or repay all or a portion of the financial aid they received. The date of withdrawal is defined as one of the following in order of preference:

The withdrawal date is defined as one of the following in order of preference:

1. the actual date the student starts the withdrawal procedure

2. the last recorded date of student attendance

3. the midpoint of the semester if the student leaves without notifying the College. After 60% of the semester has elapsed, no funds are returned and all awarded aid for the semester is earned (retained). The following formula is used to determine the portion of financial aid that must be returned if the student withdraws from school before completing the semester:

$$\frac{\text{Number of Semester Days Remaining as of Withdrawal Date}}{\text{Total Days in Semester}} = \text{Percent of Aid to be Returned}$$

If the student withdraws from the College, charges for tuition, campus housing and food service are prorated in proportion to the number of days completed out of the total number of days in the semester. After 60% of the semester has elapsed, charges are no longer prorated and are assessed at 100%.

$$\frac{\text{Number of Semester Days Elapsed as of Withdrawal Date}}{\text{Total Days in the Semester}} = \text{Proportion of Christian College Charges Assessed}$$

What remains of the student's aid after returning the required portion must first be used to pay any remaining charges and then is refunded to the student if there is any surplus. The student is responsible for paying any remaining aid that does not cover Northwest Christian College charges for the semester.

Financial Aid Programs

Northwest Christian College offers a variety of student aid programs including grants, scholarships, and loans to those who qualify. Funding comes from the federal government, the State, Northwest Christian College, and private sources.

Grants

Grants are free money for college that do not require repayment. Most are based on need and require submission of a FAFSA. Some are based on particular student characteristics or church affiliation.

Pell Grant

The country's largest grant program for undergraduate students without a bachelor's or professional degree. Grants are funded by the federal government who also set the level of need required to qualify. Pell Grants range from \$400 to \$4,050 per year.

Federal Supplemental Educational Opportunity Grant (SEOG)

These grants are awarded to Pell Grant recipients with exceptional need. The College awards these grants from an allotment of funds provided each year from the federal government. Funding is limited. Grants range from \$100 to \$400 per year.

Oregon State Opportunity Grant

Oregon residents who meet established criteria for family income qualify for this grant. The funding levels are determined by the State each biennium. In 2005-2006 the award is \$2,942 for students attending Northwest Christian College. Students must file a FAFSA before the March 1 postmark deadline. Grants are awarded by the State until limited funds are exhausted. Students enrolled in a course of study leading to a degree in business, education, or religious education are not eligible.

Northwest Christian College Need Grant

This one-year award is based on need as determined from the FAFSA. The amount awarded varies from \$1,000 to \$6,000 according to the student's total need not covered by other sources of financial aid.

Northwest Christian College Scholars for Service

This grant is awarded to high achieving students with a 3.00 GPA or higher. Need must be demonstrated on the processed FAFSA. Amounts vary from \$600-\$4,800 according to Northwest Christian College funds available and the level of unmet financial need.

Heritage Congregation Grant

Full-time students whose home church is a heritage church at the time of entrance to Northwest Christian College qualify for this grant. Heritage churches include congregations of the Christian Church (Disciples of Christ), Christian Churches/Churches of Christ. The annual award is \$1,200 and is renewed for each year the student is enrolled at Northwest Christian College.

Minister's Dependent Grant

Full-time undergraduate students who are dependents of a heritage church minister or missionary (spouse) at the time of entrance to Northwest Christian College qualify for this grant. The annual award is \$600 and is renewed for each year of full-time enrollment at Northwest Christian College.

Home Congregation Matching Grant

This grant program is available to students from a non-heritage church. Northwest Christian College will match a church's annual student contribution of up to \$1,000 for a maximum combined award of \$2,000 per year. A church membership is required and is available from the Financial Aid Office.

Scholarships

These are competitive awards made on the basis of the student's record of performance or achievement. In all instances need is considered. All scholarships sponsored by Northwest Christian College are awarded on the basis of merit as determined from admission information. ~~Students~~ Students may receive only one Northwest Christian College merit scholarship per year (exception: Valedictorian/Salutatorian Award). All scholarships are renewable upon meeting minimum GPA requirements.

Merit Scholarships

Presidential Scholarship The College's top merit scholarship is awarded to first-time freshmen. To be eligible, students must achieve a minimum high school GPA of 3.70, an 1170 SAT I (26 ACT), a top 15% class ranking, a record of leadership, achievement and Christian service. The award is \$5,000 per academic year for a maximum of four years.

over four years of eligibility. Annual renewal requires a minimum cumulative 3.25 GPA.

Dean's Scholarship The College's second highest merit scholarship is awarded to first-time freshmen. Considered students must earn a minimum high school GPA of 3.50, a 1070 SAT I (23 ACT), a top 33% class ranking, a superior record of leadership, achievement and Christian service. The award is \$4,000 per academic year and a maximum of \$16,000. Annual renewal requires a minimum cumulative 3.00 GPA.

Leadership Scholarship First-time freshmen are eligible for this College merit scholarship which is awarded to students who show evidence of leadership ability. To be considered students must have a minimum high school GPA of 3.00, a 1020 SAT I (21 ACT), a top 50% class ranking. The award is \$3,000 per academic year and a maximum of \$12,000 over four years of eligibility. Renewal requires maintaining satisfactory academic progress.

Achievement Scholarship Both first-time freshmen and transfers are eligible for this College merit scholarship which recognizes special talents, community service, and extracurricular achievements. To be considered students must present a minimum cumulative GPA of 3.00, a 1020 SAT I (21 ACT), and a class ranking in the top 50%. The award is \$3,000 per academic year and a maximum of \$12,000 over four years of eligibility. Renewal requires maintaining satisfactory academic progress.

Valedictorian/Salutatorian Awards First-time freshmen who are class valedictorians or salutatorians, receive a \$1,000 award in addition to one of the above merit scholarships. Renewal is consistent with the base scholarship. This award is added.

Transfer Scholarship Students transferring to Northwest Christian College with at least 27 semester hours of college credit are eligible for this merit scholarship. Students must present a record of strong post-secondary academic achievement (minimum 3.00 GPA) and/or extracurricular achievement. Awards range from \$1,000 to \$3,000 per academic year. Renewal requires maintaining satisfactory academic progress.

Endowed Named Scholarships

An array of named scholarships has been established through the gifts of private foundations and alumni of the College. Selection criteria and award amounts vary for each scholarship as per the stipulations of the donor. The Financial Aid Office evaluates information from both the student's admission application and the FAFSA to determine an appropriate match. Each award is for one academic year.

Cockerline Memorial Scholarship

This scholarship is awarded to students with the highest combination of GPA and demonstrated need. The award is \$1,500 per year and \$1500. Eligibility requires Oregon residency and a minimum 2.5 GPA. Funding is limited and applications are received and awards made each spring. For more information contact the Financial Aid Office at (541) 684-7203.

Oregon Private Scholarships

The Oregon Student Assistance Commission administers more than 250 privately-funded scholarships. Awards range from \$500 to the total cost of education. Each has its own eligibility requirements. Summaries and descriptions of each scholarship are available at www.osac.state.or.us. Students must file a FAFSA and a separate OSAC scholarship application by March 1.

Talent Awards

A limited number of scholarships are awarded to students with exceptional talent. Such awards are available in men's and women's basketball, and women's softball. Awarding decisions are made by the music director and coaches on the basis of an evaluation of the student's ability.

Work Opportunities

Northwest Christian College offers opportunities for part-time employment to qualified students to assist with their educational assistance. These jobs are offered through either the Federal Work-Study program or the Northwest Christian College Work-Study program. Both programs pay Oregon's minimum wage for an eleven hour work-week and total earnings are limited to \$2,000 per year. Eligible students are not guaranteed a particular position but are assisted to compete for jobs at the maintenance department, administrative offices and faculty offices.

Loans

Northwest Christian College participates in two major federal programs for education: the Federal Family Education Loan (FFEL) program and the Perkins loan program. Both programs provide low-interest loans with favorable terms. The vast majority of financial aid awards from Northwest Christian College include one or more federal education loans. Students choose to accept such loans to help finance their education. Private alternative loans are also available, but students and their parents pay for college expenses. Northwest Christian College does not routinely include private alternative loans in the student's initial financial aid package. However, private alternative loans may be added if more assistance is needed after exhausting federal, state, college and institutional opportunities.

Federal Family Education Loans (FFEL)

Loans provided through the FFEL Program are made by banks, savings and loans, and credit unions, but not by the federal government, and guaranteed by guaranty agencies. Through the FFEL Program the federal government provides PLUS loans for students and PLUS loans for parents.

Stafford Loans

Stafford loans are the largest source of federal student aid and are available to both undergraduate and graduate students. There are two types of Stafford loans: subsidized, for which the government pays the interest on the loan while the student is in school and during the grace and deferment periods; and unsubsidized, which students pay all the interest on the loan. A student may receive both types at the same time. The interest rate on new Stafford loans is variable, adjusted annually in July, with a cap of 8.25 percent. Insurance fees of up to 4 percent may be deducted from each disbursement. Contact the Financial Aid Office for information on interest rates origination and insurance fees. (At the time of this publication interest rates are 7.25 percent.) Generally, repayment begins six months after the student graduates, withdraws from school or drops below half-time enrollment. A six-month period is referred to as the grace period. No repayment on the principle is required while the student is in school at least half-time or during grace or deferment periods. Borrowers typically have up to 10 years to repay the loan.

Subsidized Stafford Loan

Subsidized Stafford loans are awarded on the basis of demonstrated financial need. The federal government pays the interest on loans while the student is in college and during grace and deferment periods. To qualify, students must complete the FAFSA and meet all the requirements for federal student financial aid.

Unsubsidized Stafford Loan

Unsubsidized Stafford loans are not based on financial need and are available to all students, regardless of financial assets. The student is responsible for paying all the interest on the loan, but can choose to allow it to be capitalized during college and during the grace period. To qualify, students must meet the same requirements as those for a subsidized Stafford loan, except for demonstrating financial need.

Additional Unsubsidized Stafford Loan

Additional unsubsidized Stafford loans are available to independent students to help cover unmet need beyond the expected family contribution (EFC). They are also available to dependent students whose parent's application is denied. Interest and repayment conditions are the same as for the Unsubsidized Stafford Loan (above). Additional unsubsidized Stafford loans may be added to an existing subsidized or unsubsidized Stafford loan.

FEDERAL STAFFORD LOAN LIMIT

Academic Year	Dependent*		Independent Student	
	Sub & Unsub	Sub & Unsub	Additional Subsidized & Unsubsidized	Maximum
Freshman	\$2,625	\$2,625	\$4,000	\$6,625
Sophomore	\$3,500	\$3,500	\$4,000	\$7,500
Junior & Remaining Years	\$5,500	\$5,500	\$5,000	\$10,500
Graduate Professional		\$8,500	\$10,000	\$18,500
Aggregate Limit				
Dependent Undergraduate	\$23,000			\$23,000
Independent Undergraduate		\$23,000	\$23,000	\$46,000
Graduate Professional		\$65,500		\$138,500

*Dependent students whose parents are unable to obtain PLUS loan may borrow the same amount in unsubsidized loans as independent students.

Federal PLUS Loans for Parents

PLUS loans are available to parents or stepparents who need to borrow for their child's undergraduate education. Those federal loans are not based on need nor are they restricted by family income. Creditworthiness of the parent(s) is a determining factor. Parents may borrow up to the total cost of their dependent student's education, minus other financial aid the student has received. PLUS loans may be a supplemental source of money for parents whose dependents have a Stafford loan.

PLUS loans carry a variable interest rate, adjusted July 1 each year, with a cap of 9 percent. Interest accrues from the date loan funds are first disbursed. Origination and insurance fees of up to 4 percent are deducted. Generally, repayments start within 60 days of the loan's final disbursement for the school year (or the period).

To qualify, parents must meet the eligibility requirements for federal financial aid and must pass a credit check. Only parents of dependent students are eligible to apply. Generally, parents must not have any outstanding federal student loan judgments, delinquent or defaulted loan or credit card debt, or any bankruptcy, foreclosure or wage garnishment in the past five years.

If parents do not pass the credit check, they may still receive a PLUS loan if they can find a qualified guarantor. Dependent students whose parents do not qualify for a PLUS loan are eligible to substitute an additional Stafford loan in its place. PLUS loans are not routinely included in a student's initial aid package. Under the sources of aid listed in this section (with the exception of the Cockerline Memorial Scholarship) this is the responsibility of the student or parent to specifically initiate the application process. PLUS loan forms and assistance with application are available in the Financial Aid Office.

Perkins Loans

The Perkins loan program is the second major federal student loan program offered through Northwest Christian College. Perkins loans are awarded to students with exceptional financial need. Under regulations governing the program, undergraduate students could conceivably borrow up to \$4,000 for each year of undergraduate study for undergraduate study. However, because Perkins loan funds are extremely limited, few, if any, students receive award amounts. With Perkins loans, Northwest Christian College receives an allotment of funds from the federal government to disburse to students. In this way, Northwest Christian College assumes the role of the lender.

The interest rate is fixed at 5 percent. Students pay no interest on their Perkins loan while they are in school, on half-time and must begin repaying their loan nine months after graduating, leaving school or enrolling in a postgraduate program. Depending on how much they borrow, they may have up to 10 years to repay.

Alternative Loans

Alternative loans, also known as private loans, are available from the private sector to help students pay for college. The semester alternative indicates that such loans are offered as an alternative to federal loans. Another way to provide additional funds to close or eliminate the gap between the student's financial aid resources and college expenses. Alternative loans are credit-based and are made to students regardless of need. Although students do not need to apply for federal, state, or Northwest Christian College financial aid in order to qualify for alternative loans, they are encouraged to do so because guidelines and policies and are as varied as the institutions offering them. Northwest Christian College does not routinely incorporate alternative loans in a student's award package. However, information and applications for many such loans are kept on hand in the Financial Aid Office and are available upon request. Students are also encouraged to check for educational loan programs at their personal lending institution.

Veterans and their Dependents

The Montgomery G.I. Bill provides educational benefits for participating individuals who served in the military or National Selective Reserves. Benefits are also available under the post-Vietnam era Veterans Educational Assistance Act for those who entered the service after December 31, 1976, and before July 1, 1985, and contributed to the national defense through active duty or had contributions made for them by the military.

Service-disabled veterans may be eligible for vocational rehabilitation benefits from the U.S. Department of Veterans Affairs. Educational benefits are also available to veterans' dependents if the veteran (spouse or parent) is deceased.

totally and permanently disabled in service, or is listed as missing in action. There is also a Veterans Assistance Program. For more information, contact the local office of the U.S. Department of Veterans Affairs (see the Yellow Pages under U.S. Government Offices), call toll free 888.444.4511, or go to www.va.gov

Native Americans

Students who are members or close descendants of a federally recognized American Indian tribe or nation are eligible for grants from the Federal Bureau of Indian Affairs Office of Indian Education Programs. Students should be contacting their regional Bureau of Indian Affairs or by going to www.oiep.bia.edu.

Federal Tax Benefits

The Taxpayer Relief Act of 1997 provided new tax credits for individuals who are paying higher education expenses for themselves or for family members. There are also specific benefits related to interest paid on student loans and traditional IRA education costs paid by an employer are exempt from federal taxes. For more information, visit the IRS help line at 800.829.1040, or read IRS publication 970, Tax Benefits for Higher Education, available free by calling 800.829.3676.

Hope and Lifetime Learning Tax Credits

Students and their parents may be eligible for a Hope or Lifetime Learning federal tax credit that allows them to write off college costs dollar for dollar when they file their taxes. The Hope credit is worth up to \$1,500 per student enrolled at least half time for the first and second years of college. Calculations are as follows: 100 percent of the first \$1,000 of out-of-pocket costs for qualified tuition and related expenses, and 50 percent of the second \$1,000 of out-of-pocket expenses. The Lifetime Learning tax credit covers 20 percent of a family's tuition expenses, up to \$10,000 per student for secondary education and training, including graduate and professional study, and half-time study. Both credits have limitations. There is no limit on the number of years the Lifetime Learning credit can be claimed. The Hope credit and Lifetime Learning credits cannot be taken at the same time, for the same student. The credits can be taken even if the student is not used for college costs, as long as the credits are for expenses not paid for out of the IRA. To take the credits, taxpayers must file Internal Revenue Service form 8863 with their federal tax return.

Deduction for Education Expenses

Students may deduct qualified tuition and related expenses from taxable income. This deduction follows the same guidelines as those for the Hope and Lifetime Learning credits, except that the filer cannot claim both the tax credits for the same expenses. Taxpayers can deduct up to \$4,000 in 2004 and 2005. This deduction has higher income limitations than the tax credits.

Student Loan Interest Deduction

Taxpayers may deduct from their taxable income up to \$2,500 in interest paid on student loans each year. Borrowers may deduct interest paid on student loans they received for their own education or for their child's education. This deduction also has higher income limitations than Hope and Lifetime Learning credits.

Education IRAs

Investments of up to \$2,000 per year per student into an educational savings account grow tax-free until they are used later for qualified college expenses. 529 plans: these plans have become popular with parents of young children. They have a long time to invest. But they can also provide a way to shelter short-semester college savings from taxes. The earnings on money invested in a 529 plan is tax-free, as long as the money is used for college. Find more information at www.savingforcollege.com

Education Costs Paid by Employers

Education costs paid by an employer are exempt from federal taxes for undergraduate students. Up to \$5,250 of education costs paid by an employer is tax exempt for graduate students.

Private Scholarships

Many community service organizations, churches, and national foundations offer scholarships. Some are based on financial need, but many others are based on academic achievement, leadership ability, special talents, or cultural heritage. Extensive databases of private financial aid resources and scholarships may be found on the Internet. Websites as FastWeb, FastAid, WiredScholar, CollegeQuest, and Mach25. Many businesses and corporations also provide scholarships or loans to employees' children or students who live in the communities in which the company operates. Offer aid to students majoring in fields related to the company's products or services. Company personnel can provide application information. In addition, students are encouraged to check in the Business Office, library, or

Web for scholarships offered by professional career, and trade associations in their future career or may be listed in magazines related to the student's interests or skills. Scholarships and grants may be student's church, school, local civic organizations (Kiwanis, Lions, Rotary, etc.) and bank trust depart

Monthly Payment Option

Northwest Christian College offers an interest-free monthly payment plan. Through Tuition Management (TMS), students may spread the cost after financial aid over 8 to 12 months. No interest is charged on as the student makes his or her payments on time. An annual set-up fee is required. This is a popular option we highly recommend it! Ask the Financial Aid Office for more information.

Questions

Please do not hesitate to contact the Financial Aid Office. Call toll-free at 877-463-6622, extension 684-7203. Many questions may be answered over the phone. We are happy to arrange appointments for student families to meet with a financial aid counselor. E-mail questions@nwcc.edu. The Financial Aid Office is located in the Martha Goodrich Administration Building at the corner of 11th & Alder. Office hours are through Friday and by appointment.

Undergraduate Programs

Undergraduate Admissions

Northwest Christian College seeks to attract academically qualified and motivated students who will develop their gifts and talents. The application process is essentially designed to assess the student's education and predict future performance. Applicants are considered for admission on the basis of overall content and difficulty of courses taken, and standardized test scores. The quality of the applicant's involvement in the community, and school activities is also taken into account. Northwest Christian College follows a rolling admission policy in which admission decisions are made throughout the year as applications are received. The Financial Aid Office begins reviewing applications in October for the following academic year. Entrance to Northwest

possible at the beginning of the fall and spring semesters. Once completed, an application receives prompt consideration, and the student is notified in writing of the admission decision within two weeks. General College does not also confer admission to the Teacher Education program. Specific requirements are listed in the Study: Teacher Education in this catalog. Call the Admissions office for further details.

First-year Students

Admission Requirements

To be eligible for admission to Northwest Christian College, students must have:

1. Graduated from a standard or accredited high school.*
2. A 2.50 high school grade point average (GPA) or higher in all high school subjects taken toward graduation.

Meeting these minimum standards does not guarantee admission.

*Students who have not graduated from high school are considered for admission on the basis of the test of General Educational Development (GED). Home-educated students or graduates from a nonstandard or unaccredited high school are considered for admission primarily through proficiency-based admission standards.

Graduates of Nonstandard or Unaccredited High Schools, Home Educated Students, and High School Nongraduates should contact the Admissions Office for more details.

Application Procedure

To apply for first-year admission, high school graduates from a standard or accredited high school should send the following items to the Admissions Office:

1. A completed admission application. Electronic applications from the College's website (www.nwcc.edu) or commercial websites are welcome!
2. An official high school transcript of coursework completed at the time of application. The transcript should be signed, dated, and mailed directly to the Admissions Office by the registrar or designated school official. Note: Admission decisions can be made on the basis of a transcript showing the first six semesters of high school. Enrollment is contingent upon receipt of a final transcript showing evidence of graduation from high school (or equivalent).
3. Standardized test scores. Northwest Christian College accepts either the ACT or the SAT I.

Precollege Subject Requirements

Students are encouraged to work with their high school advisor in selecting the most appropriate college preparatory program available at their high school. At the same time, students are urged to pursue the most challenging preparatory program available at their high school.

Minimum college preparatory requirements are:

- Language Arts (4 units) Emphasis on English language study, speech, and expository writing.
- Mathematics (3 units) One course should be first-year algebra and additional mathematical preparation in geometry, trigonometry, advanced algebra, analytical geometry, or calculus.
- Science (2 units) Biology, chemistry, physics, or physical and earth science; at least one with a laboratory component.
- Social Studies (3 units) At least one year of U.S. history; courses in geography, world history and government are also advisable.

Second Language (2 units) Two years of the same foreign language; American Sign Language is an acceptable option.

Other college preparatory coursework should be in computer literacy, humanities, and social sciences. Participation in art, drama, or music is also encouraged.

Transfer Students

Students who have attended other institutions of higher learning and who wish to transfer to Northwest Christian College are invited to apply for admission. Applicants with at least 24 semester credits (36 quarter credits) and a minimum 2.25 GPA are invited to apply. Applicants with fewer than 24 semester credits should contact the Admissions Office for more details.

Application Procedure

To apply for admission, transfer students should provide the Admissions Office with:

1. A completed application. Electronic applications are available on the College's website at www.nwcc.edu
2. An official transcript (signed and dated by the registrar) from each college attended, regardless of the number of credits taken or whether attempted classes were completed.
3. If fewer than 24 semester credits (36 quarter credits) are completed, an official transcript from the high school.

school of graduation and ACT or SAT I scores must also be submitted.

Credit Transfer

Transfer of credit depends on the nature of the previous coursework and the institution from which the college transcript is evaluated according to the degree requirements of Northwest Christian College. The amount of credit transferred and specifies the degree requirements satisfied. All transferable credit is semester units and credit is granted only for classes completed with a grade of C- or higher from an accredited institution. Credit transfer is considered case-by-case for courses from a school that is not regionally accredited.

The Associate of Arts Oregon Transfer (AAOT) degree satisfies all Northwest Christian College degree requirements with the exception of eight (8) semester credits in Bible and Christian Theology.

NOTE: A preliminary assessment of credits accepted from other colleges can be made prior to admission, providing a copy of the applicants transcript(s) to the Admissions Office.

Graduates of Nonstandard or Unaccredited High Schools

Students who graduate from nonstandard or unaccredited schools follow the application procedure for Admission. A minimum score of 21 ACT or 1020 SAT I is required.

Home-Schooled Students

Home-schooled students are considered for admission on an individual basis with flexible admission requirements to enable them to demonstrate their preparedness for college.

Application Procedure

Students who have received all or part of their high school education at home may apply by submitting an application to the Admissions Office:

1. A completed admission application. Electronic applications from the College website or commercial websites are welcome!
2. An official graded transcript of the full curriculum from courses completed in conjunction with a diploma program through a local secondary school or by an agency that assesses home school curriculum. If a conventional transcript is not available, a typed list of all home school courses and grades assigned is acceptable. An official transcript must also be submitted for each high school course for which classes have been taken.
3. Standardized test scores. Northwest Christian College accepts either the ACT or the SAT I.

Admission Requirements

To be eligible for admission to Northwest Christian College, home-educated students must:

1. Be 16 years of age or older.
2. Present minimum test scores of 21 ACT or 1020 SAT I. The Admissions Office relies more heavily on standardized pre-college tests to evaluate the home-schooled students readiness for college.
3. In lieu of a high school diploma or its equivalent, home-schooled students may present results from a

General

Educational Development (GED). The average score for the five subtests must be 510, with no score of less than 450.

Financial Aid Eligibility

Meeting the requirements for admission may not necessarily qualify the home-schooled student for financial aid. To qualify for federal aid, the U.S. Department of Education requires all students to show the ability to pay for secondary education. Students with a high school diploma or its equivalent meet this criterion. Recognized high school diplomas include: 1) a General Educational Development (GED) Certificate and 2) a secondary diploma or credential issued by the student's home state.

A home-schooled applicant without a high school diploma or its recognized equivalent can also benefit by passing an independently administered test approved by the U.S. Department of Education. One such test is COMPASS, which is published by ACT and is available for administration on the Northwest Christian College campus. Passing scores are required on the specific COMPASS subtests of Pre-algebra/Numerical Skills Placement (62), and Writing Placement (32). More information on approved ability to benefit tests can be found at the Financial Aid Office.

High School Nongraduates

Applicants at least 17 years of age who have not graduated from a standard or nonstandard high school

equivalent), may be considered for admission on the basis of the test of General Educational Development admitted, applicants must receive an average score of 510 for the five subtests with no individual test scores below 450. Students are expected to complete the freshman application procedure, with the exception of providing ACT scores. An official transcript must be submitted from each high school attended.

International Students

Northwest Christian College welcomes applications from students of other countries. Applicants who are immigrants or citizens of the United States are considered for admission as international students. Evidence of proficiency in the English language is a major prerequisite for admission. Applicants from non-English speaking countries must provide official results from the Test of English as a Foreign Language (TOEFL) or equivalent test. A score of 550 (computer based) or 500 (paper based) is required for admission consideration. As part of their application, international students must submit current and reliable documentation of their ability to pay the full cost of education and living expenses for the entire degree program.

The deadline for international application is June 1.

To apply for admission, an international applicant should submit the following to the Admissions Office:

1. A completed international application for admission.
2. A personal statement describing the student's educational and professional goals.
3. Official transcripts for all coursework taken at schools equivalent to an American secondary school (high school, 12) and at any college or university. Each transcript must be an original or certified copy.

Note: In order to verify degrees and receive transfer credit for coursework completed at a foreign university, you should submit original official transcripts to an approved international credentialing agency. We recommend AACRAO for a course-by-course evaluation or basic statement of comparability. Go to <http://www.aacrao.org/credential/index.htm> where you can complete the individual request form. Or follow the instructions from the AACRAO homepage (www.aacrao.org).

4. The results of the Test of English as a Foreign Language (TOEFL) or equivalent test if English is not the student's native language.
5. A letter from each individual or organization that is contributing to the student's education and the amount of funds to be given. In addition, from each sponsoring individual, an account statement showing sufficient funds are available. All letters and statements must be original copies and dated within six months of the application for admission.

International students approved for admission are mailed a letter of acceptance and a Certificate of Admission. In order to enroll, international students are expected to pay their bill in full at the beginning of each semester's first day of classes.

Readmission of Former Students

Former students who have not attended Northwest Christian College in four or more consecutive semesters (four academic years) must complete the full transfer application process in order to be readmitted. Such students must meet the academic and graduation requirements in effect at the time of readmission. An appeal letter must accompany the application to be reviewed by the Admissions Committee if the student did not leave the college in good standing.

Students in good standing who have not been enrolled at Northwest Christian College for three or more years are required to submit an abbreviated re-entry application form and transcripts for any courses completed while at Northwest Christian College.

Students on approved leave from the College or doing approved study abroad or special studies programs are required to apply for readmission.

Conditional Admission

Northwest Christian College admits a limited number of students who do not meet admission standards. Students with marginal grades or low ACT/SAT I scores are considered on a case-by-case basis for conditional admission. Other evidence of academic potential. For example, an ACT or SAT I score above the national average may be considered. A low GPA. In order to enroll, the student is required to participate in the College's academic support program, receives tutorial help, enrolls in a prescribed class for developing college success strategies, attempts no more than 12 credits, and limits involvement in extracurricular activities. These provisions are imposed to increase the likelihood of student success.

Students who do not meet admissions requirements and are denied full admission may be offered partial admission. In such cases, students are notified of their permission to enroll for a designated number of credits over a semester. The conditions for reconsidering their application for full admission in the future are also indicated.

Veterans

Northwest Christian College is an approved institution for veteran GI Bill education benefits. To veterans and active duty personnel should follow regular admission policies and contact the Registrar to expedite handling of VA forms and to coordinate benefits.

Northwest Christian College participates in the Army Concurrent Admissions Program (ConAP) in which students may be conditionally admitted and enrollment deferred until completion of active military service. Additional information is available through the service recruiting station.

Acceptance Deposit

A \$200 advanced tuition deposit is required of all students who are accepted for admission. This deposit is an indication of sincere intention to enroll at Northwest Christian College and initiates housing, registration, and other services. The deposit is credited to the student's account to be applied to tuition charges upon enrollment and is non-refundable for fall applicants.

Final Transcripts

To complete the application file and finalize the admission process, a final official transcript must be submitted from the high school if applying as a first-year student, or from the college/university if applying as a transfer student. It is the responsibility of the student to arrange for the transcript(s) to be sent. The high school transcript must be from the final graduation. If the transcript submitted as part of the application process was final and official, no additional transcript is required.

Candidates Reply Date

Northwest Christian College abides by the Principles of Good Practice developed by the National Association of College Admissions Counselors. One of those principles states that first-year candidates for fall admission must reply by May 1 (National Candidates Reply Date) to decide, without penalty, whether to accept an offer of admission. This provision gives the student an opportunity to evaluate offers from several colleges before choosing. Northwest Christian College extends the deadline to June 1. Any scholarship or award offered by the College will not be retroactive.

Admission Cancellation and Deposit Refunds

In the event that an admitted student decides not to attend Northwest Christian College, he/she should notify the Admissions Office. Advanced tuition payments are fully refunded for cancellations received in writing by June 1.

Delayed Enrollment

Students accepted for admission to Northwest Christian College may postpone enrollment for up to two years. Matriculation may be initiated by submitting an updated application to the Admissions Office. If a student enrolls at another college during that period, they are required to complete the transfer application procedure. The admission process must be repeated if admission is delayed beyond two years. For students admitted through the Concurrent Admissions Program, the admission agreement is in effect for two years following completion of active military service.

Standardized Test Policy

Both the ACT and Assessment and Scholastic Aptitude Test (SAT I) are acceptable standardized tests for admission and scholarship consideration. If an applicant submits results from both ACT and SAT I scores, the test with the highest composite score is used. When an applicant submits results from multiple administrations of the same test, the highest individual scores are used to achieve the highest possible composite score.

Credit by Examination

Students are encouraged to submit test scores from examinations designed to measure college level knowledge in various academic subjects. A maximum of 30 semester credits may be counted toward bachelor degree requirements. One or both of the College Board sponsored testing programs briefly described below.

Advanced Placement Program (AP)

Course credit is granted to students who successfully complete individual Advanced Placement examinations. The credit awarded is determined by the subject area tested and the score received. Contact the Admissions Office for more information. Advanced level coursework alone does not qualify for college credit. Official AP test scores are required.

College Level Examination Program (CLEP)

Students may also earn college credit for CLEP subject examinations. The scores required and credit awarded vary with each subject exam. Contact the Admissions Office for more information.

International Baccalaureate (IB)

College credit is awarded to students who have scored 4 through 7 on an individual IB higher level subject area. Students applying for admission who hold an IB diploma are considered on a case-by-case basis for placement and college credit. A maximum of 30 semester credit hours may be granted toward requirements for a degree. More information is available from the Admissions Office.

Campus Visits

Students considering Northwest Christian College are encouraged to visit the campus, preferably with a faculty member. Faculty sessions and students and faculty are most readily available. Visitors may tour facilities, attend classes, meet with professors, eat complimentary meals in the cafeteria, and stay as overnight guests in campus housing. Campus visits are arranged by contacting the Admissions Office.

All application materials and questions regarding admission should be directed to:

Admissions Office

Northwest Christian College

828 East 11th Avenue

Eugene, Oregon 97401-3745

Phone: (541) 684-7201, 1-877-INFO-NCC (463-6622)

FAX: (541) 684-7317

E-mail admissions@nwcc.edu

Web Site www.nwcc.edu

Academic Policies

NOTE: Students are subject to academic requirements and academic policies described in the College Catalog as well as to other published academic rules and regulations in effect at the time of their initial admission or readmission to Northwest Christian College. When significant changes are adopted in the academic policies or requirements after their admission, students have the option of completing their degree under either the old or new requirements within the degree time limit.

Academic Progress/Advising

Academic Disqualification

A student whose academic performance falls below minimum standards of the College is academically disqualified.

Such a student may petition the Academic Council for reconsideration. As a basis for this petition, the student must present evidence of acceptable work in another college or experience in work that demonstrates maturity.

Academic Grievance Policy

Please refer to page 23 of this publication for information on the current grievance policy.

Academic Probation Regulations

Students on academic probation and those admitted conditionally are required to complete the College's current academic skills development program. Failure to do so may result in academic disqualification. Students are allowed to carry more than 12-13 credits while on academic probation.

1. The minimum cumulative grade point average (GPA) required for graduation at Northwest Christian College is 2.00.

2. A student whose semester GPA falls below a 2.00, but whose cumulative GPA remains equal to or above 2.00, is placed on academic warning for the subsequent semester.

3. A student whose cumulative GPA falls below a 2.00 is eligible to continue on academic probation for one semester. During this semester, the student must raise his or her semester GPA to 2.00 while carrying a full load.

4. A student on academic probation may achieve satisfactory academic standing and be removed from probation by raising his/her cumulative GPA to 2.00 or above.

5. A student receiving veteran educational benefits may remain on academic probation only one semester while receiving the benefits. The student's semester and cumulative GPA must be a minimum of 2.00 by the end of the semester of probation if the student has not met the requirements of probation to continue receiving the benefits. The Veterans Affairs Administration will be notified if the student has not met the requirement of probation except under extenuating circumstances.

6. A student is academically disqualified after two consecutive academic probation periods.

A student may also be academically disqualified when the Dean's Council has determined that he or she can no longer benefit or succeed academically at Northwest Christian College.

Academic Tutoring

Northwest Christian College seeks to help its students succeed academically. Toward this end, the College provides tutorial services, free of charge, to those who need assistance academically. Students on academic probation as well as new students admitted conditionally are required to interact with an assigned academic advisor.

Class Attendance Policies

Unexcused absences will result in penalties including lower grades and, in some cases, failing of the course. Penalties are determined by each professor.

Absences without penalty may be allowed for:

- a. Serious illness.
- b. Emergencies in family, work, or other extenuating circumstance.
- c. Recognized commitments with the Touring Ensemble, Northwest Christian College Day, and intercollegiate athletics).

Each professor is responsible for determining the validity of the excuse. In the case of chronic illness or other continuing emergency situations the professor may work out appropriate ways for the student to a course requirements. Regardless of the nature of the absence (excused or unexcused) the student is responsible for knowing all information presented in the class(es) missed. Students involved in College-related activities such as basketball games, should not enroll in a class from which they may have to be absent more than 30% of scheduled class sessions.

Late Arrival for Class

Students are expected to arrive on time for class. Penalty for late arrivals are determined by each professor.

Course/Credit Policies

Course Designations

The course number indicates the difficulty of the course in relation to lower division and upper-division courses.

50-99: Remedial Courses which do not apply toward degree requirements.

100-299: Lower-division courses.

300-499: Upper-division courses.

500-599: Courses open primarily to graduate students.

600-699: Courses open only to graduate students.

The capital letters preceding the course number indicate the area in which the course is offered. In some instances a single course may be counted as fulfilling the requirement in one or the other of two fields.

As a rule, students should enroll in courses according to their classification. Exception may be made with the consent of the instructor. Persons responsible for academic advising will help the students develop their course schedule according to the rules under general practice.

Cross-Application of Courses

A course that fulfills a requirement in the basic core curriculum may also be applied to satisfy a requirement in an academic major. Such a course, however, will be counted only once in computation of the total number of credit hours. Thus the student must still complete the total number of credit hours required for the degree program normally by taking additional elective courses. Courses used to meet requirements of an academic major or minor will not be applied toward another academic major or minor.

Repeat Classes

A student will not receive double credit for classes repeated.

Degree Requirements

Chapel Credits

Chapel programs are an integral part of the College's educational activities and experiences; therefore, the College requires that students enrolled for 12 or more hours, except those in the accelerated degree completion programs, complete one chapel credit for each semester. For all first-year students who are enrolled in Bible with the Bible, the Chapel experience is embedded as a normal part of the course. For other students the Registrar supervises monitoring and reporting of chapel attendance.

1. First year students enrolled in BTH 101/102 Engaging with the Bible do not register separately.

2. Each student will be monitored for chapel attendance during the semester that he/she is enrolled in Bible. more.

3. Chapel credit is a requirement for graduation but does not count within total credits required for graduation.

4. Chapel credit is accomplished for a given semester with recorded attendance of a minimum of at least 10 periods for that semester.

5. Petitions for possible variance may be filed with the Dean of Chapel in the Faculty Building.

6. Chapel attendance will be taken during Wednesday and Friday chapel. A record will be kept by the Registrar. Dean of Chapel. At the end of each semester, the Registrar's Office will be informed of each student's chapel attendance status during that semester.

Second Baccalaureate Degree

Persons who hold a bachelor's degree from an accredited college or university may complete a second bachelor's degree at Northwest Christian College by completing the Biblical and Christian foundations in the core curriculum of an academic major. A minimum of 30 hours from Northwest Christian College is required.

Students who have received a B.A., B.S., or B.Th. degree from Northwest Christian College may receive a second bachelor's degree upon completion of an additional 30 hours in another subject field at Northwest Christian College in a subject field already completed.

Time Limit

Associate degrees must be completed within three (3) years from the date of initial matriculation, rematriculation following readmission, and baccalaureate degrees within six (6) years of the same. When time has elapsed, the student must reapply for admission. (For details regarding readmission, consult the dean of students.) Readmitted students are subject to academic requirements and policies in effect at the time of readmission.

Writing Competency Requirement

Northwest Christian College requires four (4) semester hours of English composition, to be satisfied (with a grade of C- or P or better), or through established exemption and waiver procedures. In the case of a student who does not pass, the student must pass two semesters of English Composition (WR 121/122) or the approved equivalent.

Grading and Exam Policies

Dead Week (The Week Before the Finals)

The College is vitally concerned about the academic success of its students. Dead Week is designed to give students a chance to complete their school work toward the end of each semester. To that end, the following policies have been established:

1. Extracurricular activities involving a significant amount of time, such as a half day or full day, shall not be planned during the Dead Week. College events shall not be planned unless absolutely necessary, and students are expected to refrain from planning events that might interfere with studies.

2. Faculty shall not make assignments or give tests during the Dead Week unless they were clearly stated in the course syllabus.

Dishonesty (Academic) and Plagiarism

Plagiarism, cheating, and other forms of academic dishonesty are not acceptable and will not be tolerated at Northwest Christian College. A student found to have engaged in any of the above will be subjected to action according to the policy and procedures described in the Standards for Student Behavior section of the Student Handbook.

Final Examination Policy

Final examinations will not be given before the final exam week nor prior to the scheduled times announced in the final exam schedule. In the following two cases, a student may take the final at a later date:

1. Student with more than two finals in one day. In this case the student may arrange with his/her instructor for a final at a later time during finals week. Permission from the academic dean is not required in this case.

2. Student with a sudden serious illness or grave emergency in the family. In this case, the student may arrange with his/her instructor to arrange a makeup at a later time during finals week. In the event that the illness lasts longer than the duration of the finals week, the student may be allowed to receive an incomplete for the semester and a makeup final at a later date agreeable to the student and the instructor. This provision applies only to the final exam for all course requirements up to finals week.

In all other circumstances deviation from the posted finals schedule shall not be allowed.

Grade System and Grade Point Average

Prior to fall 1995, grade points were computed by assigning four points for each credit of A, three for each credit of B, two for each credit of C, one for each credit of D and zero for each credit of F. Marks I and W, and grades below C were disregarded. The grade point average is calculated by dividing total points by total credit of A, B, C, D, and F. Fall 1995 and thereafter, the plus sign increases the points assigned the letter grade by 0.3 per credit (e.g., B+ only), and the minus sign decreases the points assigned the letter grade by 0.3 per credit (e.g., B- only).

Grades at Northwest Christian College reflect the following definitions:

A	4	Excellent
B	3	Good
C	2	Satisfactory
D	1	Inferior
F	0	Unsatisfactory performance, no credit awarded
+	+0.3	With B, C, D
-	-0.3	With A, B, C, D
P		Satisfactory (C- or above for undergraduate work, B- or above for graduate work)
N		Less than satisfactory performance, no credit awarded D+ or lower for undergraduate work

for graduate work)

AUD Audit, no credit awarded

I Incomplete

W Official withdrawal without penalty

X No grade reported by instructor (recorded by the registrar)

P/N (Pass/No Pass) grades are the prerogative of the individual professor. Approval of the instructor received by the close of the registration period as printed in the catalog. In the A, B, C, D, and F scale Courses with P grade count toward graduation.

D or F Grade The grade of D does not satisfy graduation requirements in an academic major or minor. who receives a grade of D or F may repeat the course once. The first grade received will remain on the pe the second grade, if higher, will be computed in the GPA.

Incomplete At the discretion of the instructor the student may be given a grade of Incomplete when t essentially met all class requirements except some minor matters or had an emergency situation at the las and lack of self-discipline do not constitute a justifiable cause.

Incompletes must be completed 30 calendar days from the last day of instruction, which is determin professor of record and recorded on the Incomplete form.

In cases of extenuating circumstances extension may be granted at the discretion of the instructor dean; requests for such extension must be initiated and approved by the academic dean before the 30-day p

Students with more than one Incomplete grade per semester and/or a consistent pattern of Incomple consecutive semesters may be placed on academic probation. When the student fails to demonstrate signific he/she may be academically disqualified.

Grade of X This grade is initiated by the Registrar s Office when it finds an error or other problem submitted by the faculty. The grade is converted when the problem has been resolved or clarified.

GPA. All courses completed at Northwest Christian College and transferable credits from other colle universities are computed for the cumulative GPA for academic awards and honors.

Late Papers and Assignments

Each instructor sets policies regarding papers and other class assignments turned in late. Profess to set penalties including lowering of grades as well as rejection of late papers.

Makeup Tests

No makeup quizzes, tests, and finals will be allowed except for circumstances granted a legitimate the event that a student cannot take a quiz, a test, or a final, he/she must present a written statement professor before or within three days of the absence, and the professor will determine whether or not a l status will be granted.

When make-ups are given, the quiz, test, or final exam already given to other students will not be must be prepared.

Graduation

Commencement/Graduation Activities

Commencement activities are held in May, at the end of spring semester. Participants in commenceme expected to complete all graduation requirements by the end of summer semester.

Graduation Application

Students planning to graduate are required to file a formal application for graduation with the Re semesters before graduation. Until the student has been given a preliminary clearance, he/she should not graduation plans.

Registration

Official Confirmation

Students must sign a Financial Responsibility Agreement for the year, and each semester confirm co enrollment with the Business Office in order to complete registration. This step enables disbursement of federal financial aid and affirms continued dormitory occupancy.

Class Load

Fifteen to sixteen (15-16) semester hours per semester constitute a normal full-time student load. more than 18 hours any semester, the student must secure approval from the academic dean.

To be classified as a full-time student, 12 or more semester hours must be taken at Northwest Chri requirement is the basis for determining eligibility to participate in student activities, intercollegiat

and some scholarship considerations.

Those who participate in intercollegiate sports such as basketball must take 12 credit hours per

Reenrollment

Students who wish to resume studies at Northwest Christian College after an absence of one or more years should submit a letter of intent to the Admissions Office. An official transcript of all course work taken from Northwest Christian College must be provided for evaluation along with the letter.

If studies at Northwest Christian College have been interrupted for more than two years, a newly submitted application for admission is required. If the student has taken college courses at another college since leaving Northwest Christian College, an official transcript must accompany the new application. The application fee is not waived on readmission application.

Normally a readmitted student is required to meet academic and graduation requirements in force at the time of readmission.

Withdrawal

The following rules govern grades and grade points given upon withdrawal from courses:

1. Withdrawal before the close of the tenth week of a semester for any reason, grade W; hours not considered in calculating grade point average.
2. Withdrawal at any time while doing passing work, grade W; hours not considered in calculating grade point average.
3. Withdrawal after the close of the tenth week of a semester while doing failing work, grade WF; hours not considered in calculating grade point average.
4. Unofficial withdrawal at any time; i.e., failure to clear through the Registrar and Business Office; hours not considered in calculating grade point average.
5. A complete withdrawal with the grade of W may be granted ~~and any time~~ or extreme circumstances or extreme circumstance on the recommendation of the dean of student development.

Student Classification

Classification of Students

A student's classification is determined by the amount of credit earned both in hours and grade point average. The classification held by a student at the beginning of the academic year will be continued throughout the year.

Freshman: A student having 29 or fewer semester hours of college credit.

Sophomore: A student who has completed 30 semester hours of college credit by the opening of the fall semester.

Junior: A student who has completed 60 semester hours of college credit by the opening of the fall semester.

Senior: A student who has completed 90 semester hours of college credit by the opening of the fall semester.

Non-Degree Seeking: A student who is taking six or fewer semester hours and who does not plan to meet the requirements for graduation. A student who acquires 30 semester hours of credit must change from non-degree seeking to regular student status and conform to the usual regulations governing regular students.

Post Baccalaureate: A student who has earned a bachelors degree and is pursuing further studies.

Transfer Evaluation

Alternative Ways to Earn Credits

Students can earn credits up to 30 hours for associate of arts degrees and up to 60 hours for bachelors degrees through means other than a regular college classroom setting. The faculty of Northwest Christian College has approved several alternative methods: Credit by Examination Programs, Credit by Portfolio Assessment, Credit through Military Service Programs, Correspondence Courses, Telecourses, Distance Learning Programs, and Course Challenges.

Credit by Examination Programs

For credits through examination programs, Northwest Christian College uses the American Council on Education (ACE) most recent edition of Educational Credit by Examination as its official guide for approval or disapproval for credit-granting purpose. (Maximum number of credits through tests allowed: 15 hours for associate degrees and 30 hours for bachelors degrees.)

1. Advanced Placement (AP). Up to 30 college credits (a full year's worth of college credit) toward a bachelors degree are granted to students who receive the grade of three or higher on tests sponsored by the Advanced Placement Program of the College Entrance Examination Board. The subject area tested and the score received determine which Northwest Christian College course requirements are satisfied. Contact the registrar for more details.

2. College Level Examination Program (CLEP). An applicant can earn up to 30 academic credits (a full year's worth of college credit) toward a bachelors degree through CLEP tests offered by the Educational Testing Service. Contact the registrar for more information.

Programs of Study

In fulfillment of its mission, Northwest Christian College offers academic programs preparing for the ministry, studying the liberal arts and preparing for a variety of professions in such areas as business, teaching, and computer information systems.

3. International Baccalaureate (IB). College credit is awarded to students who have scored 4 through 7 on an individual IB higher level exam in any subject area. Students applying for admission who hold an IB diploma are considered on a case-by-case basis for advanced placement and college credit. A maximum of one semester hours may be granted toward requirements for a bachelor's degree. More information is available from the Admissions Office.

Credit by Portfolio Assessment

Students may receive credits in a variety of areas for learning acquired through experience outside a normal academic setting. For conditions, guidelines, and procedures, consult Northwest Christian College.

Credit for Prior Learning. No graduate credits are granted through prior learning experience.

Credit Through Military Educational Programs

In granting credits earned through military training and experience, the College relies on standards and guidelines established by the American Council of Educational Credentials (ACE). The ACE, through its Office on Educational Credentials (OEC), provides credit recommendations for courses and occupational training provided by the armed forces. ACE evaluates formal military courses and publishes credit recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Forces. The credits accepted must relate to the academic and career goals.

8. A student may not receive credit by examination and publishing credit recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Forces in which previous credit has been received or standards established.

Correspondence Courses, Telecourse, Distance Learning Programs

Northwest Christian College recognizes and awards credit for transfer, credits earned through telecourse, correspondence, and distance learning programs administered by regionally accredited institutions. A maximum number of such credits is 40.

Course Challenge

A formally admitted student may challenge a course in general studies (humanities, social sciences,

sciences) may be exempted from Northwest Christian College's general education (core) requirements, except Christian Theology as well as chapel and service requirements. In some cases such students may be advised to take additional courses to meet Northwest Christian College's general education requirements.

Waiver of any required course does not exempt the student from the general graduation requirements. The number of credit hours required for graduation must be completed. All other applicable general requirements must be met. Students who, at the time of initial matriculation, have completed the Oregon Transfer Associate of Arts degree from an accredited institution must satisfy Northwest Christian College core requirements (or general education requirements) except in Bible and Theology unless the latter are included in the completed associate degree.

Credits from Institutions Accredited by Recognized National and Regional Academic and Professional Accrediting Agencies
All credits from such institutions are transferred and appropriately applied toward graduation requirements.

Credits from Institutions Not Accredited by Recognized National Academic and Professional Accrediting Agencies
Credits from institutions not accredited by CHEA recognized accrediting agency are evaluated on a case-by-case basis by the Registrar's Office.

A student who is accepted as a transfer student from an unaccredited institution must complete one semester of work at Northwest Christian College before any credit is transferred. A complete evaluation of the work must be done at the end of the first semester. If the student has maintained a C average at Northwest Christian College, full credit will be transferred for the work. A maximum of 30 credits may be transferred if approved.

Grade Limitations on Transferred Credits

Transferred courses with a C- or better are applied toward graduation requirements.

Music Credits

A maximum of 8 hours of music performance credits, with the same course number, will be transferred.

Physical Education (PE) Credits

A maximum of 8 hours of PE credits may be transferred. No more than two classes with the same course number may be applied toward Northwest Christian College graduation requirements.

Reporting of Grades from Other Institutions

Grades for courses taken at University of Oregon and/or Lane Community College must be reported to the Registrar's Office by the second week of the semester.

Students whose University of Oregon and/or Lane Community College grades are not submitted by the second week of the semester will not be considered for academic and other honors nor for financial aid. Later reporting of the grades may result in the loss of any honors and aid given.

Transfer Credits

The Registrar's Office evaluates work transferred from other institutions and determines which courses may be applied toward a degree program at Northwest Christian College. The limit on transfer of vocational and technical credits from an accredited community college is 20 semester hours. Such credits may be transferred if they are appropriate toward the student's academic and career goals.

Certificate Programs:

TESOL (Teaching of English to Speakers of Other Languages)

Associate Degree Programs:

General Studies (A.A.)

Pre-Professional Health Science

Bachelor Degree Programs:

Accounting (B.A.)

Bible & Christian Ministry (B.A.)

Biblical Studies

Christian Theology

Missions/Global Ministries

Pastoral Ministry

Youth Ministry

Business Administration (B.A.)
 Accounting
 Management
 Management Information Systems Marketing

Communication (B.A.)
 Journalism
 Speech Communication

Computer and Information Science (B.S.)

Exercise Science (B.S.)

Global Studies (B.A.)

Human Services (B.A.)

Humanities (B.A.)
 English
 Philosophy

Interdisciplinary Studies (B.A.)

Music Industry (B.A.)

Music Ministry (B.A.)

Psychology (B.A.)

Social Science (B.A.)

Teacher Education (B.A.)
 Early Childhood
 ESOL (English for Speakers of Other Languages)
 Elementary
 ESOL
 Middle School Teaching Endorsement
 Basic Mathematics
 ESOL
 Integrated Science
 Language Arts
 Social Studies
 Spanish
 High School Teaching Endorsement
 Advanced Mathematics
 ESOL
 Language Arts
 Social Studies
 Spanish

Field Internships

Every bachelor's degree program at NCC offers an internship component as determined by the department. Internships are designed to:

- To give students the opportunity for career exploration in their chosen field.
- To help students gain work experience to enhance their job or graduate studies following baccalaureate.
- To provide practical application of theory base learned in classroom.

For every 1 credit, 45 hours of documented work at an approved internship site is required. Students registering for an internship must complete an internship application with the Director of Career Development immediately following the registration. Internship applications will be shared with potential internship sites and begins the process of site selection. Once a mutually agreed upon by the student and Director of Career Development, the site supervisor, faculty advisor, and Career Development must approve and sign an official NCC internship contract before an internship begins. Students must fulfill their internship requirement through an NCC on-campus internship unless 3 credits have been completed. If a special permission is given by the Director of Career Development. Students must declare a major and minor within their major before registering for an internship.

Two -Year Associate Degree Programs

Associate of Arts

The Associate of Arts degree is awarded in General Studies and serves as a foundation for continuing education or Bachelor of Arts studies. It also offers enough elective credits to specialize in a particular field.

General Requirements for Graduation

1. Completion of 60 semester credit hours.
2. A minimum of 30 credit hours from Northwest Christian College.
3. A cumulative GPA of 2.00 or better.
4. Satisfactory completion of chapel credits: one credit hour during each semester of enrollment for 60 credit hours.
5. Satisfactory completion of service credit: one credit hour per year for 60 credits.

Limitations

1. Maximum number of credits in non-graded courses: 6 credit hours.
2. Maximum number of credits earned through AP, and CLEP: 15 credit hours.
3. Maximum number of credits earned through Prior Learning Experience (PLE): 15 credit hours.
4. No limit on military credit.
5. Maximum number of credits earned in field experience and practicum: 8 credit hours.
6. Maximum number of credits in correspondence study: 20 credit hours.
7. Time limit: three years. After three years have elapsed from the date of matriculation in the College, a student must apply for Readmission.

Requirements for Associate of Arts Degree

Interdisciplinary Studies	14
IDS 101/102 Engaging American Thought & Culture	
IDS 201/202 Engaging World Thought & Culture	6
FYS 101 First-Year Seminar	1
Humanities	10
PHL 210 Ethics	3
WR 121 English Composition	2
WR 122 English Composition	2
Communication Elective (choose one of the following)	
COMM 211 Introduction to Communication	
COMM 212 Principles of Storytelling & Public Speaking	
COMM 260 Principles & Ethics of Mass Communication	

COMM 270 Foundations of Public Relations

Diversity Studies *

Choose one course from the following list:

- ANTH 210 Cultural Anthropology
- COMM 220 Intercultural Communication
- COMM 260 Principles and Ethics of Mass Communication
- EDUC 210 School Diversity
- MUS 110 Multicultural Music of America
- RELS 210 The Abrahamic Faiths of Judaism and Islam
- RELS 220 Living Religious Traditions of the Far East
- SOC 200 Introduction to Sociology

Social Sciences 6

Choose from approved electives in the following list:

- ANTH 210 Cultural Anthropology
- BUS 100 Business Principles and Practices
- ECON 201 Microeconomics
- HIST 207 Special Topics in History
- PSY 200 General Psychology
- RELS 210 The Abrahamic Faiths of Judaism and Islam
- RELS 220 Living Religious Traditions of the Far East
- SOC 200 Introduction to Sociology

Math/Science/Computer 10

Choose one course each from any Math 105 or above, Lab Science, and one of the Computer Science courses listed below:

- CIS 121 Microcomputer Applications
- CIS 122 Software Applications: Word Processing and Presentation Graphics
- CIS 123 Software Applications: Spreadsheets and Databases
- CIS 124 Advanced Microsoft Office
- CIS 125 Intro to Web Design

Bible & Christian Ministry Studies 8

- BTH 101/102 Engaging with the Bible

Specialization or Electives 12

TOTAL 60

*NB: 60 Semester Credits ~~are~~ ~~in~~ ~~the~~ requirement. All students must take an approved Diversity course. Some courses listed in the Diversity Studies menu may also fulfill requirements in other areas of the Associate of Arts (e.g., Social Sciences).

If a student with an AA decides to pursue a Bachelor's degree, then the remainder of the General Education requirements must be completed.

Associate of Science : Pre-Professional Health Science

Interdisciplinary Studies . . . . .	.8
IDS 101/10 Engaging American Thought & Culture	
FYS 101 First-Year Seminar. . . . .	.1*
Social Science . . . . .	.6
PSY 200 General Psychology . . . . .	.3
PSY 320 Human Development (life span) . . . . .	.3
Humanities . . . . .	.11
PHL 210 Ethics. . . . .	.3
WR 121 English Composition. . . . .	.2
WR 122 English Composition. . . . .	.2
WR 320 Writing in the Discipline. . . . .	.1
Any COMM 200 or higher . . . . .	.3
Math/Computer. . . . .	.7
CIS 121 Microcomputer Application. . . . .	.2
MATH 105 or higher. . . . .	.2
MATH 315 Applied Statistics . . . . .	.3
Science Specialization. . . . .	.22
BIOL 200 General Biology . . . . .	.4
BIOL 211 Anatomy & Physiology I . . . . .	.4
BIOL 212 Anatomy & Physiology.II . . . . .	.4
CHEM 121 Introductory Chemistry. . . . .	.5
CHEM 122 Introductory Chemistry. . . . .	.5
Bible & Christian Ministry.Studies. . . . .	.8
BTH 101/10 Engaging with the Bible . . . . .	.8
Required Placement in Health Care Setting (minimum of 10 hours)	
TOTAL	62**

*FYS not required for transfer students

**Transfer credits may reduce the overall total to a minimum of 60 semester credits.

Note: The AS degree meets basic, minimum requirements for Health Science programs. Students seeking to transfer to two or four-year health science programs must determine which additional classes and internship placement are required to meet the recipient institution's requirements.

Students must maintain a minimum of C+ in the science specialization classes and a minimum of C- in all other classes to continue in the program, students must have a cumulative GPA of 2.5 at the end of their freshman courses.

An AS/PPHS degree does not guarantee admission into programs at other schools. Students should meet with advisors to determine which schools have articulation agreements.

Degree Pathways Through the General Education CORE

When choosing electives to fulfill General Education requirements, students should be aware that some majors prescribe specific courses from the electives in Communication, Diversity, Social Science, Math, and Biology that students in those majors must complete. Below is a list of the various majors and their prescribed General Education Core. Students should discuss these pathways with their advisors when registering for courses.

Four -Year Bachelor Degree Programs

GENERAL REQUIREMENTS FOR BACHELOR OF ARTS DEGREE

1. Completion of 124 semester credit hours.
2. Completion of General Studies (the CORE) requirements.
3. An academic major or concentration.
4. A minimum of 30 credit hours from Northwest Christian College.
5. 40 credit hours in the upper division.
6. A minimum of 27 credit hours in the upper division of an academic major or concentration (one third in the case of an academic minor).
7. A cumulative GPA of 2.00 or better for all course work completed.
8. At least a C- or better in academic major and minor classes.
9. Satisfactory writing competency requirement.

Limitations

1. Maximum number of non-graded courses allowed: 12 hours (No P/NP grading option is allowed in the major/minor except in those courses in which P/NP is the only grading option).
2. Maximum number of credits allowed through CLEP or ACE Testing: 30 credit hours.
3. Maximum number of credits allowed through Learning Experience (PLE): 30 credit hours.
4. No limit of military credit.
5. Maximum number of credits earned in field experience and practicum: 16 credit hours.
6. Maximum number of credits in correspondence study: 40 credit hours.
7. A course used to meet the requirements of an academic major or minor may not be applied toward a second major or minor.

General Education (CORE)

Requirements

Competency in the liberal arts is central to the mission and objectives of Northwest Christian College. The core curriculum provides a common, coherent educational experience forming the cornerstone of each student's education. Both Christian tradition and the needs of contemporary life mandate that students develop the sharpness and versatility of mind that comes from a broad foundation of knowledge and ability through the humanities, arts, social sciences, natural sciences and biblical studies. Familiarity with history, literature, scientific paradigms, philosophical and theological ideas, as well as understanding of the human condition, will enable graduates to grow personally and spiritually as well as influence others, church, and the world for Christ.

Interdisciplinary Studies

The IDS component of Northwest Christian College's Cornerstone Course enables students to work with ideas that have been influential in shaping thought and culture in America and in the world. Students in this course will explore with concepts and values as they are expressed across the humanities and social sciences in history, philosophy, literature, art, and music and will learn to connect them between these various disciplines as they are displayed

contemporary culture.

Interdisciplinary Studies	14
IDS 101/10 Engaging American Thought & Culture	7
IDS 201/20 Engaging World Thought & Culture	6
FYS 101 First-Year Seminar	1

Humanities

Structured thinking communicated eloquently is the essence of understanding the humanities. The ability to communicate effectively by means of listening, speaking, reading and writing in diverse situations as a reflection of critical thinking is the focus of the humanities.

Humanities	10
PHL 210 Ethics	3
WR 121 English Composition	2
WR 122 English Composition	2
Communication Elective (choose one of the following)	
COMM 211 Introduction to Communication	
COMM 212 Principles of Storytelling & Public Speaking	
COMM 260 Principles & Ethics of Mass Communication	
COMM 270 Foundations of Public Relations	

Social Sciences

Students enter into a dialogue with traditional and contemporary thinkers and address fundamental questions about the universe and the place of humanity within it through the social sciences. Development of informed judgment about present issues, problems, people and situations occurs through the study of psychology and the social sciences.

Social Sciences	6
Choose courses from approved electives in the following list:	
ANTH 210 Cultural Anthropology	
BUS 100 Business Principles and Practices	
ECON 201 Microeconomics	
EDUC 110 Foundations of Education	
EDUC 210 School Diversity	
HIST 207 Special Topics in History	
PSY 200 General Psychology	
RELS 210 The Abrahamic Faiths of Judaism and Islam	
RELS 220 Living Religious Traditions of the Far East	
SOC 200 Introduction to Sociology	

Math/Science/Computer

Understanding the world through scientific and mathematical paradigms brings a quantitative dimension to the study of the physical and life sciences and social sciences. Taking courses in the physical and life sciences enables students to understand, describe and predict empirical processes and relationships.

Math/Science/Computer	11
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Choose one course each from Math (105 or above), any Lab Science, and Computer Science electives listed below. Choose one further course from any Math, Science, or Computer Science:

- CIS 121 Microcomputer Applications
- CIS 122 Software Applications: Word Processing and Presentation Graphics
- CIS 123 Software Applications: Spreadsheets and Databases
- CIS 124 Advanced Microsoft Office
- CIS 125 Intro to Web Design

EDUC 230 Technology for Teaching

Diversity Studies

The Northwest Christian College community is committed to honoring the diversity of persons, backgrounds represented on our campus and in our society at large. All students will have the opportunity to explore what they emerge from the core curriculum and from the specific disciplines of an academic major.

Diversity Studies. *

Choose one course from approved electives in the following list:

- ANTH 210 Cultural Anthropology
- COMM 220 Intercultural Communication
- COMM 260 Principles and Ethics of Mass Communication
- EDUC 210 School Diversity
- MUS 110 Multi-Cultural Music of America
- RELS 210 The Abrahamic Faiths of Judaism and Islam
- RELS 220 Living Religious Traditions of the Far East
- SOC 200 Introduction to Sociology

Bible & Christian Ministry Studies

Core courses in Bible and Christian Ministry are designed to enable all Northwest Christian College students with the Bible as Holy Scripture in such a way as to promote the integration of faith in all aspects of individual vocation. Students will be challenged to study Scripture in the context of regular worship and learning. The Cornerstone Course in Bible, Engaging with the Bible, provides both an overview of biblical interpretation and an overview of appropriate methods of interpreting the Bible so that students will be well-grounded in how to do so in the 21st century. Other Bible courses build upon this foundation to provide students with detailed biblical study and a toolbox of interpretive tools to use for future Bible study.

Bible & Christian Ministry Studies. 12.

BTH 101/102 Engaging With The Bible. . .8.

Choose two from the following approved electives:

- BTH 240 Christianity in America
- CM 240 All Are Gifted, All Are Called
- Any BTH Elective at the 200 level or above

Health/Physical Education

The Physical Education program offers physical activity courses for students and staff which emphasize the development of physical skills, improvement in physical fitness levels, and the acquisition of knowledge that contributes to a healthy lifestyle.

Health/Physical Education. 2.

Choose courses from the following disciplines: Physical Education, Sports/Athletics.

Minimum General Education CORE for all majors. .55*.

*55 Semester Credits and a minimum core requirement. All students must take an approved Diversity course. Some courses listed in the Diversity Studies menu may also fulfill requirements in other areas of the general education (e.g., Communication, Social Sciences)

Accounting Pathway

- BUS 100 Business Principles and Practices
- ECON 201 Microeconomics

Bible and Christian Ministry Pathway

- BTH 101/102 Engaging With the Bible: How to Read the Bible in the 21st Century
- BTH 240 Christianity in America
- CM 240 All Are Gifted, All Are Called
- PSY 200 General Psychology
- SOC 200 or ANTH 210
- COMM 211 or COMM 212

Business Administration Pathway

BUS 100 Business Principles and Practices
ECON 201 Microeconomics

Communication Pathway

COMM 211 Introduction to Communication
COMM 212 Principles of Storytelling and Public Speaking
COMM 260 Principles and Ethics of Mass Communication

Computer and Information Science (CIS)

BUS 100 Business Principles and Practices
MATH 130 or MATH 230

Elementary Education Pathway

BIOL 111 or BIOL 200
CIS 121 Microcomputer Applications
PSY 200 General Psychology
COMM 211 Introduction to Communication
MATH 211 Math for Elementary Teachers
MATH 212 Math for Elementary Teachers EDUC 110 Foundations of Education
EDUC 210 School Diversity
EDUC 220 Orientation to Teaching
EDUC 230 Technology for Teaching

Secondary Education Pathway

BIOL 111 Principles of Biology I (or any other science with lab)
CIS 121 Microcomputer Applications
PSY 200 General Psychology
COMM 211 Introduction to Communication
MATH 110 College Mathematics (unless earning a math endorsement)
EDUC 110 Foundations of Education
EDUC 210 School Diversity
EDUC 220 Orientation to Teaching
EDUC 230 Technology for Teaching

Exercise Science Pathway

BIOL 200 General Biology
NUTR 220 Nutrition
MATH 130 Pre-calculus
PSY 200 General Psychology

Global Studies Pathway

ANTH 210 Cultural Anthropology
SOC 200 Introduction to Sociology

Human Services Pathway

PSY 200 General Psychology
SOC 200 Introduction to Sociology
BUS 100 Business Principles and Practices
MATH 110 College Mathematics
MATH 315 Applied Statistics
BIOL 111 or BIOL 200

Humanities Pathway

RELS 210 The Abrahamic Faiths of Judaism
RELS 220 Living Religious Traditions of the Far East

Music Industry Pathway

BUS 100 Business Principles and Practices
CIS 121 Microcomputer Applications

COMM 260 Principles and Ethics of Mass

Communication

Music Ministry Pathway

BUS 100 Business Principles and Practices
CIS 121 Microcomputer Applications
COMM 260 Principles and Ethics of Mass

Communication

Psychology Pathway

PSY 200 General Psychology
SOC 200 Introduction to Sociology
MATH 110 College Mathematics
MATH 315 Applied Statistics
BIOL 111 oBIOL 200

Social Science Pathway

ANTH 210 Cultural Anthropology
PSY 200 General Psychology
SOC 200 Introduction to Sociology
MATH 315 Applied Statistics

Accounting

Program Advisors: Michael Kennedy, Ms. Jean Meeks

Purpose and Objectives

The purpose of the Accounting major is to train students to take their place as managers and lead world and public service arenas. Accounting is the language of business because its concepts have to be managers, creditors, employees, attorneys, suppliers, etc. to describe events of a business nature. Of not happen in a vacuum. It has to relate to all other aspects of business including but not limited to finance, marketing, and ethics. It is this last that is of such importance in the current world. It i all aspects of the accounting program leading not to just proficient accountants but to ethical business

Goals

- 1. Students will acquire a comprehensive knowledge of the basic principles and concepts of account
2. Students will also acquire the appropriate skills to be able to apply the information gained i
businesses.
3. Students will integrate all aspects of their learning, understanding, knowledge, and skills co
of accounting to business through internship opportunit
and a final comprehensive controllership project.
4. Students will develop an understanding of the ethical issues in business, in general, and in a
and will bring their faith and values to bear on business
processes.

Prerequisites from the General Education Core for all Accounting Majors:

BUS 100 Business Principles and Practices
ECON 201 Microeconomics

General Requirements for Accounting. 28
ECON 202 Macroeconomics. 3
ACTG 211 Principles of Accounting.. . . . 3
ACTG 213 Managerial Accounting 3
BUS 310 Principles of Management & Leadership
BUS 370 Legal & Ethical Issues in Business & Mgmt
BUS 415 Group and Organizational Behavior 3

BUS 495	Business Internship.	3
MATH 315	Applied Statistics	3
MIS 360	Management of Information Technology.	
WR 320	Writing for the Discipline	1

Accounting Core Requirements.		21
ACTG 341	Intermediate Accounting I.	3
ACTG 342	Intermediate Accounting II.	3
ACTG 345	Cost Accounting.	3
ACCT 430	Federal Income Tax	3
ACTG 440	Auditing.	3
ACTG 450	Advanced Accounting.	3
ACTG 499	Controllership Project	3

Minor in Accounting

Prerequisites from the General Education Core for all Accounting Minors:

BUS 100	Business Principles and Practices
WR 320	Writing for the Discipline

Requirements for Accounting Minor.		21
ACTG 211	Principles of Accounting.. . . .	3
ACTG 213	Managerial Accounting	3
ACTG 341	Intermediate Accounting I.	3
ACTG 342	Intermediate Accounting II.	3
ACTG 345	Cost Accounting.	3
ACCT 430	Federal Income Tax	3
ACTG 440	Auditing	3

Bible & Christian Ministry Studies

Program Advisors: Dennis Lindsay, Dr. Loren Crow, Ms. Mary Ellen Pereira

Purpose and Objectives

The vision of Bible & Christian Ministry Department: To prepare all Northwest Christian College students to understand and live out their faith in Christ as God has gifted and called them to ministry, as career/professionals or volunteers, whether inside or outside of church.

Goals

We focus a diverse student body on learning to think with insight and creativity about biblical studies, vocations, and expression for ministry. We draw inspiration from long-standing Christian tradition and a variety of church networks. We offer all Northwest Christian College students the opportunity to:

1. Strengthen their commitment to Christ through a deeper understanding of the formation, contents, and structure of the Bible.
2. Engage in a self-discovery process for discerning their God-given gifts.
3. Nurture their own spiritual growth by intentionally connecting themselves to the Northwest Christian community and the wider faith community through worship and service.

Bible & Christian Ministry (BCM) Majors will:

1. Develop skills in exegetical and hermeneutical methods for sound interpretation and understanding of the Bible.
2. Foster practical skills for ministry.
3. Acquire and practice skills through internships in local congregations and/or para-church organizations.
4. Gain a solid foundation for graduate level studies in Bible, theology, and ministerial vocation.

BCM offers multiple pathways of concentration in Christian Ministry. These five (5) concentrations are: Bible and Theology, Christian Ministries, Christian Ministry, Christian Ministry, and Christian Ministry. The first strand focuses upon the academic discipline of biblical and theological studies in contrast to the practice-oriented focus of the Christian Ministries strand. Both are excellent foundations for graduate level studies in theology or ministry. Students navigating one of these pathways will:

1. Complete a common core of course work plus the requirements of their specific focus.

2. Explore their call to Christian ministry (career/professional or volunteer).
3. Perform effectively in the skills required for their specific areas.
4. Learn principles and methods that effectively reach and nurture the church and unchurched.

Prerequisites from the General Education Core for all BCM Majors:

- BTH 101/102 Engaging With The Bible
- BTH 240 Christianity in America
- CM 240 All Are Gifted, All Are Called
- PSY 200 General Psychology
- SOC 200 or ANTH 210
- COMM 211 or COMM 212

General Requirements for BCM . . . . .	.31
BTH 300 The Prophets.	3.
BTH 310 Acts of the Apostles.	3.
BTH 407 Special Topics in Christian Theology . .	. . . . .
HIST 330 History of Christianity	4
CM 220 Worship & Fine Arts. . . . .	.2
CM 320 Evangelism & Church Growth	2
CM 371 Beginning Homiletics . . . . .	.3
CM 470 Principles of Ministerial Leadership . . .	. . . . .
CM 495 Internship . . . . .	.6
BTH 499 or CM 499 Senior Capstone Project. 2 . . . . .	. . . . .

Bible and Theology

Biblical Studies Concentration

Students following this track will engage with the Bible as Sacred Scripture - received, affirmed, and proclaimed by the Community of Believers from generation to generation. Students will develop skills in biblical language and theological interpretation that enable them to become a "bridge" between the ancient text and the contemporary world. Graduates from this track will be equipped to continue studies at the graduate level, either for ordination or an academic career.

Biblical Studies Concentration . . . . .	.15
Biblical Languages (GRK or HEB)	6
Additional BTH Course Offerings*.	9

*May be satisfied by any courses with a BTH prefix and related to the study of OT or NT. Up to six credits of additional Biblical Languages, GRK or HEB.

Christian Theology Concentration

This track of study emphasizes the role of the Christian theologian as a servant of the Church in the contemporary world. Courses ranging in focus from historical theology to systematic theology to biblical theology will enable students to engage theologically on the Word of God and the World of God. Graduates from this program will be equipped to continue studies in theology, philosophy, and/or professional ministry.

Christian Theology Concentration . . . . .	.15
BTH 407 Special Topics in Christian Theology (3+3)*	. . . . .
PHL 320 Philosophy of Religion . . . . .	.3
PHL 420 Christian Ethics and Social Responsibility	. . . . .
Additional BTH Course Offerings**	3

*In addition to the BTH 407 in the general requirements above.

**May be satisfied by any course with a BTH prefix or by a full year of any biblical language, GRK/HEB.

Christian Ministries

Pastoral Ministry Concentration

Pastoral Ministry students focus on acquiring skills essential for the called and ordained pastor. While the church in America continues to experience great change in liturgy, sacred music, and various expressions of church ministry, Northwest Christian College builds on 109 years of training ministerial candidates. We equip students with the essential for tomorrow's church and foster strong capabilities in biblical studies, preaching, evangelism, and gift-based leadership. We develop the whole student, not simply dexterity or expertise in topics.

Pastoral Ministry Concentration 15

- CM 330 Introduction to Christian Education
- CM 372 Homiletics 3
- CM 450 Pastoral Ministry 3

Choose two from the following approved electives:

- PSY 320 Human Development
- PSY 460 Introduction to Counseling Skills
- COMM 330 Interpersonal Communication
- SOC 420 Introduction to Family Systems
- Any CM electives at the upper division level

Missions/Global Ministries Concentration

The Global Ministries/Missions Concentration under the BCM major is designed to give an introductory understanding of international and cross cultural ministry. This concentration could be used for people ministering in diverse settings throughout the United States.

Missions/Global Ministries Concentration 15

Option A up to 15 credits in an accredited study abroad or ministry program (CCCU is recommended). This program will include the following areas of study: Religion, Language, Economics, Communication, Culture, Politics, and Social Justice in a Christian context.

Option B 14 credits from the following electives:

- RELS 220 Living Religious Traditions of the Far East
- ANTH 430 Church & Culture 3
- CM 340 Cross-cultural Ethical Ministry Issues
- SOC 410 Global Issues 3
- LING 310 Introduction to Linguistics 3

Option C 8 hours of foreign language (200 level or above) plus 7 hours of focused cultural studies as approved by the program director.

NOTE: The student's program may include a combination of all the above options upon the approval of the program director.

Youth Ministry Concentration

Youth Ministry students focus on developing the skills required for ministry with young people. Millennials and Generation Z youth comprise a dynamic audience for contemporary youth workers. Course work develops the youth worker's ability to preach, teach, and gift-based leadership. Students will become skilled at developing faithful and committed youth. Learning activities include internships, providing leadership for weekend ministry events, and travel to youth conventions (Northwest Christian College belongs to the Academic Support Network of Youth Specialties Ministries, San Diego, CA, www.YouthSpecialties.com.)

Youth Ministry Concentration 15

- CM 330 Introduction to Christian Education
- CM 360 Youth Ministry 3
- CM 450 Pastoral Ministry 3

Choose two from the following approved electives:

- PSY 320 Human Development
- SOC 420 Introduction to Family Systems
- Any CM electives at the upper division

Minor in BCM

A Minimum of 21 credits are required for a Minor in Bible & Christian Ministry Studies. General courses in the area of Bible & Christian Ministry may be counted toward a minor as outlined below.

Prerequisites from the General Education Core for all BCM Minors:

- BTH 101/102 Engaging With The Bible
- BTH 240 Christianity in America
- CM 240 All Are Gifted, All Are Called

Additional Courses9.

Students may choose from any upper division courses with a BTH or CM prefix. Up to 6 credits of (GRK or HEB) may be counted towards the additional electives requirement.

Business Administration

Program Director: Michael Kennedy

Purpose and Objectives

The purpose of the Business Administration Program is to train managers and leaders in the business and public service arenas. In conjunction with the general education of the College, the program integrates fundamental theories, concepts, and practices of business with Christian values and ethics. The core requirements of business administration consist of studies in the functional areas of business as well as supporting areas such as accounting, management, marketing, finance, information technology, statistics, legal issues, communication, and Christian values and ethics. Students in the program may choose to emphasize one of four concentrations: general management, management information systems (MIS), and marketing. Four minors are also available to complement other majors at the College: business administration, management, marketing, and management information systems.

Goals

1. Students will acquire a comprehensive knowledge of the basic principles and concepts in the functional areas of business: economics, accounting, finance, marketing, management, and information technology.
2. Students will also acquire knowledge and skills in the supporting studies of statistics, legal issues, operations, and communication. (interpersonal and organizational) as well as Christian leadership, values, and ethics.
3. Students pursuing the accounting concentration will gain skills in the practice of accounting: accounting, auditing, federal tax accounting, and advanced concepts in many areas of accounting.
4. Students pursuing the management concentration or minor will gain skills in planning, organizational design, controlling, organizational design, human resources, group behavior, and international management.

5. Students pursuing the marketing concentration or minor will gain skills in advertising and promotion strategies,market research, and one of the following two areas: retail administration or international marketing.

6. Students pursuing the management information systems (MIS) concentration or minor will gain skills in computerlanguage, networking, operating systems, and one of the following three areas: web design, database applications, or client support.

7. Students will integrate all aspects of their learning, understanding, knowledge, and skills concerning business throughinternship opportunities and a comprehensive capstone project.

8. Students will become acquainted with the current trends in business including global issues and responsibilities,the leading sources of business information, current publications, and other available resources, both in text and on the Internet.

9. Students will develop an understanding of ethical issues in business and will bring the Christian values to bearon business processes.

Prerequisites from the General Education Core for all Business Administration Majors:

- BUS 100 Business Principles and Practices
- ECON 201 Microeconomics

General Requirements for Business Administration .34

- ECON 202 Macroeconomics3
- ACTG 211 Principles of Accounting3
- ACTG 213 Managerial Accounting3
- BUS 310 Principles of Management & Leadership3
- BUS 330 Marketing3
- BUS 370 Legal & Ethical Issues in Business & Management
- BUS 450 Managerial Finance3
- BUS 495 Business Internship3
- BUS 499 Business Strategy and Policy3
- MATH 315 Applied Statistics3
- MIS 360 Management of Information Technology3
- WR 320 Writing for the Discipline1

Accounting Concentration15

- ACTG 341 Intermediate Accounting I3
- ACTG 342 Intermediate Accounting II3
- ACTG 345 Cost Accounting3
- ACTG 440 Auditing3
- Choose one of the following approved electives:3
- ACTG 430 Federal Income Tax
- ACTG 450 Advanced Accounting
- ACTG 499 Controllership Project

Management Concentration15

- BUS 314 Organizational Theory & Design3
- BUS 315 Human Resource Management3
- BUS 410 Operations Management3
- BUS 415 Group and Organizational Behavior3
- BUS 419 Global Business Management3

Management Information Systems (MIS) Concentration.17*

- CIS 130 Intro. to Computer Sciences & Organization Theory

CIS 255	Operating Systems	3
CIS 281	Networking & Distributed Systems.	4
CIS 370	Information Systems Planning & Management	
CIS 475	Systems Analysis & Design.	3

Marketing Concentration	15.	
BUS 334	Advertising & Promotion	3
BUS 335	Sales Strategies	3
BUS 336	Retail Administration	3
BUS 419	Global Business Management	3
BUS 437	Market Research	3

*Some classes are held in the evening.

Minors in Business

Prerequisites for the Business Administration Minors:

BUS 100	Business Principles and Practices
WR 320	Writing for the Discipline

Requirements for Business Administration Minor . . 21.

ECON 201	Microeconomics	3
ACTG 211	Principles of Accounting.	3
BUS 310	Principles of Management & Leadership	3
BUS 330	Marketing	3
BUS 370	Legal & Ethical Issues in Business & Management	
BUS 450	Managerial Finance	3
MIS 360	Management of Information Technology	3

Requirements for Management Information Systems (MIS) Minor

ECON 201	Microeconomics	3
BUS 310	Principles of Management & Leadership	3
MIS 360	Management Information Systems.	3
CIS 130	Intro. to Computer Sciences & Organization Theory	
CIS 255	Operating Systems	3
CIS 281	Networking & Distributed Systems.	4
CIS 370	Information Systems Planning & Management	

*Some classes are held in the evening.

Prerequisites for the Management and Marketing Minors:

BUS 100	Business Principles and Practices
MATH 315	Applied Statistics
WR 320	Writing for the Discipline

Requirements for Management Minor 21.

BUS 310	Principles of Management & Leadership	3
BUS 314	Organizational Theory and Design	3
BUS 315	Human Resource Management	3
BUS 330	Marketing	3
BUS 410	Operations Management.	3
BUS 415	Group and Organizational Behavior.	3
BUS 419	Global Business Management	3

Requirements for Marketing Minor. 21

ECON 201	Microeconomics	3
BUS 330	Marketing	3
BUS 334	Advertising and Promotion	3
BUS 335	Sales Strategies	3
BUS 336	Retail Administration	3

BUS 419	Global Business Management	3
BUS 437	Market Research	3.

Communication

Program Advisor: Dr. Ken Henry

Purpose and Objectives

From the articulate argument of political discourse to the business and organizations of the world, students learn to be able to communicate competently, clearly, ethically, and eloquently. Blending practical skills into theoretical understanding, the speech communication department offers a flexible variety of educational experiences.

Goals

Speech Communication is a supple program preparing you for a large number of careers. Students learn to be able to speak and write clearly and persuasively in various contexts and with diverse audiences, based on evidence. Regardless of vocation, people need to be competent communicators who effectively influence others. A democratic republic is based on the idea that individual citizens can and will express their opinions and influence in a manner that will change others spiritually, politically, and interpersonally. A rhetorical perspective is taught in classes where the development of the individual's character is primary, then the reasoning processes are honed, then the eloquence of expression is honed, and finally the fluidity of delivery is perfected. The result is a communicator who is able to express the truth in love.

Communication Majors will:

1. Think holistically and creatively from a Christian worldview.
2. Communicate engagingly in an influential manner within a variety of contexts.
3. Value truth and justice in an attitude of love.
4. Competently share meaning through a variety of communication channels.
5. Understand and value processes and products of communication.
6. Be empowered to use communication in professional settings.

Prerequisites for all Communication Majors:

COMM 111 or 112 Interpretive Speech I or II

General Requirements for Communication 21

- COMM 211 Introduction to Communication 3
- COMM 212 Principles of Storytelling and Public Speaking
- COMM 260 Principles and Ethics of Mass Media .4.
- COMM 450 Persuasive Rhetoric 4
- COMM 495 Internship. 6

Speech Communication Concentration 18.

- COMM 220 Intercultural Communication. 3
- COMM 330 Interpersonal Communication. 3
- COMM 340 Rhetorical Criticism & Argumentation 3.
- COMM 430 Nonverbal Communication 3.
- COMM 440 Organizational Communication. 3.
- Guided Elective 3

Journalism Concentration 18

- COMM 330 Interpersonal Communication 3.
- COMM 340 Rhetorical Criticism & Argumentation 3.
- COMM 351 Writing for Publication I 3
- COMM 352 Writing for Publication.II 3
- COMM 430 Nonverbal Communication. 3
- COMM 440 Organizational Communication. 3.

Minor in Communication

Prerequisites from the General Education Core for Speech Communication Minors:

COMM 211 Introduction to Communication

Speech Communication Minor 19.

- COMM 111 or 112 Interpretive Speech I or. II . . 2
- COMM 212 Principles of Storytelling and Public Speaking
- COMM 330 Interpersonal Communication . . 3.
- COMM 340 Rhetorical Criticism & Argumentation
- COMM 430 Nonverbal Communication 3.
- COMM 450 Persuasive Rhetoric. 4.

Communication Skills Minor 18.

- COMM 111 or 112 Interpretive Speech I or. II . . 2
- COMM 211 Introduction to Communication. 3
- COMM 212 Principles of Storytelling and Public Speaking
- COMM 330 Interpersonal Communication . . 3.
- Two Communication Electives. 6

Public Relations Minor	20.
COMM 260	Principles of Ethics and Mass Communication
COMM 270	Foundations of Public Relations 3. . . .
COMM 351	Writing for Publication I . . . 3
COMM 352	Writing for Publication II . . . 3
COMM 450	Persuasive Rhetoric. 4
Choose one of the following approved electives:3	
BUS 330	Marketing
BUS 370	Legal and Ethical Issues in Business & Management
Journalism Minor	18
COMM 212	Principles of Storytelling and Public Speaking
COMM 260	Principles and Ethics of Mass Media.
COMM 351	Writing for Publication I . . . 3
COMM 352	Writing for Publication II. . . 3
COMM 450	Persuasive Rhetoric. 4

Computer and Information Science (CIS)

Program Advisor: Dr. Mojgan Hajebi & Dr. Jerzy Wilczynski

Purpose and Objectives

The purpose of the Computer and Information Science (CIS) semester-based program is to prepare students to work with computer systems, computer resources, computer programs, and people in applying technology in organizations. In addition to the fundamentals, there are two distinct concentrations: one emphasizing networking, databases, and systems analysis, and the other emphasizing programming languages. The program integrates the study of information management with Christian values in an organization. It is designed to prepare undergraduate students, who want to expand their knowledge, skills, and abilities to work with people and computer systems, for entry-level positions in information systems and computer science in organizations. The program is designed so that, with additional coursework in business and communication, students will be able to work with people whose background is not technology but must use technology to complete their work.

Goals

1. Students will acquire a comprehensive knowledge of the concepts of computer and information science, including computer hardware, data structures, operating systems, computer networks, database design, and web

design.

2. Students pursuing information systems concentration will acquire knowledge and skills in basic information systems and support, network management and administration, web-database interfaces, systems planning and management, project management, and systems analysis and design.

3. Students pursuing computer science concentration will acquire knowledge and skills in basic computer science and organization, object oriented programming, software methodology, algorithms, computer architecture, and either artificial intelligence or modeling and simulation.

4. Students will integrate all aspects of their learning, understanding and skills concerning computer and information science through internship opportunities.

5. Students will become acquainted with the current trends in computer information science including ethical responsibilities to users and organizations, the leading sources of technology information, current publications in the field, and other available resources, both in text and on the Internet.

6. Students will develop an understanding of ethical issues in computer information science and Christian faith and values to bear on information science processes.

Prerequisites for all CIS Majors:

- BUS 100 Business Principles and Practices
- MATH 130 or MATH 230
- BUS 310 Principles of Management
- MIS 360 Management of Information Technology

Guided elective:

- COMM 440 Organizational Communication

General Requirements for CIS Major28

- CIS 130 Intro. to Computer Sciences & Organization Theory
- CIS 230 Computer Hardware2.
- CIS 250 Data Structures3.
- CIS 255 Operating Systems3
- CIS 281 Networking & Distributed Systems. . .4.
- CIS 320 Database Design3.
- CIS 325 Web Design.3.
- CIS 340 Ethics and Information Management . .2.
- CIS 495 Computer and Information Science Internship

Information Systems Concentration. 18.

- CIS 282 Network Management and Administration
- CIS 370 Information Systems Planning and Management
- CIS 385 Web - Database Interface.2.
- CIS 470 Project Management.3
- CIS 475 Systems Analysis and Design.3
- MATH 230 Discrete Mathematics3.

Computer Science Concentration 18.

- CIS 150 Object Oriented Programming with Java3
- CIS 350 Analysis of Algorithms3.
- CIS 355 Software Methodology2.
- CIS 430 Computer Architecture.3.
- MATH 251 Calculus.I.4.
- Choose one of the following approved electives:3
- CIS 335 Artificial Intelligence (AI)
- CIS 435 Modeling and Simulation

Prerequisites for all CIS Minors:

- BUS 100 Business Principles and Practices

MATH 230 Discrete Mathematics
 BUS 310 Principles of Management & Leadership
 MIS 360 Management of Information Technology

Recommended elective

MATH 251 Calculus I
 MATH 315 Applied Statistics
 MATH 320 Linear Algebra
 COMM 440 Organizational Communication

Requirements for Computer and Information Science Major .

CIS 130 Intro. to Computer Sciences & Organization Theory
 CIS 250 Data Structures3.
 CIS 255 Operating Systems 3
 CIS 281 Networking & Distributed Systems. . .4.
 CIS 320 Database Design3.
 CIS 325 Web Design.3.

Exercise Science

Program Advisor Dr. Heike McNeil

Purpose and Objectives

The purpose of this exercise science program is to prepare the student for successful graduate level work in the field of exercise and movement science or to be a competent professional in the allied health or other movement related professions.

Goals

- 1.To apply scientific foundations of the individual sub-disciplines to exercise and movement science
- 2.To become critical thinkers and competent practitioners

3.To analyze and assess components of health-related physical fitness such as cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility.

4.To acquire skills to plan and implement appropriate exercise prescription for different populations for necessary modifications due to factors such as environmental or special needs of the person whom they work with

5.To understand human relations and behavioral issues as they relate to physical performance; to integration of positive behavior and the implementation of health-related programs

6.Pursue ongoing professional development in exercise science or related professional fields through level study and through membership and participation in professional organizations.

Prerequisites from the General Education Core for all Exercise Science Majors:

- BIOL 200 General Biology
- NUTR 220 Nutrition
- MATH 130 Pre-calculus
- PSY 200 General Psychology

General Requirements for Exercise Science.....47.....

- BIOL 211 Human Anatomy & Physiology. I.....4.....
- BIOL 212 Human Anatomy & Physiology. II.....4.....
- BIOL 230 Introductory Microbiology.....4.....
- CHEM 121 Introductory Chemistry.....5.....
- CHEM 122 Introductory Chemistry.....5.....
- PHYS 110 Fundamentals of Physics.....4.....
- MATH 315 Applied Statistics.....3.....
- PSY 320 Human Development.....3.....
- PSY 410 Biological Psychology.....3.....
- EXSC 310 Kinesiology.....3.....
- EXSC 320 Exercise Physiology and Neuromuscular Conditioning
- EXSC 410 Biomechanics.....3.....
- EXSC 495 Internship.....3.....

Global Studies

Program Advisor Charles Sturms

Purpose and Objectives

The purpose of the Global Studies Program is to prepare students for service in cross-cultural or settings. It seeks to provide the student with a framework of cross cultural concepts, including minist

culture, and communication. The course includes a set of core courses, an area focus, an internship, and options.

Goals

1. The students will gain an understanding of the major concerns of living in a diverse world.
2. The students will gain an understanding of service to humanity, opportunities, and its challenges.
3. The students will acquire knowledge and skills for service in intercultural or cross-cultural settings.

Prerequisites from the General Education Core for all Global Studies Majors:

- ANTH 210 Cultural Anthropology
- SOC 200 Introduction to Sociology

General Requirements for Global Studies.26-28.

- ANTH 430 Church and Culture.3.
- ANTH 460 Cross-Cultural Ethical and Ministry Issues
- SOC 410 Global Issues. 3
- COMM 220 Intercultural Communication3.
- LING 310 Introduction to Linguistics. . . . 3
- Two upper division RELS courses6.
- ANTH 495 Internship (required). 5-7

Track One:TESOL Certification 19.

Track Two:An approved study abroad program. 18.

Track ThreeTwo (2) years of foreign language. 20.

Track FourBible Translation (SIL)

This program can be completed with two summers of course work taken at Oregon Summer Institute of Linguistics (SIL), resulting in a B.A. in Global Studies with an emphasis in Bible Translation. One additional course would be required to fulfill the academic training requirements for Wycliffe Bible Translators, USA.

First Summer

- LING 414 Articulatory Phonetics 3
- LING 444 Language and Culture Learning. 3
- LING 454 Advanced Phonology 3

Second Summer

- LING 451 Syntax and Semantics I 3
- LING 452 Syntax and Semantics.II3.
- LING 496 Principles of Translation. 3

Track FiveIndigenous Cultures Language Literacy (ORSIL)

This program can be finished with two summers of course work taken at Oregon Summer Institute of Linguistics (ORSIL), resulting in a B.A. in Global Studies with an emphasis in Indigenous Cultures Language Literacy.

First Summer

- LING 414 Articulatory Phonetics.3.
- LING 444 Language and Culture Learning. 3
- LING 454 Advanced Phonology 3

Second Summer

- LING 418 Scripture Impact/Language Program Planning.3.
- LING 421 Principles of Literacy 3
- LING 422 Introduction to the Preparation of Literacy Materials

Minor in Global Studies

Prerequisites from the General Education Core for all Global Studies Minors:

- ANTH 210 Cultural Anthropology
- SOC 200 Introduction to Sociology

Global Studies Minor	15
Upper level RELS course.	3
ANTH 460 Cross-Cultural Ethical and Ministry Issues	
SOC 410 Global Issues.	3
LING 310 Introduction to Linguistics.	3
COMM 220 Intercultural Communications	3

Human Services

Program Advisor Michael Harris

Purpose and Objectives

This major is designed to include a liberal arts perspective and a professional foundation within

context.

Goals

1. Promote the enhancement of the well being of all peoples.
2. Alleviate poverty and oppression locally and globally.
3. Promote social and economic justice throughout the world.

Human Services Majors will be able to:

1. Plan and implement strategies, services, and programs to meet basic human needs.
2. Provide support to persons in need.
3. Assist people in using community resources.
4. Instruct others in daily living skills.
5. Be an advocate for those who cannot advocate for themselves.
6. Provide care to children, parents, seniors, families, and persons with disabilities.
7. Prepare for a career in the social services field in agencies such as Department of Human Services, Senior and Disabled Services, and Victim Advocacy.
8. Pursue graduate studies in social work, counseling, ministry, or a related field.

Prerequisites for all Human Services Majors:

- PSY 200 General Psychology
- SOC 200 Introduction to Sociology
- BUS 100 Business Principles and Practices
- MATH 110 College Mathematics
- MATH 315 Applied Statistics
- BIOL 111 or BIOL 200
- WR 320 Writing in the Discipline

General Requirements for Human Services Major. .43 . . .

- BUS 415 Group and Organizational Behavior 3 . . .
 - CM 440 Grief and Loss 3
 - PSY 320 Human Development 3
 - PSY 350 Research Methods 3
 - PSY 420 Abnormal Psychology 3
 - PSY 460 Introduction to Counseling Skills 2 . . .
 - SOC 310 Careers in Human Services 1
 - SOC 330 Social Issues and Problems 3
 - SOC 420 Introduction to Family Systems . 3
 - SOC 430 Urban Issues 3
 - SOC 495 Human Services Internship 6
 - SOC 499 Human Services Capstone Project . 2 . . .
- Choose one of the following approved electives: .
- PSY 330 Psychology of Learning
 - PSY 340 Social Psychology
- Choose one of the following approved electives: .
- PSY 370 Cognition
 - PSY 380 Theories of Personality
- Choose one of the following approved electives: .
- PSY 360 Values and Human Behavior
 - PSY 407 Seminar on Special Topics (new topic offered each year)
 - SOC 407 Seminar on Special Topics (new topic offered each year)

Humanities

Program Advisor: Dr. Mick Bollenbaugh, Dr. Elizabeth Aydelott

Purpose and Objectives

The humanities degree is comprised of a combination of philosophy and literature courses that allow students to choose emphases in these disciplines according to their vocational and academic interests. The humanities degree requires 42 semester hours including a six-hour internship and a senior thesis. Students may choose two pathways in this degree program. The first pathway emphasizes course work in philosophy, supported by courses in literature. The second pathway emphasizes course work in literature supported by courses in philosophy.

Goals

1. Students will identify and articulate major literary genres of world thought and culture through completion of required courses.
2. Students will identify and articulate major philosophical movements of world thought and culture through successful completion of required courses.
3. Students will build a foundation for potential graduate studies in humanities by fulfilling the requirements.
4. Students will understand the relationship between philosophy and literature by fulfilling the requirements.
5. Students will understand the relevance of philosophy and literature to Christian thought by fulfilling the program requirements.

In general terms, a humanities degree is the perfect program to build strong critical thinking skills. Organizations of many types are showing increasing interest in people who have the capacity to do research and solve problems in creative and innovative ways. A humanities degree from Northwest Christian College prepares students to build these coveted and much sought after skills in such areas as business, law, and nonprofit organizations. The Northwest Christian College humanities degree also creates the necessary foundation for graduate studies in philosophy, theological studies, English, and/or comparative literature. Students who graduate with this degree are able to choose a vocation of teaching in colleges and universities after they complete their graduate studies. The Northwest Christian College humanities degree gives students the kind of educational background needed for a law degree. With an emphasis in literature students could seek licensure to teach at the secondary level or in journalism. The humanities degree from Northwest Christian College has the potential to shape students into citizens who might use their gifts in a great variety of vocations.

Prerequisites from the General Education Core for all Humanities Majors:

- RELS 210 The Abrahamic Faiths of Judaism
- RELS 220 Living Religious Traditions of the Far East

Philosophy Track 39

PHL 110 Introduction to Philosophy 2

PHL 210 Ethics 3

Additional lower division course in Philosophy 2

PHL 301 History of Ancient and Medieval Philosophy

PHL 302 History of Modern and Contemporary Philosophy

Three upper division courses in Philosophy . . 9

Three courses in literature (at least two upper division)

IDS 495 Internship 6

Senior Thesis 2

Literature and Language Arts Track 41

ENG 220 Introduction to Fiction 3

ENG 230 Introduction to Poetry and Drama . . 3

Four upper division courses in Literature . . 12

ENG 301 Survey of American Literature . . . 3

ENG 302 Survey of British Literature . . . 3

Three courses in Philosophy (at least two upper division)

IDS 495 Internship 6

Senior Thesis 2

Interdisciplinary Studies : Individualized

Program Advisor Dr. Dennis Lindsay

In consultation with the program advisor, students may design a course of study involving three areas, with a minimum of 12 credit hours in each area. At least two thirds of the course work in each area is in the upper division. In addition, students must complete 4 hours in IDS 495 (Internship). The total number of credit hours required for the major is 40.

Music Industry

Program Advisor John Hakes

Purpose and Objectives

The purpose of the Music Industry Program is to train competent workers in today's commercial music industry. The program division work at Northwest Christian College provides a capstone for skills in music technology, performance, and business. The program was begun at Lane Community College and other community colleges with like AAOT programs in Music Technology. The program also includes a minor in Business.

Goals

1. Students will learn and develop songwriting skills.
2. Students will create a body of musical work in recorded form as well as a marketing package for it.
3. Students will plan, book, and execute a musical performance tour.
4. Students will complete an internship in a local music business.
5. Students will experience expressive and successful performance as part of the College performance program.

Prerequisites from the General Education Core for all Music Industry Majors:

- BUS 100 Business Principles and Practices
- CIS 121 Microcomputer Applications
- COMM 260 Principles and Ethics of Mass Communication

Requirements for Music Industry Major44

MUS 100	Music Fundamentals.	2
MUS 101	Music Theory.1.	3.
MUS 111	Ear Training 1	1
	Music Technology*. . . . .	.4.
	Audio Engineering*.	6
MUS 200	Pop Theory/Songwriting . . . . .	.2.
MUS 311	Music Business I	2
MUS 312	Music Business.II	2.
MUS 370	Career Development.	1
MUS 351	Music Ministry Leadership	3
MUS 371	Junior Project	1
MUS 372	Junior Project	1
MUS 421	Senior Project	1
MUS 422	Senior Project	1
MUS 431	Senior Performance.	2
Applied Music		
Primary Performance Medium (Lower Division)		
	100 Level Instruction	2
	200 Level Instruction	2
Ensemble (Upper Division)		
	300 Level Instruction	2
	400 Level Instruction	2
MUS 495	Field Internship.	4.

A Business Minor is required for Music Industry Majors

* Need to be taken at Lane Community College or another Community College with similar courses.

Music Ministry

Program Advisor: John Hakes

Purpose and Objectives

The purpose of the Music Ministry Program is to train leaders for music in today's church. This program provides practical musical skills such as worship leading, conducting, arranging and performing. The Music Ministry Program promotes understanding and enjoyment of music in the College at large. Along with courses in fine arts designed to enhance experience in aesthetics as well as in musical proficiency.

Goals

1. Students will know and be able to use skills required for music ministry in today's churches.
2. Students will be able to work successfully in a church setting to plan, direct and execute an performance.
3. Students will acquire knowledge of music theory and music history as well as develop professional performance skills.
4. Students will increase significantly in musical performance skills in both a primary and a secondary performance.
5. Students will experience expressive and successful performance as part of the College performance.

Requirements for Music Ministry Major44

MUS 100	Music Fundamentals.	2
MUS 101	Music Theory.1.	3.
MUS 102	Music Theory.2.	3.
MUS 111	Ear Training 1	1
MUS 112	Ear Training 2	1
MUS 211	Music History	2.
MUS 212	Music History	2.
MUS 301	Practicum	1.
MUS 302	Practicum	1.
MUS 351	Music Ministry Leadership.	3
MUS 352	Music Ministry Leadership.	3
MUS 411	Individual Conducting.	1.
MUS 412	Individual Conducting.	1.
MUS 495	Field Internship.	6.

Applied Music

Secondary Performance Medium (Lower Division)

Primary Performance Medium

100 Level Instruction. (1,.1)*.	2
200 Level Instruction. (1,.1)*.	2
300 Level Instruction. (1,.1)*.	2
400 Level Instruction. (1,.1)*.	2

Ensemble (Upper Division)**

300 Level Instruction. (1,.1)*.	2
400 Level Instruction. (1,.1)*.	2

Requirements for Music Ministry Minor18

Choose one of the following approved electives:

MUS 100	Music Fundamentals	
MUS 200	Pop Theory/Songwriting	
MUS 351	Music Ministry Leadership.	3
MUS 352	Music Ministry Leadership.	3

Applied Music*

Secondary Performance Medium (Lower Division) (1, 1)

Primary Performance Medium (Lower Division) (1, 1)

Ensemble (Upper Division).(1,.1)2.

Guided Electives (Upper Division)4

* The primary and secondary performance mediums may be chosen in consultation with the advisor.

**Ensemble credit will be drawn from: Concert Choir, Praise Band, Vocal Ensemble, or New Creation.

Psychology

Program Advisor Michael Harris

Purpose and Objectives

The primary emphasis of the psychology major is to build a foundation of basic psychological principles and present them in a Christian orientation together with current research findings.

Goals

1. Study human mental processes and behavior.
2. Apply psychology to the understanding and enhancement of their own life and the lives of others.
3. Read, think, and write critically.

Psychology Majors will be able to:

1. Discuss major trends in the development of psychology.
2. Outline the neuroanatomy and brain mechanisms of the central nervous system and their impact on behavior.
3. Explain how sensory systems influence mental function and perception.
4. Discuss current research regarding consciousness, sleep, and dreaming.
5. Describe basic principles of learning and behavior.
6. Describe basic principles and development of cognition, memory, and language.
7. Discuss physical, cognitive, social, and moral human development.
8. Describe basic theories of personality.
9. Discuss basic concepts of social behavior.
10. Define abnormal behavior and discuss causes, symptoms, and treatments of mental disorders.
11. Discuss basic psychometric concepts and their application.
12. Design a research study and apply the appropriate statistical methods.
13. Conduct a search of library resources and write an APA-style research paper.
14. Pursue graduate studies in psychology, counseling, or a related field.

Prerequisites for all Psychology Majors:

- PSY 200 General Psychology
- SOC 200 Introduction to Sociology
- MATH 110 College Mathematics
- MATH 315 Applied Statistics
- WR 320 Writing in the Discipline
- BIOL 111 or BIOL 200

Requirements for Psychology Major	42.
PSY 310	Careers in Psychology . 1
PSY 320	Human Development 3.
PSY 330	Psychology of Learning. 3
PSY 340	Social Psychology 3.
PSY 350	Research Methods. 3.
PSY 370	Cognition 3
PSY 380	Theories of Personality 3
PSY 410	Biological Psychology . 3
PSY 420	Abnormal Psychology
PSY 450	Psychometrics . . 3.
PSY 495	Psychology Internship
PSY 499	Psychology Senior Capstone Project. .

Choose three of the following approved electives:

- PSY 360 Values and Human Behavior
- PSY 407 Seminar on Special Topics (new topic offered each year)
- PSY 460 Introduction to Counseling Skills

Minor in Psychology

Prerequisite Courses for all Psychology Minors

- PSY 200 General Psychology
- SOC 200 Introduction to Sociology
- WR 320 Writing in the Discipline

Requirements for Psychology Minor 18

- PSY 320 Human Development 3
- PSY 330 Psychology of Learning 3
- PSY 340 Social Psychology 3
- PSY 380 Theories of Personality 3
- PSY 420 Abnormal Psychology 3

Choose one of the following approved electives . . .

- PSY 370 Cognition
- PSY 410 Biological Psychology*
- PSY 450 Psychometrics**

*Prerequisite: BIOL 111 or BIOL 200

**Prerequisite: MATH 315

Social Science

Program Advisor Charles Sturms

Purpose and Objectives

The purpose of the Social Sciences Program is to serve the students planning to pursue counseling, work, human services, and teaching of social studies. It integrates the Christian faith and values with sociology, psychology and other academic disciplines to understand how humans behave both as members of societies and as individuals.

Goals

1. Students will understand and articulate major concepts and theories in the academic disciplines and evaluate them in light of their Christian faith and values, and vice versa.

2. Students will understand the nature and the role of culture in human society and the relationship between culture and human behavior.

3. Students will understand the dynamics of sociocultural changes and identify major forces which enhance or impede changes in the behaviors of societies as well as individuals.

4. Students will gain insights on the role of Christians as change agents in contemporary society.

Prerequisites from the General Education Core for all Social Science Majors:

PSY 200 General Psychology
SOC 200 Introduction to Sociology
ANTH 210 Cultural Anthropology

Requirements for Social Science Major 41

Choose four of the following approved electives:

PSY 320 Human Development
PSY 330 Psychology of Learning
PSY 340 Social Psychology
PSY 360 Values and Human Behavior
PSY 380 Theories of Personality
PSY 420 Abnormal Psychology
SOC 410 Global Issues 3
SOC 420 Introduction to Family Systems . 3
SOC 430 Urban Issues 3
PSY 460 Introduction to Counseling Skills 2
ANTH 430 Church and Culture 3
ANTH 460 Cross-Cultural Ethical and Ministry Issues
Social Sciences, Upper level course 3
SOC 495 Human Services Internship 9

Minor in Social Science

Prerequisites from the General Education Core for all Social Science Minors:

PSY 200 General Psychology
SOC 200 Introduction to Sociology
ANTH 210 Cultural Anthropology

Minor in Social Sciences 18

Students choose from any upper division SOC, PSY or ANTH courses.

Teacher Education

Program Director: Dr. James Howard

Mission Statement

Faculty partner together within an environment of learning to prepare highly qualified teachers to exemplify standards of leadership, professionalism, scholarship, and faith as established within the field of educational practices and Christian values.

Purpose and Objectives

The mission of Northwest Christian College is to provide a comprehensive learning experience that includes academic achievement, community life, and spiritual growth. Consistent with this mission, the elementary and secondary education majors are offered in a campus environment that is personal and faith oriented. The program is designed to integrate a broad Christian liberal arts academic preparation with research-based education and relevant field experiences in a purposeful and explicit fashion. Preparation addresses the needs and preparation of elementary and secondary school teachers for today and in the future. The Oregon's Teacher Standards and Commission accredits the NCC teacher preparation program. Accordingly, the goals of Northwest Christian College Teacher Education Program are to prepare educators who:

Goals

Teacher Education Graduates:

1. Believe in the dignity and worth of each individual
2. Are academically competent in subjects they are to teach
3. Exemplify professional communication (speaking, writing, listening) and technology skills
4. Realize that teaching is both an art and a science
5. Apply a working knowledge of effective classroom management and the skills of teaching
6. Motivate students with hands-on, action-based learning opportunities
7. Utilize a variety of effective teaching methods which synthesize content and knowledge of child and adolescent development and the learning environment.
8. Commit themselves to continuing professional growth to remain effective and desire to pursue graduate study
9. Demonstrate ethical and professional responsibilities of teachers and an understanding of the role as a leader in the community.
10. Lead, empower, and motivate every student to enjoy learning and to continue learning for a lifetime.

Admission to the Teacher Education Program

Students must earn a "C" or better in all general education core requirements and education class. Freshman students must enroll in EDUC 110 Foundations of Education which has an embedded school-based service learning component. This introductory course is designed to assist students as they begin to inquire about the profession and their potential and disposition to pursue an education major. This course, EDUC 110, can count toward social science core requirements in the general education core.

During semester 3 and/or semester 4, sophomore students will take three introductory courses: EDUC 210 School Diversity, EDUC 230 Technology for Teaching, and EDUC 220 Orientation to Teaching. EDUC 210 School Diversity can count toward social science or the diversity core requirement within the general education core. EDUC 220 Orientation to Teaching has an embedded school-based service learning requirement specifically designed to continue the investigation of teaching as a career.

EDUC 220 is taken during semester four. Within this course, students will complete the steps to be admitted to the NCC Teacher Education program. AAOT transfer students* are not required to complete this course but must submit application materials to NCC by March 1st.

In addition to required Teacher Education application materials, including character and youth experience references, a formal interview and Oregon State fingerprint tests are required. In addition:

1. Students must take the California Basic Educational Skills Test (CBEST) or an approved alternate assessment with a cumulative GPA of 2.75 or higher.
2. Passing scores on the California Basic Educational Skills Test (CBEST) or an approved alternate assessment attempted by August 15 (for conditional admission):
 - a. The student demonstrates acceptable knowledge of basic skills by presenting a minimum score of 75 on each subtest.

for each of the three content areas (reading, writing and mathematics). A score of 37 in one of these areas is acceptable provided the sum of the three tests scored is at least 123.

b. Those with an AAOT or a baccalaureate degree who enroll during the regular academic year must submit passing scores by January 1 in order to register for education course work offered spring semester.

c. It is recommended that students make every effort to pass the CBEST or an approved alternative to semester four in case a section needs to be retaken for a passing score.

3. For acceptance into the Education Program, students are assessed in the foregoing areas. In order to be admitted, students must receive a passing score on the Teacher Education Admission Assessment.

*Courses taken at a junior/community college may not be used to satisfy program requirements or major course requirements for Early Childhood, Elementary, Middle or Secondary Education unless specified in an articulation agreement.

** Students with a B.A. degree who want to earn an additional B.A. degree and Oregon licensure must complete additional credits in Bible per the catalog year. Post baccalaureate students may complete the program for licensure only without the Bible requirement. Students are responsible to satisfy the conditions specified in the "Teacher Education Program" manual edition current for their catalog year.

Prerequisites from the General Education Core for Teacher Education Majors who are in NCC s program
EDUC 220 Orientation to Teaching (given Service Learning embedded component)

Requirements for Education Major.	46.
EDUC 110 Foundations of Education	3.
EDUC 210 School Diversity	3
EDUC 230 Technology for Teaching	2
EDUC 313 Curriculum, Instruction & Assessment	2
Choose one of the following.	2
EDUC 315 ECE Junior Field Experience	
EDUC 325 ELE Junior Field Experience	
EDUC 355 ML Junior Field Experience	
EDUC 365 HS Junior Field Experience	
Choose one of the following.	2
EDUC 335 ECE Junior Field Experience	
EDUC 345 ELE Junior Field Experience	
EDUC 375 ML Junior Field Experience	
EDUC 385 HS Junior Field Experience	
EDUC 321 Classroom Relations & Management	3
EDUC 380 Ecology of Schools	3
EDUC 407 Faith Integration in Teaching Seminar	1
EDUC 435 Second Authorization Practicum.	3
EDUC 436 Practicum Networking	1
EDUC 437 Work Sample Support and Differentiation	1
EDUC 495 Student Teaching I.	4
EDUC 496 Student Teaching II.	12

Prerequisites from the General Education Core for Elementary Teacher Education Majors:
BIOL 111 Principles of Biology I
CIS 121 Microcomputer Applications
PSY 200 General Psychology
COMM 211 Introduction to Communication
MATH 211/212 Math for Elementary Teachers
EDUC 110 Foundations of Education
EDUC 210 School Diversity

EDUC 220 Orientation to Teaching
 EDUC 230 Technology for Teaching

Early Childhood and Elementary Component 15.
 EDUC 330 Child Development. 3
 EDUC 340 Elementary Literacy Methods . . . 3
 EDUC 350 Elementary Math & Science Methods.3
 EDUC 420 P.E. & Health Methods 2
 EDUC 430 Visual Arts & Social Studies Methods.
 ENG 330 Children's Literature 2

Prerequisites from the General Education Core for Secondary Teacher Education Majors:

BIOL 111 Principles of Biology I (or any science with lab)
 CIS 121 Microcomputer Applications
 PSY 200 General Psychology
 COMM 211 Introduction to Communication
 MATH 110 College Mathematics (unless earning a math endorsement)
 EDUC 110 Foundations of Education
 EDUC 210 School Diversity
 EDUC 220 Orientation to Teaching
 EDUC 230 Technology for Teaching

Middle Level and High School Component. 8.
 (Required in addition to content endorsement classes)
 EDUC 360 Language Arts in Middle & High School. 2
 EDUC 370 Adolescent Learners. 3
 WR 320 Writing in the Discipline (unless earning Language Arts Endorsement)
 Related methods classes such as. 2
 EDUC 306 Secondary Science Methods
 EDUC 367 Secondary Math Methods
 EDUC 368 Secondary Social Studies Methods

Endorsements

Each endorsement requires additional coursework, and programs vary from 16-31 credits. Students their faculty advisors and the dean of teacher education to map out an academic plan. Check each course For middle level and high school teacher education majors, one of the following endorsement areas must

- English for Speakers of Other Languages (ESOL)
- Integrated Science (Middle level only)
- Language Arts
- Math
- Social Studies
- Spanish

Endorsement Pathways

English for Speakers of Other Languages. (ESOL) .16
 ENG 310E English Grammar & Syntax 3
 LING 310E Introduction to Linguistics . . 3
 LING 410E TESOL Theory and Methods 4
 LING 420E TESOL Applications and Literate Skills
 LING 430E TESOL Teaching of Oral Skills . 3

Integrated Science 29.
 CHEM 121 Introductory Chemistry 5
 BIOL 111 Principles of Biology I 4
 BIOL 112 Principles of Biology II 4
 PHYS 110 Fundamentals of Physics 4
 PHYS 122 Meteorology and Astronomy. . . . 3
 GEOL 110 Introduction to Geology 4

GEOL 210	Historical Geology	2.
GEOL 310	Metrology/Oceanography	3
Language Arts.		19
ENG 220	Introduction to Fiction	3.
ENG 230	Introduction to Drama and Poetry	3
ENG 301	Survey of American Literature	3.
ENG 302	Survey of British Literature	3.
ENG 340	World Literature	3.
ENG 430	History of the English Language	3.
WR 320	Writing in the Discipline	1.
Basic Math (For Middle School Only).		24.
CIS 135	Introduction to C++ Programming.	2
MATH 110	College Mathematics	4
MATH 130	Precalculus	4.
MATH 211	Mathematics for Elementary Teachers	3
MATH 212	Mathematics for Elementary Teachers	3
MATH 220	Classical Geometry	3.
MATH 230	Discrete Mathematics	3
EDUC 367	Secondary Math Methods	2
Advanced Math (High School)		31.
CIS 135	Introduction to C++ Programming	2.
MATH 220	Classical Geometry	3.
MATH 230	Discrete Mathematics	3
MATH 251	Calculus.I.	4.
MATH 252	Calculus II.	4
MATH 315	Applied Statistics	3.
MATH 320	Linear Algebra	3.
MATH 330	Elementary Number Theory	3.
MATH 340	Modern Geometry	3
MATH 345	Abstract Algebra	3.
Social Studies		24
Choose one from the General Education Core		3.
SOC 200	Introduction to Sociology	
ANTH 210	Cultural Anthropology	
Choose one of the following:		3
ECON 201	Microeconomics	
ECON 202	Macroeconomics	
GEOG 310	World Culture and Political Geography	
HIST 370	Ancient Near Eastern & Mediterranean Civil.	
HIST 380	Modern European Culture and the World	
HIST 430	History of American International Relations	
PSY 340	Social Psychology	3
Choose one of the following.		3
COMM 220	Intercultural Communication	
SOC 410	Global Issues	
Spanish		30
SPAN 101	First-year Spanish	4
SPAN 102	First-year Spanish	4
SPAN 201	Second-year Spanish	3
SPAN 202	Second-year Spanish	3
SPAN 300	Spanish Phonetics	2
SPAN 310	Adv. Spanish Conversation and Composition	
SPAN 321	Hispanic Culture and Civilization	3.
SPAN 330	Religion and History of the Americas	

TESOL Certificate Program

Program Advisor: Charles Sturms, Demetri Liontos, Dr. Elizabeth Aydelott

Purpose

The TESOL Program focuses on applied linguistics including basic skills required to teach English of other languages in the US or abroad. It is a one-year program leading to a TESOL certificate. The program can be taken as an academic minor at Northwest Christian College. Individual courses may be taken in conjunction with other studies, to enable students to focus on specific needs. There is also a public school certification program with Oregon public school endorsements at the middle and high school levels.

The TESOL Program, while serving primarily native English speakers, is open to international students who have already attained high proficiency in English, with a minimum TOEFL score of 550 upon completion of the program. In addition to TESOL theories and methods, international students receive special training in pronunciation and listening. In all cases, international students require permission from TESOL faculty for admission to the program.

The TESOL certificate is awarded to those who already have a bachelor's degree or will complete one while completing the TESOL program simultaneously.

Objectives

1. Provide students with a fundamental knowledge of languages in general, English language specifically, and English pedagogy of ESL, and language acquisition.
2. Provide students with a guided experience of teaching English in an actual setting.
3. Provide students with an awareness of cross-cultural issues in working with students from other cultures.
4. Provide students with an opportunity to meet TESOL professionals, and assist in career guidance and placement.

Adult Track Requirements	19
Fall	
ENG 310 English Grammar & Syntax	3
LING 310 Introduction to Linguistics	3
LING 410 TESOL Theory and Methods	4
Spring	
LING 420 TESOL Application and Literate Skills	
LING 430 TESOL Teaching Oral Skills	3
LING 495 TESOL Internship	3

Undergraduate Course Descriptions

Accounting

ACTG 211 Principles of Accounting (3) This course examines the basic concepts and principles underlying and use of financial statements, including income determination, cash flow analysis and asset valuation, interrelationships between financial statements.

ACTG 213 Managerial Accounting (3) Relationships between accounting and organizations are the focus of this course. Topics explored are recording process, income determination, asset valuation, financial statement analysis, equities, cost accumulation and control, and use of accounting for management and investors. Prerequisite: ACTG 211.

ACTG 341 Intermediate Accounting I (3) This course provides an in-depth look at financial statements and the information found on them. Various accounting issues are examined with emphasis on assets, liabilities, and accounting techniques. Prerequisite: ACTG 211.

ACTG 342 Intermediate Accounting II (3) This course is a continuation of Intermediate Accounting I and focuses on equities, problem solving techniques, and ethical issues in accounting. Prerequisite: ACTG 341.

ACTG 345 Cost Accounting (3) This course provides a study of the basic cost accounting concepts and methods with emphasis on the development, interpretation, and application of managerial accounting information for cost control and decision making. Prerequisite: ACTG 213.

ACTG 430 Federal Income Tax (3) This course examines the basic Federal income tax laws as they relate to individuals. Prerequisite: ACTG 341.

ACTG 440 Auditing (3) In this course, students are exposed to a study of auditing procedures through the application of auditing principles and adherence to auditing standards and Generally Accepted Accounting Principles. Prerequisite: ACTG 341.

ACTG 450 Advanced Accounting (3) This course is a study of accounting for government, not-for-profit organizations, and multinational entities and other special topics. Prerequisite: ACTG 342.

ACTG 499 Controllership Project (3) This course is a capstone for graduating seniors. Students will demonstrate the integration of all accounting theories and practicum as the student is asked to critique a real-world controller position and demonstrate a clear understanding of the intricacies of the position by correlating the elements in the position with the elements learned in the classroom and how improvements in efficiencies within the controller position might increase corporate profits. Prerequisites: ACTG 342, ACTG 345, ACTG 430, and ACTG 440.

Anthropology

ANTH 210 Cultural Anthropology (3) An introduction to cultural anthropology, including definitions and the study of culture. This includes such ideas as culture, anthropological methodology, and general categories of culture. This course meets the diversity study requirements.

ANTH 405 Reading and Conference Selected Topics in Anthropology (1-5)

ANTH 407 Anthropology Seminar on Special Topics (1-4) Ethnic In-Community Experience. Cultural and Ethnographic Research Methods.

ANTH 430 Church and Culture (3) A study of how culture interacts with the church. An historical analysis of varying forms of how the church relates to and with culture. Prerequisite: ANTH 210 or SOC

ANTH 460 Cross-cultural Ethical and Ministry Issues (3) Analysis of Christian ministry and service across cultural boundaries. This course includes methodology and theoretical perspectives. Prerequisite: COM

Bible and Christian Theology

BTH 101/102 Engaging With the Bible: How to Read the Bible in the 21st Century (4, 4) This course is a first year students as a 'cornerstone' for subsequent studies in the Northwest Christian College Bible Core. Spanning an entire year, Engaging with the Bible provides students with a thorough overview of biblical studies within the framework of class lectures, small group discussions, and weekly chapel services, students will acquire skills in using: 1) tools for interpreting the content and message of the Bible, 2) tools to help them succeed in Christian College courses, and 3) tools to help them integrate academics with Christian faith.

BTH 210 I and II Epistles to the Corinthians (3) An expository study in Paul's epistles to the Corinthians in their historical and social setting. Three questions are of particular importance in the study: (1) what does Paul mean in the context of his situation, (2) what is the significance of that meaning for today? Prerequisites: BTH 101/102 and the Bible and Christian Ministry elective requirement in the General Education Core).

BTH 220 Prison Epistles (3) An expository study in the Prison Epistles: Ephesians, Philippians, and Philemon. Primary focus is on their original setting and major themes. The course also seeks to relate these epistles to modern life. Prerequisites: BTH 101/102. (Satisfies the Bible and Christian Ministry elective requirement in the General Education Core).

BTH 240 Christianity in America (2) This course is designed to help students examine their own perceptions of the Christian Church within the context of the rich theological diversity of Christianity in America. Students will explore the theological and historical roots of the particular Christian denomination, with which they identify, and they will engage in dialogue with other Christian traditions represented on this campus and in the broader world.

BTH 300 The Prophets (3) A study of the Israelite prophetic writings of the classical period (8th-5th centuries BC). Special attention is given to understanding the prophets as both bearers and interpreters of prophetic messages. Prerequisite: BTH 101/102. Prerequisites: BTH 101/102.

BTH 310 Acts of the Apostles (3) A study of the book of Acts as the second volume of the Evangelical History. This course explores the patterns (historical, literary, and theological) that arise within the book of Acts in the missionary expansion of the Church in the light of the ministry of Jesus and in the light of the Hebrew Scriptures. Prerequisite: BTH 101/102.

BTH 320 Epistle to the Romans (3) An exegetical study in Paul's epistle to the Romans with emphasis on understanding the particular situation to which the book was addressed and the way that its key concepts were presented to meet that situation. The course is designed to enhance the students' understanding of the content of his instructions to the Roman Christians and to develop and strengthen their exegetical skills. Prerequisite: BTH 101/102.

BTH 325 Old Testament and Archaeology (3) A study of archaeological methods and discoveries in Bible lands that have important bearings on the history, literature, and religion of the Old Testament. Prerequisites: BTH 101/102 and the Bible and Christian Ministry elective requirement in the General Education Core).

BTH 330 Epistle to the Galatians and Thessalonians (3) An exegetical study in Galatians and Thessalonians with grammatical, historical, and critical investigations of selected texts. The course is designed to help students understand their forms and functions, the meanings of key words and phrases, and the relationships between the texts and their historical contexts. Prerequisites: BTH 101/102.

BTH 340 Proverbs and Ecclesiastes (3) This course focuses on the Old Testament wisdom teachings. Special attention is given to a tension between the conventional wisdom in Proverbs and the issues raised by radical wisdom in Ecclesiastes. Prerequisites: BTH 101/102.

BTH 350 Johannine Literature (3) This course examines the Gospel according to John and Epistles (with some reference also to the Apocalypse of John) as literature deriving probably from a single community or tradition, perhaps in Ephesus. The focus is on historical and exegetical exploration of the Gospel and Epistles as adaptations of the Jesus tradition, as windows on early Christianity, and as authoritative statements on Christian doctrine. Prerequisites: BTH 101/102.

BTH 360 The Book of Job (3) A study of selected portions of the book of Job with special attention given to various scholarly works and commentaries on the book and on the subject of innocent suffering. Prerequisites: BTH 101/102.

BTH 370 The Book of Psalms (3) A study of selected portions of the Hebrew Psalter with special attention given to their literary genre and their life setting in ancient Israel. Prerequisites: BTH 101/102.

BTH 380 Synoptic Gospels (3) A study of the synoptic gospels (Matthew, Mark, and Luke) in relation to one another, with an eye to exploring the uniqueness of each gospel. Attending to verbal and structural cues in a comparative study of these gospels, this course examines the hypothesis that they were composed using oral and written source materials. Special topics will include various attempts to interpret the historical Jesus and the Synoptic and Johannine Jesus traditions. Prerequisites: BTH 101/102.

BTH 390 Book of Revelation (3) An exegetical investigation of selected texts from the Revelation with emphasis upon its structures and literary forms, the functions of descriptions of visions, the tension between order and chaos, the setting of the book, and its use in the church. Prerequisites: BTH 101/102.

BTH 405 Reading and Conference on Selected Topics in Biblical Studies and/or Christian Theology (1 credit) Requires instructor approval.

BTH 407 Special Topics in Christian Theology (3) This course allows advanced Bible & Christian Ministry students the opportunity to focus on specific themes in Christian theology ranging from topics in biblical theology (Christology, Eschatology, etc.) to themes in historical theology (e.g., Early Church Fathers; mediaeval theology) and systematic theology. There will also be opportunities to explore modern theological currents, including feminist theology, feminist theology, etc. The course is repeatable for credit. Prerequisite: BTH 300 or 310.

BTH 499 Senior Capstone Project (2) Students will work with their respective advisors to develop a research and writing that reflects their own areas of interest and integrates significant strands of their undergraduate studies, service learning activities, and professional internships. There will be an oral presentation of the project before faculty and peers. Limited to students in their senior year.

Biology

BIOL 111 Principles of Biology I (4) An introduction to the fundamental principles of biology including the origin and diversity of living things; the molecular, cellular, and genetic bases of life; the structure and function of organisms; their evolution and ecology.

BIOL 112 Principles of Biology II (4) Basic principles of biology as explored through plants, and invertebrate and vertebrate animals. Topics include the structure of the plant body, plant cells and their functions at the cellular level; the processes through which plants function, structure and physiology of fish, amphibians, reptiles, birds, and mammals as well as natural history of the different organisms.

BIOL 200 General Biology (4) Includes lab. Introduces students to the generalized human cell including structure, function, basic genetics and reproduction. The chemistry of the cell and its components will be covered through the course.

BIOL 211 Human Anatomy and Physiology I (4) Includes lab. Study of anatomical models, selected dissections, and appropriate multimedia technologies supplement the instruction. Introduction to human body organization and functional role of cells and tissues. Microscopic techniques and histology are an integral part of this course. Systems covered are: integumentary, skeletal, articular, muscular, central, peripheral and autonomic nervous systems, senses and endocrine. Prerequisite: BIOL 200.

BIOL 212 Human Anatomy and Physiology II (4) Includes lab. Study of anatomical models, selected dissections, and appropriate multimedia technologies supplement the instruction. Sequence includes hematology, the anatomy and physiology of the cardiovascular, lymphatic, immune, respiratory, digestive, urinary, endocrine, and reproductive systems. Also included are fundamental genetic concepts and their relationship to heredity. Prerequisite: BIOL 211.

BIOL 230 Introductory Microbiology: (4) Includes lab. A medically oriented survey of bacteria, viruses, and microorganisms, body defenses, immunology, sterilization and disinfection, and a discussion of representative diseases. Prerequisite: BIOL 200.

Business

BUS 100 Business Principles and Practices (3) This course introduces students to the basic topics in business administration. It is designed to provide an overview of the key functional areas of business with a focus on Christian values, ethics, and leadership in business. Theory and management concepts are specifically discussed.

BUS 310 Principles of Management & Leadership (3) This course provides an analysis of the organizational environment and the processes of management, including leadership concepts, in business enterprises. The course focuses on the concepts, methods, and techniques of the planning, organizing, directing, and controlling functions of the modern manager and the impact of these processes upon effective interpersonal relations, global matters, and current issues. Prerequisite: BUS 100.

BUS 314 Organizational Theory and Design (3) This course brings modern organization theories to bear on contemporary issues and problems in management. It analyzes how organizations are designed and structured, how they are affected by their internal and external environments, why they are effective or ineffective in achieving their goals, and how culture and power impact these issues. Prerequisite: BUS 310.

BUS 315 Human Resource Management (3) The focus of this course is on the policies and practices of recruitment, selection, training, development, and compensation of employees. Special attention is given to employee rights, Equal Employment Opportunity and affirmative action legislation and requirements. Prerequisite: BUS 310.

BUS 330 Marketing (3) This course introduces the study of price, product/service, promotion, and place. It covers the basic principles and practices involved in the distribution of goods and services, market research, advertising, as well as ethical considerations in all areas of marketing. Prerequisite: BUS 100.

BUS 334 Advertising and Promotion (3) Students examine the major areas of marketing promotion including such topics as advertising, media selection, packaging forms of sales promotion, and business development. Prerequisite: BUS 330.

BUS 335 Sales Strategy (3) Behavioral aspects of personal selling and sales management are studied.

with a focus on recruiting, selection, training, motivation, compensation, control, ethics, and the strategic effort to the sales task. Prerequisite: BUS 330.

BUS 336 Retail Administration (3) This course studies the principles, practices, policies, ethics, and business operations of businesses engaged in retail merchandising. Prerequisite: BUS 330.

BUS 370 Legal and Ethical Issues in Business & Management (3) This course focuses on the legal and ethical issues related to businesses and organizations. Students will examine how government, business, and society interact through the forms of business organizations, business transaction laws, employment laws, international trade treaties, and corporate responsibility. Prerequisite: BUS 310.

BUS 410 Operations Management (3) This course examines planning and control of production and operations with respect to products/services, processes, technology, and personnel. Topics include strategy, quality, forecasting, location, layout, the supply chain, Just-in-Time manufacturing, and inventory activities. Prerequisites: BUS 310 and MATH 115.

BUS 415 Group and Organizational Behavior (3) This course examines issues related to individual and group behavior in complex organizations. Topics include the influence of motivation, organizational situations, and organizational practices on individual and group work behavior with special emphasis on situational leadership models. Prerequisite: BUS 314.

BUS 419 Global Business Management (3) This course explores topics related to managing an organization in a global, multinational environment. Special areas to be examined include the social, cultural, economic, and political environments, as well as ethical and legal issues. Matters dealing with trade, business operations, and management also be explored. Prerequisite: BUS 310.

BUS 437 Market Research (3) The application of various research methods for effective marketing is the focus of this course. Research procedures including design, methods of collecting data, sampling methods, and application of research in the measurement of potential markets, consumer motivation, advertising, ethics, and sales promotion. Prerequisite: BUS 330 and MATH 315.

BUS 450 Managerial Finance (3) This course surveys the financial problems associated with the life cycle of a business and with personal finance needs. Topics covered include financial analysis, financial planning, management of capital, the sources and uses of business funds, and the instruments utilized in raising funds. Prerequisite: ACTG 211.

BUS 495 Business Internship (3) Field internships provide an opportunity for students to gain practical experience in management, marketing, accounting, MIS, or recreation and tourism management, depending on the concentration area. Internship students work at a designated business or public organization under close supervision of a faculty advisor.

BUS 499 Business Strategy and Policy (3) This capstone business course examines the interdependence of the different functions of a business. Through the use of computer simulations, students gain a comprehensive understanding of business operations and the role of top management in analyzing the environment, setting goals, and implementing strategy with special emphasis on ethical issues. Business students take this course in the final semester of their undergraduate program. Prerequisite: Completion of other business courses or consent of instructor.

Chemistry

CHEM 121/122 Introductory Chemistry with lab (5, 5) This course gives an introduction to fundamental concepts of physical, inorganic, organic, and biochemistry. It is designed to provoke an interest in science. Students solve problems using the scientific method. Critical thinking and a semiquantitative understanding of chemistry theory is emphasized. Awareness of the environmental impact of chemistry is developed. Topics covered: atoms, radiochemistry, states of matter, stoichiometry, concentration of solutions, acids, bases, salts, and metals, selected classes of aliphatic and aromatic compounds, petrochemistry, polymerization, compounds of biological importance, DNA, RNA, enzymes. Prerequisite: MATH 96.

Christian Ministry

CM 100 Chapel (P/NP)

CM 110 Service Learning (0) (P/NP)

CM 220 Worship and Fine Arts (2) This class focuses upon the definition, theories (historical and principles, and practices of worship. In order to achieve this goal, the role and theology of the arts. The class will include guidance in the selection and direction of the music of worship and planned field traditions.

CM 240 All Are Gifted, All Are Called (2) This class will consider several aspects of vocation, vocation given to the relationship between work and calling. Building on the foundation that "All are gifted, all are to be encouraged to explore questions such as, "What is God's call for my life, and how do I discern that call? How do I understand my career as ministry? How do I live out my call in the face of difficult moral challenges? How can I impact the world in a meaningful way?" Prerequisite: BTH 101/102.

CM 320 Evangelism and Church Growth (2) This course examines current forms and methods of Christian evangelism. Includes a brief overview of the biblical basis for evangelism and reviews methods used in evangelism given to personal efforts at sharing the Christian faith in contemporary culture. (Offered in alternate years).

CM 330 Introduction to Christian Education (3) This class will explore prevalent theories and practices of Christian Education in the local church, with a focus on evaluating and designing curriculum for children, youth, and adults. Hands-on practice in teaching will include attention to the learning styles and developmental needs of children (Offered in alternate years).

CM 340 Cross-cultural Ethical and Ministry Issues (3) Analysis of Christian ministry and service in cross-cultural boundaries. This course includes methodology and theoretical perspectives.

CM 350 Nurture & Discipleship (3) A survey of the discipleship methods, curriculum materials, and practices for ministering to adolescents through adults in their Christian nurture and development. (Offered in alternate years).

CM 360 Principles of Youth Ministry (3) Considers the basic guidelines for establishing a strong youth ministry of the church. Attention will be focused on the beginning years of youth ministry and to responding appropriately to pastoring to teens in crisis. Topics include the youth minister's spiritual foundation, building relationships, working with volunteers, evaluating curriculum, and identifying church and community resources for troubled youth. (Offered in alternate years).

CM 371 Beginning Homiletics (3) A practical course in which students carefully examine the scriptures and develop effective inspirational homilies, devotions, prayers, and extemporaneous talks as acts of ministry. Students will explore various ways to construct and deliver messages, but will also receive peer and instructor evaluations. The focus will be on how one discovers meaning in the biblical text and how that meaning is communicated to a variety of people. Prerequisite: COMM 212 or consent of instructor.

CM 372 Beginning Homiletics (3) A course in sermon preparation and delivery, including wedding and funeral sermons. Students will explore homiletical techniques with an emphasis in worship leadership and proclamation. (Offered in alternate years.)

CM 405 Reading and Conference on Selected Topics in Christian Ministry (1-5).

CM 407 Seminar on Special Topics (3) This course allows advanced Christian Ministry students the opportunity to focus on specific themes in the area of practical ministries. The course is repeatable for credit.

CM 430 Small Groups (3) Actively explores small group theory and effective application for faith formation through inductive Bible studies, recovery/healing groups and leadership development. Experiencing a small group ministry purpose is a high priority in this course. Prerequisite: CM 330 or consent of instructor. (Offered in alternate years).

CM 440 Grief and Loss (3) A study of the process of grieving in association with traumatic events, accidents, and loss of job or relationships. Attention will be given to dealing effectively with the emotional and physical aspects of bereavement from the point of view of various helping professions. Prerequisite: P

alternate years.)

CM 450 Pastoral Ministry (3) This class will explore the roles and responsibilities of pastors in providing an overview along with practical experience in the diverse responsibilities inherent to the past attention will be given to the minister's role in spiritual formation of the congregation. (Offered in al

CM 470 Principles of Ministerial Leadership (3) This course examines the theories and practice of including a focus on church administration and ministerial ethics. Attention will be given to biblical m relations, financial oversight, risk management, and conflict resolution in the local congregation. (Off

CM 495 Field Internship (1-3 each semester) P/NP This is designed to give opportunity for supervis various phases of Christian ministry in local a church. Required for Christian ministry majors. Others mu the instructor.

Computer Information Sciences

CIS 121 Microcomputer Applications (2) This entry-level course is designed for those having little with microcomputers. The main emphasis of this course is not on the technical aspects of computers, but o as a tool for everyday life. Using a practical hands-on approach, the student will gain familiarity with microcomputer and applications software. This software will include word processing, spreadsheets, database application graphicsIntroduces algorithms and programming concepts in a structured language.

CIS 122 Software Applications:Word Processing and Presentation Graphics (2) This course provides a level of proficiency in word processing, presentations graphics, and e-mail usage. The emphasis would be in business, such as letters, memos, newsletters, reports, manuals, presentations, etc., but these skills teachers, pastors, philosophers, psychologists, and lawyers. Topics covered in word processing include ma macros, graphics, indexes/tables of contents, templates, and styles useful in desktop publishing. Topics graphics include graphs, speaker's notes, meeting minutes, and more graphics and animation options. Prere or consent of instructor.

CIS 123 Software Applications: Spreadsheets and Databases (2) This course provides an intermediate spreadsheets and database software applications. The class has a decidedly business orientation, but the applicable for processing and analyzing data in hard science and social science research. Topics covered include additional functions, macros, pivot tables, and three dimensional formulas. Topics in databases i queries, setting up and using relationships, and custom forms. Prerequisites: CIS 121 or consent of instr

CIS 124 Advanced MicroSoft Office (2) This course provides an intermediate to advanced level of pr processing, spreadsheets, presentation graphics, and database software applications. The emphasis will be business, such as letters, memos, newsletters, reports, manuals, and presentations skills, as well as the analyzing of data for hard science and social science research, useful to teachers, pastors, philosophers lawyers. Prerequisites: CIS 121 or consent of instructor.

CIS 125 Introduction to Web Page Design (2) In this course, students will learn to design and deve pages, using both HTML (Hypertext Markup Language) and Web Authoring application. No experience with HTML Completion of a project is an essential part of the course. Prerequisite: CIS 121 or equivalent.

CIS 130 Introduction to Computer Sciences and Organization Theory (4), capabilities, applications, and economics of information systems are discussed in this course. Emphasis is on the use of the computer management information systems, computer-based decision support, and the use of standard support applicat This course also introduces algorithms and programming concepts. Emphasis is on the fundamentals of progr development, testing, implementation, and documentation of common.

CIS 133 Introduction to Visual Basic Programming (2) This course provides an introduction to progr Visual Basic for Applications (VBA). It introduces problem analysis and programming to solve computation emphasizes structured programming techniques including program design, development, documentation, testin implementation, and maintenance. Prerequisite: CIS 121 or equivalent.

CIS 135 Introduction to C++ Programming (2) This course is designed as an introduction to program

C++ language. It emphasizes structured design and programming as well as the overall program development process including problem definition, design, coding, testing, and documentation. Prerequisite: CIS 121 or equivalent.

CIS 150 Object Oriented Programming with Java (4) This course is an introduction to object-oriented programming using Java and UML. Also covered are the fundamental concepts of object-oriented programming including data abstraction and typing, class inheritance and generic types, prototypes and delegation, distribution, object-oriented databases, and implementation. Prerequisite: CIS 130.

CIS 170 Introduction to Information Systems and Support (4) This course focuses on the theory, characteristics, applications, benefits, liabilities, and economics of information systems. It emphasizes the use of the course to solve business problems, management information systems, computer-based decision support, and the use of standard application packages. In addition, the course will focus on supporting users of tools available on microcomputers implemented for business systems. Also introduced are algorithms and programming concepts in a structured manner.

CIS 230 Computer Hardware (2) In this course, students examine the components of a computer workstation. Students will completely disassemble and reassemble a workstation, install operating systems, and be able to troubleshoot components. Emphasis is placed on basic hardware testing processes. Co-requisite: CIS 130.

CIS 250 Data Structures (3) The focus of this course are the concepts of classical data structures and their applications, information systems research potential and software design on interactive systems. Topics include tree designs, software development tools, advance file processing, report writer, debugging, Graphical User Interface, and other advanced Java language features. Prerequisite: CIS 130.

CIS 255 Operating Systems (3) This course introduces students to the general concepts concerning operating system. Emphasis is on management of system resources as well as the management of tasks, memory, and input/output devices. Topics include task synchronization, message handling, file management, and scheduling. Prerequisite: CIS 130.

CIS 281 Networking and Distributed Systems (4) The fundamentals of network communications are introduced in this course. Voice, data, image, and video communications are addressed with reference to business applications and networks (LAN). Also covered is an understanding of the differences between centralized, decentralized, and distributed processing systems and their relationships with the business enterprise, data communications, and the process of the implementation of the system. The International Standards Organization (ISO) model is presented. Prerequisite: CIS 130 and 255.

CIS 282 Network Management and Administration (4) The course compares different Network models. Emphasis is on Local and Wide Area Networks (LAN/WAN), communication with routers and switches, and management of Web servers. Topics also include network administration and routing, security issues, and Internet services. The course includes troubleshooting experience and coverage of security issues. Prerequisite: CIS 281.

CIS 320 Database Design (3) The focus of this course is on the fundamental concepts of database management systems (DBMS). Topics covered include analysis of file organization techniques and data structures, cost-effective management of data as a resource, design of data models and databases in business organizations, and standard query language (SQL). Prerequisite: CIS 250.

CIS 325 Web Design (3) This course studies the technological, aesthetic, and pedagogical issues concerning the use of using interactive multimedia and hypermedia as well as techniques for authoring interactive multimedia presentations of digital media tools. Emphasis will be on the use of HTML, JavaScript, ActiveX, and Beans. Prerequisite: CIS 130.

CIS 335 Artificial Intelligence (AI) (3) This courses introduces the student to the basic concepts of artificial intelligence. Topics covered include problem solving, knowledge representation, heuristic search, probabilistic reasoning/prediction, machine learning, and natural language applications. An appropriate programming language is used. Prerequisite: CIS 350.

CIS 340 Ethics and Information Management (2) In-depth exploration of the social, psychological, and legal issues surrounding the computer industry and the evolving information society are examined in this course. Students are designed to develop a broad perspective concerning the social impact of computers and computer technology on society and to create a basis for understanding the importance of ethical considerations in technological development.

decision making. Prerequisites: CIS 130 and MIS 360.

CIS 350 Analysis of Algorithms (3) This course is an introduction to the design and analysis of algorithms. Topics include algorithm design, worst-case and average-behavior analysis, correctness, and computational complexity. Prerequisite: CIS 250.

CIS 355 Software Methodology (2) In this course, students examine the technical and non technical aspects of software development, including specifications, planning, design, development, management, and maintenance of software projects. Also included in this course is an introduction to the strategies used in producing quality software. Prerequisite: CIS 150.

CIS 370 Information Systems Planning and Management (3) In this course, students study the financial and strategic information systems planning processes. Emphasis is placed on the relationship of information systems to the overall business organization as well as planning and budgeting. Prerequisites: CIS 150 and MIS 360.

CIS 385 Web - Database Interface (2) This course focuses on the technological and pedagogical issues involved in developing interactive Web pages to update data in databases. Emphasis will be on the use of Internet Information Systems (ISS). Prerequisites: CIS 320 and 325.

CIS 430 Computer Architecture (3) This course focuses on RISC and CISC design storage hierarchies, performance processor design, pipelining, vector processing, networks, and performance analysis. Prerequisite: CIS 355.

CIS 435 Modeling and Simulation (3) This course covers the theoretical foundations and practical applications of modeling and computer simulation of discrete and continuous systems. Simulation languages, empirical validation, and applications in computer science will also be discussed. Prerequisite: CIS 350.

CIS 470 Project Management (3) This course focuses on the planning, scheduling, and control activities involved in managing projects, especially information systems projects. The development of a project organization and the use of project planning and control techniques, including computerized project management, are also covered. Emphasis is placed on the use of project planning and control techniques, including computerized project management. Prerequisites: CIS 282 and MIS 360.

CIS 475 Systems Analysis and Design (3) This course covers the topics involved in systems design and development, including the systems development cycle. An iterative approach of design and analysis is used, while prototyping and alternative strategies are discussed. Documentation of software projects is discussed. Current software tools are discussed. Prerequisite: the course, e.g., data flow systems, version control systems, etc. Prerequisites: CIS 281 and MIS 360.

CIS 495 Computer and Information Sciences Internship (4 total) This course provides students with a professional working environment with outside clients. Students will usually work for an organization in an information sciences position. This course should be taken with senior standing in the major.

Communication

COMM 111/112 Interpretive Speech (offered on opposite years) (2, 2) These courses introduce basic communication skills that communicate various kinds of literature. Interpretive readings provide opportunity to improve oral expressiveness, as well as nonverbal aspects of communication. Empathy, identity, and community are explored through oral interpretation. COMM 111 focuses on various kinds of literature while COMM 112 emphasizes the interpretive reading of the Bible.

COMM 121/122 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument. (May be repeated for credit.)

COMM 205/405 Reading and Conference (1-3) Studies individually designed for students who desire in-depth study of projects and readings in a specific area of communication. (May be repeated for credit.) Prerequisite: IN 100

COMM 207/407 Communication Seminar (1-3) Addresses specific communication issues in a seminar format. Emphasis on independent learning through reading, writing, projects and dialogue. Topics may change each semester. (May be repeated for credit.)

COMM 211 Introduction to Communication (3) Students will learn basic communication skills for practice of the communication process. The course provides a foundation for understanding and implementation of a variety of contexts including: interpersonal, small groups and public speaking. Integration of faith in a Christian manner is emphasized as we communicate affectively. (Satisfies the Communication elective requirement in the General Education Core.)

COMM 212 Principles of Storytelling and Public Speaking (4) Students will learn how to prepare and deliver public speeches, presentations and narratives. Development of speaking, critical thinking, clarity of thought, content, listening, storytelling and adaptation to the audience will be emphasized. (Satisfies the Communication elective requirement in the General Education Core.)

COMM 220 Intercultural Communication (3) A study in the problems of effective communication of cross-cultural cultural barriers, values and worldviews. Prerequisites: SOC 200 or ANTH 210 and COMM 211 or 212 or 260 and instructor's consent.

COMM 221/222 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument (May be repeated for credit.)

COMM 260 Principles and Ethics of Mass Communication (4) Inter-relationships of media and culture along with the various channels of electronic, published, visual and digital means of communicating. A study of mass media issues and the influence media has on audiences. Ethics will be covered through a Christian worldview involving mass communication. This course meets diversity study requirements and satisfies the communication elective requirement in the General Education Core.

COMM 270 Foundations of Public Relations (3) (offered every other year) Introducing the field of public relations in profit and non-profit organizations with an overview of the challenges and responsibilities of public relations. (Satisfies the Communication elective requirement in the General Education Core.)

COMM 280 Acting (3) (offered as needed) A class for developing skills in communicative arts through close reading and practice in acting exercises and public reading of dramatic literature.

COMM 321/322 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument (can be repeated for credit.) Status in forensic competition.

COMM 330 Interpersonal Communication (3) This course seeks to develop the student's understanding of interpersonal communication to use, interpersonal communication skills. While emphasizing the fulfilling nature of intimate communication, the course will lead students to understand the nature of communication within relationships.

COMM 340 Rhetorical Criticism and Argumentation (3) Students enrolling in this course will learn contemporary approaches to rhetorical criticism. Discussions focus on both written and oral forms of rhetoric. Attention given to rhetoric as it applies to homiletics as well as great orators throughout history. Students will learn and practicing tactics in parliamentary debate. All students will be required to participate in a debate tournament at the end of the term.

COMM 351/352 Writing for Publication I/ II (3, 3) (offered every other year) Two course sequence starting with an introduction to writing for the Mass Media (including radio, television, internet, book, newspaper and magazine) and then an in-depth analysis of journalistic reporting, writing and editing. Student will write with the instructor, either in newspapers, magazines or electronic media. Prerequisites: COMM 211 or 212 or 260 and a writing sample with instructor's consent.

COMM 421/422 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument (can be repeated for credit.) Status in forensic competition, or instructor's consent.

COMM 430 Nonverbal Communication (3) (offered every other year) Introducing students to practical

research findings and theories of nonverbal communication with particular emphasis on how they influence temporal, and spatial cues. Prerequisites: C 211 or 212 or 260 and a writing course or instructor's consent.

COMM 440 Organizational Communication (3) This course focuses on the principles and concepts of communication in church and business organizations, with particular emphasis on upward, downward, horizontal channels of communication, and information and coordinate activities in furthering the organization's mission. Prerequisites: one communication course or instructor's consent.

COMM 450 Persuasive Rhetoric (4) Senior Capstone Course for Communication Students. A study of the methods, and standards of public speaking with emphasis on audience analysis, evidence, argument, attitude, and psychological appeals in persuasive communication. Prerequisites: two writing courses and two communication courses or instructor's approval.

COMM 480 Applied Journalism (1-4) Working to produce real publications for the school in any journal area (newspaper, yearbook, literary journal, website, newsletters, promotions, press releases). Student experience producing, editing and writing. (May be repeated for credit). Prerequisites: COMM 211 or 212 and a writing course or instructor's consent.

COMM 495 Field Internship in Communication (1-3) This course is designed to give students practical experience in a professional setting. Required of Communication majors, others must have consent of instructor.

Economics

ECON 201 Microeconomics (3) This course is an introduction to microeconomics, both business and personal. Topics include opportunity cost, the market system, supply and demand, cost, competition, monopoly, oligopoly, and public goods. Prerequisite: Knowledge of elementary algebra.

ECON 202 Macroeconomics (3) This course is an introductory course in macroeconomics. Topics of business and personal concern including business cycles, inflation, unemployment, banking, monetary and fiscal policy, interest payments, and economic growth are examined. Prerequisite: ECON 201.

Education

EDUC 110 Foundations of Education (3) Foundations of Education is a comprehensive overview of the history of education and curriculum development and design. It is a course investigating historical, economic, legal, and social foundations to provide pre-service teachers with a clear understanding of the events and leaders who precipitated the controversies confronting American education today. Course content will include an examination of curriculum theory, the theory of a variety of curricular models. NCC's service learning is embedded in this course, and students complete 15 hours of service in area schools as part of the course grade.

EDUC 210 School Diversity (3) School Diversity is designed to be an introduction to understanding and working with diverse communities represented in our contemporary schools. This class facilitates student growth in understanding and working with diverse communities. This class is designed to lead students through a program that provides ample opportunity for exposure to a variety of cultures and perspectives. The projected outcome is a student who engages in effective interactions with people from diverse cultures. The means for assessing and evaluating student performance in this class consists of active participation in class, a log of experiences in a variety of settings, and critical response papers to readings and guest speakers from diverse cultures. Documentation of student growth in cultural competence is through the development of a portfolio.

EDUC 220 Orientation to Teaching (3) This course is a time to discover your enthusiasm for teaching and to gain a valid knowledge of what is involved in a teaching career and will explore the question; "Is teaching for me?" You will explore your personal commitment, motivation, and vision for your role as a teacher in service to children. The teacher licensure in the state of Oregon will be addressed in regards to the various authorization levels: Elementary (EL), Middle Level (ML) and High School (HS). You will also take part in the entire process for licensure. Department of Education to begin the licensure program upon the successful completion of this course. NCC's service learning is embedded in this course, and students complete 15 hours of service in area schools as part of the course grade. Prerequisite: program requirement for NCC students given that the service learning component is embedded in this course. Prerequisite: those transfer students entering with junior status are exempt.

EDUC 230 Technology for Teaching (2) This course provides information and develops skills in selecting, evaluating, and integrating technology to support teaching and learning. Primarily an online course, students learn how to use technology to enhance their teaching and learning.

writing, and math instruction in an educational setting. Students learn to critically review student applications and identify Internet resources to support curriculum and instruction.

EDUC 305 Reading and Conference (2) This independent study course requires Dean approval. The student collaboratively develops a learning contract to learn about a specific educational topic and demonstrate reading, research, and a demonstration project.

EDUC 306 Secondary Science Methods (2) This course introduces beginning educators to the standards, resources and technology appropriate to science curriculum and instruction at the secondary level. Participants are placed on state standards, research-based teaching and evaluation methods, and issues regarding the safe laboratory classroom.

EDUC 313 Curriculum, Instruction & Assessment (3) This course is designed to guide future teachers in designing and organizing lessons and curricular units that involve students in developmentally appropriate learning. Students learn and practice a variety of instructional structures, methods, and models including direct instruction, cooperative learning strategies. A study of informal and formal assessment methods includes the cycle of assessment inherent in pre and post assessment of learning goals. Students apply the basic components of the work sample in developing a modified work sample. Students become knowledgeable about the Oregon Standards and Benchmarks and create an original unit of study.

EDUC 315/325/355/365 ECE/ELE/ML/HS Junior Field Experience (2) Students observe, expand, and extend their knowledge of elements of curriculum and learner outcomes as these are presented in area classrooms at their respective levels. Focused assignments are presented in classes and must be completed during this field experience. The use of personal reflection to critically analyze theory in relation to practice is emphasized.

EDUC 335/345/375/385 ECE/ELE/ML/HS Junior Field Experience (2) Students observe and reflect upon classroom strategies and assessment methods, as these are evident in area classrooms. Focused observation assignments are presented in classes and must be completed during this field experience. The use of personal reflection to analyze theory in relation to practice is emphasized.

EDUC 321 Classroom Relations & Management (3) Classroom management approaches and techniques for elementary, middle and high school students are taught with an emphasis on relational factors that contribute to classroom changes. The logistics of managing transitions and learning spaces, preventative strategies supported by rules and protocols, and problem solving methods are presented. Students review social skills curriculum and character education. Advisory programs, classroom meetings, and peer mediations are some of the constraints. Additional supports at the secondary level. Students learn to communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students and with laws governing student rights and responsibilities. Students develop a "Classroom Management Plan" as part of this work sample component.

EDUC 330 Child Development (3) This course is designed to introduce students to developmental psychology of elementary age and early adolescent children and the learning theories as they apply to different ages. Physical, moral, and cognitive development is explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of the teacher including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 340 Elementary Literacy Methods (3) This course provides methods and materials for language instruction in the areas of reading and writing, with an emphasis of decoding using phonics, syntax, and morphology, fluency, and comprehension. Special attention is paid to the assessment of student performance and learning needs. Participants will determine developmentally appropriate content, skills, and processes that will assist students in achieving desired outcomes, and design learning activities that lead to their mastery.

EDUC 350 Elementary Math & Science Methods (3) This course examines and utilizes National standards and Oregon State standards for mathematics and science at the elementary authorization level. A large portion of the course focus on developmentally appropriate practices to enhance conceptual knowledge, process skills, and application.

EDUC 360 Language Arts in Middle & High School (2) Students learn strategies for teaching the language arts with emphasis on reading and writing in the content areas. Students learn methods for integrating instruction in inferential and evaluative comprehension.

EDUC 367 Secondary Math Methods (2) Examines and utilizes National standards and Oregon State standards in mathematics and science at the secondary school authorization level.

EDUC 368 Secondary Social Studies Methods (2) It is the intent of this course to help prospective teachers gain a perspective for judging the appropriateness of social studies teaching activities and to develop, teach, and evaluate social studies courses at the middle and high school levels. The essential question addressed in the course is, "What are effective social studies teaching strategies?" Teaching strategies are presented that help learners work through the interplay of fact and theory, and understandings that enable them to learn knowledge in social studies.

EDUC 370 Adolescent Learners (3) This course is designed to introduce students to developmental psychology and learning theories for middle and high school age children and the learning theories as they apply to different ages. Personal, social, and cognitive developments are explored. The study of learning theories includes behavioral, social, and cognitive theories. The implications of developmental theories are explored including impacts on interests, motivation, and achievement. An emphasis is given to the role of the family, socialization, and the supportive influence of teachers and schools on the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider individual differences in development and learning styles.

EDUC 380 Ecology of Schools (3) Students study the levels of influence on schools with attention to factors that promote or create potential barriers to teaching and learning. Primary emphasis is on school law including state and federal rights, teacher licensure requirements, and special education law. The implications of the First Amendment are discussed. The Oregon state definition of a competent and ethical educator will be examined in depth. Discussions will focus on professional standards to interact constructively with colleagues, administrators, support personnel, and parents. Teachers will become aware of, and act in accordance with, school policies and practices.

EDUC 407 Faith Integration in Teaching Seminar (3) Students network each week to share and support each other in the development and implementation of their second (major) work sample. This course also provides the support and encouragement and involves the search of a personal definition of the integration of faith and teaching in the curriculum. Students replicate professional work by designing typical communicative materials for middle and high school year teachers.

EDUC 420 P.E. & Health Methods (2) This required specialized academic education course is designed to provide students with methods, materials, and practices of teaching physical education and Health to elementary school children. The emphasis is given to the teacher's responsibilities in the areas of health services, healthful school environment, and the development of a comprehensive school health and wellness program.

EDUC 430 Visual Arts & Social Studies Methods (2) Fine Arts Methods is designed to assist students in developing integrated curricula that are based on concepts drawn from social studies and the fine arts. Students will develop lesson plans for exceptional learners, and for students with varying cultural, social, linguistic and social backgrounds. Special emphasis will be placed on identifying appropriate Social Studies methods and strategies for integrated and differentiated instruction, which support the Oregon Standards and Benchmarks.

EDUC 435 Second Authorization Practicum (3) This school-based practicum takes place in the student's second authorization level and extends classroom instruction through the development of a minor work sample with support. Students will use a variety of research-based educational practices that reflect how students learn and individual differences and diverse cultures.

EDUC 436 Practicum Networking (1) Concurrent with EDUC 437, Work Sample Support & Differentiation, meets weekly for student teachers to share and problem solving in a collegial manner. Considerable time is given to portfolio and career development with the support of the Northwest Christian College Career Center.

EDUC 437 Work Sample Support and Differentiation (2) Taken concurrently with EDUC 436, Practicum Networking, this course is designed to assist future teachers to apply the curricular, instructional and assessment strategies from previous courses as the student develops and implements their first (minor) work sample. Students learn about the needs of special populations in today's schools including special needs students, talented and gifted learners, and speakers of other languages. Work Sample development will reflect adaptations for students with varying cultural and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, classroom management systems with regard to the demographics of classroom and school communities.

EDUC 495 Student Teaching I (4) Starting the school year and continuing in a single classroom, se provide small group and whole class instruction and participate in building-level activities, staff dev parent-teacher conferences. Pre-service teachers work to emphasize instructional techniques that promot problem solving and that encourage divergent and well as convergent thinking.

EDUC 496 Student Teaching II (12) This class is a continuation of ED495, Student Teaching I, incl responsibility for classroom instruction. This culminating experience provides a demonstration of stud in the preparation, implementation, and assessment of instruction that includes a positive classroom en developmentally appropriate practices and the use of technology. Pre-service teachers will monitor the in learning activities, and the progress they are making, to determine if the pace or content of instru to assure that all students accomplish lesson and unit objectives.

English

ENG 220 Introduction to Fiction (3) This course presents a survey of narrative fiction and narrat from the eighteenth century until the present. Readings will include both recognized "classics" and wo demonstrate the truths fiction can draw from a variety of cultures and perspectives.

ENG 230 Introduction to Poetry and Drama (3) This course presents a survey of both poetry and dra on major literary movements. Students will examine significant works of world drama with a close study construction. Students will also become familiar with poetic techniques, considered theoretically and problems of form and significance: meter, rhyme, image, metaphor, stanzaic patterns, etc.

ENG 301 Survey of American Literature (3) This course offers a study of authors and works importa development of a distinctive United States literature, primarily from the nineteenth and twentieth cent democratic social upheaval and experimental cultural nationalism. Authors may include Poe, Emerson, Haw Dickinson, Whitman, Twain, Frost, Hemingway, Cather, Fitzgerald, Eliot, Hurston, Hughes, and Faulkner. P 220 or 230 or instructor's permission.

ENG 302 Survey of British Literature (3) This course offers students a broad view of literature p Britain from the time of Beowulf and the Celtic legends to the present. Emphasis will be placed on major and those works that make British literature unique. Prerequisite: ENG 220 or 230 or instructor's permi

ENG 310 English Grammar & Syntax (3) Students in this course will study the syntax of English, fo structure of the language, linguistic analysis, stylistics and usage. A basic knowledge of critical lan with a view to improvement in grammar and style in writing and applying this knowledge to the teaching second-language learners or K-12 students. Prerequisite: WR 121.

ENG 320 The Bible as Literature (3) This course offers extensive reading in English translations and the New Testament, with emphasis on literary forms and ideas. Prerequisite: ENG 220 or 230 or instr

ENG 330 Children's Literature (2) Students will approach the relatively modern genre of Children' literary and social perspective. Topics covered may include: folklore, oral literature, fantasy, allego Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 340 World Literature (3) This course presents a comparative approach to literature produced i and time periods. Attention will be paid to the cultural context of each work in an attempt to trace ma they appeared worldwide. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG/PHL 350 Philosophy in Literature (3) This course is a selective study of major philosophical expressed in the literature of Europe and America. Prerequisites: one philosophy course. Prerequisite: instructor's permission.

ENG 407 Selected Topics in English Literature (3) Topics will vary according to student interest of expertise. This course will allow students to examine a specific area of literary study in depth. Po are not restricted to) American Transcendentalists, contemporary poets, Shakespeare, Romanticism, the n British novel, the epic, mythology, classics, creative writing, regional literature, and specific autho 230 or instructor's permission.

ENG 420 Literature and World Religions (3) This course will study literature as it has been influenced by major religions. Students will read and interpret literary works (poems, novels, and plays) with special attention to the issues they address and/or the way they engage the Bible. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 430 History of the English Language (3) A survey of the historical development of English from the Middle Ages to the present, including a consideration of the concept of language, the Indo-European system, and the issues of American English. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 499 Senior Thesis (2) This guided research project culminates in a presentation to the graduate faculty near the end of the student's final semester. Offered annually. Prerequisite: Open only to majors in English.

EXERCISE SCIENCE

EXSC 310 Kinesiology (3) Introductory class for students with a basic knowledge of anatomy and physiology. Movement will be related to anatomical structure and mechanical principles; kinesiological analysis by means of a classification system and an outline for a systematic analysis that includes description, evaluation, and application. Explored. Emphasis will be on the respiratory, cardiovascular and neuromuscular systems in terms of their function during exercise and their adaptation to different types of training.

EXSC 320 Exercise Physiology and Neuromuscular Conditioning (3) Basic principles and foundations of exercise science related to fitness and performance. Biochemical pathways of metabolism as related to exercise, fuel selection, temperature regulation and acid base balance, exercise programs for special populations, training for performance, neuromuscular conditioning, in depth analysis of muscle structure and function, adaptation of muscle to weight training, endurance training. Additional concepts such as flexibility, muscle regeneration, and muscle reaction to training.

EXSC 410 Biomechanics (3) Mechanical laws and principles will be applied to motion of the human body. Topics include motion, linear and angular kinematics and kinetics; Topics include analyses of projectile-related activities, sport, balance related activities, throw and push patterns, and qualitative and quantitative analysis of movement.

Fine Arts

FA 120 Art Appreciation (2) This class is a study of the various ways humans have defined beauty. It is involved in relating aesthetics with Christian faith, including the use of symbols. It focuses on integrating art into the education of the whole person.

First-Year Seminar

FYS 101 First-Year Seminar (1) This course, along with IDS 101 Engaging American Thought and Culture and IDS 101 Engaging with the Bible, comprises part of the Cornerstone Experience for all first year students and focuses on the developmental stages and tasks that students typically experience, both as they enter into the college stage termed Young Adulthood and as they enter college. The intent of the course is to first identify personal skills that assist students in making a successful transition to a four-year college. This component is designed to not only help students adjust to their new educational environment, but to lay the foundation for a successful educational program at NCC. Students will meet throughout the semester in small groups with the intent to address these transitional issues that students typically encounter, e.g., time management, study skills, and the re-defining of self-identity that so often occurs during college.

General Science

GS 110 Science, Technology & Society (2) This course explores concepts in science and technology and their impact on our society. Some of the topics covered will include: nuclear energy, physical and chemical aspects of science, environmental chemistry, pollution, the nature of polymers, molecules of life, the basis of genetics and health.

Geography

GEOG 310 World Cultural and Political Geography (3) Study of interrelationships between cultures, geographical boundaries. A comprehensive worldwide coverage with particular attention given to problems of politics.

Geology

GEOL 110 Introduction to Geology (4) This course explores how rocks and minerals are made, how the structures, and how plates interact to cause earthquakes, volcanoes, and mountain building. Lab work types describing minerals and rocks, using earthquake data, and interpreting simple geologic structures and geologic maps.

GEOL 210 Historical Geology (2) A survey of the history of the Earth throughout geologic time. Topics include sedimentation, fossils and fossilization (along with the geologic history of North America.), recognizing geological relationships, using geologic maps and cross-sections as tools to interpret Earth history.

GEOL 310 Meteorology/ Oceanography (3) The first part of the course will analyze fundamental physical processes in the atmosphere; their relationships to the daily weather pattern and weather forecasting in the U.S. weather systems. Atmospheric temperature, pressure, and humidity; and provide tools for interpretation of weather maps and elements. The second part of this semester long course will take an interdisciplinary approach to studying the ocean including biological, and chemical processes. Also, the history of oceanography and its technology; crustal movements, source of mineral resources, and animals living in the ocean will be discussed.

Greek

GRK 301/302 Elementary Greek (3, 3) An introductory study of the forms, grammar, and syntax of New Testament (Koine) Greek. Exercises and readings will be taken primarily from Mark and John. Students will begin to learn how to translate simple texts from the New Testament.

GRK 401/402 Intermediate Greek (3, 3) A continuation of GRK 301/302 leading to intermediate reading. Readings will be drawn from the New Testament, the Septuagint, the Apostolic Fathers, and other Hellenistic authors. Prerequisites: GRK 301/302.

Hebrew

HEB 301/302 Classical Hebrew for Beginners (3, 3) A study of classical Hebrew grammar, vocabulary, and the biblical use of words with readings in the Masoretic text.

HEB 401/402 Intermediate Classical Hebrew (3, 3) A continuation of HEB 301/302, leading to intermediate reading knowledge. Readings will be chosen to expose students to a variety of literary genres and styles, and to the development of biblical Hebrew. Prerequisites: HEB 301/302.

History

HIST 207 Special Topics in History (3) (Satisfies a Social Science requirement in the General Education Program)

HIST 330 History of Christianity (4) An historical survey of Christianity from early beginnings to the present with special focus on the Patristic age, the Medieval Church, the Reformation, and modern developments.

HIST 350 American Public Discourse (3) An examination of contemporary public discourse in America. The course provides opportunity to study various religious, social, and political settings for rhetorical implications. Readings in prominent in American public address receive attention. Prerequisites: IDS 101/102.

HIST 370 Ancient Near Eastern and Mediterranean Civilizations (3) The primary purpose of this course is to examine the political, social, economic, cultural and religious contours of ancient civilizations that arose in the Near East (Egypt, and Syria-Palestine) and those that arose around the Mediterranean Sea (Greek, Hellenistic and Roman). We will investigate how these civilizations emerged individually in response to their unique geographical, political and social circumstances and also what were the modes and consequences of their interaction with one another. Some attention will be paid to the question of the cultural legacy of these ancient civilizations on modern society (religion, art, science, administration, philosophy, medicine, literature, science, diet and language) and also how these ancient civilizations interacted with those in other parts of the world such as ancient India, China and Asia.

Prerequisites: IDS 201/202.

HIST 380 Modern European Culture and the World (3) The purpose of this course is to examine the development of modern Europe from the Renaissance to the present with special emphasis given to its interaction with the rest of the world (particularly the Americas, Asia and Africa). We will explore the stages by which Europe became dominant through exploration, conquest, colonialism and economic imperialism, how key developments in early modern Europe (demographic, religious, economic, technological, political, social, philosophical/ideological) impacted the rest of the world and how Europe both affected and was affected by world events in the twentieth century (e.g., World Wars I and II, International Communism, the Great Depression, De-colonization, the Cold War, Privatization, Globalization). Prerequisites: IDS 201/202.

HIST 405 Reading and Conference on Selected Topics in History (1-3)

HIST 430 History of American International Relations (3) The purpose of this course is to examine the evolution of America's international relations in the period from the Revolution to the present with attention to the political, social and ideologies that have shaped American foreign policy and practice. Prerequisites: IDS 101/102.

Interdisciplinary Studies

IDS 101/102 Ideas Matter: Engaging American Thought and Culture (4, 3) This series of first year courses examines the ideas that are key to the development of the American experiment with democracy. An examination of the development of this idea is held up as a central concern around the themes on which the "Ideas Matter" courses focus. These themes are placed on the diverse religious, literary, cultural, artistic, historic, and political expressions of thought that have shaped the nation as well as included in, the initial compact of citizenship in the emerging republic. With attention to the major movements in religion, science, government, philosophy, economics, etc. are treated as part and parcel to the concerns of these courses.

IDS 201/202 Ideas Matter: Engaging World Thought and Culture (3, 3) Like the first year "Ideas Matter" series, this second year series of courses explores foundational themes in the diverse religious, literary, cultural, artistic, historic, and political expressions that have shaped the world. Major movements in religion, science, government, philosophy, economics, etc. are treated as part and parcel to the concerns of these courses.

IDS 495 Field Internship in Interdisciplinary Studies (1-3). This course is designed to give students professional experience in a professional setting. Required of IDS and Humanities majors.

Linguistics

LING 310 Introduction to Linguistics (3) An introduction to the fields of phonetics, phonology, morphology, syntax, semantics, sociolinguistics, language acquisition, and foreign cultures. This course is foundational to all other courses in the TESOL program.

LING 410 TESOL Theory and Methods (4) A foundation course of the TESOL Program, it focuses on the theoretical and practical methods of teaching English to speakers of other languages. A study is made of major language acquisition theories and techniques in teaching listening, speaking, reading and writing. Off campus fieldwork is a strong component of this course.

LING 420 TESOL Application and Literate Skills (3) A practical extension of LING 410, this course focuses on developing ESL materials, prepare lesson plans, and offers opportunities for practice teaching in the classroom. A major component is the examination and practice of reading and writing teaching methods for non-native speakers and the assessment/evaluation processes for all language skills.

LING 430 TESOL Teaching of Oral Skills (3) This course focuses on the teaching of oral/aural English to non-English speaking students. Current techniques and resources will be used to formulate materials and lesson in teaching oral skills, speech patterns, pronunciation analysis and corrective measures toward oral English improvement.

LING 495 TESOL Internship (3) The capstone experience of the TESOL Program, the Internship gives students hands-on experience in an authentic language learning classroom. Under joint supervision of Northwest State faculty and an on-site classroom teacher, opportunities are provided to actualize previous studies in the compilation of ESL materials and a journal are key course components.

management information systems (MIS)

MIS 360 Management of Information Technology (3) The focus of this course is how to manage information technology in today's global environment. Topics include technology (hardware and software), application development, operations, managerial decision making, and strategy), and the development and management of information systems in various business situations, including ethical considerations and the global environment. Prerequisite: BUS 310

Mathematics

MATH 70 Beginning Algebra Review (3) Reviews beginning algebra. Topics include operations with integers, polynomials, and rational expressions; solving and graphing linear equations; exponents, square roots, and the Pythagorean Theorem. Emphasis on problem solving with numerous applications. (Does not fulfill the core requirement.)

MATH 96 Intermediate Algebra (4) Solving, graphing, and modeling with linear equations, linear systems of equations, and exponential equations. Introduction to functions and symmetry on the Cartesian plane and coordinate geometry. Numerous applications. (Does not fulfill the core requirement.)

MATH 105 Introduction to College Mathematics (2) Topics include equations, inequalities, and linear functions, including polynomial, quadratic and exponential; graphing of functions; and an introduction to statistics. The course would emphasize practical hands-on in-class exercises.

MATH 110 College Mathematics (4) Topics selected from statistics, geometry, modeling, logic, four operations, mathematics, money, and binary systems. Prerequisite: MATH 96 or equivalent.

MATH 130 Precalculus (4) Equations and graphs; polynomial, exponential, and logarithmic functions; and other topics from modeling; basic analytical geometry and trigonometry. Prerequisite: MATH 96 or equivalent.

MATH 211/212 Mathematics for Elementary Teachers (3, 3) The mathematics elementary teachers need to understand. Topics include: problem-solving, sets, numeration systems, whole numbers, algorithms for operations with real numbers, axioms, plane and solid shapes and surfaces, and probability. A two-semester sequence. Prerequisite: MATH 130 or equivalent.

MATH 220 Classical Geometry (3) This course introduces students to topics in Euclidean and Cartesian geometry in two and three dimensions, including symmetry, constructions, investigations, proofs, and challenging problems. Prerequisite: MATH 130 or equivalent.

MATH 230 Discrete Mathematics (3) Topics include sets, set operations, scientific notation, number theory, symbolic logic, induction, recurrence relations, functions, algorithms, and graph theory. Prerequisite: MATH 130 or equivalent.

MATH 251/252 Calculus I, II (4, 4) A two-semester sequence that focuses on the study of differential and integral calculus. Topics include differentiation, the fundamental theorem of calculus, techniques of definite integration, and Taylor series, including Taylor's theorem. Applications to the sciences throughout. Prerequisite: MATH 130 or equivalent.

MATH 315 Applied Statistics (3) A study of basic descriptive and inferential statistics with emphasis on applications to business and the social sciences. Topics include the role and use of statistics; tables and graphs; numerical methods; probability; discrete, continuous, and sampling distributions; confidence intervals; hypothesis testing; variance; contingency tables, and simple linear regression. Prerequisites: MATH 105 or higher and CIS 101 or equivalent.

MATH 320 Linear Algebra (3) Topics include systems of linear equations and matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 252.

MATH 330 Elementary Number Theory (3) An introduction to the study of the integers and related objects include divisibility, primes, the Euclidean algorithm, congruences, and diophantine equations, with proof. Prerequisite: MATH 252.

MATH 340 Modern Geometry (3) Topics in Euclidean, non-Euclidean, and finite geometries. Includes axioms, models, proof, and disproof. Prerequisite: MATH 252.

MATH 345 Abstract Algebra (3) An introduction to some algebraic structures (principally groups) through integers, polynomials, and rational numbers, and to some important abstract concepts, including homomorphisms, substructure, and quotient structure. Prerequisite: MATH 252. Recommended: MATH 330.

Music - Class Guitar

MCG 100 Class Bass Guitar (1) Learn to play bass guitar without note-reading to praise songs in a band. Emphasis on scales, keys, and style patterns. Size limit: 4-6 students.

MCG 101 Class Guitar I (1) Emphasis on learning chords and playing praise songs with simple chords and an introduction to the 4 easy guitar keys. Size limit: 4-10 students.

MCG 102 Class Guitar II (1) A continuation of beginning guitar. An introduction to bar chords, barre, and more intricate strums and picks. Emphasis on performance and good practice habits. Size limit: 4-10 students. Prerequisite: MCG 101, or instructor's consent.

MCG 103 Class Guitar III (1) A continuation of guitar 2, which may include more songs with bar chords, transposition, using a capo, finger picking and beginning lead guitar. Course goals will be determined by the instructor, culminating with a performance by each student at the final. Size limit: 4-10 students. Prerequisite: instructor's consent.

Music - class piano

MCP 101 Class Piano I (2) An introduction to piano designed to train students to read and play piano with both hands together. Provides training in reading musical notation, ear training, performance and keyboard technique. Size limit: 4-6 students.

MCP 102 Class Piano II (2) A continuation of beginning piano. Emphasis on performance, effective practice, scales, and chords. Size limit: 4-6 students. Prerequisite: MCP 101, or instructor's consent.

MCP 103 Class Piano III (2) MCP 103 is a continuation of MCP 102. It is designed to help students develop a basic comprehension of reading and playing piano music. This class will provide guidance for students in music ministry in the church or community. The class provides training in reading musical notation, interpretation, performance, technique and theory. For music majors, non-majors, and any student who want to improve their piano abilities. Size limit: 4-6 students. Prerequisite: MCP 102, or instructor's consent.

Music - class voice

MCV 100 Class Voice (1) A voice class for beginners that covers the basics of good singing: posture, breath support, resonance, vowels, and musicianship. Size limit: 4-10 students.

Music - private Guitar

MG 171/271/371/471 Private Guitar for Non-Majors (1) Guitar instruction geared to the level and interest of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester. For example, a sophomore in spring semester would enroll in MG 273. Prerequisite: consent of instructor.

MG 172/272/372/472 Private Guitar for Non-Majors (1) Guitar instruction geared to the level and interest of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester. For example, a sophomore in spring semester would enroll in MG 273. Prerequisite: consent of instructor.

MG 181/281/381/481 Private Guitar for Majors (1) Private guitar instruction in a sequence for music level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

MG 182/282/382/482 Private Guitar for Majors (1) Private guitar instruction in a sequence for music level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

Music - private piano

MP 171/271/371/471 Private Piano for Non-Majors(1) Piano instruction geared to the level and interest of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester. For example, a sophomore in spring semester would enroll in MP 273. Prerequisite: consent of instructor.

MP 172/272/372/472 Private Piano for Non-Majors(1) Piano instruction geared to the level and interest of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester. For example, a sophomore in spring semester would enroll in MP 273. Prerequisite: consent of instructor.

MP 181/281/381/481 Private Piano for Majors (1) Private piano instruction in a sequence for music level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

MP 182/282/382/482 Private Piano for Majors (1) Private piano instruction in a sequence for music level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

Music

MUS 100 Music Fundamentals (2) A study of the basic elements of music including notation, major and minor time classifications, key signatures, intervals, primary triads and basic music terminology. No previous experience necessary. The course prepares students for M 101 Music Theory.

MUS 101 Music Theory 1 (3) This course is a theoretical study of the basic elements of diatonic harmony. It includes a review of the fundamentals of music, diatonic triads in all positions, harmonic progression, and original composition. Prerequisite: MUS 100 or equivalent.

MUS 102 Music Theory 2 (3) A continuation of MUS 101, which is a prerequisite. This course covers seventh chords, secondary dominants, modulation, borrowed chords, harmonization of melodies, and analysis of the common practice period and contemporary composers, and original composition. Prerequisite: MUS 101.

MUS 110 Multicultural Music of America (2) An overview of music from early times to the 21st century. This course covers multi-cultural music of the United States: native American, folk, gospel, jazz, rock, country, hip-hop, and contemporary music in a blended format, utilizing online assignments, videos, and concert reviews. Students also learn how to write interest reports on both historical and contemporary music. This course meets diversity study requirements.

MUS 111 Ear Training 1 (1) This course is a lab experience in correlated sight singing and aural dictation. Sight singing, interval study, melodic and rhythmic dictation work is given as well as supporting work in the music computer lab. This course is taken concurrently with M 101 Music Theory I. Prerequisite: MUS 100.

MUS 112 Ear Training 2 (1) Ear Training 2 is a lab experience in correlated sight singing and aural dictation. This is a continuation of M 111 with increasing depth. Sight singing, interval study, melodic and rhythmic dictation work is given as supporting work in the music computer lab. This course is taken concurrently with M 102 Music Theory II. Prerequisite: MUS 111.

MUS 120/220/320/420 Concert Choir (1) Preparation and performance of music from a variety of styles and historical periods. Students will be taught proper choral/vocal technique as well as sight reading and interpretive skills. Students will be allowed up to four hours toward graduation. Prerequisites: audition and consent of instructor.

MUS 130/230/330/430 Praise Band (1) An opportunity for instrumentalists to learn and prepare praise music for band ensemble for performance in chapel and other special projects. Maximum number of credits applicable toward graduation requirements: 4 credits. Prerequisites: audition and consent of instructor.

MUS 140/340 Vocal Ensemble (1) An opportunity for students enrolled in Concert Choir to form other vocal ensembles.

ensembles: trios, quartets, or jazz choirs. Prerequisites: concurrent enrollment in concert choir and com

MUS 150/350 Instrumental Ensemble (1) An opportunity for students enrolled in Praise Band to form instrumental ensembles: pep bands, quartets, or jazz bands. Prerequisites: concurrent enrollment in praise of the instructor.

MUS 190/390 Drama Workshop (1) An opportunity for students to receive credit for participation in dramas. May include actors, singers, instrumentalists, and tech crews. Prerequisite: consent of the instr

MUS 200 Pop Theory/Songwriting (2) A concise look at music theory as applied to contemporary music song analysis and lead sheet writing. Songwriting basics including lyrics, structure, performance and pro half of the class will be in a "workshop" format as members of the class present their songs for the clas on the songs in collaboration. A final project will be a combined performance showcase of class member's

MUS 211/212 Music History (2, 2) A survey of music from the earliest times to the present, with an of the church. Students will research and present topics as well as perform and listen to musical master a survey until the classic era (1750), and Semester 2 continues to the present.

MUS 241/341/441 Touring Ensemble (1) A vocal ensemble hired by the college and trained by the Musi for the purpose of constituent relations in the Northwest. Participation is open to full-time unmarried N College students. Prerequisites: audition and successful review of other requirements for employment by t

MUS 242/342/442 Touring Ensemble (1) A vocal ensemble hired by the college and trained by the Musi for the purpose of constituent relations in the Northwest. Participation is open to full-time unmarried N College students. Prerequisites: audition and successful review of other requirements for employment by t

MUS 301/302 Music Practicum (1) Guided leadership experience in a church or community music program a week under the supervision of a talented leader. Prerequisite: consent of the instructor.

MUS 311/312 Music Business I/II (2, 2) An in-depth study of the details of the music business, inc copyright and publishing law, recording deals and royalties. A look at the artist and their team: manager promoters, agents and attorneys. Music in radio, TV, movies and Broadway-past history, future trends. A f demands of the music lifestyle, pitfalls, and ethical issues that music industry members must face.

MUS 351/352 Music Ministry Leadership (3, 3) A 2-semester sequence to prepare students for leader music ministries. Semester 1 includes musicianship, praise and worship, arranging, rehearsing and theolo includes church music administration, conducting, and technology. Prerequisite: MUS 100 or MUS 200.

MUS 360 Career Development in Music (1) A class that will focus on career paths in the music indus local music jobs will talk about their careers, qualifications and work journey. Class members will set g collaborate in their job goals and journal about their progress.

MUS 371/372 Junior Project (1) Development of a 3-5 song CD and a marketing package under the super Music Industry staff.

MUS 411/412 Individual Conducting (1) Guided instruction and mentoring in a variety of conducting leadership skills. To be taken concurrently with Field Internship M495.

MUS 421/422 Senior Project (1) Completion of a CD project begun in the Junior year under the super Music Industry staff. Details to be worked out on an individual basis.

MUS 431 Senior Performance/Tour (2) Senior level students will book, market and oversee artist per concerts. Details to be worked out on an individual basis with a member of the Music Industry staff.

Music - private voice

MV 171/271/371/471 Private Voice for Non-Majors (1) Private voice instruction for non-majors. Emph singing and developing the voice. Students enroll by semester and year, for example, a sophomore in spring enroll in MV 273.

Prerequisite: consent of instructor.

MV 172/272/372/472 Private Voice for Non-Majors (1) Private voice instruction for non-majors. Emphasis on singing and developing the voice. Students enroll by semester and year, for example, a sophomore in spring enrolls in MV 273.

Prerequisite: consent of instructor.

MV 182/282/382/482 Private Voice for Majors (1) Private voice instruction in a sequence for music majors. 200 level culminates in a 1/2 recital, 400 level in a full recital. Audition required for placement to be the first week of classes.

MV 184/284/384/484 Private Voice for Majors (1) Private voice instruction in a sequence for music majors. 200 level culminates in a 1/2 recital, 400 level in a full recital. Audition required for placement to be the first week of classes.

Nutrition

NUTR 220 Nutrition (3) A study of how the body takes in and uses the nutrients from food. Food sources and requirements of the following are discussed: carbohydrates, proteins, fats, vitamins, minerals and fiber. Digestion, absorption and metabolism of all nutrients are covered. Skills are developed for improving personal nutrition and for evaluating nutrition information in the mass media.

Philosophy

PHL 110 Introduction to Philosophy (2) An introduction to the perennial issues in Western philosophy: the nature of knowledge and skepticism, the existence of God, the problem of evil, freedom of the will, and the foundations of ethics. Emphasis will be placed on critical thinking and the development of understanding through reasoned argument.

PHL 210 Ethics (3) This introductory course in ethics surveys the history of ethical thought in Western culture. Attention is given to such important movements as utilitarianism, deontology, egoism, and virtue ethics as they apply to contemporary moral problems.

PHL 220 Existentialism (2) The basic ideas of the Christian and atheistic divisions of the existentialist tradition are examined in this course, with some attention given to the philosophical situation that generated the existentialist movement. Prerequisite: PHL 110 or instructor's consent.

PHL 250 Metaphysics and Epistemology (3) A systematic study of contemporary issues related to the nature of reality. These include universals and particulars, the necessary and the possible, causality, identity through time, and the realism debate. Wherever possible, contemporary views will be related to their classical sources in the history of philosophy. Prerequisite: PHL 110 or instructor's consent.

PHL 301 History of Ancient and Medieval Philosophy (3) A study of major philosophical works in the Western tradition from the beginnings of Philosophy in ancient Greece to the end of the medieval period, culminating in Aquinas. Offered annually. Prerequisite: PHL 110 or permission of instructor.

PHL 302 History of Modern and Contemporary Philosophy (3) A study of major philosophical works in the Western tradition from Descartes through Hegel in the modern period and Heidegger, Sartre, Russell, Wittgenstein in the contemporary period. Offered annually. Prerequisite: PHL 110 or permission of instructor. PHL 301 is strongly recommended.

PHL 315 Bioethics (3) An in-depth examination of contemporary bioethical issues, such as the definition of life, determination of life and death, euthanasia, doctor-assisted suicide, abortion and maternal-fetal conflict, genetic intervention, problems in the physician-patient relationship, new reproductive technologies, research on human cloning, and human cloning. Offered occasionally. Prerequisite: PHL 210 or instructor's permission.

PHL 320 Philosophy of Religion (3) A conceptual and analytical survey of the important questions of philosophy and religion. Students will consider the chief contemporary approaches to justifying religious belief, as well as theistic challenges to that belief. The following questions will be discussed: Are religious claims subjective? What can reason tell us about the nature of God? Can we prove that God exists? Why would a maximally perfect being allow evil and suffering? Is belief in miracles well founded? Is the idea of human survival after death a coherent one? Offered every other year. Prerequisite: 6 hours of Philosophy or instructor's permission.

PHL 340 Philosophy of Science (2) An introduction to the central issues in contemporary philosophy of science. Topics include: the definition and limits of science, the nature and kinds of scientific explanation, the format of scientific theories, ideas, paradigm shifts and theory change, options in the realist/anti-realist debate, laws of nature, and the philosophy of aspects of evolution. Offered in alternate years. Prerequisites: 6 hours of Philosophy or instructor's permission.

PHL/ENG 350 Philosophy in Literature (3) This course is a selective study of major philosophical ideas as expressed in the literature of Europe and America. Prerequisites: one philosophy course. Prerequisites: 6 hours of Philosophy or ENG 220 or ENG 230 or instructor's consent.

PHL 360 Environmental Ethics (2) This course considers the nature and morality of human relationships with the natural environment (e.g., the nature of value, the moral standing of non-human life). Prerequisite: PHL 210 or instructor's consent.

PHL 407 Special Topics in Philosophy (3) This course provides an opportunity to address a variety of philosophical topics or authors based in student interest and current trends in philosophy. Topic examples include "Plato and Aristotle," "Modern Philosophy," or "Philosophical Theology." May be repeated for credit as the topics change. Prerequisite: 6 hours of Philosophy or instructor's consent.

PHL 420 Christian Ethics and Social Responsibility (3) This course examines Christian ethics and Christian social responsibility in their socio-political and economic arenas. In addition to general theories of ethics, students will become familiar with the ethical teachings of the Hebrew prophets, Jesus, and Paul as well as modern thinkers such as Bonhoeffer, Reinhold Niebuhr, and Stanley Hauerwas. Prerequisite: PHL 210 or instructor's consent.

PHL 430 American Philosophy (2) Historical survey of American philosophy including the work of Francis Schlegel, Douglass, Peirce, William James, and John Dewey. Prereq: junior, senior, or graduate standing. Prerequisites: 6 hours of Philosophy or 302 or instructor's consent.

PHL 440 African American Philosophy and Literature (2) Survey of 20th century African American philosophical works by Alain Locke, W. E. B. Du Bois, Bell Hooks, Angela Davis, and Cornel West. Prerequisites: 6 hours of Philosophy or 241 and 242 or instructor's consent.

PHL 450 Native American Philosophy (2) Survey of Native American philosophy focusing on methodological issues and philosophical perspectives in historical traditions, and contemporary Native American philosophy. Prerequisite: 6 hours of Philosophy or instructor's consent.

PHL 495 Internship (3)

PHL 499 Senior Thesis (2) This guided research project culminates in a presentation to the graduate faculty near the end of the student's final semester. Offered annually. Prerequisites: Open only to majoring students.

Physical Education

PE 101/201/301/401, 102/202/302/402 Varsity Basketball (1)

PE 121/221/321/421, 122/222/322/422 Varsity Softball (1)

PE 161 Fitness Conditioning (1) This class is designed to provide a start into a fit lifestyle. Students will learn to lift weights safely and to incorporate cardiovascular exercises into their workout. The combination of strength and cardio workouts will keep the heart and lungs in shape, improve energy, and increase the overall quality of life. Prerequisite: 6 hours of Physical Education or instructor's consent.

PE 162 Ice Skating (1) This course provides instruction in general physical fitness (mind, body, and spirit).

skating fitness emphasis. Cardiovascular conditioning through ice skating exercise activities and other activities may be required.

Physics

PHYS 110 Fundamentals of Physics (4) This class combines elements of mechanics, electricity and magnetism, as well as the principles of waves and sound. Emphasis is on everyday phenomena and conceptual understanding. Calculations. Prerequisite MATH 96.

PHYS 122 Metrology and Astronomy (3) This course will analyze fundamental physical processes of the atmosphere and their relationships to the daily weather pattern and weather forecasting in the U.S. weather systems; atmospheric pressure, and humidity. In the second part of the course, astronomy as a science will be introduced. The concepts underlying stellar astronomy will be investigated. Topics include the sun and its place in our galaxy, the nature of stars, super novae and stellar black holes.

Political Science

PS 200 U.S. Government (3) Study of the role of the President, Congress, Supreme Court, and national government agencies in the American political system in light of the U.S. Constitution. The course also covers relationships between the American people and their political institutions with emphasis upon political culture, the electoral process, interest groups, and political communications.

Psychology

PSY 125 Innovative Learning (1) As an innovative learning skills course, this class helps students develop their personal abilities, manage their time, and maximize their potential. Participants use a variety of student self-accountability program to identify an individualized learning profile and to strengthen key academic and personal skills that may be targeted for development include: comprehension, memory, evaluation, time management, problem solving, and note taking.

PSY 200 General Psychology (3) This course introduces students to a general knowledge of the principles of psychology and relates them to the Christian faith. Specific areas to be studied are foundations of psychology, development, personality, learning and memory, motivation and emotion, perception, intelligence, cognitive disorders, and social behavior. (Satisfies a Social Science requirement in the General Education Core).

PSY 210 Student Development Training (1) The purpose of this course is to provide pre-service training related to the position of Resident Assistant. The course is designed to provide students with the knowledge and skills necessary to address the issues and needs that arise in working with undergraduate students in residence. Topics include development theory, peer counseling skills, risk management, conflict resolution, and crisis intervention. Students are also given opportunities for self discovery. This course is required for students wishing to become applicants for a Resident Assistant position.

PSY 220 Leadership Development Training (1) The purpose of this course is to provide in-service training for students being a student leader (ASB, etc.). The course is designed to provide students with the knowledge and skills to address the issues and needs of a diverse campus community. Students are given the opportunity to develop their leadership skills as well as team leadership. Parliamentary procedure, planning and organizing events, group dynamics, and other applicable leadership skills are discussed. This course is required for all ASB and campus leaders.

PSY 310 Careers in Psychology (1) In this career exploration course, students are introduced to various careers in psychology: clinical, counseling, developmental, experimental, industrial/organizational, educational, and related fields such as counseling, school counseling, and social services careers. Students also receive guidance on writing resumes, employment application, and decisions about graduate studies. Prerequisite: PSY 200, WR 320 or consent of instructor.

PSY 320 Human Development (3) The goal of this course is to investigate human development from conception through death. Topics covered include various aspects of the developing child, adolescent, and adult. Physical development, language and cognitive development, and social and moral development are covered for each developmental stage. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 330 Psychology of Learning (3) This course is a survey of learning theories, including classical conditioning, operant conditioning, and social learning. It draws upon developmental theory in understanding the learning process and focuses on individual differences. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 340 Social Psychology (3) This course is a study of the social behavior of individuals and groups, including conformity, social influence, conflict, justice, altruism, aggression, prejudice, and attitudes. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 350 Research Methods (3) The goal of this course is to introduce students to basic research methods, which include sample selection, questionnaire construction, reliability and validity of measurements, internal validity, and experimental design. Students design hypothetical research studies and apply appropriate statistical measures. Prerequisites: PSY 200, SOC 200, MATH 315, WR 320.

PSY 360 Values and Human Behavior (2) In a course designed for self-awareness and personal growth, students explore values related to autonomy as adults, intimate relationships, career and family choices, sexual orientation, death, and meaning. The course will focus on the relationship between Christian values and behavior. Prerequisites: PSY 200, SOC 200, WR 320 or consent of instructor.

PSY 370 Cognition (3) In this course, students learn how animals and humans process information, solve problems, make decisions, and acquire communication and language skills. The course also addresses the role of memory and learning functions. It is taught from both developmental and psychobiological perspectives. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 380 Theories of Personality (3) This course covers the basic theories and concepts concerning the structure and dynamics of personality. Students will examine and compare different theoretical approaches to personality. Major theoretical approaches include psychoanalytic, behavioral, cognitive, and humanistic-existential. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 407 Seminar on Special Topics (2) Topics that represent current faculty and student interest are presented during one semester each year. Offerings include, but are not limited to, group dynamics, sleep and dream research, religion, substance abuse, and sports psychology. Prerequisites: PSY 200, SOC 200, WR 320 or consent of instructor.

PSY 410 Biological Psychology (3) This course is designed to introduce students to neuroanatomy, behavior, and the physiological bases of behavior related to sensory systems, movement, sleep, learning, memory, and mental disorders. Prerequisites: PSY 200, SOC 200, BIOL 111 or 200.

PSY 420 Abnormal Psychology (3) Psychopathology is examined from a biopsychosocial perspective. Students are introduced to the DSM-IV-TR. Topics include etiology, symptoms, and treatment of depressive, anxiety, somatoform, and dissociative disorders, as well as schizophrenia, substance-related and age-related disorders, and personality disorders. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 450 Psychometrics (3) Students are introduced to educational and psychological assessment, such as measures of aptitude, achievement, intelligence, personality, and vocational interest. An emphasis is placed on practical applications of psychometrics, including test items, standard scores, reliability and validity, and interpretations. While students gain hands-on experiences with particular measures, this course does not train students to administer these tests. Prerequisites: PSY 200, SOC 200, MATH 315, WR 320.

PSY 460 Introduction to Counseling Skills (2) This course is designed to introduce basic interview and counseling skills to students who anticipate future work in Christian ministry, teaching, counseling, or other related fields. While the course emphasizes students' practice of basic listening, empathy, and rapport-building skills, it is not intended to prepare students for professional practice. Prerequisites: PSY 200, SOC 200, PSY 420, and at least junior standing.

PSY 495 Psychology Internship (3) Internships provide students an opportunity to apply their classroom knowledge and gain practical experience in a counseling or social service agency in the community. Students are supervised by a professional counselor.

in the field and average 9 hours per week at their chosen site. Students should consult with their advisor prior to registration of internship credits. Prerequisites: Majority of psychology requirements and at least 12 credit hours of standing.

PSY 499 Psychology Senior Capstone Project (2) Students work with a designated psychology professor on a research project and written paper that reflects an area of interest and integrates a significant amount of coursework, service learning, and internship experience. Limited to senior psychology majors.

Religious Studies

RELS 210 The Abrahamic Faiths of Judaism and Islam (2) This course explores the monotheistic traditions of Judaism and Islam, giving attention to historical and phenomenological perspectives. These traditions will be examined from their inception to their modern expressions. At the end of the course, students should have a level of religious literacy for understanding the traditions in question.

RELS 220 Living Religious Traditions of the Far East (2) This course explores the religious traditions of the Far East including Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shinto, giving attention to historical and phenomenological perspectives. These traditions will be examined from their inception to their modern expressions. At the end of the course, students should have a level of religious literacy for understanding the traditions in question. This course satisfies diversity study requirements.

RELS 310 Religions of Greece and Rome (3) This course explores the central religious beliefs and practices of the ancient Greeks and Romans and their survival in the Hellenistic religions and philosophies. Special attention is given to the relationship between Graeco-Roman religion and the Judeo-Christian faith tradition. Prerequisites: PHL 101 or instructor approval.

RELS 320 Religions of the Ancient Near East (3) This course surveys the religious beliefs and practices of the Mesopotamians, Canaanites, Egyptians, Hittites, and Persians. The specific themes of Mother Goddess cult and the problem of good and evil play central roles in the focus of the course. Special attention will also be given to the function of myth and ritual in ancient Near Eastern religious systems. Prerequisites: Instructor's approval.

Sociology

SOC 200 Introduction to Sociology (3) An introduction to basic concepts and terminology; human behavior; family, education, religion, government; ecology; social deviancy. This course meets diversity study requirements.

SOC 310 Careers in Human Services (1) This course is a career exploration course in which students explore opportunities for careers in the human services field. Students also receive information and guidance on employment application, and decisions about graduate studies. Prerequisites: SOC 200, WR 320 or consent of instructor.

SOC 330 Social Issues and Problems (3) This course is designed to increase students' awareness of current social issues and problems in our society. Topics include economic and social inequalities, substance abuse, and quality education, population and environmental issues, and changing families. Prerequisites: PSY 200 or WR 320.

SOC 407 Seminar on Special Topics (2) This course offers topics that represent current interests in sociology to students. Offerings include, but are not limited to, social welfare systems, case management, social policy, juvenile delinquency and corrections. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 410 Global Issues (3) A survey of selected global issues and problems. This course includes critical thinking, analytical tools, exploration of various issues, and various Christian responses to issues. Prerequisites: PSY 200 or WR 320.

SOC 420 Introduction to Family Systems (3) This course is an introduction to family systems, including nuclear families, extended families, stepfamilies, single-parent families, and alternative families. Topics include family boundaries, domestic violence, daycare, marriage, and divorce. Specific attention is given to the perspectives of marriage and families. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 430 Urban Issues (3) This course introduces students to issues facing urban populations. Such as poverty, but are not limited to, poverty and homelessness, housing, crime and violence, crowds, transportation,

and minorities. Within the course content, students are encouraged to explore opportunities for social service ministry in urban areas. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 495 Human Services Internship (3) Internships provide students an opportunity to apply their course content and gain practical experience in a social service agency in the community. Students are supervised by professional staff and average 9 hours per week at their chosen site. Students should consult with their advisor during the registration of internship credits. Prerequisites: Majority of human services requirements and at least one semester of college standing.

SOC 499 Human Services Senior Capstone Project (2) Students work with a designated professor to develop a research project and written paper that reflects an area of interest and integrates a significant amount of course content, coursework, service learning, and internship experience. Limited to senior human services majors.

Spanish

SPAN 101/102 (4, 4) A two-semester sequence designed for students with little or no knowledge of Spanish. The first course focuses on the development of oral skills through the use of communicative activities. Students will be expected to prepare for oral communication by completing one to two hours of homework daily. Homework assignments include listening exercises, grammar worksheets and the reading of short texts. Also, students will be expected to complete writing exercises and essays associated with in-class oral production. By the end of the course, students will be able to perform oral tasks such as narrating simple events in the present and past, expressing likes and dislikes, stating simple opinions, and participating in conversations on every day topics. Through the study of the present, preterit and imperfect tenses of regular and irregular verbs, the present progressive, direct and indirect object pronouns and command forms students will be able to achieve the ACTFL goals.

SPAN 201/202 Second-year Spanish (3, 3) Designed to emphasize oral communication and listening comprehension in a culturally authentic context. Special attention to the integration of advanced grammar in the development of oral skills and authentic native expressions by students. Prerequisites: SPAN 101/102.

SPAN 300 Spanish Phonetics (2) Designed to improve pronunciation and intonation through aural/oral practice, transcription and contrastive analysis with English. Prerequisites: SPAN 201/202.

SPAN 310 Advanced Spanish Conversation and Composition (3) This course focuses on the development of oral and interactive communication and written skills through the practice of advanced functions, including stating opinions, debating issues, soliciting and giving advice and making persuading and convincing arguments. Students are exposed to a wide register of both written and spoken Spanish, including idiomatic expressions, colloquialisms and the end of this course, students will be able to show proficiency at the Advanced-Low to the Advanced-Mid level (ACTFL Proficiency Guidelines in all four skills). Prerequisites: SPAN 101/102.

SPAN 321/322 Hispanic Culture and Civilization (3, 3) An overview of the major influences in Hispanic culture and civilization, covering pre-Columbian cultures, the conquest and colonization by Spain and the independence of Latin America and 20th century history. Prerequisites: SPAN 201/202.

SPAN 330 Religion and History of the Americas (3) An overview of the influence religion has played on the development of the Americas, including the role of the Roman Catholic Church and the importance of indigenous religions and cultures. Prerequisites: SPAN 201/202.

SPAN 340 Latino Society and Culture in the U.S. (3) An historic and social survey of the Hispanic population in the United States from both the American and Latin perspective. Attention will be given to Hispanic culture in education and the Arts. Prerequisites: SPAN 201/202.

SPAN 399 Service within the Hispanic Community (3) Students provide services to local agencies and organizations that assist the Hispanic community. Areas of assistance include business organizations, schools, government agencies, hospitals and churches. Three hours of weekly service is required, in addition to a weekly one-hour tutoring session with a staff member. Prerequisites: SPAN 101/102.

SPAN 470 Teaching Foreign Language Methods (2) This course is designed to instruct teachers on how to use the latest methodology used to teach foreign language. Prerequisites: SPAN 201/202.

SPAN 499 Final Project (3) Individualized projects reflecting specific interests by the student. and campus meetings under the supervision of a faculty member and off-campus involvement in the Hispanic

Writing

WR 90 Basic Writing (2) An introductory course that stresses the connection between reading, writing, and thinking skills. Reading skills, vocabulary building, and ease with the writing process are emphasized. During the course, the student moves from personal writing to academic writing. The style goal is clarity; the mechanics goal is the use of correct sentence patterns. This course does not satisfy the writing requirement, but may be used for elective credit.

WR 121 English Composition (2) This course prepares the student for academic writing. Emphasis is placed on the skills that underlie formal essay writing: the movement from general to specific, the drawing of reasonable conclusions, the use of specific examples, the organizing of reasons for conclusions. Other important goals are the mastery of correct mechanics and the development of an individual writing style for each student.

WR 122 English Composition (2) The second in the series of Freshman composition. The skills and techniques of research writing are practiced, emphasizing correct and effective use of quotations, paraphrase, and summarization of appropriate sources. Students continue the work of WR 121 by applying the skills of argumentation to research writing. Style goal: the development of an effective research writing style. Prerequisite: WR 121 or equivalent.

WR 320 Writing for the Discipline (1) Students learn to conduct library and on-line searches to locate sources on topics in psychology, sociology, business, and related fields. Students learn to summarize current research findings into a cohesive research paper. APA manuscript style is introduced. Prerequisite: WR 121.

WR 410 Advanced Writing (3) This is an advanced course in expository writing for students who wish to develop their skills in composing and revising critical academic essays. Students will gain intensive experience in writing, developing complex arguments, and effectively using rhetorical strategies. May be substituted for an upper-level writing course for the Humanities major. Prerequisite: WR 121.

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