

**2011-2012**

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## 2011-2012 Academic Calendars Master of Business Administration

### Fall Semester

Classes begin .....	August 20, 2011
Registration for next semester.....	November 14-23, 2011
Last day to drop.....	*
Last day to withdraw .....	*
Thanksgiving holiday .....	November 25-26, 2011
Academic Creativity and Excellence Day (no morning classes).....	December 7, 2011
Last day of classes .....	December 16, 2011
Commencement services .....	December 17, 2011

### Spring Semester

Classes begin .....	January 3, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Spring break.....	March 26-30, 2012
Registration for next semester.....	April 9-20, 2012
Academic Creativity and Excellence Day.....	April 25, 2012
Last day of classes .....	April 27, 2012
Baccalaureate services .....	May 4, 2012
Commencement services .....	May 5, 2012

### Summer Semester

Classes begin .....	May 7, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	July 9-20, 2012
Last day of classes .....	August 24, 2012

\* Drop deadline is prior to the 2nd session for any given course. Withdrawal deadline is prior to the 6th session.

## 2011-2012 Academic Calendars

### Master of Arts in Clinical Mental Health Counseling

#### Fall Semester

Classes begin .....	August 22, 2011
Registration for next semester.....	November 14-23, 2011
Last day to drop.....	*
Last day to withdraw .....	*
Thanksgiving holiday .....	November 25-26, 2011
Academic Creativity and Excellence Day (no morning classes).....	December 7, 2011
Last day of classes .....	December 9, 2011
Commencement services .....	December 17, 2011

#### Spring Semester

Classes begin .....	January 9, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Spring break.....	March 19-23, 2012
Registration for next semester.....	April 9-20, 2012
Academic Creativity and Excellence Day.....	April 25, 2012
Last day of classes .....	April 27, 2012
Baccalaureate services .....	May 4, 2012
Commencement services .....	May 5, 2012

#### Summer Semester

Classes begin .....	May 7, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	July 9-20, 2012
Last day of classes .....	August 17, 2012

\* Drop deadline is prior to the 2nd session for any given course. Withdrawal deadline is prior to the 4th session.

## 2011-2012 Academic Calendars Master of Arts in Community Counseling

### Fall Semester

Classes begin .....	September 5, 2011
Registration for next semester.....	November 14-23, 2011
Last day to drop.....	*
Last day to withdraw .....	*
Thanksgiving holiday .....	November 25-26, 2011
Academic Creativity and Excellence Day (no morning classes).....	December 7, 2011
Last day of classes .....	December 9, 2011
Commencement services .....	December 17, 2011

### Spring Semester

Classes begin .....	January 9, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Spring break.....	March 19-23, 2012
Registration for next semester.....	April 9-20, 2012
Academic Creativity and Excellence Day.....	April 25, 2012
Last day of classes .....	April 27, 2012
Baccalaureate services .....	May 4, 2012
Commencement services .....	May 5, 2012

### Summer Semester

Classes begin .....	May 7, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	July 9-20, 2012
Last day of classes .....	August 24, 2012

\* Drop deadline is prior to the 2nd session for any given course. Withdrawal deadline is prior to the 4th session.

## 2011-2012 Academic Calendars Master of Education

### Fall Semester

Classes begin .....	August 22, 2011
Registration for next semester.....	November 14-23, 2011
Thanksgiving holiday .....	November 25-26, 2011
Academic Creativity and Excellence Day (no morning classes).....	December 7, 2011
Last day of classes .....	December 17, 2011
Commencement services .....	December 17, 2011

### Spring Semester

Classes begin .....	January 9, 2012
Spring break.....	March 26-30, 2012
Registration for next semester.....	April 9-20, 2012
Academic Creativity and Excellence Day.....	April 25, 2012
Last day of classes .....	May 4, 2012
Baccalaureate services .....	May 4, 2012
Commencement services .....	May 5, 2012

### Summer Semester

Classes begin .....	May 7, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	July 9-20, 2012
Last day of classes .....	August 24, 2012

\* Drop deadline is prior to the 2nd session for any given course. Withdrawal deadline is prior to the 6th session.



## 2011-2012 Academic Calendars

### Master of Education in Curriculum and Instructional Technology

#### Fall Semester

Classes begin .....	September 6, 2011
Registration for next semester.....	November 14-23, 2011
Thanksgiving holiday .....	November 25-26, 2011
Academic Creativity and Excellence Day (no morning classes).....	December 7, 2011
Last day of classes .....	December 17, 2011
Commencement services .....	December 17, 2011

#### Spring Semester

Classes begin .....	January 9, 2012
Spring break.....	March 26-30, 2012
Registration for next semester.....	April 9-20, 2012
Academic Creativity and Excellence Day.....	April 25, 2012
Last day of classes .....	April 27, 2012
Baccalaureate services .....	May 4, 2012
Commencement services .....	May 5, 2012

#### Summer Semester

Classes begin .....	May 7, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	July 9-20, 2012
Last day of classes .....	August 24, 2012

\* Drop deadline is prior to the 2nd session for any given course. Withdrawal deadline is prior to the 6th session.

## 2011-2012 Academic Year Master of Arts in School Counseling

### Fall Semester

Classes begin .....	August 22, 2011
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	November 14-23, 2011
Thanksgiving holiday .....	November 25-26, 2011
Academic Creativity and Excellence Day (no morning classes).....	December 7, 2011
Last day of classes .....	December 17, 2011
Commencement services .....	December 17, 2011

### Spring Semester

Classes begin .....	January 9, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	April 9-20, 2012
Academic Creativity and Excellence Day.....	April 25, 2012
Last day of classes .....	May 5, 2012
Baccalaureate services .....	May 4, 2012
Commencement services .....	May 5, 2012

### Summer Semester

Classes begin .....	May 7, 2012
Last day to drop.....	*
Last day to withdraw .....	*
Registration for next semester.....	July 9-20, 2012
Last day of classes .....	August 25, 2012

\* Drop deadline is prior to the 2nd session for any given course. Withdrawal deadline is prior to the 4th session.

## A Welcome from the President: Joe Womack



Northwest Christian University is a Christ-centered learning community grounded in an appreciation for the liberal arts within a biblical context. For over 115 years the NCU campus has been characterized by a unique faculty-student relationship that moves beyond the mere acquisition of information and technical expertise. We believe the best of what we do is manifest in the molding of a college experience that promises superb career preparation within an environment that champions Christ and inspires service in the Church, community, and family.

An education at NCU gives students the proficiencies and habits of a well-educated person: the ability to think critically and evaluatively, communicate effectively, work collaboratively, and employ a real sense of purpose in this world. Your experience here, whether you enroll as an undergraduate, adult learner, or graduate student will be richest when you fully engage all NCU has to offer. Please take the time to explore this catalog for a glimpse of the NCU experience through the descriptions of our challenging academic programs and opportunities for personal and spiritual growth.

If you are already a member of the NCU community I'm sure you share my enthusiasm for this unique and vibrant institution. If you are a prospective student, parent, educator or pastor, allow me the chance to offer my most sincere greeting on behalf of all of us here at Northwest Christian University.

Blessings,

A handwritten signature in black ink that reads "Joseph Womack". The signature is written in a cursive, flowing style.

Dr. Joseph Womack



# An Introduction to Northwest Christian University

## The Vision, Mission, Values, & Core Themes of NCU

Our vision is to be a university 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 University is to develop competent, ethical leaders for service in the workplace, community, Church, and world.

Our values are the following:

### *Academic Excellence*

This value is reflected in academic programs characterized by breadth and depth, rigor, significant student engagement, documented and strong evidence of student learning, and student and faculty scholarly activities. This is demonstrated by the highest quality achievable in the general education program, the majors, and the curriculum as a whole, the faculty, library resources, facilities, classroom technology, and classroom instruction.

### *Faith Commitment*

This value is reflected in a campus environment (both curricular and co-curricular) that nurtures, through growth in one's faith, a deeper understanding of what one is called by God to do in life and where one is called to do it. This value is ultimately evidenced when one develops a deeper relationship with Christ and, as a result, translates his or her faith into action in service to Christ and humanity. Faith commitment flows from spiritual formation – the process of being conformed to the image of Christ. Spiritual formation is inspired by the Holy Spirit and is grounded in scripture and a faith community. This value is nurtured through the integration of faith and learning in the classroom and the curriculum as well as through

the freedom to explore, expand, and question how one's faith is lived out.

### *Ethical Leadership*

This value is reflected in curricular and co-curricular efforts to develop ethical leaders – leaders who, through biblical understanding of right and wrong, determine the right course of action and then act on that determination. Ethical leaders do the right thing. Ethical leaders take actions that serve and benefit others, do not intentionally harm others, are fair and honest, and are compassionate and caring. Ethical leaders positively impact and motivate others to develop and demonstrate ethical values and behavior.

### *Character Development*

This value is reflected in a commitment to inspire in our students and expect of all members of our campus community integrity, respect for others, honesty, fairness, personal responsibility, and servant leadership.

### *Caring Community*

This value is reflected by a campus community that is welcoming, diverse, inclusive, respectful of all people, compassionate, kind, dedicated to seeking justice, and dedicated to serving others.

### *Global Engagement*

This value is reflected by a commitment to internationalize the University's curriculum and overall educational environment; an awareness of, understanding, and respect for other cultures and belief systems; and efforts to bring international students to campus while also sending students abroad. This value is also demonstrated in the University's commitment to graduating students who are responsible, global citizens.

Our core themes are the following:

1. Manifest Excellence in Christian Higher Education
2. Exercise Stewardship for Sustainability
3. Foster Life-transformation in Christ-centered Community

#### 4. Produce Successful Graduates

### **Our Commitment as a Campus Community**

As a Christian institution of higher learning, we are committed to being a caring, welcoming community characterized by diversity, inclusiveness, respect for all people, and a passion for social justice.

### ***Preamble to Institutional Goals***

Our vision, mission, and values set the stage for a liberal arts education in a faith-based, Christian context focused on preparing competent leaders of character for service to Christ and humanity. Within that context, the University strives to achieve the following institutional goals:

### ***Institutional Goals***

- To offer a Christian liberal arts education, integrating faith with learning, through approved academic programs.
- To promote ethical leadership among students by exposing them to training in ethics and leadership in both curricular and co-curricular programs and in every major.
- To enable students to celebrate diversity within a caring community while being engaged globally.
- To enable students to increase their ability to think rationally, critically, and creatively and to communicate their ideas through fluent spoken and written communication.
- To prepare students for the workplace and/or for graduate and professional programs through majors providing in-depth knowledge, values, and professional specialization.
- To provide a supportive environment in which students' educational goals and the University's vision, mission, and values can be fulfilled.
- To facilitate students' intellectual, social, spiritual, emotional, character, physical, and career development through an effective integration of curricular and co-curricular programs.

- To serve Christ and humanity, demonstrate integrity as an institution, and lead our community, mindful of our history and church heritage.
- To nurture lifelong learning and meet the broad educational needs of the local community, region, and world through diverse programs and formats.

## **The History of NCU**

### **History of Our Name: *From Divinity School to College to University***

In 1895 Eugene Divinity School was established adjacent to the University of Oregon campus in order to provide courses in Bible and Christian ministry while allowing students the use of extensive resources at the state institution. The name of the college was changed to Eugene Bible University in 1908; in 1930 the name changed again, to Eugene Bible College.

On May 10, 1934 Eugene Bible College merged with Spokane University. Established in 1912, Spokane University was forced to close its doors in 1933 as a result of financial difficulties. Following this merger, the name of the institution was changed to Northwest Christian College.

In the 1990s, Northwest Christian College began to expand its curriculum beyond ministerial training which had been the major emphasis through most of the twentieth century. By the outset of the twenty-first century, in addition to the continued emphasis upon biblical studies and Christian ministry, the institution offered a broad range of academic programs – undergraduate, graduate, and degree completion – in the liberal arts, teacher education and counseling, and business and management. In recognition of the growth and expansion of curriculum and facilities, Northwest Christian College changed its name to Northwest Christian University on July 1, 2008.

Northwest Christian University is the faithful heir of the pioneer conviction that led to the institution's establishment in 1895.

### **Church Relationships and Theological Context**

NCU is closely affiliated with the churches that make up the so-called Stone-Campbell Movement. In particular, the historical roots of NCU lie in the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Since its beginnings the University has shared human resources with these churches; in return these churches generously support the University with prayers and encouragement, student referrals, financial contributions, and representation on its governing board. Many of the ministers of these congregations and a large number of lay leaders in the Pacific Northwest are alumni of NCU.

Due to this Stone-Campbell Movement heritage, NCU also has a strong ecumenical interest. The University offers its resources to students and congregations from virtually every tradition of the Church – locally, nationally, and globally.

#### *Characteristics of Our Churches<sup>1</sup>*

The family of churches known as Christian Churches, Christian Church (Disciples of Christ), and Churches of Christ grew out of an early 19th Century movement with origins in both the United Kingdom and the United States of America. Today there are congregations related to this Christian World Communion in more than 178 countries.

Today, in any Christian World Communion there is great diversity in belief and practice;

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<sup>1</sup> "Characteristics of Our Churches" is adapted from a statement prepared by Lorraine & Lyndsay Jacobs, former General Secretaries of the World Convention of Churches of Christ, and is used by permission. The text may also be found at the World Convention of Churches of Christ website: [www.worldconvention.org](http://www.worldconvention.org).

however, there are also many features of each family that are shared by the whole church of Jesus Christ. What follows is an attempt to create an overall but simple picture of who the Churches of Christ and Christian Churches are. Thus, it needs to be read as a whole. It also needs to be read with the understanding that no attempt is being made to separate this family from the church of Christ universal but rather to describe its place within the whole church.

It is possible to choose ten major characteristics of the churches that comprise this common heritage:

- A concern for Christian Unity
- A commitment to Evangelism and Mission
- An emphasis on the centrality of the New Testament
- A simple Confession of Faith
- Believers' Baptism
- Weekly Communion
- A Biblical Name
- Congregational Autonomy
- Lay Leadership
- Diversity/Freedom/Liberty

#### *A Concern for Christian Unity*

In the 1808 "Declaration and Address" Thomas Campbell wrote that the "Church of Christ on earth is essentially, intentionally and constitutionally one". Another pioneer, Barton Stone, spoke of Christian unity being the "polar star". The "Christian" movement was a movement for unity within the fragmented and often hostile and competitive church environment of that time but ultimately became a separate movement. Today there are different conceptions of how Christian unity might be understood and achieved. These range from: commitment to the ecumenical movement, with some involved in dialogue and negotiation with other church families; a belief that there is already an underlying God-given unity despite apparent division; to those who feel that they have discovered what the church should be like and that unity will come through

others recognizing this and joining with them.

### *Commitment to Evangelism and Mission*

For the Christian Churches and Churches of Christ, unity was never an end in itself. Its desirability came out of the understanding “that the world could be won only if the church became one”. Today that commitment is shown both by emphasizing the need for personal commitment to Jesus Christ and by a concern for peace and justice for all people. Many achieve a balance between these two emphases but often one is emphasized over the other.

### *New Testament Emphasis*

Christian Churches and Churches of Christ are “People of The Book.” They believe that unity can be achieved by “restoring” the New Testament Church—stripping away the accumulation of traditions that brought about division. The authority was the scriptures—not the church. Many still prefer to be referred to as the “Restoration Movement”. Other Christian Churches have difficulty accepting that the New Testament provides a clear unified model for the church. They believe that the church must also be open to God’s present word measured against the biblical revelation. All members of Churches of Christ and Christian Churches would describe themselves as “biblical” but interpretation of that varies greatly.

### *Simple Confession of Faith*

From Matthew 16:16 comes the cornerstone question for church membership in the Christian Church or Church of Christ: “Do you believe that Jesus is the Christ and accept him as your Lord and Savior?” An affirmative answer is all that is required for membership, though many congregations now have membership classes. This simple question avoided the use of (often divisive) creeds. Many today do not make any use of creeds; others use them as a means of expressing faith—but within the Christian Church or Church of Christ creeds are not used as a test of faith.

### *Believers’ Baptism*

Within the Church of Christ only people who have reached an age where they can make their own confession of faith are baptized. The means of baptism is always immersion. Many congregations will now accept (by transfer) into membership those who become church members through other traditions; other congregations are adamant that believers’ baptism is essential. Baptisteries—for immersion—are features of worship facilities.

### *Weekly Communion*

Again, believing that they follow the New Testament model, Christian Churches and Churches of Christ celebrate communion or “The Lord’s Supper” each Sunday.

### *Biblical Name*

Members of the emerging 19th Century Movement wanted to be known only as “Christians” or “Disciples of Christ”. Slogans such as “Christians only—but not the only Christians” and “Biblical names for Biblical people” captured this emphasis. Congregations use names such as Church (or Churches or church) of Christ, Christian Church or Christian Church (Disciples of Christ). There are also congregations within uniting churches in many areas and countries.

### *Congregational Autonomy*

Members of Churches of Christ and Christian Churches live under the authority of Christ, but this authority is seen as being worked out in the local congregation. For many this congregational autonomy is absolute; others guard their autonomy jealously but have established ways of working together; many are organized in regions and/or nationally but still with a very large degree of congregational autonomy. Globally there is very limited organization. Some countries have nationally organized; these countries cooperate through the “Disciples Ecumenical Consultative Council”. The World Convention of Churches of Christ is a global fellowship which endeavors to build up fellowship and understanding within the whole



family.

### *Lay Leadership*

Belief in the “Priesthood of all Believers” is a mark of all Christian Churches and Churches of Christ. Within the churches this belief is referred to as a “mutual ministry.” Participation by lay people in all aspects of the church’s life is a notable feature. Lay people conduct the sacraments. Women and men are seen as equal by many parts of the family, but others see distinct roles for men and women. Despite the emphasis on lay ministry, there exists within the church an employed and trained ministry, though recognition of this varies from a “paid member” to an expectation of special leadership.

### *Diversity*

“In essentials unity, in nonessentials liberty, and in all things love” is the best known slogan in our family. Christian Churches and Churches of Christ have always allowed for diversity and much of that diversity has been enriching. Diversity also allows for the possibility of intolerance and division and that unfortunately has been part of our experience. This Christian family is left with the challenge of finding for itself the unity-in-diversity it seeks for the whole church of Jesus Christ.

### **NCU Memberships**

- Online Consortium of Independent Colleges and Universities (OCICU)
- Council for Christian Colleges and Universities (CCCU)
- Oregon Independent Colleges Association (OICA)
- Council of Independent Colleges (CIC)

### **Honor Societies**

#### *Sigma Beta Delta*

Sigma Beta Delta, the international honor society for Business Management and Administration, was established in 1994 to recognize outstanding scholarship by students enrolled in institutions that have regional accreditation. The principles of Sigma Beta

Delta are represented by three Greek words, the initials of which form the name of the society, ΣΒΔ. Sigma is the initial letter of the Greek word ΣΟΦΙΑ, which means wisdom. Beta is the initial letter of the Greek word ΒΕΒΑΙΟΣ, which signifies honor. Delta is the initial letter of the Greek word ΔΙΩΚΩ, which signifies the pursuit of meaningful aspirations. The NCU chapter of Sigma Beta Delta was established in November 2006 and resides in the School of Business and Management. The top 20 percent of students (traditional undergraduate, professional studies program undergraduate, and graduate), who have completed at least half of their major, are invited to lifetime membership. Graduating students may wear a green and gold honor cord at commencement.

#### *Sigma Tau Delta*

Sigma Tau Delta is the international honor society for English and a member of the Association of College Honor Societies. The society’s central purpose is to confer distinction upon students of the English language and literature in undergraduate, graduate, and professional studies. Members are eligible to apply for scholarships, submit literary and academic works for publication, and attend academic conferences. The international motto is ΣΤΔ, Sincerity, Truth, Design. Graduating seniors are entitled to wear a crimson and black honor cord at commencement.

#### *Lambda Pi Eta*

Lambda Pi Eta, founded in 1985, is the official communication studies honor society of the National Communication Association (NCA). Lambda Pi Eta became a part of the National Communication Association in 1988, and the official honor society of the NCA in July 1995. The three Greek words that form the name of the society represent what Aristotle described in his book, *Rhetoric*, as the three ingredients of persuasion: Lambda means logos or logic, Pathos means emotion, and Ethos means character credibility or trustworthiness and

ethics. Graduating students may wear a red and white honor cord at commencement.

## **NCU Accreditation & Educational Philosophy**

### ***Accreditation***

NCU 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. NCU is authorized as a degree-granting institution by The Office of Degree Authorization, Oregon State Board of Licensure. Degree programs in business and management are further accredited by the International Assembly for Collegiate Business Education (IACBE). Teacher education and school counseling programs are approved by the Oregon State Teachers Standards and Practices Commission (TSPC). NCU is approved by the U.S. Department of Justice, Immigration, and Naturalization Service for international and non-immigrant students. Programs at NCU are approved for the use of veteran's benefits.

### ***Educational Philosophy***

NCU is a community of higher learning in which faculty and students strive together for knowledge, understanding, and meaning in relation to the life and teachings of Jesus Christ. The Christian quest for truth relates to all aspects of the liberal arts and sciences, including the Humanities, Social Sciences, and Physical and Life Sciences. The institutional framework and objectives of this community recognize the individual and his/her need for biblical faith, intellectual development, personal effectiveness, and social awareness.

NCU seeks to create learning situations, both in and out of the classroom, where students will have the opportunity to discover their potential and consider their relationships with the many environments of their world. Such learning situations require biblical and general studies be integrated effectively and meaningfully to the issues and needs of society. The faculty

assumes that the learning process involves the active participation of students; this participation will increase the student's capacity to think critically and responsibly in an environment of openness, freedom of expression, and respect for one another.

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

### ***Resolution of Commitment to Excellence and the Assessment of Institutional Effectiveness***

We, the faculty, staff, and administration of NCU, are committed to excellence in all that we do as we seek to be one of America's great Christian liberal arts universities and live out faithfully our vision, mission, and values.

With that commitment, we embrace a continuous and institution-wide strategy of assessing and improving the effectiveness of our programs and activities.

## NCU Faculty

### Full-Time Faculty

**Timothy M. Bergquist**, Ph.D., Professor of Quantitative Analysis

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 Bollenbaugh**, Ph.D., Professor of Philosophy and Biblical Studies

B.A., San Jose Christian College, 1975; M.A., Lincoln Christian Seminary, 1978; B.A., Northwest Nazarene College, 1980; M.A., University of Calgary, 1987; Ph.D., University of Oregon, 1994. (Since 1994)

**Steve G. Caloudas III**, Ph.D., Assistant Professor of Psychology

B.A., Trinity University, 2003; M.A., Houston Baptist University, 2007; Ph.D., University of Houston, 2011. (Since 2011)

**Heidi L. Connole**, Ph.D., Associate Professor of Business and Management

B.S., University of Montana, 1994; MBA, University of Montana, 1995; Ph.D., Washington State University, 2005. (Since 2011)

**Loren Crow**, Ph.D., Associate Professor of Biblical Studies

B.A., Northwest Christian College, 1985; M.A., Vanderbilt University, 1989; Ph.D., Vanderbilt University, 1994. (Since 2003)

**Troy Dean**, M.A., Campus Pastor and Assistant Professor of Christian Ministry

B.S., California Polytechnic University, 1991; M.A., Hope International University, 1995. (Since 2010)

**Rachel Dilts**, Ph.D., Associate Professor and Program Director of School Counseling

B.A., Western Oregon University, 1999; M.A., Clark College, 2001; Ph.D., Oregon State University, 2009. (Since 2007)

**Dave Fenner**, M.S., Instructor of Counseling

B.A., Washington State University, 1969; M.S., University of Oregon, 1990. (Since 2007)

**Amy Ford**, Ph.D., Associate Professor of Counseling

B.S., Western Baptist College, 1996; M.S., Oregon State University, 2001; Ph.D., Oregon State University, 2005. (Since 2003)

**Scott Gallagher-Starr**, M.L.S., Instruction/Reference Librarian; Assistant Professor

B.S., Oregon State University, 1989; M.L.S., Syracuse University, 2000. (Since 2007)

**James Gill**, M.F.A., Assistant Professor of English

B.A., Southern Illinois University at Carbondale, 1996; M.F.A., Southern Illinois University at Carbondale, 1999. (Since 2009)

**Steven Goetz**, Ph.D., Associate Professor of History and Philosophy

B.A., Portland State University, 1975; M.A., Portland State University, 1979; M.A.R., George Fox University, 1979; M.Phil., Drew University, 1984; Ph.D., Drew University, 1986. (Since 2007)

**John M. Hakes**, M.A., Associate Professor of Music

B.A., University of California at Santa Barbara, 1975; M.A., California State University at Northridge, 1982. (Since 1991)

**Ronald Heine**, Ph.D., Professor of Biblical Studies

A.B., Lincoln Christian College, 1961; M.A., Lincoln Christian Seminary, 1963; B.D., Lincoln Christian Seminary, 1966; M.A., University of Illinois, 1968; Ph.D., University of Illinois, 1974. (Since 2007)

**Barbara Herzberg**, M.S., Associate Professor of Teacher Education and Mathematics

B.S., California State University, Hayward, 1973; M.S., University of Oregon, 1980. (Since 2004)

- Jim Howard**, Ed.D., Dean of the School of Education & Counseling; Professor of Teacher Education  
B.S., University of Oregon, 1962; M.Ed., University of Oregon, 1964; Ed.D., University of Oregon,  
1970. (Since 2005)
- Brian Kaelin**, M.A., Assistant Professor of Teacher Education  
B.A., Biola University, 1989; M.A., San Jose State University, 2007. (Since 2007)
- Johnny Lake**, Ph.D., Assistant Professor of Teacher Education  
B.S., Willamette University; M.Ed., University of Oregon, 2006; Ph.D., University of Oregon,  
2011. (Since 2011)
- Dennis R. Lindsay**, Dr. Theol., Vice President for Academic Affairs and Dean of the Faculty; Professor  
of Biblical Studies  
B.A., Lincoln Christian College, 1978; M.A., Lincoln Christian Seminary, 1980; M.A., University of  
Illinois, 1985; Dr. Theology, Eberhard-Karls Universitat, 1991. (Since 2000)
- Heike McNeil**, Ph.D., Associate Professor of Chemistry  
B.S., Linfield College, 1996; Ph.D., University of Oregon, 2000. (Since 2002)
- Brian J. Mills**, M.A., Dean of Academic Resources and Adult Studies  
B.A., University of Oregon, 2003; M.A., Westminster Seminary California, 2005. (Since 2009)
- Vivian Moen**, M.Ed., Associate Professor of Teacher Education  
B.S., Springfield College, 1975; B.E., University of Toronto, 1975; M.Ed., University of Toronto,  
1995. (Since 2004)
- Terrence O'Casey**, D.Min., Associate Professor of Christian Ministry  
B.A., Hope International University, 1979; M.A., Fuller Theological Seminary, 1982; D. Min.,  
George Fox University, 2005. (Since 2007)
- Frank Paliotta**, M.B.A., Associate Professor of Accounting  
B.B.A., Manhattan College; M.B.A., Manhattan College; C.P.A. (Since 2009)
- Leanne Schamp**, Ph.D., Assistant Professor of Counseling, Director of Clinical Mental Health  
Counseling Center  
B.A., California State University at Sacramento, 1978; M.A., George Fox University, 2000; Ph.D.,  
Oregon State University, 2010. (Since 2009)
- Steve Silver**, M.L.S., Director of Kellenberger Library; Assistant Professor  
B.S., Northwest Christian College, 1987; M.Mus., University of Oregon, 1997; M.L.S., Emporia  
State University, 2006. (Since 1995)
- Nani Skaggs**, Ph.D., Associate Professor of Psychology  
B.S., George Mason University, 1990; M.A., George Mason University, 1993; Ph.D., George  
Mason University, 1996. (Since 2009)
- Doyle Srader**, Ph.D., Associate Professor of Speech and Communication  
B.A., Baylor University, 1992; M.A., Baylor University, 1993; Ph.D., University of Georgia, 2003.  
(Since 2007)
- Charles Sturms**, M.A., Associate Professor of Intercultural Studies  
B.A., Lubbock Christian College, 1975; M.A., Abilene Christian University, 1978; M.A., Ohio  
University, 1985; M.A., Ohio University, 1986. (Since 1990)
- Tracy Vermilyea**, Ph.D., Associate Professor of Biology  
B.S., Northwest Nazarene College, 1989; M.S., Oregon State University, 1992; Ph.D., University  
of Delaware, 1997. (Since 2006)
- Constance Wilmarth**, Ph.D., Associate Professor of Mathematics  
B.S., University of Oregon, 1997; M.S., University of British Columbia, 2001; Ph.D., University of  
California at Davis, 2008. (Since 2008)

**Special Faculty Appointment**

**Doug Dornhecker**, D.D.h.c., Distinguished Visiting Professor of the Stone Campbell Movement  
B.A. Northwest Christian College, 1972; M.Div., Emmanuel School of Religion, 1979; D.D.h.c.,  
Northwest Christian College, 2007. (Since 2006)

**Part-Time Professional Appointments**

**James R. Larsen**, D.Min., Instructor of Bible and Theology  
B.A., Minnesota Bible College, 1971; M.A., Pacific Christian College, 1979; D.Min., California  
Graduate School of Theology, 1985.

**Ron Palmer**, Ph.D., Associate Professor of History  
B.A., Seattle Pacific University, 1962; M.A., Stanford University, 1964; Ph.D., University of  
California at Los Angeles, 1979.

**Coty Richardson**, M.S., Instructor of Exercise Science  
B.S., Oregon State University, 2005; M.S., AT Still University, 2010.

**Faculty Emeriti**

**J. Allan Clarke**, D.Hum., Academic Dean Emeritus (1979-84)

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

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

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

**Ernest Mathes**, D.Min., Professor Emeritus: Pastoral Ministry (1986-1998)

**Margaret Sue Rhee**, M.L.S., Professor Emeritus: Bibliography and Research Methods (1977-2005)

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

**President Emeritus**

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

**Administrative Officers and Staff**

**Office of the President**

President.....Joseph Womack  
Executive Administrative Assistant ..... Carla Aydelott

**Academic Affairs**

Vice President for Academic Affairs and Dean of the Faculty..... Dennis R. Lindsay  
Administrative Assistant to the Vice President of Academic Affairs..... Evelyn Alexander  
Dean of the School of Education and Counseling ..... Jim Howard  
Dean of Academic Resources & Adult Studies ..... Brian J. Mills  
Registrar ..... Aaron Pruitt  
Assistant Registrar ..... Gillian Heine  
Enrollment Advisor for Adult Studies ..... Mindi Wagner  
Student Assessment Advisor for Adult Studies. .... Bonnie Temple  
Administrative Assistant for Academic Resources & Adult Studies ..... Stacie Savelich

School of Education Counselor & Coordinator of Undergraduate Advising .....Colleen Bauer  
Administrative Assistant to Program Faculty ..... Laura Hackney  
Administrative Assistant for Education & Counseling..... Beth Ocon

**Advancement**

Vice President for Advancement..... Gregory Strausbaugh  
Director of Alumni Relations ..... Jeannine Jones  
Donor Relations Coordinator ..... Shannon Balmer  
Director of Annual Fund ..... Glenda Gordon  
Administrative Assistant..... Mary Jo Jensen

**Business Affairs**

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Assistant Controller ..... Greg Battle  
Staff Accountant..... Aaron Balmer  
Student Billing/Revenue Collection Specialist..... Darcy Nolte  
Cashier / Student Services Specialist..... Darlene Vermilyea  
Reception and Accounting Technician ..... Wendy Yamada  
Plant Superintendent ..... Oskar Bucher  
Housekeeping Manager ..... Stanley Singer  
Groundskeeper..... Kent Willocks

**Admissions & Financial Aid**

Vice President for Enrollment & Student Development ..... Michael Fuller  
Associate Director of Undergraduate Admission ..... Kacie Gerdrum  
Associate Director of Graduate & Professional Studies Admissions..... Kathy Wilson  
Admission Counselor ..... Michael D’Eliso  
Office Manager & Admission Data Entry Specialist..... Sarah Hood  
Director of Financial Aid ..... Scott Palmer  
Assistant Director of Financial Aid..... James Hadley  
Financial Aid Counselor ..... Kira Bridges

**Information Systems Department**

Director of Information Services ..... Jason Barta  
Campus Computing Specialist ..... Doug Vermilyea  
Data and Systems Analyst ..... Andrew Anderson  
IS Technician/Help Desk Support ..... Nathan Fuller

**Kellenberger Library**

Director..... Steve Silver  
Reference Librarian ..... Scott Gallagher-Starr  
Public Services Supervisor ..... Karen Head  
Technical Services Supervisor..... Debbie Du Tell

**Student Development & Athletics**

Vice President for Enrollment & Student Development ..... Michael Fuller  
Assistant Dean of Students & Director of Residence Life ..... Jocelyn Hubbs  
Campus Pastor..... Troy Dean

Director of Student Programs .....	Kirsten McCormick
Area Residence Coordinator.....	Reid McCormick
Athletic Director .....	Corey Anderson
Assistant Director of Athletics .....	Sarah Freeman
Athletic Trainer.....	John Statz
Sports Information Director .....	Nick Askew

## Board of Trustees

Northwest Christian University 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 board. Significant representation on the Board must come from members of the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Significant representation on the Board must also come from the alumni of the University. Additionally, one faculty representative, elected annually by Faculty Forum, and one student representative (current president of ASNCU) serve on the Board as non-voting members.

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

### Officers/Executive Committee of the Board of Trustees

Clayton Walker, chair	Kathleen Carr, at-large	Barbara Olson, at-large
Gary Pierpoint, vice chair	Bill Jennison, at-large	Jim Treece, at-large
Michael Raz, secretary	Ada Lee, at-large	

### Members

- Judi Beard-Strubing, retired assistant vice president, Merrill Lynch, Eugene, OR
- Clare Buhler, senior minister, Harrisburg Christian Church, Harrisburg, OR
- Kathleen Carr, owner/CEO, Front Door Business Services, Payette, ID
- Carol Cure, volunteer, Portland, OR
- Roger Davidson, retired minister, Tacoma, WA
- Marvin Eckfeldt, retired senior minister, Kent, WA
- Jim Fort, professional photographer, Twin Falls, ID
- Bruce Hanna, Oregon State Representative; President and CEO, Coca-Cola Bottling Co., Roseburg, OR
- Bob Hutchins, senior vice president, branch manager, D.A. Davidon & Co., Medford, OR
- Bill Jennison, deputy prosecuting attorney, Spokane, WA
- Gary Jurden, senior financial advisor, Ameriprise Financial Services, Inc., Eugene, OR
- Bridget Baker Kincaid, corporate public relations director, Guard Publishing Company, Eugene, OR
- Ada Lee, president, B & A International, Inc., Eugene, OR
- Kay Merrill, volunteer, Beaverton, OR
- Jeff Miller, vice president, Pacific Benefit Consultants/Eugene Insurance, Eugene, OR
- Frank Morse, Oregon State Senator; retired president, Morse Bros. Inc., Albany, OR
- Barbara Olson, co-owner, XL Hospice, Inc., Ontario, OR
- Gary Pierpoint, relationship banking consultant, Pacific Continental Bank, Eugene, OR

Michael Raz, advertising & marketing consultant, Springfield, OR  
Cherie Reynolds, retired/volunteer, Albany, OR  
John Richardson, pastor, Portland, OR  
Norv Ritchey, professor emeritus, University of Oregon, Eugene, OR  
Mike Solomon, vice president of sales, Far West Steel, Eugene, OR  
Joe Tokatly, owner, McKenzie Glass, Jasper, OR  
Jim Treece, retired executive, Weyerhaeuser Co., Lakewood, WA  
Judy Van Scholten, volunteer, Eugene, OR  
Clayton Walker, principle broker/real estate developer, Eugene, OR  
Barney Wimer, retired/interim minister, Kenmore, WA  
Joseph Womack, president, Northwest Christian University

**Ex-officio**

Student Representative – Jenna Royce  
Faculty Representatives – Steven Goetz, Constance Wilmarth



## Graduate Programs & Admission

In a commitment to academic excellence, Northwest Christian University offers master's degree programs in:

- Business Administration (MBA)
- Clinical Mental Health Counseling (MA)
- Education (M.Ed)
- School Counseling (MA)

And graduate certificates in:

- Management

Coursework in all graduate programs is offered in sequential courses that generally meet evenings and occasional Saturdays. Classes are small, discussion-oriented, and presented from a Christian perspective. *Practica* and internship experiences, in addition to coursework, are part of the counseling programs. The MBA program culminates with a master's thesis or a comprehensive business plan. Clinical mental health counseling students complete their program by either writing a master's thesis or taking an advanced practicum.

### Application Process

Students should consult the application requirements for the specific graduate program for which they are applying. For application materials and information on individual programs, contact Enrollment Services.

All programs have an early admissions deadline of March 15. Completed applications are then reviewed by the Admissions Committee of each program. Applications may be accepted until July 1 on a space-available basis.

### Admission Status

Students who have satisfied admission requirements are called full admit students. An applicant who does not meet requirements for admission may be admitted as a provisional student or as a conditional student. A provisional or conditional student will not be advanced to full status until all the admission requirements are satisfied.

Provisional status is given to students who are missing a key piece from their admission file, such as an official transcript. Provisional students are not eligible for any Federal Financial Aid program. A provisional student will be required to pay in full for classes taken during this status. Provisional status is normally granted for only one semester.

Conditional status is granted to students who do not meet minimum admission requirements, such as a GPA lower than 3.0 or a test score below the recommendation. Conditional students are eligible for Federal Financial Aid programs. Conditional status is normally removed after one semester of taking at least 6 graduate-level credits and maintaining a 3.0 or higher GPA.

Once a student is admitted into the program, he/she can choose to enroll in the next starting cohort or delay for one year. If an admitted student chooses to delay for one year, he/she may start the program the following academic calendar year and may be subject to any program-specific changes in admission requirements. If a student chooses to delay for longer than one year, he/she will be required to complete the admission process again including an application, fee, and all program-specific admission requirements.

## Graduate Certificates

### Admission Requirements

In order for an application to be considered for the graduate certificates, the following materials must be submitted:

1. An application for admission, accompanied by a non-refundable \$25 application fee.
2. Official transcripts from a regionally-accredited institution showing receipt of a bachelor's degree with a minimum undergraduate GPA of 3.0.
3. In order to show proof of completion/passing of a required foundational course, student may be asked to provide an additional official transcript of said course, if it is not part of the student's bachelor's degree transcripts.
4. A 500-word essay (double-spaced) showing skills in written communication, addressing how this graduate certificate relates to your personal and professional goals.
5. A resume documenting all education and experience, especially in business.
6. A personal interview with the Admissions Committee.
7. A minimum score of 550 on the TOEFL (213 on the computer TOEFL or an 80 on internet-based TOEFL) for applicants from non-English speaking countries.

### Limitations

1. No P/NP grading option is allowed in certificate programs except in those courses in which P/NP is the only grading option.
2. No certificate requirements can be earned through the use of CLEP or Prior Learning Assessment (PLA) credits.
3. A minimum of three quarters of the certificate coursework must be completed through NCU coursework.
4. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission unless the student has been in continuous attendance, is pursuing an additional program, and remains within the time limit for that program (e.g. a student pursuing a degree and a certificate at the same time may complete within the allotted timeframe for the degree).

### Requirements for Management Certificate.....16

<input type="checkbox"/>	BUS 501	Group Dynamics.....	3
<input type="checkbox"/>	BUS 505	Management Theory and Entrepreneurship .....	3
<input type="checkbox"/>	BUS 530	Marketing Management .....	3
<input type="checkbox"/>	BUS 600	Christian Leadership and Ethics .....	3
<input type="checkbox"/>	BUS 615	Management of Human Resources .....	3
<input type="checkbox"/>	WR 500	Graduate Writing Seminar .....	1

## Master of Business Administration (MBA)

**Program Advisor:** Dr. Heidi Connoles

### **Purpose**

The purpose of the Master of Business Administration (MBA) Program is to assist students in the study and integration of business administration theory and practice from the perspective of Christian ethics and values. The 28-month evening program is designed for working adults at the entry- to mid-level of management, who want to expand their knowledge, skills, and abilities in business. In addition, the program's intent is to also complement the student's work experiences and expand their career opportunities.

The 39-credit curriculum consists of 12 three-credit courses, plus a one-credit graduate writing seminar and two one-credit final project courses. The writing seminar is a co-requisite to the program and must be completed with the first 3-credit program course or prior to the start of the program. All coursework must be completed with a B- or higher to continue in the program. Courses offered relate to the business administration core:

- Communication in organizations,
- Management theory and entrepreneurship,
- Marketing management,
- Quantitative methods,
- Financial accounting,
- Financial management, and
- Managerial economics.

Supporting management studies:

- Group dynamics in organizations,
- Management of human resources, and
- Operations and service management.

Christian foundations course, in Christian leadership and ethics. In addition, students must also complete two capstone requirements:

- A strategic management course and
- Either a research-oriented thesis or a fully developed business plan.

### **Program Objectives**

Upon completion of the Master of Business Administration Program, candidates will be able to demonstrate:

- A comprehensive knowledge of the core principles and concepts related to business administration;
- Effective communication, both written and oral, relative to different business environments and situations;
- A knowledge and understanding of the role of Christian leadership, ethics, and service in effectively addressing business management issues and decisions;
- Literacy regarding current management trends through the use of leading business information sources, current publications, and other available audio-video, online, or in-text resources;
- An ability to integrate all aspects of their learning, understanding, knowledge, and skills concerning business through a capstone series, which includes both a strategic management simulation activity and either a comprehensive research-oriented thesis or business plan.

**Admission Requirements**

In order for an application to be considered for the MBA Program, the following materials must be submitted:

1. An application for admission, accompanied by a non-refundable \$50 application fee.
2. Official transcripts of all undergraduate and graduate coursework showing a bachelor’s degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0.
3. An official test score report from the Graduate Management Admissions Test (GMAT) documenting a minimum score of 500 or the Graduate Record Exam (GRE) documenting a minimum combined score of 1000 (verbal and quantitative) for exams taken prior to August 1, 2011. The GMAT is the preferred exam but the GRE is acceptable. Test scores must be no more than five years old.
4. A 500-word essay (double-spaced) showing skills in written communication, addressing how an MBA relates to the student’s personal and professional goals.
5. A resume detailing business/management experience.
6. A personal interview with the Admissions Committee.
7. A minimum score of 550 on the TOEFL (213 on the computer TOEFL or an 80 on internet-based TOEFL) for applicants from non-English speaking countries.

**Master’s Thesis/Business Plan (Final Project)**

MBA students register for a one-credit course, BUS 590 in their fifth semester and then a one-credit BUS690 course in the sixth or final semester of coursework. A Pass grade for BUS 590 is required in order to register for BUS 690. Both courses are required for students to complete their final project. If they are not finished at the end of BUS 690, students may earn an Incomplete for the course and have until the end of the next semester to complete their project. If they do not complete their final project by the end of the that semester, they must register for BUS 691 for one credit at the current tuition rate for each additional semester until the final project is completed.

Students who have an outstanding balance with the University may not register for credits. Such students who have not completed their thesis or final project in the time allotted cannot register for the one credit Master’s Thesis that enables them to maintain continuous enrollment in their program. Unless a payment plan is arranged through the Student Services Office, those students will be administratively dropped from their respective program. To complete their degree, they must then reapply for admission and, upon acceptance, complete the current program requirements.

Required foundational courses: Accounting, Statistics and Business Law.

**Requirements for Master of Business Administration .....39**

<input type="checkbox"/>	ACTG 545	Managerial Accounting .....	3
<input type="checkbox"/>	BUS 501	Group Dynamics.....	3
<input type="checkbox"/>	BUS 505	Management Theory and Entrepreneurship .....	3
<input type="checkbox"/>	BUS 530	Marketing Management .....	3
<input type="checkbox"/>	BUS 550	Financial Management.....	3
<input type="checkbox"/>	BUS 580	Quantitative Methods.....	3
<input type="checkbox"/>	BUS 590	Final Project Development.....	1
<input type="checkbox"/>	BUS 600	Christian Leadership and Ethics .....	3

❑	BUS 610	Operations and Service Management .....	3
❑	BUS 615	Management of Human Resources .....	3
❑	BUS 690	Final Project .....	1
❑	BUS 699	Strategic Management.....	3
❑	COMM 580	Communication in Organizations.....	3
❑	ECON 505	Global Economics .....	3
❑	WR 500	Graduate Writing Seminar .....	1

## **Clinical Mental Health Counseling (MA)**

Program Advisor: Dr. Leanne Schamp

### **Purpose**

The Master of Arts in Clinical Mental Health Counseling degree (previously known as Community Counseling), trains students in the art and science of counseling. The program is approved by the Oregon Board of Licensed Professional Counselors and Therapists. Although the program is not yet CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited, the curriculum is equivalent to the curriculum standards of CACREP. Together with a Christian frame of reference and Christian faculty, our program is distinctive in several important ways.

First, students gain a solid foundation of counseling skills, procedures, and theories based on current research. Building upon that base, students are encouraged to develop a theoretical orientation to counseling that matches their own personality and value system. Students implement and refine their personal approach to counseling in their second year, seeing clients and undergoing clinical supervision in NCU's onsite counseling training center.

Additionally, students individualize their own program through electives and internship site. By the end of their first year, students focus on a special population, clinical issue, or effective treatment modality. Thus, students gain a balance between a broad perspective of counseling and a "specialization" in an area of interest.

Graduates of the program meet the academic standards leading to Oregon licensure as a professional counselor (LPC). LPCs offer counseling services to individuals, groups, organizations and the general public in private or other settings. These services may be in the areas of personal-social concerns, educational programs, and career decisions. Counseling services include the use of recognized counseling techniques, appraisal and assessment methods, and research activities.

The 60-credit curriculum consists of core coursework in counseling theories and approaches, courses in the specialty area of clinical mental health, and applied clinical experience of practica (minimum 150 clock hours/20 direct hours) and internship experience in the community (minimum 700 clock hours/280 direct hours). Classes are small, discussion-oriented, and geared to practical application. The delivery format of coursework includes face-to-face, online, and hybrid (combination of face-to-face and online instruction). All program faculty are professional clinicians who provide diverse theoretical backgrounds and assist students in developing their own personal approach to counseling.

In the final stage of the program, students undergo a three-semester, 14 credit internship when they work 15 hours per week (approx.) in a counseling agency in the community and receive supervision from professional counselors or psychologists.

As the capstone for the program, students are required to complete a final clinical project. The project includes a professional goal statement, an ethical adherence statement, and a professional disclosure statement. It is evaluated by the program faculty. Once the clinical project is signed off, the student is advanced to candidacy and may apply for graduation.

## Program Objectives

Upon completion of the Master of Arts in Clinical Mental Health Program, candidates will be able to:

- Demonstrate an understanding of the theories and foundations of counseling and human behavior.
- Verbalize a personal theoretical orientation to counseling through a Professional Disclosure Statement.
- Conduct an initial client assessment, including a *DSM-IV* diagnosis, mental status exam, psychometric testing, and treatment recommendations.
- Write treatment plans for comprehensive mental health issues.
- Deliver supervised counseling services to individuals and groups and document a minimum of 700 clock hours of supervised clinical experience, including at least 320 direct hours of counseling and 100 hours of clinical supervision.
- Model professional ethical practices and adhere to legal requirements for counselors.
- Demonstrate an awareness of current social issues affecting clients, including substance abuse, crime and violence, homelessness and unemployment, child and elder abuse, and sexual abuse.
- Demonstrate an awareness of spiritual issues affecting clients, including guilt, forgiveness, and value conflicts.
- Demonstrate tolerance and respect for differences among people and be able to work with a variety of individuals from diverse cultural and socioeconomic backgrounds.
- Collaborate with community networks, treatment teams, medical doctors, and referral resources to establish continuity of care for clients.
- Demonstrate knowledge of basic statistical methods and content of the literature on counseling research and to use evidence-based approaches to clinical treatment.
- Develop and exhibit a professional identity as a counselor.
- Meet the educational and exam requirements to become an Oregon Registered Professional Counselor Intern.

## Admission Requirements

In order for an application to be considered for the in Clinical Mental Health program, the following materials must be submitted:

1. An application for admission, accompanied by a non-refundable \$50 application fee.
2. Official transcripts of all undergraduate and graduate coursework showing a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0.
3. An official test score report from the Graduate Record Exam (GRE) documenting a minimum combined score of 1000 (verbal and quantitative) or the Miller Analogy Test (MAT) documenting a scaled score of 400. Test scores must be no more than five years old.
4. A statement of purpose of two to three pages (double-spaced) showing skills in written communication, articulating interest in counseling as a profession, and demonstrating maturity to work in a counseling setting.
5. Two letters of recommendation, preferably one professional and one personal, highlighting any relevant counseling experience and which speaks to the character of the applicant.
6. A résumé documenting education and experience in psychology, mental health, or related fields.
7. A personal interview with the Admissions Committee.
8. A minimum score of 550 on the TOEFL (213 on the computer TOEFL) for applicants from non-English speaking countries.

**Requirements for Clinical Mental Health Counseling .....60**

<input type="checkbox"/>	CMHC 500	Professional Orientation .....	2
<input type="checkbox"/>	CMHC 511	Counseling Theories I.....	2
<input type="checkbox"/>	CMHC 512	Counseling Theories II Children and Adolescents .....	2
<input type="checkbox"/>	CMHC 520	The Helping Relationship .....	2
<input type="checkbox"/>	CMHC 530	Ethical and Legal Issues.....	2
<input type="checkbox"/>	CMHC 540	Research and Evaluation.....	2
<input type="checkbox"/>	CMHC 541	Diagnosis & Appraisal of Individuals I-Psychopathology & DSM-IV Diagn... 2	
<input type="checkbox"/>	CMHC 542	Diagnosis & Appraisal of Individuals II-Psychological Testing.....	2
<input type="checkbox"/>	CMHC 550	Group Dynamics Processing & Counseling .....	2
<input type="checkbox"/>	CMHC 560	Human Growth and Development.....	2
<input type="checkbox"/>	CMHC 570	Lifestyle and Career Development.....	2
<input type="checkbox"/>	CMHC 580	Social, Cultural, and Spiritual Foundations .....	2
<input type="checkbox"/>	CMHC 590	Counseling in a Multicultural Society.....	2
<input type="checkbox"/>	CMHC 601	Family Systems I-Interventions with Families.....	2
<input type="checkbox"/>	CMHC 602	Family Systems II-Interventions with Couples .....	2
<input type="checkbox"/>	CMHC 610	Prevention, Intervention, and Consultation .....	2
<input type="checkbox"/>	CMHC 620	Substance Abuse Counseling .....	2
<input type="checkbox"/>	CMHC 630	Crisis, Trauma, and Disaster Intervention.....	2
<input type="checkbox"/>	CMHC 640	Psychopharmacology .....	2
<input type="checkbox"/>	CMHC 685	Clinical Practicum I .....	2
<input type="checkbox"/>	CMHC 686	Clinical Practicum II .....	2
<input type="checkbox"/>	CMHC 695	Clinical Internship.....	14
<input type="checkbox"/>	Clinical Project.....		0
<input type="checkbox"/>	Choose two of the following.....		4
	o CMHC 507 Special Topics		
	o CMHC 555 Private Practice Management		
	o CMHC 565 Domestic Violence: Issues and Interventions		
	o CMHC 575 Counseling in Managed Care Systems		
	o CMHC 625 Advanced Addiction Counseling		



## Master of Education (MEd)

Program Advisor: Ms. Barbara Herzberg

### Purpose

The Northwest Christian University School of Education and Counseling Master's Degree in Education (M.Ed.) with Licensure is designed for those seeking a master's degree and initial teaching licensure in the State of Oregon. The courses and standards have been outlined and approved by TSPC. We will provide a strong foundation in ethical thinking needed by licensed teachers in serving diverse children, families and educational communities.

Faculty in the program are experienced classroom teachers who support the philosophy that students construct their learning as they grow and develop. With this philosophy in mind, candidates will be able to apply additional skills to enhance the teaching and learning process in their own classrooms.

In this program, you will learn to implement strong classroom management, best teaching practices, well-crafted lesson plans, and useful assessment tools. You will also get a strong understanding of what is expected of teachers and students for state standards and benchmarks. All this takes place in a liberal arts Christian university where your knowledge is broadened, your faith is deepened, and your ethics are grounded.

### Program Objectives

Upon completion of this program, candidates:

- Are academically competent in subjects they are to teach
- Exemplify professional communication (speaking, writing, listening) and technology skills
- Apply a working knowledge of effective classroom management and the skills of teaching
- Motivate students with hands-on, action-based learning opportunities
- Demonstrate ethical and professional responsibilities of teachers and an understanding of the teacher's role as a leader in the community

### Admission Requirements

In order for an application to be considered for the Master of Education Program, the following materials must be submitted:

1. An application for admission, accompanied by a non-refundable \$50 application fee.
2. Official transcripts of all undergraduate and graduate coursework showing a Bachelor's degree from a regionally accredited four-year college or university.
3. A minimum undergraduate GPA of 3.0.
4. An official passing test score report for either the Praxis I : Pre-Professional Skills Test (PPST) or the California Basic Educational Skills Test (CBEST).
5. A statement of purpose 2-3 pages double spaced that clearly indicates career history, professional goals and professional guiding principles.
6. Current resume.
7. Three letters of recommendation that specifically address the academic ability, work performance and character of applicant. One of these letters should be from an administrator who has direct evaluation responsibilities.
8. Personal interview with the Admissions Committee.

**Requirements for Master of Education (includes licensure) .....47-57**

- EDUC 507 Action Research ..... 3
- EDUC 521 Classroom Relations & Management. .... 3
- EDUC 540 Web Enhanced Learning ..... 3
- EDUC 581 School Law..... 3
- EDUC 582 Curriculum, Instruction & Assessment..... 3
- EDUC 615 Faith Integration in Teaching Seminar ..... 3
- EDUC 635 Second Authorization Practicum..... 3
- EDUC 636 Practicum Networking ..... 1
- EDUC 637 Work Sample Support & Differentiation..... 2
- EDUC 650 Portfolio Capstone Project ..... 3
- EDUC 695 Field Experience ..... 4
- EDUC 696 Student Teaching ..... 8-12
- WR 500 Graduate Writing Seminar ..... 1
- Choose Elementary (13 credits) or Secondary Teaching Concentration (7 credits)..... 7-13

Elementary Teaching Concentration ..... 13

- EDUC 530 Child Development & Diversity ..... 3
- EDUC 541 Elementary Literacy Methods & Children’s Literature ..... 3
- EDUC 550 Elementary Math & Science Methods ..... 3
- EDUC 621 Elementary PE & Health Methods ..... 2
- EDUC 631 Elementary Visual Arts & Social Studies Methods ..... 2

Secondary Teaching Concentration..... 7

- EDUC 561 Language Arts in Middle & High School ..... 2
- EDUC 570 Adolescent Learners & Diversity ..... 3
- Choose one of the following ..... 2
  - EDUC 566 Secondary Science Methods
  - EDUC 567 Secondary Mathematics Methods
  - EDUC 568 Secondary Social Studies Methods

**Endorsement Pathways**

English for Speakers of Other Languages (ESOL) .....14

- EDUC 685 ESOL Practicum ..... 2\*
- ESOL 510 Introduction to Comparative Linguistics..... 3
- ESOL 515 English Grammar and Syntax ..... 3
- ESOL 610 ESOL Theory and Methods..... 3
- ESOL 625 ESOL Teaching Oral and Literate Skills ..... 3

\* This practicum may be waived if the student is able to fit ESOL placement into their practicum or student teaching experience.

# Master of Education (MEd) in Curriculum and Instructional Technology

Program Advisor: Mr. Brian Kaelin

## Purpose

NCU offers a master of education degree suitable for individuals who currently hold an initial teacher's license but are seeking advanced content knowledge and application. Candidates will concentrate on a combination of curriculum and instruction and instructional technology. This degree provides the practitioner requisite skills to act as a teacher leader and curriculum designer in school communities and learning organizations. The master's degree in education provides an emphasis in instructional technology designed to train professionals to improve learning and instruction through the coordinated use of instructional materials, human resources, and technology.

The classes are offered in eight-week sessions in a hybrid model that includes evening class sessions one night a week and online instruction, and/or the occasional Saturday session. The program is designed for a cohort model but is sufficiently flexible to accommodate individual educational plans.

## Program Objectives

Upon completion of the Master of Education Program, candidates will be able to:

- commit to continuing professional growth to remain effective and to pursue additional investigation;
- demonstrate ethical and professional responsibilities of teachers as leaders in the community;
- self evaluate and recognize the need for dispositional change as an element of effectiveness;
- utilize research skills to continue the acquisition of professional knowledge and meet the needs of the professional learning community;
- reflect upon professionalism and impact made within the learning environment;
- actively demonstrate leadership behaviors in becoming a change initiator representative of community groups;
- differentiate and develop instructional skills for diverse student populations;
- utilize 21st-century skills within the learning environment in becoming leaders demonstrating best-practice implementation of instructional technology; and
- teach in an environment that is culturally responsive to student, parents, and colleagues.

## Admission Requirements

In order for an application to be considered for the Master of Education Program, the following materials must be submitted:

1. An application for admission, accompanied by a non-refundable \$50 application fee.
2. Official transcripts of all undergraduate and graduate coursework showing a bachelor's degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0.
3. A statement of purpose of two to three pages (double-spaced) showing skills in written communication and demonstrating maturity to work in an educational setting.
4. A résumé documenting education and teaching experience and/or alternative experience working with school-age children.

5. Three recommendation letters: one from a professional reference, preferably a supervisor in an educational setting or another setting working with children; and two additional letters of recommendation, one professional and one personal.
6. A personal interview with the Admissions Committee.
7. A minimum score of 550 on the TOEFL (213 on the computer TOEFL) for applicants from non-English speaking countries.

**Requirements for MEd in Curriculum & Instructional Technology .....32**

<input type="checkbox"/>	WR 500	Graduate Writing Seminar .....	1
<input type="checkbox"/>	EDUC 505	Professional Planning Seminar.....	1
<input type="checkbox"/>	EDUC 507	Action Research .....	3
<input type="checkbox"/>	EDUC 540	Web Enhanced Learning .....	3
<input type="checkbox"/>	EDUC 560	Contemporary Education Issues .....	3
<input type="checkbox"/>	EDUC 575	Ethical Leadership in Education .....	3
<input type="checkbox"/>	EDUC 580	Curriculum Design and Instruction Methods.....	3
<input type="checkbox"/>	EDUC 610	Professional Aspects of Instructional Technology .....	3
<input type="checkbox"/>	EDUC 620	Graphic Instructional Design and Production .....	3
<input type="checkbox"/>	EDUC 630	Instructional Multi-Media Development .....	3
<input type="checkbox"/>	EDUC 640	Practicum in Instructional Technology.....	3
<input type="checkbox"/>	EDUC 650	Portfolio Capstone Project.....	3

## School Counseling (MA)

Program Advisor: Dr. Rachel Dilts

### Purpose

NCU offers a master of arts degree in school counseling, which trains students to become successful school counselors in K-12 public or private schools. The program is accredited by the Teacher Standards and Practices Commission (TSPC) in conjunction with the Oregon Educational Act for the 21st Century. Together with a Christian frame of reference and Christian faculty, this program provides students with a solid foundation of counseling skills and theories to promote the academic, social, and emotional development of children based on current research. Building upon that base, students learn to develop a comprehensive school counseling program and a professional identity as a school counselor that reflects their values as to the welfare of children, quality of academic performance, and safety in schools.

Additionally, students individualize their own program through choices of topics on papers and presentations in their required coursework and through choice of authorization level (early childhood/elementary or middle level/high school) and internship site.

### Program Objectives

Upon completion of the Master of Arts in School Counseling Program, candidates will be able to:

- develop and implement plans that promote social and emotional development;
- establish programs appropriate for group, individual, and family counseling;
- demonstrate interpersonal communication skills in relationships with colleagues, counselees and community members;
- practice and promote group process, crisis resolution, anger management, and violence prevention;
- demonstrate ethical standards and knowledge of legal frameworks unique to counseling;
- collaborate with social service agencies providing services to students and families;
- support school-to-work transition and career planning;
- assist with curriculum coordination as it relates to guidance activities;
- understand student assessment as it relates to academic, career counseling, and personal/social development;
- assist with goal setting, learning skills, and the development of self-directed learners;
- support and develop plans that respect differences and promote communication among diverse groups;
- collaborate with school staff, families, and community members to meet individual student needs;
- assist staff to understand the needs of all students; and
- demonstrate effective counseling techniques for individuals and small groups.

### Admission Requirements

In order for an application to be considered for the School Counseling Program, the following materials must be submitted:

1. An application for admission, accompanied by a non-refundable \$50 application fee.

2. Official transcripts of all undergraduate and graduate coursework showing a bachelor’s degree from a regionally accredited four-year college or university, with a minimum undergraduate GPA of 3.0, including the prerequisite course listed below.\*
3. An official test score report for either the Praxis I-Pre-Professional Skills Test (PPST) or the California Basic Educational Skills Test (CBEST).
4. A statement of purpose of two to three pages (double-spaced) showing skills in written communication, articulating interest in counseling as a profession, and demonstrating maturity to work in a counseling setting.
5. A résumé documenting education and teaching experience and/or alternative experience working with school-age children.\*\*
6. A recommendation from a professional reference, preferably a supervisor in an educational setting or another setting working with children. Two additional letters of recommendation, one professional and one personal.
7. A personal interview with the Admissions Committee.
8. A minimum score of 550 on the TOEFL (213 on the computer TOEFL) for applicants from non-English speaking countries.

\*One prerequisite course is required for admission to the program. Students need not have taken this prerequisite at the time of application. However, a student will not be fully admitted until documentation of successful completion of this course is received.

\*\*Admission to Track I requires documentation of two years of successful licensed teaching experience prior to acceptance into the school counseling program.

**\*Required Prerequisite Course:**

PSY 320 Human Development or an equivalent upper division course in human development and behavior. This course may be taken concurrently in the first semester of coursework.

**Requirements for School Counseling Track I ..... 44**

- WR 500 Graduate Writing Seminar ..... 1
- SCOUN 510 Child/Adolescent Development and Mental Health ..... 2
- SCOUN 518 Introduction to the Counseling Profession ..... 2
- SCOUN 520 Counseling Theories and Skills I ..... 2
- SCOUN 530 Counseling Theories and Skills II ..... 3
- SCOUN 540 Ethical and Legal Issues in Counseling ..... 2
- SCOUN 560 Crisis Management ..... 2
- SCOUN 570 Group Counseling..... 2
- SCOUN 580 Counseling Diverse Populations..... 2
- SCOUN 620 Substance Abuse and Violence Prevention..... 2
- SCOUN 622 Early Childhood/Elementary Counseling ..... 2
- SCOUN 624 Middle School/High School Counseling ..... 2
- SCOUN 630 Introduction to Family Systems ..... 2
- SCOUN 660 Career Development and Counseling ..... 2
- SCOUN 670 Academic/Behavioral Appraisal and Intervention ..... 2
- SCOUN 680 Research and Assessment..... 2
- SCOUN 695 Internship/Group Supervision..... 12

**Requirements for School Counseling Track II .....50**

- WR 500 Graduate Writing Seminar ..... 1
- SCOUN 510 Child/Adolescent Development and Mental Health ..... 2

❑ *SCOUN 515	Instructional Strategies and Classroom Management.....	2
❑ *SCOUN 516	Curriculum Development and Technology .....	1
❑ *SCOUN 517	Student Teaching Practicum .....	3
❑ SCOUN 518	Introduction to the Counseling Profession .....	2
❑ SCOUN 520	Counseling Theories and Skills I .....	2
❑ SCOUN 530	Counseling Theories and Skills II .....	3
❑ SCOUN 540	Ethical and Legal Issues in Counseling .....	2
❑ SCOUN 560	Crisis Management .....	2
❑ SCOUN 570	Group Counseling.....	2
❑ SCOUN 580	Counseling Diverse Populations.....	2
❑ SCOUN 620	Substance Abuse and Violence Prevention.....	2
❑ SCOUN 622	Early Childhood/Elementary Counseling .....	2
❑ SCOUN 624	Middle/High School Counseling.....	2
❑ SCOUN 630	Introduction to Family Systems .....	2
❑ SCOUN 660	Career Development and Counseling .....	2
❑ SCOUN 670	Academic/Behavioral Appraisal and Intervention .....	2
❑ SCOUN 680	Research and Assessment.....	2
❑ SCOUN 695	Internship/Group Supervision.....	12

\*These courses are required for Track II students who have a valid teaching license but have less than two years full-time documented teaching experience.





## Student Finances

### Tuition and Fees for the 2011-2012

Business \$570  
Administration  
(MBA) tuition per  
hour

Clinical Mental \$570  
Health Counseling  
(MA) tuition per  
hour

Community \$570  
Counseling (MA)  
tuition per hour

Education (M Ed) \$570  
tuition per hour  
School Counseling \$570  
(MA) tuition per  
hour

Audit per credit \$145  
for all programs

### Health Insurance\*

Single Student \$1,083 per year

*\*Optional Program. Rates for families also available.*

### Registrar's Fees

Late Registration Fee - \$50.00  
Late Graduation Application Fee - \$25  
Diploma Replacement Fee - \$25  
Official Transcripts - \$5 a copy  
Additional cost to mail overnight - \$40 per  
address (overseas overnight transcript request -  
\$60)  
Petition of the Academic Deadlines - \$25  
Transcription Fee - \$75

### Finance Charges

Outstanding balances are assessed a finance  
charge of 1.5 percent monthly (18 percent

annual rate) computed on the balance at the  
end of the billing cycle.

### Kellenberger Library Fines

Lost, damaged, or late books and media -  
\$75.00 fee for all lost or damaged items, or  
items over 30 days overdue.

### Returned Check Charge

Returned checks subject to \$25 charge.

### Room Replacement Key Fees

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

### Housing Options

Students in the Graduate Program have the  
option to reside on campus. Single and family  
housing is available, as is summer housing in  
both dormitories and apartments. Please  
consult the Undergraduate Catalog for specific  
rates and information.

### Meal Options

Students in the Graduate Program have the  
option to purchase meal plans. Please consult  
the Director of Residence Life for further  
information.

## Student Billing Policies

### Payment Obligation

It is the responsibility of the student to meet  
the financial obligation associated with  
attendance at NCU. Students are strongly  
encouraged to submit payment or set up a  
payment plan for their anticipated balance two  
weeks before the beginning of classes. The  
balance is determined by semester and will be  
calculated by subtracting all applicable financial  
aid and payments from the semester charges.

All students are required to complete a  
Financial Responsibility Agreement. Students  
should not wait for an official bill from NCU  
before calculating balances or making  
payments.

## Billing Statements

Billing statements are offered as a service to students. Your first statements for each semester will be sent to the permanent address NCU has on record before classes for each semester begin. Financial aid will not be officially credited to the student's NCU account until after the add/drop period for registration (typically two weeks from the start of the semester) has ended. Depending on when your courses begin your aid may be divided into multiple disbursements per semester.

New billing statements are printed on the 20th of each month for unpaid balances as well as for any additional or adjusted charges that create a new balance. Payments are due on the 5th of the following month and include a 5-day grace period. Payments received after the 10th of the month are considered late. Late payments are subject to an interest charge of 1.5% per month. Statements are sent each month and new interest accrues until balances are paid. Students with delinquent accounts will be held from registering for the next semester until any balance is paid or a payment plan is developed.

Students are responsible to be aware of and to settle all unpaid balances whether or not they have received a paper bill from NCU. The student is required to ensure that the Business Office has an accurate and up-to-date billing address on file.

## Payment Methods

Students can pay any balance using one of the following methods:

1. Cash payment in the Business Office
2. Check or Money Order made out to Northwest Christian University
3. Credit cards in the Business Office. Online, or by phone (MasterCard, Visa, and Discover accepted)

4. Monthly Payment Plan (8 or 10 month) available by contacting the Business Office. A \$75 enrollment fee is required.

## Deposits

Once accepted into a master's program, a \$200 nonrefundable advanced tuition deposit is required to secure placement into the program. The deposit is due within three weeks of the date of the acceptance letter and is applied towards tuition for the first semester of attendance.

## Tuition Refund Policy

Upon complete withdrawal or dismissal from the University, students, including veterans, receive a proportional refund for tuition. All student fees are nonrefundable, including but not limited to, vehicle permits, application fees, etc. A student must notify an appropriate school official prior to the 2nd class session in order to receive a full refund for an individual course. After the 2nd class session, no tuition refund is given.

All academic withdrawals must be processed in accordance with the policy of the University. Refunds are based on the date of initial contact made with an appropriate school official. Students who do not meet the financial conditions of the University can be administratively withdrawn from their courses at the discretion of the Student Billing Office.

The first step of a complete withdrawal is to contact the dean of the program to perform an exit interview and sign the withdrawal form. The form is then given to the Registrar's Office to be processed. If students fail to contact the dean and perform the appropriate withdrawal steps, the student may be charged a fee of \$100.

## Refund of Residence Hall Room and Board

Refer to the residence hall contract or the director of residence life for the housing refund policy. The vice president for student

development will set any termination penalties required by the contract.

### **Account Collections**

If NCU needs to pursue collection efforts, reasonable attorney fees and collection costs can be added to the account whether or not an action is filed. If an action is filed, the prevailing party shall be entitled to recover attorney fees and court costs.

**The official transcript remains the property of NCU and cannot be issued until all amounts owed the University, including accounts receivable, notes, loans, and other amounts, are paid in full.**

## **Financial Aid Process & Policies**

Northwest Christian University offers several financial aid programs for students enrolled at least half-time (3 credits per semester) in graduate degree programs. Loans are the primary source of aid for graduate students. There are also a very limited number of part-time positions available through the Work-Study program.

Students may apply for assistance by submitting a Free Application for Federal Student Aid (FAFSA). The information provided on the FAFSA is evaluated by the U.S. Department of Education to ascertain the student's eligibility to participate in federal programs and to establish how much the student is expected to contribute toward his/her education expenses. The latter figure, expected contribution, is used for calculating need-based aid. The difference between the student's expected contribution and cost of the program is the "need" that need-based aid attempts to fill.

### **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. NCU and the federal school code 003208 should be listed in Section 5. The FAFSA is available in both a paper version or online at <http://www.fafsa.ed.gov>.

**Note to late income tax filers:** Many of 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 estimated data or most recent tax information available.

2. Apply for admission. Students must be accepted for admission to NCU before a financial aid package may be processed.
3. If selected for verification by the federal processor, provide additional information as requested to Financial Aid Office (see Verification Process).

Review for accuracy the Student Aid Report sent from the federal processor to the student after submission of the FAFSA. The Financial Aid Office receives a similar report at the same time, which is used to calculate 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 are recalculated each year by federal standards.**

### **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 (a) a high school diploma or its equivalent, or (b) proof of the “ability to benefit” by passing a test 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, depending on when the conviction occurred. They can regain their eligibility early by completing a drug rehabilitation program. More information is available from the Federal Aid Student Information Center at 800-433-3243.

### Verification Process

The U.S. Department of Education requires additional information from some FAFSA filers, including a completed Verification Worksheet, copies of W-2s and federal tax returns. If required, the Financial Aid Office will notify the student and request the information needed. If verification documents contradict information on the FAFSA, the University will make appropriate corrections and submit them to the federal processor. Any corrections may alter aid amounts or eligibility, therefore, final and official determination of eligibility and financial aid awards must await completion of the verification process.

### University 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, including aid from federal (Title IV), state, institutional and private sources, depending on the date of withdrawal.

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 University.

After 60 percent of the semester has elapsed, no funds are returned and all awarded aid for the semester is earned (retained). The following equation determines the portion of financial aid that must be returned if the student withdraws from school before completion of a semester:

**Semester Days Remaining as of Withdrawal Date ÷ Total Days in Semester = Percent of Aid Returned**

Any aid to be returned, based on the above calculation, will be removed from the student’s account and sent back to its source no later than 45 days from the determination of a student’s withdrawal. Federal Title IV assistance will be returned in accordance with the above calculation, in the following order, up to the net amount disbursed from each source: Unsubsidized Stafford Loan, Subsidized Stafford Loan and Grad PLUS Loan.

In rare cases, a student may be entitled to a post-withdrawal disbursement of federal Title IV funds. A student is entitled to a post-withdrawal disbursement if he or she was eligible for the aid at the time of withdrawal but the aid had not yet been disbursed. The student will be notified in writing of any post-withdrawal disbursement eligibility.

If the student withdraws from the University, charges for tuition, campus housing and food service are assessed in proportion to the number of days completed out of the total number of days in the semester. After 60 percent of the semester has elapsed, charges are no longer prorated and are assessed at 100 percent. The following equation determines the portion of NCU charges retained for the semester:

**Semester Days Elapsed as of Withdrawal Date**  
**÷ Total Days in the Semester = Portion of NCU**  
**Charges Assessed.**

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

## The Financial Aid Award

### Financial Aid Award Letter

Once the Financial Aid Office has received all the required information and the student is admitted to the University, the official financial aid award is determined. The student is considered for all sources and types of financial aid available. First awards notices are sent beginning in spring. To decline all or any portion of the award, students must complete the decline slip at the bottom of the award letter and submit it to the Financial Aid Office within two weeks of receipt.

A student is responsible to notify the Financial Aid Office of any change to data supplied on the financial aid application. If, after awarding financial aid to the student, the Financial Aid Office learns of subsequent changes in the information originally provided, the student's aid will be re-evaluated. The Financial Aid Office makes any necessary revisions in the financial aid package and sends 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 if the student is awarded mid-year). The process of applying for financial aid, including submission of a FAFSA, is repeated each academic year for which the student seeks aid. Financial aid awards are packaged each year on the basis of current data on a first-come, first-served basis to all eligible applicants.

### Financial Aid Budget

Each year the Financial Aid Office computes an average comprehensive student budget for attending the University, also called the Cost of Attendance. This budget includes both billable expenses such as tuition and non-billable expenses, such as books, room and board, 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 the semester, housing, food, books, transportation and personal living expenses. On-campus room and board is based on a full NCU food 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 processor's analysis of 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 = Estimated Need.

#### D. *Awarded Funds*

The total of all financial aid awarded from federal, state and NCU sources.

#### E. *Remaining Need*

Even after all funds are awarded, some need may not be met. Alternate sources of aid may

be explored to cover remaining need such as matching grants, education loans from private lenders, federal loans for parents of college or university students, tax credits, and scholarships from outside sources.

### **Disbursing Financial Aid**

Aid is applied to the student's account after the semester's two-week add/drop period. Aid may be subject to multiple disbursements each semester. The total aid awarded for the year is divided equally between each semester of enrollment. If a student is a first-time borrower at NCU, loan funds are applied to his/her account only after reviewing the terms of the loan with a financial aid officer and signing a promissory note. When aid applied to the student's account for the semester exceeds school charges, he/she is issued a check for the credit balance unless the student gives the school written permission to hold the funds for them. In order to receive the full allotment of aid for a given semester, the student must enroll in at least 6 credits. Fewer than 6 credits decreases enrollment to part-time and usually necessitates a reduction in the student's aid. Eligibility for Federal loans requires enrollment in at least 3 credits.

### **Work Opportunities**

Work-Study offered as part of a financial aid package requires the student to pursue placement in one of the University's part-time positions on or off campus. The total number of Work-Study positions is limited and employment cannot be guaranteed. However, students are assisted to compete for jobs available in the library, maintenance department, administrative offices, athletics, Morse Event Center, and academics.

The amount of Work-Study shown on the financial aid award is based on a combination of need and a projection of earnings possible if the student works his/her full allotment of hours. Funds are not applied to the student's account but provided to the student in the form of a paycheck. Earnings are based on Oregon

minimum wage and work schedules that vary from 6 - 11 hours per week.

### **Loans**

NCU participates in the Federal Direct Loan program. This program provides low-interest loans with favorable repayment terms. The vast majority of financial aid awards from NCU include one or more federal education loans. Most students choose to accept such loans to help finance their education. Federal Direct Grad PLUS loans and private alternative loans are also available to help students pay for university expenses. NCU does not routinely include Grad Plus or private loans in the student's initial financial aid package. However, these loans may be added if more assistance is needed after exhausting all other student aid opportunities.

#### *Federal Direct Stafford Loans*

Stafford Loans are the main source of student assistance at the graduate level. There are two types of Stafford Loans: subsidized, for which the government pays the interest while students are in school and during the grace and deferment periods; and unsubsidized, where students pay all the interest on the loan. Students may receive both types at the same time.

The interest rate on new Stafford Loans is fixed. Origination and insurance fees of up to 4 percent may be deducted from each disbursement. Contact the Financial Aid Office for current information on interest rates, origination and insurance fees. Generally, repayment begins six months after the student graduates, withdraws from school or drops below half-time. This six-month period is referred to as the "grace" period. No repayment on the principal is required while the student attends school at least half-time or during grace or deferment periods. Borrowers typically have up to 10 years to repay their loans.

### *Subsidized Stafford Loan*

Subsidized Stafford Loans are awarded on the basis of demonstrated financial need and carry an annual loan limit of \$8,500 and a 3.4% interest rate. The federal government pays the interest on loans while the student is in college and during grace and deferment periods. To qualify, students must submit a FAFSA and meet all the requirements for federal student financial aid.

### *Unsubsidized Stafford Loan*

Unsubsidized Stafford Loans are not based on financial need, carry an annual loan limit of \$20,500 (minus any subsidized loan amount awarded), a 6.8% interest rate and are available to all students, regardless of income or assets. The student is responsible for paying all the interest on the loan, but can choose to allow it to accumulate while in 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.

### *Federal Direct Graduate PLUS Loan*

Graduate students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate.

Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate PLUS loan.

### *Receiving Student Loan Funds*

First-time borrowers at NCU must receive loan entrance counseling and sign a loan contract

(promissory note) 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 when they arrive on campus for classes or may be completed online. Grad PLUS Loans have similar requirements before loan proceeds may be released. Students who qualify for a Grad PLUS loan must sign a promissory note as an initial borrower. A disclosure statement is sent to the student informing them of important details about the loan. In most cases, loan funds are electronically disbursed by the lender to the Financial Aid Office to be applied to the student's account.

### *Private/Alternative Loans*

Private loans are available from the private sector to help students pay for college. Private loans are one way to provide additional funds to close or eliminate the gap between the student's financial aid resources and remaining college expenses. Private loans are credit-based and are made to students regardless of need. Although students do not need to apply for federal aid in order to qualify for a private loan, they are strongly encouraged to do so before applying for any private loan. NCU does not incorporate private loans in a student's initial award package. However, information and application instructions for such loans may be obtained through the Financial Aid Office.

## **EDUCATIONAL BENEFITS**

### **Veterans Educational Benefits**

The Montgomery G.I. Bill provides educational benefits for participating individuals who served on active duty or in the Selective Reserves. Benefits are also available under the post-Vietnam era Veterans Educational Assistance Program for those who entered the service after December 31, 1976, and before July 1, 1985, and contributed to the VEAP fund while on 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) has died, or was totally and permanently disabled in service, or is listed as missing in action. There is also a Veterans Work-Study and Tutorial Assistance Program. For more information, contact the local office of the U.S. Department of Veterans Affairs (in the phone book under U.S. Government Offices), call toll free 888-444-4551, or go to <http://www.gibill.va.gov>.

### **Federal Tax Benefits**

The Taxpayer Relief Act of 1997 provided new tax credits for individuals who are paying higher education costs for themselves or for family members. There are also specific benefits related to interest paid on student loans and educational and traditional IRA's. To learn more about federal tax benefits for education, visit <http://www.irs.gov>, call 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.

## **FINANCIAL AID OFFICE ASSISTANCE**

Please do not hesitate to contact the Financial Aid Office toll-free at 877-463-6622, extension 7201 or local 541-684-7201. Many questions may be answered over the phone. We are happy to arrange appointments for students and their families to meet with a financial aid counselor.

E-mail questions may be sent to [finaid@nwc.edu](mailto:finaid@nwc.edu).

The Financial Aid Office is located in the Admissions Building near the corner of 11th & Alder. Office hours are 8:30 a.m. to 6:00 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday.



## Registration and Academic Policies

Once a student is admitted to Northwest Christian University, the Registrar's Office will assist the student with registration for classes and other areas related to academic policy and enrollment. To ensure academic order, NCU has created the following procedures and policies related to beginning coursework and sustaining students in their programs. Students should review schedules, advising, and academic policies in order to become familiar with how NCU organizes degree programs and how to begin and complete studies successfully at the University.

### Registration

Registration materials, forms and course offerings are located online at [www.nwcu.edu/registrar](http://www.nwcu.edu/registrar). Students are required to complete and submit the registration form and return it to the Registrar's Office within the dates listed in the Academic Calendar or a late fee may apply. The following explains how each student population should process registration for any given semester.

#### *Traditional Undergraduate*

Traditional undergraduate students process their registration form by working with their advisor. An advisor is assigned to the student during the admissions process. Traditional undergraduate students must register for classes for each semester at the times indicated on the Academic Calendar. All signatures are required prior to official registration. If a registration form is submitted without proper signatures or the student has not completed prerequisites for official registration, then registration for those particular classes will not be processed. In this event, an email notification will be sent to the student and advisor. Registration will not be processed until all signatures and approvals are submitted to the Registrar's Office.

The deadline for new student registration for any semester is prior to the first day of class. Late registrations for first-time students will only be accepted upon the approval of the Admissions Advisory Committee.

#### *Evening Adult Students*

Adult students process their registration by working with an assigned enrollment advisor. The advisor is assigned to the student during the admissions process. All registration, course selection, add/drops and advising is done by working with an enrollment advisor. Evening adult students are encouraged to make appointments to meet with the enrollment advisor to process registration and to get updates on degree progress. For evening adult students, an enrollment advisor's signature and approval is required prior to official registration.

#### *Graduate Students*

All graduate students are assigned a faculty advisor whose role is to provide information and assistance for optimal performance and achievement in the program. Students should consult with their faculty advisor at least once each semester to review academic progress. Faculty advisors are also available for consultation about students' personal, professional, and career development as necessary.

#### *Short-Form Application to Attend NCU*

Completion of the Short-Form Application to Attend NCU does not constitute formal admission to the University. Students planning to pursue a degree or certificate must complete the formal admissions process. The Short-Form Application allows a student to take up to a certain amount of credits. Because this is considered non-degree seeking student status (the student has not been admitted to a program), a student is not eligible for any part of the NCU Financial Aid program. For non-degree seeking students, payment for a class is due at registration unless other arrangements have been made with the billing office.

## Changes to Registration

### *Add/Drop Policy*

Courses may be added or dropped by submitting a completed Change of Registration form to the Registrar's Office within the dates listed on the Academic Calendar. Drops in relation to tuition charges are determined by the course length:

- Drops in 5-week courses can occur with a full tuition refund if dropped by the end of the first week.
- Drops in 8-week courses can occur with a full tuition refund if dropped by the end of the first week.
- Drops in 16-week courses can occur with a full tuition refund if dropped by the end of the second week.

### *Course Withdrawal Policy*

Withdrawal from a particular class can occur after the drop period and before the last week of class. A "W" will be recorded in the student's record in the event that the student is not failing at the time of withdrawal, or if no more than two-thirds of the class has elapsed. If the student is failing or more than two-thirds of the course timeframe has elapsed at the time of withdrawal, the grade will be recorded in the student's record as "WF." See the "Withdrawal from the University" policy below in the event that a student is dropping all coursework and is not planning to continue at the University.

### *Administrative Drop*

Students who are registered for a class but are reported after two weeks of coursework as never having attended will be administratively dropped from the course. The course will not appear on the transcript, but an administrative drop fee may apply.

### *Administrative Withdrawal*

Students who begin a course and stop attending, but fail to clear an official withdrawal through the Registrar's Office, will be administratively withdrawn from the course. In

the event of an administrative withdrawal, the student is charged for the course and given a grade of "WF." An administrative withdrawal fee may apply.

## Academic Advising

Students are required to meet with their advisor to obtain approval before registering for courses each semester. The advisor will work with the individual student to determine academic schedules that will satisfy graduation requirements. Degree progress questions should be directed to an academic advisor.

### *Traditional Undergraduate Placement*

Students are placed in appropriate writing and mathematics courses based on high school transcripts and SAT or ACT scores. Additional information may be required such as a writing sample or completion of the NCU Math Placement Exam. The placement procedure will take place before the student's initial registration for NCU classes.

### *First-Year Seminar Policy for Traditional Undergraduate Students*

All first-time freshman students, age 21 and under, are required to complete First-Year Seminar (FYS 101) during their first semester at Northwest Christian University. Transfer students who have completed a minimum of 24 semester credits are exempt from FYS 101 regardless of age. Students receiving a waiver for FYS are still required to meet the total number of credits for graduation (124).

## Transfer Evaluation

The Registrar's Office evaluates work transferred from other institutions and determines which courses/credits might apply toward a degree program at NCU. Courses must be college level with the grade of C- or better. Vocational/technical credits will be accepted if they meet graduation requirements.

### *Transfer*

Graduates of community colleges with a college transfer track, and transfers from regionally

accredited four-year colleges and universities with two years of a well-balanced program in general studies (humanities, social sciences, and sciences) may be exempted from NCU's general education (core) requirements, except in Bible and Christian Ministry. In some cases such students may be advised to complete additional courses to meet NCU's general education requirements.

A waiver of any required course does not exempt the student from the general graduation requirements. The total number of credit hours required for graduation must be completed. All other applicable general requirements must be met. The completion of the Associate of Arts Oregon Transfer (AAOT) degree or a similar degree from a regionally accredited institution, satisfies NCU general education requirements except eight credits in Bible and Christian Ministry. For traditional daytime students, these requirements are normally fulfilled with BTH 101/102.

#### *Articulation Agreements*

NCU has articulation agreements with a number of institutions, including Cornell Continuing Education Training Institute, Klamath Community College, Lane Community College, Peace Health Oregon Region, Pioneer Pacific College, and Umpqua Community College. Details of these agreements can be viewed in full at <http://www.nwcu.edu/registrar/transferstudents.aspx>.

#### *Major Classes Transfer*

An automatic evaluation of major coursework will not occur during a transfer evaluation.

It is the student's responsibility to inform the academic advisor when the student believes he or she has earned credits that might count for major requirements.

#### *Credits from Regionally Accredited Institutions*

All college level credits from such institutions are transferred and appropriately applied toward graduation requirements.

#### *Credits from Institutions Not Regionally Accredited*

Credits from non-regionally accredited institutions are evaluated by the Registrar's Office on a case-by-case basis unless otherwise specified by a formal articulation agreement. A student who is accepted as a transfer student from such an institution must complete one full semester of work at NCU before any credit is transferred. A complete evaluation of the work will be made at the end of the first semester. If the student has maintained a C average at NCU, full credit will be given for the transferred work. A maximum of 30 credits may be transferred if approved.

#### *Music Credits*

A maximum of eight hours of music performance credits may be transferred. No more than two classes with the same course number will be applied to graduation requirements. An exception may be made if a student has music courses that relate to the major.

#### *Physical Education (PE) Credits*

A maximum of eight hours of PE credits may be transferred. No more than two classes with the same course number will be applied toward NCU graduation requirements. There is a maximum of eight credit hours for physical education courses. Course level for student athletes enrolled in varsity sports for PE credit will be based upon the seasons of eligibility used. Students in their first year of eligibility will be enrolled at the 100 level, second year of eligibility at the 200 level, and so on.

#### *Advanced Placement (AP)*

College credits toward a baccalaureate 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 scores received determine which NCU course requirements are satisfied. Further details are available at <http://www.nwcu.edu/registrar/apclep.aspx>.

#### *International Baccalaureate (IB)*

College credit is awarded to students who have scored four through seven 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. More information is available from the Registrar's Office.

#### *Reporting of Grades from Other Institutions*

Grades for courses taken at the University of Oregon and/or Lane Community College must be reported to the Registrar's Office by the second week of the semester after the course was taken. Students whose University of Oregon and/or Lane Community College grades are not submitted by the deadline will not be considered for academic or other honors or for financial aid. Later reporting of the grades may result in rescinding of any honors or aid given.

#### **Alternative Ways to Earn Credits**

The faculty of NCU has approved the following alternative methods of earning credit: by examination programs, by prior learning assessment, through military educational programs, and course challenges (some restrictions may apply).

#### *College Level Examination Program (CLEP)*

NCU uses the American Council of Education's most recent edition of *Educational Credit by Examination* as its official guide for approval or disapproval of a test for credit-granting purposes. All accepted credits must fulfill graduation requirements. Contact the registrar for more information.

#### *Credit by Prior Learning Assessment*

Students may receive a maximum of 30 credits in a variety of subject areas for learning acquired through experience outside a normal academic setting. For conditions, guidelines, and procedures, contact the registrar's office. No graduate credits are granted through prior learning experience. No prior learning credit earned through another institution will be accepted. All accepted credits must fulfill graduation requirements.

#### *Credit through Military Educational Programs*

In granting credits earned through military training and experience, the University relies on standards and guidelines established by the American Council of Education (ACE). The ACE, through its Office on Educational Credit and Credentials (OECC), provides credit recommendations for courses and occupational training provided by the armed forces. The ACE evaluates formal military courses and training and publishes credit recommendations in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students should request an official transcript from the appropriate branch of the military. See details at <http://www.nwcu.edu/registrar/veteran/militarytranscripts.aspx>. All accepted credits must fulfill graduation requirements.

#### *Course Challenge*

A formally admitted student may challenge certain University courses by examination without actually registering in the courses.

1. The student must petition the registrar and must have the approval of the individual faculty member administering the Course Challenge Contract.
2. Arrangements for the examination, including payment of fees, must be completed within the first ten (10) class days of each semester. Applications received later will be processed the following semester.

3. The student must pay, in advance, a special nonrefundable examination fee equal to one-half of the current tuition per semester credit hour, for the course being challenged. This fee is not included as a part of tuition and financial aid awards.
4. The student is allowed only one opportunity to qualify for credit by examination in any given course.
5. The student has the option of credit recorded with a mark of Pass (P) or letter grade.
6. Credit by examination may not be counted toward the satisfaction of the residence requirement.
7. Credit by examination may be earned only in courses whose content is identified by title in the NCU Catalog.
8. A student may not receive credit by examination in courses (a) that would substantially duplicate credit already received; or (b) that are more elementary than courses in which previous credit has been received or status has been established.
9. A student must be a regularly admitted student and registered for classes for the semester in which the examination is administered.
10. Regarding the English writing course challenge, see "Writing Competency Requirement."

### **Official Confirmation**

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

### **Class Load**

To be classified as a full-time undergraduate student, a student must be enrolled in a minimum of 12 semester hours. This requirement is the basis for some academic honors and scholarship considerations, and for

determining eligibility to participate in student activities and intercollegiate sports. Six (6) credits constitutes a full-time class load for graduate students.

Fifteen to sixteen (15-16) semester hours per semester constitute a normal full-time student load for undergraduate programs. In order to enroll for more than 18 hours in a given semester, the student must secure approval from both his/her advisor and the registrar.

### **Withdrawal from the University**

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

1. Withdrawal from courses when less than two-thirds of class has elapsed will result in the grade "W" and hours are not considered in calculating grade point average.
2. Withdrawal at any time while doing passing work will result in a grade "W" and the hours not considered in calculation of the grade point average.
3. Withdrawal after two-thirds of class has elapsed and while doing failing work will result in the grade "WF;" hours will be considered in calculating grade point average.
4. Unofficial withdrawal at any time (i.e., failure to clear through the Registrar and Student Services Offices) will result in a grade "WF" and the grade is considered in calculating grade point average.
5. A complete withdrawal with the grade of "W" may be granted at any time for medical reasons or extreme circumstance on the recommendation of the vice president for student development.

### **Reenrollment**

#### *Traditional Undergraduate*

Former students who have not attended NCU in four or more consecutive semesters (two academic years) must complete the full transfer application process in order to be readmitted. Such students are required to 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 University in good standing.

Students in good standing who have not been enrolled at NCU for three or less semesters are required to submit an abbreviated readmission application form and official transcripts for any and all courses completed while away from NCU.

Students on approved leave from the University or doing approved study abroad or special studies programs are not required to apply for readmission.

#### *Evening Adult Program*

Evening Professional Studies students who have completed at least one semester or session may request a leave of absence (LOA) for one semester. The Leave of Absence request can be submitted to an enrollment advisor. The submission of the LOA should be completed as soon as the student is aware that he/she will not be able to register for any given semester. The request needs to include the reason for the LOA, expected date of return, student's signature, and date of request. Enrollment Services will grant an LOA if there is sufficient expectation that the student will return. Failure to return from an official and approved LOA results in a withdrawal.

Readmission after withdrawal from the evening adult program requires reapplication.

Readmission following a withdrawal is subject to approval. If a student has attended any other school during this time, the student is required to submit an official transcript to be evaluated. Students who are readmitted following withdrawal are subject to the requirements of the program under which they reenter unless a petition is granted. The application fee is not required for the readmission application.

#### *Graduate Programs*

Reenrollment into a graduate program depends on a variety of circumstances. For reenrollment, a student will need to contact Enrollment Services for specifics.

Graduate students are expected to maintain continuous enrollment in the program to optimize development of knowledge and skills cultivated in the curriculum and important peer relationships with members of the cohort group. However, the University recognizes that circumstances occasionally require that students take a leave of absence. At NCU, such leave cannot exceed three years. Students who have been granted on-leave status are required to pay a continuous enrollment fee equivalent to one credit of graduate tuition each term.

In the event that a leave of absence from the program is necessary, graduate students must consult first with their faculty advisor to develop a letter of request for the leave. This letter must articulate the duration of the requested leave, the reason for on-leave status, and a plan for completing the remainder of the curriculum. Requests for on-leave status are reviewed by the Academic Council at its next regularly scheduled meeting, after which the dean or program chair will communicate the Council's decision in writing to the student.

A student who is granted a leave of absence and fails to return to the program within the specified timeline must reapply to the program, complying with application procedures and admissions criteria in effect at that time. At the time of reapplication, the student on leave may be denied admission back into the program.

#### **Continuing Thesis Policy**

Once students have completed all of their requirements, they are allowed to enroll into the thesis class. Students completing a thesis are required to maintain continuous enrollment by registering for an additional graduate thesis credit until the thesis is completed.

Students who have an outstanding balance with the University may not register for credits.

In some cases, an Incomplete can be granted. If a thesis is not submitted by the end of the pre-determined Incomplete timeframe, the student is required to take an additional one credit of thesis to maintain continuous enrollment.

## **Academic Policies**

### *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 in the following circumstances:

1. Serious illness
2. Emergencies in family, work, or other extenuating circumstance
3. Recognized commitments with the touring ensemble, NCU Day, or 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 accomplish the 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 University-related activities, such as athletic team participation, should not enroll in a class from which they may have to be absent for more than 30 percent 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.

### *Academic Disqualification*

A student whose academic performance falls below minimum standards of the University is academically disqualified from taking further

NCU courses. Such a student may petition the Academic Council for reconsideration. Once academically disqualified, a student wishing to return to NCU must apply for readmission through normal readmission procedures.

### *Academic Probation Regulations*

Traditional undergraduate students on academic probation and those admitted conditionally are required to complete the University's current academic skills development program. Failure to do so may result in academic disqualification. Students in the Adult Studies program will be encouraged to engage in tutoring and other academic support services. Students are not allowed to carry more than 13 credits while on academic probation.

1. The minimum cumulative grade point average (GPA) required for graduation at NCU is 2.00. Transfer coursework is included in the cumulative GPA calculation.
2. A student whose semester GPA falls below a 2.00, but whose cumulative GPA remains equal to or above a 2.00, is placed on academic warning for the subsequent semester.
3. A student whose cumulative GPA (including transfer work) falls below a 2.00 is eligible to continue on academic probation for one semester. During this semester, the student's cumulative GPA must be raised to a 2.00.
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 to continue 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. The Veteran's Administration will be notified if the student has not met the requirement of probation except under extenuating circumstances.

6. A student is academically disqualified if his or her cumulative GPA remains below 2.00 at the end of the semester on academic probation. A student may also be academically disqualified when the Dean's Council has determined that he or she can no longer benefit from attendance or succeed academically at NCU.

#### *Academic Tutoring*

NCU seeks to help its students succeed academically. Toward this end, the University provides tutorial services, free of charge, to those who need academic assistance.

#### *Academic Honesty Policy*

Our University's mission assumes the highest principles of virtue and ethics in the intellectual life. Plagiarism, cheating, and academic dishonesty are not acceptable and will not be tolerated. If a student cheats on a test or assignment, he/she will receive a zero for that work and, depending on the severity of the offense, possibly a grade of "F" in the course. All incidents will be reported in writing to the vice president for academic affairs and to the vice president for student development, who may consider additional actions, including dismissal from the University and/or denial of application for readmission.

#### *Disability Services*

NCU does not discriminate against qualified individuals with a disability in admission or access to its programs or activities. Prospective and admitted students who need information about programs, services and accommodations should visit the disabilities services website at: [www.nwcu.edu/undergrad/student-life/disability-services.aspx](http://www.nwcu.edu/undergrad/student-life/disability-services.aspx)

#### **Edward P. Kellenberger Library**

The Edward P. Kellenberger Library exists "to connect individuals to information, knowledge, and thought, and to support their development as competent, ethical learners and leaders." We do this by providing access to a local collection

of materials, to online resources, and to materials available regionally and around the world from other libraries. We do this by providing reference assistance and instruction both one-to-one and in the classroom.

The librarians and library staff are here to assist you. Please contact them in person, by email, by direct phone or by contacting the circulation desk.

Library materials are classified and shelved according to Dewey Decimal classification. Resources to assist in understanding and using Dewey Decimal classification are available online or by asking any library staff.

In addition to the general collections, the library has available many special collections which are available for viewing by appointment with the library director. These include the NCU archives, the Disciples Historical and Pacific Northwest collections (both searchable in the online catalogs), the Bushnell Rare Bible and Book Collection, the Guy Wright Bible collection, the Turner Memorial Museum, the Turnbull Fine Editions collection, the William Paul English Bible collection, and others. Materials in these collections generally do not circulate.

#### *Borrowing*

Borrowers must complete an application prior to checking out materials for the first time. Students, faculty and staff must present their Northwest Christian identification card. Non-NCU affiliates must present their respective school identification card or NCU library card. There is a 15 book limit at any one time.

#### *Loan Period*

Undergraduates may borrow books for three weeks in our general collection, and each item can be renewed twice. Graduate students may borrow books for two months. The NCU faculty loan period for general collection books is three months. Undergraduates and graduate students may borrow audio/visual materials (CDs, DVDs, etc.) for up to seven days. Faculty may borrow these materials for one month. Reference



materials, journals, and special items cannot be checked out.

#### *Application Process*

In order to borrow, renew, and request books and other materials from the library, an application form must be filled out. An application may be filled out in person or by filling out the online Patron Application Form. Please keep your contact information up-to-date.

#### *Borrowing agreements with other libraries*

Items available in the OPALL catalog but not owned by NCU may be borrowed from other OPALL libraries, either directly through the online catalog or by contacting the circulation desk. Availability of items listed in the catalog and loan periods and policies are set by the lending library. OPALL items are generally not renewable.

NCU patrons may request a current semester sticker (required each semester) from the circulation desk and use their NCU ID card to borrow materials from the University of Oregon libraries. University of Oregon policies will apply.

#### *Interlibrary Loan*

The Kellenberger Library provides Interlibrary Loan services for books and periodical articles not owned by NCU or on the OPALL catalog. NCU students, faculty, staff, and patrons may make interlibrary loan requests. Generally interlibrary loans are free of charge. However, if we are charged for items received, the charge is passed through to the borrower. If a borrowed item is lost or damaged the patron is responsible for all replacement costs or repairs.

#### *Interlibrary Loan Rules:*

- Students must be primarily NCU students, taking 7 or more hours from NCU. Students whose primary coursework is at another institution (i.e. U of O, LCC) must request materials through their own library interlibrary loan service.

- The borrower may request up to six books or articles at a time.
- Audio visual materials generally are not available through interlibrary loan and cannot be ordered on a rush basis.
- Limits for total interlibrary loans per semester are as follows:
  - Undergraduate students & patrons: 10 items at a time/unlimited total
  - Graduate students: 12 items at a time/unlimited total
  - Faculty & staff: unlimited

#### *Mailing policy to off-campus faculty and students*

We will mail books or copies of articles to faculty and students who live outside a 20 mile radius of the Eugene area. You must be currently enrolled or teaching and unable to get to the library during our open hours. We will mail items to you at no cost, and you will be responsible for the return mailing cost. Material will be mailed to your home address, so please verify that the mailing address in your library account is accurate.

We will only send your material by US mail, unless reimbursed for rush delivery. Delivery time is subject to mail delivery time schedules and our processing time, about 3-5 work days. We will enclose a mailing label to return the material to the library. It is your responsibility to return the item at your expense and in a timely manner.

#### *Overdue Fines, Fees & Lost Items*

The patron, the library card holder, is responsible for the care and return of materials checked out from the library. If a minor has materials checked out, the parent or guardian is responsible.

Patrons are responsible to maintain the library materials they check out of the library and they must remain in a reasonable condition during the time they are checked out. Reasonable condition is defined as: normal wear and usage. Patrons who intentionally write upon, injure, deface, tear, cut, mutilate, destroy or otherwise

damage library materials will be billed for the replacement costs of the item.

Students, faculty and staff are responsible for paying their own fines and fees to the University of Oregon Libraries. They can be paid at the U of O Business Office in Oregon Hall.

#### *Charges*

There will be no daily fine for the first 30 days after the due date of the book. Instead there will be a \$75.00 charge, per book, after the 30 day grace period. If after the 30 day period the book is returned, the charge will be reduced to \$25.00.

If the book is not returned but the patron would like the charge reduced, they must replace the book (subject to librarian approval) and the charge will be reduced to \$25.00.

If the patron wishes to renew the book, it must be renewed within the 30 day period.

All patrons are to pay the library directly. At the end of the semester all outstanding charges will be turned over to the Business Office and placed on the student's account.

The library is under no obligation to notify patrons of overdue library materials; however, as a courtesy, the library will send written notices of overdue items to patrons as the time and resources of the library permits.

#### *Appealing Charges*

If you believe the library has made an error resulting in you being charged or if you have a situation that has hindered the return or renewal of library materials, you may file an appeal in the library. The charges may be upheld, reduced or waived.

The following reasons are generally not regarded as valid for appeals:

- Forgetting, not knowing or disagreeing with the due date, amount of charges, or the library policy
- Loaning the item(s) to a third party
- Being too busy or out of town

- Not receiving or reading the courtesy overdue reminder
- Transportation problems

Appeal forms are available electronically or at the circulation desk.

#### *Behavior Policy*

It is the policy of the Kellenberger Library to maintain a safe and pleasant study and work environment for both library users and library employees. While it is understood that a certain level of verbal interaction is necessary for conducting business within the library, all library users are expected to be considerate of others who are reading, studying and working in the library, therefore keeping conversation to an acceptable and appropriate level and length for a library and work setting. Inappropriate and unacceptable behavior will not be tolerated.

The Kellenberger Library considers the following to be unacceptable and inappropriate behavior on library premises:

- Violating student behavior and codes of conduct as outlined in the student handbook (available at the circulation desk or online).
- Conversation (including on cell phones) which can be heard from library offices or the circulation desk, or that is bothersome to other users.
- Harassment for any reason. (Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living, or campus environment.)
- Use of any sound-producing device in a way such that the volume level is disruptive to other users.
- Consumption of food or snacks, and possession of food that is not in a sealed container.
- Consumption and possession of beverages that do not contain lids.

- Moving or rearranging library furniture or equipment without permission and without returning it to its proper location.
- Not disposing of trash or waste properly by using the available trash receptacles located throughout the library.
- Any other behavior that is disturbing or offensive to other library users or employees.

#### *Consequences of Violation of Policy*

First-offense patrons are told that they are in violation of the policy and how to correct the behavior.

Repeated warnings due to continued violation of policy will result in offending patrons being asked to leave the library for the remainder of the day, which comes with an automatic referral to student development judicial affairs.

Subsequent referrals will include additional disciplinary action up to and including loss of library privileges for the remainder of the semester.

If the library staff determines that the misconduct poses a danger to the patron, others, or library property, or is otherwise blatantly offensive or disruptive, the patron will be asked to leave the library immediately without warning, and with an automatic referral.

Anyone refusing to leave the library when asked to, will be escorted out of the library by campus security.

Library staff consists of library faculty, staff, and student assistants.

### **Technology on Campus**

#### *Purpose*

The mission of the Information Systems (IS) Department is to serve the computing and communication needs of all faculty, staff, and students in a Christian, professional and timely manner. The department is responsible for all

communication and data networks and systems on campus, including telephones, data lines, servers, computer hardware and software.

#### *I.T. Access*

Students have access to the computer lab located on the second floor of the library as part of their tuition. The lab has 20 PC workstations and is open to meet the needs of students. In addition, students will be issued an NCU email account for use on campus. All campus offices will use this email account to communicate with the student. The computer classroom features a state-of-the-art data/video projection system and 20 PC workstations. The library has placed its entire inventory on an automated card catalog system and has links to numerous online reference sources that students can access for coursework.

The main campus network provides data services and resource access for faculty, staff, and students in the main buildings on campus. The dorm network provides data services for students living in Burke-Griffeth Hall and the Mom Richart Apartments. The dorm network also provides wireless Internet access that is available to all faculty, staff, and students all over campus.

### **Grading and Exam Policies**

#### *Assessment of Student Learning*

Assessing student learning outcomes is an essential part of the academic experience, for both students and faculty. In order to measure the level of knowledge, skills, and abilities that students are expected to attain in their academic majors and individual classes, faculty will employ a variety of assessment methods. Individual course instructors enjoy the academic freedom to use the methods they deem most appropriate to assess student learning, including, but not limited to: attendance/participation, papers, journals, assignments, quizzes, tests, exams, and projects (individual and/or group). Some methods may be adopted across courses and majors using

rubrics adopted by faculty in the respective Schools.

#### *Writing Competency Requirement*

NCU requires six semester hours of English composition, to be satisfied by coursework (with a grade of C- or P or better), or through established exemption and waiver procedures. In the case of coursework, the student must pass two semesters of English Composition (WR 121 and 123) or the approved equivalent.

#### *Late Papers and Assignments*

Each instructor sets policies regarding papers and other class assignments that are turned in late. Professors reserve the right to set penalties, including lowering of grades, as well as rejection of late papers.

#### *Makeup Tests*

No makeup quizzes, tests, or finals will be allowed except for circumstances granted a legitimate excuse status. In the event that a student cannot take a quiz, test, or final, he/she must present a written statement in person to his/her professor before or within three days of the absence, and the professor will determine whether or not a legitimate excuse status will be granted. When makeup tests are given, the quiz, test, or final exam already given to other students will not be repeated. New tests must be prepared.

#### *Final Grades*

Individual course instructors enjoy the academic freedom to use the methods they deem most appropriate to assess student learning and to assign grades based on those methods of assessment. Grades assigned by individual instructors are final. At a student's request, the instructor may assign a grade of Incomplete when the student has essentially met all class requirements except some minor matters and has had an emergency situation or experienced other extenuating circumstances at the last minute. Tardiness and lack of self-discipline do not constitute a justifiable cause.

Changes to a final grade may only occur under the following circumstances:

- removal of an "Incomplete" (either by completion of work or reverting to the earned grade at the end of the course)
- instructor error/miscalculation
- the assigned grade is a result of identifiable and documented discrimination, harassment, professional incompetence, neglect, or other unfair treatment on the part of the instructor

If a student wishes to contest a final grade that s/he deems to be unfair the student must first contact the instructor to determine whether there was a reporting error or a miscalculation of the grade. If the student still deems the final grade to be unfair, s/he may submit in writing to the vice president for academic affairs and dean of the faculty clear documentation of discrimination, harassment, professional incompetence, neglect, or other unfair treatment on the part of the instructor which resulted in the assignment of an unfair grade. The vice president for academic affairs and dean of the faculty may take counsel, as deemed appropriate, but the decision of the vice president is final. Once assigned by the course instructor, no final grade may be changed without the written approval of the vice president for academic affairs and dean of the faculty.

#### *Capstone Presentations*

Capstone presentations reflect the culmination of a student's learning experience by demonstrating results of research or performance. They can involve a variety of presentations including formal exposition, posters, musical performance, or art, for example. Students will make a presentation based on their specific study at the ACE (Academic Creativity and Excellence) Day scheduled during the winter or spring semester in which they take the capstone course.

Students will submit the required form by the stipulated deadline and will then be scheduled to make their presentations. An electronic copy of the paper and presentation (as appropriate) will be submitted by the student for repository in an archive. Faculty advisors may recommend final student papers for publication in a Proceedings journal; these papers will be reviewed by a faculty committee for quality. Failure to complete this capstone presentation requirement will result in not passing the capstone course.

#### *Major Field Test*

Major field tests are used by academic programs to assess how well students learn and understand the material in the program. It is not used to evaluate individual students. All tests are scheduled early in finals week, are web-based involving the Internet, and are a maximum of two hours in length. For those academic programs that have tests (Business/Accounting, English, History, Mathematics, Psychology), it is a requirement of the capstone course that students take the test in order to pass the course.

#### *Dead Week (The week before finals)*

The University is vitally concerned about the academic success of its students. Dead Week is designed to give traditional undergraduate 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 evening, shall not be held during the Dead Week. University 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.

#### *Final Examination Policy*

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

1. A student may have more than two finals in one day. In this case the student may arrange with his/her instructor to take the final at a later time during finals week. Permission from the vice president for academic affairs is not required in this case.
2. If a student has a sudden serious illness or grave emergency in the family, the student may be allowed by his/her instructor to arrange a makeup at a later time during finals week. In the event that the illness or emergency lasts longer than the duration of the finals week, the student may be allowed to receive an Incomplete for the semester and take the makeup final at a later date agreeable to the student and the instructor. This provision applies only if the student has completed all course requirements up to finals week. In all other circumstances deviation from the posted finals schedule shall not be allowed.

#### *Grade Appeal Process*

If a student wishes to contest a final grade that s/he deems to be unfair:

1. The student must first contact the instructor to determine whether there was a reporting error or a miscalculation of the grade.
2. If the student still deems the final grade to be unfair, s/he may submit in writing to the vice president for academic affairs and dean of the faculty clear documentation of discrimination, harassment, professional incompetence, neglect, or other unfair treatment on the part of the instructor which resulted in the assignment of an unfair grade.
3. The vice president for academic affairs and dean of the faculty may take counsel, as s/he

deems appropriate, but the decision of the vice president is final.

*Graduate School Academic Progress*

Graduate students must maintain at least a 3.0 grade point average throughout their master’s studies. Cumulative GPA is calculated on all courses taken, at NCU or elsewhere, to satisfy specific requirements of the graduate program. Courses in which a C+ or lower is earned are not accepted for graduate credit, but are factored into calculation of cumulative GPA. Grades of P (Pass) or N (No pass) are not computed in the student’s cumulative GPA. Courses in which C+ or lower or N is earned must be repeated at current tuition rates.

Students receiving a grade of C+ or lower in a graduate course, but maintaining a minimum 3.0 grade point average, will automatically undergo retention review by the dean or program chair, in consultation with the professor issuing the course grade. This review may result in probationary status for one semester, during which time the student must achieve a 3.0 grade point average in coursework in the subsequent semester. Failure to do so will result in academic disqualification. When a student falls below a 3.0 grade point average, or when more than 4 credit hours of F or N grades appear on a student’s transcript, the dean or program chair will notify the student of academic disqualification. In either case, academic disqualification will result in termination from the program unless the student petitions the Academic Council for academic probation. This petition must articulate clear and compelling reasons to expect improved academic performance and a plan of assistance developed with the faculty advisor for completing the remainder of the curriculum. Petitions of academic probation will be reviewed by the Academic Council at its next regularly scheduled meeting, after which the dean or program advisor will communicate the Council’s decision in writing to the student. Students failing to meet the terms of an academic probation plan of assistance are

automatically disqualified from continuing in the program.

*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 N and P are disregarded. The grade point average is calculated by dividing total points by total credit of A, B, C, D, F. For courses taken fall 1995 and later, the plus sign increases the points assigned to the letter grade by 0.3 per credit (for B, C, and D grades only), and the minus sign decreases the points assigned to the letter grade by 0.3 per credit. No A+ grades are awarded.

Grades at NCU reflect the following definitions:

A	4	Excellent
B	3	Good
C	2	Satisfactory for undergrad; below passing for graduate
D	1	Inferior
F	0	Unsatisfactory performance, no credit awarded
+	+0.3	With B, C, D
-	-0.3	With A, B, C, D
I		Incomplete
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, C+ or lower for graduate work)
AU		Audit; no credit awarded
W		Official withdraw without penalty

WF		Withdraw while failing
X		No grade reported by instructor (recorded by registrar)
^		Course does not meet NCU graduation requirements
R		Class Repeated
P/N		Pass/No Pass

- P/N (Pass/No Pass) grades are the prerogative of the individual professor. Approval of the instructor must be received by the close of the add/drop period as printed in the catalog. In the A, B, C, D, and F scale, below C- is No Pass. Courses with P grade count toward graduation. This choice, once made, is final and cannot be revoked. (See limitations under Four-Year Bachelor Degree Programs.)
- D or F Grades. The grade of D does not satisfy graduation requirements in an academic major or minor. A student who receives a grade of D or F may repeat the course once. The first grade received will remain on the permanent record, but the second grade, if higher, will be computed in the GPA.
- Incomplete. The instructor may assign a grade of Incomplete when the student has essentially met all class requirements except some minor matters and has had an emergency situation or other extenuating circumstances at the last minute. Tardiness 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 determined by the professor of record and recorded on the Incomplete form. In cases of extenuating circumstances, extension may be granted at the discretion of the instructor and the vice president for academic affairs; requests for such extension must be submitted to the vice president for academic affairs for approval before the 30-day period elapses. Students with more than one Incomplete grade per semester and/or a consistent pattern of Incomplete grades in consecutive semesters may be placed on academic probation. When the student fails to demonstrate significant improvement, he/she may be academically disqualified.
- Grade of WF. The grade of “WF” is given for withdrawal after the 10th week of the semester while doing failing work or for failure to clear an official withdrawal through the registrar and Student Services Office.
- Grade of X. This grade is initiated by the Registrar’s Office when it finds an error or other problems on grade reports submitted by the faculty. The grade is converted when the problem has been resolved or clarified.
- GPA. Both NCU course credits and transferable credits from other colleges and universities are computed for the cumulative GPA for academic awards and honors. However, the cumulative GPA listed on NCU transcripts only includes courses completed at NCU.

*STANDARDIZED GRADING SCALE*

Unless otherwise indicated in an individual course syllabus, NCU’s grading scale shall be as follows:

A	93% and above
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%

F	below 60%
P	70% and above
N	below 70%

*Classification of Students*

A student’s classification is determined by the amount of credit earned both in hours and grade points. 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 requirements for graduation. A student who acquires 30 semester hours of credit must change from non-degree to regular student status and conform to the usual regulations governing regular students.
- **Graduate:** A student who has completed a baccalaureate degree and has been admitted into one of the graduate programs.
- **Post-Baccalaureate:** A student who has earned a bachelor’s degree and is pursuing further studies.

*Course Designations*

The course number indicates the difficulty of the course in relation to lower division and upper division work:

50-99	Remedial courses which do not apply toward degree requirements
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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

Course numbers that end in 08 represent courses taken through the Online Consortium of Independent Colleges and Universities (OCICU).

Course numbers that end in 05 represent Reading and Conference courses individually designed to be offered as a co-requisite to an existing course. These courses are available by petition only.

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. Exceptions may be made with the consent of the instructor. Academic advisors will help the students develop their program 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 involved, normally by taking additional elective courses. Courses used to meet requirements of an academic major or minor may not be applied toward another academic major or minor.

*Repeat Classes*

Students may repeat any course once. All grades remain on the permanent record, but no more than one course will show credits earned



and only the most recent grade is calculated into the grade point average. A few select courses can be repeated multiple times with credit earned each time. These courses are identified in the catalog as 'repeatable for credit.'

#### *Chapel Credits*

Chapel programs are an integral part of the University's educational activities and experiences; therefore, the University requires that students enrolled for 12 or more hours, except those in the Professional Studies Program and graduate programs, participate in chapel each semester. The campus pastor supervises monitoring and reporting of chapel attendance.

1. Each student will be monitored for chapel attendance during any semester that he/she is enrolled for 12 or more hours.
2. Chapel credit is recorded on official transcripts as "P/N" but does not count within total credits required for a degree program.
3. Petitions for possible variance may be filed with the campus pastor in the Morse Event Center.
4. Chapel attendance is taken at all regularly scheduled chapel services. A record is kept by the office of the campus pastor who assigns the appropriate grade at the end of each semester.

#### *Second Baccalaureate Degree*

Persons who hold a bachelor's degree from a regionally accredited college or university may complete a second bachelor's degree at NCU by completing 8 credits of the Biblical and Christian foundations in the core requirements and an academic major. A minimum of 30 hours from NCU is required.

Students who have received a bachelor's degree from NCU may receive a second major upon completion of an additional 30 hours in another subject field at NCU not closely related to a field already completed.

#### *Graduate School Residency*

##### *Requirements/Transfer Credit Limit*

Candidates for master's degrees may transfer a maximum of 10 semester (15 quarter) credit hours of regular graduate work completed at another accredited institution provided that:

- the work satisfies the requirements of a specific course or practicum experience in NCU's curriculum, with the approval of the course instructor and dean or program chair of the department;
- grades of A, B, or P were earned in these courses;
- the courses were completed within five years of the expected program completion date;
- the credits were not earned through correspondence or televised programs (unless approved as an online version of a regular institutional offering).

The University does not grant graduate credit for prior learning experience nor accept graduate credit earned through prior learning at another institution as transfer credit.

##### *Time Limit*

- Associate degrees must be completed within three years from the date of initial matriculation or that of readmission following readmission.
- Baccalaureate degrees must be completed within six years from the date of initial matriculation or that of readmission following readmission.
- Master's degrees must be completed within five years from the date of initial matriculation. This time limit includes any on-leave time the student may have been granted.

When the time limit has elapsed, the student must reapply for admission. For details regarding readmission, consult the director of admissions. Readmitted students are subject to academic requirements and policies in effect at the time of readmission.

### *Academic Grievance Policy*

Academic grievances are student grievances related to any part of the institution's academic structure, in which a student feels that he or she has been unfairly treated and/or that his or her academic performance has been adversely affected by a faculty member, a member of academic staff, or an academic department. Students who feel that they have been unfairly treated and/or that their academic performance has been unduly impeded by a member or members of faculty or academic staff have the right to raise their concern and/or to lodge a grievance at any time without fear or consequence of retribution by any member of faculty or staff.

A student with an academic concern or grievance will normally first raise the concern/grievance with the individual faculty member(s) or staff member(s) to whom the concern/grievance relates. If the concern/grievance cannot be resolved in the initial step, or if the student feels unsafe to raise the concern/grievance directly with the respective faculty/staff member(s), the student may seek the assistance of the head of the appropriate school, program advisor of the specific program, or the assistance of another trusted member of faculty or staff. The student may also (be directed to) initiate contact with one of the designated ombudspersons.

If a concern/grievance cannot be resolved either by direct contact with the respective faculty/staff member(s) or by the arbitration of the ombudsperson(s), the student may lodge a formal grievance with the vice president for academic affairs and dean of the faculty. A formal grievance must include the following items in writing:

1. Clear description of the situation and the specific nature of the concern/grievance.
2. All available documentation to support the grievance.

3. Clear documentation of prior attempts to resolve the grievance.

The vice president for academic affairs may choose to refer the grievance to the University Appeals Hearing Board (as described in the Student Handbook). In making a final decision the vice president for academic affairs may take into consideration the following:

1. The formal grievance as documented and presented by the student. (A personal interview with the student may also be required.)
2. Any documentation provided by the faculty/staff member(s) to whom the grievance relates. (A personal interview with the faculty/staff member(s) may also be required.)
3. Any documentation provided by the ombudsperson. (A personal interview with the ombudsperson may also be required.)
4. Any recommendation from the University Appeals Hearing Board (if available).
5. The counsel of other individuals or groups of individuals, as appropriate (e.g., Deans Council, Academic Council, President's Cabinet).

The decision of the vice president for academic affairs and dean of the faculty is final.

### **Academic Honors**

#### *Northwest Christian University Dean's List*

Each year, traditional undergraduate students who have completed at least 12 graded credit hours with a GPA of 3.50 or better during fall or spring semester are nominated for inclusion on the Dean's List. Required courses that grant only Pass/No Pass 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 those institutions must be received within two weeks of the end of the semester after the course was taken in order to be considered for the honor. 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 as follows:

- All course credits taken at NCU and all transferable credits from other colleges or universities are computed to determine the cumulative GPA for honors only.
- All grades earned through completion of the degree will be computed.
- To be considered for the honor, students must submit a transcript of courses taken elsewhere two weeks prior to graduation. Delayed reporting of the grades could result in the cancellation of the academic honor.

### **Awards & Contests**

#### *President's Scholastic Award*

The graduating senior, who has attained the highest cumulative GPA, with at least 61 credit hours having been completed at NCU, shall receive the President's Scholastic Award. All NCU grades and the grades of all transferable credits from other colleges or universities 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 at other colleges or universities within two weeks of grade reporting.

#### *Kendall E. Burke Memorial Award*

Annually at Commencement service a special award of a Bible bearing the imprint of the recipient's name is given to the student chosen by secret ballot by the student body and faculty,

as the one who has rendered the most outstanding service to the institution. The recipient must have maintained excellence in academic work, be fully approved as to Christian character and convictions, and show a notable record of service to others. This award was instituted by the late Dr. Kendall E. Burke as the "President's Award" and has been continued by the faculty and administration as the Kendall E. Burke Memorial Award.

#### *Victor P. Morris Memorial Award*

Each year the Victor P. Morris Award is presented to a graduating Professional Studies Program student considered by the faculty as the most outstanding on the basis of academic excellence and leadership. This award is given in honor of Dr. Victor P. Morris, who encouraged persons of all ages to complete college. He served many years as dean of the University of Oregon School of Business Administration (now Charles H. Lundquist College of Business). Dr. Morris also served with distinction as a member of the NCU Board of Trustees, and twice he served as the acting president of NCU.

The recipient of the Victor P. Morris Award will receive a copy of a current bestselling management book during the Commencement exercises. The recipient's name will also be added to a permanent plaque to be kept at the University.

A number of additional specialized awards are specified by the faculty and staff and are awarded at the annual Honors Convocation.

### **Graduation**

#### *Commencement/Graduation Activities*

The main commencement activities are held in May, at the end of spring semester. An additional graduation ceremony is held in December at the end of fall semester. Participants in commencement must complete all graduation requirements prior to commencement.

### *Graduation Application*

Students who are nearing the completion of their degree requirements and intend to graduate must submit an application for graduation. Applications can be submitted through the BeaconNet (<http://www.nwcu.edu/beaconnet.aspx>), or a form downloaded from <http://www.nwcu.edu/registrar/forms.aspx> and submitted to the Office of the Registrar. The application must be submitted by the end of registration for the semester immediately preceding the final semester of coursework, regardless of whether or not the student intends to participate in the commencement ceremony. Late applications are subject to a \$25 late application fee. Students should not plan on participating in commencement until given preliminary clearance by the Office of the Registrar. Students are required to submit the application for graduation on time and be approved by the Office of the Registrar, if they are planning to participate in commencement.

### *Graduation Confirmations*

Graduation audits will be completed by the Office of the Registrar within two weeks of receipt of a completed graduation application and emailed to the student. A copy of the audit will be sent to the student's academic advisor.

### *Graduation Participation*

Final approval for graduation participation is provided by the Office of the Registrar after final grades are submitted and before the ceremony.

## **Policy on the Disclosure of Student Records**

Complete policies regarding student privacy and records can be viewed at <http://www.nwcu.edu/registrar/recordspolicies.aspx>. Students' rights regarding personal information include:

- The right to view material in his/her records filed at NCU, with the exception of those

records for which there is a signed waiver of that right;

- The right to limit access to personal records (consent of the student must be given for release of any personal or academic records to persons other than NCU faculty and staff having a legitimate official reason or under emergency circumstances);
- The right to limit personal material (directory type information) printed in publications such as the Student Directory. Directory type information, which could be given out to whoever inquires, includes the student's full name, local and permanent address(es) and telephone number(s), email address, date and place of birth, the fact that the student is or has been enrolled, dates of attendance, class 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.

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

## **Non-Discrimination Policy**

The policy of NCU is to provide equal opportunity for all qualified persons in the educational programs and activities that the University operates. The University does not discriminate on the basis of race, color, national or ethnic origin, age, disability, sexual orientation, religion, marital status or any other protected status to the extent prohibited by applicable nondiscrimination laws in its admission policy, employment, scholarship and loan programs, educational, athletic, and other activities that it operates.

### **Active Service Duty Policy**

Should a student enrolled at NCU be called to active service duty, he/she should report to the Registrar's Office. The registrar will back the student out of the classes he/she is registered for and refund the student's fees 100 percent (working in conjunction with Financial Aid if appropriate). Questions regarding this policy may be directed to the office of the vice president for academic affairs and dean of the faculty.

### **Catalog Changes and Authority Policy**

Students whose studies are uninterrupted will graduate under the requirements listed in the Catalog in effect at the time of original admission. Since the University reserves the right to discontinue courses at any time, course substitutions may be assigned for discontinued courses. The University reserves the right to change fees, rules, and calendars regulating registration at, admission to, conduct in, instruction in, and graduation from the University. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are matriculated in the University.

**NOTE:** Students are subject to academic requirements and academic policies as described in the University 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 University. When significant changes are adopted in the academic policies and requirements after their admission, students have the option of completing their degree under either the old or the new requirements within the degree time limit.



## Student Development

### Code of Conduct

Northwest Christian University, with a foundation in the Christian faith, is committed to holistic student development in the context of our vision, mission, and values. We have established services, policies, and community guidelines that will foster a living-learning environment consistent with our values.

Nearly everyone must adapt his or her lifestyle to some degree in consideration of other individuals or groups. We believe all students have the right at all times to study, sleep, and live in an atmosphere of mutual respect. It is therefore important to understand what is expected of you while a member of the NCU community. Standards were designed to allow for the freedom and flexibility of the individual and to ensure the rights and privileges of the community as a whole. You may not agree with, or fully understand, some facets of the University's behavioral expectations. However, by enrolling as a student at NCU, you agree to live according to the expectations outlined in the NCU Student Handbook. Non-matriculated students admitted to special programs are also expected to maintain these standards. Any questions regarding these statements should be directed to the vice president for student development & enrollment.

Policies and standards for conduct shall apply to conduct that occurs on the University premises, at University-sponsored activities, and off campus when a student's conduct could adversely affect the University community and/or the pursuit of its objectives. Each student shall be responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and between the semesters of actual enrollment (and even if their conduct is not discovered until after a

degree is awarded). NCU reserves the right to interpret policy and to apply the intent of the policy judiciously, depending upon circumstances. University policy ensures individual responsibility and an environment that contributes to a learning community. Failure to abide by the policies and procedures as outlined by the Student Handbook may result in disciplinary action and sanctions. Each student associated with NCU is expected to be familiar with and to follow all policies and procedures established by the University.

For a complete listing of policies, judicial affairs, and grievance procedures please refer to the Student Handbook posted online at <http://www.nwcu.edu/undergrad/student-life.aspx>; hard copies are available by request in the Student Development Office, (541) 684-7345.

### Campus Ministries

Student ministries and spiritual development are at the core of the Northwest Christian University experience. We believe the process of building and equipping men and women to be leaders of the future must be founded on a strong relationship with God (Father, Son, and Holy Spirit). Campus Ministries emphasizes developing the whole person, body, soul, and spirit. This spiritual formation occurs through a balanced approach experiences that are focused inward, outward and together. Inward, as we seek to pursue our individual relationship with God; outward, as we extend our lives in service to others in need whether nearby or afar; and together, as we build a genuine community of love and unity. This approach is evidenced in the many activities and opportunities to grow spiritually at NCU, including chapel and worship services, community life, group Bible studies, urban outreach and community service projects, evangelism teams, missions trips, and much more. For more information, please see: <http://www.northwestchristian.edu/undergrad/student-life/campus-ministry.aspx>. The department offers:

- Daytime and nighttime chapel services that aspire to build community, enable worship, and challenge participants to be devoted followers of Jesus Christ.
- Community Life Groups of four to ten students that meet regularly to encourage accountability to the Lord Jesus Christ, to build community, and to provide a safe and nurturing place to explore our walk with God.
- Pastoral care when students sense a need for a safe place for encouragement, direction, affirmation, belonging, prayer, and nurturing in the Christian faith. The campus pastor and his staff want to serve the student body of NCU to become whole in Christ.
- Assistance for students to connect with local churches during their years at NCU.
- Opportunities for overseas mission trips and community outreach.

### **Fitness Center in the Morse Event Center**

The Fitness Center offers a variety of cardio, weight, and strength training equipment to meet physical health needs. Hours of operation are extensive during the school year. These hours will be posted in the MEC and on the athletic website. Visit <http://www.gobeacons.com> for more information.

### **Food Services**

NCU partners with Campus Kitchen to provide campus dining and catering. A variety of options are available for breakfast, lunch, and dinner including a short order window, hot buffet entrees, salad bar and cold buffet options. Commuter students may purchase a weekly meal plan or individual meal tickets that are sold in the Lighthouse Cafe. Our food service program is able to customize meal options with individual students who have special dietary requirements. For more

information, please call the Student Development Office at (541) 684-7345.

## **Health and Wellness**

### *Health*

At Northwest Christian University, the health and well-being of our students is of utmost importance. Healthcare is available at hospitals, urgent care clinics and medical offices throughout the Eugene/Springfield area. For community resources including facility locations please see:

<http://www.nwcu.edu/undergrad/student-life/health-and-wellness.aspx>.

### *Immunizations*

Oregon law requires students born on or after January 1, 1957 who are enrolled in 9 or more credit hours at Northwest Christian University to provide proof of two measles vaccines or meet one of the legal exemptions. Adequate proof is written documentation of the month and year of each dose of measles (the first dose must have been on or after your first birthday and thirty days must have passed between the first and second dose). In accordance with Oregon law, the Office of Student Development collects and reviews submitted immunization documentation. Please review the immunization form for additional information. The Office of the Registrar will be notified of students who are not in compliance with Oregon law. Registration to attend classes will not be permitted for students who fail to complete their documentation requirements.

### *Health Insurance*

Graduate students are not required to carry health insurance; however, may voluntarily elect to enroll in the University's Student Health Insurance Program provided by United HealthCare Student Resources. Students wishing to enroll must contact the Office of Student Development. Coverage for spouse and/or children is offered at an additional fee. Policy information and cost may be viewed by visiting the following website:

<http://www.nwcu.edu/undergrad/student->



life/health-and-wellness/student-insurance.aspx.

### *Counseling*

NCU offers free counseling services to help support our students' wellness needs and is located close to several health care resources in the Eugene community. Mental health counseling services are available to all Northwest Christian University students. Each student may receive ten free sessions with a counselor per year. After ten sessions are completed, students are offered counseling services at a low cost. Students interested in counseling should call (541) 349-7471 to schedule a brief intake appointment. Please see: <http://www.nwcu.edu/undergrad/student-life/health-and-wellness/mental-health.aspx>.

### **Student Activities**

Student Activities at NCU are diverse, meaningful, and memorable. Alongside students, we work to create a fantastic campus culture by meeting our students where they are at. Student Activities for our PSP and Graduate students primarily happen during the evening hours when our students are already on campus. The Coordinator for Adult Student Programs, a student position, works with various departments around campus to plan a monthly event as well as a monthly devotional in an effort to both serve our students and bring awareness to the various offices and services offered at NCU.

### **Judicial Affairs and Grievance Procedures**

For a complete listing of policies, judicial affairs, and grievance procedures please refer to the Student Handbook posted online at: <http://www.nwcu.edu/undergrad/student-life.aspx>; hard copies are available by request in the Student Development Office, (541) 684-7345.



## Graduate Program Course Descriptions

### Accounting

ACTG 545 Managerial Accounting (3) This course examines the development, presentation, and interpretation of cost information for management decision making, budgeting, and control. Emphasis is placed on understanding financial reports that are the final product of the system--what they do and do not tell stakeholders about the business. Accounting principles, conventions, and concepts underlying financial reporting are examined with the objective of developing the ability to read, comprehend, and perform a basic analysis of financial statements. Prerequisite: ACTG 211 or ACTG 311.

### Business

BUS 501 Group Dynamics in Organizations (3) This course examines the knowledge, attitudes, and behavior of individuals and groups within organizations. The ramifications of behavior patterns and their influence on organizational success will also be explored. The relationship of group dynamics to management of teams will be emphasized in this course.

BUS 505 Management Theory and Entrepreneurship (3) This course provides an introduction to the subjects of management and entrepreneurship. It will explore the connections between theory and practice of management from its historical beginning to the modern applications of planning, organizing, leading, and controlling. It will also allow the student to consider the requirements for a new business start-up and begin the process of writing a full-scale business plan which is the capstone project for the MBA.

BUS 530 Marketing Management (3) This course examines marketing principles and practices for promoting and managing an organization. Topics include consumer behavior, market analysis, supply and demand, and the strategic role of marketing.

BUS 550 Financial Management (3) Examines the role and use of financial support systems to maximize organizational value and effectiveness. Budgeting concerns, as well as planning and control systems, will be explored, along with analysis of financial ratios and financial statements. Prerequisite: ACTG 211 or ACTG 311.

BUS 580 Quantitative Decision-Making Methods (3) This course focuses on the quantitative tools that managers need in order to facilitate decision making. These include decision analysis, linear programming, transportation methods, network models, waiting line models, and simulation. Prerequisite: MATH 310.

BUS 590 Final Project Development (1) This is a preparation course for the MBA program final project. Students have two options as they finish their degree. In consultation with their graduate mentor, they may either write a traditional thesis on a topic relevant to the coursework taken or they may complete a major business plan. During this course, students are to develop the final project structure and write a project proposal. Prerequisite: Completion of the first four semesters of graduate business coursework.

**BUS 600 Christian Leadership and Ethics (3)** This course focuses on leadership, service, and ethics from a Christian perspective. There will be a focus on servant leadership with Jesus as the quintessential example. This course will also explore the role of ethics and ethical behavior in organizations with a special emphasis on guiding leaders and managers in the everyday issues that they face.

**BUS 610 Operations and Service Management (3)** Operational aspects of both manufacturing and service organizations will be explored in this course. Issues to be examined include strategy, production processes, technology, capacity planning, facility location and layout, production planning systems, and quality management. Specific quantitative tools will also be examined, including quality control, forecasting, inventory methods, and project management. Prerequisite: BUS 580.

**BUS 615 Management of Human Resources (3)** The policies and practices related to managing people in organizations will be examined in this course. Special emphasis will be placed on planning, staffing, development, compensation, and evaluation of these practices. Prerequisite: BUS 370, MGMT 370 or approved Business Law class.

**BUS 690 Final Project (1)** This is the final course in the MBA program. Students have two options as they finish their degree. In consultation with their graduate mentor, they may either write a traditional thesis on a topic relevant to the coursework taken or they may complete a major business plan. Either choice will result in a written document and a presentation in an open forum to faculty and students. Prerequisite: Completion of all graduate business coursework.

**BUS 699 Strategic Management (3)** This course will effectively be the capstone course of the program. It will integrate all management-related aspects of an organization. Specifically, it will focus on the strategic and long-range issues managers must deal with in order to achieve competitive advantage. Prerequisites: BUS 505, 530, 550, 610, ACTG 545 or BUS 550 or HCA 550.

## **Clinical Mental Health Counseling**

**CMHC 500 Professional Orientation (2)** This course is an introduction to graduate study in the field of counseling. It orients students to the counseling profession and program, and it provides them with the skills, knowledge, and understanding necessary to write graduate-level papers. The writing instruction focuses on APA manuscript style and methods for strengthening academic writing. Because good writing reflects clear, logical, and critical thinking, this course is aimed at developing students' ability to frame an idea in a clear, succinct fashion and integrate support for that idea with current research literature. Development of effective time management, good self-care, spiritual growth throughout graduate study, and professional identity will be emphasized.

**CMHC 507/607 Special Topics (course number to be assigned by semester).** Topics can include, but not be limited to, domestic violence, private practice management, counseling in managed care systems, advanced substance abuse counseling, grief counseling, master's thesis, etc. Students can take special topics on an independent study basis.

**CMHC 511 Counseling Theories I (2)** This course introduces students to theories of counseling and psychotherapy from a historical-chronological perspective. Specific orientations include psychoanalytic therapy, Adlerian therapy, person-centered counseling, Gestalt therapy, humanistic-existential therapy, and a variety of cognitive-behavioral approaches to therapy. As students are exposed to these models,

they are encouraged to incorporate their own values about the human change process and their faith with these theories in order to begin to define their own theoretical orientation to counseling. Students must successfully complete this course prior to any clinical practica experience.

CMHC 512 Counseling Theories II Children and Adolescents (2) This class reviews the theories in Counseling Theories I, applying them to child and adolescent populations. Students additionally will be introduced to play therapy models and theories, consultation with parents/guardians, and issues that pertain specifically to children and adolescents (i.e., developmental issues, abuse, neglect, and poverty).

CMHC 520 The Helping Relationship (2) Students' preparation for clinical practica experience begins with this course. Students learn the basic microskills of counseling, including attending behavior, listening and structuring skills, and reflecting skills, and practice those skills in simulated counseling sessions built around role-plays. Students integrate knowledge from the Theories of Counseling course and develop a personal theory of counseling and a conception of how the skills fit into that model. Students must successfully complete this course prior to any clinical practica experience.

CMHC 530 Ethical and Legal Issues (2) This course is designed to expose students to the myriad of ethical issues that surface in counseling settings as well as legal requirements of counselors. Topics include privacy and confidentiality, duty to warn, abuse reporting procedures, licensure and certification, marketing, boundaries in therapeutic relationships, and counselor health and welfare. Oregon statute, rules, and the ACA Code of Ethics are reviewed. Students must successfully complete this course prior to any clinical practica experience.

CMHC 540 Research and Evaluation (2) In this course students learn to be critical consumers of counseling research. Introductory statistical concepts, such as measures of central tendency and variability, standard scores, and hypothesis testing are reviewed. Students are introduced to basic research methodology as well as to current outcome studies. They gain familiarity with research journals in the fields of counseling and psychology and learn to conduct a literature search and compile a bibliography using APA style. They also learn to apply research to clinical cases and clinical treatment dilemmas, forming an evidence-based method to practice.

CMHC 541 Diagnosis and Appraisal of Individuals I-Psychopathology and DSM-IV Diagnosis (2) In this course students gain competence in using the DSM-IV-TR as a diagnostic guide in assessing psychopathology with the goal of planning treatment. Strategies for treatment based on different theoretical perspectives are presented. Students learn to identify common forms of mental disorders, write a treatment plan, and complete other clinical documentation.

CMHC 542 Diagnosis and Appraisal of Individuals II-Psychological Testing (2) This course is an introduction to the principles of assessment, including reliability and validity of instruments, selection, administration, scoring, and interpretation of selected tests, and the ethics of the use of those instruments, especially with special populations. Types of tests explored include intelligence and general ability tests, achievement and aptitude tests, career and interest inventories, and personality measurements.

CMHC 550 Group Dynamics Processing and Counseling (2) This course is intended to introduce students to the ethics of group therapy, the dynamics of group process, and a variety of techniques for working with specific groups. Students practice facilitating groups in simulated sessions and gain an awareness of

their own personal process in a group setting as they take part as members in those simulated group sessions.

CMHC 555 Private Practice Management (2) This course introduces counselors to the nuances of managing a private counseling practice. Laws (ORSs and HIPAA) pertaining to both business management and counseling practices are reviewed, as are issues such as fees and billing, financial and clinical record keeping, marketing, working with HMOs and third-party payers, emergency management, liability insurance and risk management, and clinical supervision/consultation. Students put together a 3-year business plan as they conceptualize launching their own practices.

CMHC 560 Human Growth and Development (2) This course is an advanced review of physical, social, cognitive, and moral development of persons throughout the lifespan. Research regarding factors affecting development, such as divorce, daycare, and exposure to violence, are explored.

CMHC 565 Domestic Violence: Issues and Interventions (2) This course provides an introduction to the complex issues of domestic violence and partner abuse. Attention is given to understanding the psychological, emotional, physical, and spiritual impact of domestic violence on individuals and families. Also addressed are multicultural concerns, legal and ethical issues, and the impact on counselors when working with this type of trauma.

CMHC 570 Lifestyle and Career Development (2) This course is designed to investigate the concept of career by providing an overview of the career development field and the practice of career counseling. Students learn theories of career development as well as strategies, information, and resources to facilitate career decisions (e.g., assessment tools, technology, labor market information, research trends). Related topics such as career exploration at various developmental levels, career counseling with multicultural populations, and special issues in careers are explored. Students will reflect on their personal career development in an effort to increase self-growth and empathetic relating to clients.

CMHC 575 Counseling in Managed Care Systems (2) This course teaches students to work effectively in managed care settings. History, laws (both state and national) and acts pertaining to managed care will be reviewed. Current best practices for billing, client privacy, working in triage, and working with medical personnel will be covered.

CMHC 580 Social, Cultural, and Spiritual Foundations (2) This course allows students to investigate current social problems, such as crime and violence, homelessness and unemployment, child abuse, and sexual abuse, to broaden their cultural awareness and assist them in working with clients who are coping with these kinds of issues. The challenge of dealing with spiritual issues, such as guilt, forgiveness, and value conflicts, which often arise in counseling, will be emphasized.

CMHC 590 Counseling in a Multicultural Society (2) In this course students investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students will be encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships and an acceptance of all persons.

CMHC 601 Family Systems I-Interventions with Families (2) This course is designed to serve as an introduction to family systems theories and enable students to investigate family issues that surface in

counseling. Topics include changing American families, alternative families, family boundaries, domestic violence, physical and sexual abuse, divorce, and marital discord.

CMHC 602 Family Systems II-Interventions with Couples (2) This course provides focused study and practical application of systems theory to treating couples. Includes assessing the couple from a systems perspective, the importance of creating and maintaining a therapeutic balance in treatment, balancing content and process, addressing interactional issues and patterns, treatment planning and practical interventions.

CMHC 610 Prevention, Intervention, and Consultation (2) This course examines sources of biological and environmental risk to addiction that hinder the development of personal wellness, family functionality, and social competency. Students are introduced to risk and protective factors for addiction, and learn the concept of resiliency and how specific resiliency factors serve as buffers at the individual, family, school, and community level. This course explores the etiology of prevention theory, cultural considerations, current research, and effective intervention strategies.

CMHC 620 Substance Abuse Counseling (2) This course is designed to introduce students to issues associated with the use and abuse of drugs and alcohol. Students learn to recognize the abuse or potential abuse of substances, how to screen for the level of abuse, and where and how to refer clients for treatment. While it is not the intended purpose of the course to equip students for substance abuse counseling, information is presented to expose students to the impact of substance abuse on physiology, the therapeutic relationship, clients' interpersonal relationships and functioning, and counseling outcome.

CMHC 625 Advanced Addiction Counseling (2) This course provides students with an in-depth understanding of addiction assessment, treatment, relapse prevention, and recovery strategies. The course focuses on ASAM assessment criteria, exploration of the strengths and weaknesses of current treatment models and strategies, including the use of Motivational Interviewing for mandated clients, a deeper look at 12-Step and other recovery models, and the role of spirituality in the recovery process. Family and multicultural factors are considered in both treatment and relapse prevention strategies for chemical and behavioral addictions. The course involves experiential elements such as role-playing addiction assessments and addressing resistance.

CMHC 630 Crisis, Trauma, and Disaster Intervention (2) This course is an overview on how the impact of crises, disasters, and other trauma-causing events impact individuals, cultures, and systems. Students learn the foundations of emergency management systems within the scope of clinical mental health counseling. They learn theories and models of culturally competent counseling during and after traumatic events.

CMHC 640 Psychopharmacology (2) This course introduces students to the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

CMHC 685 Clinical Practicum I (2)-75 clock hours/20 direct hours

CMHC 686 Clinical Practicum II (2)-75 clock hours/20 direct hours. Clinical practica experiences involve students as counselors-in-training working under close supervision of faculty supervisors. Students begin

their practicum experience by seeing one or two clients from the community weekly in the program's on-site training facility. As students demonstrate satisfactory clinical skills, they are assigned additional clients, reaching an average of three to four clients per week. In addition to seeing clients and completing the necessary paperwork, students meet with their faculty supervisor 2:1 (triadic supervision) 60 minutes per week and in group supervision 90 minutes. In supervision sessions, students learn to conceptualize individual cases, to consider ethical and legal implications, and to apply their foundational coursework. Students must complete two terms of practica (4 credits) prior to internship. Graded Pass/No Pass only. (Prerequisites: Theories of Counseling; Counseling Skills and Procedures; Ethical and Legal Issues in Counseling.)

CMHC 695 Internship (14)-700 clock hours/280 direct hours, 1 credit = 50 clock hours. Internship is the capstone of the students' training in becoming clinical mental health counselors. It is the experience in which the previous coursework and practica are applied in the real world of clinical mental health counseling. Students generally begin their internship during Semester 6, and they are encouraged to choose a site that is congruent with their desired specialization area(s). At their internship site, they complete a total of 700 hours that includes a minimum of 280 direct clinical hours over the course of 2-3 semesters. Students receive clinical supervision on site but also are monitored closely by a faculty supervisor. Prerequisites: successful completion of Clinical Practicum I and II. Graded Pass/No Pass only.

## **Communication**

COMM 580 Communication in Organizations (3) This course focuses on how people communicate within and between organizations. Special emphasis will be placed on proficient listening, framing ideas clearly, and conflict resolution. Managers spend more time listening than in any other business activity. Influencing others to accept the communicator's intended meaning over other competing possibilities is a significant skill for business leaders.

## **Counseling Seminars**

Professional Issues Forum [Clinical Mental Health Counseling Program] (noncredit required seminar) This required non-credit seminar allows students the opportunity to explore the many questions that surface in their counselor training. The course is also intended to be an opportunity to build cohesion within the student cohort by offering an informal forum to discuss common professional issues, receive feedback from others, meet professionals in the community, and relate to faculty outside a structured classroom setting. Issues such as professional appearance, continued education and supervision, licensure procedures, and career opportunities are possible topics for discussion. Students will be introduced to the process of writing a master's thesis and begin to formulate a direction and plan for their own thesis research.

## **Economics**

ECON 505 Global Economics (3) This course explores economic theories, practices and policies as they relate to commerce and finance in a global context. The course, through a Christian comparative perspective, examines the influence of different economic systems on global market structures, performance and strategies.



## Education

EDUC 505 Professional Planning Seminar (1) This seminar outlines the candidate's personal and professional learning goals, and addresses the activities/courses necessary to achieve the goals. In conjunction with an advisor, the candidate will develop an individualized plan that includes a time line. The individualized plan is the student-university contract that directs the completion of the program. In some instances, students will re-direct their interest and goals. Flexibility is a critical component to appropriate development of the individualized plan.

EDUC 507 Action Research (3) This course provides the graduate student with the opportunities to review action research literature, explore both quantitative and qualitative paradigms in action research, and develop basic skills in action research methodology. Candidates will select contemporary issues in education including transforming schools, character development and student assessment in all content areas as the basis for their research. Candidates will identify a problem, develop a strategic plan of action, implement the plan, evaluate the plan and reflect on the results of the evaluation and research process.

EDUC 511 Brain Based Teaching Strategies for Diverse Learners (1) This course will offer researched-based information on learning styles, teaching strategies, and problem-solving methods for active, attention-challenged students in regular or special education classrooms. The course will deliver instruction on meeting the needs of diverse learners. The course will challenge some of the assumptions and practices currently used with students having diverse learning needs.

EDUC 512 Creating Wonderful Readers and Brain Gym® Unite (1) This course is an overview of the why (theory), the what (method), and the how (application) of helping struggling readers through a constructivist approach. This class will teach how to instruct small groups and individuals in eliminating reading problems. Brain Gym® is a system of physical movements, strategies and activities that increase learning through their effects on the brain. Brain Gym® has been documented to improve basic skills and standardized test scores.

EDUC 513 Reading Assessment: An Integrative Approach (1) This class will teach how to assess reading using an integrative approach. A Running Record is used as an assessment tool in order to include accuracy, fluency, and comprehension while encouraging a natural reading pace. This is a fresh and productive look at "running records." Research is presented to support the efficacy of this particular methodology. Criteria for assessing and choosing materials will also be addressed.

EDUC 514 All About Struggling Readers (1) This course will be an overview of the why (theory), the what (method), and the how (application) of helping struggling readers through a constructivist approach. This class will teach how to instruct small groups and individuals in eliminating reading problems, argue for a fresh look at the efficacy of using "running records" as an assessment tool, and speak to the issue of criteria for choosing materials for assessing and tutoring. Methodologies and materials will be presented for one-to-one tutoring and for a small group application.

EDUC 515 Meeting the Needs of Diverse Learners (1) This course will deliver instruction on meeting the needs of diverse learners. It prepares regular classroom teachers to recognize and understand the broad range of diversity in classrooms including handicapping conditions, cultural, ethnic, racial

diversity, gender, and the gifted learner. Assists regular and special education teachers in adapting curriculum, instruction, management, and assessment in order to meet the needs of all learners.

EDUC 516 Humor in the Classroom: Making Teaching & Learning Fun (1) This course explores ways to “hook” students into learning through stories, anecdotes, and humor that is culturally sensitive and appropriate. Research shows retention occurs through the use of emotion-based learning experiences. It is important for ideas, concepts, and strategies to “stick” in one’s mind. Competing with the influences of media exposure and working with students who tune out conventional learning is a significant challenge.

EDUC 517 Building Positive Communication (1) This course teaches strategies to use in difficult conversations with student, co-workers, parents, or anywhere communication occurs and understand why we behave as we do. Students will learn effective ways to interact and create effective communication.

EDUC 518 Second Language Learning (1) This course examines diverse aspects of language acquisition and development with emphasis on educational implications. Educational topics in second language learning are addressed, including concerns for linguistic and cultural diversity, bilingualism, and second language acquisition.

EDUC 519 Language Acquisition: Theory into Practice (1) This course examines diverse aspects of language acquisition and how that impacts classroom instructional delivery. The major theories and current research in language acquisition are reviewed.

EDUC 520 Creating Wonderful Readers and Nothing Less (1) This course is an overview of the why (theory), the what (method), and the how (application) of helping struggling readers through a constructivist approach. This class will teach how to instruct small groups and individuals in eliminating reading problems. Methodologies and material will be presented for one-to-one tutoring and for a small group application. Reading Theory and Process Learning Theory will be the focus. Hands on experience provides an understanding of specific content, current issues and trends, and applies integrative methods to helping struggling readers.

EDUC 521 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 behavior changes. The logistics of managing transitions and learning spaces, preventative strategies supported by classroom routines and protocols, and problem solving methods are presented. Students review social skills curriculum and approaches to character education. Advisory programs, classroom meetings, and peer mediations are some of the constructs taught as 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 are consistent with laws governing student rights and responsibilities. Students develop a “Classroom Management Plan” as a precursor to this work sample component. Prerequisite: graduate teacher education major.

EDUC 530 Child Development & Diversity (3) This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive aspects of development are 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 teachers and schools, 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 540 Web Enhanced Learning (3) This course provides application of relevant theory to developing and implementing web-based resources for supporting classroom instruction. This course provides students with the opportunity to further develop their skills in technology. Students will work within a group to design and develop effective assignments to use in classrooms.

EDUC 541 Elementary Literacy Methods & Children's Literature (3) This course provides methods and materials for language arts teaching 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. Pre-service teachers will determine developmentally appropriate content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery. Prerequisite: graduate teacher education major.

EDUC 550 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 will focus on developmentally appropriate practices to enhance conceptual knowledge, process skills, and application of concepts. Prerequisite: graduate teacher education major.

EDUC 560 Contemporary Education Issues (3) During this course candidates will review historical education concepts, definitions and topics from the perspective of understanding the evolution of educational issues. The historical development of educational issues is explored and the philosophical and sociological influences relevant to current educational concerns will be researched and evaluated. This course is an application opportunity for experienced teachers requiring knowledge of current, research-validated concepts and strategies for managing classroom life and learning while building a community. Foundational key concepts will be researched, discussed and evaluated. Candidates may work with each other to design or implement school-wide programs.

EDUC 561 Language Arts (Methods) 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 support of inferential and evaluative comprehension. Prerequisite: graduate teacher education major.

EDUC 566 Secondary Science Methods (2) This course introduces beginning educators to the standards, strategies, resources and technology appropriate to science curriculum and instruction at the secondary level. Particular emphasis is placed on state standards, research-based teaching and evaluation methods, and issues regarding the safe management of a laboratory classroom. Prerequisite: graduate teacher education major.

EDUC 567 Secondary Math Methods (2) This course examines and utilizes national standards and Oregon state standards for mathematics instruction at the basic and advanced levels. Mathematical reasoning and problem-solving are emphasized. Prerequisite: graduate teacher education major.

EDUC 568 Secondary Social Studies Methods (2) This course incorporates multiple perspectives for teaching the social sciences: historic, geographical, economic, political, and cultural through the use of essential questions (e.g. what has humankind done and thought?). Teaching strategies are presented that help learners work through the interplay of facts, concepts, and main understandings that enable them to understand and use the social sciences. Prerequisite: graduate teacher education major.

EDUC 570 Adolescent Learners & Diversity (3) This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, cultural, and cognitive aspects of development are explored. 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 teachers and schools, including the needs of at-risk and exceptional learners.

EDUC 575 Ethical Leadership in Education (3) This course will offer teachers the opportunity to systematically explore the role of the teacher as an educational leader. Teachers are members of a learning community that stretches each individual to prepare for the daily lessons as part of the “vision” of student learning and school culture and the law. During this course educators will have the opportunity to examine how their teaching “extends beyond developing the cognitive capacity of their students.” The National Board for Professional Teaching Standards will be the guide the investigation of teachers concern for their students’ self-concept, motivation, effects of peer influences, and character development. Students will research current trends for school organization and how this influences student achievement.

EDUC 580 Curriculum Design and Instruction Methods (3) This course explores the systematic application of instructional design models within a broad range of learning environments. Includes practical experience in selecting appropriate modes of instruction based on clearly defined objectives. Students learn and apply principles of analysis, design, development, implementation and evaluation to deliver pedagogically-sound, technologically-rich instructional content.

EDUC 581 School Law (3) Students study the levels of influence on schools with attention to the factors that promote or create potential barriers to teaching and learning. Primary emphasis is on school law including student and teacher rights, teacher licensure requirements, and special education law. The implications of the First Amendment will be explored. The Oregon state definition of a competent and ethical educator will be examined in depth. Discussions will include professional standards to interact constructively with colleagues, administrators, support personnel, and parents. Pre-service teachers will become aware of, and act in accordance with, school policies and practices. Prerequisite: graduate teacher education major.

EDUC 582 Curriculum, Instruction and Assessment (3) This course is designed to guide future teachers to develop skills in designing and organizing lessons and curricular units that involve students in developmentally appropriate learning activities. Students learn and practice a variety of instructional structures, methods, and models including direct instruction and cooperative learning strategies. A study of informal and formal assessment methods includes the cycle of reflective teaching inherent in pre-and post-assessment of learning goals. Students apply the basic components of the work sample by developing a modified work sample. Students become knowledgeable about the Oregon Standards and Benchmarks and create an original unit of study. Prerequisite: graduate teacher education major.

EDUC 610 Professional Aspects of Instructional Technology (3) This course provides an overview of the field of Instructional Technology, including the history, foundations and latest research. The course explores instructional technology in education, industry, business, public and social service agencies. The course also examines related career opportunities, relevant professional associations, and literature of the discipline.

EDUC 615 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 a public setting as an integral part of curriculum. Students replicate professional work by designing typical communicative materials expected of first year teachers. Prerequisite: graduate teacher education major.

EDUC 620 Graphic Instructional Design and Production (3) This course offers practical experience in applying communication theory and learning principles to the design of graphic instructional materials to improve individual and group learning. Includes experience in the design, production, evaluation, and preparation of a variety of instructional materials. Prerequisite: Basic computer skills and consent of instructor.

EDUC 621 Elementary P.E. & Health Methods (2) This required specialized academic education course is designed for the study of methods, materials, and practices of teaching physical education and health to elementary school children. Emphasis is given to the teacher's responsibilities in the areas of health services, healthful school environment, and instruction in a comprehensive school health and wellness program. Prerequisite: graduate teacher education major.

EDUC 630 Instructional Multi-Media Development (3) This course offers practical experience in designing and developing instructional resources for various learning environments. The course provides students with opportunities to apply learning theory in achieving instructional objectives through the use of multi-media enriched instructional materials.

EDUC 631 Elementary Visual Arts & Social Studies Methods (2) This course 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 differentiated lesson plans for exceptional learners, and for students with varying cultural, social, linguistic and socio-economic 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. Prerequisite: graduate teacher education major.

EDUC 635 Second Authorization Practicum (3) This school-based practicum takes place in the student's second age-authorization level and extends classroom instruction through the development of a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and are sensitive to individual differences and diverse cultures. Prerequisite: graduate teacher education major.

EDUC 636 Practicum Networking (1) Concurrent with EDUC 437, Work Sample Support & Differentiation, this meets weekly for student teachers to share and problem solve in a collegial manner. Considerable time is devoted each week to portfolio and career development with the support of the NCU Career Center. Prerequisite: graduate teacher education major.

EDUC 637 Work Sample Support and Differentiation (2) This course is designed to assist future teachers to apply the curricular, instructional and assessment strategies learned in previous courses as the student develops and implements classroom instruction. Students learn about the diverse needs of special populations in today's schools (e.g. LD, talented and gifted, and ELL). Work sample development will reflect adaptations for students with varying cultural, social and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, assessment methods, and classroom management systems with regard to the demographics of classroom and school communities. Prerequisite: graduate teacher education major.

EDUC 640 Practicum in Instructional Technology (3) This course provides students with supervised professional non-teaching experience in approved cooperating agencies and organizations. The course provides students with an authentic opportunity to apply instructional systems design in a practical professional environment. The student is responsible for planning, carrying out, and reporting on projects. Includes four seminar sessions.

EDUC 650 Portfolio Capstone Project (3) This course provides students with guidance in developing an electronic portfolio to demonstrate student mastery of the program's course of study. The course also prepares students for comprehensive exams.

EDUC 685 ESOL Practicum (2) In this school-based practicum, the student will work closely with an ESOL certified teacher and create a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and that are sensitive to individual differences and diverse cultures. This practicum may be waived if the student is able to fit ESOL placement into their practicum or student teaching experience. Prerequisite: Teacher Education major.

EDUC 695 Field Experience (4) Starting the school year and continuing in a single classroom, pre-service teachers provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Through a 3-5 week teaching unit, pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, as well as convergent, thinking. Prerequisite: graduate teacher education major.

EDUC 696 Student Teaching (8-12) This field experience requires at least nine weeks of full-time teaching, including 3 weeks of full-time teaching for multiple subjects and/or classes. This culminating teaching experience provides a demonstration of students' knowledge and skill in the preparation, implementation, and assessment of instruction that includes a positive classroom environment that employs developmentally appropriate practices and the use of technology. Pre-service teachers will monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives. Prerequisite: graduate teacher education major.

## **English to Speakers of Other Languages**

ESOL 510 Introduction to Comparative Linguistics (3) An introduction to the fields of phonetics, phonology, morphology, sociolinguistics, language acquisition, and foreign cultures. This course is foundational to all other courses in linguistics.

ESOL 515 English Grammar and Syntax (3) Students in this course will study the syntax of English, focusing on the structure of the language, linguistic analysis, stylistics and usage. A basic knowledge of critical language functions are explored with a view to improvement in grammar and style in writing and applying this knowledge to the teaching of English, either for second-language learners or K-12 students. Prerequisite: WR 121.

ESOL 610 ESOL Theory and Methods (3) A foundation course of the ESOL program, it focuses on theory and methods of teaching English to speakers of other languages. A study is made of major language acquisition approaches and techniques in teaching listening, speaking, reading, and writing. Off-campus fieldwork is a strong component of this course.

ENG 625 ESOL Teaching Oral and Literate Skills (3) This course helps students develop ESL materials and prepare lesson plans, providing practice teaching opportunities. A second component examines and puts into practice reading and writing teaching methods for non-native speakers, and assessment processes for language skills. A third focuses on teaching of oral/aural English. Current techniques and resources are used to formulate materials and lessons in teaching oral and listening skills. Focus is on speech patterns, pronunciation analysis, and corrective measures toward oral English improvement. Prerequisites: ANTH 210 or SOC 200 and ENG 290.

## **School Counseling**

SCOUN 510 Child/Adolescent Development and Mental Health (2) This course examines physical, social, and cognitive development of infants, elementary school-age children, middle school-age children and adolescents, with special consideration of spiritual and moral development. Development from early childhood through adolescence as it relates to adjustment in an educational setting is emphasized, as is an emphasis on children with physiological, intellectual, and social risk factors. Students will have the opportunity to develop skills and techniques for counseling children in schools. Students will also look in-depth at mental health disorders that are common in schools and will explore how best to serve these students.

SCOUN 515 Instructional Strategies and Classroom Management (2) The focus of this course will be an examination of curriculum development, instructional strategies and classroom management strategies for those students in Track II of the School Counseling Program. Students will learn and practice a variety of strategies for curriculum development for large and small groups that will culminate in the production of the state required work sample or unit of study. Frequently, school counselors will organize school-wide programs, present individual classroom lessons, or other presentations as needed in the school setting. This course is designed to provide an opportunity for school counseling students to study techniques in classroom management, classroom or large group transitions, learning environments, cooperative learning and assessment. In addition, school counselors work closely with administration and teachers, which requires application of collaboration skills, mediation, and cooperation.

SCOUN 516 Curriculum Development and Technology (1 ) The focus of this course is to provide technical and instructional assistance to school counselors at the K-12 level as they develop individual work samples based upon Student Teaching Practicum placements. Each student will use the information from SCOUN 515 to design and prepare the required series of lessons in preparation for student

teaching. The students select topics aligned with the Guidance and Counseling Framework and state standards.

SCOUN 517 Student Teaching Practicum (3) The classroom practicum is an abbreviated student teaching experience offered during the second semester of the program. This supervised practicum consists of a minimum of 200 clock hours in a regular classroom in an accredited school. The experience consists of 75 clock hours of full responsibility for directing learning with a work sample illustrating the ability to foster student learning.

SCOUN 518 Introduction to the Counseling Profession (2) This required forum allows students the opportunity to explore the many questions that surface in their training. It is also intended to be an opportunity to build cohesion within the student cohort by offering an informal forum to discuss common issues, receive feedback from others, meet professionals in the community, and relate to faculty outside a structured setting. Issues such as professional identity, continued education, supervision, portfolios, licensure procedures, and career opportunities are topics of discussion. Students learn the process for compiling their professional portfolio.

SCOUN 520 Counseling Theories and Skills I (2) This course introduces students to theories of counseling from a historical-chronological perspective. Specific orientations include psychoanalytic, Adlerian, person-centered, humanistic-existential, and a variety of cognitive-behavioral approaches to counseling. As students are exposed to these models, they are encouraged to incorporate their own values about the human change process and their faith with these theories in order to begin to define their own theoretical orientation to counseling.

SCOUN 530 Counseling Theories and Skills II (3) Students' preparation for *practica* experience begins with this course. Students learn the basic microskills of counseling, including attending behavior, listening and structuring skills, and reflecting skills, and practice those skills in simulated counseling sessions built around role-plays. Students integrate knowledge from the Theories of Counseling course and develop a personal theory of counseling and a conception of how the skills fit into that model.

SCOUN 540 Ethical and Legal Issues in Counseling (2) This course is designed to expose students to the myriad of ethical issues that surface in counseling settings as well as legal requirements of counselors. Topics include privacy and confidentiality, duty to warn, abuse reporting procedures, licensure and certification, marketing, boundaries in therapeutic relationships, and counselor health and welfare.

SCOUN 560 Crisis Management (2) This course is intended to enable students to identify and diffuse crisis situations to minimize the possibility of clients doing harm to themselves or others. Students learn to identify suicidal ideation and intent and assess levels of potential violence in both face-to-face approaches and via telephone contact. Students learn about professional and community resources available to deal with various levels of crisis and gain an understanding about when and how to refer individuals to those resources. An introduction to critical incidence debriefing is also included in this course.

SCOUN 570 Group Counseling (2) This course is intended to introduce students to the ethics of group counseling, the dynamics of group process, and a variety of techniques for working with specific groups. Students practice facilitating groups in simulated sessions and gain an awareness of their own personal process in a group setting as they take part as members in those simulated group sessions. In and of itself, it is not intended to equip students to conduct counseling groups independently.



SCOUN 580 Counseling Diverse Populations (2) In this course, students investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students will be encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships and an acceptance of all persons.

SCOUN 620 Substance Abuse and Violence Prevention (2) This course is designed to introduce students to issues associated with the use and abuse of drugs and alcohol. Students learn to recognize the abuse or potential abuse of substances, how to screen for the level of abuse, and where and how to refer for treatment. While it is not the intended purpose of the course to equip students for substance abuse counseling, information is presented to expose students to the impact of substance abuse on physiology, the therapeutic relationship, interpersonal relationships, functioning in work and school settings, and counseling outcome.

SCOUN 622 Early Childhood/Elementary Counseling (2) This course is designed to express issues and practice specific to students in this educational level. Theories and skills will be expanded to enhance delivery models in the schools. Particular focus will be placed on the Oregon Framework.

SCOUN 624 Middle/High School Counseling (2) This course is designed to explore issues and practices specific to students in this educational level. Theories and skills will be expanded to enhance delivery models in the schools. Particular focus will be placed on the Oregon Framework.

SCOUN 630 Introduction to Family Systems (2) This course is designed to serve as an introduction to family systems theories and enable students to investigate family issues that surface in counseling. Topics include changing American families, alternative families, family boundaries, domestic violence, physical and sexual abuse, and marital discord.

SCOUN 660 Career Development and Counseling (2) This course is designed to investigate the concept of career by providing an overview of the career development field and the practice of career guidance in elementary and secondary school settings. Students learn theories of career development relevant to children and adolescents, as well as strategies, information, and resources to assist with career decisions (assessment tools, technology, and labor market information). Students will investigate the concept of career as a process that continues throughout the lifespan.

SCOUN 670 Academic/Behavioral Appraisal and Intervention (2) This course is an introduction to the principles of assessment, including reliability and validity of instruments, selection, administration, scoring, and interpretation of selected tests, and the ethics of the use of those instruments, especially with special populations. Types of tests explored include intelligence and general ability tests, achievement and aptitude tests, career and interest inventories, and personality measurements. This course is also designed to assist school counselors with the skills, information and research necessary to advocate on behalf of adolescents with special academic needs. The focus of the course is how counselors participate in developing elementary, middle school or high school educational programs that enhance all students' learning.

SCOUN 680 Research and Assessment (2) This course presents basic methods of quantitative and qualitative research and program evaluation. It prepares students to be critical consumers of

educational research. They learn to conduct research in an educational setting and how to assist school staff in evaluating educational programs.

SCOUN 695 Internship/Group Supervision (12) Students apply knowledge and skills gained from previous coursework in an educational setting. Students work under supervision of a school counselor, with assistance from a faculty supervisor. They also prepare a professional portfolio that reflects their graduate experiences. Students begin their internship during fall semester of their second year of study and continue into the spring semester. Students in Track I and Track II must document a minimum of 600 clock hours, averaging about 20 hours per week, during their internship. Faculty supervisors visit students at their assigned school regularly during each semester.

## **Writing**

WR 500 Graduate Writing Seminar (1) The writing instruction focuses on APA manuscript style and methods for strengthening academic writing. Because good writing reflects clear, logical, and critical thinking, this course is aimed at developing students' ability to frame an idea in a clear, succinct fashion and integrate support for that idea with current research literature

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