

NORTHWEST CHRISTIAN UNIVERSITY

VISION

*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*

MISSION

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

VALUES

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

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.*

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2008-2009 ACADEMIC YEAR

Fall Semester

Classes begin	August 27, 2008
Labor Day holiday	September 1, 2008
Mid-semester holiday	October 10, 2008
Thanksgiving holiday	November 27-28, 2008
Commencement services	December 12, 2008

Spring Semester

Classes begin	January 12, 2009
Martin Luther King, Jr. holiday	January 19, 2009
Spring break.....	March 23-27, 2009
Good Friday holiday.....	April 10, 2009
Baccalaureate services.....	May 8, 2009
Commencement services	May 9, 2009

Summer Semester

Memorial Day holiday	May 25, 2009
Independence Day holiday	July 3, 2009

2009-2010 ACADEMIC YEAR

Fall Semester

Classes begin	August 26, 2009
Labor Day holiday	September 7, 2009
Mid-semester holiday	October 9, 2009
Thanksgiving holiday	November 26-27, 2009
Commencement services	December 11, 2009

Spring Semester

Classes begin	January 11, 2010
Martin Luther King, Jr. holiday	January 18, 2010
Spring break.....	March 22-26, 2010
Good Friday holiday.....	April 2, 2010
Baccalaureate services.....	May 7, 2010
Commencement services	May 8, 2010

Summer Semester

Memorial Day holiday	May 31, 2010
Independence Day holiday	July 5, 2010



A WELCOME FROM THE PRESIDENT

Dear students:

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

Dr. David Wilson, President

Whatever your choice of major and career happens to be, you will find at NCU well-designed curricula and superb faculty and staff who are focused on your success. At NCU, faculty and staff care not only about a student's intellectual development but about his or her personal development as well. It is a place where breadth and depth of knowledge, critical thinking, relationships, character development, faith development, and values all take center stage. And it is a learning environment from which students leave well-prepared for productive and satisfying careers and lives of Christian service, civic engagement, and ethical leadership.

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

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

Again, I welcome you to this jewel of a university we call NCU. I trust that your journey with us will be rewarding.

Sincerely,
Dr. David W. Wilson

BOARD OF TRUSTEES

Governance and Support

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. Sixty percent must be members of the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ, four of whom will be from official entities of these church bodies. Four trustees are elected 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

Greg Strausbaugh, chair	Bob Hutchins, at-large
Linda McKay Korth, vice chair	Ada Lee, at-large
Gary Pierpoint, secretary	Jeff Miller, at-large
Kay Merrill, treasurer	Jim Treece, at-large

Members

Kathleen Carr, *senior vice president, GCO Servicing Corp., Payette, ID*
Roger Davidson, *retired minister, Tacoma, WA*
Marvin Eckfeldt, *retired senior minister, Kent, WA*
Jim Fort, *professional photographer, Twin Falls, ID*
Bonnie Haddow, *president, All Wanderlands Travel, Tacoma, WA*
Bruce Hanna, *Oregon State Representative; President and CEO, Coca-Cola Bottling Co., Roseburg, OR*
Bob Hutchins, *senior vice president, Smith Barney, Medford, OR*
Bill Jennison, *deputy prosecuting attorney, Spokane, WA*
Gary Jurden, *financial planner, Ameriprise Financial Services, Eugene, OR*
Linda Korth, *co-owner, McKay Investments, Eugene, OR*
Ada Lee, *president, B & A International, Inc., Eugene, OR*
Shannon Leichliter, *volunteer, Boise, ID*
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, *retired senior vice president, Umpqua Bank, Eugene, OR*
Michael Raz, *retired advertising director, Register-Guard, Eugene, OR*
John Richardson, *senior minister, Kern Park Christian Church, Portland, OR*
Sharon Rimmer, *marriage and family counselor, Christians Addressing Family Abuse, Eugene, OR*
Cherie Reynolds, *volunteer, Albany, OR*
Norv Ritchey, *retired Univ. of Oregon athletic director, Eugene, OR*
Mike Solomon, *vice president of sales, Far West Steel, Eugene, OR*
Greg Strausbaugh, *business owner, Eugene, OR*
Judi Beard Strubing, *retired assistant vice president, Merrill Lynch, Eugene, OR*
Jim Treece, *retired executive, Weyerhaeuser Co., Tacoma, WA*
Clayton Walker, *real estate developer, Eugene, OR*
David W. Wilson, *president, Northwest Christian University*
Barney Wimer, *retired businessman, and interim minister, Kenmore, WA*
Cathy Myers Wirt, *regional minister, Christian Church in Oregon (Disciples of Christ), Beaverton, OR*

Ex-officio

Faculty Representative - TBA
Student Representative - Jenifer Rider

ADMINISTRATIVE OFFICERS AND STAFF

Office of the President

President	David W. Wilson
Executive Administrative Assistant	Carla Aydelott
Special Assistant to the President for Institutional Research and Assessment	Xuemei Yang

Academic Affairs

Vice President for Academic Affairs and Dean of the Faculty	Dennis R. Lindsay
Assistant Vice President for Academic Affairs	Jeanie O'Laughlin
Dean of the School of Arts and Sciences	Mick Bollenbaugh
Director of the School of Business and Management	Jeanie O'Laughlin
Director of the School of Christian Ministry	Doug Dornhecker
Dean of the School of Education and Counseling	Jim Howard
Director of Career Development and Academic Advising	Angela Doty
Disability Officer	Angela Doty

Advancement

Vice President for Advancement	James Dean
Director of Alumni Relations	Jeannine Jones
Director of Church Relations	Garth Blake
Senior Development Officer	Beth Walsh

Business Affairs

Vice President for Finance and Administration/Chief Financial Officer	Diana Barkelew
Accounts Payable Technician	
Payroll Analyst/HR Records	Greg Battle
Student Billing/Revenue Collection Specialist	Darcy Nolte
Bookstore Manager	Ben Pottorf
Plant Superintendent	Oskar Bucher

Enrollment

Vice President for Student Development & Enrollment	Michael Fuller
Executive Director of Enrollment Services	Brian Mills
Director of Admission	Jennifer Samples
Director of Financial Aid	
Registrar	Aaron Pruitt

Information Systems Department

Analyst Programmer II	Dean Niewart
Campus Computing Specialist	Doug Vermilyea
Help Desk/Network Technician	Samuel Robinson
Network Administrator	Jason Barta

Kellenberger Library

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

Student Development & Athletics

Vice President for Student Development & Enrollment	Michael Fuller
Director of Residence Life and Student Services	Jocelyn Hubbs
Area Residence Coordinator	Elizabeth Seybold
Director of Student Programs	Kirsten Madsen
Campus Pastor	Steven Poetzl
Athletic Director	Corey Anderson
Athletic Trainer	Jarred Gibson
Sports Information Director	Nick Askew

FACULTY

Steve Andersen, D.H.A., *Associate Professor: Business and Management*

B.S., University of the Pacific, 1970; M.B.A., California State University, 1982; D.H.A., Medical University of South Carolina, 2002. (Since 2007)

Timothy M. Bergquist, Ph.D., *Professor: Quantitative Methods*

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)

Amy Ford, Ph.D., *Associate Professor: Professional Counseling*

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

Jim Howard, Ed.D., *Dean of the School of Education & Counseling; Professor: 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: Teacher Education*

B.A., Biola University, 1989; M.A., San Jose State University, 2007. (Since 2007)

Michael Kennedy, D.B.A., *Associate Professor: Business & Management*

B.S., University of Oregon, 1969; M.Div., Yale University, 1972; M.S., Naval Post Graduate School, 1983; D.B.A., Nova Southeastern University, 2001. (Since 1997)

Anne Maggs, M.B.A., *Associate Professor: Business and Management*

B.S., University of Oregon, 1982; M.B.A., Northwest Christian College, 2001. (Since 2001)

Jeanie O'Laughlin, Ph.D., *Assistant Vice President for Academic Affairs; Associate Professor: Accounting*

B.S., California State University, 1983; M.B.A., California State University, 1986; Ph.D., Claremont Graduate University, 2003. (Since 2007)

The above are faculty who regularly teach in the Graduate Programs. Other full-time and part-time faculty in the undergraduate schools also teach specific graduate courses from time to time, as do a number of carefully selected and approved adjunct faculty. For a complete listing of NCU full-time and part-time faculty, see the Undergraduate Catalog. For a complete list of current adjunct faculty teaching in the graduate programs, please contact the assistant vice president for academic affairs.

GENERAL INFORMATION

History of Our Name

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

In the years following the decade of the 1980s, 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, and in addition to the continued emphasis upon biblical studies and Christian ministry, the institution was offering 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.

Accreditation and Academic Standing

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 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). The graduate program in community counseling is approved by Oregon Board of Licensed Professional Counselors and Therapists.

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 Programs

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 community 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.

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

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

8. To be an institution of integrity and a leader in our community, mindful of its history and church heritage, and serving Christ and humanity.
9. To nurture lifelong learning and meet the broad educational needs of the local community, region, and world through diverse programs and formats.

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 that biblical and general studies be effectively and meaningfully integrated and made relevant 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.

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 its human resources with these churches, and 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.

Because of this heritage from the Stone-Campbell Movement, 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*

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. 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 Churches of Christ and Christian Churches are and so it needs to be read as a whole. It also needs to be read in the context 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:

1. A concern for Christian Unity
2. A commitment to Evangelism and Mission
3. An emphasis on the centrality of the New Testament
4. A simple Confession of Faith
5. Believers' Baptism
6. Weekly Communion
7. A Biblical Name
8. Congregational Autonomy
9. Lay Leadership
10. Diversity/Freedom/Liberty

1. 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 understandings of how Christian unity might be understood and achieved ranging from commitment to the ecumenical movement, with some involved in dialogue and negotiation with other church families, through 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.

2. A commitment to Evangelism and Mission.

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 will balance these two emphases but often one will be emphasized much more than the other.

3. A New Testament emphasis.

Christian Churches and Churches of Christ are “People of The Book.” They believed that unity could be achieved by “restoring” the New Testament Church—stripping away the accumulation of traditions that had brought about division. The authority was the scriptures—not the church. Many still like to be referred to as the “Restoration Movement”; others believe there are difficulties in accepting that the New Testament provides a clear unified model for the church and 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 varies greatly.

4. A simple confession of faith.

From Matthew 16:16 came the cornerstone question for church membership: “Do you believe that Jesus is the Christ and accept him as your Lord and Savior?” Answering yes to that question 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 will not make any use of creeds; others will use them as a means of expressing faith—but not a test of faith.

5. Believers’ Baptism.

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 into membership—by transfer—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.

6. 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.

7. 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.

8. 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; many 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 that have nationally organized work 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.

9. Lay Leadership.

The “Priesthood of all Believers” is a mark of all Christian Churches and Churches of Christ. We speak of “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. There is an employed and trained ministry with recognition varying from a “paid member” to an expectation of special leadership.

10. 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.

** “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 web site: <http://www.worldconvention.org>.*

Relations with Other Institutions

Memberships

NCU is a member of the Eugene Chamber of Commerce, the Springfield Chamber of Commerce, the Oregon Independent Colleges Association, the National Association of Independent Colleges and Universities, the Klamath Falls Chamber of Commerce, the Council for Christian Colleges and Universities, and the Council of Independent Colleges.

University of Oregon

The founders of NCU located the University adjacent to the University of Oregon campus in order to utilize their extensive resources of that institution. Formal agreements exist between NCU and the University of Oregon for the sharing of certain facilities such as the library.

Online Consortium of Independent Colleges and Universities (OCICU)

NCU is a member of the Online Consortium of Independent Colleges and Universities (OCICU). Through this consortium we offer a wide range of online courses that provide a rich breadth and depth of curriculum and enable students to advance through their respective programs at their own pace.

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, PSP 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.

Edward P. Kellenberger Library

The Edward P. Kellenberger Library contains approximately 74,000 cataloged books, journals, audiovisuals and microforms; and it receives over 260 journal subscriptions. The majority of the collection is in open stacks arranged by the Dewey Decimal Classification System. The Library's resources are extended through reciprocal borrowing agreements with the University of Oregon Knight Library and other regional libraries. Inter-library loan services provide further access to national and international resources.

The NCU on-line catalog, OPALL, provides computerized access to over 500,000 items of seven consortium libraries, including NCU, Corban College, Mt. Angel Abbey, Concordia University, Warner Pacific College, Multnomah College and Biblical Seminary, and Western Seminary. OPALL is accessible on campus as well as through the University web page at <http://www.northwestchristian.edu/library>. A courier service ensures rapid resource sharing of materials among the consortium libraries and other libraries in Oregon and Washington. Library materials can be mailed to students or faculty at a distance from the main campus who are not near a library served by the courier.

Reference services include helping students and faculty locate research materials in the library and from around the world. The library subscribes to several electronic databases, including EBSCOHost databases, LexisNexis Academic Universe, OCLC book and journal databases, ReferenceUSA, and Facts on File. These online databases provide access to the full text of magazine and journal articles, book chapters, and other specialized information. The Kellenberger Library web page provides helpful user guides, access to other library catalogs, library policies, lists of newly purchased titles, faculty services, Friends of the Library membership, and selected resources that focus on the needs of the Northwest Christian community. Librarians provide assistance for individual research and collaborate with faculty to help students learn how to use the library effectively. E-mail and a toll-free phone number are available to students and faculty wherever they are.

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

The library is an institutional member of the American Library Association, Association of College and Research Libraries, and Northwest Association of Private Colleges and Universities.

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 on campus 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.

The Media Center service provides media materials and equipment for classroom, special University-sponsored events, and individual instruction. Media includes video recordings, sound recordings, and other graphic materials. The videotape-recording laboratory offers learning opportunities for speech and music courses. The computer lab provides services to students for computer courses and is available for personal use. The computer lab also provides the campus with Internet access and e-mail.

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, which has 20 PC workstations, is open during the same hours as the library. In addition, students can obtain an e-mail account for use on campus. 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 on-line reference sources that students can access for coursework.

The data network includes all buildings on campus and the residence halls, except the apartments. All classrooms are wired for Internet access.

Student Records Policy

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

1. 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.
2. 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.
3. The right to limit personal material (directory type information) printed in publications such as the Student Directory. Directory type information (the information that could be given out to whomever inquires) includes the following: student's full name, local and permanent address(es) and telephone number(s), e-mail 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.
4. 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.

Nondiscrimination 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.

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.

STUDENT FINANCES

TUITION AND FEES FOR THE 2008-09 ACADEMIC YEAR

Students must sign a Financial Responsibility Agreement before their first semester begins in order to complete official class registration and to qualify for campus housing. There are two methods of paying an account at NCU:

- Pay in full at the beginning of each semester.
- The Student Services Office may approve, on an individualized basis, an NCU payment plan with a \$55 enrollment fee. Interest is charged if no payment is made or if a payment is late.

Deposits

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

Money on Account

Money sent to NCU for student accounts will be disbursed as designated. Unless the Student Services Office receives written instructions to the contrary, the office will apply small amounts immediately and apply half of significant payments to NCU accounts at the beginning of each semester.

Tuition and Fees

Tuition and fees are determined annually by the NCU board of trustees. Tuition for each graduate degree cohort remains locked throughout the full extent of the program from start to finish provided the student remains continuously enrolled full-time.

New classes, cohort starting FY 08-09

Graduate tuition per hour \$724

Health Insurance*

Single Student \$877 per year

*Mandatory without proof of insurance for students with 6 or more hours. 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 - \$30 per address. Overseas overnight transcript request - \$50. Petition of the Academic Deadlines - \$20. 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

Books and Media - \$.50 per item per day. Lost or damaged items—cost to library to replace item plus \$5.00 service charge.

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 further rates and information.

Meal Options

Students in the graduate program have the option to purchase meal plans. Please consult the director of residence life and student services for further rates and information.

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 Services 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 Student Services 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 for 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 INFORMATION

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.

FINANCIAL AID PROCESS

All aid available to graduate students (except alternative loans) requires submission of the Free Application for Federal Student Aid (FAFSA) in order to be considered. Copies of the paper FAFSA are available in the Financial Aid Office while the electronic version is found at <http://www.fafsa.ed.gov>. The electronic version provides a faster and more reliable means of submitting the FAFSA. NCU's federal school code is 003208 and must be entered in the appropriate section of the FAFSA to ensure that the Financial Aid Office receives your information from the U.S. Department of Education.

Financial aid is awarded for one academic year at a time corresponding to the period between July 1 and June 30. The curriculum for graduate degree programs generally span all or part of two academic years. Hence, a FAFSA must be submitted for each academic year in which the student is enrolled. The student must be enrolled at least half-time in order to receive aid. To remain aid eligible, students must maintain a minimum 3.00 grade point average (GPA) and satisfactorily complete all classes attempted each term. Failure to do so may result in financial aid probation or disqualification.

Application Deadline

Northwest Christian University does not impose a deadline for financial aid applications from graduate students. However, it is advantageous for students to apply as early as possible.

Loans Based Upon Financial Need

Three separate student loan programs are available to graduate students on the basis of need.

1. Subsidized Stafford Loans are federally backed and accrue no interest to the student (paid by federal government) while he/she is in school and six months thereafter, at which time repayment begins.
2. Perkins Loans are awarded to students with exceptional need from funds made available to NCU from the federal government. Funding is extremely limited.

NOTE: The table below provides additional information regarding loan limits and interest rates for both loan programs.

Non-need Loans

Two types of loan programs are available to graduate students regardless of need.

1. The Unsubsidized Stafford Loan is the most common of all loans and is identical in every respect to the Subsidized Stafford Loan noted above, except that interest does accrue while the student is in school and eligibility does not depend on need. While need is not a factor, the FAFSA must still be submitted in order to qualify. Students qualifying for a Subsidized Stafford Loan may also receive an Unsubsidized Stafford Loan provided the total combined amount does not exceed \$20,500 per year or the annual cost of attendance.
2. A GradPLUS loan is a federal loan available for graduate students who are enrolled at least half-time. With a GradPLUS loan you can cover up to 100% of the remaining costs of your education after meeting your maximum annual Stafford loan amount. GradPLUS loans carry a low, fixed interest rate which is set by the federal government. The current rate is 8.5% for loans disbursed on/after July 1, 2006. GradPLUS loans are credit based and require a separate application process. The student may choose any lender that participates in the federal loan programs to apply for the GradPLUS loan. Many lenders have quick and easy online applications available on their websites. Additional information is available from the Financial Aid Office.
3. Alternative loans, also known as private loans, are available from private lending organizations (Wells Fargo, Citibank, etc.) to help students pay for graduate school. Alternative loans are credit-based without respect to financial need. Information and applications for many such loans are kept on hand in the Financial Aid Office and are available upon request. Students are also encouraged to check for educational loan programs offered through their personal lending institution.

Graduate Loan Limits and Interest Rates

	Annual Loan Limit	Interest Rate
Subsidized Stafford Loan	\$8,500	Fixed at 6.8%
Unsubsidized Stafford Loan	\$20,500	Fixed at 6.8%
Perkins Loan	Determined by funds available	Fixed; 5.00%

The maximum Stafford Loan proceeds available in one year is \$20,500 whether as unsubsidized alone or as a combination of subsidized and unsubsidized.

Work Study

A very limited number of part-time jobs may be available to graduate students who demonstrate financial need. These jobs are offered through either the Federal Work-Study program or the NCU Work-Study program. Positions pay Oregon's minimum wage for an eleven-hour work-week (fall and spring semesters only) with total maximum earnings possible of \$2,550 per year. Eligible students are not guaranteed a particular position but are assisted to compete for jobs available in the library, maintenance department, administrative offices, athletics, and faculty offices.

Veterans Benefits

Northwest Christian University is recognized as an approved graduate school for training of veterans. Students eligible for V.A. assistance should contact the registrar at NCU for program requirements and coordination of V.A. benefits.

Questions

Please do not hesitate to contact the Financial Aid Office. Call toll-free at 877-463-6622, extension 7291 or local 541- 684-7291. E-mail questions may be sent to finaid@northwestchristian.edu. The Financial Aid Office is located in the Martha Goodrich Administration Building at the corner of 11th & Alder. Office hours are 8 a.m. to 6 p.m. Monday through Thursday, and 8 a.m. to 5 p.m. on Friday.

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 here. 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 terms 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.northwestchristian.edu/NR/rdonlyres/5B824349-35F9-4143-8785-87EF2A8844F5/0/Handbook.pdf>; hard copies are available by request in the Student Development Office, 684-7345.

Adult Students

Adult students are often juggling full-time employment and family responsibilities. Student Development understands the many roles adult students play every day and works to support and encourage adult students in a variety of ways. Adult students are lovingly referred to as "OWLS"; Older Wiser Learners. The OWL Newsletter publishes events information, study tips, the home athletic schedule, and other opportunities for adult students and their families to engage in the Northwest Christian University community. For more OWL resources and the newsletter, please see <http://www.northwestchristian.edu/studentlife/adult/>.

Bookstore

Fall-Spring Semester Hours:

Monday through Thursday 9:00 a.m. to 8:00 p.m.

Friday 9:00 a.m. to 4:00 p.m.

The Bookstore observes all campus holidays.

Contact Information:

Phone: (541) 684-7270

Fax: (541) 684-7323

E-mail: ncubookstore@northwestchristian.edu

The NCU Bookstore provides the required textbooks for each class. Additional items includes gifts, imprinted clothing, candy, light lunches, snacks, and drinks.

Return Policy:

Refunds for textbooks purchased for the current semester are available during the first two weeks of each semester (dates are posted at the Bookstore). Books must be in the same condition as when purchased (no highlighting/marks of any kind if purchased new) and preferably accompanied by the original receipts. After the first two weeks of classes, returns will ONLY be accepted with a signed drop slip and a receipt. Non-text merchandise is returnable, with original receipt, within 30 days of the purchase date. Merchandise must be in resalable condition when returned.

Textbook Buyback:

Textbooks are bought back at the Bookstore during the last week of the fall and spring semesters (finals week). Students are given up to 50 percent of the price paid for the book.

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 our Four Wheel Drive: Embracing the Lord, Embracing the Campus Community, Embracing our City, and Embracing the Nations. 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/studentlife/ministry>. 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.
- 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.

Career Development

Career Planning

The mission of career development is to empower individuals to determine, pursue, and achieve their professional goals across the life span. In partnership with the National Association of Colleges and Employers (NACE), National Career Development Association (NCDA), and OCDA Oregon, the Career Development Center offers the following services to students and alumni: individual career counseling and planning; assessments and interest inventories; internship and career-related volunteer opportunities; employment information; graduate school assistance; resume, cover letter, and interviewing preparation; and job search seminars and workshops. Resources are also made available in the Kellenberger Library on campus and on the University's web site: <http://www.northwestchristian.edu>.

Employment Services

Students interested in general employment in the Eugene-Springfield area may access online job postings by visiting the University's web site: <http://www.northwestchristian.edu/studentlife/career/> or by consulting the Career Development Center, located in the Pomajevich Faculty Building.

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 contact the Student Development Office. The vice president for student development or his/her designee is the disability officer for NCU. For a complete explanation of disability services, please see the Disability Services Handbook available in the Student Development Office or online at <http://www.northwestchristian.edu/studentlife/disability/>.

Fitness Center, Morse Event Center

The Fitness Center meets student's fitness needs. The 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 and supervised.

Food Services

Our food service program works with individual students who have special dietary requirements.

Health and Wellness

Health: At Northwest Christian University, the health and well-being of our students is of the utmost importance. The Office of Student Development collects immunization records in compliance with Oregon law and offers assistance to students seeking medical services in the community. Please see <http://www.northwestchristian.edu/studentlife/health/Health+Resources/> for community resources.

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.northwestchristian.edu/studentlife/health/Mental+Health/>.

Intercollegiate Athletics

NCU is a member of the National Association of Intercollegiate Athletics (NAIA) and a member of the Cascade Collegiate Conference. NCU offers ten opportunities for collegiate athletics participation. Please see <http://www.northwestchristian.edu/athletics/>.

Fall Sports:

Men's Cross Country, Soccer
Women's Cross Country, Soccer, Volleyball

Winter Sports:

Men's Basketball
Women's Basketball

Spring Sports:

Women's Distance Track, Golf, Softball
Men's Distance Track, Golf

Parent Resources

Northwest Christian University understands the commitment required to have a student at NCU and desires to partner with parents for the educational benefit of our students. A website <http://www.northwestchristian.edu/studentlife/parent> and the Parent Newsletter are efforts to update NCU's extended community with campus news and other resources. Student Development hopes that both will serve as a helpful communication tool as parents stay connected with their students.

Residence Life

Residence life is a significant part of the educational experience at NCU and a good portion of your time will be spent in your hall. The Residence Life team works to create a safe, fun, and strong learning-living environment in which to make your home while you are a student. Please see <http://www.northwestchristian.edu/studentlife/residence/> for pictures of the residence areas and information about housing processes.

Student Activities

Student activities at NCU are diverse, meaningful, and memorable. Alongside students, we work to create a fantastic campus culture. From our free Friday night weekly program series, Beacon Nights, to our big signature events like Homecoming and Beacon Night Live, the Student Activities team delivers quality programs that make students want to not just be at NCU but to be a *significant part* of Northwest Christian University. Please see <http://www.northwestchristian.edu/studentlife/programs/> for descriptions and pictures from events. Current offerings which serve this end include the following:

- Beacon Nights: A free weekly program that gives students exciting events to participate in on Friday nights at 9 p.m.
- Signature events including Beacon Nights Live, Beacon Madness, Late Night Breakfast, Homecoming events, Spring Formal, Family Weekend, Coffee House concerts, etc.
- A competitive intramural program offers both league and non-league play in the areas of dodge ball, volleyball, ultimate Frisbee, flag football, open gym, etc.
- Cultural programs engaging in local arts—everything from the Eugene Saturday Market to Andrew Lloyd Weber shows at the Hult Center or in Portland—as well local international events such as the Eugene Asian Celebration and Fiesta Latina.
- Educational programs aimed at promoting justice on earth including emphasis weeks and diversity months.
- Outdoor activities including rafting, skiing, coast trips, and hikes.

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.northwestchristian.edu/NR/rdonlyres/5B824349-35F9-4143-8785-87EF2A8844F5/0/Handbook.pdf>, hard copies are available by request in the Student Development Office, 684-7345.

ACADEMIC POLICIES

NOTE: Students are subject to academic requirements and academic policies 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 NCU. 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.

Northwest Christian University Academic Honesty Policy

Our University's mission assumes the highest principles of virtue and ethics in the intellectual life. Plagiarism, cheating, and any other form of 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 dean of students, who may consider additional actions, including dismissal from the University.

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, projects (individual and/or group). Some methods may be adopted across courses and majors using rubrics adopted by faculty in the respective Schools.

Program Admission

All NCU graduate students apply for admission through the Office of Admissions, complying with the application procedures and admission policies of the specific graduate program for which they are applying. Exception can be made for students who meet the majority, but not all, of the program's admission requirements to be admitted conditionally. Students admitted provisionally must earn at least a 3.0 grade point average in the first six semester credits of the program to convert to full admission status and remain enrolled.

Full-Time Status

Full-time status in the graduate program requires enrollment of at least six semester hours per term of the department's offerings for that term. Full-time enrollment is the basis for determining financial aid eligibility and international students' continuous legal stay in the United States.

Academic Advising

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 term to review academic progress. Faculty advisors are also available for consultation about students' personal, professional, and career development as necessary.

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 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 term. Failure to do so will result in academic disqualification.

When a student falls below a 3.0 grade point average, or 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 are 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.

Grading and Exam Policies

Graduate Grading System

Grades for graduate studies are designated as follows:

A	Excellent
B	Very good work, above average performance
C	Below average performance
D	Inferior
P	B- or better
N	C+ or worse
AUD	Audit; no credit awarded
F	Failure
I	Incomplete
X	No basis for grade
WF	Withdraw while failing

Grade points for letter grades are as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
W	The grade of "W" is given for withdrawal before the third session of a course for any reason or withdrawal at any time while doing passing work.

WF The grade of "WF" is given for withdrawal after the third session of a course while doing failing work.

Incomplete. At the discretion of the instructor the student may be given a grade of Incomplete when the student has essentially met all class requirements except some minor matters or had an emergency situation 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.

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.

Procedures for lodging an academic grievance may be found on the website: <http://www.northwestchristian.edu/registrar/catalogs>.

Late Papers and Assignments

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

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.northwestchristian.edu/beaconnet/>), or a form downloaded from <http://www.northwestchristian.edu/registrar/forms.htm> and submitted to the Office of the Registrar. The application must be submitted by the end of registration for the term immediately preceding the final semester of coursework, regardless of whether or not the student intends to participate in commencement ceremonies. 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. Be advised that you are required to submit the application for graduation on time and be approved by the Office of the Registrar, if you are planning to participate in commencement.

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:

1. 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.
2. Grades of A, B, or P were earned in these courses.
3. The courses were completed within five years of the expected program completion date.
4. Graduate credits earned through correspondence and televised programs are not acceptable, unless approved as an on-line version of a regular institutional offering.
5. 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

All work toward a master's degree, including transfer credits, 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.

Called to Active Service Duty

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.

Continuous Enrollment and On-Leave Status

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 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.

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

Thesis-Only Students with Outstanding Balance

Students who have an outstanding balance with the University may not register for credits. Such students who have not completed their thesis in the time allotted therefore cannot register for the one credit of 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.

Modification of Academic Requirements

Students may petition the University for exemption from and/or modification of academic requirements of their master's program. Graduate students should first consult with their faculty advisor to develop a letter of request for the exemption. This letter must articulate a rationale for the request and a plan for completing a modified curriculum. Students are reminded that factors of expense and personal convenience alone are not generally considered valid reasons for exemptions from or modification of the planned program. Letters of request are reviewed by the Academic Council at its next regularly scheduled meeting, after which the respective dean or program chair will communicate the Council's decision in writing to the student.

GRADUATE PROGRAMS

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

1. Business Administration (MBA)
2. Community Counseling (MA)
3. Education (MEd)
4. School Counseling (MA)

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. Community 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 the Office of Admissions.

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.

In some cases, a conditional admission may be granted. In such cases, a full admission into the program must be secured by the time the student has completed six credit hours in graduate level courses. Students with conditional admission status must earn a B- average or higher by the time they have completed six credits to secure full admission. Students admitted conditionally who earn below a B- average by the time they have completed six credits are automatically disqualified from the program.

For additional information, or to schedule a visit, please contact:

Admissions

Northwest Christian University

828 East 11th Avenue

Eugene, OR 97401-3745

Phone: (541)684-7201 or (877)463-6622

Fax: (541)684-7317

E-mail: admissions@northwestchristian.edu

Web Site: www.northwestchristian.edu

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Program Advisor: Dr. Michael Kennedy

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 in an organization. This study and integration is done within the context of Christian ethics and values. The 24-month, evening course 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 to complement their working experiences and to expand their career opportunities.

The program is primarily oriented towards people with an undergraduate degree in either management or business administration. However, it is designed so that, with appropriate prerequisites, a student with an undergraduate degree in another discipline should be able to complete the program successfully.

The 37-credit curriculum consists of 12 three-credit courses, plus a one-credit final project. Courses are offered in a business administration core, supporting management coursework, Christian foundations, and capstone coursework. The business administration core includes management theory and entrepreneurship, quantitative methods, marketing management, financial management, financial accounting, managerial economics, and communication in organizations. Supporting studies include group dynamics in organizations, management of human resources, and operations and service management. The Christian foundations course includes Christian leadership and ethics. In general, the courses use a case-based, team-oriented approach to learning.

In addition to the business administration core and supporting coursework, students 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:

1. Demonstrate a comprehensive knowledge of the core principles and concepts of business administration in the following functional areas: general management theory and practice, quantitative methods, marketing, finance, entrepreneurship, accounting, economics, and organizational communications.
2. Demonstrate knowledge and skills in the supporting management studies of group dynamics, human resource management, and operations and service management.
3. Demonstrate knowledge and an understanding of Christian ethics in management as well as the role of Christian leadership and service.
4. Integrate all aspects of their learning, understanding, knowledge, and skills concerning business in a capstone series including strategic management and a comprehensive research-oriented thesis or a comprehensive business plan.
5. Demonstrate currency with trends in management, the leading sources of business information, current publications, and other available resources, both in text and on the Internet.
6. Address effectively ethical issues in business administration and management.
7. Bring the Christian faith and values to bear on business processes.

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 showing bachelor's degree and official transcript(s) showing any post-baccalaureate or graduate work 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 GMAT documenting minimum score of 500. Test scores must be within the last five years.
4. A 500-word essay (double-spaced) showing skills in written communication, addressing how an MBA relates to 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

MBA students register for a one-credit course courses, BUS 690, in their final semester. A Pass grade for BUS 690 requires that students complete their thesis or business plan. If they are not finished at the end of BUS 690, students earn an Incomplete in BUS 690 and have until the end of the next semester to complete their thesis or final project. If they do not complete their thesis or final project by the end of the next semester, they must reregister for BUS 691 for 1 credit at the current tuition rate for each additional semester until the thesis or 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, therefore, 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.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Required Prerequisite Courses:

Statistics**

** NCU offers for-credit classes in this subject area in the Professional Studies Program that may be used to fulfill prerequisite course requirement. It is also possible to take an on-line course to fulfill this requirement. Contact the School of Business and Management for specific dates for each class.

Recommended Prerequisite Courses:

1. Management
2. Marketing
3. Finance
4. Economics
5. Accounting

Requirements for Master of Business Administration 37

ACTG 545	Managerial Accounting	3
BUS 501	Group Dynamics in Organization.....	3
BUS 505	Management Theory and Entrepreneurship.....	3
BUS 530	Marketing Management.....	3
BUS 550	Financial Management	3
BUS 580	Quantitative Methods.....	3
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 555	Managerial Economics	3

COMMUNITY COUNSELING (M.A.)

Program Advisor: Dr. Amy Ford

The Master of Arts in Community Counseling Program trains students in the art and science of counseling within a Christian frame of reference. In this program, students gain a solid foundation of counseling skills, procedures, and theories based on current research. Building upon that base, students develop a theoretical orientation to counseling that matches their own personality and value system. The program is Board-approved by the Oregon Board of Licensed Professional Counselors and Therapists for those persons desiring to become Licensed Professional Counselors.

Students are encouraged to individualize their graduate study experience through choices of topics on papers and presentations within the required coursework and through choice of internship site and topic of master's thesis. Thus, students gain a balance between a broad perspective of counseling and a "specialization" in an area of interest.

The 48-credit curriculum is two years long. Required coursework in counseling theories and foundations is integrated with applied clinical experience. Students begin their clinical experience at the University's on-site Counseling Center during their second semester, scheduling clients and supervision as their schedules allow. The capstone of the program is a three-semester 12-credit internship in the second year when students work about 16 hours a week in a counseling agency in the community. Students also complete a master's thesis in their final semester of study or an Advanced Clinical Practicum the following academic year.

Program Objectives

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

1. Demonstrate an understanding of the theories and foundations of counseling and human behavior.
2. Verbalize a personal theoretical orientation to counseling.
3. Conduct an initial client assessment.
4. Formulate a treatment plan for brief counseling.
5. Deliver supervised counseling services to individuals and groups and document a minimum of 600 clock hours of supervised clinical experience, including 100 hours of clinical supervision.
6. Model professional ethical practices and adhere to legal requirements for counselors.
7. 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.
8. Demonstrate an awareness of spiritual issues affecting clients, including guilt, forgiveness, and value conflicts.
9. Demonstrate tolerance and respect for differences among people and be able to work with a variety of individuals from diverse cultural and socioeconomic backgrounds.
10. Collaborate with community networks and referral resources to establish continuity of care for clients.
11. Demonstrate a knowledge of basic statistical methods and content of the literature on counseling research and conduct library research by writing a comprehensive thesis on a topic related to counseling.
12. Develop and exhibit a professional identity as a counselor.

Admission Requirements

In order for an application to be considered for the Community 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.
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 within the last five years.
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 resume documenting education and experience in psychology, mental health, or related fields.
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.

Master's Thesis

Community Counseling students register for two thesis courses COUN 690 (2 credits) and COUN 691 (1 credit) in their final summer. A Pass grade for COUN 690 requires that students complete their thesis proposal, documented by a signed form from their thesis committee and the Program Chair. If the proposal or the thesis is not completed at the end

of summer semester, students earn an Incomplete in COUN 690 and have until the end of fall semester to complete it and remove the Incomplete. If they complete the entire thesis process, they earn a Pass for COUN 690 and for COUN 691. If they complete their proposal but do not complete the entire thesis process by the end of fall semester, they earn a Pass for COUN 690 and a No Pass for COUN 691 and must reregister for COUN 691 for 1 credit at the current tuition rate spring semester and every additional semester until the thesis is completed. If they do not complete their proposal by the end of fall semester, they earn a No Pass for COUN 690 and for COUN 691 and must reregister for both courses (3 credits total) at the current tuition rate spring semester and every additional semester until the thesis is completed. (Once they complete their proposal, they earn a Pass for COUN 690, but must continue to register for COUN 691 for 1 credit each semester until the thesis is completed.)

Any No Pass grades for thesis remain on the transcript.

Students who have an outstanding balance with the University may not register for credits. Such students who have not completed their thesis in the time allotted therefore cannot register for the one credit of 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.

COMMUNITY COUNSELING (M.A.)

Requirements for Community Counseling 48

YEAR ONE

Semester 17

COUN 500	Graduate Seminar.....	1
COUN 520	Theories of Counseling.....	2
COUN 530	Counseling Skills and Procedures.....	2
COUN 540	Ethical and Legal Issues in Counseling.....	2

Semester 28

COUN 510	Developmental Counseling Across the Lifespan.....	2
COUN 550	Counseling Strategies and Treatment I.....	2
COUN 560	Counseling Strategies and Treatment II.....	2
COUN 581	Clinical Practicum I.....	2

Professional Issues Forum..... 0

Session 3 (Summer)8

COUN 580	Counseling Diverse Populations.....	2
COUN 582	Clinical Practicum II.....	2
COUN 590	Social and Spiritual Issues in Counseling.....	2
COUN 610	Counseling Research.....	2

YEAR TWO

Semester 410

COUN 570	Group Counseling.....	2
COUN 630	Introduction to Family Systems.....	2
COUN 660	Career Developmental and Counseling.....	2
COUN 685	Clinical Internship.....	4

Session 5.....8

COUN 620	Substance Abuse Issues.....	2
COUN 650	Individual Appraisal.....	2
COUN 685	Clinical Internship.....	4

Session 6 (Summer)7

COUN 685	Clinical Internship.....	4
COUN 690/691	Master's Thesis.....	3
	OR	

Session 6 (Fall)

COUN 681	Advanced Clinical Practicum.....	3
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NOTE: Each semester is 15 weeks with sequential five-week courses except for Practicum and Internship.

MASTER OF EDUCATION (M.Ed.)

Program Advisor: Mr. Brain Kaelin

NCU offers a master of education degree suitable for individuals who currently hold an Initial teachers license but are seeking advanced content knowledge and application. Candidates may concentrate on curriculum and instruction or instructional technology. The master's degree in education with a concentration in curriculum and instruction 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 with an emphasis in instructional technology is a broad-based program designed to train professionals to improve learning and instruction through the coordinated use of instructional materials, human resources, and technology.

Candidates in the M.Ed. Program are required to enroll in "core" courses designed to initiate the research process and identification of personal interests and individual skill development that defines the concentration area which will align with self-initiated personal goals.

Each candidate will be assigned an advisor who will assist with the planning, scheduling courses and endorsement selection. The program will begin in the summer to encourage classroom teachers to begin their program at a time when their professional work load is reduced.

The classes are offered in eight-week sessions in a hybrid model that includes evening class sessions one night a week, on-line instruction, and/or the occasional Saturday session. The program is designed for a cohort model but sufficiently flexible to accommodate individual educational plans. The foundational courses focus on common issues and theories with an emphasis on classroom application. During the application process, students indicate their professional goals with their advisor while planning for their research.

Program Objectives

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

1. Commit to continuing professional growth to remain effective and to pursue additional investigation.
2. Demonstrate ethical and professional responsibilities of teachers and the influence of the teacher as an ethical leader in the community.
3. Self evaluate and recognize the need for dispositional change as an element of effectiveness.
4. Utilize research skills to continue the acquisition of professional knowledge and meet the needs of the professional learning community.
5. Reflect upon professionalism and impact made within the learning environment.
6. Actively demonstrate leadership behaviors in becoming a change initiator representative of community groups.
7. Differentiate and develop instructional skills for diverse student populations.
8. Utilize 21st-century skills within the learning environment in becoming leaders demonstrating best-practice implementation of instructional technology.
9. Represent teaching in a culturally responsive environment 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 resume documenting education and teaching experience and/or alternative experience working with school-age children.
5. 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.
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.

MASTER OF EDUCATION (M.ED.)

General Requirements for Master of Education32

EDUC 500	Graduate Writing Seminar	1
EDUC 505	Professional Planning Seminar	1
EDUC 507	Action Research	3
EDUC 540	Web Enhanced Learning	3
EDUC 560	Contemporary Education Issues	3
EDUC 575	Ethical Leadership in Education	3
EDUC 580	Curriculum Design and Instruction Methods.....	3
	Choose one of the required concentrations listed below.....	15

Curriculum and Instruction Concentration15

EDUC 585	Community Collaboration	3
EDUC 590	Character Development in Curriculum	3
EDUC 595	Assessing Student Learning.....	3
EDUC 600	Action Research Project.....	3
EDUC 605	Transforming Schools.....	3

Instructional Technology Concentration.....15

EDUC 610	Professional Aspects of Instructional Technology.....	3
EDUC 620	Practicum in Instructional Technology	3
EDUC 630	Graphic Instructional Design and Production	3
EDUC 640	Instructional Multi-Media Development	3
EDUC 650	Instructional Technology Portfolio Seminar	3

NOTE: Each semester is 15 weeks.

SCHOOL COUNSELING (M.A.)

Program Advisors:

NCU offers a master of arts degree in school counseling, training students on a faith-oriented campus 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 of 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:

1. Develop and implement plans that promote social and emotional development.
2. Establish programs appropriate for group, individual, and family counseling.
3. Demonstrate interpersonal communication skills, working with others, and communicating with community members.
4. Practice and promote group process, crisis resolution, anger management, and violence prevention.
5. Demonstrate ethical standards and knowledge of legal frameworks unique to counseling.
6. Collaborate with social service agencies providing services to students and families.
7. Support school-to-work transition and career planning.
8. Assist with curriculum coordination as it relates to guidance activities.
9. Understand student assessment as it relates to academic, career counseling, and personal/social development.
10. Assist with goal setting, learning skills, and the development of self-directed learners.
11. Support and develop plans that respect difference and promote communication among diverse groups.
12. Collaborate with school staff, families, and community members to meet individual student needs.
13. Assist staff to understand the needs of all students.
14. 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 courses 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 resume documenting education and teaching experience and/or alternative experience working with school-age children.**
6. Three professional letters of recommendation.
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.

SCHOOL COUNSELING (M.A.)

Required Prerequisite Course*:

PSY 320 Human Development *or an equivalent upper division course* in human development and behavior.

*This courses may be taken concurrently in the first semester of coursework.

Recommended Prerequisite Courses:

1. MATH 310 Statistical Analysis
2. PSY 380 Theories of Personality
3. PSY 420 Abnormal Psychology

Requirements for School Counseling Track I.....	44
SCOUN 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	3
SCOUN 530 Counseling Theories and Skills II	2
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

NOTE: Each semester is 15 weeks with sequential courses except for Internship.

SCHOOL COUNSELING (M.A.)

Requirements for School Counseling Track II	50
SCOUN 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	3
SCOUN 530 Counseling Theories and Skills II	2
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

*These courses are not required for Track II students who have a valid teaching license but have less than two years full-time documented teaching experience.

NOTE: Each semester is 15 weeks with sequential courses except for Internship.

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.

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. This course will also provide introductory information about the MBA program.

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.

BUS 580 Quantitative 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.

BUS 600 Christian Leadership and Ethics (3) This course focuses on leadership, service, and ethics from a Christian perspective. There will be 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.

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.

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 course work 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.

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.

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

COUN 500 Graduate Seminar (1) This course is an introduction to graduate study in the field of counseling. It orients students to the Counseling Program and 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, and spiritual growth throughout graduate study and a career in counseling is emphasized.

COUN 510 Developmental Counseling Across the Lifespan (2) This course focuses on counseling intervention strategies from the perspective of lifespan development. It emphasizes preventive techniques useful in counseling normally developing persons from childhood through old age. Research regarding factors affecting development, such as divorce, daycare, exposure to violence, identity formation, retirement, and other transitions are explored.

COUN 520 Theories of Counseling (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 faith and their values about the human change process with these theories in order to begin to define their own theoretical orientation to counseling.

COUN 530 Counseling Skills and Procedures (2) 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.

COUN 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, boundaries in therapeutic relationships, and counselor health and welfare.

COUN 550 Counseling Strategies and Treatment I (2) In this course, students gain familiarity with the DSM-IV as a diagnostic guide in assessing psychopathology with the goal of planning treatment, as well as making the decision to know when to refer clients. Students learn to identify common forms of mental disorders and to write a treatment plan based on current research. In addition, students learn to identify suicidal ideation and to assess and diffuse levels of potential self-harm by clients.

COUN 560 Counseling Strategies and Treatment II (2) This course builds on the content from COUN 550 Counseling Strategies and Treatment I. Students receive further instruction in treatment planning, focusing on specific mental health issues, especially depression, anxiety, and trauma-related problems. Treatment planning reflects best practices as evidenced by current research. Prerequisite: COUN 550.

COUN 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.

COUN 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 an acceptance of all persons.

COUN 581/582 Clinical Practicum I/II (2, 2) Clinical practica experiences involve students as counselors-in-training working under close supervision of faculty supervisors. Students begin their practicum experience by seeing one to two clients from the community weekly in the program's on-site training clinic. As students demonstrate satisfactory clinical skills, they are assigned additional clients, reaching an average of three to four clients per week. Students must accrue 150 clock hours on-site in the training clinic and document a minimum of 50 client contact hours over the two semesters. In addition to seeing clients and completing the necessary paperwork, students meet with their faculty supervisor one hour per week and in group supervision 1 1/2 hours per week. 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 semesters of practica (four credits) prior to internship. Prerequisites: COUN 520, COUN 530, COUN 540.

COUN 590 Social and Spiritual Issues in Counseling (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 individuals and families 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.

COUN 610 Counseling Research (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 in preparation for writing a master's thesis.

COUN 620 Substance Abuse Issues (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.

COUN 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.

COUN 650 Individual Appraisal (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.

COUN 660 Career Development and Counseling (2) This course is designed to investigate the concept of career as a process that continues throughout the lifespan. Students investigate their own career paths and learn theories of career development as well as strategies and information resources to facilitate career decisions. Related topics such as career exploration with children, career and academic advising, gender roles, women and minorities in the workplace, dual career families, mid-life career changes, and retirement issues are explored.

COUN 681 Advanced Clinical Practicum (3) This practicum is intended to give students an in-depth clinical experience in their final semester of study. Students see an average of six clients at the NCU Counseling Center under both individual and group supervision of program faculty. Students enhance their clinical skills in treatment planning, case conceptualization, and intake assessment. The course culminates in a Clinical Project in which each student writes a comprehensive paper detailing his or her theoretical orientation and views on the nature of therapeutic change, a case presentation reflecting the application of that orientation, and a three-year plan outlining professional growth. In addition, each student presents a clinical case using videotape to program faculty and interested graduate counseling students. Students may elect to take this course in lieu of completing a master's thesis. It is completed in fall semester. Prerequisites: COUN 685.

COUN 685 Clinical Internship (4-12) Internship is the capstone of the students' training in becoming counselors. It is the experience in which the previous coursework and practica are applied in the real world of community counseling. Students generally begin their internship in the fall semester of their second year in the program. They apply for placement at a chosen site in the community in April or May of their first year. Students spend an average of 15 hours a week over the course of three semesters at their internship site. Students are supervised by an approved on-site supervisor, and meet weekly in small groups with a faculty supervisor on campus. Prerequisite: COUN 582.

COUN 690/691 Thesis (2, 1) Students' programs culminate with the writing of a comprehensive research paper on a topic related to the field of counseling, chosen in conjunction with a committee of faculty members whom they select to supervise the project. Their choice of topic reflects an area of clinical interest or work with a specific population or issue. Students are expected to integrate aspects of their coursework and clinical application into this project and to demonstrate their ability to conduct library research on a chosen topic and to produce a paper commensurate with graduate level study. This work is completed in students' final semester of study and presented to a committee of faculty for review in an open forum for all faculty and students.

COUNSELING SEMINARS

Professional Issues Forum [Community 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 555 Managerial Economics (3) Economic practices and policies as they relate to managing an organization are explored in this course. The impact of both macro- and microeconomics on the functioning of an organization, especially in a global context, will be examined.

EDUCATION

EDUC 500 Graduate Writing Seminar (1) This course is an introduction to graduate study in the field of education. It orients students to the M.Ed. Program and 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, and spiritual growth throughout graduate study and a career in education will be emphasized.

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. In addition, 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 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 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.

EDUC 575 Ethical Leadership in Education (3) This course will offer teachers the opportunity to systematically explore the role of the teachers 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.

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 585 Community Collaboration (3) 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 other educators to design or implement school-wide programs.

EDUC 590 Character Development in Curriculum (3) 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 for the investigation of teachers’ concern for their students’ self-concept, motivation, effects of peer influences, and character development.

EDUC 595 Assessing Student Learning (3) This course addresses the assessment of effective student learning processes. The focus will be on application of theories and best practices currently in use. Exploration of the variety of assessment tools used by educators, and state and national assessment implications for the classroom will direct the research.

EDUC 600 Action Research Project (3) Students will design, conduct and report their action research in relation to individual practitioner-related research questions.

EDUC 605 Transforming Schools (3) Students will research current trends for school organization and how this influences student achievement.

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 620 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 630 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 640 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 650 Instructional Technology Portfolio Seminar (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.

SCHOOL COUNSELING

SCOUN 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.

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 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 (3) 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 (2) 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.

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