

# NORTHWEST CHRISTIAN COLLEGE

## **VISION**

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

## **MISSION**

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

## **VALUES**

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

## **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.*



## TABLE OF CONTENTS

Vision, Mission, Values and Commitment as a Campus Community .....	1
Academic Calendar .....	5
President's Message .....	7
Board of Trustees .....	8
Governance and Support .....	8
Officers/Executive Committee of the Board of Trustees .....	8
Administrative Officers and Staff .....	9
Full-Time Faculty .....	10
Part-Time Faculty .....	11
Honored Faculty .....	12
Faculty Emeriti / President Emeritus .....	12
<b>General Information</b>	
History .....	13
Accreditation and Academic Standing .....	13
Educational Programs .....	13
Resolution of Commitment to Excellence and the Assessment of Institutional Effectiveness .....	13
Institutional Goals .....	13
Educational Philosophy .....	14
Church Relationships and Theological Context .....	14
Characteristics of Our Churches .....	14
Relations with Other Institutions .....	15
Professional Studies Program .....	17
Graduate School .....	17
Academic Honors .....	17
Achievement Awards and Contests .....	18
Edward P. Kellenberger Library .....	18
Technology on Campus .....	19
Student Records Policy .....	19
Nondiscrimination Policy .....	20
Catalog Changes and Authority Policy .....	20
<b>Student Finances</b>	
Tuition and Fees .....	21
Financial Aid Process .....	22
The Financial Aid Award .....	28
Financial Aid Programs .....	29
<b>Student Development</b>	
Code of Conduct .....	36
Disability Services .....	37
<b>Academic Policies</b>	
Academic Honesty Policy .....	39
Assessment of Student Learning .....	39
Academic Progress/Advising .....	39
Course/Credit Policy .....	40
Degree Requirements .....	40
Grading/Exam Policies .....	41
Graduation .....	42
Registration .....	43
Student Classification .....	43
Transfer Evaluation .....	43
<b>Undergraduate Programs</b>	
Undergraduate Admissions .....	46
Programs of Study .....	50
Field Internships .....	51
Associate of Arts: General Studies .....	52
Associate of Science: Pre-Professional Health Science .....	54
Four-Year Bachelor Degree Programs .....	56
General Education (CORE) Requirements .....	57
Degree Pathways through the General Education Core .....	60
Accounting .....	61
Bible and Christian Ministry Studies .....	62
Business Administration .....	65
Communication .....	68

Exercise Science.....	70
Global Studies.....	71
Human Services.....	73
Humanities.....	74
Interdisciplinary Studies: Individualized.....	75
Mathematics.....	76
Music Industry.....	77
Music Ministry.....	78
Psychology.....	79
Teacher Education.....	81
TESOL Certificate Program.....	85
Undergraduate Course Descriptions.....	86

<b>Index.....</b>	<b>114</b>
-------------------	------------

# 2007-2008 ACADEMIC YEAR

## Fall Semester

Classes begin .....	August 29, 2007
Labor Day holiday .....	September 3, 2007
Last day to add or drop classes .....	September 11, 2007
Last day to declare P/NP .....	September 11, 2007
Mid-semester holiday .....	October 12, 2007
Last day to withdraw .....	November 2, 2007
Reserved registration for juniors/seniors .....	November 7-9, 2007
Registration for next semester .....	November 12-21, 2007
Thanksgiving holiday .....	November 22-23, 2007
Last day of classes .....	December 7, 2007
Commencement services .....	December 7, 2007
Final examinations .....	December 10-14, 2007

## Spring Semester

Classes begin .....	January 14, 2008
Martin Luther King, Jr. holiday .....	January 21, 2008
Last day to add or drop classes .....	January 25, 2008
Last day to declare P/NP .....	January 25, 2008
Last day to withdraw .....	March 21, 2008
Spring break.....	March 24-28, 2008
Reserved registration for juniors/seniors .....	April 2-4, 2008
Registration for next semester .....	April 7-9, 2008
Good Friday holiday .....	March 21, 2008
Last day of classes .....	May 2, 2008
Final examinations .....	May 5-9, 2008
Baccalaureate services .....	May 9, 2008
Commencement services .....	May 10, 2008

## Summer Semester

### **Session 1/May Term**

Classes begin .....	May 12, 2008
Last day to add or drop classes .....	May 15, 2008
Last day to declare P/NP .....	May 15, 2008
Last day to withdraw .....	May 23, 2008
Memorial Day holiday .....	May 26, 2008
Last day of classes .....	May 30, 2008

### **Session 2**

Classes begin .....	June 9, 2008
Last day to add or drop classes .....	June 12, 2008
Last day to declare P/NP .....	June 12, 2008
Last day to withdraw .....	June 20, 2008
Last day of classes .....	June 27, 2008

### **Session 3**

Classes begin .....	July 14, 2008
Last day to add or drop classes .....	July 16, 2008
Last day to declare P/NP .....	July 16, 2008
Last day to withdraw .....	July 25, 2008
Last day of classes .....	August 1, 2008

## 2008-2009 ACADEMIC YEAR

### Fall Semester

Classes begin .....	August 27, 2008
Labor Day holiday .....	September 1, 2008
Last day to add or drop classes .....	September 9, 2008
Last day to declare P/NP .....	September 9, 2008
Mid-semester holiday .....	October 10, 2008
Last day to withdraw .....	October 31, 2008
Reserved registration for juniors/seniors .....	November 5-7, 2008
Registration for next semester .....	November 10-18, 2008
Thanksgiving holiday .....	November 27-28, 2008
Last day of classes .....	December 5, 2008
Final examinations .....	December 8-12, 2008
Commencement services .....	December 12, 2008

### Spring Semester

Classes begin .....	January 12, 2009
Martin Luther King, Jr. holiday .....	January 19, 2009
Last day to add or drop classes .....	January 23, 2009
Last day to declare P/NP .....	January 23, 2009
Last day to withdraw .....	March 20, 2009
Spring break.....	March 23-27, 2009
Reserved registration for juniors/seniors .....	April 1-3, 2009
Registration for next semester .....	April 6-8, 2009
Good Friday holiday.....	April 10, 2009
Last day of classes .....	May 1, 2009
Final examinations .....	May 4-8, 2009
Baccalaureate services.....	May 8, 2009
Commencement services .....	May 9, 2009

### Summer Semester

#### **Session 1/May Term**

Classes begin .....	May 11, 2009
Last day to add or drop classes .....	May 14, 2009
Last day to declare P/NP .....	May 14, 2009
Last day to withdraw .....	May 22, 2009
Memorial Day holiday .....	May 25, 2009
Last day of classes .....	May 29, 2009

#### **Session 2**

Classes begin .....	June 15, 2009
Last day to add or drop classes .....	June 18, 2009
Last day to declare P/NP .....	June 18, 2009
Last day to withdraw .....	June 26, 2009
Last day of classes .....	July 2, 2009

#### **Session 3**

Classes begin .....	July 13, 2009
Last day to add or drop classes .....	July 15, 2009
Last day to declare P/NP .....	July 15, 2009
Last day to withdraw .....	July 24, 2009
Last day of classes .....	July 31, 2009



## A WELCOME FROM THE PRESIDENT

Dear students:

It is with great pleasure that I welcome you to Northwest Christian College. What an exciting time this is to be a student at NCC! 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 NCC has changed dramatically over the years and has experienced a transformation from a Bible college to a Christian liberal arts college. Today, undergraduate students prepare for careers in a diverse array of fields ranging from the ministry 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, professional counseling, and business administration.

*Dr. David Wilson, President*

Whatever your choice of major and career happens to be, you will find at NCC well-designed curricula and superb faculty and staff who are focused on your success. At NCC, 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 college we call NCC. I trust that your journey with us will be rewarding.

Sincerely,  
Dr. David W. Wilson

## **BOARD OF TRUSTEES**

### ***Governance and Support***

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

The board of trustees consists of not fewer than 20 nor more than 36 people. Members are elected by the 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 College. Additionally, one faculty representative, elected annually by Faculty Forum, and one student representative (current president of ASNCC) serve on the Board as non-voting members.

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

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

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

### ***Members***

#### ***Class of 2008***

Jim Fort, professional photographer, Twin Falls, ID  
Jeff Miller, vice president, Pacific Benefit Consultants/Eugene Insurance, Eugene, OR  
Mike Solomon, vice president of sales, Far West Steel, Eugene, OR  
Nat Stock, broker, Anaheim Woodworking Machinery, Redlands, CA  
Joe Wade, retired administrator, University of Oregon, Eugene, OR  
Clayton Walker, real estate developer, Eugene, OR  
Barney Wimer, retired businessman, and interim minister, Kenmore, WA

#### ***Class of 2009***

Kathleen Carr, president/owner of Student Loan Fund of Idaho Marketing Assoc., Inc. (IMA), Payette, ID  
Roger Davidson, retired pastor, Tacoma, WA  
C. Earl Gibbs, senior minister, First Christian Church, Springfield, OR  
Kay Merrill, volunteer, Beaverton, OR  
Barbara Olson, co-owner, XL Hospice, Inc., Ontario, OR  
Gary Pierpoint, retired senior vice president, Umpqua Bank, Eugene, OR  
Wanda Smith, financial analyst, PeaceHealth Financial Services, Eugene, OR  
Greg Strausbaugh, business owner, Eugene, OR  
Cathy Myers Wirt, regional minister, Christian Church in Oregon (Disciples of Christ), Beaverton, OR

#### ***Class of 2010***

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/business investment consultant, B & A International, Inc., Eugene, OR  
Shannon Lechlitter, change manager, Micron Technology, Boise, ID  
John Richardson, senior minister, Kern Park Christian Church, Portland, OR  
Jim Treece, retired executive, Weyerhaeuser Co., Tacoma, WA

#### ***Class of 2011***

Marvin Eckfeldt, retired senior minister, Kent, WA  
Bonnie Haddow, travel agent, Gig Harbor, WA  
Michael Raz, advertising director, Register-Guard, Eugene, OR  
Sharon Rimmer, marriage and family counselor, Christians Addressing Family Abuse, Eugene, OR  
Norv Ritchey, retired Univ. of Oregon athletic director, Eugene, OR  
Oz Witt, vice president for business development, Selco Community Credit Union, Eugene, OR

### ***Ex-officio***

David W. Wilson, president, Northwest Christian College  
Faculty Representative - TBA  
Student Representative - Krista Callahan



# 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 .....

## **Academic Affairs**

Vice President for Academic Affairs and Dean of the Faculty ..... Dennis R. Lindsay  
Dean of the School of Arts and Sciences ..... Mick Bollenbaugh  
Dean of the School of Business and Management ..... Michael Kennedy  
Dean of the School of Teacher Education ..... Janine Allen  
Dean of the School of Graduate and Professional Studies ..... Colleen Ramos  
Registrar ..... Aaron Pruitt  
Assistant Registrar ..... Bonnie Temple

## **Advancement**

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

## **Business Affairs**

Vice President for Finance and Administration/Chief Financial Officer ..... Diana Barkelew  
Director of Human Resources .....  
Fiscal Analyst ..... Chris Dahlvig  
Payroll Analyst ..... Greg Battle  
Student Billing/Revenue Collection Specialist ..... Darcy Dellinger  
Plant Superintendent ..... Oskar Bucher

## **Enrollment**

Vice President for Student Development & Enrollment and Dean of Students ..... Michael Fuller  
Director of Admission ..... Jennifer Samples  
Assistant Director of Admission ..... Kathy Sweetman  
Graduate and Professional Studies Community Outreach Specialist .....  
Director of Financial Aid ..... Jocelyn Hubbs  
Financial Aid Counselor ..... Scott Palmer

## **Information Systems Department**

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

## **Kellenberger Library**

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

## **Student Development & Athletics**

Vice President for Student Development & Enrollment and Dean of Students ..... Michael Fuller  
Associate Dean of Students and Director of Residence Life ..... Jolyn Dahlvig  
Area Residence Coordinator/Assistant Director of Student Activities ..... Kirsten Madsen  
Director of Service Learning and Career Development ..... Angela Doty  
Director of Student Programs ..... Jacob Poetzl  
Campus Nurse ..... Barbara Winnick  
Campus Pastor ..... Steven Poetzl  
Athletic Director ..... Corey Anderson  
Athletic Events Coordinator ..... Tim Hood  
Athletic Trainer ..... Jarred Gibson  
Sports Information Director ..... Nick Askew  
Men's Basketball Coach ..... Dave Lipp  
Women's Basketball Coach ..... Charlie Olds  
Cross Country Coach ..... Heike McNeil  
Men's Golf Coach ..... Tommy Limbach  
Women's Golf Coach ..... Tony Joyner  
Men's Soccer Coach ..... Chris Bolton  
Women's Soccer Coach ..... Vern Stewart  
Women's Softball Coach ..... Tim Hood  
Women's Volleyball Coach ..... Dale Weigandt

## FACULTY

- Janine Allen**, M.A., *Dean of the School of Education; Assistant Professor: Teacher Education*  
B.A., Loyola Marymount University, 1990; M.A., California State University, 1993; Ed.D. candidate, George Fox University. (Since 2003)
- 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)
- Edmund Anderson**, Ph.D., *Associate Professor: TESOL*  
B.A., Wheaton College, 1964; M.A., University of Southern California, 1966; Ph.D., Georgetown University, 1975. (Since 2006)
- Elizabeth Aydelott**, Ph.D., *Professor: English*  
B.A., Emory University, 1974; M.A., Indiana University, 1976; Ph.D., Indiana University, 1979. (Since 2003)
- Amy Bartley**, Ph.D., *Assistant Professor: Professional Counseling*  
B.S., Western Baptist College, 1996; M.S., Oregon State University, 2001; Ph.D., Oregon State University, , 2005. (Since 2003)
- Allen E. Belcher**, Ph.D., *Professor: Management*  
B.S., Florida Southern College, 1966; M.A.T., Emory University, 1967; Ph.D., University of Oregon, 1992. (Since 1993)
- Paula M. Belcher**, Ph.D., *Chair of Professional Counseling; Professor: Professional Counseling*  
B.A., Luther College, 1970; M.S., University of Oregon, 1991; Ph.D., University of Oregon, 1995. (Since 1994)
- 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)
- Michael Bollenbaugh**, Ph.D., *Dean of the School of Arts & Sciences; Professor: Philosophy, Biblical Studies*  
B.A., San Jose Christian College, 1975; M.A., Lincoln Christian Seminary, 1978; B.A., Northwest Nazarene College, 1980; M.A., University of Calgary, 1987; Ph.D., University of Oregon, 1994. (Since 1994)
- Kendal Bond**, M.S. *Assistant Professor: Mathematics*  
B.S., Seattle University, 1995; M.S., Creighton University, 1997. (Since 2005)
- Loren Crow**, Ph.D., *Associate Professor: Biblical Studies*  
B.A., Northwest Christian College, 1985; M.A., Vanderbilt University, 1989; Ph.D., Vanderbilt University, 1994. (Since 2003)
- Teresa DaVigo**, Ph.D., *Assistant Professor: Psychology*  
B.S., University of Oregon, 1997; Ph.D., Seattle Pacific University, 2006. (Since 2007)
- Scott Gallagher-Starr**, M.L.S., *Instruction/Reference Librarian; Assistant Professor*  
B.S., Oregon State University, 1989; M.L.S., Syracuse University, 2000. (Since 2007)
- Steven Goetz**, Ph.D., *Associate Professor: History and Philosophy*  
B.A., Portland State University, 1975; M.A., Portland State University, 1979; M.A.R., George Fox University, 1979; M.Phil., Drew University, 1984; Ph.D., Drew University, 1986. (Since 2007)
- Mojgan Hajebi**, Ph.D., *Associate Professor: Computer & Information Science*  
B.S., Iran National University, 1988; M.S., Western Oregon State University, 1995; Ph.D., Oregon State University, 2001. (Since 2003)
- John M. Hakes**, M.A., *Associate Professor: Music, Voice*  
B.A., University of California at Santa Barbara, 1975; M.A., California State University at Northridge, 1982. (Since 1991)
- Ronald Heine**, Ph.D., *Professor: Bible and Christian Ministry*  
A.B., Lincoln Christian College, 1961; M.A., Lincoln Christian Seminary, 1963; B.D., Lincoln Christian Seminary, 1966; M.A., University of Illinois, 1968; Ph.D., University of Illinois, 1974. (Since 2007)
- Barbara Herzberg**, M.S., *Assistant Professor: Teacher Education and Mathematics*  
B.S., California State University, Hayward, 1973; M.S., University of Oregon, 1980. (Since 2004)
- Gene James**, Ph.D., *Assistant Professor: Professional Counseling*  
B.A., Evergreen State College, 2001; M.S., Oregon State University, 2003; Ph.D., Oregon State University, 2007. (Since 2006)
- Michael Kennedy**, D.B.A., *Dean of the School of Business & Management; 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)
- Dennis R. Lindsay**, Dr. Theol., *Vice President for Academic Affairs and Dean of the Faculty; Professor: Biblical Studies*  
B.A., Lincoln Christian College, 1978; M.A., Lincoln Christian Seminary, 1980; M.A., University of Illinois, 1985; Dr. Theology, Eberhard-Karls Universitat, 1991. (Since 2000)

- 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)
- Heike McNeil**, Ph.D., *Assistant Professor: Chemistry, Nutrition*  
B.S., Linfield College, 1996; Ph.D., University of Oregon, 2000. (Since 2002)
- Vivian Moen**, M.Ed., *Chair of School Counseling; Associate Professor: School Counseling, Teacher Education*  
B.S., Springfield College, 1975; B.E., University of Toronto, 1975; M.Ed., University of Toronto, 1995. (Since 2004)
- Tracy Mullins**, Ph.D., *Associate Professor: Biology*  
B.S., Northwest Nazarene College, 1989; M.S., Oregon State University, 1992; Ph.D., University of Delaware, 1997. (Since 2006)
- Jeanie O'Laughlin**, Ph.D., *Associate Professor: Accounting*  
B.S., California State University, 1983; M.B.A., California State University, 1986; Ph.D., Claremont Graduate University, 2003. (Since 2007)
- Mary Ellen Pereira**, Th.M., *Associate Professor: Christian Ministry*  
B.R.E., Great Lakes Christian College, 1982; M.A.R., Emmanuel School of Religion, 1990; M.Div., Emmanuel School of Religion, 1990; Th.M., Princeton Theological Seminary, 2003; D. Min. candidate, Emmanuel School of Religion. (Since 2004)
- Maureen Phillips**, Ph.D., *Associate Professor: English*  
B.A., University of Washington, 1990; M.A., University of Washington, 1992; Ph.D., University of Washington, 2006. (Since 2007)
- Terrie Porter**, Ph.D., *Assistant Professor: School Counseling*  
B.S., Oregon State University, 1992; M.Ed., California Polytechnic State University, 1996; Ph.D., Oregon State University, 2003. (Since 2006)
- Colleen Ramos**, M.Ed., *Dean of the School of Graduate and Professional Studies; Associate Professor: Management*  
B.A., State University of New York, 1997; M.Ed., College of Saint Rose, 1999; Ph.D. candidate, Barry University. (Since 2006)
- Steve Silver**, M.L.S., *Director of Kellenberger Library; Assistant Professor*  
B.S., Northwest Christian College, 1987; M.Mus., University of Oregon, 1997; M.L.S., Emporia State University, 2006. (Since 1995)
- Doyle Srader**, Ph.D., *Assistant Professor: Speech and Communication*  
B.A., Baylor University, 1992; M.A., Baylor University, 1993; Ph.D., University of Georgia, 2003. (Since 2007)
- Charles Sturms**, M.A., *Associate Professor: Intercultural Studies*  
B.A., Lubbock Christian College, 1975; M.A., Abilene Christian University, 1978; M.A., Ohio University, 1985; M.A., Ohio University, 1986. (Since 1990)

#### **SPECIAL FACULTY APPOINTMENT**

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

#### **FACULTY MEMBERS LISTED BELOW HOLD PART-TIME PROFESSIONAL APPOINTMENTS:**

- Jim Howard**, Ed.D., *Teacher Education*  
B.S., University of Oregon, 1962; M.Ed., *ibid*, 1964; Ed.D., *ibid*, 1970. (Since 2005)
- Brian Kaelin**, M.A., *Teacher Education*  
B.A., Biola University, 1989; M.A., San Jose State University, 2007. (Since 2007)
- Karen Lindsay**, Ph.D., *Bible and Theology, Art History*  
B.A., Lincoln Christian College, 1982; M.A., Butler University, 1987; Ph.D., University of Birmingham, 2000. (Since 2000).
- Ron Palmer**, Ph.D., *History*  
B.A., Seattle Pacific University, 1962; M.A., Stanford University, 1964; Ph.D., University of California at Los Angeles, 1979. (Since 2006).

## HONORED PROFESSORS

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

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

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

Services in Higher Education: Associate Professor of Speech and Bible, Northwest Christian College, 1947-49; Professor of Bible (New Testament) and Psychology, NCC., 1949-59; Professor of Bible and History, NCC., 1960-78; Professor of Church History, Emmanuel School of Religion, 1978-88. (Honored Professor at Northwest Christian College, since 1997)

## FACULTY EMERITI

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

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

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

**Gilbert W. Kistler**, M.Ed., *Professor Emeritus: Voice, Church Music* (1945-81)

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

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

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

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

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

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

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

## PRESIDENT EMERITUS

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

# **GENERAL INFORMATION**

## **History**

In 1895 Eugene Divinity School was established adjacent to the University of Oregon campus so that 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 then changed to Eugene Bible University in 1908 and Eugene Bible College in 1930.

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

## **Accreditation and Academic Standing**

NCC 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.

NCC 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).

NCC is approved by the U.S. Department of Justice, Immigration, and Naturalization Service for international and non-immigrant students. Programs at NCC are approved for the use of veteran's benefits.

## **Educational Programs**

As a Christian liberal arts college, NCC 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, school counseling, and professional counseling. The College 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 NCC, are committed to excellence in all that we do as we seek to be one of America's great Christian liberal arts colleges 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 College 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 College'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***

NCC 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.

NCC 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***

NCC is closely affiliated with the churches that make up the so-called Stone-Campbell Movement. In particular, the historical roots of NCC lie in the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Since its beginnings the College has shared its human resources with these churches, and these churches generously support the College 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 NCC.

Because of this heritage from the Stone-Campbell Movement, NCC also has a strong ecumenical interest. The College 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**

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

### **University of Oregon**

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

### **Lane Community College**

Lane Community College offers a variety of vocational and technical programs that provide students with an opportunity to expand their academic experiences. NCC accepts the Lane Community College Associate of Arts Oregon Transfer degree in fulfillment of all NCC core curriculum requirements except for biblical studies.

### **Council for Christian Colleges and Universities**

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

**American Studies Program (Washington, D.C.)**—The American Studies Program, founded in September 1976, serves as the “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the student’s talents and aspirations and are available in a wide range of fields. Students are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The program aims to help students to live faithfully in contemporary society as followers of Christ.

**China Studies Program**—The China Studies Program, begun in the spring of 1999, allows students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographical and economic realities of this strategic and populous nation. In addition to the study of standard Chinese, students will assist Chinese students learning English, allowing for one-on-one interaction. The program seeks to introduce students to the diversity of China, including Beijing, Shanghai and Xi’an. This interdisciplinary, cross-cultural program of study enables Christian students to deal with this increasingly important part of the world in an informed, Christ-centered way.

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

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

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

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

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



**Russian Studies Program (RSP)**—Students attending the Russian Studies Program spend a semester studying the language, culture, and history of Russia as well as current political and economic issues. In addition, they interact with leaders in the community to develop a better understanding of contemporary Russian society and how, as Westerners, they can foster more interaction with the country. Mobility characterizes the program. Two weeks are spent in Moscow and 10 weeks in Nizhni Novgorod (formerly Gorky). The final three weeks in St. Petersburg allow students to live with a Russian family and to experience Russian culture firsthand. A service project during this segment of the program gives students the opportunity to have a practical “hands-on” work experience alongside Russian nationals in a wide range of professional settings.

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

### **Professional Studies Program (PSP)**

The Professional Studies Program is a unique alternative to the traditional method of pursuing a bachelor’s degree. It is designed for the working adult with transferable credits and significant life experiences who wants to earn a college degree while continuing to work. The delivery system for the curriculum is based on course modules taught in the evenings. The program utilizes the latest adult learning models and principles to facilitate learning and to make it relevant.

This educational model assumes a level of experience also plays a key role in the curriculum, integrating past and present work and life experiences in a learning process that emphasizes student participation and interaction.

To accommodate adult learners, class scheduling is not on the traditional “August to May” timetable. New classes are started several times during the year. Students are recruited for each class and remain together for the entire program, which is about a year and a half long. The program is divided into three semesters, or trimesters.

The Professional Studies Program represents NCC’s continuing commitment to meet the needs of adult students and to remain relevant in a changing world. Please see the Professional Studies Program Catalog for further information about this program.

### **Graduate School**

In addition to undergraduate level coursework, NCC offers three master’s degree programs in business administration (MBA), school counseling, and professional counseling. Please see the Graduate School Catalog for further information about these programs.

### **Academic Honors**

#### **Northwest Christian College Dean’s List**

Each year, traditional undergraduate students who have completed at least 12 graded credit hours with a GPA of 3.50 or better during the fall and spring semesters are nominated for inclusion on the Dean’s List. Required courses that grant only P/NP grades count toward the 12 credit hour requirement.

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

#### **Scholastic Awards for Graduating Seniors**

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

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

#### **Criteria for these academic honors are:**

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

### ***President's Scholastic Award***

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

### ***Achievement Awards and Contests***

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

Annually at Commencement service a special award of a Bible bearing the imprint of the recipient's name is given to the student chosen by secret ballot by the student body and faculty, as the one who has rendered the most outstanding service to the institution. The recipient must have maintained excellence in academic work, be fully approved as to Christian character and convictions, and show a notable record of service to others. This award was instituted by the late Dr. Kendall E. Burke as the "President's Award" and has been continued by the faculty and administration as the Kendall E. Burke Memorial Award.

#### ***Outstanding Promise in Christian Education Award***

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

#### ***Outstanding Speaker Award***

This is an annual award given to a graduating senior who has achieved a 3.5 or better in all communication and homiletics classes taken at NCC and who, over time, has been judged by the Arts & Science faculty as an excellent oral presenter and speaker through a variety of speaking venues, including class presentations and other opportunities at NCC.

#### ***Zondervan Greek Award***

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

#### ***Bash/Whisler Memorial Bible Reading Contest***

The Bash/Whisler Memorial Bible Reading Contest is open to any regularly enrolled NCC student. Competition is in reading selections from the Old and New Testament with the New Testament passage being given from memory. Monetary awards are provided by the family of Dr. and Mrs. Gerald S. Bash in memory of them and their family.

### ***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 NCC chapter of Sigma Beta Delta was established in November 2006 and resides in the School of Business and Management. The top 20 percent of students (traditional undergraduate, professional studies program undergraduate, and graduate), who have completed at least half of their major, are invited to lifetime membership. Graduating students may wear a green and gold honor cord at commencement.

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

The Edward P. Kellenberger Library contains approximately 74,000 cataloged Library books, journals, audiovisuals and microforms; and it receives over 265 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 NCC on-line catalog, OPALL, provides computerized access to over 500,000 items of seven consortium libraries, including NCC, 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 College web page at [www.nwcc.edu/library](http://www.nwcc.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 web access to the OPALL automated catalog for books and media with the ability to request library materials online for students and faculty. Access to online databases include EBSCOHost, Lexis-Nexis Academic Universe, and OCLC First Search. These online databases provide access to full text magazine and journal articles as well as other information for students and faculty on campus and off campus. The Kellenberger Library web page provides helpful user guides to research tools, links to other library automated catalogs, library policies, lists of newly purchased titles, faculty services, Friends of the Library membership, and much more information. Librarians conduct library instruction for classes and provide assistance for individual research. A toll-free phone number is available for distance students to request assistance.

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 NCC 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, Northwest Association of Private Colleges and Universities, and Association of Christian Librarians.

## ***Technology on Campus***

### ***Purpose***

The mission of the Information Systems (IS) Department is to serve the computing and communication needs of 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 College-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.

### ***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.nwcc.edu/registrar/FERPA.htm>. Students' rights regarding personal information include:

1. The right to view material in his/her records filed at NCC, 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 NCC 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 NCC is to provide equal opportunity for all qualified persons in the educational programs and activities that the College operates. The College 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 College reserves the right to discontinue courses at any time, course substitutions may be assigned for discontinued courses. The College reserves the right to change fees, rules, and calendars regulating registration at, admission to, conduct in, instruction in, and graduation from the College. 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 College.

# STUDENT FINANCES

## TUITION AND FEES FOR THE 2007-08 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 for paying an account at Northwest Christian College:

- Pay in full at the beginning of each semester.
- The Student Services Office may approve, on an individualized basis, an NCC 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 College 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 NCC 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 NCC accounts at the beginning of each semester.

### Tuition and Fees

<b>Undergraduate Tuition Cost:</b>	<b>Fall 2007</b>	<b>Spring 2008</b>
15-18 hours: <i>(for students enrolled before Fall 2003)</i>	\$10,740	\$10,740
12-18 hours: <i>(for students enrolled after Summer 2003)</i>	\$10,740	\$10,740
Remedial: <i>(can be part of 12-18 block with no additional cost)</i>	\$716	\$716
Audit: <i>(can be part of 12-18 block with no additional cost)</i>	\$132	\$132
Credit for Prior Learning (per credit hour) for traditional undergraduates:	\$355	\$355
Credit by examination/course challenge <i>(per credit hour)</i> for all programs:	\$355	\$355
<b>Individual Instruction:</b>		
Piano, Voice (per hour) <i>(can be part of 12-18 block and pay only \$250 fee)</i>	\$716	\$716
<b>Student Vehicle Fee:</b>		
Annual	\$180	
Per semester	\$90	\$90
<b>Health Insurance*</b>		
Single Student	\$403	\$403

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

### Registrar's Fees

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

**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.

**2007-2008 Room and Board**

Residence hall, single (upon availability only)	\$6,670
Includes 19 meals/week and \$100 account with the bookstore	
Residence hall, double	\$5,670
Includes 19 meals/week and \$100 account with the bookstore	
Mom Richart Apartments, double	\$4,400
Includes 10 meals/week and \$250 account with the bookstore	

**Refund of Residence Hall Room and Board**

Refer to the residence hall contract or the director of residence life for the housing refund policy. The vice president for student development will set any termination penalties required by the contract.

**Tuition Refund Policy**

Upon complete withdrawal or dismissal from the College, students, including veterans, receive a proportional refund for tuition. All student fees are nonrefundable, including but not limited to, music or private lesson fees, vehicle permits, application fees, etc. Until 60 percent of the semester is completed, the prorated refund applies and after that point no refunds will be given. For example, if the student withdraws in the fifth week of the 15 week semester, the refund would be 33 percent.

All academic withdrawals must be processed in accordance with the policy of the College. 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 College can be administratively withdrawn from their courses at the discretion of the Student Services Office.

The first step of a complete academic withdrawal is to contact the vice president for student development to perform an exit interview and sign the withdrawal form. The student then takes the signed form to the Student Services Office to be processed. If students fail to contact the vice president for student development and perform the appropriate withdrawal steps, the student may be charged a fee of \$100.

**Single Course Drops**

No refunds will be made for single courses dropped after the add/drop period is closed for the semester. Each student is charged in full for all courses listed on their registration at the close of registration each semester. See the Academic Calendar for dates for the close of registration.

**Account Collections**

If NCC 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 NCC and cannot be issued until all amounts owed the College, including accounts receivable, notes, loans, and other amounts, are paid in full.

**FINANCIAL AID PROCESS**

The Financial Aid Office is committed to helping students who wish to attend NCC but who may not be able to meet all the expenses from personal and family income. NCC provides a full range of grants, scholarships, student employment and education loans to help those who qualify. Last year, over 95 percent of all students qualified for assistance. In addition, the Financial Aid Office provides financial aid counseling to students and their families to guide them through the process of applying for and receiving financial aid. Our goal is to provide the service and financing resources needed to enable deserving students to attend NCC.

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

### ***Need-Based Aid***

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

#### ***Federal Methodology Need Analysis***

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

#### ***Financial Aid Equation***

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

### ***Non-Need-Based Aid***

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

### ***Application Procedure***

To apply for financial aid the student must:

1. Complete the Free Application for Federal Student Aid (FAFSA) and submit it to the U.S. Department of Education. NCC and the federal school code 003208 should be listed in Step 6. The FAFSA is available in both a paper version or online at <http://www.fafsa.ed.gov>.  
**Note to late income tax filers:** Many of the questions on the FAFSA require income tax information from the most recent year. If taxes have not been filed at the time the FAFSA is to be submitted, use estimated data or most recent tax information available.
2. Apply for admission. Students must be accepted for admission to NCC before a financial aid package may be processed.
3. If selected for verification by the federal processor, provide additional information as requested to Financial Aid Office (see Verification Process).
4. Review for accuracy the Student Aid Report sent from the federal processor to the student after submission of the FAFSA. The Financial Aid Office receives a similar report at the same time, which is used to calculate the student's financial need and eligibility for need-based aid.

***Students must complete and submit a FAFSA for each academic year. Eligibility and level of need are recalculated each year by federal standards.***

It is important to apply for financial aid early in order to qualify for aid with deadlines and limited funding. The College's priority deadline is March 1 for students planning to enter fall semester. Students with completed applications by March 1 are assured of optimum consideration and funding for scholarships and financial aid from all sources. To meet this deadline, it is necessary to submit the FAFSA in early February to allow ample time for the FAFSA to be processed. Estimated income data may be used in completing the FAFSA if taxes have not yet been filed with the IRS.

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

### **Online FAFSA**

Students may apply for financial aid online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Simple instructions guide the student in preparing and transmitting the Free Application for Federal Student Aid (FAFSA) directly to the federal processor. Online transmission is secure and significantly reduces errors and processing time. By registering for a PIN the student and parent(s) may also sign and update applications electronically. A PIN further provides access to various Department of Education web sites that allow the student to view the status of their financial aid application or a summary of their financial aid history.

Electronic transmittal of information may expedite other steps in the financial aid application process, as well. For convenience, the admission application may be submitted via the Internet at <http://www.nwcc.edu>. A downloadable version of the Verification Worksheet is also available on the NCC web site.

### **Verification Process**

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

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

### **Fraud and Misrepresentation**

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

### **The Financial Aid Award**

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

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

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

### **Unusual Circumstances**

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

### **Independent vs. Dependent Status**

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

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

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



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

### **Student Eligibility Requirements**

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

To be eligible for federal aid a student must:

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

Students convicted of possessing or selling illegal drugs may not be eligible for federal aid, depending on when the conviction occurred. They can regain their eligibility early by completing a drug rehabilitation program. More information is available from the Federal Aid Student Information Center at 800-433-3243.

### **Satisfactory Academic Progress**

In order to remain eligible for financial aid students are required to maintain “satisfactory academic progress.” The conditions for maintaining progress entail completing a sufficient number of credits semester-by-semester and achieving a 2.00 minimum cumulative grade point average at all times. The Financial Aid Office checks each student’s academic progress at the time aid is awarded (with the exception of entering freshmen) and at the end of spring semester. A letter notifies the student if he/she fails to maintain satisfactory academic progress.

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

The maximum number of credits for which a student may receive financial aid is 150 percent of the credits normally required to earn a degree or program of study. A student who has declared his/her intention to pursue a baccalaureate degree of 124 semester credits may receive financial aid for a maximum of 186 attempted semester credits. Part-time students have the same total number of allowable credits but have a longer time frame over which to extend enrollment (slower pace) commensurate with their enrollment status. (See Credit Requirements and Enrollment Status.)

All credits attempted at NCC, including up to 30 semester credits of pre-approved remedial courses, and credits transferred from other institutions are counted toward the maximum number of credits allowed, whether or not the student received financial aid funds. The Financial Aid Appeals Committee may make exceptions to limits on total credits and time frame for receiving aid because of extenuating circumstances.

### **Required Grade Point Average**

To meet the standards of satisfactory academic progress, a student is expected to maintain a cumulative GPA of 2.00 or better at all times. For the purpose of figuring financial aid eligibility, courses taken through consortium institutions are computed in the cumulative GPA. Graduate students are required to maintain a cumulative GPA of 3.00.

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

### **Credit Requirements and Enrollment Status**

To receive financial aid, an undergraduate student is expected to complete a minimum number of attempted credits each academic year according to the following schedule:

<u>Status Per Semester</u>	<u>Attempted Per Year</u>	<u>Progress Per Year</u>
Full-time	24+ credits	21 credits
3/4 time	18-23 credits	15 credits
1/2 time	12-17 credits	9 credits

**Note:** An adjustment will be made to Attempted and Progress credit requirements for students who attend one semester during the academic year.

### ***Enrollment Status for Consortium Courses***

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

### ***Enrollment Status for Credit by Examination***

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

### ***Requirements for Maintaining College-Sponsored Scholarships***

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

### ***Financial Aid Disqualification***

A full-time student who fails to attain a 2.00 cumulative GPA or who fails to complete at least twenty-one credits for the academic year (or a proportionate number for part-time students; see chart under Credit Requirements and Enrollment Status) is ineligible for further financial aid. The student is notified in writing of the disqualification and the requirements for reinstatement.

### ***Appeal Process for Reinstatement of Eligibility***

Students who otherwise would lose financial aid eligibility may appeal to the Financial Aid Appeals Committee in order to:

1. Challenge administrative error from miscalculation of credits completed or GPA attained.
2. Account for incompletes and describe arrangements to make up credit.
3. Explain extenuating circumstances such as medical problems, family emergencies, learning disability, remedial work requirement, or other unusual or mitigating factors.

An appeal must be submitted in writing to the Financial Aid Appeals Committee and should state the reason(s) for not meeting minimum eligibility requirements during the year in question. The letter should also discuss a plan for correcting the problem(s) and meeting satisfactory standards. Any arrangements made with professors to finish coursework or to make up credits should be specified.

If the appeal is approved, the student is granted an additional semester of financial aid probation. The terms and conditions for continued probation and achieving satisfactory academic progress are indicated in a written response to the student. If the appeal is denied, the student remains disqualified until such time as requirements for reinstatement are met.

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

### ***Reinstatement of Financial Aid Eligibility***

A student who is disqualified from receiving financial aid for failure to maintain a 2.00 cumulative GPA is not eligible for aid again until such time as he/she raises the cumulative GPA to 2.00. Likewise, if a student is disqualified from aid for failure to complete the required number of credits, she/he is not eligible until one semester has been completed with the minimum required number of credits. Once reinstated, the student is again eligible for financial aid during the next semester of enrollment.

Courses to raise the GPA or to complete the required number of credits may be taken at NCC or at another institution from which credits are transferred. Completion of a prior Incomplete does not count toward the credits needed for reinstatement. Aid eligibility, once restored, is not retroactive.

Regardless of whether credits are completed with or without financial aid or whether they are completed at NCC or at another college, all are counted equally toward the limits established for financial aid eligibility (186 credits). All courses taken at NCC, including those completed without financial aid, are counted in the student's cumulative GPA.

### ***Remedial Courses***

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

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

Remedial coursework not required but taken at the discretion of the student does not qualify for aid, nor does it figure as credits attempted or credits completed for the purpose of calculating aid.

### ***Repeated Courses***

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

### ***Change of Major***

A student who changes majors is expected to complete the new major within the limits allowed for maximum aggregate number of credits attempted (186) unless the Financial Aid Appeals Committee makes an exception for extended funding.

### ***Dual Major***

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

### ***Course Withdrawals***

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

### ***Post-Baccalaureate Students***

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

### ***Off-Campus Courses***

Full-time, degree-seeking students at NCC may receive federal and state aid for courses taken at institutions with which consortium agreements have been established. Cooperating institutions include Lane Community College, the University of Oregon, and Umpqua Community College. A consortium arrangement is also in place with the Council for Christian Colleges and Universities (CCCU) to enable students to participate in study abroad opportunities sponsored or endorsed by CCCU. To qualify for aid, consortium credits must be for coursework not available at NCC (excluding study abroad), apply toward the student's degree requirements and be pre-approved both by the dean of the respective school and the student's faculty advisor.

Qualified off-campus courses count toward the 12-credit minimum required for receiving NCC sponsored aid; however, NCC-funded aid may not be used to pay for consortium courses. Signatures of the advisor and dean of the respective school signifying their approval of consortium courses are collected on an Academic Petition form available from the Registrar's Office. A copy of the schedule and billing for courses taken at the other school must be submitted with the Academic Petition before financial aid can be disbursed.

### ***Online Courses***

The student is eligible to receive financial assistance for online courses offered by NCC only if such coursework is part of a program that leads to a recognized one-year or longer certificate program or an associate, bachelor's or graduate degree from NCC.

## THE FINANCIAL AID AWARD

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

### ***Financial Aid Budget***

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

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

- A. **COST OF ATTENDANCE (COA)**  
Comprehensive budget based on cost of tuition for 15 credits/semester, housing, food, books, transportation and personal living expenses. On-campus room and board is based on a full NCC food plan and the average cost of double occupancy campus housing.
- B. **EXPECTED FAMILY CONTRIBUTION (EFC)**  
The amount of financial support expected from the student and his/her family according to the federal processor's analysis of data provided on the FAFSA.
- C. **ESTIMATED NEED**  
The difference between the total cost of the student's education (Cost of Attendance) and his/her Expected Family Contribution (EFC).  $COA - EFC = Estimated\ Need$ .
- D. **AWARDED FUNDS**  
The total of all financial aid awarded from federal, state and NCC sources.
- E. **REMAINING NEED**  
Even after all funds are awarded, some need may not be met. Alternate sources of aid may be explored to cover remaining need such as matching grants, education loans from private lenders, federal loans for parents of college students, tax credits, and scholarships from outside sources.

### ***Disbursing Financial Aid***

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

### ***Receiving Work-Study Funds***

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

### ***Receiving Student Loan Funds***

Students eligible for federally insured Stafford education loans must select a lender to provide their funds. First-time borrowers at NCC must receive loan entrance counseling and sign a loan contract (promissory note) before funds are disbursed. These requirements ensure that the student understands important details about the loan and his/her responsibilities as a borrower. Promissory notes and loan entrance counseling are provided to the student when they arrive on campus for classes or may be completed online in conjunction with receipt of their electronic award.

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

### ***Withdrawal and Recalculation of Financial Aid***

If a student withdraws from school during an academic semester (after the add/drop period, but before the semester ends), they or the school may be required to return or repay all or a portion of the financial aid they received, depending on the date of withdrawal.

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

1. the actual date the student starts the withdrawal procedure
2. the last recorded date of student attendance
3. the midpoint of the semester if the student leaves without notifying the College.

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

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

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

**Number of Semester Days Elapsed as of Withdrawal Date ÷ Total Days in the Semester = Proportion of NCC Charges Assessed.**

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

## **FINANCIAL AID PROGRAMS**

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

### **GRANTS**

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

#### ***Pell Grant***

The country's largest grant program for undergraduate students without a bachelor's or professional degree. Pell Grants are funded by the federal government, who also sets the level of need required to qualify. Pell Grants currently range from \$400 to \$4,310 per year.

#### ***Federal Supplemental Educational Opportunity Grant (SEOG)***

These grants are awarded to Pell Grant recipients with exceptional need. The College awards these grants from an allotment of funds provided each year from the federal government. Funding is limited. Grants range from \$600 - \$1,000.

#### ***Oregon State Opportunity Grant***

Oregon residents who meet established criteria for family income qualify for this grant. The funding and grant amount are determined by the state each biennium. In 2007-2008 the award is \$3,148 for students attending NCC. Students must file a FAFSA to be eligible. Students enrolled in a course of study leading to a degree in theology, divinity or religious education are not eligible.

#### ***Northwest Christian College Need Grant***

This one-year award is based on need as determined from the FAFSA. The amount awarded varies from \$600 - \$6,000 according to the student's total need not covered by other sources of financial aid.

#### ***Northwest Christian College Scholars for Service***

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

#### ***Heritage Congregation Grant***

Full-time students whose home church is a heritage church at the time of entrance to NCC qualify for this grant. Heritage churches include congregations of the Christian Church (Disciples of Christ) and Christian Churches/Churches of Christ. The annual award is \$2,500 and is renewed for each year the student is enrolled full-time at NCC.

### **Minister's Dependent Grant**

Full-time undergraduate students who are dependents of a heritage church minister or missionary (see above) at the time of entrance to NCC qualify for this grant. The annual award is \$1,500 and is renewed for each year of full-time enrollment at NCC.

### **Home Congregation Matching Grant**

NCC matches the church's annual student contribution of up to \$1,000 for a maximum combined award of \$2,000 per year. A separate application is required and is available from the Financial Aid Office.

## **SCHOLARSHIPS**

These are competitive awards made on the basis of the student's record of performance or achievement. All scholarships sponsored by NCC are awarded on the basis of merit as determined from admission information and/or the Merit Scholarship worksheet. All scholarships are renewable upon meeting minimum GPA and course load requirements.

### **Merit Scholarships (for first-time freshmen starting Fall 2007)**

**Academic Scholarships (\$2,000-8,000)** - Scholarships are offered on a sliding scale to students with at least a 3.00 unweighted GPA and either a 1000 (Math and Critical Reading) SAT score or 21 ACT score and higher. The admissions application as well as the Merit Scholarship Worksheet is required to receive an academic scholarship. Ethical Leadership Development bonuses are contingent upon and in addition to the Academic Base Award. For more information see the Merit Scholarship Worksheet.

#### **Academic Base Award**

Class Rank SAT*/ACT	1000/21	1050/22	1100/24	1150/25	1200/26	1250/28	1300/29	1350/30	1400/31
Rank #1 or #2 in class or 3.90 + GPA**	\$3,500	\$4,000	\$4,500	\$5,000	\$6,000	\$6,500	\$7,000	\$7,500	\$8,000
Top 10% in class or 3.70 - 3.89 GPA**	\$3,000	\$3,500	\$4,000	\$4,500	\$5,500	\$6,000	\$6,500	\$7,000	\$7,500
Top 11-25% in class or 3.40 - 3.69 GPA**	\$2,500	\$3,000	\$3,500	\$4,000	\$5,000	\$5,500	\$6,000	\$6,500	\$7,000
Top 26-50% in class and 3.00 - 3.39 GPA**	\$2,000	\$2,500	\$3,000	\$3,500	\$4,500	\$5,000	\$5,500	\$6,000	\$6,500

Academic Awards are only given to students with a 1000 SAT or higher or at least a 3.0 GPA.

\*SAT scores listed are the combined Critical Reading and Math Scores. The writing score is not considered in determining scholarship eligibility.

\*\*GPA is based on an un-weighted 4.00 scale. Northwest Christian College reserves the right to recalculate GPA if not officially calculated on a 4.0 scale.

**Ethical Leadership Development Bonus Award (Maximum of \$3,000)** - Additional bonuses of \$500 each are awarded for demonstrated leadership in youth groups, churches, mission trips, student government, athletic, and other programs. For more information see the Merit Scholarship Worksheet.

### **Merit Scholarships (for transfer students starting Fall 2007)**

**Academic Scholarships (\$3,000-6,000)** - Scholarships are offered on a sliding scale to students with at least a 3.00 cumulative college GPA. For more information see the Merit Scholarship Worksheet.

**AAOT Transfer Degree Bonus (\$1,000)** - Students transferring with an Associate of Arts, Oregon Transfer Degree from any Oregon community college will receive a \$1,000 bonus award.

**Ethical Leadership Development Bonus (maximum \$2,000)** - Additional bonuses of \$500 are awarded for demonstrated leadership in churches, mentoring programs, college organizations, and other programs. For more information see the Merit Scholarship Worksheet.

### **Merit Scholarships (for students who entered NCC before Fall 2007)**

**Presidential Scholarship** - The College's top merit scholarship is awarded to first-time freshmen. To be considered students must achieve a minimum high school GPA of 3.70, an 1170 SAT I (26 ACT), a top 15 percent class ranking, and a superior record of leadership, achievement and Christian service. The award is up to \$7,000 per academic year for a maximum of \$28,000 over four years of eligibility. Annual renewal requires a minimum cumulative 3.25 GPA.

**Dean's Scholarship** - The College's second highest merit scholarship is awarded to first-time freshmen. To be considered students must earn a minimum high school GPA of 3.50, a 1070 SAT I (23 ACT), a top 33 percent class ranking, and a superior record of leadership, achievement and Christian service. The award is up to \$6,000 per academic year and a maximum of \$24,000. Annual renewal requires a minimum cumulative 3.00 GPA.

**Leadership Scholarship** - First-time freshmen are eligible for this College merit scholarship which is awarded to students who show evidence of leadership ability. To be considered students must have a minimum high school GPA of 3.00, a 1020 SAT I (21 ACT), and a top 50 percent class ranking. The award is up to \$5,000 per academic year and a maximum of \$20,000 over four years of eligibility. Renewal requires maintaining satisfactory academic progress.

**Achievement Scholarship** - Both first-time freshmen and transfers are eligible for this College merit scholarship. The scholarship recognizes special talents, community service, and extracurricular achievements. To be considered, freshmen must present a minimum cumulative GPA of 3.00, a 1020 SAT I (21 ACT), and a class ranking in the top 50 percent. Transferring students must present a minimum 3.00 GPA. The award is up to \$5,000 per academic year and a maximum of \$20,000 over four years of eligibility. Renewal requires maintaining satisfactory academic progress.

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

**Transfer Scholarship** - Students transferring to NCC with at least 27 semester hours are eligible for this merit scholarship. Students must present a record of strong post-secondary academic performance (3.00 GPA, minimum) and/or extracurricular achievement. Awards range from \$1,000 to \$5,000 per academic year. Renewal requires maintaining satisfactory academic progress.

### **Endowed Named Scholarships**

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

### **Cockerline Memorial Scholarship**

This scholarship is awarded to students with the highest combination of GPA and demonstrated need. Awards are for one year and \$1500. Eligibility requires Oregon residency and a minimum 2.5 GPA. Funding is limited and requires a separate application. Applications are received and awards made each spring. For more information contact the Financial Aid Office at 541-684-7291.

### **Oregon Private Scholarships**

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

### **Talent Awards**

A limited number of scholarships are awarded to students with exceptional talent. Such awards are made for music, men's and women's basketball, men's and women's soccer, men's and women's golf, cross country, women's volleyball, and women's softball. Awarding decisions are made by the music director or by the respective coach and the athletic director on the basis of an evaluation of the student's ability.

## **WORK OPPORTUNITIES**

NCC offers opportunities for part-time employment to qualified students as part of their financial assistance. These jobs are offered through either the Federal Work-Study program or the NCC Work-Study program. Both programs pay Oregon's minimum wage for an 11-hour work-week and total earnings 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, Morse Event Center, and academics.

## **LOANS**

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

### ***Federal Family Education Loans (FFEL)***

Loans provided through the FFEL Program are made by banks, savings and loans, and credit unions, backed by the federal government, and guaranteed by guaranty agencies. Through the FFEL Program the federal government offers Stafford Loans for students and PLUS loans for parents.

### ***Stafford Loans***

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

The interest rate on new Stafford Loans is fixed at 6.8 percent. Origination and insurance fees of up to 4 percent may be deducted from each disbursement. Contact the Financial Aid Office for current information on interest rates, origination and insurance fees. Generally, repayment begins six months after the student graduates, withdraws from school or drops below half-time. This six-month period is referred to as the "grace" period. No repayment on the principal is required while the student attends school at least half-time or during grace or deferment periods. Borrowers typically have up to 10 years to repay their loans.

### ***Subsidized Stafford Loan***

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

### ***Unsubsidized Stafford Loan***

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

### ***Additional Unsubsidized Stafford Loan***

Additional unsubsidized Stafford Loans are available to independent students to help cover unmet need or replace some of the expected family contribution (EFC). They are also available to dependent students whose parents' PLUS loan application is denied.

Interest and repayment conditions are the same as for the Unsubsidized Stafford Loan (above). Additional unsubsidized Stafford Loans may be added to an existing subsidized or unsubsidized Stafford Loan.



## FEDERAL STAFFORD LOAN LIMIT

Academic Year	<i>Dependent*</i>		<i>Independent Student</i>		<i>Maximum</i> Subsidized & Unsubsidized
	Subsidized & Unsubsidized	Subsidized & Unsubsidized	Additional Unsubsidized	Subsidized & Unsubsidized	
<b>Freshman</b>	\$3,500	\$3,500	\$4,000	\$7,500	\$7,500
<b>Sophomore</b>	\$4,500	\$4,500	\$4,000	\$8,500	\$8,500
<b>Junior &amp; Remaining Years</b>	\$5,500	\$5,500	\$5,000	\$10,500	\$10,500
<b>Graduate Professional</b>	-----	\$8,500	\$12,000	\$20,500	\$20,500
<b>Aggregate Limit</b>					
Dependent Undergraduates	\$23,000	-----	-----	\$23,000	\$23,000
Independent Undergraduates	-----	\$23,000	\$23,000	\$46,000	\$46,000
Graduate Professional	-----	\$65,500	\$73,000	\$138,500	\$138,500

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

### Federal PLUS Loans for Parents

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

PLUS loans carry a fixed interest rate. Interest begins to accrue from the date loan funds are first disbursed. Origination and insurance fees of up to four percent may be deducted. Generally, repayments start within 60 days of the loan's final disbursement for the school year (no grace period).

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

If parents do not pass the credit check, they may still receive a PLUS loan if they can find a qualified co-signer. Dependent students whose parents do not qualify for a PLUS loan are eligible to substitute an additional unsubsidized Stafford Loan in its place. Unlike all other sources of aid listed in this section (with the exception of the Cockerline Memorial Scholarship), this type of aid requires the student or parent to specifically initiate the application process. PLUS loan forms and assistance with the application are available in the Financial Aid Office.

### Pace Gold Solution - Parent Plus Loan

NCC announces a new affordability program for the freshman class enrolling in the Fall of 2007. Our PACE (Providing Affordability College Education) Gold Solution allows parents of enrolling freshman to borrow up to \$15,000 per year under the Federal PLUS Program with NCC paying the interest on the loan while the student is attending up to four years. The student must be enrolled full-time to continue receiving the interest subsidy. The PACE and merit scholarship programs provide families with ways to manage the cost of a quality, Christian education. For additional information, please call the Financial Aid Office.

### Perkins Loans

The Perkins Loan program is the second major federal student loan program offered through NCC. Perkins Loans are awarded to students with exceptional financial need. Under regulations governing the Perkins Loan program, undergraduate students could conceivably borrow up to \$4,000 for each year of undergraduate study, up to \$20,000 for undergraduate study. However, because Perkins Loan funds are extremely limited, few, if any, students receive the top award amounts. With Perkins Loans, NCC receives an allotment of funds from the federal government to disburse to students. In this way, NCC assumes the role of the lender.

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

### ***Alternative Loans***

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

### ***Veterans and their Dependents***

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

Service-disabled veterans may be eligible for vocational rehabilitation benefits from the U.S. Department of Veterans Affairs. Educational benefits are also available to veterans’ dependents if the veteran (spouse or parent) has died, or was totally and permanently disabled in service, or is listed as missing in action. There is also a Veterans Work-Study and Tutorial Assistance Program. For more information, contact the local office of the U.S. Department of Veterans Affairs (in the phone book under U.S. Government Offices), call toll free 888-444-4551, or go to <http://www.gibill.va.gov>.

### ***Native Americans***

Students who are members or close descendants of a federally recognized American Indian tribe or nation may be eligible for grants from the Federal Bureau of Indian Affairs, Office of Indian Education Programs. Students may learn more by contacting their regional Bureau of Indian Affairs or by going to <http://www.oieb.bia.edu>.

### ***Federal Tax Benefits***

The Taxpayer Relief Act of 1997 provided new tax credits for individuals who are paying higher education costs for themselves or for family members. There are also specific benefits related to interest paid on student loans and educational and traditional IRA’s. Education costs paid by an employer are exempt from federal taxes for undergraduate students. To learn more about federal tax benefits for education, visit <http://www.irs.gov>, call the IRS help line at 800-829-1040, or read IRS publication 970, “Tax Benefits for Higher Education,” available free by calling 800-829-3676.

### ***Hope and Lifetime Learning Tax Credits***

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

### ***Deduction for Education Expenses***

Students may deduct qualified tuition and related expenses from taxable income. This deduction follows the same guidelines as those for the Hope and Lifetime Learning credits, except that the filer cannot claim both the deduction and one of the tax credits for the same expenses. This deduction has higher income limitations.

### ***Student Loan Interest Deduction***

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

### ***Education IRAs***

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

### ***Education Costs Paid by Employers***

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

### ***Private Scholarships***

Many community service organizations, churches, and national foundations offer scholarships. Some are based on financial need, but many others are based on academic achievement, leadership ability, special talents, community service, or heritage. Extensive databases of private financial aid resources and scholarships may be found on the Internet at such dot coms as FastWeb, FastAid, Wiredscholar, CollegeQuest, and Mach25. Many businesses and corporations also provide scholarships or loans to employees' children or students who live in the communities in which the company is located. Others offer aid to students majoring in fields related to the company's products or services. Company personnel offices have application information. In addition, students are encouraged to check in the Student Services Office, library, and on-line World Wide Web for scholarships offered by professional, career, and trade associations in their future career or field of study. Leads also may be listed in magazines related to the student's interests or skills. Scholarships and grants may be available through the student's church, school, local civic organizations (Kiwanis, Lions, Rotary, etc.) and bank trust department.

### ***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. Many questions may be answered over the phone. We are happy to arrange appointments for students and their families to meet with a financial aid counselor. E-mail questions may be sent to [finaid@nwcc.edu](mailto:finaid@nwcc.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 5 p.m., Monday through Friday, and by appointment.

# **STUDENT DEVELOPMENT**

## **Code of Conduct**

Northwest Christian College, 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 NCC 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 College's behavioral expectations. However, by enrolling as a student at NCC, 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 and dean of students.

Policies and standards for conduct shall apply to conduct that occurs on the College premises, at College-sponsored activities, and off campus when a student's conduct could adversely affect the College 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). NCC reserves the right to interpret policy and to apply the intent of the policy judiciously, depending upon circumstances. College 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 NCC is expected to be familiar with and to follow all policies and procedures established by the College.

For a complete listing of policies, judicial affairs, and grievance procedures please refer to the Student Handbook posted online at <https://www.nwcc.edu/studentdev/handbook.pdf>; hard copies are available by request in the Student Development Office, 684-7345.

## **Associated Students of Northwest Christian College (ASNCC)**

The Associated Students of NCC (ASNCC) exists to represent the undergraduate student body in all aspects of life at NCC. ASNCC is the organization on campus officially recognized by the administration. As such, members are elected from the student body to offer the student voice. All elected representatives serve in committee roles to serve this end.

The committees are as follows:

- Academic Committee
- Campus Environment Committee
- Activities Committee

ASNCC also grants club and organization status to student groups on campus and assists those organizations with annual funding. The following clubs are currently officially recognized ASNCC clubs:

- |                     |                               |
|---------------------|-------------------------------|
| Acting on Aids      | Native American Student Union |
| Art Club            | Red Tent Club                 |
| Beacon Outdoor Club | Teacher Education Club        |
| The Forum           | Yarn & Yapping Club           |
| Ministry Club       |                               |

## **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.

Saturday 10:00 a.m. to 1:00 p.m.

The Bookstore observes all campus holidays.

Contact Information:

Phone: (541) 684-7270

Fax: (541) 684-7324

E-mail: [nccbookstore@nwcc.edu](mailto:nccbookstore@nwcc.edu)

The NCC Bookstore provides the required textbooks for each class. Additional items includes gifts, imprinted clothing, candy, 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** (<http://www.nwcc.edu/studentdev/ministries/>)

Campus Ministries department exists to foster and support Christian spiritual development of the students and entire NCC campus community. 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 NCC to become whole in Christ.
- Assistance for students to connect with local churches during their years at NCC.

**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), 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 College's web site: <http://www.nwcc.edu>.

**Employment Services**

Students interested in general employment in the Eugene-Springfield area may access online job postings by visiting the College's web site: <https://www.nwcc.edu/studentdev/career/> or by consulting the Career Development Center, located on the second floor of the Morse Event Center.

**Counseling Services** (<http://www.nwcc.edu/academics/grad/procounseling/>)

Mental health counseling services, offered by Professional Counseling graduate students, are available to all NCC 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 349-7471 to schedule a brief intake appointment.

**Disability Services**

NCC 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 NCC. For a complete explanation of disability services, please see the Disability Services Handbook available in the Student Development Office.

**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**

Sodexo is our food service provider and works with individual students who have special dietary requirements.

### **Health Services**

NCC employs a campus nurse. The nurse's office is located on the first floor of Burke-Griffeth, between the Banquet Room and the Rug Room. For office hours and more information please call 684-7345. All records and patient information will remain confidential in accordance with HIPAA. The nurse can address initial health needs, coordinate further services off-campus, and provide health recommendations to individual students.

Unless covered by a family or individual policy, all full-time students and all students living in campus housing must subscribe to NCC's student insurance policy. The policy is primarily a hospitalization and accident policy. Questions about the policy or claims for insurance benefits are handled by Guarantee Trust Life Insurance company (1-800-452-4772). Claim forms are available in Student Services.

### **Intercollegiate Athletics**

NCC is a member of the National Association of Intercollegiate Athletics (NAIA) and a member of the Cascade Collegiate Conference in 2007-2008. NCC offers ten opportunities for collegiate athletics participation.

#### **Fall Sports:**

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

#### **Winter Sports:**

Men's Basketball  
Women's Basketball

#### **Spring Sports:**

Women's Golf, Softball  
Men's Golf

### **Student Activities**

Student Activities seeks to integrate faith with the implementation of programs that foster a sense of community, belonging, identity, leadership, intellectual growth, and racial reconciliation. 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 Mr. Beacon Competition, Beacon Madness, Midnight Breakfast, Homecoming events, Spring Formal, Family Weekend, concerts, Coffee House concerts, Class Film Competition, 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.

### **Tutoring**

NCC provides tutorial services free of charge. If you need help with courses, please contact your Core or program advisor. Help is available in most academic subjects.

For a complete listing of policies, judicial affairs, and grievance procedures please refer to the Student Handbook posted online at <https://www.nwcc.edu/studentdev/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 College Catalog as well as to other published academic rules and regulations in effect at the time of their initial admission or readmission to Northwest Christian College. When significant changes are adopted in the academic policies 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 College Academic Honesty Policy***

Our college'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 College.

## ***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 (KSA) 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.

## ***Academic Progress/Advising***

### ***Academic Advising***

Students are required to meet with their CORE advisors to obtain approval before registering for courses each semester. The CORE advisor will work with the individual student to determine academic schedules that will satisfy CORE requirements.

### ***Placement***

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

### ***Academic Disqualification***

A student whose academic performance falls below minimum standards of the College is academically disqualified. Such a student may petition the Academic Council for reconsideration. As a basis for this petition, the student must present evidence of acceptable work in another college or experience in work that demonstrates maturity.

### ***Academic Grievance Policy***

For information on the current grievance policy, please refer to the Student Handbook located at [www.nwcc.edu/studentdev/handbook.pdf](http://www.nwcc.edu/studentdev/handbook.pdf).

### ***Academic Probation Regulations***

Students on academic probation and those admitted conditionally are required to complete the College's current academic skills development program. Failure to do so may result in academic disqualification. Students are encouraged not to carry more than 12-13 credits while on academic probation.

1. The minimum cumulative grade point average (GPA) required for graduation at NCC is 2.00.
2. A student whose semester GPA falls below a 2.00, but whose cumulative GPA remains equal to or above a 2.00, is placed on academic warning for the subsequent semester.
3. A student whose cumulative GPA falls below a 2.00 is eligible to continue on academic probation for one semester. During this semester, the student must raise his or her semester GPA to 2.00 while taking a full load.
4. A student on academic probation may achieve satisfactory academic standing and be removed from probation by raising his/her cumulative GPA to 2.00 or above.
5. A student receiving veteran educational benefits may remain on academic probation only one semester to continue receiving the benefits. The student's semester and cumulative GPA must be a minimum 2.00 by the end of the semester of probation. The Veteran's Administration will be notified if the student has not met the requirement of probation except under extenuating circumstances.
6. A student is academically disqualified if his or her cumulative GPA remains below 2.00 at the end of the semester on academic probation. A student may also be academically disqualified when the Dean's Council has determined that he or she can no longer benefit from attendance or succeed academically at NCC.

### **Academic Tutoring**

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

### **Class Attendance Policies**

Unexcused absences will result in penalties including lower grades and, in some cases, failing of the course. Penalties are determined by each professor. Absences without penalty may be allowed for:

1. Serious illness.
2. Emergencies in family, work, or other extenuating circumstance.
3. Recognized commitments with the touring ensemble, NCC Day, and intercollegiate athletics.

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

### **Late Arrival for Class**

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

### **Course/Credit Policies**

#### **Course Designations**

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

- 50-99: Remedial courses which do not apply toward degree requirements.
- 100-299: Lower division courses.
- 300-499: Upper division courses.
- 500-599: Courses open primarily to graduate students.
- 600-699: Courses open only to graduate students.

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

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

#### **Cross-Application of Courses**

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

#### **Repeat Classes**

A student will not receive double credit for classes repeated.

### **Degree Requirements**

#### **Chapel Credits**

Chapel programs are an integral part of the College's educational activities and experiences; therefore, the College requires that students enrolled for 12 or more hours, except those in the Professional Studies Program and graduate programs, complete one chapel credit for each semester. For all first-year students who are enrolled in BTH 101/102 Engaging with the Bible, the chapel experience is 'embedded' as a normal part of the course. For other students the campus pastor of chapel supervises monitoring and reporting of chapel attendance.

1. First-year students enrolled in BTH 101/102 Engaging with the Bible do not register separately for chapel.
2. Each student will be monitored for chapel attendance during the semester that he/she is enrolled for 12 hours or more.
3. Chapel credit is a requirement for graduation but does not count within total credits required for a degree program.
4. Chapel credit is accomplished for a given semester with recorded attendance of a minimum of at least 24 chapel periods for that semester.
5. Petitions for possible variance may be filed with the campus pastor in the Morse Event Center.
6. Chapel attendance will be taken during Wednesday and Friday chapel. A record will be kept by the office of the campus pastor. At the end of each semester, the Registrar's Office will be informed of each student's chapel attendance status during that semester.



### **Second Baccalaureate Degree**

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

Students who have received a B.A., B.S., or B.Th. degree from NCC may receive a second major upon completion of an additional 30 hours in another subject field at NCC not closely related to a field already completed.

### **Time Limit**

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

### **Writing Competency Requirement**

NCC requires four semester hours of English composition, to be satisfied by coursework (with a grade of C- or P or better), or through established exemption and waiver procedures. In the case of coursework, the student must pass two semesters of English Composition (WR 121/122) or the approved equivalent.

### **Grading and Exam Policies**

#### **Dead Week (The Week Before the Finals)**

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

1. Extracurricular activities involving a significant amount of time, such as a half day or full evening, shall not be held during the Dead Week. College events shall not be planned unless absolutely necessary, and students are expected to refrain from planning events that might interfere with studies.
2. Faculty shall not make assignments or give tests during the Dead Week unless they were clearly stated in the course syllabus.

#### **Final Examination Policy**

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

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

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

#### **Grade System and Grade Point Average**

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

Grades at NCC reflect the following definitions:

<b>A</b>	4	Excellent
<b>B</b>	3	Good
<b>C</b>	2	Satisfactory
<b>D</b>	1	Inferior
<b>F</b>	0	Unsatisfactory performance, no credit awarded
<b>+</b>	+0.3	With B, C, D
<b>-</b>	-0.3	With A, B, C, D
<b>I</b>		Incomplete
<b>P</b>		Satisfactory (C- or above for undergraduate work; B- or above for graduate work)

<b>N</b>	Less than satisfactory performance, no credit awarded; (D+ or lower for undergraduate work, C+ or lower for graduate work)
<b>AU</b>	Audit, no credit awarded
<b>W</b>	Official withdraw without penalty
<b>WF</b>	Withdraw while failing
<b>X</b>	No grade reported by instructor (recorded by registrar)
<b>^</b>	Course does not meet NCC graduation requirements
<b>R</b>	Class Repeated
<b>P/N</b>	Pass/No Pass

**P/N (Pass/No Pass)** grades are the prerogative of the individual professor. Approval of the instructor must be received by the close of the registration period as printed in the catalog. In the A, B, C, D, and F scale, below C- is No Pass. Courses with P grade count toward graduation. This choice, once made, is final and cannot be revoked. (See limitations under Four-year Bachelor Degree Programs.)

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

**Incomplete.** 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.

**Grade of WF.** The grade of "WF" is given for withdrawal after the 10th week of the semester while doing failing work.

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

**GPA.** All courses completed at NCC and transferable credits from other colleges and universities are computed for the cumulative GPA for academic awards and honors. NCC transcripts list the cumulative GPA for courses completed at NCC.

### **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.

### **Makeup Tests**

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

When makeups are given, the quiz, test, or final exam already given to other students will not be repeated. New tests must be prepared.

### **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 planning to graduate are required to file a formal application for graduation with the Registrar's Office by the end of preregistration for their final semester. Until the student has been given preliminary clearance, he/she should not make any graduation plans.

## **Registration**

### **Official Confirmation**

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

### **Class Load**

Fifteen to sixteen (15-16) semester hours per semester constitute a normal full-time student load. In order to enroll for more than 18 hours any semester, the student must secure approval from the vice president for academic affairs.

To be classified as a full-time student, a minimum of 12 or more semester hours must be taken at NCC. This requirement is the basis for determining eligibility to participate in student activities, intercollegiate sports, academic honors, and some scholarship considerations.

Those who participate in intercollegiate sports, such as basketball, must take a minimum of 12 credit hours per semester.

### **Reenrollment**

Students who wish to resume studies at NCC after an absence of one or more semesters should submit a letter of intent to the Office of Admissions. An official transcript of all coursework taken during the time away from NCC must be provided for evaluation along with the letter.

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

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

### **Withdrawal**

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

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

### **Called to Active Service Duty**

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

## **Student Classification**

### **Classification of Students**

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

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

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

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

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

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

**Post-Baccalaureate:** A student who has earned a bachelor's degree and is pursuing further studies.

### **Transfer Evaluation**

#### **Credits from Regionally Accredited Institutions**

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

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

Credits from non-regionally accredited institutions are evaluated on a case-by-case basis by the Registrar's Office.

A student who is accepted as a transfer student from such institutions must complete one full semester of work at NCC before any credit is transferred. A complete evaluation of the work will be made at the end of the first semester. If the student has maintained a C average at NCC, full credit will be given for the transferred work. A maximum of 30 credits may be transferred if approved.

### ***Transfer Credits***

The Registrar's Office evaluates work transferred from other institutions and determines which courses/credits might apply toward a degree program at NCC. The limit on transfer of vocational and technical credits from an accredited community college is 20 semester hours.

### ***Grade Limitations on Transferred Credits***

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

### ***Music Credits***

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

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

A maximum of eight hours of PE credits may be transferred. No more than two classes with the same course number will be applied toward NCC graduation requirements.

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

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

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

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

Students can earn up to 30 credit hours for associate of arts degrees and up to 60 credit hours for bachelor's degrees by means other than a regular college classroom setting. The faculty of NCC has approved the following alternative methods: Credit by Examination Programs, Credit by Portfolio Assessment, Credit through Military Educational Programs, Correspondence Courses, Telecourses, Distance Learning Programs, and Course Challenges.

### ***Credit by Examination Programs***

For credits through examination programs, NCC uses the American Council of Education's (ACE) most recent edition of Educational Credit by Examination as its official guide for approval or disapproval of a test for credit-granting purpose. (Maximum number of credits through tests allowed: 15 hours for associate degrees; 30 hours for bachelor's degrees.)

1. Advanced Placement (AP). Up to 30 college credits (a full year's work) toward a baccalaureate degree are granted to students who receive the grade of three or higher on tests sponsored by the Advanced Placement Program of the College Entrance Examination Board. The subject area tested and the scores received determine which NCC course requirements are satisfied. Contact the registrar for more details.
2. College Level Examination Program (CLEP). An applicant can earn up to 30 academic credits (a full year's work) toward a baccalaureate degree through CLEP tests offered by the Educational Testing Service of the College Board. Contact the registrar for more information.
3. International Baccalaureate (IB). College credit is awarded to students who have scored four through seven on an individual IB higher level exam in any subject area. Students applying for admission who hold an IB diploma are considered on a case-by-case basis for advanced placement and college credit. A maximum of 30 semester hours may be granted toward requirements for a bachelor's degree. More information is available from the Office of Admissions.

### ***Credit by Portfolio Assessment***

Students may receive credits in a variety of subject areas for learning acquired through experience outside a normal academic setting. For conditions, guidelines, and procedures, consult NCC Manual for Credit for Prior Learning. No graduate credits are granted through prior learning experience.

### ***Credit Through Military Educational Programs***

In granting credits earned through military training and experience, the College relies on standards and guidelines established by the American Council of Education (ACE). The ACE, through its Office on Educational Credit and Credentials (OEC), provides credit recommendations for courses and occupational training provided by the armed

forces. ACE evaluates formal military courses and training and publishes credit recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Forces Guide.

### ***Correspondence Courses, Telecourse, Distance Learning Programs***

NCC recognizes and accepts for transfer, credits earned through telecourse, correspondence, and distance learning programs administered by regionally accredited institutions. The maximum number of such credits is 40.

### ***Course Challenge***

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

1. The student's petition to the dean of the school and must have the approval of the individual faculty member administering the Course Challenge Contract.
2. Arrangements for the examination, including payment of fees, must be completed within the first ten (10) class days of each semester. Applications received later will be processed the following semester.
3. The student must pay, in advance, a special nonrefundable examination fee, one-half of the current tuition per semester credit hour, for the course being challenged.
4. The student is allowed only one opportunity to qualify for credit by examination in any given course.
5. The student has the option of credit recorded with a mark of Pass (P) or letter grade.
6. Credit by examination may not be counted toward the satisfaction of the residence requirement.
7. Credit by examination may be earned only in courses whose content is identified by title in the NCC Catalog.
8. A student may not receive credit by examination in courses: (a) that would substantially duplicate credit already received; or (b) that are more elementary than courses in which previous credit has been received or status has been established.
9. A student must be a regularly admitted student and registered for classes the semester in which the examination is administered.
10. Regarding English writing course challenge, see "Writing Competency Requirement."

### ***Class Waiver and Community College Articulation Agreements***

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

Waiver of any required course does not exempt the student from the general graduation requirements. The total number of credit hours required for graduation must be completed. All other applicable general requirements must be met. Students who, at the time of initial matriculation, have completed the Oregon Transfer Associate of Arts degree or a similar degree from an accredited institution, satisfy NCC core requirements (or general education requirements) except eight credits in Bible and Christian Ministry. These requirements are normally fulfilled with BTH 101/102.

NCC has articulation agreements with a number of institutions, including the following: Lane Community College, PeaceHealth Oregon Region, Pioneer Pacific College, Umpqua Community College. Details of these agreements can be viewed in full at <http://www.nwcc.edu/registrar/articulation.htm>.

# UNDERGRADUATE PROGRAMS

## UNDERGRADUATE ADMISSIONS

Northwest Christian College seeks to attract academically qualified and motivated students who are eager to learn and develop their faith, gifts, and talents. The application process is essentially designed to assess the student's preparation for higher education and predict future performance. Applicants are considered for admission on the basis of overall grade performance, content and difficulty of courses taken, and standardized test scores. The quality of the applicant's involvement in church, community, and school activities is also taken into account. Entrance to NCC is possible at the beginning of the fall and spring semesters. Once completed, an application receives prompt and careful consideration. General admission to the College does not constitute admission to the Teacher Education Program. Specific requirements are listed under "Programs of Study: Teacher Education". Please contact the Office of Admission for further details..

### **First-year Students**

#### **Admission Requirements**

To be eligible for admission to NCC, students must have:

1. Graduated from a standard or accredited high school.\*
2. A 2.50 high school grade point average (GPA) or higher in all high school subjects taken toward graduation.
3. Present minimum test scores of 18 ACT or a combined score of 860 on the math and critical reading sections of the SAT I.

#### **Meeting these minimum standards does not guarantee admission.**

\*Students who have not graduated from high school are considered for admission on the basis of their performance on the test of General Educational Development (GED). Home-educated students or graduates from a nonstandard or unaccredited high school are considered for admission primarily through proficiency-based admission standards. Please refer to "Graduates of Nonstandard or Unaccredited High Schools," "Home Educated Students," and "High School Nongraduates" for more details.

#### **Application Procedure**

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

1. **A completed Application for Admission.**
2. **An official high school transcript** of all coursework completed at the time of application. The transcript should be signed, dated and mailed to the Office of Admission by the registrar or designated school official. Note: Admission decisions can be made on the basis of a transcript showing the first six semesters of high school. Enrollment is contingent upon receipt of a final transcript showing evidence of graduation from high school (or equivalent).
3. **Standardized test scores.** NCC accepts either the ACT or the SAT I.

#### **Precollege Subject Requirements**

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

Minimum college preparatory requirements are:

**Language Arts** (4 years) Emphasis on English language study, speech, and expository writing.

**Mathematics** (3 years) One course should be first-year algebra and additional mathematical preparation selected from geometry, trigonometry, advanced algebra, analytical geometry, or calculus.

**Science** (2 years) Biology, chemistry, physics, or physical and earth science; at least one with a laboratory section.

**Social Studies** (3 years) At least one year of U.S. history; courses in geography, world history, and government are advisable.

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

Other college preparatory coursework should be in computer literacy, humanities, and social science, combined with participation in art, drama, or music.

#### **Transfer Students**

Students who have attended other institutions of higher learning and who wish to transfer to NCC are invited to apply for admission. Applicants with at least 24 semester credits (36 quarter credits) are evaluated on their academic achievement and courses completed at their prior institution(s). The quality of the applicant's involvement in church, community, and school activities is also taken into account. A minimum 2.25 GPA is required.

### ***Application Procedure***

To apply for admission, transfer students must provide the following:

1. **A completed Application for Admission.**
2. **An official transcript** (signed and dated by the registrar) from each college attended, regardless of the number of credits taken or whether attempted classes were completed.
3. If fewer than 24 semester credits (36 quarter credits) have been completed, an official high school transcript and ACT or SAT 1 scores must also be submitted.

### ***Credit Transfer***

Transfer of prior college credit depends on the nature of the previous coursework and the institution from which it was taken. Each official college transcript is evaluated according to the degree requirements of NCC. The Registrar's Office determines the amount of credit transferred and specifies the degree requirements satisfied. All transferable credits are converted to semester units and credit is granted only for classes completed with a grade of C- or higher from a regionally accredited institution. Credit transfer is considered case-by-case from a school that is not regionally accredited.

The Associate of Arts Oregon Transfer (AAOT) degree satisfies all NCC general education requirements with the exception of eight semester credits in Bible and Christian Ministry.

### ***Graduates of Nonstandard or Unaccredited High Schools***

Students who graduate from nonstandard or unaccredited schools should follow the application procedure outlined for "First Year Students." A minimum score of 21 ACT or a combined score of 1020 on the math and critical reading sections of the SAT I is required.

### ***Home-Schooled Students***

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

### ***Application Procedure***

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

1. **A completed admission application form.**
2. **An official graded transcript of the full curriculum from grades 9-12.** Transcripts prepared in conjunction with a diploma program through a local secondary school or by an agency that assesses home school curricula are prepared. If a conventional transcript is not available, a typed list of all home courses studied with grades assigned is acceptable. An official transcript must also be submitted for each high school from which classes have been taken.
3. **Standardized test scores.** NCC accepts either the ACT or the SAT I.

### ***Admission Requirements***

To be eligible for admission to NCC, home-educated students must:

1. Be 16 years of age or older.
2. Present minimum test scores of 21 ACT or a combined score of 1020 on the math and critical reading sections of the SAT I.
3. In lieu of a high school diploma or its equivalent, home-schooled students may present results from the test of General Education Development (GED). The average score for the five subtests must be 510, with no single subtest score of less than 450.

### ***Financial Aid Eligibility***

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

A home-schooled applicant without a high school diploma or its recognized equivalent can also establish "ability to benefit" by passing an independently administered test approved by the U.S. Department of Education. One such approved test is COMPASS, which is published by ACT. Passing scores are required on the specific COMPASS tests of Pre-Algebra/Numerical Skills Placement (25), Reading Placement (62), and Writing Placement (32). More information on approved "ability to benefit" tests can be obtained from the Financial Aid Office.

### ***High School Nongraduates***

Applicants at least 17 years of age who have not graduated from a standard or nonstandard high school (or its equivalent) may be considered for admission on the basis of the test of General Education Development (GED). To be admitted, applicants must receive an average score of 510 for the five subtests with no individual test score of less than 450. Students are expected to complete the first year student application procedure. An official transcript must be submitted from each high school attended.

## ***International Students***

NCC welcomes applications from students of other countries. Applicants who are not immigrants or citizens of the United States are considered for admission as international students. Evidence of proficiency in the English language is a prerequisite for admission. Applicants from non-English speaking countries are required to provide official results from the Test of English as a Foreign Language (TOEFL) or equivalent test. A score of 173 (computer based) or 500 (paper based) is required for admission consideration. As part of their application, international applicants also must submit current and reliable documentation of their ability to pay the full cost of education and living expenses for the entire degree program.

### ***The deadline for international application is June 1.***

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

1. **A completed Application for Admission.**
2. **Official transcripts** for all coursework taken at schools equivalent to an American secondary school (i.e. grades 9-12) and at any college or university. Each transcript must be an original or certified copy.  
**Note:** In order to verify degrees and receive transfer credit for coursework completed at a foreign college or university, you should submit original official transcripts to an approved international credentialing service. We recommend AACRAO for a course-by-course evaluation or basic statement of comparability. You can complete an individual request form at <https://www.aacrao.org/international/foreignEdCred.cfm>. Or follow the instructions from the AACRAO homepage at <https://www.aacrao.org>.
3. The results of the **Test of English as a Foreign Language (TOEFL)** or equivalent test if English is not the student's native language.
4. **A letter from each individual or organization** that is contributing to the student's education expenses indicating the amount of funds to be given. In addition, from each sponsoring individual, an account statement verifying that sufficient funds are available. All letters and statements must be original copies and dated within three months of the application for admission.

International students approved for admission are mailed a letter of acceptance and Certificate of Eligibility I-20. In order to enroll, international students are expected to pay their bill in full at the beginning of each semester, or not later than the first day of classes.

## ***Readmission of Former Students***

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

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

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

## ***Conditional Admission***

NCC admits a limited number of students who do not meet admission standards. Applicants with marginal grades or low ACT/SAT I scores are considered on a case-by-case basis for "conditional" admission if there is other evidence of academic potential. For example, an ACT or SAT I score above the national average may compensate for a low GPA. In order to enroll, the student is required to meet every other week with a designated academic liaison. Secondly, students must log at least one study hour per week in the library in either independent study or with a College tutor. These conditions are imposed to ensure a greater likelihood of student success.

## ***Veterans***

Programs at NCC are approved for the use of the GI Bill education benefits. To apply for admission, veterans and active duty personnel should follow regular admission policies and contact the registrar as early as possible to expedite handling of VA forms and to coordinate benefits.

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

## ***Acceptance Deposit***

A \$200 advance tuition deposit is required of all students who are accepted for admission. This deposit serves as an indication of sincere intention to enroll at NCC and initiates housing, registration, and billing procedures. The deposit is credited to the student's account to be applied to tuition charges upon enrollment and is refundable until May 1 for fall applicants.



### ***Final Transcripts***

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

### ***Admission Cancellation and Deposit Refunds***

In the event that an admitted student decides not to attend NCC, he/she should notify the Office of Admission. Advanced tuition payments are fully refunded for cancellations received in writing by the Office of Admission by May 1.

### ***Delayed Enrollment***

Students accepted for admission to NCC may postpone enrollment for up to two academic years. Matriculation may be initiated by submitting an updated application to the Office of Admission. If students have attended another college during that period, they are required to complete the transfer application procedure. The entire admission process must be repeated if admission is delayed beyond two years. For students admitted through the ConAP program, the admission agreement is in effect for two years following completion of active military service.

### ***Standardized Test Policy***

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

### ***Credit by Examination***

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

### ***Advanced Placement Program (AP)***

Course credit is granted to students who successfully complete individual Advanced Placement exams. The amount of credit awarded is determined by the subject area tested and the score received. Contact the Office of Admission for more information. Advanced level coursework alone does not qualify for college credit. Official AP test scores are required. For more information <https://www.nwcc.edu/registrar/AP-CLEP.htm>.

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

Students may also earn college credit for CLEP subject examinations. The scores required and credit granted vary with each subject exam. Please contact the Office of Admission for more information <https://www.nwcc.edu/registrar/AP-CLEP.htm>.

### ***International Baccalaureate (IB)***

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

### ***Campus Visits***

Students considering NCC are encouraged to visit the campus, preferably when classes are in session and students and faculty are readily available. Visitors may tour facilities, attend classes, meet with students and professors, eat complimentary meals in the cafeteria, attend chapel, and stay as overnight guests in campus housing. Campus visits are easily arranged by contacting the Office of Admission.

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

Office of Admission  
Northwest Christian College  
828 E. 11th Avenue  
Eugene, OR 97401-3745  
Phone: (541)684-7201 or (877)463-6622  
Fax: (541)684-7317  
E-mail: [admissions@nwcc.edu](mailto:admissions@nwcc.edu)  
Web Site: [www.nwcc.edu](http://www.nwcc.edu)

## PROGRAMS OF STUDY

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

### *Certificate Programs:*

**TESOL** (Teaching of English to  
Speakers of Other Languages)

### *Associate Degree Programs:*

**General Studies (A.A.)**  
**Pre-Professional Health Science (A.S.)**

### *Bachelor Degree Programs:*

**Accounting (B.A.)**

**Bible & Christian Ministry Studies (B.A.)**

Biblical Studies  
Christian Theology  
Missions/Global Ministries  
Pastoral Ministry  
Youth Ministry

**Business Administration (B.A.)**

Health Care Administration  
Management  
Management Information Systems  
Marketing

**Communication (B.A.)**

Journalism  
Speech Communication

**Exercise Science (B.S.)**

**Global Studies (B.A.)**

**Human Services (B.A.)**

**Humanities (B.A.)**

Literature and Language Arts  
Philosophy

**Interdisciplinary Studies (Individualized) (B.A.)**

**Mathematics (B.S.)**

**Music Industry (B.A.)**

**Music Ministry (B.A.)**

**Psychology (B.A.)**

**Teacher Education (B.A.)**

Early Childhood  
ESOL (English for Speakers  
of Other Languages)  
Elementary - Multiple Subjects  
ESOL  
Middle School Teaching Endorsement -  
Multiple Subjects  
Basic Mathematics  
ESOL  
Integrated Science  
Language Arts  
Social Studies  
Spanish  
High School Teaching Endorsement  
Advanced Mathematics  
ESOL  
Language Arts  
Social Studies  
Spanish

## FIELD INTERNSHIPS

Every bachelor's degree program at Northwest Christian College offers an internship component as determined by the respective Schools. Internships are designed to prepare students for a career in their chosen field by integrating their academic coursework with practical application of theory base learned in the classroom. It is also an opportunity for students to acquire knowledge, refine skills and abilities, and obtain valuable work experience to enhance their job and/or graduate studies following their baccalaureate degree.

Internship is a collaborative process among students, faculty, community partners, and the Career Development Center.

1. Prior to starting internship, students must declare a major and complete a minimum of 15 credits of upper division coursework within that major.
2. A completed and approved site contract is required for registration for internship, and students must obtain the signature of the director of career development & service learning (as instructor) on their registration form in order to register for internship.
3. For every one credit of internship, 45 clock hours of documented work at an approved internship site is required.
4. Students may not intern at a site where a relative is their designated site supervisor.
5. Students may not use a current employment position for internship credit.
6. Internship sites, whether on-campus or off-campus, must go through an approval process prior to accepting a student as an intern. Approval is based on the following criteria:
  - a. The site is able to abide by the internship guidelines set by the College.
  - b. The site has the ability to train and supervise undergraduate interns.
  - c. The site is able to provide tasks and projects that align with students' learning objectives and program of study.
  - d. The site is able to accommodate the minimum number of clock hours necessary for the completion of the credit requirements within students' disciplines.
  - e. The designated site supervisors possess qualifications and experience in the area over which they are supervising.

# TWO-YEAR ASSOCIATE DEGREE PROGRAMS

## ASSOCIATE OF ARTS: GENERAL STUDIES

**Program Advisor:** Dr. Mick Bollenbaugh

### **Purpose**

The associate of arts degree is awarded in general studies and serves as a foundation for continuing on to complete bachelor of arts studies. It also offers enough elective credits to specialize in a particular field.

### **Objectives: Graduates of this program will:**

1. Demonstrate their commitment to ethical leadership and the integration of faith and learning.
2. Be conversant across the disciplines with many of the key ideas that have shaped American and world culture.
3. Demonstrate skills of sound reasoning, critical thinking, and ethical decision making in courses that focus on listening, speaking, reading, and writing.
4. Demonstrate the capacity to make informed judgements about the place of humanity in the world through social science courses that focus on traditional and contemporary thinkers.
5. Construct and evaluate empirical processes.
6. Demonstrate cultural competency.
7. Demonstrate a general knowledge of the Bible and skills in interpreting the biblical text for the 21st century.
8. Improve physical skills and fitness, and demonstrate knowledge that leads to a healthy lifestyle.

### **General Requirements for Graduation**

1. Completion of 60 semester credit hours.
2. A minimum of 30 credit hours from Northwest Christian College.
3. A cumulative GPA of 2.00 or better.

### **Limitations**

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

### **Requirements for Associate of Arts Degree**

<b>Interdisciplinary Studies</b> .....	<b>14</b>
IDS 101/102 Engaging American Thought & Culture .....	5
IDS 102 Co-requisite (choose one of following).....	2
IDS 111 Appreciation of American Literature	
IDS 112 Appreciation of American Art	
IDS 113 Appreciation of American Music	
IDS 114 Principles of American Government	
IDS 115 Appreciation of American Drama	
IDS 201/202 Engaging World Thought & Culture .....	6
FYS 101 First-Year Seminar .....	1
<b>Humanities</b> .....	<b>10</b>
PHL 210 Ethics .....	3
WR 121 English Composition .....	2
WR 122 English Composition .....	2
Communication Elective (choose one of the following).....	3
COMM 211 Introduction to Communication	
COMM 212 Principles of Storytelling & Public Speaking	
COMM 260 Principles and Ethics of Mass Communication	
COMM 270 Foundations of Public Relations	

<b>Diversity Studies</b> .....	<b>*</b>
Choose one course from the following list:	
ANTH 210	Cultural Anthropology
COMM 220	Intercultural Communication
COMM 260	Principles and Ethics of Mass Communication
EDUC 210	School Diversity
IDS 113	Appreciation of American Music
RELS 210	The Abrahamic Faiths of Judaism and Islam
RELS 220	Living Religious Traditions of the Far East
SOC 200	Introduction to Sociology
<b>Social Sciences</b> .....	<b>6</b>
Choose from approved electives in the following list:	
ANTH 210	Cultural Anthropology
BUS 100	Business Principles and Practices
ECON 201	Microeconomics
HIST 207	Special Topics in History
PSY 200	General Psychology
RELS 210	The Abrahamic Faiths of Judaism and Islam
RELS 220	Living Religious Traditions of the Far East
SOC 200	Introduction to Sociology
<b>Math/Science/Computer</b> .....	<b>10</b>
Math 105 or higher	
Any Lab Science	
Choose one of the Computer Science electives listed below:	
CIS 121	Microcomputer Applications
CIS 122	Software Applications: Word Processing and Presentation Graphics
CIS 123	Software Applications: Spreadsheets and Databases
CIS 124	Advanced Microsoft Office
CIS 125	Introduction to Web Page Design
<b>Bible &amp; Christian Ministry Studies</b> .....	<b>8</b>
BTH 101/102	Engaging with the Bible
<b>Specialization or Electives</b> .....	<b>12</b>
<b>TOTAL</b> .....	<b>60</b>

\*NOTE: 60 semester credits are the *minimum* requirement. All students must take an approved Diversity course. Some electives listed in the Diversity Studies menu may also fulfill requirements in other areas of the associate of arts (e.g., Communication, Social Sciences).

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

# ASSOCIATE OF SCIENCE: PRE-PROFESSIONAL HEALTH SCIENCE

**Program Advisor:** Dr. Tracy Mullins

## **Purpose**

The purpose of the pre-professional health science (PPHS) program is to prepare the student for successful entry into a professional program in allied health such as nursing, dental hygiene, radiology, physical therapy, EMS-paramedic, histology, and others. NCC's mission is to develop competent, ethical leaders; in addition, successful graduates of the PPHS program will be competitive, well-rounded applicants.

## **Objectives: Graduates of this program will:**

1. Be critical thinkers capable of applying scientific foundations to allied health.
2. Be ethical leaders who understand human relations and behavioral issues as they relate into health issues and who compassionately facilitate the implementation of health-related programs.
3. Be able to pursue ongoing development in allied health fields through application and acceptance to professional programs.
4. Be able to apply scientific method as it relates to allied health fields.
5. Understand the relationship of normal form and function of the human body to disease.
6. Be able to evaluate critically scientific information as it relates to allied health fields and to articulate the conclusions in written and oral forms.
7. Have completed 10 or more hours of service in a health care setting.
8. Have identified the requirements of the professional programs they wish to enter and will have selected specialization courses that meet those requirements.

<b>Interdisciplinary Studies</b> .....	<b>8</b>
IDS 101/102 Engaging American Thought & Culture .....	5
IDS 102 Co-requisite (choose one of the following).....	2
IDS 111 Appreciation of American Literature	
IDS 112 Appreciation of American Art	
IDS 113 Appreciation of American Music	
IDS 114 Principles of American Government	
IDS 115 Appreciation of American Drama	
FYS 101 First-Year Seminar .....	1*
<b>Social Science</b> .....	<b>6</b>
PSY 200 General Psychology .....	3
PSY 320 Human Development (life span) .....	3
<b>Humanities</b> .....	<b>11</b>
PHL 210 Ethics .....	3
WR 121 English Composition .....	2
WR 122 English Composition .....	2
WR 320 Writing for the Discipline .....	1
Any COMM 200 or higher .....	3
<b>Math/Computer</b> .....	<b>7</b>
CIS 121 Microcomputer Application.....	2
MATH 105 or higher (minimum 2 credits) .....	2
MATH 315 Applied Statistics.....	3
<b>Science Specialization</b> .....	<b>22</b>
BIOL 200 General Biology .....	4
BIOL 211 Anatomy and Physiology I .....	4
BIOL 212 Anatomy and Physiology II .....	4
CHEM 121 Introductory Chemistry.....	5
CHEM 122 Introductory Chemistry.....	5

<b>Bible &amp; Christian Ministry Studies</b> .....	<b>8</b>
BTH 101/102 Engaging with the Bible .....	8
<b>Required Placement in Health Care Setting (minimum of 10 hours)</b> .....	<b>0</b>
<b>TOTAL</b> .....	<b>62**</b>

\*FYS not required for transfer students.

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

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

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

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

## **FOUR-YEAR BACHELOR DEGREE PROGRAMS**

### ***General Requirements for Graduation***

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

### ***Limitations***

1. Maximum number of non-graded courses allowed: 12 hours (no P/NP grading option is allowed in the major/minor except in those courses in which P/NP is the only grading option).
2. Maximum number of credits allowed through AP or CLEP or ACE equivalency: 30 credit hours.
3. Maximum number of credits allowed through Prior Learning Experience (PLE): 30 credit hours.
4. No set maximum on military, fire, or police credit but all accepted credits must fulfill graduation requirements.
5. Maximum number of credits earned in field experience and practicum: 16 credit hours.
6. Maximum number of credits in correspondence study: 40 credit hours.
7. A course used to meet the requirements of an academic major or minor may not be applied toward another major or minor.



# GENERAL EDUCATION (CORE) REQUIREMENTS

## **Purpose**

To provide a cohesive body of excellent undergraduate coursework that is a foundation for all NCC's academic programs.

## **Objectives: Graduates of this program will:**

1. Demonstrate their commitment to ethical leadership and the integration of faith and learning.
2. Be conversant across the disciplines with many of the key ideas that have shaped American and world culture.
3. Demonstrate skills of sound reasoning, critical thinking, and ethical decision making in courses that focus on listening, speaking, reading, and writing.
4. Demonstrate the capacity to make informed judgements about the place of humanity in the world through social science courses that focus on traditional and contemporary thinkers.
5. Construct and evaluate empirical processes.
6. Demonstrate cultural competency.
7. Demonstrate a general knowledge of the Bible and skills in interpreting the biblical text for the 21st century.
8. Improve physical skills and fitness, and demonstrate knowledge that leads to a healthy lifestyle.

## **Interdisciplinary Studies**

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

<b>Interdisciplinary Studies</b> .....	<b>14</b>
IDS 101/102 Engaging American Thought & Culture .....	5
IDS 102 Co-requisite (choose one of following).....	2
IDS 111 Appreciation of American Literature	
IDS 112 Appreciation of American Art	
IDS 113 Appreciation of American Music	
IDS 114 Principles of American Government	
IDS 115 Appreciation of American Drama	
IDS 201/202 Engaging World Thought & Culture .....	6
FYS 101 First-Year Seminar .....	1

## **Humanities**

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

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

## **Social Sciences**

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

**Social Sciences ..... 6**

Choose from approved electives in the following list:

- ANTH 210 Cultural Anthropology
- BUS 100 Business Principles and Practices
- ECON 201 Microeconomics
- EDUC 110 Foundations of Education
- EDUC 210 School Diversity
- HIST 207 Special Topics in History
- PSY 200 General Psychology
- RELS 210 The Abrahamic Faiths of Judaism and Islam
- RELS 220 Living Religious Traditions of the Far East
- SOC 200 Introduction to Sociology

**Math/Science/Computer**

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

**Math/Science/Computer ..... 11**

Math 105 or higher

Any Lab Science

Choose one of the computer science electives listed below:

- CIS 121 Microcomputer Applications
- CIS 122 Software Applications: Word Processing and Presentation Graphics
- CIS 123 Software Applications: Spreadsheets and Databases
- CIS 124 Advanced Microsoft Office
- CIS 125 Introduction to Web Page Design
- EDUC 230 Technology for Teaching

Choose one additional course from math, science, or computer science

**Diversity Studies**

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

**Diversity Studies ..... \***

Choose one course from approved electives in the following list:

- ANTH 210 Cultural Anthropology
- COMM 220 Intercultural Communication
- COMM 260 Principles and Ethics of Mass Communication
- EDUC 210 School Diversity
- IDS 113 Appreciation of American Music
- RELS 210 The Abrahamic Faiths of Judaism and Islam
- RELS 220 Living Religious Traditions of the Far East
- SOC 200 Introduction to Sociology

**Bible & Christian Ministry Studies**

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

**Bible & Christian Ministry Studies ..... 12**

BTH 101/102 Engaging with the Bible.....8

CM 240 All Are Gifted, All Are Called.....2

Choose one of the following: .....2

- BTH 240 Christianity in America
- BTH 245 History and Theology of the Stone-Campbell Movement
- Any BTH Elective at the 200 level or above

**Health/Physical Education**

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

**Health/Physical Education** ..... **2**

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

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

\*55 semester credits are the *minimum* CORE requirement. All students must take an approved Diversity course. Some electives listed in the Diversity Studies menu may also fulfill requirements in other areas of the general education core (e.g., Communication, Social Sciences).

## ***Degree Pathways Through the General Education CORE***

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

### ***Accounting Pathway***

BUS 100 Business Principles and Practices  
ECON 201 Microeconomics

### ***Bible and Christian Ministry Pathway***

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

### ***Business Administration Pathway***

BUS 100 Business Principles and Practices  
ECON 201 Microeconomics

### ***Communication Pathway***

COMM 211 Introduction to Communication

### ***Elementary Education Pathway***

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

### ***Secondary Education Pathway***

BIOL 111 or BIOL 200  
CIS 121 Microcomputer Applications  
COMM 211 Introduction to Communication  
EDUC 110 Foundations of Education  
EDUC 210 School Diversity  
EDUC 220 Orientation to Teaching  
EDUC 230 Technology for Teaching  
MATH 110 College Mathematics (unless earning a  
math endorsement)  
PSY 200 General Psychology  
WR 320 Writing for the Discipline

### ***Exercise Science Pathway***

BIOL 200 General Biology  
MATH 130 Precalculus  
NUTR 220 Nutrition  
PSY 200 General Psychology

### ***Global Studies Pathway***

ANTH 210 Cultural Anthropology  
COMM 220 Intercultural Communication  
ECON 202 Macroeconomics  
RELS 210 or 220  
SOC 200 Introduction to Sociology

### ***Human Services Pathway***

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

### ***Humanities Pathway***

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

### ***Mathematics Pathway***

CIS 150 Object Oriented Programming with  
Java  
CHEM 121 or PHYS 110

### ***Music Industry Pathway***

BUS 100 Business Principles and Practices

### ***Psychology Pathway***

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

# ACCOUNTING

**Program Advisor:** Dr. Michael Kennedy

## **Purpose**

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

## **Objectives: Graduates of this program will:**

1. Have a comprehensive knowledge of the basic principles and concepts of accounting.
2. Have the appropriate skills to be able to apply the information gained in the classes in different businesses.
3. Have integrated all aspects of their learning, understanding, knowledge, and skills concerning the application of accounting to business through internship opportunities and a final comprehensive advanced accounting capstone course.
4. Have an understanding of the ethical issues in business, in general, and in accounting, in particular, and will bring their faith and values to bear on business processes.

## **Prerequisites from the General Education Core for the Accounting Major:**

BUS 100 Business Principles and Practices  
ECON 201 Microeconomics

<b>Requirements for Accounting</b> .....	<b>49</b>
ECON 202 Macroeconomics .....	3
ACTG 211 Principles of Accounting .....	3
ACTG 213 Managerial Accounting .....	3
ACTG 341 Intermediate Accounting I .....	3
ACTG 342 Intermediate Accounting II .....	3
ACTG 345 Cost Accounting .....	3
ACCT 430 Federal Income Tax .....	3
ACTG 440 Auditing .....	3
ACTG 470 Accounting for Non-Profit Organizations .....	3
ACTG 499 Senior Capstone .....	3
BUS 310 Principles of Management & Leadership .....	3
BUS 370 Legal and Ethical Issues in Business & Management .....	3
BUS 415 Group and Organizational Behavior .....	3
BUS 495 Internship .....	3
MATH 315 Applied Statistics .....	3
MIS 360 Management of Information Technology .....	3
WR 320 Writing for the Discipline .....	1

## **Minor in Accounting**

### **Prerequisites from the General Education Core for the Accounting Minor:**

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

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

# BIBLE & CHRISTIAN MINISTRY STUDIES

**Program Advisors:** Dr. Loren Crow, Dr. Ronald Heine, Ms. Mary Ellen Pereira

## Purpose

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

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

## Objectives: Graduates of this program will:

1. Have skills in exegetical and hermeneutical methods for sound interpretation and understanding of the Bible.
2. Have practical skills for ministry, and will have exercised these skills through internships in local congregations and/or para-church organizations.
3. Have a solid foundation for graduate level studies in Bible, theology, and ministerial vocations.

## Prerequisites from the General Education Core for the Bible and Christian Ministry Major:

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

## General Requirements for Bible and Christian Ministry ..... 46-47

BTH 300	The Prophets .....	3
BTH 310	Acts of the Apostles.....	3
BTH 407	Special Topics in Christian Theology .....	3
HIST 330	History of Christianity .....	4
CM 220	Worship & Fine Arts .....	2
CM 320	Evangelism & Church Growth .....	2
CM 371	Crafting the Message .....	3
CM 470	Principles of Ministerial Leadership.....	3
CM 495	Internship .....	6
HIST 330	History of Christianity .....	4
BTH 499 or CM 499	Senior Capstone.....	2
	Choose one of the required concentrations listed below.....	15

## Biblical Studies Concentration

Students following this track will engage with the Bible as sacred scripture - received, affirmed, and passed on in the community of believers from generation to generation. Students will develop skills in biblical languages, exegesis, and theological interpretation that enable them to become a "bridge" between the ancient text and the contemporary audience. Graduates from this track will be equipped to continue studies at the graduate level, either for ordained ministry or for an academic career.

## Biblical Studies Concentration ..... 15

Biblical Languages (GRK or HEB) .....	6
Additional BTH course offerings* .....	9

\*May be satisfied by any courses with a BTH prefix and related to the study of Old Testament or New Testament. No more than three additional credits of BTH 407, Special Topics in Christian Theology, may be credited toward the total requirements. Up to six credits may be satisfied by additional biblical languages, Greek or Hebrew.

## Christian Theology Concentration

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

**Christian Theology Concentration ..... 15**

BTH 407	Special Topics in Christian Theology (3+3)*	6
PHL 320	Philosophy of Religion	3
PHL 420	Christian Ethics and Social Responsibility	3
	Additional BTH Course Offerings**	3

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

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

**Missions/Global Ministries Concentration ..... 15**

**Option A:** Up to 15 credits in an accredited study abroad or ministry program (CCCU is recommended). This option will include the following areas of study: religion, language, economics, communication, culture, politics, and literature in a Christian context.

**Option B:** 15 credits from the following electives:

ANTH 460	Cross-cultural Issues	3
LING 310	Introduction to Linguistics	3
RELS 210	The Abrahamic Faiths of Judaism and Islam	2
RELS 220	Living Religious Traditions of the Far East	2
SOC 410	Global Issues	3
SOC 470	Sociology of Religion	3

**Option C:** 8 hours of foreign language (200 level or above) plus 7 hours of focused cultural studies (upper division), as approved by the program advisor.

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

**Pastoral Ministry Concentration**

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

**Pastoral Ministry Concentration ..... 15**

CM 330	Introduction to Christian Education	3
CM 372	Introduction to Preaching	3
CM 450	Pastoral Ministry	3
	Choose two from the following approved electives:	6
COMM 330	Interpersonal Communication	
PSY 320	Human Development	
PSY 460	Introduction to Counseling Skills	
SOC 420	Introduction to Family Systems	
	Any CM electives at the upper division level	

**Youth Ministry Concentration**

Youth ministry students focus on developing the skills required for ministry with young people. Middle and high school age youth comprise a dynamic audience for contemporary youth workers. Coursework develops the youth worker in Bible, preaching, teaching, and gift-based leadership. Students will become skilled at developing faithful and capable young people. Learning activities include internships, providing leadership for weekend ministry events, and travel to National Youth Worker Conventions. (NCC belongs to the Academic Support Network of Youth Specialties Ministries, San Diego, CA, [www.youthspecialties.com](http://www.youthspecialties.com).)

**Youth Ministry Concentration ..... 15**

CM 330	Introduction to Christian Education	3
CM 360	Principles of Youth Ministry	3
CM 450	Pastoral Ministry	3
	Choose two from the following approved electives:	6
PSY 320	Human Development	
SOC 420	Introduction to Family Systems	
	Any CM electives at the upper division	

**Minor in Bible and Christian Ministry**

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

**Prerequisites from the General Education Core for the Bible and Christian Ministry Minor:**

- BTH 101/102 Engaging with the Bible
- BTH 240 or BTH 245
- CM 240 All Are Gifted, All Are Called

**Additional Courses** .....9

Students may choose from any upper division courses with a BTH or CM prefix. Up to six credits of biblical languages (Greek or Hebrew) may be counted towards the additional electives requirement.



# BUSINESS ADMINISTRATION

**Program Director:** Dr. Michael Kennedy

## **Purpose**

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

## **Objectives: Graduates of this program will:**

1. Have a comprehensive knowledge of the basic principles and concepts in the functional areas of business: economics, accounting, finance, marketing, management, and information technology.
2. Have knowledge and skills in the supporting studies of statistics, legal issues, operations, and communication (interpersonal and organizational), as well as Christian leadership, values, and ethics.
3. Be skilled in operating management, human resources in health care, health care information systems, quality insurance issues in health care, and the sociology of health care (health care administration concentration).
4. Be skilled in planning, organizing, leading, controlling, organizational design, human resources, group behavior, and international management (management concentration).
5. Be skilled in advertising and promotion, sales strategies, market research, retail administration, and international marketing (marketing concentration).
6. Be skilled in information systems planning and management, database management, networking and telecommunications, project management, and systems analysis and design (management information systems concentration).
7. Have integrated all aspects of their learning, understanding, knowledge, and skills concerning business through internship opportunities and a comprehensive capstone project/course.
8. Be acquainted with the current trends in business including global issues and ethical responsibilities, the leading sources of business information, current publications, and other available resources, both in text and on the Internet.
9. Understand ethical issues in business and will bring the Christian faith and values to bear on business processes.

## **Prerequisites from the General Education Core for the Business Administration Major:**

BUS 100	Business Principles and Practices
ECON 201	Microeconomics

## **General Requirements for Business Administration ..... 49**

ACTG 211	Principles of Accounting.....	3
ACTG 213	Managerial Accounting.....	3
BUS 310	Principles of Management and Leadership.....	3
BUS 330	Marketing.....	3
BUS 370	Legal and Ethical Issues in Business & Management.....	3
BUS 450	Managerial Finance.....	3
BUS 495	Internship.....	3
BUS 499	Business Strategy and Policy.....	3
ECON 202	Macroeconomics.....	3
MATH 315	Applied Statistics.....	3
MIS 360	Management of Information Technology.....	3
WR 320	Writing for the Discipline.....	1
	Choose one of the required concentrations listed below.....	15

<b>Health Care Administration Concentration</b> .....	<b>15</b>
BUS 410 Operations Management.....	3
HCA 315 Leadership & Human Resources in Health Care.....	3
HCA 360 Health Care Information System .....	3
HCA 410 Quality Assurance Issues in Health Care .....	3
HCA 480 Sociology of Health Care.....	3
<b>Management Concentration</b> .....	<b>15</b>
BUS 314 Organizational Theory and Design .....	3
BUS 315 Human Resource Management.....	3
BUS 410 Operations Management.....	3
BUS 415 Group and Organizational Behavior .....	3
BUS 419 Global Business Management.....	3
<b>Management Information Systems Concentration</b> .....	<b>15</b>
MIS 370 Information Systems Planning and Management.....	3
MIS 380 Database Management .....	3
MIS 410 Networks and Telecommunications .....	3
MIS 450 Project Management .....	3
MIS 460 Systems Analysis and Design .....	3
<b>Marketing Concentration</b> .....	<b>15</b>
BUS 334 Advertising and Promotion .....	3
BUS 335 Sales Strategy .....	3
BUS 336 Retail Administration.....	3
BUS 419 Global Business Management.....	3
BUS 437 Market Research .....	3

**Minors in Business**

**Prerequisites from the General Education Core for the Business Administration Minor:**

BUS 100	Business Principles and Practices
ECON 201	Microeconomics
MATH 315	Applied Statistics

**Requirements for Business Administration Minor** ..... **18**

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

**Requirements for Health Care Administration Minor** ..... **18**

BUS 310	Principles of Management and Leadership.....	3
BUS 410	Operations Management.....	3
HCA 315	Leadership & Human Resources in Health Care .....	3
HCA 360	Health Care Information Systems .....	3
HCA 410	Quality Assurance Issues in Health Care.....	3
HCA 480	Sociology of Health Care .....	3

**Requirements for Management Minor**..... **18**

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

<b>Requirements for Management Information Systems Minor</b>		<b>18</b>
MIS 360	Management of Information Technology	3
MIS 370	Information Systems Planning and Management	3
MIS 380	Database Management	3
MIS 410	Networks and Telecommunications	3
MIS 450	Project Management	3
MIS 460	Systems Analysis and Design	3

<b>Requirements for Marketing Minor</b>		<b>18</b>
BUS 330	Marketing	3
BUS 334	Advertising and Promotion	3
BUS 335	Sales Strategy	3
BUS 336	Retail Administration	3
BUS 419	Global Business Management	3
BUS 437	Market Research	3

# COMMUNICATION

**Program Advisor:** Dr. Doyle Srader

## **Purpose**

From the articulate argument of political discourse to the business and organizations of the world, people need to be able to communicate competently, clearly, ethically, and eloquently. Blending practical skills into a foundation of theoretical understanding, the Speech Communication Department offers a flexible variety of educational experiences.

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

## **Objectives: Graduates of this program will:**

1. Demonstrate holistic and creative thinking from a Christian world view.
2. Be able to communicate engagingly in an influential manner within a variety of contexts.
3. Value truth and justice in an attitude of love.
4. Competently share meaning through a variety of communication channels.
5. Understand and value processes and products of communication.
6. Be able to use communication in professional settings.

## **Prerequisites from the General Education Core for the Communication Major:**

COMM 211 Introduction to Communication

## **General Requirements for Communication ..... 43**

COMM 212	Principles of Storytelling and Public Speaking .....	4
COMM 220	Intercultural Communication .....	3
COMM 260	Mass Media Law and Ethics .....	4
COMM 330	Interpersonal Communication .....	3
COMM 351	Writing for Publication I .....	3
COMM 460	Technology, Change, and Communication.....	3
COMM 495	Internship .....	6
COMM 499	Senior Capstone .....	2
	Choose one of the required concentrations listed below.....	15

## **Journalism Concentration..... 15**

Choose from the following list:

- BUS 330 Marketing
- COMM 340 Rhetorical Criticism and Argumentation
- COMM 352 Writing for Publication II
- COMM 440 Organizational Communication
- COMM 480 Applied Journalism

Three credits chosen from the following:

- BUS 334 Advertising and Promotion
- Any ENG elective at the upper division level

## **Speech Communication Concentration ..... 15**

Choose from the following list:

- COMM 121/122, 221/222, 321/322, 421/422 Forensics
- COMM 280 Acting
- COMM 340 Rhetorical Criticism and Argumentation
- COMM 407 Special Topics
- CM 371 Crafting the Message
- CM 372 Introduction to Preaching
- CM 430 Small Groups

**Minor in Communication**

**Journalism Minor** .....21

- COMM 211 Introduction to Communication.....3
- Choose from the following list: .....19
  - COMM 212 Principles of Storytelling and Public Speaking
  - COMM 260 Mass Media Law and Ethics
  - COMM 340 Rhetorical Criticism and Argumentation
  - COMM 351 Writing for Publication I
  - COMM 352 Writing for Publication II
  - COMM 460 Technology, Change, and Communication
  - COMM 495 Internship

**Public Relations Minor** .....21

- COMM 211 Introduction to Communication.....3
- Choose from the following list: .....19
  - BUS 330 Marketing
  - BUS 370 Legal Environment of Business
  - COMM 260 Mass Media Law and Ethics
  - COMM 270 Foundations of Public Relations
  - COMM 351 Writing for Publication I
  - COMM 352 Writing for Publication II
  - Three credits chosen from:
    - BUS 334 Advertising and Promotion
    - COMM 330 Interpersonal Communication
    - COMM 460 Technology, Change, and Communication

**Speech Communication Minor**.....21

- COMM 211 Introduction to Communication.....3
- Choose from the following list: .....19
  - COMM 121/122, 221/222, 321/322, 421/422 Forensics
  - COMM 212 Principles of Storytelling and Public Speaking
  - COMM 280 Acting
  - COMM 330 Interpersonal Communication
  - COMM 340 Rhetorical Criticism and Argumentation
  - CM 371 Crafting the Message
  - CM 372 Introduction to Preaching
  - CM 430 Small Groups

# EXERCISE SCIENCE

**Program Advisor:** Dr. Heike McNeil

## **Purpose**

The purpose of this Exercise Science Program is to prepare the student for successful graduate level study in the field of exercise and movement science, or to be a competent professional in the allied health or other human movement related professions.

## **Objectives: Graduates of this program will:**

1. Be able to apply scientific foundations of the individual sub-disciplines to exercise and movement science.
2. Be able to become critical thinkers and competent practitioners.
3. Be able to analyze and assess components of health-related physical fitness such as cardiovascular endurance, body composition, muscular strength, muscular endurance, and flexibility.
4. Have skills to plan and implement appropriate exercise prescription for different populations, accounting for necessary modifications due to factors such as environmental or special needs of the person whom they work.
5. Be able to understand human relations and behavioral issues as they relate to physical performance.
6. Be able to facilitate the integration of positive behavior and the implementation of health-related programs.
7. Be prepared to pursue ongoing professional development in exercise science or related professional fields through graduate level study and through membership and participation in professional organizations.

## **Prerequisites from the General Education Core for the Exercise Science Major:**

BIOL 200	General Biology
MATH 130	Precalculus
NUTR 220	Nutrition
PSY 200	General Psychology

<b>Requirements for Exercise Science</b> .....	<b>49</b>	
BIOL 230	Introductory Microbiology.....	4
BIOL 311	Human Anatomy and Physiology I.....	5
BIOL 312	Human Anatomy and Physiology II.....	5
CHEM 121	Introductory Chemistry.....	5
CHEM 122	Introductory Chemistry.....	5
EXSC 310	Kinesiology.....	3
EXSC 320	Exercise Physiology and Neuromuscular Conditioning.....	3
EXSC 410	Biomechanics.....	3
EXSC 495	Internship.....	3
MATH 315	Applied Statistics.....	3
PHYS 110	Fundamentals of Physics.....	4
PSY 320	Human Development.....	3
PSY 410	Biological Psychology.....	3

# GLOBAL STUDIES

**Program Advisor:** Mr. Charles Sturms

## **Purpose**

The purpose of the Global Studies Program is to prepare students for service in cross-cultural or intercultural settings. It seeks to provide the student with a framework of cross-cultural concepts, including ministry, linguistics, culture, and communication. The course includes a set of core courses, an area focus, an internship, and various track options.

## **Objectives: Graduates of this program will:**

1. Have an understanding of the major concerns of living in a diverse world.
2. Understand service to humanity, its opportunities, and its challenges.
3. Be knowledgeable and skilled for service in intercultural or cross-cultural settings.

## **Prerequisites from the General Education Core for the Global Studies Major:**

- ANTH 210 Cultural Anthropology
  - COMM 220 Intercultural Communication
  - ECON 202 Macroeconomics
  - SOC 200 Introduction to Sociology
- Choose one of the following:
- RELS 210 The Abrahamic Faiths of Judaism and Islam
  - RELS 220 Living Religious Traditions of the Far East

## **General Requirements for Global Studies ..... 45-47**

- ANTH 460 Cross-cultural Issues.....3
- LING 310 Introduction to Linguistics.....3
- SOC 410 Global Issues .....3
- ANTH/LING/SOC 495 Internship (required).....6
- Upper division ANTH/RELS/SOC courses .....6

## **Global Core Menu**

- Choose from the following global courses .....6  
(This list is not exhaustive of NCC global offerings; see global advisor.)
- BUS 419 Global Business Management
- CM 320 Evangelism and Church Growth
- ENG 340 World Literature
- ENG 420 Literature and World Religions
- GEOG 310 World Cultural and Political Geography
- MATH 315 Applied Statistics
- PHL 420 Christian Ethics and Social Responsibility
- SOC 330 Social Issues and Problems
- SOC 470 Sociology of Religion
- Choose one of the required concentrations listed below ..... 18-20

## **Concentration One: TESOL Certification ..... 18**

- At least three Internship credits must be LING 495
- ENG 310 English Grammar & Syntax .....3
- LING 410 TESOL Theory and Methods.....3
- LING 420 TESOL Application and Literate Skills .....3
- LING 430 TESOL Teaching of Oral Skills .....3
- Choose from the Global Core Menu .....6

## **Concentration Two: An approved study abroad program ..... 18**

## **Concentration Three: Two years of living foreign language..... 20**

**Minor in Global Studies**

**Prerequisites from the General Education Core for the Global Studies Minor:**

- ANTH 210 Cultural Anthropology
- COMM 220 Intercultural Communication
- SOC 200 Introduction to Sociology

**Requirements for Global Studies Minor ..... 18**

- ANTH 460 Cross-cultural Issues.....3
- SOC 410 Global Issues .....3
- LING 310 Introduction to Linguistics.....3
- Choose from the Global Core Menu.....9



# HUMAN SERVICES

**Program Advisor:** Dr. Teresa DaVigo

**Purpose**

This major is designed to include a liberal arts perspective and a professional foundation within a Christian context in such a way as to:

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

**Objectives: Graduates of this program will:**

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

**Prerequisites from the General Education Core for the Human Services Major:**

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

**Requirements for Human Services Major ..... 43**

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

# HUMANITIES

**Program Advisors:** Dr. Mick Bollenbaugh, Dr. Elizabeth Aydelott

## **Purpose**

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

## **Objectives: Graduates of this program will:**

1. Be able to identify and articulate major literary genres of world thought and culture.
2. Be able to identify and articulate major philosophical movements of world thought and culture.
3. Have a solid foundation for graduate studies in humanities, philosophy, theological studies, English, and/or comparative literature.
4. Be able to articulate the relationship between philosophy and literature.
5. Be able to articulate the relevance of philosophy and literature to Christian thought.
6. Be prepared for licensure to teach at the secondary level or find a career in journalism.

## **Prerequisites from the General Education Core for the Humanities Major:**

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

## **Literature and Language Arts Concentration ..... 41**

ENG 220	Introduction to Fiction .....	3
ENG 230	Introduction to Poetry and Drama.....	3
ENG 301	Survey of American Literature .....	3
ENG 302	Survey of British Literature .....	3
	Four upper division courses in Literature .....	12
ENG 499	Senior Capstone .....	2
	Three courses in Philosophy (at least two upper division) .....	9
IDS 495	Internship .....	6

## **Philosophy Concentration..... 39**

PHL 110	Introduction to Philosophy .....	2
PHL 210	Ethics .....	3
	Additional lower division course in Philosophy .....	2
PHL 301	History of Ancient and Medieval Philosophy.....	3
PHL 302	History of Modern and Contemporary Philosophy .....	3
	Three up per division courses in Philosophy.....	9
PHL 499	Senior Capstone .....	2
	Three courses in literature (at least two upper division).....	9
IDS 495	Internship .....	6

## **INTERDISCIPLINARY STUDIES: INDIVIDUALIZED**

***Program Advisor:*** Dr. Mick Bollenbaugh

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

# MATHEMATICS

(This program has been approved by the NCC Board of Trustees and submitted to Northwest Commission on Colleges and Universities for inclusion in the College's accreditation.)

**Program Advisor:** Dr. Tim Bergquist

## Purpose

The purpose of the mathematics major is to enable students to teach math in the secondary schools, do graduate work in mathematics, and pursue a career in industry.

## Objectives: Graduates of this program will:

1. Have a solid foundation in calculus, algebra, and geometry.
2. Be able to apply mathematical reasoning.
3. Be able to conduct research in mathematics.

## Prerequisites from the General Education Core for the Mathematics Major:

CIS 150      Object Oriented Programming with Java  
 CHEM 121 or PHYS 110

## General Requirements for Mathematics Major ..... 49

MATH 230	Discrete Mathematics.....	3
MATH 251	Calculus I .....	4
MATH 252	Calculus II .....	4
MATH 315	Applied Statistics.....	3
MATH 320	Linear Algebra .....	3
MATH 325	Differential Equations .....	3
MATH 335	Classical Geometry.....	3
MATH 345	Modern Algebra.....	3
MATH 355	Multivariable Calculus .....	3
MATH 411	Real Analysis I.....	4
MATH 412	Real Analysis II.....	4
MATH 495	Internship .....	3
Choose three of the following approved electives.....		9
MATH 330	Elementary Number Theory	
MATH 340	Modern Geometry	
MATH 365	History of Mathematics	
MATH 407	Special Topics in Mathematics	
MATH 420	Topology	
MATH 430	Advanced Probability and Statistics	
MATH 450	Complex Variables	

## Minor in Mathematics

### Prerequisites from the General Education Core for Mathematics Minor:

CHEM 121 or PHYS 110  
 CIS 150      Object Oriented Programming with Java

## Requirements for Mathematics Minor ..... 23

MATH 230	Discrete Mathematics.....	3
MATH 251	Calculus I .....	4
MATH 252	Calculus II .....	4
MATH 315	Applied Statistics.....	3
MATH 320	Linear Algebra .....	3
MATH 335	Classical Geometry.....	3
MATH 345	Modern Algebra.....	3

# MUSIC INDUSTRY

**Program Advisor:** Mr. John Hakes

## **Purpose**

The music industry major is meant to be a practical degree for careers in today's music industry and to give its participants skills to be able to find a job in the music industry as a songwriter, recording artist, sound engineer, producer or session artist, or to work in the areas of pro sound, concert promotion, or music marketing & advertising.

## **Objectives: Graduates of this program will:**

1. Possess musical skills for leadership in today's music industry.
2. Possess developed technical skills for leadership in today's music industry.
3. Possess developed performance skills for leadership in today's music industry.
4. Possess developed career skills for leadership in today's music industry.

## **Prerequisites from the General Education Core for the Music Industry Major:**

BUS 100 Business Principles and Practices  
 MUS 100 Music Fundamentals

## **General Requirements for Music Industry Major ..... 47-49**

MUS 101	Music Theory I.....	3
MUS 111	Ear Training I .....	1
Music Technology*	.....	4
Audio Engineering*	.....	6
MUS 200	Pop Theory/Songwriting.....	2
MUS 311	Music Business I.....	2
MUS 312	Music Business II .....	2
MUS 351	Music Ministry Leadership.....	3
MUS 360	Career Development in Music.....	1
MUS 371	Junior Project .....	1
MUS 372	Junior Project .....	1
MUS 421	Senior Project.....	1
MUS 422	Senior Project.....	1
MUS 431	Senior Performance/Tour .....	2
Applied Music		
Primary Performance Medium (Lower Division)		
	100 Level Instruction.....	2
	200 Level Instruction.....	2
MUS 495	Internship .....	4
Piano Proficiency**	.....	(2)
Choose one of the required concentrations listed below.....		9

## **Artist Concentration..... 9**

BUS 330 Marketing  
 BUS 334 Advertising and Promotion  
 BUS 336 Retail Administration

## **Manager Concentration ..... 9**

BUS 310 Principles of Management and Leadership  
 BUS 330 Marketing  
 BUS 370 Legal and Ethical Issues in Business & Management

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

\*\*Students with appropriate skills can meet this requirement by passing a proficiency test.

# MUSIC MINISTRY

**Program Advisor:** Mr. John Hakes

## Purpose

The Music Ministry Program is meant to be a practical degree for those who want to have a career in church music and to allow its participants to gain knowledge that a traditional college music program wouldn't offer, such as planning and leading worship, arranging a rock band, gaining resources in church music, and how to plan and administrate a church program.

## Objectives: Graduates of this program will:

1. Possess developed musical skills for leadership in today's churches.
2. Possess developed leadership skills for leadership in today's churches.
3. Possess developed music performance skills for leadership in today's churches.
4. Possess developed career skills for leadership in today's churches.

## Prerequisites from the General Education Core for the Music Ministry Major:

MUS 100 Music Fundamentals

## Requirements for Music Ministry Major ..... 42-44

MUS 101	Music Theory I.....	3
MUS 102	Music Theory II.....	3
MUS 111	Ear Training I.....	1
MUS 112	Ear Training II.....	1
MUS 301	Music Practicum.....	1
MUS 302	Music Practicum.....	1
MUS 321	Music History.....	2
MUS 322	Music History.....	2
MUS 351	Music Ministry Leadership.....	3
MUS 352	Music Ministry Leadership.....	3
MUS 380	Conducting and Orchestrating Styles for the Church Musician.....	3
MUS 381	Worship Arts.....	1
MUS 411	Individual Conducting.....	1
MUS 412	Individual Conducting.....	1
MUS 495	Internship .....	6
Piano Proficiency* .....		(2)
Applied Music		
	Secondary Performance Medium (Lower Division ).....	2
	Primary Performance Medium	
	100 Level Instruction (1, 1)**.....	2
	200 Level Instruction (1, 1)**.....	2
	300 Level Instruction (1, 1)**.....	2
	400 Level Instruction (1, 1)**.....	2

## Minor in Music Ministry

## Requirements for Music Ministry Minor ..... 18

Choose one of the following approved electives:.....		2
MUS 100	Music Fundamentals	
MUS 200	Pop Theory/Songwriting	
MUS 351	Music Ministry Leadership.....	3
MUS 352	Music Ministry Leadership.....	3
Applied Music*		
	Secondary Performance Medium (Lower Division) (1, 1) .....	2
	Primary Performance Medium (Lower Division) (1, 1) .....	2
	Ensemble (Upper Division) (1, 1)*** .....	2
	Guided Electives (Upper Division) .....	4

\*Students with appropriate skills can meet this requirement by passing a proficiency test.

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

\*\*\*Ensemble credit will be drawn from: Concert Choir, Praise Band, vocal ensemble, or touring ensemble.

# PSYCHOLOGY

**Program Advisor:** Dr. Teresa DaVigo

## **Purpose**

The primary emphasis of the psychology major is to build a foundation of basic psychological principles and present them in a Christian orientation together with current research findings. In this program students will study human mental processes and behavior; apply psychology to the understanding and enhancement of their own life and the lives of others; and learn to read, think, and write critically.

## **Objectives: Graduates of this program will:**

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

## **Prerequisites from the General Education Core for the Psychology Major:**

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

## **Requirements for Psychology Major ..... 42**

PSY 310	Careers in Psychology	1
PSY 320	Human Development	3
PSY 330	Psychology of Learning	3
PSY 340	Social Psychology	3
PSY 350	Research Methods	3
PSY 370	Cognition	3
PSY 380	Theories of Personality	3
PSY 410	Biological Psychology	3
PSY 420	Abnormal Psychology	3
PSY 450	Psychometrics	3
PSY 495	Internship	6
PSY 499	Senior Capstone	2
Choose three of the following approved electives:		6
PSY 360	Values and Human Behavior	
PSY 407	Seminar on Special Topics (new topic offered each year)	
PSY 460	Introduction to Counseling Skills	

## **Minor in Psychology**

### **Prerequisites from the General Education Core for the Psychology Minor:**

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

### **Requirements for Psychology Minor ..... 18**

PSY 320	Human Development .....	3
PSY 330	Psychology of Learning .....	3
PSY 340	Social Psychology .....	3
PSY 380	Theories of Personality .....	3
PSY 420	Abnormal Psychology .....	3
Choose one of the following approved electives .....		3
PSY 370	Cognition	
PSY 410	Biological Psychology*	
PSY 450	Psychometrics**	

\*Prerequisite: BIOL 111 or BIOL 200

\*\*Prerequisite: MATH 315



# TEACHER EDUCATION

**Program Director:** Ms. Janine Allen

## **Mission Statement**

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

## **Purpose**

Consistent with this mission of NCC, the elementary and secondary education majors are offered in a campus environment that is person-and faith-oriented. The curriculum is designed to integrate a broad Christian liberal arts academic preparation with research-based education methods and relevant field experiences in a purposeful and explicit fashion. Preparation addresses the needs and priorities of elementary and secondary schoolteachers for today and in the future. The Oregon Teacher Standards and Practices Commission accredits the NCC teacher preparation program.

## **Objectives: Graduates of this program will:**

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

## **Admission to the Teacher Education Program**

Prior to admission to the Teacher Education Program students must earn a "C" or better in all general education core requirements and pre-education classes, as well as attain a cumulative GPA of 2.75. Freshman students must enroll in EDUC 110 Foundations of Education which has an embedded school-based service learning component. This introductory course is designed to assist students as they begin to inquire about the teaching profession and their potential and disposition to pursue an education major. This course, EDUC 110, can count toward social science core requirements in the general education core.

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

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

In addition to the Teacher Education application materials, which include character and youth experience references, the following are required:

1. A formal interview.
2. Students must take the California Basic Educational Skills Test (CBEST) or Pre-Professional Skills Test (PPST).
3. Official scores on the California Basic Educational Skills Test (CBEST) or Pre-Professional Skills Test (PPST).
  - a. The student demonstrates acceptable knowledge of basic skills by presenting a minimum score of 41 for each of the three content areas (reading, writing and mathematics). A score of 37 in one of these areas is acceptable provided the sum of the three tests scored is at least 123.
  - b. Those with an AAOT or a baccalaureate degree who enroll during the regular academic year must submit passing scores by January 1 in order to register for education coursework offered spring semester.
  - c. It is recommended that students make every effort to pass the CBEST or an approved alternate prior to semester four in case a section needs to be retaken for a passing score.
4. A cumulative GPA of 2.75.
5. For acceptance into the Teacher Education Program, students are assessed in the foregoing areas. In order to be admitted, students must receive a passing score on the Teacher Education Admission Assessment.

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

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

**Prerequisites from the General Education Core for Teacher Education Major who are in NCC’s program:**

EDUC 220 Orientation to Teaching (given Service Learning embedded component)

**General Requirements for Education Major ..... 54-61**

EDUC 110	Foundations of Education .....	3
EDUC 210	School Diversity .....	3
EDUC 230	Technology for Teaching .....	2
EDUC 313	Curriculum, Instruction and Assessment.....	3
Choose one of the following .....		2
EDUC 315	ECE Junior Field Experience	
EDUC 325	ELE Junior Field Experience	
EDUC 355	ML Junior Field Experience	
EDUC 365	HS Junior Field Experience	
Choose one of the following .....		2
EDUC 335	ECE Junior Field Experience	
EDUC 345	ELE Junior Field Experience	
EDUC 375	ML Junior Field Experience	
EDUC 385	HS Junior Field Experience	
EDUC 321	Classroom Relations & Management .....	3
EDUC 380	Ecology of Schools.....	3
EDUC 407	Faith Integration in Teaching Seminar.....	3
EDUC 435	Second Authorization Practicum .....	3
EDUC 436	Practicum Networking .....	1
EDUC 437	Work Sample Support and Differentiation .....	2
EDUC 495	Student Teaching I .....	4
EDUC 496	Student Teaching II .....	12
Choose one of the required concentrations listed below.....		8-15

**Prerequisites from the General Education Core for the Elementary Teacher Education Major:**

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

**Early Childhood and Elementary Concentration ..... 15**

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

**Prerequisites from the General Education Core for the Secondary Teacher Education Major:**

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

**Middle Level and High School Concentration..... 8**

(Required in addition to content endorsement classes)

EDUC 360	Language Arts in Middle & High School	.....2
EDUC 370	Adolescent Learners	.....3
WR 320	Writing for the Discipline	.....1
Related methods classes such as.....2		
EDUC 366	Secondary Science Methods	
EDUC 367	Secondary Math Methods	
EDUC 368	Secondary Social Studies Methods	

**Endorsements**

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

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

**Endorsement Pathways**

**English for Speakers of Other Languages (ESOL)..... 15**

ENG 310E	English Grammar & Syntax.....3
LING 310E	Introduction to Linguistics.....3
LING 410E	TESOL Theory and Methods.....3
LING 420E	TESOL Application and Literate Skills.....3
LING 430E	TESOL Teaching of Oral Skills.....3

**Integrated Science ..... 29**

BIOL 111	Principles of Biology I.....4
BIOL 112	Principles of Biology II.....4
CHEM 121	Introductory Chemistry.....5
GEOL 110	Introduction to Geology.....4
GEOL 210	Historical Geology.....2
GEOL 310	Meteorology/Oceanography.....3
PHYS 110	Fundamentals of Physics.....4
PHYS 122	Meteorology and Astronomy.....3

**Language Arts ..... 19**

ENG 220	Introduction to Fiction.....3
ENG 230	Introduction to Poetry and Drama.....3
ENG 301	Survey of American Literature.....3
ENG 302	Survey of British Literature.....3
ENG 340	World Literature.....3
ENG 430	History of the English Language.....3
WR 320	Writing for the Discipline.....1

<b>Basic Mathematics (for Middle School only)</b> .....	<b>24</b>
CIS 135    Introduction to C++ Programming .....	2
EDUC 367    Secondary Math Methods .....	2
MATH 110    College Mathematics.....	4
MATH 130    Precalculus.....	4
MATH 211    Mathematics for Elementary Teachers.....	3
MATH 212    Mathematics for Elementary Teachers.....	3
MATH 220    Classical Geometry .....	3
MATH 230    Discrete Mathematics.....	3
<b>Advanced Mathematics (high school)</b> .....	<b>31</b>
CIS 135    Introduction to C++ Programming .....	2
MATH 220    Classical Geometry .....	3
MATH 230    Discrete Mathematics.....	3
MATH 251    Calculus I .....	4
MATH 252    Calculus II .....	4
MATH 315    Applied Statistics.....	3
MATH 320    Linear Algebra .....	3
MATH 330    Elementary Number Theory.....	3
MATH 340    Modern Geometry .....	3
MATH 345    Modern Algebra.....	3
<b>Social Studies</b> .....	<b>24</b>
Choose one from the General Education Core .....	3
ANTH 210    Cultural Anthropology	
SOC 200    Introduction to Sociology	
Choose one of the following:.....	3
ECON 201    Microeconomics	
ECON 202    Macroeconomics	
GEOG 310    World Culture and Political Geography .....	3
HIST 370    Ancient Near Eastern and Mediterranean Civilizations.....	3
HIST 380    Modern European Culture and the World .....	3
HIST 430    History of American International Relations .....	3
PSY 340    Social Psychology .....	3
Choose one of the following.....	3
COMM 220    Intercultural Communication	
SOC 410    Global Issues	
<b>Spanish</b> .....	<b>30</b>
SPAN 101    First-year Spanish .....	4
SPAN 102    First-year Spanish .....	4
SPAN 201    Second-year Spanish.....	3
SPAN 202    Second-year Spanish.....	3
SPAN 300    Spanish Phonetics .....	2
SPAN 310    Advanced Spanish Conversation and Composition.....	3
SPAN 321    Hispanic Culture and Civilization.....	3
SPAN 330    Religion and History of the Americas .....	3
SPAN 340    Latino Society and Culture in the U.S. ....	3
SPAN 470    Teaching Foreign Language Methods.....	2

# TESOL CERTIFICATE PROGRAM

**Program Advisors:** Mr. Charles Sturms, Dr. Edmund Anderson, Dr. Elizabeth Aydelott

## **Purpose**

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

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

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

## **Objectives: Graduates of this program will:**

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

## **Adult Track Requirements ..... 18**

### **Fall**

ENG 310	English Grammar & Syntax .....	3
LING 310	Introduction to Linguistics .....	3
LING 410	TESOL Theory and Methods .....	3

### **Spring**

LING 420	TESOL Application and Literate Skills .....	3
LING 430	TESOL Teaching of Oral Skills .....	3
LING 495	TESOL Internship* .....	3

\*For every one credit of internship, 25 clock hours of documented work at an approved internship site is required.

## **UNDERGRADUATE COURSE DESCRIPTIONS**

### **ACCOUNTING**

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

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

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

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

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

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

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

ACTG 470 Accounting for Non-Profit Organizations (3) This course will focus on the external financial statements for government and other non-profit organizations and will include a discussion of fund accounting and non-profit reporting requirements. Prerequisites: ACTG 342.

ACTG 499 Advanced Accounting (3) This capstone course is a study of consolidation accounting, foreign transactions issues, the SEC, and other special topics, including a capstone project. Prerequisite: ACTG 342.

### **ANTHROPOLOGY**

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

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

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

ANTH 460 Cross-cultural Issues (3) This course focuses on cross-cultural issues and problems involved in working in foreign contexts. Emphasis will be on international development, humanitarian aid and ministry. Prerequisite: ANTH 210, COMM 220.

ANTH 495 Internship (1-2)

## **BIBLE AND CHRISTIAN THEOLOGY**

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

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

BTH 220 Prison Epistles (2) An expository study in the Prison Epistles: Ephesians, Philippians, Colossians and Philemon. Primary focus is on their original setting and major themes. The course also seeks to relate their message to modern life. Prerequisites: BTH 101/102. (Satisfies the Bible and Christian Ministry elective requirement in the General Education Core.)

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

BTH 245 History and Theology of the Stone-Campbell Movement (2) This course explores the historical context and the theological foundations of the Stone-Campbell Movement. Emphasis will be placed on reading and analysis of key primary source material. This course includes participation in the annual Stone-Campbell Symposium.

BTH 300 The Prophets (3) A study of the Israelite prophetic writings of the classical period (8th to 5th centuries BCE). Special attention is given to understanding the prophets as both bearers and interpreters of prophetic tradition, and proclaiming God's message in particular historical circumstances. Prerequisites: BTH 101/102.

BTH 310 Acts of the Apostles (3) A study of the book of Acts as the second volume of the Evangelist Luke's writings. This course explores the patterns (historical, literary, and theological) that arise within the book of Acts as Luke presents the missionary expansion of the Church in the light of the ministry of Jesus and in the light of the Hebrew scriptures. Prerequisites: BTH 101/102.

BTH 320 Epistle to the Romans (2) An exegetical study in Paul's epistle to the Romans with emphasis upon understanding the particular situation to which the book was addressed and the way that its key concepts are developed and presented to meet that situation. The course is designed to enhance the students' understanding of the early church, Paul, and his instructions to the Roman Christians and to develop and strengthen their exegetical skills. Prerequisites: BTH 101/102.

BTH 325 Old Testament and Archaeology (2) A study of archaeological methods and discoveries in Bible lands that have important bearings on the history, literature, and religion of the Old Testament. Prerequisites: BTH 101/102. (Satisfies the Bible and Christian Ministry elective requirement in the General Education Core.)

BTH 330 Epistle to the Galatians and Thessalonians (2) An exegetical study in Galatians and Thessalonians with grammatical, historical, and critical investigations of selected texts. The course is designed to help the students understand their forms and functions, the meanings of key words and phrases, and the relationships between the texts and their biblical and historical contexts. Prerequisites: BTH 101/102.

BTH 340 Proverbs and Ecclesiastes (2) This course focuses on the Old Testament wisdom teachings. Special attention is given to a tension between the conventional wisdom in Proverbs and the issues raised by radical wisdom in Ecclesiastes. Prerequisites: BTH 101/102.

BTH 350 Johannine Literature (2) This course examines the Gospel according to John and Epistles of John (with some reference also to the Apocalypse of John) as literature deriving probably from a single community of memory and tradition, perhaps in Ephesus. The focus is on historical and exegetical exploration of the Gospel and Epistles as distinctive adaptations of the Jesus tradition, as windows on early Christianity, and as authoritative statements on Christian life. Prerequisites: BTH 101/102.

BTH 360 The Book of Job (2) A study of selected portions of the book of Job with special attention given to various scholarly works and commentaries on the book and on the subject of innocent suffering. Prerequisites: BTH 101/102.

BTH 370 The Book of Psalms (2) A study of selected portions of the Hebrew Psalter with special attention given to their literary genre and their life setting in ancient Israel. Prerequisites: BTH 101/102.

BTH 380 Synoptic Gospels (2) A study of the synoptic gospels (Matthew, Mark, and Luke) in relationship to one another, with an eye to exploring the uniqueness of each gospel. Attending to verbal and structural cues from the comparative study of these gospels, this course examines the hypothesis that they were composed using oral and written source materials. Special topics will include various attempts to interpret the historical Jesus and a comparison of the Synoptic and Johannine Jesus traditions. Prerequisites: BTH 101/102.

BTH 390 Book of Revelation (2) An exegetical investigation of selected texts from the Revelation with special emphasis upon its structures and literary forms, the functions of descriptions of visions, the tension between chaos and order, the setting of the book, and its use in the church. Prerequisites: BTH 101/102.

BTH 405 Reading and Conference on Selected Topics in Biblical Studies and/or Christian Theology (1-5) by instructor approval.

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

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

## **BIOLOGY**

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

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

BIOL 130 Human Biology (4) Includes lab. An introduction to the function and structures of the human body. Covers organization, maintenance, control, reproductive, genetics, and diseases.

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

BIOL 211 Human Anatomy and Physiology I (4) Includes lab. Introduction to human body organization and the functional role of cells and tissues using a systems approach. The following topics will be covered: cell biology, histology, integumentary system, skeletal system, muscular system, nervous system and sensory organs. This course does not apply toward the Exercise Science major.

BIOL 212 Human Anatomy and Physiology II (4) Includes lab. A survey of the structure and function of the human body using a systems approach. The following systems will be covered: endocrine, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems. This course does not apply toward the Exercise Science major. Prerequisites: BIOL 211.



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

BIOL 311 Human Anatomy and Physiology I (5) Includes lab. A study of the structure and function of the human body using a systems approach combined with case studies and critical thinking applications. The following topics will be covered: cell biology, histology, integumentary system, skeletal system, muscular system, nervous system and sensory organs. Prerequisite: BIOL 200.

BIOL 312 Human Anatomy and Physiology II (5) Includes lab. A study of the structure and function of the human body using a systems approach combined with case studies and critical thinking applications. The following topics will be covered: endocrine, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems. Prerequisites: BIOL 311.

## **BUSINESS**

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

BUS 207 Leadership for all Majors (1) Focuses on the various functional areas in business as well as the skills and strategies required for successful professional development. Prerequisite: BUS 100.

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

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

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

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

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

BUS 335 Sales Strategy (3) Behavioral aspects of personal selling and sales management are studied in this course with a focus on recruiting, selection, training, motivation, compensation, control, ethics, and the strategy of matching the sales effort to the sales task. Prerequisite: BUS 330.

BUS 336 Retail Administration (3) This course studies the principles, practices, policies, ethics, and organization of businesses engaged in retail merchandising. Prerequisite: BUS 330.

BUS 370 Legal and Ethical Issues in Business & Management (3) This course focuses on the legal and ethical issues related to businesses and organizations. Students will examine how government, business, and society interact by reviewing the forms of business organizations, business transaction laws, employment laws, international trade treaties, and corporate and social responsibility. Prerequisite: BUS 310.

BUS 410 Operations Management (3) This course examines planning and control of production and operations with respect to products/services, processes, technology, and personnel. Topics include strategy, quality, forecasting, capacity, location, layout, the supply chain, Just-in-Time manufacturing, and inventory activities. Prerequisites: MATH 315 and BUS 310.

BUS 415 Group and Organizational Behavior (3) This course examines issues related to individual and group behavior in complex organizations. Topics include the influence of motivation, organizational situations, and management practices on individual and group work behavior with special emphasis on situational leadership models. Prerequisite: BUS 314.

BUS 419 Global Business Management (3) This course explore topics related to managing an organization in a global, multinational environment. Special areas to be examined include the social, cultural, economic, and political environments, as well as ethical and legal issues. Matters dealing with trade, business operations, and monetary systems will also be explored. Prerequisite: BUS 310.

BUS 437 Market Research (3) The application of various research methods for effective marketing is the focus of this course. Research procedures including design, methods of collecting data, sampling methods, and application of marketing research in the measurement of potential markets, consumer motivation, advertising, ethics, and sales control are studied. Prerequisite: BUS 330 and MATH 315.

BUS 450 Managerial Finance (3) This course surveys the financial problems associated with the life cycle of a business and with personal finance needs. Topics covered include financial analysis, financial planning, capital budgeting, cost of capital, the sources and uses of business funds, and the instruments utilized in raising funds. Prerequisite: ECON 201 and ACTG 211.

BUS 495 Internship (3) Field internships provide an opportunity for students to gain practical work experience in management, marketing, accounting, MIS, or recreation and tourism management, depending on the student's concentration area. Internship students work at a designated business or public organization under close supervision of a faculty advisor.

BUS 499 Business Strategy and Policy (3) This capstone business course examines the interdependence of the different functions of a business. Through the use of computer simulations, students gain a comprehensive and integrated view of business operations and the role of top management in analyzing the environment, setting goals, and implementing plans with special emphasis on ethical issues. Business students take this course in the final semester of their senior year. Prerequisite: Completion of other business courses or consent of instructor.

## **CHEMISTRY**

CHEM 121/122 Introductory Chemistry (5, 5) Includes lab. This course gives an introduction to fundamental principles of physical, inorganic, organic, and biochemistry. It is designed to provoke an interest in science. Students will learn how to solve problems using the scientific method. Critical thinking and a semiquantitative understanding of chemistry rather than detailed theory is emphasized. Awareness of the environmental impact of chemistry is developed. Topics covered: periodic table, atoms, radiochemistry, states of matter, stoichiometry, concentration of solutions, acids, bases, salts, reactions, equilibria, non-metals, selected classes of aliphatic and aromatic compounds, petrochemistry, polymerization, compounds of biological importance, DNA, RNA, enzymes. Prerequisite: MATH 96.

## **CHRISTIAN MINISTRY**

CM 100 Chapel (P/NP)

CM 110 Service Learning (0) (P/NP)

CM 220 Worship and Fine Arts (2) This class focuses upon the definition, theories (historical and contemporary), principles, and practices of worship. In order to achieve this goal, the role and theology of the arts in worship will be examined. The class will include guidance in the selection and direction of the music of worship and planned field trips to various worship traditions.

CM 240 All Are Gifted, All Are Called (2) This class will consider several aspects of vocation, with special attention given to the relationship between work and calling. Building on the foundation that "All are gifted, all are called," students will be encouraged to explore questions such as, "What is God's call for my life, and how do I discern that call? How can I understand my career as ministry? How do I live out my call in the face of difficult moral challenges? How can I use my life to impact the world in a meaningful way?" Prerequisite: BTH 101/102.

CM 320 Evangelism and Church Growth (2) This course examines current forms and methods of Christian evangelism. Includes a brief overview of the biblical basis for evangelism and reviews methods used in the past. Attention is given to personal efforts at sharing the Christian faith in contemporary culture. (Offered in alternate years.)

CM 330 Introduction to Christian Education (3) This class will explore prevalent theories and practices of Christian Education in the local church, with a focus on evaluating and designing curriculum for children, youth, and adults. Theory and hands-on practice in teaching will include attention to the learning styles and developmental needs of learners. (Offered in alternate years.)

CM 350 Nurture & Discipleship (3) A survey of the discipleship methods, curriculum materials, and resources available for ministering to adolescents through adults in their Christian nurture and development. (Offered in alternate years.)

CM 360 Principles of Youth Ministry (3) Considers the basic guidelines for establishing a strong ministry to the youth of the church. Attention will be focused on the beginning years of youth ministry and to responding appropriately when pastoring to teens in crisis. Topics include the youth minister's spiritual foundation, building relationships, resolving conflict, working with volunteers, evaluating curriculum, and identifying church and community resources for troubled teenagers. (Offered in alternate years.)

CM 371 Crafting the Message (3) A practical course in which students carefully examine the scriptures in order to craft effective inspirational homilies, devotions, prayers, and extemporaneous talks as acts of ministry. Students will not only study various ways to construct and deliver messages, but will also receive peer and instructor evaluations. The focus of this course will be on how one discovers meaning in the biblical text and how that meaning is communicated to a variety of audiences. Prerequisite: COMM 212 or consent of instructor.

CM 372 Introduction to Preaching (3) A course in sermon preparation and delivery, including wedding and funeral sermons. Students will explore homiletical techniques with an emphasis in worship leadership and proclamation. Prerequisite: CM 371. (Offered in alternate years.)

CM 405 Reading and Conference on Selected Topics in Christian Ministry (1-5)

CM 407 Seminar on Special Topics (3) This course allows advanced Christian Ministry students the opportunity to focus on specific themes in the area of practical ministries. The course is repeatable for credit.

CM 430 Small Groups (3) Actively explores small group theory and effective application for faith renewal, evangelism, inductive Bible studies, recovery/healing groups and leadership development. Experiencing a small group with a defined purpose is a high priority in this course. Prerequisite: CM 330 or consent of instructor. (Offered in alternate years.)

CM 440 Grief and Loss (3) A study of the process of grieving in association with traumatic events such as death, accidents, and loss of job or relationships. Attention will be given to dealing effectively with the emotional, psychological, and physical aspects of bereavement from the point of view of various helping professions. Prerequisite: PSY 200. (Offered in alternate years.)

CM 450 Pastoral Ministry (3) This class will explore the roles and responsibilities of pastors in the local church, providing an overview along with practical experience in the diverse responsibilities inherent to the pastoral ministry. Special attention will be given to the minister's role in spiritual formation of the congregation. (Offered in alternate years.)

CM 470 Principles of Ministerial Leadership (3) This course examines the theories and practice of pastoral leadership, including a focus on church administration and ministerial ethics. Attention will be given to biblical models of leadership, staff relations, financial oversight, risk management, and conflict resolution in the local congregation. (Offered in alternate years.)

CM 495 Internship (1-3 each semester) P/NP This is designed to give opportunity for supervised practice of various phases of Christian ministry in a local church. Required for Christian ministry majors. Others must have the consent of the instructor.

CM 499 Senior Capstone (2)

## **COMPUTER INFORMATION SCIENCES**

CIS 121 Microcomputer Applications (2) This entry-level course is designed for those having little or no experience with microcomputers. The main emphasis of this course is not on the technical aspects of computers, but on their application as a tool for everyday life. Using a practical hands-on approach, the student will gain familiarity with microcomputer technology, hardware, and applications software. This software will include word processing, spreadsheets, database applications, and presentation graphics. Introduces algorithms and programming concepts in a structured language.

CIS 122 Software Applications: Word Processing and Presentation Graphics (2) This course provides an intermediate level of proficiency in word processing, presentations graphics, and e-mail usage. The emphasis would be on documents used in business, such as letters, memos, newsletters, reports, manuals, presentations, etc., but these skills are also useful to teachers, pastors, philosophers, psychologists, and lawyers. Topics covered in word processing include mail merge, tables, macros, graphics, indexes/tables of contents, templates, and styles useful in desktop publishing. Topics in presentation graphics include graphs, speaker's notes, meeting minutes, and more graphics and animation options. Prerequisites: CIS 121 or consent of instructor.

CIS 123 Software Applications: Spreadsheets and Databases (2) This course provides an intermediate skill level in spreadsheets and database software applications. The class has a decidedly business orientation, but the applications are also applicable for processing and analyzing data in hard science and social science research. Topics covered in spreadsheets include additional functions, macros, pivot tables, and three dimensional formulas. Topics in databases include advanced queries, setting up and using relationships, and custom forms. Prerequisites: CIS 121 or consent of instructor.

CIS 124 Advanced Microsoft Office (2) This course provides an intermediate to advanced level of proficiency in word processing, spreadsheets, presentation graphics, and database software applications. The emphasis will be on applications for business, such as letters, memos, newsletters, reports, manuals, and presentations skills, as well as the processing and analyzing of data for hard science and social science research useful to teachers, pastors, philosophers, psychologists, and lawyers. Prerequisites: CIS 121 or consent of instructor.

CIS 125 Introduction to Web Page Design (2) In this course, students will learn to design and develop basic web pages, using both HTML (Hypertext Markup Language) and Web Authoring application. No experience with HTML is required. Completion of a project is an essential part of the course. Prerequisite: CIS 121 or equivalent.

CIS 130 Introduction to Computer Sciences and Organization Theory (4) Capabilities, applications, benefits, liabilities, and economics of information systems are discussed in this course. Emphasis is on the use of the computer to solve problems, management information systems, computer-based decision support, and the use of standard support application packages. This course also introduces algorithms and programming concepts. Emphasis is on the fundamentals of program design, development, testing, implementation, and documentation.

CIS 133 Introduction to Visual Basic Programming (2) This course provides an introduction to programming using Visual Basic for Applications (VBA). It introduces problem analysis and programming to solve computation problems. It emphasizes structured programming techniques including program design, development, documentation, testing, implementation, and maintenance. Prerequisite: CIS 121 or equivalent.

CIS 135 Introduction to C++ Programming (2) This course is designed as an introduction to programming using the C++ language. It emphasizes structured design and programming as well as the overall program development cycle including problem definition, design, coding, testing, and documentation. Prerequisite: CIS 121 or equivalent.

CIS 150 Object Oriented Programming with Java (4) This course is an introduction to object-oriented design and programming using Java and UML. Also covered are the fundamental concepts of object-oriented programming languages, including data abstraction and typing, class inheritance and generic types, prototypes and delegation, concurrency control and distribution, object-oriented databases, and implementation. Prerequisite: CIS 130.

CIS 170 Introduction to Information Systems and Support (4) This course focuses on the theory, capabilities, applications, benefits, liabilities, and economics of information systems. It emphasizes the use of the computer to solve business problems, management information systems, computer-based decision support, and the use of standard support application packages. In addition, the course will focus on supporting users of tools available on microcomputers and implemented for business systems. Also introduced are algorithms and programming concepts in a structured language.

CIS 230 Computer Hardware (2) In this course, students examine the components of a computer workstation. Students will completely disassemble and reassemble a workstation, install operating systems, and be able to define essential components. Emphasis is placed on basic hardware testing processes. Co-requisite: CIS 130.

CIS 250 Data Structures (3) The focus of this course are the concepts of classical data structures, business applications, information systems research potential and software design on interactive systems. Topics include structured designs, software development tools, advance file processing, report writer, debugging, Graphical User Interface (GUI), and other advanced Java language features. Prerequisite: CIS 130.

CIS 255 Operating Systems (3) This course introduces students to the general concepts concerning a computer operating system. Emphasis is on management of system resources as well as the management of tasks, memory, storage, and input/output devices. Topics include task synchronization, message handling, file management, and scheduling. Prerequisite: CIS 230.

CIS 281 Networking and Distributed Systems (4) The fundamentals of network communications are introduced in this course. Voice, data, image, and video communications are addressed with reference to business applications and local area networks (LAN). Also covered is an understanding of the differences between centralized, decentralized and distributed data processing systems and their relationships with the business enterprise, data communications, and the parameters affecting the implementation of the system. The International Standards Organization (ISO) model is presented. Prerequisites: CIS 250 and 255.

CIS 282 Network Management and Administration (4) The course compares different Network models. Focus is on Local and Wide Area Networks (LAN/WAN), communication with routers and switches, and management of Web Servers. Topics also include network administration and routing, security issues, and Internet services. The course provides practical troubleshooting experience and coverage of security issues. Prerequisite: CIS 281.

CIS 320 Database Design (3) The focus of this course is on the fundamental concepts of database management systems (DBMS). Topics covered include analysis of file organization techniques and data structures, consideration of the management of data as a resource, design of data models and databases in business organizations, and structured query language (SQL). Prerequisite: CIS 250.

CIS 325 Web Design (3) This course studies the technological, aesthetic, and pedagogical issues of communication using interactive multimedia and hypermedia as well as techniques for authoring interactive multimedia projects using a variety of digital media tools. Emphasis will be on the use of HTML, JavaScript, ActiveX, and Beans. Prerequisite: CIS 281.

CIS 335 Artificial Intelligence (AI) (3) This courses introduces the student to the basic concepts and techniques of artificial intelligence. Topics covered include problem solving, knowledge representation, heuristic search techniques, probabilistic reasoning/prediction, machine learning, and natural language applications. An appropriate AI language will be used. Prerequisite: CIS 350.

CIS 340 Ethics and Information Management (2) In-depth exploration of the social, psychological, political, and ethical issues surrounding the computer industry and the evolving information society are examined in this course. Course activities are designed to develop a broad perspective concerning the social impact of computers and computer technology on modern society and to create a basis for understanding the importance of ethical considerations in technological and professional decision making. Prerequisites: CIS 130 and MIS 360.

CIS 350 Analysis of Algorithms (3) This course is an introduction to the design and analysis of algorithms. Topics include algorithm design, worst-case and average-behavior analysis, correctness, and computational complexity. Prerequisite: CIS 250.

CIS 355 Software Methodology (2) In this course, students examine the technical and non technical aspects of software development, including specifications, planning, design, development, management, and maintenance of software projects. Also included in this course is an introduction to the strategies used in producing quality software. Prerequisite: CIS 150.

CIS 370 Information Systems Planning and Management (3) In this course, students study the financial, technical, and strategic information systems planning processes. Emphasis is placed on the relationship of information systems and the information systems function to the overall business organization as well as planning and budgeting. Prerequisites: CIS 282 and MIS 360.

CIS 385 Web - Database Interface (2) This course focuses on the technological and pedagogical issues for developing interactive Web pages to update data in databases. Emphasis will be on the use of Internet Information Server (ISS). Prerequisites: CIS 320 and 325.

CIS 430 Computer Architecture (3) This course focuses on RISC and CICS design storage hierarchies, high performance processor design, pipelining, vector processing, networks, and performance analysis. Prerequisites: CIS 350 and 355.

CIS 435 Modeling and Simulation (3) This course covers the theoretical foundations and practical problems for the modeling and computer simulation of discrete and continuous systems. Simulations languages, empirical validation, and applications in computer science will also be discussed. Prerequisite: CIS 350.

CIS 470 Project Management (3) This course focuses on the planning, scheduling, and control activities involved in managing projects, especially information systems projects. The development of a project organization and project teams is also covered. Emphasis is placed on the use of project planning and control techniques, including computer software. Prerequisites: CIS 282 and MIS 360.

CIS 475 Systems Analysis and Design (3) This course covers the topics involved in systems design and analysis, including the systems development cycle. An iterative approach of design and analysis is used, while prototyping and other alternative strategies are discussed. Documentation of software projects is discussed. Current software tools are integrated into the course, e.g., data flow systems, version control systems, etc. Prerequisites: CIS 281 and MIS 360.

CIS 495 Internship (4 total) This course provides students with experience in a working environment with outside clients. Students will usually work for an organization in an information systems or computer sciences position. This course should be taken with senior standing in the major.

## **COMMUNICATION**

COMM 111/112 Interpretive Speech (offered on opposite years) (2, 2) These courses introduce basic communication skills that communicate various kinds of literature. Interpretive readings provide opportunity to improve vocal quality, diction, expressiveness, as well as nonverbal aspects of communication. Empathy, identity, and community are experienced through oral interpretation. COMM 111 focuses on various kinds of literature while COMM 112 emphasizes the interpretation of the Bible.

COMM 121/122 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument. (May be repeated for credit.)

COMM 205/405 Reading and Conference (1-3) Studies individually designed for students who desire instruction, projects and readings in a specific area of communication. (May be repeated for credit.) Prerequisite: Instructor's consent.

COMM 207/407 Communication Seminar (1-3) Addresses specific communication issues in a seminar format. Directed independent learning through reading, writing, projects and dialogue. Topics may change each semester. (May be repeated for credit.)

COMM 211 Introduction to Communication (3) Students will learn basic communication skills for practical improvement of the communication process. The course provides a foundation for understanding and implementation of communication in a variety of contexts including: interpersonal, small groups and public speaking. Integration of faith in a competent humane manner is emphasized as we communicate effectively. (Satisfies the Communication elective requirement in the General Education Core.)

COMM 212 Principles of Storytelling and Public Speaking (4) Students will learn how to prepare and deliver effective public speeches, presentations and narratives. Development of speaking, critical thinking, clarity of ideas, articulation of content, listening, storytelling and adaptation to the audience will be emphasized. (Satisfies the Communication elective requirement in the General Education Core.)

COMM 220 Intercultural Communication (3) A study in the problems of effective communication of concepts across cultural barriers, values and worldviews. Prerequisites: SOC 200 or ANTH 210, and COMM 211 or 212 or 260, or instructor's consent.

COMM 221/222 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument. (May be repeated for credit.)

COMM 260 Mass Media Law and Ethics (4) A brief overview of mass media issues and the influence media has on audiences. Students study mass media law and ethics in terms of movies, newspapers, radio, television, magazines, the Internet, etc. Christian ethics are applied to pop cultural trends as well as our use of media in communication. (This course meets diversity study requirements and satisfies the communication elective requirement in the General Education Core.)

COMM 270 Foundations of Public Relations (3) (offered every other year) Introducing the field of public relations in profit and non-profit organizations with an overview of the challenges and responsibilities of public relations professionals. (Satisfies the Communication elective requirement in the General Education Core.)

COMM 280 Acting (3) (offered as needed) A class for developing skills in communicative arts closely related to drama; practice in acting exercises and public reading of dramatic literature.

COMM 321/322 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument (can be repeated for credit). Prerequisites: Earning junior status in forensic competition.

COMM 330 Interpersonal Communication (3) This course seeks to develop the student's understanding of, and ability to use, interpersonal communication skills. While emphasizing the fulfilling nature of intimate communication, the course will lead students to understand the nature of communication within relationships.

COMM 340 Rhetorical Criticism and Argumentation (3) Students enrolling in this course will learn both classical and contemporary approaches to rhetorical criticism. Discussions focus on both written and oral forms of persuasion with special attention given to rhetoric as it applies to homiletics as well as great orators throughout history. Students will also spend time learning and practicing tactics in parliamentary debate. All students will be required to participate in an in-class debate tournament at the end of the term.

COMM 351/352 Writing for Publication I/ II (3, 3) Two-course sequence with a general introduction to writing for the mass media (including radio, television, Internet, book, newspaper and magazine contexts) and then an in-depth analysis of journalistic reporting, writing and editing. Student will write with the objective of being published whether in newspapers, magazines or electronic media. (offered every other year). Prerequisites: COMM 211 or 212 or 260, and a writing course or instructor's consent.

COMM 407 Special Topics (3)

COMM 421/422 Forensics (1) Oral interpretation, public speaking, and debate team. Designed to give students practical instruction and skill in clearly articulating eloquent argument (can be repeated for credit). Prerequisite: Earning open status in forensic competition, or instructor's consent.

COMM 430 Nonverbal Communication (3) (offered every other year) Introducing students to practical applications of research findings and theories of nonverbal communication with particular emphasis on how they influence visual, vocal, temporal, and spatial cues. Prerequisites: C 211 or 212 or 260 and a writing course, or instructor's consent.

COMM 440 Organizational Communication (3) This course focuses on the principles and concepts of communication in church and business organizations, with particular emphasis on upward, downward, horizontal channels to convey information and coordinate activities in furthering the organization's mission. Prerequisites: One communication course and one writing course, or instructor's consent.

COMM 450 Persuasive Rhetoric (4) A study of the concepts, methods, and standards of public speaking with emphasis on audience analysis, evidence, argument, attitude change, and psychological appeals in persuasive communication. Prerequisites: Two writing courses and two communication courses, or instructor's approval.

COMM 460 Technology, Change, and Communication (3) This course requires students to explore how advancements in technology have impacted the way we communicate. Students read and analyze literature pertaining to sociological shifts in communication all through the lens of the Christian faith. Students also explore podcasting and blogging.

COMM 480 Applied Journalism (1-4) Working to produce real publications for the school in any journalism-related area (newspaper, yearbook, literary journal, web site, newsletters, promotions, press releases...). Students will gain real-world experience producing, editing and writing. (May be repeated for credit.) Prerequisites: COMM 211 or 212 or 260 or 270, and a writing course, or instructor's consent.

COMM 495 Internship (1-3) This course is designed to give students practical work in a professional setting. Required of Communication majors, others must have consent of instructor.

COMM 499 Senior Capstone (2)

## **ECONOMICS**

ECON 201 Microeconomics (3) This course is an introduction to microeconomics, both business and personal. Topics include opportunity cost, the market system, supply and demand, cost, competition, monopoly, oligopoly, labor markets, and public goods. Prerequisite: Knowledge of elementary algebra.

ECON 202 Macroeconomics (3) This course is an introductory course in macroeconomics. Topics of business and personal concern including business cycles, inflation, unemployment, banking, monetary and fiscal policy, the balance of payments, and economic growth are examined. Prerequisite: ECON 201.

## **EDUCATION**

EDUC 110 Foundations of Education (3) Foundations of Education is a comprehensive overview of the history of education and curriculum development and design. It is a course investigating historical, economic, legal, and philosophical foundations to provide pre-service teachers with a clear understanding of the events and leaders who preceded the issues and controversies confronting American education today. Course content will include an examination of curriculum foundations and the theory of a variety of curricular models. NCC's service learning is embedded in this course, and students complete 15 hours of service in area schools as part of the course grade.

EDUC 210 School Diversity (3) School Diversity is designed to be an introduction to understanding the complex and diverse communities represented in our contemporary schools. This class facilitates student growth in intercultural skills. It is designed to lead students through a program that provides ample opportunity for exposure to a variety of educational settings and perspectives. The projected outcome is a student who engages in effective interactions with people from diverse cultures. The means for assessing and evaluating student performance in this class consists of active participation in class, a narrative log of experiences in a variety of settings, and critical response papers to readings and guest speakers from representatives of diverse cultures. Documentation of student growth in cultural competence is through the development of a reflective journal.

EDUC 220 Orientation to Teaching (3) This course is a time to discover your enthusiasm for teaching. You will gain valid knowledge of what is involved in a teaching career and will explore the question; "Is teaching for me?" Along the way, you will explore your personal commitment, motivation, and vision for your role as a teacher in service to children. The process of teacher licensure in the state of Oregon will be addressed in regards to the various authorization levels; Early Childhood (EC), Elementary (EL), Middle Level (ML) and High School (HS). You will also take part in the entire process for application to the Department of Education to begin the licensure program upon the successful completion of this course. NCC's service learning is embedded in this course, and students complete 15 hours of service in area schools as part of the course grade. This is a program requirement for NCC students given that the service learning component is embedded in this course. AAOT and those transfer students entering with junior status are exempt.

EDUC 230 Technology for Teaching (2) This course provides information and develops skills in selecting, producing and integrating technology to support teaching and learning. Primarily an online course, students learn how to support reading, writing, and math instruction in an educational setting. Students learn to critically review student and teacher software applications and identify Internet resources to support curriculum and instruction.

EDUC 305 Reading and Conference (2) This independent study course requires Dean approval. The student collaboratively develops a learning contract to learn about a specific educational topic and demonstrates understanding through reading, research, and a demonstration project.

EDUC 313 Curriculum, Instruction and Assessment (3) This course is designed to guide future teachers to develop skills in designing and organizing lessons and curricular units that involve students in developmentally appropriate learning activities. Students learn and practice a variety of instructional structures, methods, and models including direct instruction and cooperative learning strategies. A study of informal and formal assessment methods includes the cycle of reflective teaching inherent in pre-and post-assessment of learning goals. Students apply the basic components of the work sample by developing a modified work sample. Students become knowledgeable about the Oregon Standards and Benchmarks and create an original unit of study.

EDUC 315/325/355/365 ECE/ELE/ML/HS Junior Field Experience (2) Students observe, expand, and extend upon the elements of curriculum and learner outcomes as these are presented in area classrooms at their respective authorization level. Focused assignments are presented in classes and must be completed during this field experience. The use of personal reflection to critically analyze theory in relation to practice is emphasized.

EDUC 321 Classroom Relations & Management (3) Classroom management approaches and techniques for elementary, middle and high school students are taught with an emphasis on relational factors that contribute to behavior changes. The logistics of managing transitions and learning spaces, preventative strategies supported by classroom routines and protocols, and problem solving methods are presented. Students review social skills curriculum and approaches to character education. Advisory programs, classroom meetings, and peer mediations are some of the constructs taught as additional supports at the secondary level. Students learn to communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities. Students develop a "Classroom Management Plan" as a precursor to this work sample component.



EDUC 330 Child Development (3) This course is designed to introduce students to developmental perspectives of elementary age and early adolescent children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive development is explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 335/345/375/385 ECE/ELE/ML/HS Junior Field Experience (2) Students observe and reflect upon instructional strategies and assessment methods, as these are evident in area classrooms. Focused observation assignments are presented in classes and must be completed during this field experience. The use of personal reflection to critically analyze theory in relation to practice is emphasized.

EDUC 340 Elementary Literacy Methods (3) This course provides methods and materials for language arts teaching in the areas of reading and writing, with an emphasis of decoding using phonics, syntax, and morphology, fluency, and comprehension. Special attention is paid to the assessment of student performance and learning needs. Pre-service teachers will determine developmentally appropriate content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.

EDUC 350 Elementary Math & Science Methods (3) This course examines and utilizes national standards and Oregon state standards for mathematics and science at the elementary authorization level. A large portion of the course will focus on developmentally appropriate practices to enhance conceptual knowledge, process skills, and application of concepts.

EDUC 360 Language Arts in Middle & High School (2) Students learn strategies for teaching the language arts with emphasis on reading and writing in the content areas. Students learn methods for integrating instruction in support of inferential and evaluative comprehension.

EDUC 366 Secondary Science Methods (2) This course introduces beginning educators to the standards, strategies, resources and technology appropriate to science curriculum and instruction at the secondary level. Particular emphasis is placed on state standards, research-based teaching and evaluation methods, and issues regarding the safe management of a laboratory classroom.

EDUC 367 Secondary Math Methods (2) This course examines and utilizes national standards and Oregon state standards for mathematics and science at the secondary school authorization level.

EDUC 368 Secondary Social Studies Methods (2) It is the intent of this course to help prospective teachers build a perspective for judging the appropriateness of social studies teaching activities and to develop, teach, and evaluate social studies courses at the middle and high school levels. The essential question addressed in the course is, "How do you teach social studies?" Teaching strategies are presented that help learners work through the interplay of facts, concepts, and main understandings that enable them to learn knowledge in social studies.

EDUC 370 Adolescent Learners (3) This course is designed to introduce students to developmental perspectives of middle and high school age children and the learning theories as they apply to different ages. Personal, social, moral, and cognitive developments are explored. The study of learning theories includes behavioral, social, and cognitive approaches. The implications of developmental theories are explored including impacts on interests, motivation, and achievement with emphasis given to the role of the family, socialization, and the supportive influence of teachers and schools, including the needs of at-risk and exceptional learners. As students apply concepts from the class, they are encouraged to consider cultural and individual differences in development and learning styles.

EDUC 380 Ecology of Schools (3) Students study the levels of influence on schools with attention to the factors that promote or create potential barriers to teaching and learning. Primary emphasis is on school law including student and teacher rights, teacher licensure requirements, and special education law. The implications of the First Amendment will be explored. The Oregon state definition of a competent and ethical educator will be examined in depth. Discussions will include professional standards to interact constructively with colleagues, administrators, support personnel, and parents. Pre-service teachers will become aware of, and act in accordance with, school policies and practices.

EDUC 407 Faith Integration in Teaching Seminar (3) Students network each week to share and support each other in the development and implementation of their second (major) work sample. This course also provides the support and encouragement and involves the search of a personal definition of the integration of faith and teaching in a public setting as an integral part of curriculum. Students replicate professional work by designing typical communicative materials expected of first year teachers.

EDUC 420 P.E. & Health Methods (2) This required specialized academic education course is designed for the study of methods, materials, and practices of teaching physical education and health to elementary school children. Emphasis is given to the teacher's responsibilities in the areas of health services, healthful school environment, and instruction in a comprehensive school health and wellness program.

EDUC 430 Visual Arts & Social Studies Methods (2) Fine Arts Methods is designed to assist students in developing integrated curricula that are based on concepts drawn from social studies and the fine arts. Students will develop differentiated lesson plans for exceptional learners, and for students with varying cultural, social, linguistic and socio-economic backgrounds. Special emphasis will be placed on identifying appropriate Social Studies methods and strategies for integrated and differentiated instruction, which support the Oregon Standards and Benchmarks.

EDUC 435 Second Authorization Practicum (3) This school-based practicum takes place in the student's second age-authorization level and extends classroom instruction through the development of a minor work sample with supervised support. Students will use a variety of research-based educational practices that reflect how students learn and are sensitive to individual differences and diverse cultures.

EDUC 436 Practicum Networking (1) Concurrent with EDUC 437, Work Sample Support & Differentiation, this class meets weekly for student teachers to share and problem solve in a collegial manner. Considerable time is devoted each week to portfolio and career development with the support of the NCC Career Center.

EDUC 437 Work Sample Support and Differentiation (2) Taken concurrently with EDUC 436, Practicum Networking, this course is designed to assist future teachers to apply the curricular, instructional and assessment strategies learned in previous courses as the student develops and implements their first (minor) work sample. Students learn about the learning needs of special populations in today's schools including special needs students, talented and gifted learners, and learners who are speakers of other languages. Work sample development will reflect adaptations for students with varying cultural, social and linguistic backgrounds to forward the equitable application of a variety of instructional strategies, assessment methods, and classroom management systems with regard to the demographics of classroom and school communities.

EDUC 495 Student Teaching I (4) Starting the school year and continuing in a single classroom, second year students provide small group and whole class instruction and participate in building-level activities, staff development experiences, and parent-teacher conferences. Pre-service teachers work to emphasize instructional techniques that promote critical thinking and problem solving and that encourage divergent, and well as convergent, thinking.

EDUC 496 Student Teaching II (12) This class is a continuation of ED 495, Student Teaching I, including the gradual responsibility for classroom instruction. This culminating experience provides a demonstration of students' knowledge and skill in the preparation, implementation, and assessment of instruction that includes a positive classroom environment that employs developmentally appropriate practices and the use of technology. Pre-service teachers will monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

## **ENGLISH**

ENG 220 Introduction to Fiction (3) This course presents a survey of narrative fiction and narrative forms, primarily from the eighteenth century until the present. Readings will include both recognized "classics" and works selected to demonstrate the truths fiction can draw from a variety of cultures and perspectives.

ENG 230 Introduction to Poetry and Drama (3) This course presents a survey of both poetry and drama with a focus on major literary movements. Students will examine significant works of world drama with a close study of dramatic construction. Students will also become familiar with poetic techniques considered theoretically and practically in relation to problems of form and significance: meter, rhyme, image, metaphor, stanzaic patterns, etc.

ENG 301 Survey of American Literature (3) This course offers a study of authors and works important to the development of a distinctive United States literature, primarily from the nineteenth and twentieth centuries, a period of democratic social upheaval and experimental cultural nationalism. Authors may include Poe, Emerson, Hawthorne, Melville, Dickinson, Whitman, Twain, Frost, Hemingway, Cather, Fitzgerald, Eliot, Hurston, Hughes, and Faulkner. Prerequisites: ENG 220 or 230 or instructor's permission.

ENG 302 Survey of British Literature (3) This course offers students a broad view of literature produced in Great Britain from the time of Beowulf and the Celtic legends to the present. Emphasis will be placed on major literary movements and those works that make British literature unique. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 310 English Grammar & Syntax (3) Students in this course will study the syntax of English, focusing on the structure of the language, linguistic analysis, stylistics and usage. A basic knowledge of critical language functions are explored with a view to improvement in grammar and style in writing and applying this knowledge to the teaching of English, either for second-language learners or K-12 students. Prerequisite: WR 121.

ENG 320 The Bible as Literature (3) This course offers extensive reading in English translations of the Hebrew Bible and the New Testament, with emphasis on literary forms and ideas. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 330 Children's Literature (2) Students will approach the relatively modern genre of Children's Literature from a literary and social perspective. Topics covered may include: folklore, oral literature, fantasy, allegory, ethics and literature. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 340 World Literature (3) This course presents a comparative approach to literature produced in differing societies and time periods. Attention will be paid to the cultural context of each work in an attempt to trace major literary movements as they appeared worldwide. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG/PHL 350 Philosophy in Literature (3) This course is a selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prerequisites: one philosophy course. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 407 Selected Topics in English Literature (3) Topics will vary according to student interest and professors' areas of expertise. This course will allow students to examine a specific area of literary study in depth. Possible topics include (but are not restricted to) American Transcendentalists, contemporary poets, Shakespeare, Romanticism, the nineteenth-century British novel, the epic, mythology, classics, creative writing, regional literature, and specific authors. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 420 Literature and World Religions (3) This course will study literature as it has been influenced by the world's major religions. Students will read and interpret literary works (poems, novels, and plays) with special attention to the religious issues they address and/or the way they engage the Bible. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 430 History of the English Language (3) A survey of the historical development of English from the Anglo-Saxon period to the present, including a consideration of the concept of language, the Indo-European system, lexicography, and issues of American English. Prerequisite: ENG 220 or 230 or instructor's permission.

ENG 499 Senior Capstone(2) This guided research project culminates in a presentation to the graduating class and faculty near the end of the student's final semester. Offered annually. Prerequisite: Open only to majors in their final year.

## **EXERCISE SCIENCE**

EXSC 310 Kinesiology (3) Introductory class for students with a basic knowledge of anatomy and physiology. Human movement will be related to anatomical structure and mechanical principles; kinesiological analysis by means of a motor skills classification system and an outline for a systematic analysis that includes description, evaluation, and prescription will be explored. Emphasis will be on the respiratory, cardiovascular and neuromuscular systems in terms of their involvement during exercise and their adaptation to different types of training.

EXSC 320 Exercise Physiology and Neuromuscular Conditioning (3) Basic principles and foundations of physiology as related to fitness and performance. Biochemical pathways of metabolism as related to exercise, fuel selection, body temperature regulation and acid base balance, exercise programs for special populations, training for performance, neuromuscular conditioning, in-depth analysis of muscle structure and function, and adaption of muscle to weight training, endurance training. Additional concepts such as flexibility, muscle regeneration, and muscle reaction to injury will be explored.

EXSC 410 Biomechanics (3) Mechanical laws and principles will be applied to motion of the human body: forms of motion, linear and angular kinematics and kinetics. Topics include analyses of projectile-related activities, aerodynamics in sport, balance related activities, throw and push patterns, and qualitative and quantitative analysis of sport activities.

EXSC 495 Internship (1-3)

## **FIRST-YEAR SEMINAR**

FYS 101 First-Year Seminar (1) This course is designed to help students adjust to their new educational environment and to lay the foundation for a productive and successful educational program at NCC. This course addresses academic preparedness and transitional issues for first year college students. (P/NP option only)

## **GENERAL SCIENCE**

GS 110 Science, Technology & Society (2) This course explores concepts in science and technology and their effects on our society. Some of the topics covered will include: nuclear energy, physical and chemical aspects of energy problems, environmental chemistry, pollution, the nature of polymers, molecules of life, the basis of genetics and genetic engineering and health.

## **GEOGRAPHY**

GEOG 310 World Cultural and Political Geography (3) Study of interrelationships between cultures, political units, and geographical boundaries. A comprehensive worldwide coverage with particular attention given to problem areas in world politics.

## **GEOLOGY**

GEOL 110 Introduction to Geology (4) This course explores how rocks and minerals are made, how the earth is structured, and how plates interact to cause earthquakes, volcanoes, and mountain building. Lab work typically includes describing minerals and rocks, using earthquake data, and interpreting simple geologic structures and geologic maps.

GEOL 210 Historical Geology (2) A survey of the history of the earth throughout geologic time. Topics covered include sedimentation, fossils and fossilization (along with the geologic history of North America.), recognizing fossils, interpreting age relationships, using geologic maps and cross-sections as tools to interpret earth history.

GEOL 310 Meteorology/ Oceanography (3) The first part of the course will analyze fundamental physical processes of the atmosphere; their relationships to the daily weather pattern and weather forecasting in the U.S weather systems; atmospheric temperature, pressure, and humidity; and provide tools for interpretation of weather maps and elements of forecasting. The second part of this semester-long course will take an interdisciplinary approach to studying the ocean by examining physical, biological, and chemical processes. Also, the history of oceanography and its technology; crustal movements, the ocean as a source of mineral resources, and animals living in the ocean will be discussed.

## **GREEK**

GRK 301/302 Elementary Greek (3, 3) An introductory study of the forms, grammar, and syntax of New Testament (Koine) Greek. Exercises and readings will be taken primarily from Mark and John. Students will begin to build vocabulary and to translate simple texts from the New Testament.

GRK 401/402 Intermediate Greek (3, 3) A continuation of GRK 301/302 leading to intermediate reading knowledge. Readings will be drawn from the New Testament, the Septuagint, the Apostolic Fathers, and other Hellenistic Greek texts. Prerequisites: GRK 301/302.

## **HEBREW**

HEB 301/302 Classical Hebrew for Beginners (3, 3) A study of classical Hebrew grammar, vocabulary in context, and biblical use of words with readings in the Masoretic text.

HEB 401/402 Intermediate Classical Hebrew (3, 3) A continuation of HEB 301/302, leading to intermediate reading knowledge. Readings will be chosen to expose students to a variety of literary genres and styles, and to illustrate the historical development of biblical Hebrew. Prerequisites: HEB 301/302.

## **HISTORY**

HIST 207 Special Topics in History (3) (Satisfies a Social Science requirement in the General Education Core.)

HIST 330 History of Christianity (4) An historical survey of Christianity from early beginnings to the present, including special focus on the Patristic age, the Medieval Church, the Reformation, and modern developments.

HIST 350 American Public Discourse (3) An examination of contemporary public discourse in America. The course provides opportunity to study various religious, social, and political settings for rhetorical implications; historical personalities prominent in American public address receive attention. Prerequisites: IDS 101/102.

HIST 370 Ancient Near Eastern and Mediterranean Civilizations (3) The primary purpose of this course is to explore the political, social, economic, cultural and religious contours of ancient civilizations that arose in the Near East (Mesopotamia, Egypt, and Syria-Palestine) and those that arose around the Mediterranean Sea (Greek, Hellenistic and Roman). We will investigate how these civilizations emerged individually in response to their unique geographical, political and economic circumstances and also what were the modes and consequences of their interaction with one another. Some attention will be paid to the question of the cultural legacy of these ancient civilizations on modern society (religion, art, law, government and administration, philosophy, medicine, literature, science, diet and language) and also how these ancient civilizations compared with those in other parts of the world such as ancient India, China and Asia. Prerequisites: IDS 201/202.

HIST 380 Modern European Culture and the World (3) The purpose of this course is to examine the development of modern Europe from the Renaissance to the present with special emphasis given to its interaction with the rest of the world (particularly the Americas, Asia and Africa). We will explore the stages by which Europe became dominant in the world through exploration, conquest, colonialism and economic imperialism, how key developments in early modern Europe (e.g., demographic, religious, economic, technological, political, social, philosophical/ideological) impacted other parts of the world, and how Europe both affected and was affected by world events in the twentieth century (e.g., World Wars I and II, rise of international Communism, the Great Depression, de-colonization, the Cold War, privatization, globalization). Prerequisites: IDS 201/202.

HIST 405 Reading and Conference on Selected Topics in History (1-3)

HIST 430 History of American International Relations (3) The purpose of this course is to examine the history of America's international relations in the period from the Revolution to the present with attention to the important events, persons, and ideologies that have shaped American foreign policy and practice. Prerequisites: IDS 101/102.

### **INTERDISCIPLINARY STUDIES**

IDS 101/102 Ideas Matter: Engaging American Thought and Culture (3, 2) This series of first-year courses explores the ideas that are key to the development of the American experiment with democracy. An examination of Christianity's stake in this development is held up as a central concern around the themes on which the "Ideas Matter" courses focus. An emphasis is placed on the diverse religious, literary, cultural, artistic, historic, and political expressions of those individuals excluded from, as well as included in, the initial compact of citizenship in the emerging republic. With attention to the American context, major movements in religion, science, government, philosophy, economics, etc. are treated as part and parcel to the concerns of these courses.

IDS 111 Appreciation of American Literature (2) This course examines selected works and authors from American Literature. IDS 111 is a co-requisite with IDS 102.

IDS 112 Appreciation of American Art (2) This course studies selected works and artists that are distinctly American. IDS 112 is a co-requisite with IDS 102.

IDS 113 Appreciation of American Music (2) This course studies the variety of musical forms that are distinctly American. IDS 113 is a co-requisite with IDS 102.

IDS 114 Principles of American Government (2) This course studies the foundational documents and the political system that emerged in America after the Revolution. IDS 114 is a co-requisite with IDS 102.

IDS 115 Appreciation of American Drama (2) This course explores and analyzes selected American dramas for the purpose of identifying themes that reflect as well as contribute to the distinctly American identity. IDS 115 is a co-requisite with IDS 102.

IDS 201/202 Ideas Matter: Engaging World Thought and Culture (3, 3) Like the first-year "Ideas Matter" sequence, this second-year series of courses explores foundational themes in the diverse religious, literary, cultural, artistic, historic, and political expressions that have shaped the world. Major movements in religion, science, government, philosophy, economics, etc. are treated as part and parcel to the concerns of these courses.

IDS 495 Internship (1-3) This course is designed to give students practical work in a professional setting. Required of IDS and Humanities majors.

## **LINGUISTICS**

LING 310 Introduction to Linguistics (3) An introduction to the fields of phonetics, phonology, morphology, sociolinguistics, language acquisition, and foreign cultures. This course is foundational to all other courses in linguistics and the TESOL Program.

LING 410 TESOL Theory and Methods (3) A foundation course of the TESOL Program, it focuses on theory and methods of teaching English to speakers of other languages. A study is made of major language acquisition approaches and techniques in teaching listening, speaking, reading and writing. Off-campus fieldwork is a strong component of this course.

LING 420 TESOL Application and Literate Skills (3) A practical extension of LING 410, this course helps the student develop ESL materials, prepare lesson plans, and offers opportunities for practice teaching in the classroom. A second major component is the examination and practice of reading and writing teaching methods for non-native speakers, and assessment/evaluation processes for all language skills.

LING 430 TESOL Teaching of Oral Skills (3) This course focuses on the teaching of oral/aural English to non-native speakers. Current techniques and resources will be used to formulate materials and lesson in teaching oral skills. Listening skills, speech patterns, pronunciation analysis and corrective measures toward oral English improvement will be examined.

LING 495 TESOL Internship (3) The capstone experience of the TESOL Program, the Internship gives students hands-on experience in an authentic language learning classroom. Under joint supervision of NCC faculty and an on-site classroom teacher, opportunities are provided to actualize previous studies in the above courses. A compilation of ESL materials and a journal are key course components.

## **MANAGEMENT INFORMATION SYSTEMS (MIS)**

MIS 360 Management of Information Technology (3) The focus of this course is how to manage information technology in today's global environment. Topics include technology (hardware and software), applications (end user, operations, managerial decision making, and strategy), and the development and management of information technology in business situations, including ethical considerations and the global environment. Prerequisite: BUS 310.

## **MATHEMATICS**

MATH 70 Beginning Algebra Review (3) Reviews beginning algebra. Topics include operations with signed numbers, polynomials, and rational expressions; solving and graphing linear equations; exponents, square roots, and the Pythagorean Theorem. Emphasis on problem solving with numerous applications. This course does not satisfy the math requirement or any other graduation requirement.

MATH 96 Intermediate Algebra (4) Solving, graphing, and modeling with linear equations, linear systems, quadratic equations, and exponential equations with numerous applications. This course does not satisfy the math requirement or any other graduation requirement. Prerequisite: Math 70 or equivalent.

MATH 105 Introduction to College Mathematics (3) Survey of applications of mathematics, including set theory, probability, statistics, study of growth with applications to finance, exponential and logarithmic functions, and mathematical modeling. Prerequisite: Math 96 or equivalent.

MATH 110 College Mathematics (4) Survey of applications of mathematics, including logic, set theory, probability, statistics, finance, geometry, and exponential and logarithmic functions with applications to finance, exponential growth and decay using mathematical modeling. Prerequisite: Math 96 or equivalent.

MATH 130 Precalculus (4) Equations and graphs; polynomial, exponential, and logarithmic functions; elementary topics from modeling; basic analytical geometry and trigonometry. Prerequisite: MATH 96 or equivalent.

MATH 211/212 Mathematics for Elementary Teachers (3, 3) The mathematics elementary teachers need to understand. Topics include: problem-solving, sets, numeration systems, whole numbers, algorithms for operations, rational and real numbers, axioms, plane and solid shapes and surfaces, and probability. A two-semester sequence. Prerequisite: MATH 96 or equivalent.

MATH 220 Classical Geometry (3) This course introduces students to topics in Euclidean and Cartesian geometry in two and three dimensions, including symmetry, constructions, investigations, proofs, and challenging problems. Prerequisite: MATH 130 or equivalent.

MATH 230 Discrete Mathematics (3) Topics include sets, set operations, scientific notation, number bases, elementary symbolic logic, induction, recurrence relations, functions, algorithms, and graph theory. Prerequisite: MATH 130 or equivalent.

MATH 251/252 Calculus I, II (4, 4) A two-semester sequence that focuses on the study of differential and integral calculus. Topics include differentiation, the fundamental theorem of calculus, techniques of definite integration, sequences and series, including Taylor's theorem. Applications to the sciences throughout. Prerequisite: MATH 130 or equivalent.

MATH 315 Applied Statistics (3) A study of basic descriptive and inferential statistics with emphasis on applications in business and the social sciences. Topics include the role and use of statistics; tables and graphs; numerical descriptive methods; probability; discrete, continuous, and sampling distributions; confidence intervals; hypothesis testing; analysis of variance; contingency tables, and simple linear regression. Prerequisites: MATH 105 or higher and CIS 121.

MATH 320 Linear Algebra (3) Topics include systems of linear equations and matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: MATH 252.

MATH 325 Differential Equations (3) Introduction to ordinary differential equations with emphasis on first and second order equations. Also included are systems of linear differential equations, Laplace transforms, and numerical methods. Some partial differential equations may be introduced. Prerequisite: MATH 252. Recommended: MATH 320.

MATH 330 Elementary Number Theory (3) An introduction to the study of the integers and related objects. Topics include divisibility, primes, the Euclidean algorithm, congruences, and diophantine equations, with proofs throughout. Prerequisite: MATH 252.

MATH 335 Classical Geometry (3) Topics in Euclidean and Cartesian geometry in two and three dimensions. Investigations, symmetry, constructions, proofs and challenging problems.

MATH 340 Modern Geometry (3) Topics in Euclidean, non-Euclidean, and finite geometries. Includes transformations, axioms, models, proof, and disproof. Prerequisite: MATH 252.

MATH 345 Modern Algebra (3) An introduction to some algebraic structures that are like the integers, polynomials, and rational numbers, and to some important abstract concepts, including homomorphism, isomorphism, substructure, and quotient structure. Prerequisite: MATH 252. Recommended: MATH 330.

MATH 355 Multivariable Calculus (3) A study of calculus in more than one variable, including functions in three-dimensional space. Topics include analytical geometry, vectors, dot product, cross product, partial differentiation, maxima-minima problems, gradients, optimization, multiple integrals, curl and divergence, line and surface integrals. Prerequisite: MATH 252.

MATH 365 History of Mathematics (3) A study of mathematics as it has developed over time, from ancient to modern. Emphasis on key concepts and people in the development of mathematics throughout the world. Prerequisite: MATH 251.

MATH 407 Special Topics in Mathematics (3) This course would carry a title reflecting the subject or subjects studied and/or the nature of the class structure. Prerequisite: Math 252.

MATH 411/412 Real Analysis I, II (4,4) A two-semester capstone sequence for seniors. A rigorous treatment of the properties of the real numbers and functions of a single real variable. Topics include completeness, limits, continuity, differentiation, integration, sequences, and series. Additional topics may include an introduction to Euclidean or metric spaces, sequences, and series of functions, Fourier series, the Riemann-Stieltjes integral, and functions in several variables. Prerequisite: MATH 355. Recommended: MATH 345.

MATH 420 Topology (3) An introduction to fundamental concepts in point-set topology. Topics include open and closed sets, continuity, connectedness, compactness, separability, and metric spaces. Prerequisite: MATH 345.

MATH 430 Advanced Probability and Statistics (3) An extended study of probability distributions and inferential statistics. Topics include multiple linear regression as well as nonlinear regression analysis, analysis of variance and design of experiments, methods for categorical data, non-parametric methods, and advanced sampling methods. Prerequisite: MATH 315 & 320.

MATH 450 Complex Variables (3) Complex numbers and functions of a complex variable. Topics include limits, differentiability; Cauchy's theorem; power series, Laurent series, residue theorem with applications, maximum modulus theorem, conformal mapping and applications. Prerequisite: MATH 355.

MATH 495 Internship (3) Students will work in business, industry, government, or other agencies applying mathematics tools to problems.

### **MUSIC - CLASS GUITAR**

MCG 100 Class Bass Guitar (1) Learn to play bass guitar, without note-reading, to praise songs in a variety of styles. Emphasis on scales, keys, and style patterns. Size limit: 4-6 students.

MCG 101 Class Guitar I (1) Emphasis on learning chords and playing praise songs with simple chords and picks. An introduction to the four easy guitar keys. Size limit: 4-10 students.

MCG 102 Class Guitar II (1) A continuation of beginning guitar. An introduction to bar chords, bass notes, transposing, and more intricate strums and picks. Emphasis on performance and good practice habits. Size limit: 4-10 students. Prerequisite: MCG 101, or instructor's consent.

MCG 103 Class Guitar III (1) A continuation of Guitar II, which may include more songs with bar chords, bass line, transposition, using a capo, finger picking and beginning lead guitar. Course goals will be determined by the students and instructor, culminating with a performance by each student at the final. Size limit: 4-10 students. Prerequisite: MCG 102, or instructor's consent.

### **MUSIC - CLASS PIANO**

MCP 101 Class Piano I (2) An introduction to piano designed to train students to read and play piano music with hands together. Provides training in reading musical notation, ear training, performance and keyboard technique. Size limit: 4-6 students.

MCP 102 Class Piano II (2) A continuation of beginning piano. Emphasis on performance, effective practice, learning scales, and chords. Size limit: 4-6 students. Prerequisite: MCP 101, or instructor's consent.

MCP 103 Class Piano III (2) MCP 103 is a continuation of MCP 102. It is designed to help students continue to develop a basic comprehension of reading and playing piano music. This class will provide guidance for students preparing for music ministry in the church or community. The class provides training in reading musical notation, interpretation, terminology, performance, technique and theory. For music majors, non-majors, and any student who wants to improve their beginning piano abilities. Size limit: 4-6 students. Prerequisite: MCP 102, or instructor's consent.

### **MUSIC - CLASS VOICE**

MCV 100 Class Voice (1) A voice class for beginners that covers the basics of good singing: posture, breathing, support, resonance, vowels, and musicianship. Size limit: 4-10 students.

### **MUSIC - PRIVATE GUITAR**

MG 171/271/371/471 Private Guitar for Non-Majors (1) Guitar instruction geared to the level and interests of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester and year; for example, a sophomore in spring semester would enroll in MG 272. Prerequisite: consent of instructor.

MG 172/272/372/472 Private Guitar for Non-Majors (1) Guitar instruction geared to the level and interests of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester and year; for example, a sophomore in spring semester would enroll in MG 272. Prerequisite: consent of instructor.

MG 181/281/381/481 Private Guitar for Majors (1) Private guitar instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

MG 182/282/382/482 Private Guitar for Majors (1) Private guitar instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.



## **MUSIC - PRIVATE PIANO**

MP 171/271/371/471 Private Piano for Non-Majors (1) Piano instruction geared to the level and interests of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester and year; for example, a sophomore in spring semester would enroll in MP 272. Prerequisite: consent of instructor.

MP 172/272/372/472 Private Piano for Non-Majors (1) Piano instruction geared to the level and interests of the student. Goal-setting for the semester, sequential study, and final performance. Students enroll by semester and year; for example, a sophomore in spring semester would enroll in MP 272. Prerequisite: consent of instructor.

MP 181/281/381/481 Private Piano for Majors (1) Private piano instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

MP 182/282/382/482 Private Piano for Majors (1) Private piano instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Prerequisite: consent of instructor.

## **MUSIC**

MUS 100 Music Fundamentals (2) A study of the basic elements of music including notation, major and minor scales, time classifications, key signatures, intervals, primary triads and basic music terminology. No previous music training is necessary. The course prepares students for MUS 101 Music Theory.

MUS 101 Music Theory I (3) This course is a theoretical study of the basic elements of diatonic harmonic materials. It includes a review of the fundamentals of music, diatonic triads in all positions, harmonic progression, analysis, harmonization of melodies and original composition. Prerequisite: MUS 100 or equivalent.

MUS 102 Music Theory II (3) A continuation of MUS 101, which is a prerequisite. This course of music theory includes seventh chords, secondary dominants, modulation, borrowed chords, harmonization of melodies, and analysis of music from the common practice period and contemporary composers, and original composition. Prerequisite: MUS 101.

MUS 111 Ear Training I (1) This course is a lab experience in correlated sight singing and aural perception. Sight singing, interval study, melodic and rhythmic dictation work is given as well as supporting work in the music computer lab. This course is taken concurrently with MUS 101 Music Theory I. Prerequisite: MUS 100.

MUS 112 Ear Training II (1) Ear Training II is a lab experience in correlated sight singing and aural perception, a continuation of MUS 111 with increasing depth. Sight singing, interval study, melodic and rhythmic dictation work is given as well as supporting work in the music computer lab. This course is taken concurrently with MUS 102 Music Theory II. Prerequisite: MUS 111.

MUS 120/220/320/420 Concert Choir (1) Preparation and performance of music from a variety of styles and historical periods. Students will be taught proper choral/vocal technique as well as sight reading and interpretive skills. Non-music majors will be allowed up to four hours toward graduation. Prerequisites: audition and consent of instructor.

MUS 124 Community Choir (1) Preparation and performance of music from a variety of styles and historical periods in a large choral setting. Students will be taught proper choral/vocal techniques as well as sight reading and interpretive skills. This is a non-audition choir. There is a mandatory concert at the end of the semester. Strict attendance rules will be enforced. This is a semester commitment. Non-music majors will be allowed up to six hours toward graduation.

MUS 125 Chamber Ensemble/Dickens Carolers (1) Preparation and performance of music from a variety of styles and historical periods. The fall semester includes several Dickens Caroling concerts and appearances. During the Spring semester, the Chamber Ensemble will perform several concerts with the Touring Ensemble. Participation in Community Choir is highly encouraged. Students will be taught proper choral/vocal techniques as well as sight reading and interpretive skills. There is a fee for concert attire at the beginning of the fall semester. This is a full academic school year commitment. Non-music majors will be allowed up to six hours toward graduation. Prerequisite: audition and consent of instructor.

MUS 130/230/330/430 Praise Band (1) An opportunity for instrumentalists to learn and prepare praise music in a jazz band ensemble for performance in chapel and other special projects. Maximum number of credits applicable to graduation requirements: four credits. Prerequisites: audition and consent of instructor.

MUS 140/340 Vocal Ensemble (1) An opportunity for students enrolled in Concert Choir to form other vocal ensembles: trios, quartets, or jazz choirs. Prerequisites: concurrent enrollment in Concert Choir and consent of the instructor.

MUS 150/350 Instrumental Ensemble (1) An opportunity for students enrolled in Praise Band to form other instrumental ensembles: pep bands, quartets, or jazz bands. Prerequisites: concurrent enrollment in Praise Band and consent of the instructor.

MUS 190/390 Drama Workshop (1) An opportunity for students to receive credit for participation in musicals and dramas. May include actors, singers, instrumentalists, and tech crews. Prerequisite: consent of the instructor.

MUS 200 Pop Theory/Songwriting (2) A concise look at music theory as applied to contemporary music: chord theory, song analysis and lead sheet writing. Songwriting basics including lyrics, structure, performance and production. The second half of the class will be in a "workshop" format as members of the class present their songs for the class and the class works on the songs in collaboration. A final project will be a combined performance showcase of class member's songs.

MUS 241/341/441 Touring Ensemble (1) A vocal ensemble hired by the college and trained by the music department for the purpose of constituent relations in the northwest. Participation is open to full-time unmarried NCC students. Prerequisites: audition and successful review of other requirements for employment by the college.

MUS 242/342/442 Touring Ensemble (1) A vocal ensemble hired by the college and trained by the music department for the purpose of constituent relations in the northwest. Participation is open to full-time unmarried NCC students. Prerequisites: audition and successful review of other requirements for employment by the college.

MUS 301/302 Music Practicum (1, 1) Guided leadership experience in a church or community music program; 3-5 hours a week under the supervision of a talented leader. Prerequisite: consent of the instructor.

MUS 311/312 Music Business I/II (2, 2) An in-depth study of the details of the music business, including contracts, copyright and publishing law, recording deals and royalties. A look at the artist and their team: managers, producers, promoters, agents and attorneys. Music in radio, TV, movies and Broadway - past history, future trends. A faith-based look at the demands of the music lifestyle, pitfalls, and ethical issues that music industry members must face.

MUS 321/322 Music History (2, 2) A survey of music from the earliest times to the present, with an emphasis on music of the church. Students will research and present topics as well as perform and listen to musical masterworks. Semester one is a survey until the classic era (1750), and semester two continues to the present.

MUS 351/352 Music Ministry Leadership (3, 3) A two-semester sequence to prepare students for leadership in Christian music ministries. Semester one includes musicianship, praise and worship, arranging, rehearsing and theology. Semester two includes church music administration, conducting, and technology. Prerequisite: MUS 100 or MUS 200.

MUS 360 Career Development in Music (1) A class that will focus on career paths in the music industry. Guests from local music jobs will talk about their careers, qualifications and work journey. Class members will set goals for their job careers, collaborate in their job goals and journal about their progress.

MUS 371/372 Junior Project (1, 1) Development of a 3-5 song CD and a marketing package under the supervision of the Music Industry staff.

MUS 380 Conducting and Orchestrating Styles for the Church Musician (3) Students will study and arrange music for handbell choirs, children's choirs, middle school and high school choirs, and various instrumental ensembles. There will be numerous hands-on opportunities for conducting throughout the semester. Prerequisite: MUS 102.

MUS 381/382/481/482 Worship Arts (1) A course focusing on planning and preparing worship for church, focusing especially on musical worship. A large part of this course will consist of presentations by local church professionals about their current ministry in music and/or the arts.

MUS 411/412 Individual Conducting (1, 1) Guided instruction and mentoring in a variety of conducting and church leadership skills. To be taken concurrently with Field Internship MUS 495.

MUS 421/422 Senior Project (1, 1) Completion of a CD project begun in the Junior year under the supervision of the Music Industry staff. Details to be worked out on an individual basis.

MUS 431 Senior Performance/Tour (2) Senior level students will book, market and oversee artist performance at two to three concerts. Details to be worked out on an individual basis with a member of the Music Industry staff.

MUS 495 Internship (1-4)

## **MUSIC - PRIVATE VOICE**

MV 171/271/371/471 Private Voice for Non-Majors (1) Private voice instruction for non-majors. Emphasis on healthy singing and developing the voice. Students enroll by semester and year; for example, a sophomore in spring semester would enroll in MV 272. Prerequisite: consent of instructor.

MV 172/272/372/472 Private Voice for Non-Majors (1) Private voice instruction for non-majors. Emphasis on healthy singing and developing the voice. Students enroll by semester and year; for example, a sophomore in spring semester would enroll in MV 272. Prerequisite: consent of instructor.

MV 181/281/381/481 Private Voice for Majors (1) Private voice instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Audition required for placement to be done during orientation week or the first week of classes.

MV 182/282/382/482 Private Voice for Majors (1) Private voice instruction in a sequence for music majors. The 300 level culminates in a 1/2 recital, 400 level in a full recital. Audition required for placement to be done during orientation week or the first week of classes.

## **NUTRITION**

NUTR 220 Nutrition (3) A study of how the body takes in and uses the nutrients from food. Food sources, functions, and requirements of the following are discussed: carbohydrates, proteins, fats, vitamins, minerals and water. In addition, digestion, absorption and metabolism of all nutrients are covered. Skills are developed for improving personal eating habits and for evaluating nutrition information in the mass media.

## **PHILOSOPHY**

PHL 110 Introduction to Philosophy (2) An introduction to the perennial issues in Western philosophy, such as knowledge and skepticism, the existence of God, the problem of evil, freedom of the will, and the foundations of morality. Emphasis will be placed on critical thinking and the development of understanding through reasoned argument.

PHL 210 Ethics (3) This introductory course in ethics surveys the history of ethical thought in Western culture. Attention is given to such important movements as utilitarianism, deontology, egoism, and virtue ethics. Some attention is given to contemporary moral problems.

PHL 220 Existentialism (2) The basic ideas of the Christian and atheistic divisions of the existentialist movement are examined in this course, with some attention given to the philosophical situation that generated the existentialist rebellion. Prerequisite: PHL 110 or instructor's consent.

PHL 250 Metaphysics and Epistemology (3) A systematic study of contemporary issues related to the nature of reality. These include universals and particulars, the necessary and the possible, causality, identity through time, and the realism/anti-realism debate. Wherever possible, contemporary views will be related to their classical sources in the history of philosophy. A systematic study of contemporary issues related to the nature of knowledge, belief, and truth. These include warrant and justification, foundationalism, co-herentism, skepticism, perception, memory, and a prior knowledge. Wherever possible, contemporary views will be related to their classical sources in the history of philosophy. Prerequisite: PHL 110 or instructor's consent.

PHL 301 History of Ancient and Medieval Philosophy (3) A study of major philosophical works in the Western tradition from the beginnings of philosophy in ancient Greece to the end of the medieval period, culminating in Aquinas. Offered annually. Prerequisite: PHL 110 or permission of instructor.

PHL 302 History of Modern and Contemporary Philosophy (3) A study of major philosophical works in the Western tradition from Descartes through Hegel in the modern period, and Heidegger, Sartre, Russell, Wittgenstein, et.al. in the contemporary period. Offered annually. Prerequisite: PHL 110 or permission of instructor. PHL 301 is strongly recommended.

PHL 315 Bioethics (3) An in-depth examination of contemporary bioethical issues, such as the definition of a person, determination of life and death, euthanasia, doctor-assisted suicide, abortion and maternal-fetal conflict, prenatal diagnosis and intervention, problems in the physician-patient relationship, new reproductive technologies, research on animals, genetic engineering, and human cloning. Offered occasionally. Prerequisite: PHL 210 or instructor's permission.

PHL 320 Philosophy of Religion (3) A conceptual and analytical survey of the important questions linking philosophy and religion. Students will consider the chief contemporary approaches to justifying religious belief, as well as various non-theistic challenges to that belief. The following questions will be discussed: Are religious claims subject to rational evaluation? What can reason tell us about the nature of God? Can we prove that God exists? Why would a maximally perfect being permit evil and suffering? Is belief in miracles well founded? Is the idea of human survival after death a coherent one? Prerequisites: 6 hours of Philosophy or instructor's permission.

PHL 340 Philosophy of Science (2) An introduction to the central issues in contemporary philosophy of science. Topics include: the definition and limits of science, the nature and kinds of scientific explanation, the formation and use of scientific ideas, paradigm shifts and theory change, options in the realist/anti-realist debate, laws of nature, and the philosophical aspects of evolution. Offered in alternate years. Prerequisites: 6 hours of Philosophy or instructor's permission.

PHL/ENG 350 Philosophy in Literature (3) This course is a selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prerequisites: 6 hours of Philosophy or ENG 220 or ENG 230, or instructor's consent.

PHL 360 Environmental Ethics (2) This course considers the nature and morality of human relationships with the environment (e.g., the nature of value, the moral standing of non-human life). Prerequisite: PHL 210 or instructor's consent.

PHL 407 Special Topics in Philosophy (3) This course provides an opportunity to address a variety of selected topics or authors based in student interest and current trends in philosophy. Topic examples include "Plato and Aristotle," "Kant and Modern Philosophy," or "Philosophical Theology." May be repeated for credit as the topics change. Prerequisites: 6 credit hours in Philosophy or instructor's consent.

PHL 420 Christian Ethics and Social Responsibility (3) This course examines Christian ethics and Christian responsibility in their socio-political and economic arenas. In addition to general theories of ethics, students are expected to become familiar with the ethical teachings of the Hebrew prophets, Jesus, and Paul as well as modern thinkers such as Bonhoeffer, Reinhold Niebuhr, and Stanley Hauerwas. Prerequisite: PHL 210 or instructor's consent.

PHL 430 American Philosophy (2) Historical survey of American philosophy including the work of Franklin, Emerson, Douglass, Peirce, William James, and John Dewey. Prerequisite: junior, senior, or graduate standing. Prerequisite: PHL 301 or PHL 302 or instructor's consent.

PHL 440 African American Philosophy and Literature (2) Survey of 20th century African American philosophy including works by Alain Locke, W. E. B. Du Bois, Bell-Hooks, Angela Davis, and Cornel West. Prerequisites: 6 hours of Philosophy, or ENG 241 and 242, or instructor's consent.

PHL 450 Native American Philosophy (2) Survey of Native American philosophy focusing on methodology, philosophical perspectives in historical traditions, and contemporary Native American philosophy. Prerequisites: 6 hours of Philosophy or instructor's consent.

PHL 499 Senior Capstone (2) This guided research project culminates in a presentation to the graduating class and faculty near the end of the student's final semester. Offered annually. Prerequisites: Open only to majors in their final year.

## **PHYSICAL EDUCATION**

PE 101/201/301/401, 102/202/302/402 Varsity Basketball (men's and women's) (1)

PE 121/221/321/421, 122/222/322/422 Varsity Softball (1)

PE 125 Yoga (1) This course gives basic instruction in Yoga techniques and is designed to promote overall physical health.

PE 126 Aerobics (1) A low impact aerobics class using movement to upbeat music. This course is designed to strengthen the body through overall conditioning techniques.

PE 131/132/231/232/331/332/431/432 Varsity Soccer (1)

PE 141/142/241/242/341/342/441/442 Varsity Cross Country (1)

PE 161 Fitness Conditioning (1) This class is designed to provide a start into a fit lifestyle. Students will learn how to lift weights safely and to incorporate cardiovascular exercises into their workout. The combination of lifting weights with aerobic workouts will keep the heart and lungs in shape, improve energy, and increase the overall quality of life! Individual classes may focus more on specific areas of fitness and conditioning (e.g. running).

PE 162 Ice Skating (1) This course provides instruction in general physical fitness (mind, body, health) including an ice skating fitness emphasis. Cardiovascular conditioning through ice skating exercise activities and other exercise activities will be required.

PE 163 Water Fitness (1) This class provides a high intensity workout using the resistance of water. Instruction will be in the deep water using flotation belts so there will be no impact or strain on any joints. The workout will improve muscle tone, aerobic capacity, flexibility, strength, and endurance. This class is for all levels from the beginner to the elite athlete and can be used to generally improve level of fitness, as part of a weight loss program, for injury rehabilitation or prevention, or as a method of cross training.

PE 207 Special Topics (1-3)

## **PHYSICS**

PHYS 110 Fundamentals of Physics (4) This class combines elements of mechanics, electricity and magnetism, as well as the principles of waves and sound. Emphasis is on everyday phenomena and conceptual understanding more than calculations. Prerequisite: MATH 96.

PHYS 122 Metrology and Astronomy (3) This course will analyze fundamental physical processes of the atmosphere; their relationships to the daily weather pattern and weather forecasting in the U.S. weather systems; and atmospheric temperature, pressure, and humidity. In the second part of the course, astronomy as a science will be introduced. The fundamental physics concepts underlying stellar astronomy will be investigated. Topics include the sun and its place in our galaxy, exploration of the nature of stars, super novae and stellar black holes.

## **PSYCHOLOGY**

PSY 125 Innovative Learning (1) As an innovative learning skills course, this class helps students identify their personal abilities, manage their time, and maximize their potential. Participants use a variety of study skill inventories and an accountability program to identify an individualized learning profile and to strengthen key academic and personal skills. Abilities that may be targeted for development include: comprehension, memory, evaluation, time management, problem solving, and note taking.

PSY 200 General Psychology (3) This course introduces students to a general knowledge of the principles of psychology and relates them to the Christian faith. Specific areas to be studied are foundations of psychology, human development, personality, learning and memory, motivation and emotion, perception, intelligence, cognition, psychological disorders, and social behavior. (Satisfies a Social Science requirement in the General Education Core.)

PSY 210 Student Development Training (1) The purpose of this course is to provide pre-service training specifically related to the position of resident assistant. The course is designed to provide students with the knowledge and skills necessary to address the issues and needs that arise in working with undergraduate students in residence halls. Student development theory, peer counseling skills, risk management, conflict resolution, and crisis intervention are discussed. Students are also given opportunities for self discovery. This course is required for students wishing to be considered as applicants for a resident assistant position.

PSY 220 Leadership Development Training (1) The purpose of this course is to provide in-service training related to being a student leader (ASB, etc.). The course is designed to provide students with the knowledge and skills necessary to address the issues and needs of a diverse campus community. Students are given the opportunity to develop their personal leadership skills as well as team leadership. Parliamentary procedure, planning and organizing events, budgeting, facilitating group dynamics, and other applicable leadership skills are discussed. This course is required for all students serving as campus leaders.

PSY 310 Careers in Psychology (1) In this career exploration course, students are introduced to the various fields of psychology: clinical, counseling, developmental, experimental, industrial/organizational, educational, and social. They explore related fields such as counseling, school counseling, and social services careers. Students also receive information and guidance on writing resumes, employment application, and decisions about graduate studies. Prerequisites: PSY 200, SOC 200, WR 320 or consent of instructor.

PSY 320 Human Development (3) The goal of this course is to investigate human development from conception through death. Topics covered include various aspects of the developing child, adolescent, and adult. Physical and perceptual development, language and cognitive development, and social and moral development are covered for each developmental stage. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 330 Psychology of Learning (3) This course is a survey of learning theories, including classical conditioning, operant conditioning, and social learning. It draws upon developmental theory in understanding the learning process and focuses on individual differences. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 340 Social Psychology (3) This course is a study of the social behavior of individuals and groups. Topics include conformity, social influence, conflict, justice, altruism, aggression, prejudice, and attitudes. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 350 Research Methods (3) The goal of this course is to introduce students to basic research design. Topics include sample selection, questionnaire construction, reliability and validity of measurements, internal and external validity, and experimental design. Students design hypothetical research studies and apply appropriate statistical measures. Prerequisites: PSY 200, SOC 200, MATH 315, WR 320.

PSY 360 Values and Human Behavior (2) In a course designed for self-awareness and personal growth, students will explore values related to autonomy as adults, intimate relationships, career and family choices, sexuality, gender roles, stress management, death, and meaning. The course will focus on the relationship between Christian values and behavior. Prerequisites: PSY 200, SOC 200, WR 320 or consent of instructor.

PSY 370 Cognition (3) In this course, students learn how animals and humans process information, solve problems, make decisions, and acquire communication and language skills. The course also addresses the role of memory in these functions. It is taught from both developmental and psychobiological perspectives. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 380 Theories of Personality (3) This course covers the basic theories and concepts concerning the development and dynamics of personality. Students will examine and compare different theoretical approaches to personality development. Major theoretical approaches include psychoanalytic, behavioral, cognitive, and humanistic-existential. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 407 Seminar on Special Topics (2) Topics that represent current faculty and student interest are announced during one semester each year. Offerings include, but are not limited to, group dynamics, sleep and dreams, psychology of religion, substance abuse, and sports psychology. Prerequisites: PSY 200, SOC 200, WR 320 or consent of instructor.

PSY 410 Biological Psychology (3) This course is designed to introduce students to neuroanatomy, brain mechanisms, and the physiological bases of behavior related to sensory systems, movement, sleep, learning, memory, and psychological disorders. Prerequisites: PSY 200, SOC 200, BIOL 111 or 200.

PSY 420 Abnormal Psychology (3) Psychopathology is examined from a biopsychosocial perspective. Students are introduced to the DSM-IV-TR. Topics include etiology, symptoms, and treatment of depressive, anxiety, somatoform, and dissociative disorders, as well as schizophrenia, substance-related and age-related disorders, and personality disorders. Prerequisites: PSY 200, SOC 200, WR 320.

PSY 450 Psychometrics (3) Students are introduced to educational and psychological assessment, such as measures of aptitude, achievement, intelligence, personality, and vocational interest. An emphasis is placed on principles of psychometrics, including test items, standard scores, reliability and validity, and interpretations. While students have some hands-on experiences with particular measures, this course does not train students to administer these tests. Prerequisites: PSY 200, SOC 200, MATH 315, WR 320.

PSY 460 Introduction to Counseling Skills (2) This course is designed to introduce basic interviewing skills to students who anticipate future work in Christian ministry, teaching, counseling, or other related fields. While this course involves students' practice of basic listening, empathy, and rapport-building skills, it is not intended to prepare students for clinical practice. Prerequisites: PSY 200, SOC 200, PSY 420, and at least junior standing.

PSY 495 Internship (3) Internships provide students an opportunity to apply their classroom learning and gain practical experience in a counseling or social service agency in the community. Students are supervised by professionals in the field and average nine hours per week at their chosen site. Students should consult with their advisor during the semester prior to registration of internship credits. Prerequisites: Majority of psychology requirements and at least second-semester junior standing.

PSY 499 Senior Capstone (2) Students work with a designated psychology professor to develop a research project and written paper that reflects an area of interest and integrates a significant amount of their previous coursework, service learning, and internship experience. Limited to senior psychology majors.

## **RELIGIOUS STUDIES**

RELS 210 The Abrahamic Faiths of Judaism and Islam (2) This course explores the monotheistic traditions of Judaism and Islam, giving attention to historical and phenomenological perspectives. These traditions will be examined from their inception to their modern expressions. At the end of the course, students should have a level of religious literacy for understanding the traditions in question.

RELS 220 Living Religious Traditions of the Far East (2) This course explores the religious traditions of the Far East including Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shinto, giving attention to historical and phenomenological perspectives. These traditions will be examined from their inception to their modern expressions. At the end of the course, students should have a level of religious literacy for understanding the traditions in question. This course satisfies diversity study requirements.

RELS 310 Religions of Greece and Rome (3) This course explores the central religious beliefs and practices of the ancient Greeks and Romans and their survival in the Hellenistic religions and philosophies. Special attention is given to the relationship between Graeco-Roman religion and the Judeo-Christian faith tradition. Prerequisite: PHL 210, or instructor's approval.

RELS 320 Religions of the Ancient Near East (3) This course surveys the religious beliefs and practices of the Mesopotamians, Canaanites, Egyptians, Hittites, and Persians. The specific themes of Mother Goddess cult, cosmogony, and the problem of good and evil play central roles in the focus of the course. Special attention will also be given the place and function of myth and ritual in ancient Near Eastern religious systems. Prerequisite: instructor's approval.

## **SOCIOLOGY**

SOC 200 Introduction to Sociology (3) An introduction to basic concepts and terminology; human behavior in groups, family, education, religion, government; ecology; social deviancy. This course meets diversity study requirements.

SOC 310 Careers in Human Services (1) This course is a career exploration course in which students are introduced to opportunities for careers in the human services field. Students also receive information and guidance on writing resumes, employment application, and decisions about graduate studies. Prerequisites: SOC 200, WR 320 or consent of instructor.

SOC 330 Social Issues and Problems (3) This course is designed to increase students' awareness of a variety of issues and problems in our society. Topics include economic and social inequalities, substance abuse, access to healthcare and quality education, population and environmental issues, and changing families. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 407 Seminar on Special Topics (2) This course offers topics that represent current interests of faculty and students. Offerings include, but are not limited to, social welfare systems, case management, social policy and planning, and delinquency and corrections. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 410 Global Issues (3) A survey of selected global issues and problems. This course includes conceptual and analytical tools, exploration of various issues, and various Christian responses to issues. Prerequisites: ANTH 210, SOC 200.

SOC 420 Introduction to Family Systems (3) This course is an introduction to family systems, including nuclear families, extended families, step families, single-parent families, and alternative families. Topics include changing American families, family boundaries, domestic violence, day care, marriage, and divorce. Specific attention is given to Christian perspectives of marriage and families. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 430 Urban Issues (3) This course introduces students to issues facing urban populations. Such issues include, but are not limited to, poverty and homelessness, housing, crime and violence, crowds, transportation, schools, employment, and minorities. Within the course content, students are encouraged to explore opportunities for social services work and ministry in urban areas. Prerequisites: PSY 200, SOC 200, WR 320.

SOC 470 Sociology of Religion (3) A study of how culture interacts with the church. An historical and theoretical analysis of varying forms of how the church relates to and with culture. Prerequisite: SOC 200.

SOC 495 Internship (3) Internships provide students an opportunity to apply their classroom learning and gain practical experience in a social service agency in the community. Students are supervised by professionals in the field and average nine hours per week at their chosen site. Students should consult with their advisor during the semester prior to registration of internship credits. Prerequisites: Majority of human services requirements and at least second-semester junior standing.

SOC 499 Senior Capstone (2) Students work with a designated professor to develop a research project and written paper that reflects an area of interest and integrates a significant amount of their previous coursework, service learning, and internship experience. Limited to senior human services majors.

## **SPANISH**

SPAN 101/102 First-year Spanish (4, 4) A two-semester sequence designed for students with little or no knowledge of Spanish. This course focuses on the development of oral skills through the use of communicative activities. Students will be expected to prepare for oral communication by completing one to two hours of homework daily. Homework assignments include aural exercises, grammar worksheets and the reading of short texts. Also, students will be expected to compile a series of written essays associated with in-class oral production. By the end of the course, students will be able to perform simple functions such as narrating simple events in the present and past, expressing likes and dislikes, stating simple opinions and engaging in conversations on everyday topics. Through the study of the present, preterit and imperfect tenses of regular and irregular verbs, the present progressive, direct and indirect object pronouns and command forms, students will be able to achieve these goals.

SPAN 199 (4) An intensive refresher course for students who have had between one and three years of high school Spanish. This course focuses on the development of oral skills through the use of communicative activities. Students will be expected to prepare for oral communication by completing one to two hours of homework daily. Homework assignments include listening exercises, grammar worksheets and the reading of short texts. Also, students will be expected to complete a series of written essays associated with in-class oral production. At the end of the course, students will be ready for entrance into Spanish 201.

SPAN 201/202 Second-year Spanish (3, 3) Designed to emphasize oral communication and listening comprehension in a culturally authentic context. Special attention to the integration of advanced grammar in the development of more complex and authentic native expressions by students. Prerequisites: SPAN 101/102.

SPAN 300 Spanish Phonetics (2) Designed to improve pronunciation and intonation through aural/oral practice, written transcription and contrastive analysis with English. Prerequisites: SPAN 201/202.

SPAN 310 Advanced Spanish Conversation and Composition (3) This course focuses on the development of both interactive communication and written skills through the practice of advanced functions, including stating and defending opinions, debating issues, soliciting and giving advice and making persuading and convincing arguments. Students will be exposed to a wide register of both written and spoken Spanish, including idiomatic expressions, colloquialisms, and slang. By the end of this course, students will be able to show proficiency at the Advanced-Low to the Advanced-Mid range (based on the ACTFL Proficiency Guidelines in all four skills). Prerequisites: SPAN 101/102.

SPAN 321/322 Hispanic Culture and Civilization (3, 3) An overview of the major influences in Hispanic culture and civilization, covering pre-Columbian cultures, the conquest and colonization by Spain, the independence of the Americas and 20th century history. Prerequisites: SPAN 201/202.

SPAN 330 Religion and History of the Americas (3) An overview of the influence religion has played in the development of the Americas, including the role of the Roman Catholic Church and the importance of indigenous languages and cultures. Prerequisites: SPAN 201/202.

SPAN 340 Latino Society and Culture in the U.S. (3) An historic and social survey of the Hispanic influences in the United States from both the American and Latin perspective. Attention will be given to Hispanic culture in politics, religion, and education and the arts. Prerequisites: SPAN 201/202.

SPAN 399 Service within the Hispanic Community (3) Students provide services to local agencies and organizations that assist the Hispanic community. Areas of assistance include business organizations, schools, government agencies, hospitals and churches. Three hours of weekly service is required, in addition to a weekly one-hour tutorial with a faculty member. Prerequisites: SPAN 101/102.



SPAN 470 Teaching Foreign Language Methods (2) This course is designed to instruct teachers on how to implement the latest methodology used to teach foreign language. Prerequisites: SPAN 201/202.

SPAN 499 Senior Capstone (3) Individualized projects reflecting specific interests by the student. Project involves both on-campus meetings under the supervision of a faculty member and off-campus involvement in the Hispanic community.

### **TRANSFER-YEAR SEMINAR**

TYS 101 Transfer-Year Seminar (1) This seminar is based on the belief that providing help during transition is a way to serve students. The seminar is designed to reach out to incoming transfer students not only to help them adjust to their new academic environment, but also to lay the foundation for a productive and successful educational program. Students will meet throughout the semester in a small group with their TYS instructor to address transitional issues that students typically encounter.

### **WRITING**

WR 90 Basic Writing (2) An introductory course that stresses the connection between reading, writing, and study skills. Reading skills, vocabulary building, and ease with the writing process are emphasized. During the class the student moves from personal writing to academic writing. The style goal is clarity; the mechanics goal is the understanding of basic sentence patterns. This course does not satisfy the writing requirement or any other graduation requirements.

WR 121 English Composition (2) This course prepares the student for academic writing. Emphasis is on analytic skills that underlie formal essay writing: the movement from general to specific, the drawing of reasonable conclusions from specifics, the organizing of reasons for conclusions. Other important goals are the mastery of correct mechanics and the development of an individual writing style for each student.

WR 122 English Composition (2) The second in the series of freshman composition. The skills and process of research writing are practiced, emphasizing correct and effective use of quotations, paraphrase, and summary, and location of appropriate sources. Students continue the work of WR 121 by applying the skills of argumentation to research essay writing. Style goal: the development of an effective research writing style. Prerequisite: WR 121 or equivalent.

WR 320 Writing for the Discipline (1) Students learn to conduct library and on-line searches to review the literature on topics in psychology, sociology, business, and related fields. Students learn to summarize current research and synthesize their findings into a cohesive research paper. APA manuscript style is introduced. Prerequisite: WR 121.

WR 410 Advanced Writing (3) This is an advanced course in expository writing for students who wish to improve their skills in composing and revising critical academic essays. Students will gain intensive experience in writing research papers, developing complex arguments, and effectively using rhetorical strategies. May be substituted for an upper-level English class for the Humanities major. Prerequisite: WR 121.

## INDEX

Academic Calendar .....	5	Credit by Examination .....	44, 49
Academic Grievance .....	39	Dead Week (the Week Before Finals) .....	41
Academic Honesty Policy .....	39	Dean's List .....	17
Academic Honors .....	17	Degree Pathways Through the Gen. Ed. Core .....	60
Academic Policies .....	39	Degree Requirements .....	40, 56
Academic Progress/Advising .....	39	Deposits .....	21, 48
Account Collections .....	22	Disability Services .....	37
Accounting .....	61	Dishonesty and Plagiarism .....	39
Accreditation and Academic Standing .....	13	Disqualification .....	39
Achievement Awards and Contests .....	18	Education Endorsements .....	83
Active Service Duty .....	43	Educational Philosophy .....	14
Administrative Officers and Staff .....	9	Educational Programs .....	13
Admission .....	46	Edward P. Kellenberger Library .....	18
Cancellation and Deposit Refunds .....	49	Exam Policies .....	41
First-Year Students .....	46	Exercise Science .....	70
Graduates of Nonstandard or Unaccredited High ..		Faculty Emeriti .....	12
Schools .....	47	Faculty (Full-Time) .....	10
High-School Nongraduates .....	47	Faculty (Part-Time) .....	11
Home-Schooled Students .....	47	Federal Student Aid .....	23
International Students .....	48	Federal Tax Benefits .....	34
Readmission .....	48	Final Examination Policy .....	41
Transfer Students .....	46	Final Transcript .....	49
Undergraduate .....	46	Finance Charges .....	22
Advanced Placement Program (AP) .....	44, 49	Financial Aid .....	22
Advising .....	39	Award .....	24, 28
Alternative Ways to Earn Credit .....	44	Disbursing .....	28
American Studies Program .....	16	Disqualification .....	26
Application Procedure .....	46	Eligibility .....	25
Articulation Agreements .....	45	Fraud and Misrepresentation .....	24
Assessment of Student Learning .....	39	Loan Funds .....	28
Associated Students of N.C.C. (A.S.N.C.C.) .....	36	Off-Campus Courses .....	27
Associate of Arts: General Studies .....	52	Online Courses .....	27
Associate of Science: Pre-Professional Health		Post Baccalaureate Students .....	27
Science .....	54	Process .....	22
Bachelor Degree Programs .....	56	Programs .....	29
Bash/Whisler Bible Reading Contest .....	18	Questions .....	35
Bible and Christian Ministry Studies .....	62	Satisfactory Academic Progress .....	25
Board of Trustees .....	8	Unusual Circumstances .....	24
Bookstore .....	36	Verification Process .....	24
Business Administration .....	65	Withdrawal and Recalculation of .....	29
Campus Ministries .....	37	Work-Study .....	28
Campus Visits .....	49	General Education (CORE) Requirements .....	57
Career Development .....	37	Global Studies .....	71
Catalog Changes and Authority Policy .....	20	Governance and Support .....	8
Chapel Credits .....	40	Grade Systems & Grade Point Averages .....	41
Characteristics of our Churches .....	14	Graduate School .....	17
China Studies Program .....	16	Graduation .....	42
Church Relationships and Theological Context .....	14	Grants .....	29
Class Attendance Policies .....	40	Grievance Policy .....	39
Class Load .....	43	Health Services .....	38
Code of Conduct .....	36	History of Northwest Christian College .....	13
College Level Examination Program (CLEP) .....	44, 49	Honor Societies .....	18
Commitment as a Campus Community .....	1	Honored Professors .....	12
Communication .....	68	Humanities .....	74
Conditional Admission .....	48	Human Services .....	73
Contemporary Music Center .....	16	Institutional Goals .....	13
Counseling Services .....	37	Interdisciplinary Studies: Individualized .....	75
Council for Christian Colleges and Universities .....	16	International Baccalaureate (IB) .....	44, 49
Course/Credit Policies .....	40	Internships .....	51
Course Challenge .....	45	Lane Community College .....	16
Course Descriptions .....	86	Late Arrival for Class .....	40
		Late Papers and Assignments .....	42
		Latin American Studies Program .....	16

Library, Edward P. Kellenberger .....	18
Library Fines.....	22
Loans.....	32
Los Angeles Film Studies Center .....	16
Makeup Tests .....	42
Mathematics .....	76
Memberships .....	15
Middle East Studies Program.....	16
Mission of Northwest Christian College.....	1
Music Industry .....	77
Music Ministry.....	78
Native Americans.....	34
Nondiscrimination Policy .....	20
Officers/Executive Committee of the Board of Trustees .....	8
Oxford Honors Program .....	16
Pre-Professional Health Science (A.S.).....	54
Precollege Subject Requirements; First-Year Students .....	46
President's Message .....	7
Probation Regulations .....	39
Professional Studies Program (P.S.P.) .....	17
Programs of Study.....	50
Psychology .....	79
Readmission of Former Students.....	48
Reenrollment .....	43
Refund Policy .....	22
Registrar's Fees .....	21
Registration .....	43
Relations with Other Institutions .....	15
Resolution of Commitment to Excellence.....	13
Room and Board .....	22
Russian Studies Program.....	17
Scholarships .....	30, 35
Scholastic Awards for Graduating Seniors .....	17
Second Baccalaureate Degree.....	41
Standardized Test Policy .....	49
Student Classification .....	43
Student Development.....	36
Student Finances.....	21
Student Records Policy .....	19
Summer Institute of Journalism .....	17
Table of Contents.....	3
Teacher Education.....	81
Technology on Campus .....	19
TESOL Certificate Program .....	85
Time Limit .....	41
Transfer Credits .....	44
Transfer Evaluation .....	43
Tuition and Fees .....	21
Tutoring .....	38, 40
Undergraduate Admissions .....	46
University of Oregon.....	16
Values of Northwest Christian College .....	1
Veterans .....	34, 48
Vision of Northwest Christian College .....	1
Withdrawal.....	43
Work Opportunities.....	32
Writing Competency Requirement.....	41

