

NORTHWEST CHRISTIAN UNIVERSITY

VISION

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

MISSION

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

VALUES

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

OUR COMMITMENT AS A CAMPUS COMMUNITY

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

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2008-2009 ACADEMIC YEAR

Fall Semester

Classes begin	August 27, 2008
Labor Day holiday	September 1, 2008
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 12-14, 2008
Registration for next semester	November 17-26, 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 6-17, 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

Classes begin	May 11, 2009
Last day to drop classes	May 15, 2009
Last day to declare P/NP	May 15, 2009
Memorial Day holiday	May 25, 2009
Last day to withdraw	June 12, 2009
Last day of classes	July 1, 2009

Session 2

Classes begin	July 12, 2009
Last day to drop classes	July 18, 2009
Last day to declare P/NP	July 18, 2009
Last day to withdraw	August 15, 2009
Last day of classes	August 23, 2009

2009-2010 ACADEMIC YEAR

Fall Semester

Classes begin	August 26, 2009
Labor Day holiday	September 7, 2009
Last day to add or drop classes	September 8, 2009
Last day to declare P/NP	September 8, 2009
Mid-semester holiday	October 9, 2009
Last day to withdraw	October 30, 2009
Reserved registration for juniors/seniors	November 11-13, 2009
Registration for next semester	November 16-25, 2009
Thanksgiving holiday	November 26-27, 2009
Last day of classes	December 4, 2009
Final examinations	December 7-11, 2009
Commencement services	December 11, 2009

Spring Semester

Classes begin	January 11, 2010
Martin Luther King, Jr. holiday	January 18, 2010
Last day to add or drop classes	January 22, 2010
Last day to declare P/NP	January 22, 2010
Last day to withdraw	March 19, 2010
Spring break.....	March 22-26, 2010
Reserved registration for juniors/seniors	March 31-April 2, 2010
Registration for next semester	April 5-16, 2010
Good Friday holiday.....	April 2, 2010
Last day of classes	April 30, 2010
Final examinations	May 3-7, 2010
Baccalaureate services.....	May 7, 2010
Commencement services	May 8, 2010

Summer Semester

Session 1

Classes begin	May 10, 2010
Last day to drop classes	May 14, 2010
Last day to declare P/NP	May 14, 2010
Memorial Day holiday	May 31, 2010
Last day to withdraw	June 11, 2010
Last day of classes	June 30, 2010

Session 2

Classes begin	July 1, 2010
Independence Day holiday	July 5, 2010
Last day to drop classes	July 7, 2010
Last day to declare P/NP	July 7, 2010
Last day to withdraw	August 4, 2010
Last day of classes	August 22, 2010



A WELCOME FROM THE PRESIDENT

Dear students:

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

Dr. David Wilson, President

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

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

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

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

Sincerely,
Dr. David W. Wilson

BOARD OF TRUSTEES

Governance and Support

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

The board of trustees consists of not fewer than 20 nor more than 36 people. Members are elected by the board. Sixty percent must be members of the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ, four of whom will be from official entities of these church bodies. Four trustees are elected from the alumni of the University. Additionally, one faculty representative, elected annually by Faculty Forum, and one student representative (current president of ASNCU) serve on the Board as non-voting members.

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

Officers/Executive Committee of the Board of Trustees

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

Members

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

Ex-officio

Faculty Representative - TBA
Student Representative - Jenifer Rider

ADMINISTRATIVE OFFICERS AND STAFF

Office of the President

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

Academic Affairs

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

Advancement

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

Business Affairs

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

Enrollment

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

Information Systems Department

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

Kellenberger Library

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

Student Development & Athletics

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

FACULTY

- Steve Andersen**, D.H.A., *Associate Professor: Business and Management*
B.S., University of the Pacific, 1970; M.B.A., California State University, 1982; D.H.A., Medical University of South Carolina, 2002. (Since 2007)
- 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)
- 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)
- 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)
- Doug Dornhecker**, D.D.h.c., *Director of the School of Christian Ministry; 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)
- Amy Ford**, Ph.D., *Associate Professor: Professional Counseling*
B.S., Western Baptist College, 1996; M.S., Oregon State University, 2001; Ph.D., Oregon State University, 2005. (Since 2003)
- 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)
- 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)
- Jim Howard**, Ed.D., *Dean of the School of Education & Counseling; Professor: Teacher Education*
B.S., University of Oregon, 1962; M.Ed., University of Oregon, 1964; Ed.D., University of Oregon, 1970. (Since 2005)
- Brian Kaelin**, M.A., *Assistant Professor: Teacher Education*
B.A., Biola University, 1989; M.A., San Jose State University, 2007. (Since 2007)
- Michael Kennedy**, D.B.A., *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 Universität, 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., *Associate Professor: Chemistry, Nutrition*
B.S., Linfield College, 1996; Ph.D., University of Oregon, 2000. (Since 2002)
- Vivian Moen**, M.Ed., *Associate Professor: 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., *Assistant Vice President for Academic Affairs; Associate Professor: Accounting*
B.S., California State University, 1983; M.B.A., California State University, 1986; Ph.D., Claremont Graduate University, 2003. (Since 2007)
- 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)
- Constance Wilmarth**, Ph.D., *Assistant Professor: Mathematics*
B.S., University of Oregon, 1997; M.S., University of British Columbia, 2001; Ph.D., University of California at Davis, 2008. (Since 2008)

FACULTY MEMBERS LISTED BELOW HOLD PART-TIME PROFESSIONAL APPOINTMENTS:

- George A. Letchworth**, Ph.D., *Psychology*
B.A., Oklahoma Baptist University, 1962; M.S. University of Oklahoma, 1965; Ph.D., University of Oklahoma, 1968. (Since 2008)
- 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 University.

- 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)
- 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 of Our Name

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

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

In the years following the decade of the 1980s, Northwest Christian College began to expand its curriculum beyond ministerial training which had been the major emphasis through most of the twentieth century. By the outset of the twenty-first century, and in addition to the continued emphasis upon biblical studies and Christian ministry, the institution was offering a broad range of academic programs – undergraduate, graduate, and degree completion – in the liberal arts, teacher education and counseling, and business and management. In recognition of the growth and expansion of curriculum and facilities, Northwest Christian College changed its name to Northwest Christian University on July 1, 2008.

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

Accreditation and Academic Standing

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

NCU is authorized as a degree-granting institution by The Office of Degree Authorization, Oregon State Board of Licensure.

Degree programs in business and management are further accredited by International Assembly for Collegiate Business Education (IACBE). Teacher education and school counseling programs are approved by the Oregon State Teachers Standards and Practices Commission (TSPC).

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

Educational Programs

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

Resolution of Commitment to Excellence and the Assessment of Institutional Effectiveness

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

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

Preamble to Institutional Goals

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

Institutional Goals

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

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

Educational Philosophy

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

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

Church Relationships and Theological Context

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

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

Characteristics of Our Churches*

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

Today in any Christian World Communion there is great diversity in belief and practice. There are also many features of each family that are shared by the whole church of Jesus Christ. What follows is an attempt to create an overall but simple picture of who Churches of Christ and Christian Churches are and so it needs to be read as a whole. It also needs to be read in the context that no attempt is being made to separate this family from the church of Christ universal but rather to describe its place within the whole church.

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

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

1. A concern for Christian Unity.

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

2. A commitment to Evangelism and Mission.

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

3. A New Testament emphasis.

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

4. A simple confession of faith.

From Matthew 16:16 came the cornerstone question for church membership: “Do you believe that Jesus is the Christ and accept him as your Lord and Savior?” Answering yes to that question is all that is required for membership, though many congregations now have membership classes. This simple question avoided the use of—often divisive—creeds. Many today will not make any use of creeds; others will use them as a means of expressing faith—but not a test of faith.

5. Believers’ Baptism.

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

6. Weekly Communion.

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

7. Biblical Name.

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

8. Congregational Autonomy.

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

9. Lay Leadership.

The “Priesthood of all Believers” is a mark of all Christian Churches and Churches of Christ. We speak of “mutual ministry”. Participation by lay people in all aspects of the church’s life is a notable feature. Lay people conduct the sacraments. Women and men are seen as equal by many parts of the family but others see distinct roles for men and women. There is an employed and trained ministry with recognition varying from a “paid member” to an expectation of special leadership.

10. Diversity.

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

** “Characteristics of Our Churches” is adapted from a statement prepared by Lorraine & Lyndsay Jacobs, former General Secretaries of the World Convention of Churches of Christ, and is used by permission. The text may also be found at the World Convention of Churches of Christ web site: <http://www.worldconvention.org>.*

Relations with Other Institutions

Memberships

NCU is a member of the Eugene Chamber of Commerce, the Springfield Chamber of Commerce, the 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 founders of NCU located the University adjacent to the University of Oregon campus in order to utilize their extensive resources of that institution. Formal agreements exist between the NCU and the University of Oregon for the sharing of certain facilities such as the library

Online Consortium of Independent Colleges and Universities (OCICU)

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

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. NCU accepts the Lane Community College Associate of Arts Oregon Transfer degree in fulfillment of all NCU core curriculum requirements except for biblical studies.

Council for Christian Colleges and Universities

Because NCU 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 university 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. The program is divided into three semesters, or trimesters.

The Professional Studies Program represents NCU'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 Studies

In addition to undergraduate level coursework, NCU offers master's degree programs in business administration (MBA), education (M.Ed.), school counseling (M.A.), and community counseling (M.A.). Please see the Graduate Catalog for further information about these programs.

Academic Honors

Northwest Christian University Dean's List

Each year, traditional undergraduate students who have completed at least 12 graded credit hours with a GPA of 3.50 or better during 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 NCU and all transferable credits from other colleges or universities 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 NCU, shall receive the President's Scholastic Award. All NCU grades and the grades of all transferable credits from other colleges or universities are computed to determine the cumulative GPA. To be considered for the honor, the student must submit to the Registrar's Office all transcripts of courses taken at other colleges or universities within two weeks of grade reporting.

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 NCU 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 NCU.

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

Edward P. Kellenberger Library

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

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

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

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

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

Technology on Campus

Purpose

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

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

I.T. Access

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

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

Student Records Policy

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

1. The right to view material in his/her records filed at NCU, with the exception of those records for which there is a signed waiver of that right.
2. The right to limit access to personal records. Consent of the student must be given for release of any personal or academic records to persons other than NCU faculty and staff having a legitimate official reason or under emergency circumstances.

3. The right to limit personal material (directory type information) printed in publications such as the Student Directory. Directory type information (the information that could be given out to whomever inquires) includes the following: student's full name, local and permanent address(es) and telephone number(s), e-mail address, date and place of birth, the fact that the student is or has been enrolled, dates of attendance, class level and academic major, number of credit hours (not grades), degrees and honors awarded, participation in officially recognized activities, heights and weights of members of athletic teams, photographs, and previous institutions attended.
4. A student who challenges any item in his/her records shall have opportunity for a hearing. A request for a hearing regarding academic records should be referred to the Registrar's Office. A request for a hearing regarding financial records should be referred to the Student Services Office.

Nondiscrimination Policy

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

Catalog Changes and Authority Policy

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

STUDENT FINANCES

TUITION AND FEES FOR THE 2008-09 ACADEMIC YEAR

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

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

Deposits

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

Money on Account

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

Tuition and Fees

Undergraduate Tuition Cost:	Fall 2008	Spring 2009
1-11 hours: <i>(per credit hour)</i>	\$730	\$730
12-18 hours:	\$10,950	\$10,950
19 + hours <i>(per credit hour)</i>	\$730	\$730
Remedial: <i>(can be part of 12-18 block with no additional cost)</i>	\$730	\$730
Audit: <i>(can be part of 12-18 block with no additional cost)</i>	\$140	\$140
Credit for Prior Learning (per credit hour) for traditional undergraduates:	\$365	\$365
Credit by examination/course challenge <i>(per credit hour)</i> for all programs:	\$365	\$365
Individual Instruction:		
Piano, Voice (per hour) <i>(can be part of 12-18 block and pay only \$250 fee)</i>	\$730	\$730
Student Vehicle Fee:		
Annual	\$180	
Per semester	\$90	\$90
Health Insurance*		
Single Student	\$877 per year	

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

Registrar's Fees

Late Registration Fee - \$50.00. Late Graduation Application Fee - \$25. Diploma Replacement Fee - \$25. Official Transcripts - \$5 a copy. Additional cost to mail overnight - \$30 per address. Overseas overnight transcript request - \$50. Petition of the Academic Deadlines - \$20. Transcription Fee - \$75.

Finance Charges

Outstanding balances are assessed a finance charge of 1.5 percent monthly (18 percent annual rate) computed on the balance at the end of the billing cycle.

Kellenberger Library Fines

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

Returned Check Charge

Returned checks subject to \$25 charge.

Room Replacement Key Fees

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

2008-2009 Room and Board

Residence hall, single (upon availability only)	\$7200 (\$3600/semester)
Includes 19 meals/week	
Residence hall, double	\$6200 (\$3100/semester)
Includes 19 meals/week	
Mom Richart Apartments, double	\$6200 (\$3100/semester)
Includes 15 meals/week	

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 University, 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 University. Refunds are based on the date of initial contact made with an appropriate school official. Students who do not meet the financial conditions of the University can be administratively withdrawn from their courses at the discretion of the Student Services Office.

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

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

FINANCIAL AID PROCESS

The Financial Aid Office is committed to helping students who wish to attend NCU but who may not be able to meet all the expenses from personal and family income. NCU 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 NCU.

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. NCU 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 NCU. 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]).
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. NCU and the federal school code 003208 should be listed in Section 5. The FAFSA is available in both a paper version or online at <http://www.fafsa.ed.gov>.
Note to late income tax filers: Many of the questions on the FAFSA require income tax information from the most recent year. If taxes have not been filed at the time the FAFSA is to be submitted, use estimated data or most recent tax information available.
2. Apply for admission. Students must be accepted for admission to NCU before a financial aid package may be processed.
3. If selected for verification by the federal processor, provide additional information as requested to Financial Aid Office (see Verification Process).
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 University'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. 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.northwestchristian.edu>. A downloadable version of the Verification Worksheet is also available on the NCU 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 University, 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 March to students who have met the March 1 priority deadline. Students are sent a paper copy 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.

Updating

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 or but only one actually enrolls, the student is required to inform the Financial Aid Office of this change.

Unusual Circumstances

Financial aid guidelines allow for some adjustment in aid to be made in instances when unusual or extreme circumstances are not adequately taken into account through the routine financial aid application. Cases involving death, divorce, loss of job, or major medical expenses may need to be assessed by a financial aid officer to determine the impact on a student's need and her/his family's ability to contribute to education expenses. Any hardship must be of at least two months' duration before it can be presented for evaluation. Sufficient documentation and justification are required before an adjustment in the student's aid may be allowed.

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
- active duty or a veteran of the US Armed Services
- have children or dependents that receive more than half of their support from you
- ward of the Court
- special and unusual home circumstances

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 NCU, 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 NCU 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 NCU. (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 University-Sponsored Scholarships

All University-sponsored merit scholarships 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 University-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 NCU 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 NCU or at another college or university, all are counted equally toward the limits established for financial aid eligibility (186 credits). All courses taken at NCU, 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 University'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 the University 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 grants and scholarships. By submitting a FAFSA, post-baccalaureate students are eligible to be considered for University-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 NCU 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 NCU (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 NCU sponsored aid; however, NCU-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 NCU 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 NCU.

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, 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 University, 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 NCU food plan and the average cost of double occupancy campus housing.
- B. **EXPECTED FAMILY CONTRIBUTION (EFC)**
The amount of financial support expected from the student and his/her family according to the federal processor's analysis of data provided on the FAFSA.
- C. **ESTIMATED NEED**
The difference between the total cost of the student's education (Cost of Attendance) and his/her Expected Family Contribution (EFC). $COA - EFC = \text{Estimated Need}$.
- D. **AWARDED FUNDS**
The total of all financial aid awarded from federal, state and NCU sources.
- E. **REMAINING NEED**
Even after all funds are awarded, some need may not be met. Alternate sources of aid may be explored to cover remaining need such as matching grants, education loans from private lenders, federal loans for parents of college or university students, tax credits, and scholarships from outside sources.

Disbursing Financial Aid

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 NCU, loan funds are applied to his/her account only after reviewing the terms of the loan with a financial aid officer and signing a promissory note. When aid applied to the student's account for the semester exceeds school charges (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. NCU-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 University'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 NCU must receive loan entrance counseling and sign a loan contract (promissory note) before funds are disbursed. These requirements ensure that the student understands important details about the loan and his/her responsibilities as a borrower. Promissory notes and loan entrance counseling are provided to the student when they arrive on campus for classes or may be completed online 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 University.

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

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

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

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

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

FINANCIAL AID PROGRAMS

NCU 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, NCU, 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

This award is 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 \$4,713 per year.

Federal Supplemental Educational Opportunity Grant (SEOG)

These grants are awarded to Pell Grant recipients with exceptional need. The University 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 2008-2009 grants range from \$400 to \$3,200. 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 University Need Grant

This one-year award is based on need as determined from the FAFSA. The amount awarded varies from \$600 - \$8,000 according to the student's total need not covered by other sources of financial aid.

Northwest Christian University 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-\$6,000 according to NCU 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 NCU 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 NCU.

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 NCU qualify for this grant. The annual award is \$1,500 and is renewed for each year of full-time enrollment at NCU.

Home Congregation Matching Grant

NCU 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. Priority deadline in June 1st. Applications will be accepted on a first come, first serve basis after the priority deadline, as long as matching funds remain available.

SCHOLARSHIPS

These are competitive awards made on the basis of the student's record of performance or achievement. All scholarships sponsored by NCU 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 2008)

Academic Scholarships (\$2,000-12,000) - Scholarships are offered on a sliding scale to students with at least a 3.00 unweighted GPA and either a 900 (Math and Critical Reading) SAT score or 19 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

	<u>SAT</u> <u>ACT</u>	<u>900-960</u> <u>19</u>	<u>970-1050</u> <u>20-22</u>	<u>1060-1150</u> <u>23-25</u>	<u>1160-1250</u> <u>26-28</u>	<u>1260+</u> <u>29+</u>
3.90+ GPA** or Rank #1 or #2 in class		\$7,000	\$8,000	\$9,000	\$10,000	\$12,000
3.70 - 3.89 GPA** or Top 10% of class		\$5,000	\$6,000	\$7,000	\$8,000	\$10,000
3.40 - 3.69 GPA** or Top 11-25% in class		\$3,000	\$4,000	\$5,000	\$6,000	\$8,000
3.00 - 3.39 GPA** or Top 26-50% in class		\$2,000	\$3,000	\$4,000	\$5,000	\$6,000

Academic Awards are only given to students with a 900 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 University 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 2008)

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

Merit Scholarships (for students who entered NCU before Fall 2007)

Presidential Scholarship - The University'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 University'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 University 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 University 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 NCU 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 University. 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 <http://www.osac.state.or.us>.

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

NCU 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 NCU 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

NCU 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 NCU 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 university expenses. NCU 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, University 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	Dependent*	Independent Student		Maximum
	Subsidized & Unsubsidized	Subsidized & Unsubsidized	Additional Unsubsidized	Subsidized & Unsubsidized
Freshman	\$3,500	\$3,500	\$4,000	\$7,500
Sophomore	\$4,500	\$4,500	\$4,000	\$8,500
Junior & Remaining Years	\$5,500	\$5,500	\$5,000	\$10,500
Graduate Professional	-----	\$8,500	\$12,000	\$20,500
Aggregate Limit				
Dependent Undergraduates	\$23,000	-----	-----	\$23,000
Independent Undergraduates	-----	\$23,000	\$23,000	\$46,000
Graduate Professional	-----	\$65,500	\$73,000	\$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

NCU announces a new affordability program for the freshman class enrolling in the fall of 2008. Our PACE (Providing Affordability College Education) Gold Solution allows parents of enrolling freshmen to borrow up to \$15,000 per year under the Federal PLUS Program with NCU 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 NCU. 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, NCU receives an allotment of funds from the federal government to disburse to students. In this way, NCU 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 NCU 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. NCU 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.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 <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@northwestchristian.edu. The Financial Aid Office is located in the Martha Goodrich Administration Building at the corner of 11th & Alder. Office hours are 8 a.m. to 6 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday.

STUDENT DEVELOPMENT

Code of Conduct

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

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

Policies and standards for conduct shall apply to conduct that occurs on the University premises, at University-sponsored activities, and off campus when a student's conduct could adversely affect the University community and/or the pursuit of its objectives. Each student shall be responsible for his or her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and between the terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded). NCU reserves the right to interpret policy and to apply the intent of the policy judiciously, depending upon circumstances. University policy ensures individual responsibility and an environment that contributes to a learning community. Failure to abide by the policies and procedures as outlined by the Student Handbook may result in disciplinary action and sanctions. Each student associated with NCU is expected to be familiar with and to follow all policies and procedures established by the University.

For a complete listing of policies, judicial affairs, and grievance procedures please refer to the Student Handbook posted online at <http://www.northwestchristian.edu/NR/rdonlyres/5B824349-35F9-4143-8785-87EF2A8844F5/0/Handbook.pdf>; hard copies are available by request in the Student Development Office, 684-7345.

Associated Students of Northwest Christian University (ASNCU)

The Associated Students of Northwest Christian University is the organization on campus officially recognized by the administration. The purpose of ASNCU is to function as a service to NCU's traditional undergraduate program, to improve the overall college experience, and to work with the administration, faculty, and staff to represent student perspectives and concerns regarding institutional affairs. 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

ASNCU 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 ASNCU clubs:

- | | |
|---|---------------------|
| Acting on Aids | NCU Dance Team |
| Believers Building Bonds thru Board Games | Red Tent Club |
| Circle K International | Super Fan |
| Education Club | Yarn & Yapping Club |

For more information regarding ASNCU, please see <http://www.northwestchristian.edu/studentlife/asncu>. Contact ASNCU at asncu@northwestchristian.edu or call 541-684-7342. The ASNCU office is located on the 2nd floor of the Morse Event Center.

Bookstore

Fall-Spring Semester Hours:

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

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

The Bookstore observes all campus holidays.

Contact Information:

Phone: (541) 684-7270

Fax: (541) 684-7323

E-mail: ncubookstore@northwestchristian.edu

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

Return Policy:

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

Textbook Buyback:

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

Campus Ministries

Student Ministries and spiritual development are at the core of the Northwest Christian University experience. We believe the process of building and equipping men and women to be leaders of the future must be founded on a strong relationship with God (Father, Son, and Holy Spirit). Campus Ministries emphasizes developing the whole person, body, soul, and spirit. This spiritual formation occurs through our Four Wheel Drive: Embracing the Lord, Embracing the Campus Community, Embracing our City, and Embracing the Nations. This approach is evidenced in the many activities and opportunities to grow spiritually at NCU including chapel and worship services, community life, group Bible studies, urban outreach and community service projects, evangelism teams, missions trips, and much more. For more information, please see <http://www.northwestchristian.edu/studentlife/ministry>. The department offers:

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

Adult Students

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

Career Development**Career Planning**

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

Employment Services

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

Disability Services

NCU does not discriminate against qualified individuals with a disability in admission or access to its programs or activities. Prospective and admitted students who need information about programs, services and accommodations should contact the Student Development Office. The vice president for student development or his/her designee is the disability officer for NCU. For a complete explanation of disability services, please see the Disability Services Handbook available in the Student Development Office or online at <http://www.northwestchristian.edu/studentlife/disability/>.

Fitness Center, Morse Event Center

The Fitness Center meets student's fitness needs. The center offers a variety of cardio, weight, and strength training equipment to meet physical health needs. Hours of operation are extensive during the school year. These hours will be posted and supervised.

Food Services

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

Health and Wellness

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

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

Intercollegiate Athletics

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

Fall Sports:

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

Winter Sports:

Men's Basketball
Women's Basketball

Spring Sports:

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

Parent Resources

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

Residence Life

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

Student Activities

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

- Beacon Nights: A free weekly program that gives students exciting events to participate in on Friday nights at 9 p.m.
- Signature events including Beacon Nights Live, Beacon Madness, Late Night Breakfast, Homecoming events, Spring Formal, Family Weekend, Coffee House concerts, etc.
- A competitive intramural program offers both league and non-league play in the areas of dodge ball, volleyball, ultimate Frisbee, flag football, open gym, etc.

- Cultural programs engaging in local arts—everything from the Eugene Saturday Market to Andrew Lloyd Weber shows at the Hult Center or in Portland—as well local international events such as the Eugene Asian Celebration and Fiesta Latina.
- Educational programs aimed at promoting justice on earth including emphasis weeks and diversity months.
- Outdoor activities including rafting, skiing, coast trips, and hikes.

Tutoring

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

Judicial Affairs and Grievance Procedure

For a complete listing of policies, judicial affairs, and grievance procedures please refer to the Student Handbook posted online at <http://www.northwestchristian.edu/NR/rdonlyres/5B824349-35F9-4143-8785-87EF2A8844F5/0/Handbook.pdf>; hard copies are available by request in the Student Development Office, 684-7345.

ACADEMIC POLICIES

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

Northwest Christian University Academic Honesty Policy

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

Assessment of Student Learning

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

Academic Advising/Progress

Academic Advising

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

Placement

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

Academic Disqualification

A student whose academic performance falls below minimum standards of the University 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, university, or experience in work that demonstrates maturity.

Academic Probation Regulations

Students on academic probation and those admitted conditionally are required to complete the University's current academic skills development program. Failure to do so may result in academic disqualification. Students 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 NCU 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 NCU.

Academic Tutoring

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

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, NCU Day, and intercollegiate athletics.

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

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

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

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

Second Baccalaureate Degree

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

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

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

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

Grading and Exam Policies

Dead Week (The Week Before the Finals)

The University 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. University events shall not be planned unless absolutely necessary, and students are expected to refrain from planning events that might interfere with studies.
2. Faculty shall not make assignments or give tests during the Dead Week unless they were clearly stated in the course syllabus.

Final Examination Policy

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

1. 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 NCU reflect the following definitions:

A	4	Excellent
B	3	Good
C	2	Satisfactory
D	1	Inferior
F	0	Unsatisfactory performance, no credit awarded
+	+0.3	With B, C, D
-	-0.3	With A, B, C, D
I		Incomplete
P		Satisfactory (C- or above for undergraduate work; B- or above for graduate work)
N		Less than satisfactory performance, no credit awarded; (D+ or lower for undergraduate work, C+ or lower for graduate work)
AU		Audit, no credit awarded
W		Official withdraw without penalty
WF		Withdraw while failing
X		No grade reported by instructor (recorded by registrar)

^	Course does not meet NCU graduation requirements
R	Class Repeated
P/N	Pass/No Pass

P/N (Pass/No Pass) grades are the prerogative of the individual professor. Approval of the instructor must be received by the close of the 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 or for failure to clear an official withdrawal through the registrar and Student Services Offices.

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

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.

Academic Grievance Policy

Academic grievances are student grievances related to any part of the institution's academic structure, in which a student feels that he or she has been unfairly treated and/or that his or her academic performance has been adversely affected by a faculty member, a member of academic staff, or an academic department.

Students who feel that they have been unfairly treated and/or that their academic performance has been unduly impeded by a member or members of faculty or academic staff have the right to raise their concern and/or to lodge a grievance at any time without fear or consequence of retribution by any member of faculty or staff.

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

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 Audits

Degree audits are automatically performed for all undergraduate students when they have earned 90 semester credits. A copy of the degree audit results is provided to each student's academic advisor. Students should maintain

communication with their academic advisors in order to plan appropriate continued academic progress and determine an appropriate graduation timeline.

Graduation Application

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

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 both his/her advisor and the registrar.

To be classified as a full-time student, a minimum of 12 or more semester hours must be taken at NCU. 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 must take a minimum of 12 credit hours per semester.

Reenrollment

Students who wish to resume studies at NCU 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 NCU must be provided for evaluation along with the letter.

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

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 NCU before any credit is transferred. A complete evaluation of the work will be made at the end of the first semester. If the student has maintained a C average at NCU, full credit will be given for the transferred work unless otherwise specified by a formal articulation agreement. 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 NCU. Courses must be college level with the grade of C- or better. Vocational/technical credits will be accepted if they meet 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 NCU graduation requirements. Maximum of four graded credit hours for Physical Education courses. All additional hours (beyond four) will be graded P/N.

Advanced Placement (AP)

College credits toward a baccalaureate degree are granted to students who receive the grade of three or higher on tests sponsored by the Advanced Placement Program of the College Entrance Examination Board. The subject area tested and the scores received determine which NCU course requirements are satisfied. Contact the registrar or registrar's website for more details.

International Baccalaureate (IB)

College credit is awarded to students who have scored four through seven on an individual IB higher level exam in any subject area. Students applying for admission who hold an IB diploma are considered on a case-by-case basis for advanced placement and college credit. More information is available from the Registrar's Office.

Reporting of Grades from Other Institutions

Grades for courses taken at 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

The faculty of NCU has approved the following alternative methods of earning credit: Credit by Examination Programs, Credit by Portfolio Assessment, Credit through Military Educational Programs, and Course Challenges. Some restrictions may apply.

College Level Examination Program (CLEP)

NCU 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 purposes. All accepted credits must fulfill graduation requirements. Contact the registrar for more information.

Credit by Portfolio Assessment

Students may receive a maximum of 30 credits in a variety of subject areas for learning acquired through experience outside a normal academic setting. For conditions, guidelines, and procedures, consult NCU Manual for Credit for Prior Learning. No graduate credits are granted through prior learning experience. All accepted credits must fulfill graduation requirements.

Credit Through Military Educational Programs

In granting credits earned through military training and experience, the University relies on standards and guidelines established by the American Council of Education (ACE). The ACE, through its Office on Educational Credit and Credentials (OECC), provides credit recommendations for courses and occupational training provided by the armed forces. 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. All accepted credits must fulfill graduation requirements.

Course Challenge

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

1. The student must petition the registrar and must have the approval of the individual faculty member administering the Course Challenge Contract.
2. Arrangements for the examination, including payment of fees, must be completed within the first ten (10) class days of each semester. Applications received later will be processed the following semester.
3. The student must pay, in advance, a special nonrefundable examination fee, 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 NCU Catalog.
8. A student may not receive credit by examination in courses: (a) that would substantially duplicate credit already received; or (b) that are more elementary than courses in which previous credit has been received or status has been established.
9. A student must be a regularly admitted student and registered for classes 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 NCU'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 NCU'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 NCU core requirements (or general education requirements) except eight credits in Bible and Christian Ministry. These requirements are normally fulfilled with BTH 101/102.

NCU 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.northwestchristian.edu/registrar/transfer>.

UNDERGRADUATE PROGRAMS

UNDERGRADUATE ADMISSIONS

Northwest Christian University seeks to enroll 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 NCU is possible at the beginning of the fall and spring semesters. Once completed, an application receives prompt and careful consideration. General admission to the University 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 NCU, students must have:

1. An official transcript showing at least a 2.50 high school grade point average (GPA) or higher in all high school subjects taken toward graduation.
2. Present minimum test scores of 17 ACT or a combined score of 850 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," and "Home Educated Students."

Application Procedure

To apply for first-year admission, high school students 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.** NCU accepts either the ACT or the SAT I.

College Preparation Standards

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.

College preparatory recommendations 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 university preparatory coursework is encouraged 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 NCU 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 or university 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 scores must also be submitted and will be considered in the admission decision.

Credit Transfer

Transfer of prior college or university credit depends on the nature of the previous coursework and the institution from which it was taken. Each official college or university transcript is evaluated according to the degree requirements of NCU once the application and transcript(s) have been received. 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 or a previous bachelor's degree from a regionally accredited institution satisfies all NCU general education requirements with the exception of eight semester credits in Bible and Christian Ministry.

Graduates of Nonstandard or Unaccredited High Schools and Home-Schooled Students

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. A 2.50 high school grade point average (GPA) or higher in all high school subjects taken toward graduation is also required.

For home-schooled students, an official graded transcript of the full curriculum from grades 9-12 is required. Transcripts prepared in conjunction with a diploma program through a local secondary school or by an agency that assesses home school curricula are preferred. 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 or college from which classes have been taken.

Financial Aid Eligibility

Meeting the requirements for admission may not necessarily qualify the home-schooled student for certain types of 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

NCU 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 80 (internet 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 Fall deadline for international applications 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)** are required if English is not the student's native language (see above for score requirements).
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. Contact the Office of Admissions for further details.
5. An interview with a faculty panel.

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.

Readmission of Former Students

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

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

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

Conditional Admission

NCU 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 with a designated academic liaison to develop an individual plan for academic success.

Veterans

Programs at NCU 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.

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

Advance Tuition Deposit

A \$200 advance tuition deposit is required of all incoming students prior to registration. This deposit serves as an indication of sincere intention to enroll at NCU and initiates 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

In order to enroll at NCU, a final official transcript must be sent directly from the high school if applying as a first-year student, or from the college or 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 NCU, 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 NCU may postpone enrollment for up to two academic years. If students have attended another college or university 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 SAT, 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 above under Academic Policies.

Campus Visits

Students considering NCU 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 University
828 E. 11th Avenue
Eugene, OR 97401-3745
Phone: (541)684-7201 or (877)463-6622
Fax: (541)684-7317
E-mail: admissions@northwestchristian.edu
Web Site: www.northwestchristian.edu

PROGRAMS OF STUDY

In fulfillment of its mission, Northwest Christian University 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 & Theology (B.A.)

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

Christian Ministry Studies (B.A.)
Missions/Global Ministries
Pastoral Ministry
Youth Ministry

Communication (B.A.)
Journalism
Speech Communication

English (B.A.)

Exercise Science (B.S.)

Global Studies (B.A.)

History (B.A.)

Interdisciplinary Studies (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)
Multiple Subjects
Elementary
ESOL
Multiple Subjects
Middle School Teaching Endorsement
Basic Mathematics
ESOL
Integrated Science
Language Arts
Social Studies
Spanish
High School Teaching Endorsement
Advanced Mathematics
ESOL
Language Arts
Social Studies
Spanish

FIELD INTERNSHIPS

Every bachelor's degree in the traditional undergraduate program at Northwest Christian University 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 & academic advising (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 are 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 University.
 - 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 University.
3. A cumulative GPA of 2.00 or better.

Limitations

1. Maximum number of credits in non-graded courses: 6 credit hours.
2. No set maximum on CLEP credit but all accepted credits must fulfill graduation requirements.
3. Maximum number of credits earned through Prior Learning Experience (PLE): 15 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: 8 credit hours.
6. Maximum of four graded credit hours for physical education courses taken at NCU. Up to an additional four hours will be graded P/N.
7. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission.

Requirements for Associate of Arts Degree

Interdisciplinary Studies..... 14

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..... 12

PHL 210	Ethics	3
WR 121	English Composition	3
WR 123	English Composition	3
Communication Elective (choose one of the following).....		3
COMM 211	Introduction to Communication	
COMM 212	Principles of Storytelling & Public Speaking	
COMM 270	Foundations of Public Relations	
COMM 360	Mass Media Law and Ethics	

Diversity Studies	*
Choose one course from the following list:	
ANTH 210	Cultural Anthropology
COMM 220	Intercultural Communication
COMM 360	Mass Media Law and Ethics
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
Social Sciences	6
Choose from approved electives in the following list:	
ANTH 210	Cultural Anthropology
BUS 100	Business Principles and Practices
ECON 201	Microeconomics
HIST 207	Special Topics
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	9
Any Lab Science	
Math 105 or higher	
Choose one of the computer science electives listed below:	
CIS 123	Software Applications: Spreadsheets and Databases
CIS 125	Introduction to Web Page Design
CIS 130	Introduction to Computer Sciences and Organization Theory
EDUC 230	Technology for Teaching and Learning
Bible & Christian Ministry Studies	8
BTH 101/102	Engaging with the Bible
Specialization or Electives	12
TOTAL	61

*NOTE: 61 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. NCU'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.

General Requirements for Graduation

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

Limitations

1. Maximum number of credits in non-graded courses: 6 credit hours.
2. No set maximum on CLEP credit but all accepted credits must fulfill graduation requirements.
3. Maximum number of credits earned through Prior Learning Experience (PLE): 15 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: 8 credit hours.
6. Maximum of four graded credit hours for physical education courses taken at NCU. Up to an additional four hours will be graded P/N.
7. Time limit: three years. After three years have elapsed from the time of initial matriculation in the University, the student must apply for readmission.

Interdisciplinary Studies	8
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*
Social Science	6
PSY 200 General Psychology	3
Choose one of the following:	3
ANTH 210 Cultural Anthropology	
SOC 200 Introduction to Sociology	
Humanities	13
PHL 210 Ethics	3
WR 121 English Composition	3
WR 123 English Composition	3
WR 320 Writing for the Discipline	1
COMM 200 level or higher	3
Math/Computer	4
CIS 125 or higher	2
MATH 105 or higher (minimum 2 credits)	2

Professional Specialization Electives	25
BIOL 200 General Biology	4
Choose one of the following sequences	
BIOL 211/212 Anatomy and Physiology I/II	8
BIOL 311/312 Human Anatomy and Physiology I/II	10
BIOL 230 Introductory Microbiology	4
CHEM 121 Introductory Chemistry I	5
CHEM 122 Introductory Chemistry II	5
MATH 315 Applied Statistics	3
NUTR 220 Nutrition	3
PHYS 110 Fundamentals of Physics	4
PSY 320 Human Development	3
PSY 420 Abnormal Psychology	3
 Bible & Christian Ministry Studies	 8
BTH 101/102 Engaging with the Bible	8
 Required Placement in Health Care Setting (minimum of 10 hours)	 0
 TOTAL	 64**

*FYS not required for transfer students.

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

Note: The AS degree allows the student to meet basic, minimum requirements for most health science programs but does not guarantee admission into programs at other schools. Students should meet with their advisor and review specific admission requirements such as internships or additional courses for the health science programs to which they intend to transfer.

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 University.
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/certificate programs except in those courses in which P/NP is the only grading option).
2. No set maximum on CLEP credit but all accepted credits must fulfill graduation requirements.
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 of four graded credit hours for physical education courses taken at NCU. Up to an additional four hours will be graded P/N.
7. A course used to meet the requirements of an academic major or minor may not be applied toward another major or minor.
8. Time limit: 6 years from date of matriculation for bachelor of arts/sciences.

GENERAL EDUCATION (CORE) REQUIREMENTS

Purpose

To provide a cohesive body of excellent undergraduate coursework that is a foundation for all NCU'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 University's General Education Core 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.

Interdisciplinary Studies	14
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.

Humanities	12
PHL 210 Ethics	3
WR 121 English Composition	3
WR 123 English Composition	3
Communication Elective (choose one of the following).....	3
COMM 211 Introduction to Communication	
COMM 212 Principles of Storytelling & Public Speaking	
COMM 270 Foundations of Public Relations	
COMM 360 Mass Media Law and Ethics	

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
- 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 9

- Any Lab Science
- Math 105 or higher

Choose one of the computer science electives listed below:

- CIS 123 Software Applications: Spreadsheets and Databases
- CIS 125 Introduction to Web Page Design
- CIS 130 Introduction to Computer Sciences and Organization Theory
- EDUC 230 Technology for Teaching and Learning

Diversity Studies

The NCU 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 360 Mass Media Law and Ethics
- 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 NCU 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	
Or 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
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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 Theology Pathway

ANTH 210 or PSY 200 or SOC 200
BTH 101/102 Engaging With the Bible
RELS 210 The Abrahamic Faiths of Judaism and Islam

Business Administration Pathway

BUS 100 Business Principles and Practices
ECON 201 Microeconomics

Christian Ministry Pathway

ANTH 210* Cultural Anthropology
BTH 101/102 Engaging With the Bible
BTH 240 Christianity in America
CM 240 All Are Gifted, All Are Called
COMM 211 or 212
PSY 200* General Psychology
SOC 200* Introduction to Sociology

*See requirements under specific concentrations.

Communication Pathway

COMM 211 Introduction to Communication

Elementary Education Pathway

BIOL 111 or BIOL 200
CIS 123 Software Applications: Spreadsheets and Databases
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 123 Software Applications: Spreadsheets and Databases
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

English Pathway

WR 121/123 English Composition

Exercise Science Pathway

BIOL 200 General Biology
MATH 130 Precalculus
NUTR 220 Nutrition
PHYS 110 Fundamentals of Physics
PSY 200 General Psychology

Global Studies Pathway

ANTH 210 Cultural Anthropology
COMM 220 Intercultural Communication

History Pathway

IDS 101/102 Engaging American Thought & Culture
IDS 102 Co-requisite (choose one of following)
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

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 130 or 200 or 211
MATH 110 College Mathematics
MATH 315 Applied Statistics
PSY 200 General Psychology

ACCOUNTING

Program Advisor: Dr. Jeanie O'Laughlin

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 for the Accounting Major:

ACTG 211	Principles of Accounting I
ACTG 212	Principles of Accounting II
*BUS 100	Business Principles and Practices
*ECON 201	Microeconomics
ECON 202	Macroeconomics
MATH 315	Applied Statistics
WR 320	Writing for the Discipline

Requirements for Accounting	39
ACTG 341 Intermediate Accounting I	3
ACTG 342 Intermediate Accounting II	3
ACTG 345 Cost Accounting	3
ACTG 360 Accounting Information Systems.....	3
ACTG 430 Federal Income Tax.....	3
ACTG 440 Auditing	3
ACTG 470 Accounting for Non-Profit Organizations.....	3
ACTG 499 Advanced Accounting Capstone	3
BUS 310 Principles of Management & Leadership	3
BUS 315 Human Resources Management	3
BUS 370 Legal and Ethical Issues in Business & Management	3
BUS 450 Managerial Finance.....	3
BUS 495 Internship	3

Minor in Accounting

Prerequisites for the Accounting Minor:

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

Requirements for Accounting Minor	21
ACTG 211 Principles of Accounting I	3
ACTG 212 Principles of Accounting II	3
ACTG 341 Intermediate Accounting I.....	3
ACTG 342 Intermediate Accounting II	3
ACTG 345 Cost Accounting	3
ACTG 430 Federal Income Tax.....	3
ACTG 440 Auditing	3

**These courses may also fulfill General Education requirements.*

BIBLE AND THEOLOGY

Program Advisors: Dr. Loren Crow, Dr. Ronald Heine

Purpose

The purpose of the Bible and theology program is to nourish the academic study of the Bible and Christian theology by persons pursuing lay and ordained vocations in the Church. Students majoring in Bible and theology may emphasize either Bible or theology, or may try with their advisor’s help to balance the two.

Objectives

Graduates of this program will:

1. Display broad knowledge of the Bible’s contents.
2. Engage critically with the Bible and scholarly interpretations of it.
3. Students emphasizing Bible will demonstrate facility in one or more of the biblical languages by applying it exegetically to the interpretation of texts.
4. Students emphasizing theology will display broad knowledge of the post-biblical Christian theological traditions, and specialization in at least one branch of Christian theology.

Prerequisites for the Bible and Theology Major:

- *ANTH 210 or *PSY 200 or *SOC 200
- *BTH 101 Engaging With The Bible
- *BTH 102 Engaging With The Bible
- BTH 200 or 213
- *RELS 210 The Abrahamic Faiths of Judaism and Islam

Requirements for Bible and Theology	38
BTH 324 History of Theology	3
BTH 407 Special Topics.....	3
BTH 495 Internship.....	6
BTH 499 Senior Capstone	2
Any BTH courses with a minimum of 12 credits at the upper division level	15
CM 371 Crafting the Message.....	3
Choose one of the following sequences:.....	6
GRK 301 and 302 Elementary Greek	
HEB 301 and 302 Classical Hebrew for Beginners	

Minor in Bible and Theology

Prerequisites for the Bible and Theology Minor:

- *BTH 101 Engaging with the Bible
- *BTH 102 Engaging with the Bible

Requirements for Bible and Theology Minor	15
Choose one of the following:.....	2
BTH 200 Bible Study Tools and Methods	
BTH 213 Christian Doctrine	
BTH 407 Special Topics.....	3
Any BTH course with a minimum of 3 credits at the upper division level.....	10

**These courses may also fulfill General Education requirements.*

BUSINESS ADMINISTRATION

Program Advisor: Ms. Anne Maggs

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 University, 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, Christian values and ethics, and strategic management. Students in the program may choose to emphasize one of two concentrations: management or marketing. An interdisciplinary minor is also available to complement other majors at the University.

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, as well as Christian leadership, values, and ethics.
3. Be skilled in planning, organizing, leading, controlling, human resources, group behavior, and strategic and operations management.
4. Be skilled in advertising and promotion, sales strategies and retail administration.
5. Have integrated all aspects of learning, understanding, knowledge, and skills concerning business through internship opportunities and a comprehensive capstone project/course.
6. 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 online.
7. Understand ethical issues in business.

Prerequisites for the Business Administration Major:

ACTG 211	Principles of Accounting I
ACTG 212	Principles of Accounting II
*BUS 100	Business Principles and Practices
*ECON 201	Microeconomics
ECON 202	Macroeconomics

General Requirements for Business Administration 37

BUS 310	Principles of Management and Leadership.....	3
BUS 330	Marketing	3
BUS 360	Management of Information Technology	3
BUS 370	Legal and Ethical Issues in Business & Management	3
BUS 419	Global Business Management	3
BUS 450	Managerial Finance	3
BUS 495	Internship	3
BUS 499	Business Strategy and Policy.....	3
MATH 315	Applied Statistics.....	3
WR 320	Writing for the Discipline	1
	Choose one of the required concentrations listed below.....	9

Management Concentration 9

BUS 315	Human Resource Management.....	3
BUS 410	Operations Management.....	3
BUS 415	Group and Organizational Behavior	3

Marketing Concentration 9

BUS 334	Advertising and Promotion	3
BUS 335	Sales Strategy	3
BUS 336	Retail Administration.....	3

**These courses may also fulfill General Education requirements.*

Minor in Interdisciplinary Business

Prerequisite for the Interdisciplinary Business Minor:

*BUS 100 Business Principles and Practices

Requirements for Interdisciplinary Business Minor 18

BUS 310	Principles of Management and Leadership.....	3
BUS 330	Marketing	3
	Choose four courses from the following:	12
BUS 315	Human Resource Management	
BUS 334	Advertising and Promotion	
BUS 335	Sales Strategy	
BUS 336	Retail Administration	
BUS 360	Management of Information Technology	
BUS 370	Legal and Ethical Issues in Business & Management	
BUS 410	Operations Management	
BUS 415	Group and Organizational Behavior	
BUS 419	Global Business Management	
BUS 450	Managerial Finance	

**These courses may also fulfill General Education requirements.*

CHRISTIAN MINISTRY

Program Advisor: Dr. Doug Dornhecker

Purpose

The purpose of the Christian ministry major is to prepare Northwest Christian University students to serve Christ and the church as God has gifted and called them, both as professionals and as volunteers.

Objectives

Graduates of this program will:

1. Have practical skills for ministry and will have exercised these skills through internships (congregational, cross-cultural, or para-church).
2. Display skills in exegetical and hermeneutical methods for sound interpretation and communication of biblical messages.
3. Be prepared to serve the Church as ethical leaders.
4. Display analytical, problem-solving, and communication skills for effective pastoral leadership.
5. Have experienced spiritual development in themselves and have skills in fostering and facilitation spiritual growth in others.

Prerequisites for the Christian Ministry Major:

- **ANTH 210 Cultural Anthropology
- *BTH 101 Engaging With The Bible
- *BTH 102 Engaging With The Bible
- BTH 200 Bible Study Tools and Methods
- *BTH 240 Christianity in America
- *CM 240 All Are Gifted; All Are Called
- *COMM 211 or *COMM 212
- **PSY 200 General Psychology
- **SOC 200 Introduction to Sociology

General Requirements for Christian Ministry..... 40

BTH 324	History of Theology	3
BTH electives at the upper division level***	6	
CM 220	The Worshipping Community	2
CM 320	Evangelism and Church Growth	2
CM 350	Nurture and Discipleship.....	2
CM 371	Crafting the Message.....	3
CM 470	Leadership Skills for Ministry	2
CM 495	Internship	6
CM 499	Senior Capstone	2
Choose one of the required concentrations listed below.....	12	

Missions Concentration

Prerequisites for the Missions Concentration:

- *ANTH 210 Cultural Anthropology
- BTH 212 Acts of the Apostles
- *SOC 200 Introduction to Sociology

Missions Concentration..... 12

CM 203	Introduction to Missions	2
CM 407	Special Topics.....	2
COMM 220	Intercultural Communication.....	3
SOC 410	Global Issues.....	3
Choose one of the following.....	2	
RELS 210	The Abrahamic Faiths of Judaism and Islam	
RELS 220	Living Religious Traditions of the Far East	

*These courses may also fulfill General Education requirements.

**See requirements under specific concentrations.

***At least one Old Testament course and one New Testament course is required.

Pastoral Ministry Concentration

Prerequisites for the Pastoral Ministry Concentration:

- *ANTH 210 or *SOC 200
- *PSY 200 General Psychology

Pastoral Ministry Concentration 12

CM 330	Introduction to Christian Education	3
CM 372	Introduction to Preaching	3
CM 450	Pastoral Ministry.....	3
	Any CM electives at the upper division level.....	3

Youth Ministry Concentration

Prerequisites for the Youth Ministry Concentration:

- *ANTH 210 or *SOC 200
- *PSY 200 General Psychology

Youth Ministry Concentration 12

CM 330	Introduction to Christian Education	3
CM 360	Principles of Youth Ministry	3
CM 450	Pastoral Ministry	3
	Any CM electives at the upper division level.....	3

**These courses may also fulfill General Education requirements.*

COMMUNICATION

Program Advisor: Dr. Doyle Srader

Purpose

From the articulate argument of political discourse to the businesses 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.

Prerequisite for the Communication Major:

*COMM 211 Introduction to Communication

Requirements for Communication..... 40

COMM 212	Principles of Storytelling and Public Speaking	4
COMM 220	Intercultural Communication	3
COMM 240	Communication Theory	3
COMM 351	Writing for Publication I	3
COMM 360	Mass Media Law and Ethics	4
COMM 460	Technology, Change, and Communication.....	3
COMM 495	Internship	6
COMM 499	Senior Capstone	2
	Choose one of the required concentrations listed below.....	12

Journalism Concentration..... 12

Choose from the following list:

- BUS 330 Marketing
- COMM 230 Introduction to Broadcasting
- COMM 340 Rhetorical Criticism and Argumentation
- COMM 352 Writing for Publication II
- COMM 370 Listening Behavior
- 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

**These courses may also fulfill General Education requirements.*

Speech Communication Concentration 12

Choose from the following list:

- COMM 121/122, 221/222, 321/322, 421/422 Forensics
- COMM 213 Interpersonal Communication
- COMM 280 Acting
- COMM 340 Rhetorical Criticism and Argumentation
- COMM 370 Listening Behavior
- COMM 407 Special Topics
- CM 371 Crafting the Message
- CM 372 Introduction to Preaching
- CM 430 Small Groups

Minors in Communication

Prerequisite for all the Communication Minors:

- *COMM 211 Introduction to Communication

Requirements for Journalism Minor 19

Choose from the following list:

- COMM 212 Principles of Storytelling and Public Speaking
- COMM 230 Introduction to Broadcasting
- COMM 340 Rhetorical Criticism and Argumentation
- COMM 351 Writing for Publication I
- COMM 352 Writing for Publication II
- COMM 360 Mass Media Law and Ethics
- COMM 370 Listening Behavior
- COMM 460 Technology, Change, and Communication
- COMM 495 Internship

Requirements for Public Relations Minor 19

Choose from the following list:

- BUS 330 Marketing
- BUS 370 Legal and Ethical Issues in Business & Management
- COMM 230 Introduction to Broadcasting
- COMM 270 Foundations of Public Relations
- COMM 351 Writing for Publication I
- COMM 352 Writing for Publication II
- COMM 360 Mass Media Law and Ethics
- COMM 370 Listening Behavior

Three credits chosen from:

- BUS 334 Advertising and Promotion
- COMM 213 Interpersonal Communication
- COMM 460 Technology, Change, and Communication

Requirements for Speech Communication Minor 19

Choose from the following list:

- COMM 121/122, 221/222, 321/322, 421/422 Forensics
- COMM 212 Principles of Storytelling and Public Speaking
- COMM 213 Interpersonal Communication
- COMM 280 Acting
- COMM 340 Rhetorical Criticism and Argumentation
- COMM 370 Listening Behavior
- CM 371 Crafting the Message
- CM 372 Introduction to Preaching
- CM 430 Small Groups

**These courses may also fulfill General Education requirements.*

ENGLISH

Program Advisor: Dr. Elizabeth Aydelott

Purpose

The purpose of the English Program is to provide a foundation in English literature, language, and composition as preparation for students who wish to pursue careers that require research, analytical, and rhetorical skills, grounded in a cross-cultural understanding of the humanities.

Objectives

Graduates of this program will:

1. Be able to analyze literary works in terms of structure, ideas, and cultural context.
2. Be able to appreciate language linguistically, aesthetically, and sociologically.
3. Have skills in critical thinking, research and text analysis.
4. Have the foundation for graduate studies in English literature and/or language (linguistics).
5. Have the foundation for further training to prepare for careers in education, law, business, cross-cultural and/or international work, including mission studies, and through completion of the TESOL Certificate program.
6. Be able to facilitate the integration of positive behavior and the implementation of health-related programs.
7. Be prepared to teach English to speakers of other languages, both stateside and in other countries around the world.

Prerequisites for the English Major:

- *WR 121 English Composition
- *WR 123 English Composition

Requirements for English..... 36

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 310	English Grammar and Syntax.....	3
ENG 430	History of the English Language.....	3
ENG 495	Internship.....	3
ENG 499	Senior Capstone.....	2
WR 320	Writing for the Discipline.....	1
WR 410	Advanced Writing.....	3
Any three ENG electives at the upper division level.....		9
One year of college-level proficiency in a non-native written language..... (6-8)		
(A modern language is required for TESOL students.)		

Minor in English

Prerequisites for English Minor:

- *WR 121 English Composition
- *WR 123 English Composition

Requirements for English Minor..... 18

Choose one of the following:.....		3
ENG 220	Introduction to Fiction	
ENG 230	Introduction to Poetry and Drama	
Choose one of the following:.....		3
ENG 301	Survey of American Literature	
ENG 302	Survey of British Literature	
WR 320	Writing in the Discipline.....	1
Any ENG electives at the upper division level.....		11

**These courses may also fulfill General Education requirements.*

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 with 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 for the Exercise Science Major:

*BIOL 200	General Biology
*MATH 130	Precalculus
NUTR 220	Nutrition
PHYS 110	Fundamentals of Physics
*PSY 200	General Psychology

Requirements for Exercise Science.....38

BIOL 311	Human Anatomy and Physiology I.....	5
BIOL 312	Human Anatomy and Physiology II.....	5
CHEM 121	Introductory Chemistry I.....	5
CHEM 122	Introductory Chemistry II.....	5
EXSC 310	Kinesiology.....	3
EXSC 320	Exercise Physiology and Neuromuscular Conditioning.....	3
EXSC 410	Biomechanics.....	3
EXSC 420	Exercise Testing and Prescription.....	3
EXSC 495	Internship.....	3
MATH 315	Applied Statistics.....	3

**These courses may also fulfill General Education requirements.*

GLOBAL STUDIES

Program Advisor: Mr. Charles Sturms

Purpose

The purpose of the Global Studies Program is to prepare students who have a passion for working with “the other.” Students pursuing careers requiring intercultural and possibly international awareness and knowledge will find this major attractive. The major consists of a set of core courses, a study abroad experience, cross-cultural skills, and a year of foreign language.

Objectives

Graduates of this program will:

1. Have gained a functional proficiency in a foreign language.
2. Have studied in another country.
3. Have worked and researched in various cross-cultural or intercultural contexts.
4. Have developed a set of cross-cultural competencies including language, culture, and communication.
5. Have developed basic skills necessary for teaching English as a second or foreign language.

Prerequisites for the Global Studies Major:

- *ANTH 210 Cultural Anthropology
- *COMM 220 Intercultural Communication
- IDS 295 Study Abroad
- One year or equivalent of a foreign language.

Requirements for Global Studies	39
ANTH 310 Ethnographic Interview.....	3
ENG 410 TESOL Theory and Practice	3
ENG 425 TESOL: Teaching Oral and Literate Skills.....	3
GEOG 310 World Culture and Political Geography	3
GLST 495 Internship	4
GLST 499 Senior Capstone	2
LING 310 Introduction to Comparative Linguistics	3
SOC 410 Global Issues	3
An approved study abroad program with a second year of a foreign language (minimum 3 upper division credits).....	15

Minor in Global Studies

Prerequisites for the Global Studies Minor:

- *ANTH 210 Cultural Anthropology
- *COMM 220 Intercultural Communication

Requirements for Global Studies Minor	17
Choose from the following:.....	3
ANTH 310 Ethnographic Interview	
LING 310 Introduction to Comparative Linguistics	
Choose one of the following:.....	3
ENG 290 Introduction to the Study of the English language	
LING 310 Introduction to Comparative Linguistics	
SOC 410 Global Issues	3
One year of college-level proficiency in a foreign language.....	8

**These courses may also fulfill General Education requirements.*

HISTORY

Program Advisor: Dr. Steven Goetz

Purpose

History is an encompassing discipline whose essence is in the understanding of the connectedness of historical events and human experiences. By examining the causes, contexts, and chronologies of past events, students gain an understanding of the nature of continuity and change in human experiences and achieve new insights into contemporary events and issues. In addition, the study of history enhances one's grasp of the essential elements of liberal learning, such as the acquisition of knowledge and understanding, cultivation of perspective, and development of communication and critical-thinking skills. The history major prepares students for a wide variety of career choices such as further graduate work in history, further studies in law, business, medicine, and ministry. Graduates are equipped to serve in all professions that demand the knowledge, understanding, perspective, skills, and sensitivities gained through studying (e.g. politics, education, government service, and journalism).

Objectives

Graduates of this program will:

1. Participate knowledgeably in the affairs of the world around them, drawing upon understandings shaped through reading, writing, discussions, and lectures concerning the past.
2. See themselves and their society from different times and places, displaying a sense of informed perspective and a mature view of human nature.
3. Read and think critically, write and speak clearly and persuasively, and conduct research effectively.
4. Exhibit sensitivities to human values in their own and other cultural traditions and, in turn, establish values of their own.
5. Appreciate their natural and cultural environments.
6. Respect scientific and technological developments and recognize their impact on humankind.
7. Understand the connections between history and life.

Prerequisites for the History Major:

- *IDS 101/102 Engaging American Thought and Culture
- *IDS 102 Co-requisite (choose one of following)
 - 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 and Culture

Requirements for History 38-39

Choose one of the following: 2-3

- HIST 250 Art as History
- MUS 311 History of Music
- MUS 312 History of Music
- HIST 390 Philosophy of History

Category One - History of U.S. and the Americas

Choose two of the following:6

- HIST 240 History of the Pacific Northwest
- HIST 334 Colonial and Revolutionary America
- HIST 341 19th Century America
- HIST 342 America Since 1900
- HIST 350 American Public Discourse
- HIST 430 History of American International Relations
- HIST 440 Latin America to Independence

Category Two - European History

Choose two of the following:6

- HIST 331 History of Christianity I
- HIST 332 History of Christianity II
- HIST 370 Ancient Near Eastern and Mediterranean Civilizations
- HIST 375 Medieval European Culture
- HIST 380 Modern European Culture and the World
- HIST 382 European Art History

**These courses may also fulfill General Education requirements.*

Category Three - Non-Western History

Choose two of the following:6

HIST 303	Christianity in Asia	
HIST 311	The World of Islam, 600-1500	
HIST 312	The World of Islam, 1500-present	
HIST 320	History of Sub-Saharan Africa	
HIST 410	History of the Arab-Israeli Conflict	
HIST 420	Modern South Asia	

Choose two additional courses from one of the above categories.....6

History elective		3
HIST 490	Historical Methods and Research	3
HIST 495	Internship	3
HIST 499	Senior Capstone	3

One year of college-level proficiency in a foreign language.

Minor in History

Prerequisites for the History Minor:

- *IDS 101/102 Engaging American Thought and Culture
- *IDS 102 Co-requisite (choose one of following)
 - 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 and Culture

Requirements for History Minor..... 18

HIST 250	Art as History.....	3
HIST 490	Historical Methods and Research	3
	One course from each of the history categories listed in the major	12

**These courses may also fulfill General Education requirements.*

INTERDISCIPLINARY STUDIES

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.

Requirements for Interdisciplinary Studies	40
Area 1.....	12
Must include 8 upper division credits	
Area 2.....	12
Must include 8 upper division credits	
Area 3.....	12
Must include 8 upper division credits	
IDS 495 Internship.....	4

MATHEMATICS

Program Advisor: Dr. Constance Wilmarth

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 for the Mathematics Major:

- *CHEM 121 or *PHYS 110
- *CIS 150 Object Oriented Programming with Java
- MATH 251 Calculus I
- MATH 252 Calculus II

Requirements for Mathematics 41

MATH 230	Discrete Mathematics.....	3
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	
MATH 420	Topology	
MATH 430	Advanced Probability and Statistics	
MATH 450	Complex Variables	

Minor in Mathematics

Prerequisites for Mathematics Minor:

- *CHEM 121 or *PHYS 110
- *CIS 150 Object Oriented Programming with Java
- MATH 251 Calculus I
- MATH 252 Calculus II

Requirements for Mathematics Minor 15

MATH 230	Discrete Mathematics.....	3
MATH 315	Applied Statistics.....	3
MATH 320	Linear Algebra.....	3
MATH 335	Classical Geometry.....	3
MATH 345	Modern Algebra.....	3

**These courses may also fulfill General Education requirements*

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 and 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 for the Music Industry Major:

- *BUS 100 Business Principles and Practices
- MUS 100 Music Fundamentals

General Requirements for Music Industry	57
MUS 101 Music Theory I.....	3
MUS 111 Ear Training I	1
Music Technology**	4
Audio Engineering**	6
MUS 300 Pop Theory/Songwriting.....	2
MUS 311 Music Business I	2
MUS 312 Music Business II	2
MUS 351 Music Ministry Leadership.....	3
MUS 371 Junior Project	2
MUS 372 Junior Project	2
MUS 421 Senior Project.....	2
MUS 422 Senior Project.....	2
Applied Music	
Primary Performance Medium (Lower Division)	
100 Level Instruction.....	2
200 Level Instruction.....	2
MUS 495 Internship	4
Piano Proficiency***	(2)
Interdisciplinary Business Minor.....	18

*These courses may also fulfill General Education requirements.

**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 university 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.

Prerequisite for the Music Ministry Major:

MUS 100 Music Fundamentals

Requirements for Music Ministry..... 38

MUS 101	Music Theory I.....	3
MUS 111	Ear Training I.....	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	Internship Mentoring.....	1
MUS 412	Internship Mentoring.....	1
MUS 495	Internship.....	4
Upper division Music Ensemble.....		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
Piano Proficiency*.....		(2)

Minor in Music Ministry

Requirements for Music Ministry Minor..... 18

Choose one of the following approved electives:.....		2
MUS 100	Music Fundamentals	
MUS 300	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. George Letchworth

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 for the Psychology Major:

- *BIOL 111 or *130 or *200 or *211
- *MATH 110 College Mathematics
- MATH 315 Applied Statistics
- *PSY 200 General Psychology
- WR 320 Writing for the Discipline

Requirements for Psychology	39
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 495 Internship	6
PSY 499 Senior Capstone	2
Choose three of the following approved electives:.....	6
ANTH 310 Ethnographic Interview	
CM 440 Grief and Loss	
PSY 360 Values and Human Behavior	
PSY 407 Special Topics	
PSY 450 Psychometrics	
PSY 460 Introduction to Counseling Skills	

**These courses may also fulfill General Education requirements.*

Minor in Psychology

Prerequisites for the Psychology Minor:

- *PSY 200 General Psychology
- 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 360	Values and Human Behavior	
PSY 370	Cognition	
PSY 410	Biological Psychology	
PSY 450	Psychometrics	

**These courses may also fulfill General Education requirements.*

TEACHER EDUCATION

Program Advisor: Ms. Barbara Herzberg

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 NCU, 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 NCU 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 three. Within this course, students will complete the steps to be formally admitted to the NCU Teacher Education Program. AAOT transfer students* are not required to complete this course but must submit application materials to NCU 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.

*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.

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.

Prerequisites for Teacher Education Major who are in NCU's program:

EDUC 220 Orientation to Teaching

General Requirements for Education Major 54-61

EDUC 110	Foundations of Education	3
EDUC 210	School Diversity	3
EDUC 230	Technology for Teaching and Learning	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 for the Elementary Teacher Education Major:

- *BIOL 111 or *200
- *CIS 123 Software Applications: Spreadsheets and Databases
- *COMM 211 Introduction to Communication
- *EDUC 110 Foundations of Education
- *EDUC 210 School Diversity
- EDUC 220 Orientation to Teaching
- EDUC 230 Technology for Teaching and Learning
- *MATH 211 Mathematics for Elementary Teachers
- MATH 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

**These courses may also fulfill General Education requirements.*

Prerequisites for the Secondary Teacher Education Major:

- *BIOL 111 or *200
- *CIS 123 Software Applications: Spreadsheets and Databases
- *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 School2
- EDUC 370 Adolescent Learners3
- 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 prerequisites. 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 310 English Grammar and Syntax3
- LING 310 Introduction to Comparative Linguistics3
- LING 410 ESOL Theory and Methods.....3
- LING 420 ESOL Application and Literate Skills3
- LING 430 ESOL Teaching of Oral Skills3

Integrated Science 29

- BIOL 111 Principles of Biology I.....4
- BIOL 112 Principles of Biology II.....4
- CHEM 121 Introductory Chemistry I.....5
- GEOL 110 Introduction to Geology4
- GEOL 210 Historical Geology2
- GEOL 310 Meteorology/Oceanography.....3
- PHYS 110 Fundamentals of Physics4
- PHYS 122 Meteorology and Astronomy3

Language Arts 19

- ENG 220 Introduction to Fiction.....3
- ENG 230 Introduction to Poetry and Drama3
- 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 Language3
- WR 320 Writing for the Discipline1

**These courses may also fulfill General Education requirements.*

Basic Mathematics (for Middle School only)	24
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 230 Discrete Mathematics.....	3
MATH 335 Classical Geometry.....	3
Advanced Mathematics (High School)	31
CIS 135 Introduction to C++ Programming	2
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 335 Classical Geometry.....	3
MATH 340 Modern Geometry	3
MATH 345 Modern Algebra.....	3
Social Studies	24
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	
Spanish*	30
SPAN 101 First-year Spanish	4
SPAN 102 First-year Spanish	4
SPAN 201 Second-year Spanish.....	3
SPAN 202 Second-year Spanish.....	3
SPAN 300 Spanish Phonetics	2
SPAN 310 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

*Courses may need to be transferred from another 4-year institution.

TESOL CERTIFICATE PROGRAM

Program Advisor: Dr. Edmund Anderson

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 University. 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.

Prerequisites for the TESOL Certificate:

- ENG 290 Introduction to the Study of the English Language
- ENG 310 English Grammar and Syntax

Requirements for the TESOL Certificate	21
Choose one of the following:	3
ANTH 210 Cultural Anthropology	
SOC 200 Introduction to Sociology	
ANTH 310 Ethnographic Interview	3
ENG 360 Language, Culture, and Society	3
ENG 370 English Phonetics and Phonology	3
ENG 410 TESOL Theory and Practice	3
ENG 425 TESOL: Teaching Oral and Literate Skills	3
ENG 495 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 I (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 212 Principles of Accounting II (3) This course continues to review basic concepts and principles of accounting, including paid-in capital, partnership issues, management accounting, job order costing, CVP analysis, ABC analysis, and budgeting. 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 212.

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 212.

ACTG 360 Accounting Information Systems (3) This course provides a review of the use of several spreadsheet and accounting programs in solving a variety of business problems. Students will learn Peachtree, Quickbooks, Excel, and Access. Prerequisites: ACTG 211.

ACTG 430 Federal Income Tax (3) This course examines the basic federal income tax laws as they relate primarily to individuals. Prerequisite: ACTG 212.

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

ACTG 450 Fraud Examination (3) Fraud examination will cover the principles and the mythology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, noncash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

ACTG 455 Forensic Accounting (3) This course will examine fraud in the business sector with a focus on case analysis. Topics include the nature of fraud, who commits fraud and why, fraud prevention, fraud detection, fraud investigation, management fraud, resolution of fraud, and other topics of fraud. The goal is to provide an awareness of how much fraud exists, why fraud is so prevalent, and to have a basic knowledge of how to prevent and detect fraud. Prerequisite: ACTG 342.

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 211.

ACTG 499 Advanced Accounting Capstone (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 310 Ethnographic Interview (3) This course prepares students to explore socio-cultural situations they encounter in the U.S.A. and throughout the world by enabling them to help people they encounter to become aware of what they know about language and culture. The techniques of ethnographic interviewing can help bring knowledge into focus, making that knowledge explicit. Prerequisites: one of the following: ANTH 210, ENG 290, LING 310, SOC 200, PSY 200.

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 foundation for subsequent studies in the NCU Bible and General Education Core. Spanning an entire year, *Engaging with the Bible* provides students with an overview of biblical content by highlighting key biblical themes.

BTH 200 Bible Study Tools and Methods (2) This course teaches you to understand, and participate in, scholarly research into the meanings of the Bible. It is very much a "hands-on" course in which you will learn how to engage selections from the Bible in a deliberate, methodical, and consistent way. Prerequisites: BTH 101, 102.

BTH 203 Great Hebrew Stories (2) This course explores the narrative art of selected Hebrew stories, focusing on the development of close reading skills. Prerequisite: BTH 101.

BTH 212 Acts of the Apostles (2) This course explores Luke's description in Acts of the formative period of Christian history. It will take special notice of the Pauline itinerary presented in the second half of the book relating this to the various letters written by Paul and thus provide a framework for the study of individual Pauline letters. Prerequisites: BTH 101, 102.

BTH 213 Christian Doctrine (2) This course introduces the student to the basic doctrines of the Christian faith. Prerequisites: BTH 101, 102.

BTH 230 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.

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 302 Book of Genesis (3) This course focuses on selected texts from the first book of the Bible, viewed from a variety of different perspectives. Specific perspectives include comparative ancient Near Eastern mythology, Jewish and Christian interpretation history, and historical-critical interpretation. Prerequisites: BTH 101, 102, 200.

BTH 320 Romans (3) This course is an exegetical study of Paul's epistle to the Romans. Special attention is given to the important theological themes which appear in the epistle such as the relation between the gospel and the law, faith and righteousness, sin and salvation, the letter and the spirit, and Jews and Gentiles. Prerequisites: BTH 101, 102 & 200 or 212.

BTH 322 Epistle to the Hebrews (3) This course examines the background and content of the book of Hebrews. The major doctrinal themes in the book are emphasized. Special attention is given to the use of the Old Testament in Hebrews including the way the author interprets and applies it to both Christ and the Christian life. Prerequisites: BTH 101, 102, 200.

BTH 324 History of Theology (3) This course surveys the history of Christian theology from the 2nd century through the 20th century by focusing on the major theologians who shaped this history. Prerequisites: BTH 101, 102.

BTH 328 Theological Problems (3) This course will treat various issues in theological studies such as the doctrine of the Trinity, Christology, etc. The specific topic to be studied will be announced each time the course is offered. Prerequisites: BTH 101, 102, 324.

BTH 350 Johannine Literature (3) This course examines the literature in the New Testament traditionally associated with the apostle John: the Gospel, Epistles, and Apocalypse. The approach is an exegetical and historical exploration of the way this literature presents the story of Jesus and understands the nature of a life lived in relation to that story. Prerequisites: BTH 101, 102, 200.

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

BTH 405 Reading and Conference on Selected Topics in Biblical Studies (1-5) Prerequisite: instructor's permission.

BTH 495 Internship (3-6)

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.

BIOL

BIOL 100 Medical Terminology (1) This course introduces elements of medical terminology, such as the etymology of words used to describe the human body and proper terminology for major pathological conditions. This course identifies and explains the terms used for the integumentary, respiratory, nervous, reproductive, endocrine, urinary, digestive, lymphatic, hematic, immune, and musculoskeletal systems, as well as describing the function of each these body systems. The course is designed primarily as independent online study but an instructor will be available to assist students and monitor progress.

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. Prerequisite: CHEM 121.

BIOL 211 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. Prerequisite: BIOL 111 or 200.

BIOL 212 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 310 Principles of Management and 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.

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 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.

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: BUS 310, MATH 315.

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, 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: ACTG 211, ECON 201.

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 I/II (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 for CHEM 121: MATH 96; prerequisite for CHEM 122: CHEM 121.

CHRISTIAN MINISTRY

CM 100 Chapel (P/NP)

CM 110 Service Learning (0) (P/NP)

CM 203 Introduction to Missions (2) A course designed to introduce the student briefly to the major elements in the church's cross-cultural ministries. This course also addresses an analysis of how a church structures and organizes itself to do cross-cultural ministries.

CM 220 The Worshipping Community (2) This course will explore the meaning of worship in relation to God and to one's calling in the world, focusing upon different traditions of worship, liturgical renewal in the 20th century, worship and the arts (music, drama, dance), worship and the occasional services and worship in the context of evangelism.

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: FYS 101.

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.

CM 350 Nurture & Discipleship (2) A survey of the discipleship methods, curriculum materials, and resources available for ministering to adolescents through adults in their Christian nurture and development. Significant attention is given to the discussion and practice of classic spiritual disciplines in the lives of class participants.

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.

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: BTH 200 and COMM 211 or 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.

CM 405 Reading and Conference on Selected Topics in Christian Ministry (1-5)

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.

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.

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.

CM 470 Leadership Skills for Ministry (2) 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.

CM 495 Internship (3-6) 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 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.

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.

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 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.

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.

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 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 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 213 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 220 Intercultural Communication (3) A study in the problems of effective communication of concepts across cultural barriers, values and world views. Prerequisites: ANTH 210 or SOC 200, 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 230 Introduction to Broadcasting (3) A first look at the component parts and tasks that go into producing radio or television programming. This course includes basic program structure, basic editing, and speaking technique for radio and T.V.

COMM 240 Communication Theory (3) A survey of entire theories of communication, drawn from interpersonal, public, organizational, mass, and intercultural communication. This course includes attention to the characteristics of different kinds of theory as well as criteria for judging theories.

COMM 270 Foundations of Public Relations (3) 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 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. Prerequisites: COMM 211 or 212 or 260, and a writing course, or instructor's consent.

COMM 360 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 370 Listening Behavior (3) An in-depth examination of past and present research into listening. This course includes a detailed analysis of the listening process, as well as projects and skill work to enhance each student's ability to listen without succumbing to distraction or misunderstanding.

COMM 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 421/422 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). 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: COMM 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) Students will work 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 (3-6) 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) This course 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. NCU'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) This course 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. NCU'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 NCU 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 and Learning (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 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 NCU 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 290 Introduction to the Study of the English Language (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.

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

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.

ENGL 332 Creative Writing (3) This course is designed to introduce students of poetry, fiction, and drama to fundamentals of craft, form, and theory through open-forum critiques of student work as well as study of published contemporary authors.

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 350 Philosophy of 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, ENG 220 or 230, or instructor's permission.

ENG 360 Language, Culture, and Society (3) This course is about *sociolinguistics*, a study that has developed from 1960 to the present. Sociolinguistics has roots in language (eg., dialectology) absent from pre-1960 “real linguistics”, sociology (social stratification), anthropology (ethnography of speaking, social structure), philosophy (speech act theory), and social psychology (attitudes), all enriching our understanding of language and social organization (social identity, groups, roles, situations). Study of sociolinguistics calls into question “given” entities such as *language* and *dialect* (How is a language different from a dialect? Is American English a dialect of British English? Why are Swedish and Norwegian different languages, when they are alike structurally? What happened to Serbo-Croatian after Yugoslavia dissolved? Why is Cantonese considered a dialect of Mandarin, though respective monolingual speakers cannot understand each other? Then, what is Standard English? On what basis is Standard English claimed?). Prerequisites: ANTH 210 or SOC 200 and ENG 290 or LING 310.

ENG 370 English Phonetics and Phonology (3) This subject is designed to focus attention on the sound systems of varieties of English, especially American and British English, spoken throughout the world as preparation for teaching English in a variety of contexts. It focuses on the common core of English phonological structure which makes these varieties truly English, but also the phonological differences which make these varieties distinct, enabling their speakers to identify their desired uniqueness while maintaining a wider identity based on the common features of English. Prerequisites: ANTH 210 or SOC 200 and ENG 290 or LING 310.

ENG 380 Philosophy of Language (3) This course examines the nature, origins, and usage of language through a philosophical lens. Topics may range from Plato’s views of written language, to the deconstruction of language in Barthes and Derrida, including everything in between.

ENG 410 TESOL Theory and Practice (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. Prerequisites: ANTH 210 or SOC 200 and ENG 290.

ENG 425 TESOL: Teaching Oral and Literate Skills (3) This course helps students develop ESL materials and prepare lesson plans, providing practice teaching opportunities. A second component examines and puts into practice reading and writing teaching methods for non-native speaker, and assessment processes for language skills. A third focuses on teaching of oral/aural English. Current techniques and resources are used to formulate materials and lessons in teaching oral and listening skills. Focus is on speech patterns, pronunciation analysis, and corrective measures toward oral English improvement. Prerequisites: ANTH 210 or SOC 200 and ENG 290.

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. Prerequisites: ANTH 210 or SOC 200 and ENG 290.

ENG 440 Literary Theory (3) This course examines the ways in which readers approach a text and provides an overview of some of the different strategies of reading, comprehending and engaging with literary texts. Students will gain experience in the application of theory in critical practice. Recommended strongly for students planning graduate study.

ENG 495 Internship (3) The English/TESOL Internship is designed to give students practical experience using the skills they have gained through the English/TESOL Program.

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. Prerequisites: BIOL 200, CHEM 121, 122.

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. Prerequisites: BIOL 200, 311, CHEM 121, 122.

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. Prerequisites: BIOL 200, 311, 312, CHEM 121, 122, PHYS 110.

EXSC 420 Exercise Testing and Prescription (3) Fitness principles and techniques for fitness assessments including cardiovascular endurance, blood pressure, joint flexibility, body composition, muscular strength, and endurance. Topics include health screening, informed consent, field test protocols, data interpretation, and exercise prescription. Practical experience in assessing fitness levels and developing appropriate exercise prescription for healthy individuals as well as special populations. Prerequisites: EXSC 310, 320.

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 NCU. This course addresses academic preparedness and transitional issues for first year university 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.

GLOBAL STUDIES

GLST 495 Internship (1-4) This internship will provide the students an opportunity to apply their classroom learning and gain experience. 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 Global Studies requirements and at least second-semester junior standing.

GLST 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. Prerequisite: Limited to senior Global Studies majors.

GREEK

GRK 301/302 Elementary Greek (3, 3) An introductory study of the forms, grammar, and syntax of New Testament (Koiné) 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 Greek Exegesis (3) Readings from the Septuagint, the New Testament, and assorted other writings, designed to develop intermediate-level competence in Koiné Greek. Prerequisites: GRK 301, 302. (May be repeated for credit.)

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 Hebrew Exegesis (3) Readings from the Hebrew Bible and ancient inscriptions, designed to develop intermediate-level competence in classical Hebrew. Prerequisites: HEB 301, 302. (May be repeated for credit.)

HISTORY

HIST 240 History of the Pacific Northwest (3) A study of the history of the Pacific Northwest including Native American peoples, problems and patterns of white movement to the area, acquisition by the U.S., the road to statehood and the ongoing impact of the region on the life of the nation.

HIST 250 Art as History (3) This course builds upon the foundation of the IDS core curriculum. The course introduces students to the traditional discipline of art historical studies, as it developed within the evolutionary model of the 19th and 20th centuries. This approach emphasizes art analysis and interpretation within the dominant cultural paradigms, giving attention to developments in the style and content of art. Art as History also explores postmodern approaches to the study of art. Postmodern historical studies value the visual arts as offering potentially unique historical information. Art may complement written historical materials, contradict written historical materials, or provide alternate and unique information about history. Especially valuable are potential insights into areas which traditional history may ignore or marginalize.

HIST 303 Christianity in Asia (3) This course is an overview of the history of Christian movements in India, China, Korea and Japan. This includes a discussion of ancient Christian presence in Asia, along with the role of Catholic and Protestant missionaries and indigenous agents in the emergence of an Asian Church. Prerequisites: IDS 201, 202.

HIST 311 Islamic World, 600-1500 (3) This course is an examination of the social organization, cultural expressions, and political institutions that evolved in the Middle East from the emergence of Islam to early modern times. Prerequisites: IDS 201, 202.

HIST 312 Islamic World, 1500-present (3) A survey of the Islamic world under the Ottoman Sultans; its varied encounters with Europe, North Africa, Safavid Iran, and Moghul India; and the subsequent wholesale political restructuring of the Middle East since the break-up of the Ottoman Empire in the aftermath of World War I. Prerequisites: IDS 201, 202.

HIST 320 History of Sub-Saharan Africa (3) A survey of the history of Africa south of the Sahara region in its pre-colonial period. Matters of nation formation, economics, religion, and cultural traditions are given strong attention. Prerequisites: IDS 201, 202.

HIST 331 History of Christianity I (3) An historical survey of Christianity from early beginnings through the Medieval Church period.

HIST 332 History of Christianity II (3) An historical survey of Christianity from the Reformation to modern developments.

HIST 334 Colonial and Revolutionary America (3) A study of early American politics, society, and culture from the era of first contacts through the gaining of independence and the writing of the constitution. Prerequisites: IDS 101, 102.

HIST 341 19th Century America (3) This course examines Jacksonian politics, the continuing themes of manifest destiny and expansion, the institution of slavery, the Civil War and Reconstruction. Prerequisites: IDS 101, 102.

HIST 342 America Since 1900 (3) This course examines America's 20th century military conflicts, progressivism, the Depression, the rise of modernity and the U.S. in a geo-political context. Prerequisites: IDS 101, 102.

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, 102.

HIST 375 Medieval European Culture (3) This course explores the political, social, economic, cultural, and religious contours of European civilization during the Middle Ages. Students 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 medieval European civilization on modern society (religion, art, law, government and administration, philosophy, medicine, literature, science, diet and language) and also how medieval civilization compared with those in other parts of the world such as Africa, the Americas, and Asia. Prerequisites: IDS 201, 102.

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 382 European Art History (3) European Art History builds upon the foundation of the IDS core curriculum. The course introduces students to the traditional discipline of art historical studies, as it developed within the evolutionary model of the 19th and 20th centuries. This approach emphasizes art analysis and interpretation within the dominant cultural paradigms, giving attention to the style and content of art. The course will also explore postmodern approaches to the study of art as history. Postmodern approaches to historical studies value the visual arts as offering potentially unique historical information. Prerequisites: IDS 201, 202.

HIST 390 Philosophy of History (3) This course investigates by speculative means a critical philosophy of history. It evaluates attempts to discern a pattern of meaning in history and studies problems of historical understanding and objectivity. Prerequisites: IDS 201, 102.

HIST 405 Reading and Conference on Selected Topics in History (1-3)

HIST 410 History of the Arab-Israeli Conflict (3) This course is an intensive study of the historical roots and contemporary realities of the Arab-Israeli conflict. Prerequisites: IDS 201, 202.

HIST 420 Modern South Asia (3) An exploration of Mughal, East India Company, and British rule in South Asia, and the evolution of Islamic, Hindu and secular nationalism. The course features the career and philosophy of Mohandas K. Gandhi as a reconciler of difference and a voice of anti-colonial resistance. Prerequisites: IDS 201, 202.

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.

HIST 440 Latin America to Independence (3) This course is a historical study of Latin America from pre-Columbian times through the wars of independence. Prerequisites: IDS 201, 202.

HIST 490 Historical Methods and Research (3) Guided research on a problem of historical interest. Culminates in a major paper. Open to juniors and seniors who are declared majors in history.

HIST 495 Internship (3) This course is designed to give history majors practical work in a professional setting. Required of all history majors.

HIST 499 Senior Capstone (3)

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 295 Study Abroad (1) This course is designed to guide and assist students who are planning a study abroad experience as part of their undergraduate education.

IDS 495 Internship (1-4) This course is designed to give students practical work in a professional setting. Required of IDS and Humanities majors.

LINGUISTICS

LING 310 Introduction to Comparative Linguistics (3) An introduction to the fields of phonetics, phonology, morphology, sociolinguistics, language acquisition, and foreign cultures. This course is foundational to all other courses in linguistics.

LING 410 ESOL Theory and Methods (3) A foundation course of the ESOL program, it focuses on theory and methods of teaching English to speakers of other languages. A study is made of major language acquisition approaches and techniques in teaching listening, speaking, reading, and writing. Off-campus fieldwork is a strong component of this course.

LING 420 ESOL 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 ESOL 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 lessons in teaching oral skills. Listening skills, speech patterns, pronunciation analysis and corrective measures toward oral English improvement will be examined.

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 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 (minimum grade of C-) and CIS 123.

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 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 (1-2) 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 fall semester would enroll in MG 271. Prerequisite: consent of instructor.

MG 172/272/372/472 Private Guitar for Non-Majors (1-2) 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 (1-2) 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 (1-2) 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 LESSONS

ML 181/281/381/481 Private Lessons for Majors (1-2) Private instruction in a sequence for music majors. Students are placed at a jury level by audition with their instructor, and advance only by passing a jury at the end of the semester. Students who choose not to jury will remain at the same level. This private lesson category is for instruments not specifically listed in the catalog.

ML 182/282/382/482 Private Lessons for Majors (1-2) Private instruction in a sequence for music majors. Students are placed at a jury level by audition with their instructor, and advance only by passing a jury at the end of the semester. Students who choose not to jury will remain at the same level. This private lesson category is for instruments not specifically listed in the catalog.

MUSIC - PRIVATE PIANO

MP 171/271/371/471 Private Piano for Non-Majors (1-2) 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 fall semester would enroll in MP 271. Prerequisite: consent of instructor.

MP 172/272/372/472 Private Piano for Non-Majors (1-2) 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 (1-2) 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 (1-2) 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 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 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 Dicken's 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 241/341/441 Touring Ensemble (1) A vocal ensemble hired by the university and trained by the music department for the purpose of constituent relations in the Northwest. Participation is open to full-time unmarried NCU students. Prerequisites: audition and successful review of other requirements for employment by the university.

MUS 242/342/442 Touring Ensemble (1) A vocal ensemble hired by the university and trained by the music department for the purpose of constituent relations in the Northwest. Participation is open to full-time unmarried NCU students. Prerequisites: audition and successful review of other requirements for employment by the university.

MUS 300 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 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, and 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 300.

MUS 371/372 Junior Project (2, 2) 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 101.

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 Internship Mentoring (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 (2, 2) 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 495 Internship (1-4)

MUSIC - PRIVATE VOICE

MV 171/271/371/471 Private Voice for Non-Majors (1-2) 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 fall semester would enroll in MV 271. Prerequisite: consent of instructor.

MV 172/272/372/472 Private Voice for Non-Majors (1-2) 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 (1-2) 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 (1-2) 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 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 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 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.

PHYSICAL EDUCATION

PE 101/102//201/202/301/302/401/402 Varsity Basketball (men's and women's) (1)

PE 111/112/211/212/311/312/411/412 Varsity Volleyball (1)

PE 121/222/221/222/321/322/421/422 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 164 Weightlifting (1) Weight training will provide the student a general knowledge of resistance activities for a healthy lifestyle. The course will provide direction and safe progression with a focus on proper technique enabling the student to continue with these activities throughout life.

PE 165 Bootcamp (1-2) This class introduces the student to a safe and highly effective workout program that provides the motivation to start and continue a lifestyle of fitness. This class is physically demanding; the student will improve cardiovascular endurance and build muscle mass.

PE 171/172/271/272/371/372/471/472 Varsity Golf (1)

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 Meteorology 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 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 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, 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, 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, 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, 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, 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, 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, WR 320.

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: BIOL 111 or 200, and PSY 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, 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, 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 (3-6) 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 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.

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 Intensive First-Year Refresher Spanish (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.

STUDY ABROAD

SA 207/307/407 Study Abroad (1)

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 (3) 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 123 English Composition (3) 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 151 Honors Grammar and Composition (3) An alternate to WR 121, this course in composition and rhetoric is designed for the student who has already mastered basic writing skills. Its goals are to develop the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. By invitation only.

WR 152 Honors Research Skills (3) An alternate to WR 123, this course in composition, rhetoric, and research is the second in the honors series of Freshman composition. Students continue the work of WR 151 by applying the skills of argumentation and critical thinking to advanced work in research essay writing. This course seeks to develop the ability to analyze primary and secondary sources, to synthesize the ideas and conclusions of others, and to support and sustain a thesis in an extended research project. By invitation only.

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.

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