



Northwest Christian
University
Undergraduate Catalog
2009 2010

Gill Heine

2009-2010

www.northwestchristian.edu

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Dr. David Wilson, President

A Welcome from the President: David Wilson

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.

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

An Introduction to Northwest Christian University

The Vision, Mission, & Values of NCU

Our vision is to be a university known for its integration of excellent academic programs, a foundation in the Christian faith, and a focus on teaching leadership and ethics.

The mission of Northwest Christian University is to develop competent, ethical leaders for service in the workplace, community, Church, and world.

Our values are the following:

Academic Excellence

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

Faith Commitment

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

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

Ethical Leadership

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

Character Development

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

Caring Community

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

Global Engagement

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

Preamble to Institutional Goals

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

University strives to achieve the following institutional goals:

Institutional Goals

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

The History of NCU

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

In 1895 Eugene Divinity School was established adjacent to the University of Oregon campus in

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

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

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

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

Church Relationships and Theological Context

NCU is closely affiliated with the churches that make up the so-called Stone-Campbell Movement. In particular, the historical roots of NCU lie in the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Since its beginnings the University has shared human resources with these churches; in return these churches generously support the University with prayers and encouragement, student referrals, financial contributions, and

representation on its governing board. Many of the ministers of these congregations and a large number of lay leaders in the Pacific Northwest are alumni of NCU.

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

Characteristics of Our Churches¹

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

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

- A concern for Christian Unity

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

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

A Concern for Christian Unity

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

Commitment to Evangelism and Mission

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

New Testament Emphasis

Christian Churches and Churches of Christ are

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

Simple Confession of Faith

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

Believers’ Baptism

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

Weekly Communion

Again, believing that they follow the New Testament model, Christian Churches and Churches of Christ celebrate communion or

“The Lord’s Supper” each Sunday.

Biblical Name

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

Congregational Autonomy

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

Lay Leadership

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

leadership.

Diversity

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

NCU Memberships

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

Honor Societies

Sigma Beta Delta

Sigma Beta Delta, the international honor society for Business Management and Administration, was established in 1994 to recognize outstanding scholarship by students enrolled in institutions that have regional accreditation. The principles of Sigma Beta Delta are represented by three Greek words, the initials of which form the name of the society, ΣΒΔ. Sigma is the initial letter of the Greek word ΣΟΦΙΑ, which means wisdom. Beta is the initial letter of the Greek word ΒΕΒΑΙΟΣ, which signifies honor. Delta is the initial letter of the Greek word ΔΙΩΚΩ, which signifies the pursuit of meaningful aspirations. The NCU chapter of Sigma Beta Delta was established in November 2006 and resides in the School of Business and Management. The top 20 percent of students (traditional undergraduate, professional studies program undergraduate, and graduate), who have completed at least half of their major, are invited to lifetime membership. Graduating

students may wear a green and gold honor cord at commencement.

Sigma Tau Delta

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

NCU Accreditation Standards & Educational Philosophy

Accreditation

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

Educational Philosophy

NCU is a community of higher learning in which faculty and students strive together for knowledge, understanding, and meaning in relation to the life and teachings of Jesus Christ. The Christian quest for truth relates to all aspects of the liberal arts and sciences,

including the Humanities, Social Sciences, and Physical and Life Sciences. The institutional framework and objectives of this community recognize the individual and his/her need for biblical faith, intellectual development, personal effectiveness, and social awareness.

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

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

Resolution of Commitment to Excellence and the Assessment of Institutional Effectiveness

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

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

our programs and activities.

NCU Faculty

Full-Time Faculty

- Mary Aguilera**, Ph.D., Program Director of School Counseling; Assistant Professor of School Counseling
B.S., Multnomah Bible College, 2000; M.A. Western Seminary, 2004; Ph.D., Oregon State University. (Since 2009)
- Steve Andersen**, D.H.A., Associate Professor of 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)
- Elizabeth Aydelott**, Ph.D., Professor of English, Dean of the School of Arts, Sciences & Business
B.A., Emory University, 1974; M.A., Indiana University, 1976; Ph.D., Indiana University, 1979. (Since 2003)
- Timothy M. Bergquist**, Ph.D., Professor of 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., Professor of 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 of Biblical Studies
B.A., Northwest Christian College, 1985; M.A., Vanderbilt University, 1989; Ph.D., Vanderbilt University, 1994. (Since 2003)
- Dave Fenner**, M.S., Program Advisor for PSP Psychology & Instructor of Counseling
B.A., Washington State University, 1969; M.S., University of Oregon, 1990. (Since 2009)
- Amy Ford**, Ph.D., Associate Professor of 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 of History and Philosophy
B.A., Portland State University, 1975; M.A., Portland State University, 1979; M.A.R., George Fox University, 1979; M.Phil., Drew University, 1984; Ph.D., Drew University, 1986. (Since 2007)
- John M. Hakes**, M.A., Associate Professor of Music, 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 of Biblical Studies
A.B., Lincoln Christian College, 1961; M.A., Lincoln Christian Seminary, 1963; B.D., Lincoln Christian Seminary, 1966; M.A., University of Illinois, 1968; Ph.D., University of Illinois, 1974. (Since 2007)
- Barbara Herzberg**, M.S., Assistant Professor of Teacher Education and Mathematics
B.S., California State University, Hayward, 1973; M.S., University of Oregon, 1980. (Since 2004)
- Jim Howard**, Ed.D., Dean of the School of Education & Counseling; Professor of Teacher Education
B.S., University of Oregon, 1962; M.Ed., University of Oregon, 1964; Ed.D., University of Oregon, 1970. (Since 2005)
- Brian Kaelin**, M.A., Assistant Professor of Teacher Education

B.A., Biola University, 1989; M.A., San Jose State University, 2007. (Since 2007)
Michael Kennedy, D.B.A., Professor of 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 of Biblical Studies
 B.A., Lincoln Christian College, 1978; M.A., Lincoln Christian Seminary, 1980; M.A., University of Illinois, 1985; Dr. Theology, Eberhard-Karls Universitat, 1991. (Since 2000)
Anne Maggs, M.B.A., Associate Professor of Business and Management
 B.S., University of Oregon, 1982; M.B.A., Northwest Christian College, 2001. (Since 2001)
Heike McNeil, Ph.D., Associate Professor of Chemistry
 B.S., Linfield College, 1996; Ph.D., University of Oregon, 2000. (Since 2002)
Vivian Moen, M.Ed., Associate Professor of Teacher Education
 B.S., Springfield College, 1975; B.E., University of Toronto, 1975; M.Ed., University of Toronto, 1995. (Since 2004)
Brian J. Mills, M.A., Dean of Academic Resources and Adult Studies
 B.A., University of Oregon, 2003; M.A., Westminster Seminary California, 2005. (Since 2009)
Tracy Mullins, Ph.D., Associate Professor of Biology
 B.S., Northwest Nazarene College, 1989; M.S., Oregon State University, 1992; Ph.D., University of Delaware, 1997. (Since 2006)
Nani Skaggs, Ph.D., Assistant Professor of Psychology
 B.S., George Mason University, 1990; M.A., George Mason University, 1993; Ph.D., George Mason University, 1996. (Since 2009)
Steve Silver, M.L.S., Director of Kellenberger Library; Assistant Professor
 B.S., Northwest Christian College, 1987; M.Mus., University of Oregon, 1997; M.L.S., Emporia State University, 2006. (Since 1995)
Doyle Srader, Ph.D., Assistant Professor of Speech and Communication
 B.A., Baylor University, 1992; M.A., Baylor University, 1993; Ph.D., University of Georgia, 2003. (Since 2007)
Charles Sturms, M.A., Associate Professor of Intercultural Studies
 B.A., Lubbock Christian College, 1975; M.A., Abilene Christian University, 1978; M.A., Ohio University, 1985; M.A., Ohio University, 1986. (Since 1990)
Constance Wilmarth, Ph.D., Assistant Professor of Mathematics
 B.S., University of Oregon, 1997; M.S., University of British Columbia, 2001; Ph.D., University of California at Davis, 2008. (Since 2008)

Part-Time Professional Appointments

Frank Paliotta, M.B.A., Accounting
 B.B.A., Manhattan College; M.B.A., Manhattan College; C.P.A.
James Gill, M.F.A., English
 B.A., Southern Illinois University at Carbondale, 1996; M.F.A., Southern Illinois University at Carbondale, 1999.
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.
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.

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 University 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)

Administrative Officers and Staff

Office of the President

President David W. Wilson
 Executive Administrative Assistant Carla Aydelott

Academic Affairs

Vice President for Academic Affairs and Dean of the Faculty Dennis R. Lindsay
 Dean of the School of Arts, Sciences & Business Elizabeth Aydelott
 Director of the School of Christian Ministry Dennis R. Lindsay
 Dean of the School of Education and Counseling Jim Howard

Dean of Academic Resources & Adult Studies Brian J. Mills
 Registrar Aaron Pruitt
 Assistant Registrar Gill Heine
 Assistant Director of Admission- Graduate and Professional Studies..... Kathy Wilson
 Admission Counselor & Enrollment Advisor for Adult Studies Mindi Wagner
 Assistant Director of Enrollment Services & Coordinator of I.R..... Andrew Beckham
 Student Assessment Advisor for Adult Studies. Bonnie Temple
 Administrative Assistant for Enrollment Services Stacie Savelich

Advancement

Director of Alumni Relations Jeannine Jones
 Administrative Assistant..... Shannon Balmer

Business Affairs

Director of Finance/Controller Lisa Castlebury
 Payroll Analyst/HR Records..... Greg Battle
 Student Billing/Revenue Collection Specialist..... Darcy Nolte
 Plant Superintendent Oskar Bucher

Admissions & Financial Aid

Vice President for Student Development & Enrollment Michael Fuller
 Director of Admission Jennifer Samples
 Director of Financial Aid David Haggard

Information Systems Department

Analyst Programmer..... Dean Neiwert
 Campus Computing Specialist Doug Vermilyea
 Network Administrator Jason Barta

Kellenberger Library

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

Student Development & Athletics

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

Undergraduate Admissions

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. Meeting minimum standards does not guarantee admission. Applicants are considered for admission on the basis of overall grade performance, adherence to College Preparation Standards, content and difficulty of courses taken, standardized test scores, quality of involvement in an applicant's church, community, and school activities, and other materials submitted by applicants. NCU reserves the right to request additional information from a student, including, but not limited to updated transcripts, additional essays, and an Admissions interview.

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 Admissions for further details.

First-Year Students

*Admission Requirements**

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

- 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.
- Present minimum test scores of at least 400 per section on the Math, Critical Reading, and Writing sections of the SAT; and a 16 on each subsection of the ACT. A composite

score of at least 850 on the Math and Critical Reading sections of the SAT and a 17 on the ACT is preferred. **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-Schooled Students" on page 6.

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 Admissions:

- **A completed Application for Admission.**
- **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 Admissions 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). The minimum grade point average (GPA) to be eligible for admission is a 2.50.
- **Standardized test scores.** NCU accepts either the ACT or the SAT I. A composite score of at least 850 on the Math and Critical Reading sections of the SAT and a total composite of 17 for the ACT is strongly encouraged. To be eligible for admission, students must present minimum test scores of at least 400 per section on the SAT, and 16 on each subsection of the ACT.

- **An Admissions Interview** is strongly encouraged for each applicant, and may be required for an applicant by the Admissions Committee.

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): 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 such as 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:

- **A completed Application for Admission.**
- **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.
- 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.
- **Admissions Interview** is strongly encouraged for each applicant, and may be required for an applicant by the Admissions Committee.

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. A student who is accepted as a transfer student from such an institution must complete one full semester of work at NCU before any credit is transferred. A complete

evaluation of the work will be made at the end of the first semester. If the student has maintained a C average at NCU, full credit will be given for the transferred work unless otherwise specified by a formal articulation agreement. A maximum of 30 credits may be transferred if approved.

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 on the ACT or a combined score of 1020 on the Math and Critical Reading sections of the SAT I is strongly encouraged. A minimum 2.50 grade point average (GPA) 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 from each high school or college from which classes have been taken.

Financial Aid Eligibility for Home-Schooled Students

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 a General Education Development (GED) Certificate and 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:

- **A completed Application for Admission.**
- **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 for coursework completed at a foreign high school, 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 www.aacrao.org/International/foreignEdCred.cfm, or follow the instructions from the AACRAO homepage at www.aacrao.org.*
- 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).
- **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 is required. 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.
- **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 readmission application form and official transcripts for any and all courses completed while away from NCU.

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

Conditional Admission

NCU admits a limited number of students who do not meet admissions 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. In some cases, additional information will be requested from the applicant in order to make a decision. 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 admissions 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

An advance tuition deposit of \$200 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 and December 1 for spring 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.

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 admissions 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 and Assessment (ACT) 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, the test on which the student received 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 in the Academic Policies section.

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 Admissions.

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

Office of Admissions
 Northwest Christian University
 828 E. 11th Avenue
 Eugene, OR 97401-3745
 Phone: (541)684-7201 or (877)463-6622
 Fax: (541)684-7317
 Email: admissions@northwestchristian.edu
 Website: www.northwestchristian.edu

Student Finances

Tuition and Fees for the 2009-10 Academic Year

<i>Undergraduate Tuition Cost:</i>	<i>Fall 2009</i>	<i>Spring 2010</i>
1-11 hours per credit hour:	\$770	\$770
12-18 hours (tuition block with no additional cost per credit hour):	\$11,450	\$11,450
19 + hours per credit hour:	\$770	\$770
Remedial (can be part of 12-18 block with no additional cost):	\$770	\$770
Audit (can be part of 12-18 block with no additional cost):	\$140	\$140
Credit for Prior Learning (per credit hour) for traditional undergraduates:	\$365	\$365
Credit by examination/course challenge (per credit hour) for all programs:	\$365	\$365
<i>Individual Instruction:</i>		
Piano/Voice per hour (can be part of 12-18 block and pay only \$250 fee):	\$770	\$770
<i>Parking Pass:</i>		
Annual:	\$180	
Per semester:	\$90	\$90
<i>Health Insurance*:</i>		
Single Student:	\$877 per year (estimated)	

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

Registrar's Fees

Late Registration Fee - \$50

Late Graduation Application Fee - \$25

Diploma Replacement Fee - \$25

Official Transcripts - \$5 a copy

Additional cost to mail overnight - \$40 per address (overseas overnight transcript request - \$50)

Petition of the Academic Deadlines - \$25

Transcription Fee - \$75

Finance Charges

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

Kellenberger Library Fines

Books and media - \$0.50 per item per day.

Lost or damaged items—cost to library to replace item plus \$5 service charge.

Returned Check Charge

Returned checks subject to \$25 charge.

Room Replacement Key Fees

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

2009-2010 Room and Board

Residence Hall Single (upon availability only) includes 19 meals per week	\$8300 (\$4150/semester)
Residence Hall Double includes 19 meals per week	\$6800 (\$3400/semester)
Mom Richart Apartment, Double includes 10 meals per week	\$6800 (\$3400/semester)

Student Billing Policies

Payment Obligation

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

All students are required to complete a Payment Intent Agreement (on NCU's website) and a Financial Responsibility Agreement that allows you to determine your anticipated balance for the academic year and provides methods for making payment. Students should not wait for an official bill from NCU before calculating balances or making payments.

Billing Statements

Billing statements are offered as a service to students and families. Your first statements for both fall and spring semesters will be sent to the permanent address NCU has on record before classes for each semester begin. This statement will have Anticipated Semester Financial Aid as listed on the award letter as well as semester charges for tuition and other related expenses, such as room and board. Financial aid will not be officially credited to the student's NCU account until after the add/drop

period for registration (typically two weeks from the start of the semester) has ended.

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

Students are responsible for all unpaid balances whether or not they have received a paper bill from NCU. The student is required to ensure that the Business Office has an accurate and up-to-date billing address on file. Returning students can view their account detail on BeaconNet using their login ID and password.

Payment Methods

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

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

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

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. The 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 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.

In order to complete an academic withdrawal, a student must first 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.

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.

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 may be added to the account whether or not an action is filed. If an action is filed, the prevailing party is entitled to recover attorney fees and court costs.

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

Financial Aid Process & Policies

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. 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 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.

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 either a paper version or online at: 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 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 the student is responsible to provide

additional information as requested to the 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. This report 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. Students who miss the priority deadline are not guaranteed institutional assistance. 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.

Student Eligibility Requirements

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

To be eligible for federal aid a student must:

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

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

Verification Process

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

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.

Satisfactory Academic Progress

In order to remain eligible for financial aid students are required to maintain "satisfactory academic progress." The conditions for maintaining satisfactory academic progress include completing a sufficient number of credits semester-by-semester and maintaining 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 or 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 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 due to 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:

Status Per Semester	Attempted Per Year	Progress Per Year
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.

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 have lost financial aid eligibility may appeal to the Financial Aid Appeals Committee in order to:

1. Challenge administrative errors resulting in 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.

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.

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.

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). Consortium credits must also 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. 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.

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. 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 degree from NCU.

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.

University Withdrawal and Recalculation of Financial Aid

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

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

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

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

$$\text{Semester Days Remaining as of Withdrawal Date} \div \text{Total Days in Semester} = \text{Percent of Aid Returned.}$$

Any aid to be returned, based on the above calculation, will be removed from the student's account and sent back to its source no later than 45 days from the determination of a student's withdrawal. Federal Title IV Assistance will be returned in accordance with the above calculation, in the following order, up to the net amount disbursed from each source: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, ACG Grant, Smart Grant and Supplemental Educational Opportunity Grant (SEOG).

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

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

$$\text{Semester Days Elapsed as of Withdrawal Date} \div \text{Total Days in the Semester} = \text{Portion of NCU Charges Assessed.}$$

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

The Financial Aid Award

Financial Aid Award Letter

Once the Financial Aid Office has received all the required information and the student is admitted to the University, the official financial aid award is determined. The student is considered for all sources and types of financial aid available. First awards notices are mailed by early March to students who have met the March 1 priority deadline. To decline all or any portion of the award, students must complete the decline slip at the bottom of the award letter and submit it to the Financial Aid Office within two weeks of receipt.

A student is responsible to notify the Financial Aid Office of any change of data supplied on the financial aid application, including campus housing status. If, after awarding financial aid to the student, the Financial Aid Office learns of subsequent changes in the information originally provided, the student's aid will be re-evaluated. The Financial Aid Office makes any necessary revisions in the financial aid package and sends an amended award notice to the student.

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

Financial Aid Budget

Each year the Financial Aid Office computes an average comprehensive student budget for attending the University, also called the Cost of Attendance. This budget includes both billable expenses such as tuition, 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 = Estimated Need.

D. *Awarded Funds*

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

E. *Remaining Need*

Even after all funds are awarded, some need may not be met. Alternate sources of aid may be explored to cover remaining need such as matching grants, education loans from private lenders, federal loans for parents of college or university students, tax credits, and scholarships from outside sources.

Disbursing Financial Aid

Aid is applied to the student's account 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. 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). On or off campus housing status may also affect total NCU-funded aid eligibility.

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 funds provided 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 \$854 to \$5,350 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 \$250 - \$1,000 per year.

Oregon State Opportunity Grant

Oregon residents who meet established criteria for family income qualify for this grant. Any amount listed on a student's financial aid award letter is estimated and is subject to change. The funding and grant amount are determined by the state each biennium. In 2008-2009 grants ranged from \$400 to \$3,200. Students must file a FAFSA to be eligible. Students who declare a major 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 \$300 - \$10,000 according to the student's total need not covered by other sources of financial aid.

Heritage 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.

Heritage Minister's/Missionary's Child 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 \$4,000, is offered in lieu of the Heritage Grant and is renewed for each year of full-time enrollment at NCU.

Church Matching Grant

NCU matches the annual contribution from a student's home church, 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. The funds and application must be received prior to the start of the academic year in order to be considered for the match.

Scholarships

Scholarships 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.

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.

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 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 merit scholarship, awarded to students who show evidence of leadership ability. In order 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 the Achievement 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.

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.

Cockerline Memorial Scholarship

This scholarship is awarded to students with the highest combination of GPA and demonstrated need. Awards are for one year in the amount of \$1,500. 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>.

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. NCU provides a non-exhaustive list of private scholarships on our website. Extensive databases of private financial aid resources and scholarships may also be found on the Internet at such websites as FastWeb, FastAid, Wiredscholar, CollegeQuest, and Mach25. Many businesses and corporations also provide scholarships or loans to employees' children or students who live in the communities in which the company 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 research on-line 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.

Work Opportunities

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

The amount of Work-Study shown on the financial aid award is based on a combination of need and a projection of earnings possible if the student works his/her full allotment of hours. Funds are not applied to the student's account but provided to the student in the form of a paycheck. Earnings are based on Oregon minimum wage and work schedules that vary from 6 - 11 hours per week.

Loans

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

Subsidized Stafford Loan
Subsidized Stafford Loans are awarded on the basis of demonstrated financial need and carry a 5.6% interest rate. The federal government pays the interest on loans while the student is in college and during grace and deferment periods. To qualify, students must submit a FAFSA and meet all the requirements for federal student financial aid.

Unsubsidized Stafford Loan

Unsubsidized Stafford Loans are not based on financial need, carry a 6.8% interest rate and are available to all students, regardless of income or assets. The student is responsible for paying all the interest on the loan, but can choose to allow it to accumulate while in college and during the grace period. To qualify, students must meet the same requirements as those for a subsidized Stafford Loan, except for demonstrating financial need.

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.

Stafford Loan Limits

Dependent* Students for Subsidized & Unsubsidized	
Freshman	\$5,500
Sophomore	\$6,500
Junior & Remaining Years	\$7,500

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

Independent Students for Subsidized & Unsubsidized		
Freshman	\$5,500	\$4,000
Sophomore	\$6,500	\$4,000
Junior & Remaining Years	\$7,500	\$5,000

Maximum Amounts for Subsidized & Unsubsidized	
Freshman	\$9,500
Sophomore	\$10,500
Junior & Remaining Years	\$12,500
Dependent Undergraduates	\$31,000

Independent Undergraduates	\$57,500
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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) but a parent may request a deferment.

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. This type of aid requires the student or parent to specifically initiate the application process with a bank, either online or at a local branch.

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 is borrowed, students may have up to 10 years to repay.

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 disbursed by the lender to the Financial Aid Office to be applied to the student's account.

Private/Alternative Loans

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

Educational Benefits

Veterans Educational Benefits

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

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

Federal Tax Benefits

The Taxpayer Relief Act of 1997 provided new tax credits for individuals who are paying higher education costs for themselves or for family members. There are also specific benefits related to interest paid on student loans and educational and traditional IRA's. 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.

Financial Aid Office Assistance

Please do not hesitate to contact the Financial Aid Office toll-free at 877-463-6622, extension 7211 or local 541-684-7211. 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.

Questions may be e-mailed 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 8:30 a.m. to 6:00 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday.

Registration and Academic Policies

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

Registration

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

Traditional Undergraduate

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

all signatures and approvals are submitted to the Registrar's Office.

Evening Adult Students

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

Graduate Students

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

Short-Form Application to Attend NCU

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

Changes to Registration

Add/Drop Policy

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

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

Course Withdrawal Policy

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

Administrative Drop

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

Administrative Withdrawal

Students who begin a course and stop attending, but fail to clear an official withdrawal through the Registrar's Office, will be administratively withdrawn from the course. In the event of an administrative withdrawal, the student is charged for the course and given a

grade of "WF." An administrative withdrawal fee may apply.

Academic Advising

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

Traditional Undergraduate Placement

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

First-Year Seminar Policy for Traditional Undergraduate Students

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

Transfer Evaluation

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

Transfer

Graduates of community colleges with a college transfer track, and transfers from regionally accredited four-year colleges and universities with two years of a well-balanced program in

general studies (humanities, social sciences, and sciences) may be exempted from NCU's general education (core) requirements, except in Bible and Christian Ministry. In some cases such students may be advised to complete additional courses to meet NCU's general education requirements.

A waiver of any required course does not exempt the student from the general graduation requirements. The total number of credit hours required for graduation must be completed. All other applicable general requirements must be met. Students, who, at the time of initial matriculation, have completed the Oregon Transfer Associate of Arts degree or a similar degree from a regionally 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.

Articulation Agreements

NCU has articulation agreements with a number of institutions, including Klamath Community College, Lane Community College, Peace Health Oregon Region, Pioneer Pacific College, and Umpqua Community College. Details of these agreements can be viewed in full at http://www.northwestchristian.edu/registrar/TransferStudents_new.htm.

Major Classes Transfer

An automatic evaluation of major course work will not occur during a transfer evaluation. It is the student's responsibility to inform the academic advisor when the student believes he or she has earned credits that might count for major requirements.

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

Credits from Institutions Not Regionally Accredited

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

Music Credits

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

Physical Education (PE) Credits

A maximum of eight hours of PE credits may be transferred. No more than two classes with the same course number will be applied toward NCU graduation requirements. There is a maximum of four graded credit hours for NCU physical education courses. All additional hours (beyond four) will be graded Pass/No Pass.

Advanced Placement (AP)

College credits toward a baccalaureate degree are granted to students who receive the grade of three or higher on tests sponsored by the Advanced Placement Program of the College Entrance Examination Board. The subject area tested and the scores received determine which NCU course requirements are satisfied. Further details are available at <http://www.northwestchristian.edu/registrar/AP-CLEP.htm>.

International Baccalaureate (IB)

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

Reporting of Grades from Other Institutions

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

Alternative Ways to Earn Credits

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

College Level Examination Program (CLEP)

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

Credit by 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's *Manual for Credit for Prior Learning*. No graduate credits are granted through prior learning experience. No prior learning credit earned through another

institution will be accepted. All accepted credits must fulfill graduation requirements.

Credit through Military Educational Programs

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

Course Challenge

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

1. The student must petition the registrar and must have the approval of the individual faculty member administering the Course Challenge Contract.
2. Arrangements for the examination, including payment of fees, must be completed within the first ten (10) class days of each semester. Applications received later will be processed the following semester.
3. The student must pay, in advance, a special nonrefundable examination fee equal to one-half of the current tuition per semester credit hour, for the course being challenged. This fee is not included as a part of tuition and financial aid awards.
4. The student is allowed only one opportunity to qualify for credit by examination in any given course.

5. The student has the option of credit recorded with a mark of Pass (P) or letter grade.
6. Credit by examination may not be counted toward the satisfaction of the residence requirement.
7. Credit by examination may be earned only in courses whose content is identified by title in the NCU Catalog.
8. A student may not receive credit by examination in courses (a) that would substantially duplicate credit already received; or (b) that are more elementary than courses in which previous credit has been received or status has been established.
9. A student must be a regularly admitted student and registered for classes for the semester in which the examination is administered.
10. Regarding the English writing course challenge, see "Writing Competency Requirement."

Official Confirmation

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

Class Load

To be classified as a full-time undergraduate student, a student must be enrolled in a minimum of 12 semester hours. This requirement is the basis for some academic honors and scholarship considerations, and for determining eligibility to participate in student activities and intercollegiate sports. Six (6) credits constitutes a full-time class load for graduate students.

Fifteen to sixteen (15-16) semester hours per semester constitute a normal full-time student load for undergraduate programs. In order to enroll for more than 18 hours in a given

semester, the student must secure approval from both his/her advisor and the registrar.

Withdrawal from the University

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

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

Reenrollment**Traditional Undergraduate**

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 the academic and graduation requirements that are in force at the time of readmission.

Evening Adult Program

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

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

Graduate Programs

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

Graduate students are expected to maintain continuous enrollment in the program to optimize development of knowledge and skills cultivated in the curriculum and important peer relationships with members of the cohort group. However, the University recognizes that circumstances occasionally require that students take a leave of absence. At NCU, such

leave cannot exceed three years. Students who have been granted on-leave status are required to pay a continuous enrollment fee equivalent to one credit of graduate tuition each term.

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

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

Continuing Thesis Policy

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

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

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

Academic Policies

Class Attendance Policies

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

by each professor. Absences without penalty may be allowed in the following circumstances:

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

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

Late Arrival for Class

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

Academic Disqualification

A student whose academic performance falls below minimum standards of the University is academically disqualified from taking further NCU courses. Such a student may petition the Academic Council for reconsideration. As a basis for this petition, the student must present evidence of acceptable work in another college or 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 to carry no 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 of 2.00 by the end of the semester of probation. The Veteran's Administration will be notified if the student has not met the requirement of probation except under extenuating circumstances.
6. A student is academically disqualified if his or her cumulative GPA remains below 2.00 at the end of the semester on academic probation. A student may also be academically disqualified when the Dean's Council has determined that he or she can no longer benefit from attendance or succeed academically at NCU.

Academic Tutoring

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

Academic Honesty Policy

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

Disability Services

NCU does not discriminate against qualified individuals with a disability in admission or access to its programs or activities. Prospective and admitted students who need information about programs, services and accommodations should visit the disabilities services website at:

www.northwestchristian.edu/undergrad/student-life/disability-services.aspx

Edward P. Kellenberger Library

The Edward P. Kellenberger Library contains approximately 74,000 cataloged books, journals, audiovisuals and microforms, and 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 online catalog, OPALL, provides computerized access to over 500,000 items from 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 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 NCU community. Librarians provide assistance for individual research and collaborate with faculty to help students learn how to use the library effectively.

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 in a Christian, professional and timely manner. The department is responsible for all communication and data networks and systems on campus, including telephones, data lines, servers, computer hardware and software.

I.T. Access

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

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

Grading and Exam Policies**Assessment of Student Learning**

Assessing student learning outcomes is an essential part of the academic experience, for both students and faculty. In order to measure the level of knowledge, skills, and abilities that students are expected to attain in their academic majors and individual classes, faculty

will employ a variety of assessment methods. Individual course instructors enjoy the academic freedom to use the methods they deem most appropriate to assess student learning, including, but not limited to: attendance/participation, papers, journals, assignments, quizzes, tests, exams, and projects (individual and/or group). Some methods may be adopted across courses and majors using rubrics adopted by faculty in the respective Schools.

Writing Competency Requirement

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

Late Papers and Assignments

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

Makeup Tests

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

Final Grades

Individual course instructors enjoy the academic freedom to use the methods they deem most appropriate to assess student learning and to assign grades based on those methods of assessment. Grades assigned by individual instructors are final. At a student's

request, the instructor may assign a grade of Incomplete when the student has essentially met all class requirements except some minor matters and has had an emergency situation or experienced other extenuating circumstances at the last minute. Tardiness and lack of self-discipline do not constitute a justifiable cause. Changes to a final grade may only occur under the following circumstances:

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

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

Dead Week (The week before finals)

The University is vitally concerned about the academic success of its students. Dead Week is designed to give traditional undergraduate students a chance to complete their school

work toward the end of each semester. To that end, the following policies have been established:

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

Final Examination Policy

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

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

Grade Appeal Process

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

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

Graduate School Academic Progress

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

Students receiving a grade of C+ or lower in a graduate course, but maintaining a minimum 3.0 grade point average, will automatically undergo retention review by the dean or program chair, in consultation with the professor issuing the course grade. This review may result in probationary status for one semester, during which time the student must achieve a 3.0 grade point average in coursework in the subsequent term. Failure to do so will result in academic disqualification.

When a student falls below a 3.0 grade point average, or when more than 4 credit hours of F or N grades appear on a student's transcript, the dean or program chair will notify the student of academic disqualification. In either case, academic disqualification will result in termination from the program unless the student petitions the Academic Council for academic probation. This petition must articulate clear and compelling reasons to expect improved academic performance and a plan of assistance developed with the faculty advisor for completing the remainder of the curriculum. Petitions of academic probation will be reviewed by the Academic Council at its next regularly scheduled meeting, after which the dean or program advisor will communicate the Council's decision in writing to the student. Students failing to meet the terms of an academic probation plan of assistance are automatically disqualified from continuing in the program.

Grade System and Grade Point Average

Prior to fall 1995, grade points were computed by assigning four points for each credit of A, three for each credit of B, two for each credit of C, one for each credit of D and zero for each credit of F. Marks I and W, and grades N and P are disregarded. The grade point average is calculated by dividing total points by total credit of A, B, C, D, F. For courses taken fall 1995 and later, the plus sign increases the points assigned 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. No A+ grades are awarded.

Grades at NCU reflect the following definitions:

A	4	Excellent
B	3	Good
C	2	Satisfactory for undergrad; below passing for graduate
D	1	Inferior
F	0	Unsatisfactory performance, no credit awarded

+	+0.3	With B, C, D
-	-0.3	With A, B, C, D
I		Incomplete
P		Satisfactory (C- or above for undergraduate work; B- or above for graduate work)
N		Less than satisfactory performance, no credit awarded (D+ or lower for undergraduate work, C+ or lower for graduate work)
AU		Audit; no credit awarded
W		Official withdraw without penalty

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

- P/N (Pass/No Pass) grades are the prerogative of the individual professor. Approval of the instructor must be received by the close of the add/drop period as printed in the catalog. In the A, B, C, D, and F scale, below C- is No Pass. Courses with P grade count toward graduation. This choice, once made, is final and cannot be revoked. (See limitations under Four-Year Bachelor Degree Programs.)
- D or F Grades. The grade of D does not satisfy graduation requirements in an academic major or minor. A student who receives a grade of D or F may repeat the course once. The first grade received will remain on the permanent record, but the second grade, if higher, will be computed in the GPA.
- Incomplete. The instructor may assign a grade of Incomplete when the student has essentially met all class requirements except some minor matters and has had an emergency situation or other extenuating

circumstances at the last minute. Tardiness and lack of self-discipline do not constitute a justifiable cause. Incompletes must be completed 30 calendar days from the last day of instruction, which is determined by the professor of record and recorded on the Incomplete form. In cases of extenuating circumstances, extension may be granted at the discretion of the instructor and the vice president for academic affairs; requests for such extension must be submitted to the vice president for academic affairs for approval before the 30-day period elapses. Students with more than one Incomplete grade per semester and/or a consistent pattern of Incomplete grades in consecutive semesters may be placed on academic probation. When the student fails to demonstrate significant improvement, he/she may be academically disqualified.

- Grade of WF. The grade of "WF" is given for withdrawal after the 10th week of the semester while doing failing work or for failure to clear an official withdrawal through the registrar and Student Services Office.
- Grade of X. This grade is initiated by the Registrar's Office when it finds an error or other problems on grade reports submitted by the faculty. The grade is converted when the problem has been resolved or clarified.
- GPA. Both NCU course credits and transferable credits from other colleges and universities are computed for the cumulative GPA for academic awards and honors. However, the cumulative GPA listed on NCU transcripts only includes courses completed at NCU.

Classification of Students

A student's classification is determined by the amount of credit earned both in hours and grade points. The classification held by a

student at the beginning of the academic year will be continued throughout the year.

- **Freshman:** A student having 29 or fewer semester hours of college credit.
- **Sophomore:** A student who has completed 30 semester hours of college credit by the opening of the fall semester.
- **Junior:** A student who has completed 60 semester hours of college credit by the opening of the fall semester.
- **Senior:** A student who has completed 90 semester hours of college credit by the opening of the fall semester.
- **Non-Degree-Seeking:** A student who is taking six or fewer semester hours and who does not plan to meet requirements for graduation. A student who acquires 30 semester hours of credit must change from non-degree to regular student status and conform to the usual regulations governing regular students.
- **Graduate:** A student who has completed a baccalaureate degree and has been admitted into one of the graduate programs.
- **Post-Baccalaureate:** A student who has earned a bachelor's degree and is pursuing further studies.

Course Designations

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

50-99	Remedial courses which do not apply toward degree requirements
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. Academic advisors will help the students develop their program according to the rules under general practice.

Cross-Application of Courses

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

Repeat Classes

Students may repeat any course once. All grades remain on the permanent record, but no more than one course will show credits earned and only the most recent grade is calculated into the grade point average. A few select courses can be repeated multiple times with credit earned each time. These courses are identified in the catalog as 'repeatable for credit.'

Chapel Credits

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

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

Second Baccalaureate Degree

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

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

Graduate School Residency Requirements/Transfer Credit Limit

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

- the work satisfies the requirements of a specific course or practicum experience in NCU's curriculum, with the approval of the course instructor and dean or program chair of the department;
- grades of A, B, or P were earned in these courses;

- the courses were completed within five years of the expected program completion date;
- the credits were not earned through correspondence or televised programs (unless approved as an online version of a regular institutional offering).

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

Time Limit

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

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

Academic Grievance Policy

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, an academic staff person or an academic department 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>.

Academic Honors

Northwest Christian University Dean's List

Each year, traditional undergraduate students who have completed at least 12 graded credit hours with a GPA of 3.50 or better during fall or spring semester are nominated for inclusion on the Dean's List. Required courses that grant only Pass/No Pass grades count toward the 12 credit hour requirement.

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

Scholastic Awards for Graduating Seniors

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

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

Criteria for these academic honors are as follows:

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

Awards & Contests

President's Scholastic Award

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

Kendall E. Burke Memorial Award

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

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 & Sciences 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.

Graduation

Commencement/Graduation Activities

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

Graduation Application

Students who are nearing the completion of their degree requirements and intend to graduate must submit an application for graduation. Applications can be submitted through the BeaconNet (<http://www.northwestchristian.edu/beaconnet/>), or a form downloaded from <http://www.northwestchristian.edu/registrar/forms.htm> and submitted to the Office of the Registrar. The application must be submitted by

the end of registration for the term immediately preceding the final semester of coursework, regardless of whether or not the student intends to participate in the commencement ceremony. Late applications are subject to a \$25 late application fee. Students should not plan on participating in commencement until given preliminary clearance by the Office of the Registrar. Students are required to submit the application for graduation on time and be approved by the Office of the Registrar, if they are planning to participate in commencement.

Graduation Confirmations

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

Graduation Participation

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

Policy on the Disclosure of Student Records

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

- The right to view material in his/her records filed at NCU, with the exception of those records for which there is a signed waiver of that right;
- The right to limit access to personal records (consent of the student must be given for release of any personal or academic records to persons other than NCU faculty and staff having a legitimate official reason or under emergency circumstances);
- The right to limit personal material (directory type information) printed in

publications such as the Student Directory. Directory type information, which could be given out to whoever inquires, includes the student's full name, local and permanent address(es) and telephone number(s), email address, date and place of birth, the fact that the student is or has been enrolled, dates of attendance, class level and academic major, number of credit hours [not grades], degrees and honors awarded, participation in officially recognized activities, heights and weights of members of athletic teams, photographs, and previous institutions attended.

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

Non-Discrimination Policy

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

Active Service Duty Policy

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

Catalog Changes and Authority Policy

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

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

Student Development

Code of Conduct

Northwest Christian University is built on the foundation of the Christian faith and 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 students while they are members of the NCU community. Standards have been designed to allow for the freedom and flexibility of the individual and to ensure the rights and privileges of the community as a whole. The student may not agree with, or fully understand, some facets of the University's behavioral expectations. However, by enrolling as a student at NCU, the student agrees 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 and 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>. To obtain a hard copy, please contact the Student Development Office at (541) 684-7345.

Associated Students of Northwest Christian University (ASNCU)

The Associated Students of Northwest Christian University (ASNCU) is the official organization that exists to serve the undergraduate students. ASNCU regularly meets and works with the administration, faculty, and staff to represent student perspectives and concerns regarding institutional affairs. We are made up of four Class Representatives, two At-Large Representatives, three Executive Vice Presidents, the Controller, and the ASNCU President. As a whole, ASNCU's objective is to encourage students academically, spiritually, and socially. ASNCU's three standing committees, the Activities Committee, the Academic Committee, and the Campus Environment Committee, work tirelessly to ensure that the voices of Northwest Christian University students are heard. The duties of the committees are the following:

- *The Academic Committee* addresses issues related to curriculum, learning resources, faculty issues, and educational policies.
- *The Campus Environment Committee* addresses issues related to physical campus improvements, residence life, and food services.
- *The Activities Committee* hosts events, brings in speakers, plans community building events, and encourages broader community involvement, awareness, and service at NCU.

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, Believers Building Bonds thru Board Games, Circle K International, Education Club, American Sign Language, Psychology, and Accounting. For more information regarding ASNCU, please see www.northwestchristian.edu/studentlife/asncu.com

The ASNCU can also be contacted at asncu@northwestchristian.edu or call 541-684-7342. The ASNCU office is located on the second floor of the Morse Event Center.

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 grounded in 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 program: 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 by helping students to become whole in Christ.
- Assistance for students to connect with local churches during their years at NCU.
- Opportunities for overseas mission trips and community outreach.

Fitness Center in the Morse Event Center

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

Food Services

NCU partners with Campus Kitchen to provide campus dining and catering. A variety of options are available for breakfast, lunch, and dinner including a short order window, hot buffet entrees, salad bar and cold buffet. Residential students are able to utilize weekly meal plans as a part of the housing agreement while living on campus. Commuter students may purchase a weekly meal plan or individual meal tickets that are sold in the NCU Bookstore. Our food service

program is able to customize meal options with individual students who have special dietary requirements.

Health and Wellness

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

Immunizations

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

Health Insurance

Undergraduates enrolled in 9 or more credit hours are required to provide proof of health insurance in order to attend Northwest Christian University. If adequate information is NOT provided, a charge will be placed on the student's account and the student will be automatically enrolled in the Student Health Insurance Program, provided by United HealthCare Student Resources. For additional information regarding the policy or to access the waiver form, please see

<http://www.northwestchristian.edu/studentlife/health/Student+Insurance.htm>.

Counseling

NCU offers free counseling services to help support our students' wellness needs. 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> for more information.

Intercollegiate Athletics

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

Fall Sports:

men's cross country, soccer, golf
women's cross country, soccer, volleyball, golf

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. The parent website: www.northwestchristian.edu/studentlife/parent, and the Parent Newsletter are efforts to update NCU's extended community with campus news and other resources. The Student Development office 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. The Student Activities team works alongside students to create a fantastic campus culture. From our free Friday night weekly program series, Beacon Nights, to our big signature events like Homecoming and Mr. Beacon, the Student Activities team delivers quality programs that make students want 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 include the following:

- Beacon Nights: a free weekly program that offers exciting events in which students may participate.
- Signature events including Mr. Beacon, Beacon Madness, Late Night Breakfast, Homecoming events, Spring Formal, Family Weekend, Coffee House Concerts, etc.
- A competitive intramural program that offers both league and non-league play in the areas of dodge ball, volleyball, basketball, capture the flag, open gym, and flag football
- Cultural programs engaging in local arts, from the Eugene Saturday Market to shows at the Hult Center to the Ashland Shakespeare Festival

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: www.northwestchristian.edu/NR/rdonlyres/5B824349-35F9-4143-8785-87EF2A8844F5/0/Handbook.pdf; hard copies are available by request in the Student Development Office, which can be reached at (541) 684-7345.

2009-2010 Academic Calendar

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
Academic and Creativity Excellence Day	April 28, 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

Programs of Study

In fulfillment of its mission, Northwest Christian University offers a variety of academic programs. NCU offers certificates, associate's degrees and bachelor's degrees in such programs as business, education, Christian ministry, and the liberal arts. The following is a full list of NCU's program areas:

Certificate Programs:	<ul style="list-style-type: none"> • Mathematics (B.S.)
<ul style="list-style-type: none"> • TESOL 	<ul style="list-style-type: none"> • Music Industry (B.A.)
Associate Degree Programs:	<ul style="list-style-type: none"> • Music Ministry (B.A.)
<ul style="list-style-type: none"> • General Studies (A.A.) 	<ul style="list-style-type: none"> • Psychology (B.A.)
<ul style="list-style-type: none"> • Pre-Professional Health Science (A.S.) 	<ul style="list-style-type: none"> • Teacher Education (B.A.)
Bachelor Degree Programs:	<ul style="list-style-type: none"> ○ <i>Early Childhood & Elementary</i>
<ul style="list-style-type: none"> • Accounting (B.A.) 	<ul style="list-style-type: none"> ▪ ESOL
<ul style="list-style-type: none"> • Bible & Theology (B.A.) 	<ul style="list-style-type: none"> ▪ Multiple Subjects
<ul style="list-style-type: none"> • Business Administration (B.A.) 	<ul style="list-style-type: none"> ○ <i>Middle School Teaching Endorsement</i>
<ul style="list-style-type: none"> ○ <i>Management</i> 	<ul style="list-style-type: none"> ▪ Adv. Mathematics
<ul style="list-style-type: none"> ○ <i>Marketing</i> 	<ul style="list-style-type: none"> ▪ Basic Mathematics
<ul style="list-style-type: none"> • Christian Ministry Studies (B.A.) 	<ul style="list-style-type: none"> ▪ ESOL
<ul style="list-style-type: none"> ○ <i>Missions</i> 	<ul style="list-style-type: none"> ▪ Integrated Science
<ul style="list-style-type: none"> ○ <i>Pastoral Ministry</i> 	<ul style="list-style-type: none"> ▪ Language Arts
<ul style="list-style-type: none"> ○ <i>Youth Ministry</i> 	<ul style="list-style-type: none"> ▪ Social Studies
<ul style="list-style-type: none"> • Communication (B.A.) 	<ul style="list-style-type: none"> ▪ Spanish
<ul style="list-style-type: none"> ○ <i>Mass Communication</i> 	<ul style="list-style-type: none"> ○ <i>High School Teaching Endorsement</i>
<ul style="list-style-type: none"> ○ <i>Speech Communication</i> 	<ul style="list-style-type: none"> ▪ Adv. Mathematics
<ul style="list-style-type: none"> • English (B.A.) 	<ul style="list-style-type: none"> ▪ ESOL
<ul style="list-style-type: none"> • Exercise Science (B.S.) 	<ul style="list-style-type: none"> ▪ Integrated Science
<ul style="list-style-type: none"> • Global Studies (B.A.) 	<ul style="list-style-type: none"> ▪ Language Arts
<ul style="list-style-type: none"> • History (B.A.) 	<ul style="list-style-type: none"> ▪ Social Studies
<ul style="list-style-type: none"> • Interdisciplinary Studies (B.A.) 	<ul style="list-style-type: none"> ▪ 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 learned in the classroom. It is also an opportunity for students to acquire knowledge, refine skills and abilities, and obtain valuable work experience.

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

1. Prior to starting an 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.
7. Maximum number of credits earned in field experience, internship, and practicum: 16 credit hours.

Study Abroad & Off Campus Programs

Coordinator: Mr. Charles Sturms

The purpose of the Study Abroad Program and Off Campus Programs is to enrich the student's academic experience by providing inter-and cross cultural opportunities within the context of the student's interests or major. For example: students may have the option, during their sophomore year, to take NCU core courses at the Universidad Católica de Chile in Santiago, Chile. During their junior year, students have the option to participate in any advisor-approved off campus or study abroad program available.

Students who complete an approved program will:

1. Gain college credit relevant to their academic goals.
2. Experience a life-changing opportunity to live and study in another context.
3. Gain an advantage in career choices.
4. Develop a deeper sense of self and vocational calling.

Students must apply and be accepted by both NCU and the program in which they are interested. There is a large selection of approved programs from which to choose. Students will first need to register for the one hour IDS 295 Study Abroad course. This course will provide assistance to the students as they apply to their desired programs, fit the programs into their majors, and investigate affordability, scholarships, and other details. Each academic year, NCU awards up to three students

with the authorization to use their institutional financial aid packages towards these off campus programs.

NCU Study Program in Santiago, Chile

The "Santiago Semester" features annual collaboration between the NCU and Universidad Católica de Chile during the spring semester to allow students a study abroad option in South America as an integral part of their collegiate experience. Professors from both institutions teach classes that satisfy courses in NCU's core curriculum. Home stays in Santiago provide immersion in Chilean language and culture. Excursions in Chile, Argentina, and Peru offer possibilities to visit wonders of the world. Service learning opportunities allow reciprocity and cultural connections, and relationships with churches encourage engagement with mission and spiritual growth.

Study Abroad (Collaborative Programs)

NCU works in cooperation with numerous programs. One particularly popular program for NCU students is the "Best Semester," which has programs in the USA (American studies, music, and journalism) as well as Australia, China, Latin America, the Middle East, Oxford, Russia, and Uganda. The Best Semester program is operated by the Council of Christian Colleges and Universities (CCCU), of which NCU is a member institution. Students have also worked with programs hosted by Trinity Christian College, Ausburg College, the University of Oregon, The American College of Thessaloniki, and other organizations in such countries as Mexico, Guatemala, Spain, Mexico, Greece, and Namibia.

Two-Year Associate Degree Programs

Associate of Arts: General Studies
 Program Faculty: Dr. Elizabeth Aydelott

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 judgments 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

- Writing**.....7
 - WR 121 English Composition.....3
 - WR 123 English Composition.....3
 - WR 320 Writing for the Discipline.....1
- Interdisciplinary Studies**.....13–14

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.

- IDS 101/102 Engaging American Thought & Culture5
 - 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
- (*Not required for transfer students with 24 or more earned semester credits)

- Humanities**.....6

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.

- PHL 210 Ethics.....3
- Communications Elective (choose one of the following).....3
 - COMM 211 Introduction to Communication
 - COMM 212 Principles of Storytelling & Public Speaking
 - COMM 213 Interpersonal Communication

- Social Sciences**.....6

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.

- PSY 200 General Psychology.....3
- Choose courses from at least two of the following areas:
 - Anthropology

- Business
- Economics
- Education
- History
- Psychology
- Religion
- Sociology

Math/Science/Computer.....9

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.

Minimum six credits with at least one course in each of the following areas:

- One science course with lab
- One college-level mathematics course
- One computer course—these NCU courses meet the computer requirement:

- 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
- MUS 118/119 Music Technology

Diversity Studies.....*one course

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.

Chose one course from approved electives in the following list:

- ANTH 210 Cultural Anthropology
- BTH 240 Christianity in America
- COMM 220 Intercultural Communication
- EDUC 210 School Diversity
- IDS 111 Appreciation of American Literature
- IDS 112 Appreciation of American Art
- 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

*Some of the approved courses may also fulfill requirements in other areas of the general education core (e.g., communication, social sciences).

Bible & Christian Ministry Studies.....8

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.

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

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 Faculty: 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.

Requirements for Associate of Science Degree: Pre-Professional Health Science

- Writing**.....7
 - WR 121 English Composition.....3
 - WR 123 English Composition.....3
 - WR 320 Writing for the Discipline.....1
- Interdisciplinary Studies**.....13-14

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.

- IDS 101/102 Engaging American Thought & Culture5
 - 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
- (*Not required for transfer students with 24 or more earned semester credits)

Humanities.....6

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.

- PHL 210 Ethics.....3
- Communications Elective (choose one of the following).....3
 - COMM 211 Introduction to Communication
 - COMM 212 Principles of Storytelling & Public Speaking
 - COMM 213 Interpersonal Communication

Social Sciences.....6

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.

- PSY 200 General Psychology.....3
- Choose a course from one of the following areas.....3
 - Anthropology
 - Business
 - Economics
 - Education
 - History
 - Religion
 - Sociology

Math/Computer.....4

Understanding the world through scientific and mathematical paradigms brings a quantitative dimension to the humanities and social sciences.

Minimum four credits with at least one course in each of the following areas:

One college-level mathematics course (minimum 2 credits)

One computer course—these NCU courses meet the computer requirement:

- 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
- MUS 118/119 Music Technology

Diversity Studies.....*one course

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.

Chose one course from approved electives in the following list:

- ANTH 210 Cultural Anthropology
- BTH 240 Christianity in America
- COMM 220 Intercultural Communication
- EDUC 210 School Diversity
- IDS 111 Appreciation of American Literature
- IDS 112 Appreciation of American Art
- 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

*Some of the approved courses may also fulfill requirements in other areas of the general education core (e.g., communication, social sciences).

Bible & Christian Ministry Studies.....8

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.

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

Professional Specialization Electives.....25

Choose 25 credits from the following:

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 Microbiology4

CHEM 121 General and Organic Chemistry5

CHEM 122 Organic and Biochemistry5

MATH 315 Applied Statistics.....3

NUTR 220 Nutrition3

PHYS 110 Fundamentals of Physics4

PSY 320 Human Development3

PSY 420 Abnormal Psychology.....3

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

- Completion of 124 semester credit hours.
- Completion of General Studies (the CORE) requirements.
- An academic major or concentration.
- A minimum of 30 credit hours from Northwest Christian University.
- 40 credit hours in the upper division.
- 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).
- A cumulative GPA of 2.00 or better for all coursework completed.
- At least a C- or better in academic major and minor classes.
- 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 and Advanced Placement (AP) 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, internship, 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 judgments 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.

The Requirements

- Writing**.....6
 - WR 121 English Composition.....3
 - WR 123 English Composition.....3
- Interdisciplinary Studies**.....13-14

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.

- IDS 101/102 Engaging American Thought & Culture5
- 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

(*Not required for transfer students with 24 or more earned semester credits)

- Humanities**.....6

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.

- PHL 210 Ethics.....3
- Communications Elective (choose one of the following).....3
 - COMM 211 Introduction to Communication
 - COMM 212 Principles of Storytelling & Public Speaking
 - COMM 213 Interpersonal Communication

- Social Sciences**.....5-6

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.

- Choose courses from at least two of the following areas:
 - Anthropology
 - Business
 - Economics
 - Education
 - History
 - Psychology
 - Religion
 - Sociology

Math/Science/Computer.....6-9

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.

- Minimum six credits with at least one course in each of the following areas:
 - One science course with lab
 - One college-level mathematics course
 - One computer course—these NCU courses meet the computer requirement:
 - 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
 - MUS 118/119 Music Technology

Diversity Studies.....*one course

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.

- Chose one course from approved electives in the following list:
 - ANTH 210 Cultural Anthropology
 - BTH 240 Christianity in America
 - COMM 220 Intercultural Communication
 - EDUC 210 School Diversity
 - IDS 111 Appreciation of American Literature
 - IDS 112 Appreciation of American Art
 - 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

*Some of the approved courses may also fulfill requirements in other areas of the general education core (e.g., communication, social sciences).

Bible & Christian Ministry Studies.....12

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.

- BTH 101/102 Engaging with the Bible.....8
- CM 240 All Are Gifted, All Are Called2
- Any BTH elective at the 200 level or above2

Health/Physical Education.....2

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.

- Choose courses from Physical Education or Sports/Athletics

Minimum General Education CORE for all majors.....50

Accounting

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

Co-requisites for the Accounting Major:

- *BUS 100/110 Business Principles and Practices
- *ECON 201 Microeconomics
- ECON 202 Macroeconomics
- MATH 315 Applied Statistics
- WR 320 Writing for the Discipline

*These courses may also fulfill General Education requirements.

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
- ACTG 495 Internship 3

- BUS 310 Principles of Management & Leadership 3
- BUS 370 Legal and Ethical Issues in Business & Management 3
- BUS 410 Operations Management 3
- BUS 450 Managerial Finance 3

Minor in Accounting

Prerequisites for the Accounting Minor:

- BUS 310 Principles of Management and Leadership
- WR 121/123 English Composition

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 470 Accounting for Non-Profit Organizations 3
- Choose One 3
 - ACTG 450 Fraud Examination
 - ACTG 455 Forensic Accounting

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
ACTG 211	ACTG 212	ACTG 455
ACTG 341	ACTG 440	
ACTG 345	ACTG 342	
ACTG 470	ACTG 495	
ACTG 495	ACTG 499	
BUS 310	BUS 450	
BUS 315	BUS 410	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
ACTG 211	ACTG 212	
ACTG 341	ACTG 342	
ACTG 430	ACTG 360	
ACTG 495	ACTG 440	
BUS 310	ACTG 495	
	ACTG 499	
	BUS 370	

Bible & Theology

Program Faculty: 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. Be prepared to enter seminary studies for ministry.
4. Be prepared to enter graduate programs in Bible or theology in preparation for advanced degrees in these areas.
5. Demonstrate facility in one or more of the biblical languages by applying it exegetically to the interpretation of texts if they have chosen to emphasize Bible in their program.
6. Display broad knowledge of the post-biblical Christian theological traditions, and specialization in at least one branch of Christian theology if they have chosen to emphasize theology in their program.

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

*These courses may also fulfill General Education requirements.

Requirements for Bible and Theology 38

- BTH 324 History of Theology3
- 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 380 Preaching3
- 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

*These courses may also fulfill General Education requirements.

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 level10

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
BTH 213	BTH 200	
BTH 495	BTH 407	
BTH 499	BTH 495	
GRK 301	BTH 499	
	GRK 302	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
BTH 213	BTH 200	
BTH 495	BTH 324	
BTH 499	BTH 407	
HEBR 301	BTH 495	
	BTH 499	
	CM 380	
	HEBR 302	

Business Administration

Program Faculty: Dr. Steven Andersen, Dr. Timothy Bergquist, Dr. Michael Kennedy, Ms. Anne Maggs

Purpose

The purpose of the business administration program is to educate 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, 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:

- *BUS 100 Introduction to Business or *BUS 110 Small Business Management and Entrepreneurship
- ACTG 211 Principles of Accounting I
- ACTG 212 Principles of Accounting II
- *ECON 201 Microeconomics
- ECON 202 Macroeconomics

*These courses may also fulfill General Education requirements.

General Requirements for Business Administration	37
<input type="checkbox"/> BUS 310 Principles of Management and Leadership	3
<input type="checkbox"/> BUS 330 Marketing.....	3
<input type="checkbox"/> BUS 360 Management of Information Technology.....	3
<input type="checkbox"/> BUS 370 Legal and Ethical Issues in Business & Management.....	3
<input type="checkbox"/> BUS 419 Global Business Management	3
<input type="checkbox"/> BUS 450 Managerial Finance	3
<input type="checkbox"/> BUS 495 Internship.....	3
<input type="checkbox"/> BUS 499 Business Strategy and Policy.....	3
<input type="checkbox"/> MATH 315 Applied Statistics.....	3
<input type="checkbox"/> WR 320 Writing for the Discipline.....	1
<input type="checkbox"/> Choose one of the required concentrations listed below.....	9
 Management Concentration.....	9
<input type="checkbox"/> BUS 315 Human Resource Management.....	3
<input type="checkbox"/> BUS 410 Operations Management.....	3
<input type="checkbox"/> BUS 415 Group and Organizational Behavior	3
 Marketing Concentration.....	9
<input type="checkbox"/> BUS 334 Advertising and Promotion.....	3
<input type="checkbox"/> BUS 335 Sales Strategy.....	3
<input type="checkbox"/> BUS 336 Retail Administration	3

Minor in Interdisciplinary Business

Prerequisite for the Interdisciplinary Business Minor:

- *BUS 100 Introduction to Business or *BUS 110 Small Business Management and Entrepreneurship

*These courses may also fulfill General Education requirements.

Requirements for Interdisciplinary Business Minor 18

- BUS 310 Principles of Management and Leadership3
- BUS 330 Marketing3
- 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

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
BUS 310	BUS 335	
BUS 315	BUS 410	
BUS 330	BUS 450	
BUS 336	BUS 495	
BUS 360	BUS 499	
BUS 495	MATH 315	
MATH 315	WR 320	
WR 320		

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
BUS 310	BUS 370	
BUS 330	BUS 419	
BUS 334	BUS 495	
BUS 415	BUS 499	
BUS 495	MATH 315	
MATH 315	WR 320	
WR 320		

Christian Ministry

Program Faculty: Dr. Dennis Lindsay

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. Be prepared to pursue seminary studies leading to ordination and licensure (depending on specific denominational requirements).
2. Have obtained practical skills for ministry and will have exercised these skills through internships (congregational, cross-cultural, or para-church).
3. Display skills in exegetical and hermeneutical methods for sound interpretation and communication of biblical messages.
4. Be prepared to serve the Church as ethical leaders.
5. Display analytical, problem-solving, and communication skills for effective pastoral leadership.
6. Have experienced spiritual development in themselves and have skills in fostering and facilitating spiritual growth in others.

Prerequisites for the Christian Ministry Major:

- **ANTH 210 Cultural Anthropology or SOC 200 Introduction to Sociology (both are required for missions concentration)
- *COMM 211 or *COMM 212
- PSY 200 General Psychology (optional for missions concentration)
- SOC 200 Introduction to Sociology

General Requirements for Christian Ministry.....39-41

- BTH 200 Bible Study Tools and Methods2
- BTH 213 Christian Doctrine2
- BTH electives at the upper division level6
- Choose two of the following6
 - BTH 324 History of Theology
 - BTH 326 The Art of Theology
 - HIST 332 History of Christianity II
- CM 220 The Worshipping Community2
- CM 470 Leadership Skills for Ministry2
- CM 495 Internship6
- CM 499 Senior Capstone2
- HIST 331 History of Christianity I3
- Choose one of the required concentrations listed below 8-10

*These courses may also fulfill General Education requirements.

Missions Concentration

Prerequisites for the Missions Concentration:

- *ANTH 210 Cultural Anthropology
- *SOC 200 Introduction to Sociology

Missions Concentration..... 10

- CM 203 Introduction to Missions2
- COMM 220 Intercultural Communication3
- SOC 410 Global Issues3
- Choose one of the following2
 - RELS 210 The Abrahamic Faiths of Judaism and Islam
 - RELS 220 Living Religious Traditions of the Far East

Pastoral Ministry Concentration

Prerequisites for the Pastoral Ministry Concentration:

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

*These courses may also fulfill General Education requirements.

Pastoral Ministry Concentration 8

- Choose one of the following2
 - CM 320 Evangelism and Church Growth
 - CM 330 Introduction to Christian Education
 - CM 350 Nurture and Discipleship
- CM 380 Preaching3
- CM 450 Pastoral Ministry3

Youth Ministry Concentration

Prerequisites for the Youth Ministry Concentration:

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

Youth Ministry Concentration 8

- Choose one of the following2
 - CM 320 Evangelism and Church Growth
 - CM 330 Introduction to Christian Education
 - CM 350 Nurture and Discipleship
- CM 360 Principles of Youth Ministry3
- Choose one of the following3
 - CM 380 Preaching
 - CM 450 Pastoral Ministry

Minor in Christian Ministry

Requirements for Christian Ministry Minor 17-18

- Choose one of the following2
 - BTH 200 Bible Study Tools and Methods
 - BTH 213 Christian Doctrine
- CM 220 The Worshipping Community2
- CM 470 Leadership Skills for Ministry2
- Choose one of the following3
 - CM 360 Principles of Youth Ministry
 - CM 450 Pastoral Ministry
- Choose one of the following3
 - HIST 331 History of Christianity I
 - HIST 332 History of Christianity II
- BTH elective at the upper division level3
- CM elective 2-3

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
BTH 213	BTH 200	
CM 350	CM 430 or CM 440	
CM 450	CM 495	
CM 495	CM 499	
CM 499	HIST 332	
COMM 220	RELS 220	
HIST 331	SOC 410	
RELS 210		

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
BTH 213	BTH 200	
BTH 326	BTH 324	
CM 203	CM 220	
CM 330	CM 320	
CM 360	CM 380	
CM 470	CM 495	
CM 495	CM 499	
CM 499	RELS 220	
COMM 220		
RELS 210		

Communication

Program Faculty: 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:

- Choose from the following
 - *COMM 212 Principles of Storytelling and Public Speaking
 - *COMM 213 Interpersonal Communication

*These courses may also fulfill General Education requirements.

Requirements for Communication.....	39
<input type="checkbox"/> COMM 220 Intercultural Communication.....	3
<input type="checkbox"/> COMM 240 Communication Theory	3
<input type="checkbox"/> COMM 460 Technology, Change, and Communication	3
<input type="checkbox"/> COMM 495 Internship.....	6
<input type="checkbox"/> COMM 499 Senior Capstone.....	2
<input type="checkbox"/> Choose one of the required concentrations listed below	22
 <i>Mass Communication Concentration</i>	 22
<input type="checkbox"/> COMM 230 Introduction to Broadcasting	3

- COMM 270 Foundations of Public Relations.....3
- COMM 360 Mass Media Law and Ethics4
- WR 351 Writing for Publication I.....3
- Choose 9 credits from the following list:

BUS 330 Marketing	MATH 315 Applied Statistics
BUS 334 Advertising and Promotion	MUS 311/312 Music Business
COMM 340 Rhetorical, Criticism & Argumentation	SOC 330 Social Problems
COMM 370 Listening Behavior	WR 352 Writing for Publication II
COMM 440 Organizational Communication	WR 410 Advanced Writing

Speech Communication Concentration 22

- COMM 340 Rhetorical Criticism and Argumentation3
- COMM 370 Listening Behavior.....3
- COMM 430 Nonverbal Communication.....3
- Choose 13 credits from the following list:

COMM 230 Introduction to Broadcasting	COMM 460 Tech., Change & Comm.
COMM 270 Public Relations	CM 380 Preaching
COMM 280 Acting	CM 430 Small Groups
COMM 321/322, 421/422 (1-4 credits)	HIST 350 American Public Discourse
COMM 360 Mass Media Law and Ethics	PSY 340 Social Psychology
COMM 440 Organizational Communication	PSY 370 Cognition

Minors in Communication

Prerequisite for all the Communication Minors:

- *COMM 211 Introduction to Communication

*These courses may also fulfill General Education requirements.

Requirements for Mass Communication Minor 19

- COMM 230 Introduction to Broadcasting.....3
- COMM 240 Communication Theory3
- COMM 360 Mass Media Law and Ethics.....4
- COMM 460 Technology, Change, and Communication3
- Choose one of the following:3
 - COMM 270 Foundations of Public Relations
 - WR 351 Writing for Publication I
- Choose one of the following:3
 - BUS 330 Marketing
 - COMM 213 Interpersonal Communication
 - COMM 440 Organizational Communication

WR 352 Writing for Publication II

Requirements for Speech Communication Minor 19

- COMM 212 Principles of Storytelling and Public Speaking4
- COMM 213 Interpersonal Communication.....3
- COMM 240 Communication Theory3
- COMM 340 Rhetorical Criticism and Argumentation3
- Choose six credits from the following:6

COMM 220 Intercultural Communication	CM 430 Small Groups
COMM 280 Acting	HIST 450 American Public Discourse
COMM 430 Nonverbal Communication	PSY 340 Social Psychology
COMM 460 Technology, Change & Communication	PSY 370 Cognition
CM 380 Preaching	

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
BUS 330	CM 430	
COMM 220	COMM 212	
COMM 270	COMM 213	
COMM 440	COMM 240	
COMM 460	COMM 360	
COMM 495	COMM 370	
MATH 315	COMM 495	
MUS 311	MATH 315	
	MUS 312	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
BUS 330	BUS 370	
BUS 334	CM 380	
COMM 220	COMM 212	
COMM 230	COMM 213	
COMM 280	COMM 240	
COMM 430	COMM 340	
COMM 440	COMM 407	
COMM 495	COMM 495	
MATH 315	CM 430	
PSY 340	MATH 315	
	PSY 370	
	SOC 330	

English

Program Faculty: 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.

Prerequisites for the English Major:

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

*These courses may also fulfill General Education requirements.

Requirements for English	35
<input type="checkbox"/> ENG 220 Introduction to Fiction	3
<input type="checkbox"/> ENG 230 Introduction to Poetry and Drama	3
<input type="checkbox"/> ENG 301 Survey of American Literature	3
<input type="checkbox"/> ENG 302 Survey of British Literature	3
<input type="checkbox"/> ENG 310 English Grammar and Syntax	3
<input type="checkbox"/> ENG 430 History of the English Language	3
<input type="checkbox"/> ENG 495 Internship	3
<input type="checkbox"/> ENG 499 Senior Capstone	2
<input type="checkbox"/> Any four ENG or WR electives at the upper division level	12
<input type="checkbox"/> One year of college-level proficiency in a non-native written language	(6-8)

Minor in English

Prerequisites for the English Minor:

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

*These courses may also fulfill General Education requirements.

Requirements for the English Minor	18
<input type="checkbox"/> Choose one of the following:	3
ENG 220 Introduction to Fiction	
ENG 230 Introduction to Poetry and Drama	
<input type="checkbox"/> Choose one of the following:	3
ENG 301 Survey of American Literature	
ENG 302 Survey of British Literature	
<input type="checkbox"/> WR 320 Writing in the Discipline	1
<input type="checkbox"/> Any ENG electives at the upper division level	11

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
ENG 220	ENG 230	
ENG 310	ENG 430	
ENG 495	ENG 495	
ENG 499	ENG 499	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
ENG 301	ENG 302	
ENG 310	ENG 495	
ENG 495	ENG 499	
ENG 499	ENG 420	

Exercise Science

Program Faculty: 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 Introduction to Mechanics
- *PSY 200 General Psychology

*These courses may also fulfill General Education requirements.

Requirements for Exercise Science	39
<input type="checkbox"/> BIOL 311 Human Anatomy and Physiology I	5
<input type="checkbox"/> BIOL 312 Human Anatomy and Physiology II	5
<input type="checkbox"/> CHEM 121 General Chemistry	5
<input type="checkbox"/> CHEM 122 Organic and Biochemistry	5
<input type="checkbox"/> EXSC 310 Kinesiology	3
<input type="checkbox"/> EXSC 320 Exercise Physiology and Neuromuscular Conditioning	4
<input type="checkbox"/> EXSC 410 Biomechanics	3
<input type="checkbox"/> EXSC 420 Exercise Testing and Prescription	3

- EXSC 495 Internship.....3
- MATH 315 Applied Statistics3

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
BIOL 311	BIOL 312	
CHEM 121	CHEM 122	
EXSC 310	EXSC 320	
EXSC 410	EXSC 420	
EXSC 495	EXSC 495	
MATH 315	MATH 315	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
BIOL 311	BIOL 312	
CHEM 121	CHEM 122	
EXSC 310	EXSC 320	
EXSC 410	EXSC 420	
EXSC 495	EXSC 495	
MATH 315	MATH 315	

Global Studies

Program Faculty: 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.

Prerequisites for the Global Studies Major:

- *ANTH 210 Cultural Anthropology or SOC200
- *COMM 220 Intercultural Communication
- GLST 295 Study Abroad
- One year or equivalent of a foreign language.

*These courses may also fulfill General Education requirements.

Requirements for Global Studies	39
<input type="checkbox"/> ANTH 310 Ethnographic Interview	3
<input type="checkbox"/> GLST 495 Internship	4
<input type="checkbox"/> GLST 499 Senior Capstone.....	2
<input type="checkbox"/> LING 310 Introduction to Comparative Linguistics.....	3
<input type="checkbox"/> SOC 410 Global Issues	3
<input type="checkbox"/> An approved study abroad program with a second year of a foreign language (minimum 3 upper division credits)	15
<input type="checkbox"/> Choose from the Global Core Menu (see global studies faculty for more options)	9

Global Core Menu	
BUS 310 Principles of Management & Leadership	HIST 312 Islamic World, 1500-present
BUS 419 Global Business Management	HIST 380 Modern European Culture & the World
CM 320 Evangelism & Church Growth	HIST 410 History of the Arab-Israeli Conflict
CM 440 Grief & Loss	HIST 420 Modern South Asia
ENG 310 English Grammar & Syntax	HIST 430 History of American Inter. Relations

ENG 340 World Literature	HIST 440 Latin America to Independence
ENG 350 Philosophy of Literature	MATH 315 Applied Statistics
ENG 360 Language, Culture & Society	RELS 310 Religions of Greece & Rome
ENG 370 English Phonetics & Phonology	RELS 320 Religions of the Ancient Near East
ENG 410 TESOL Theory & Practice	SPAN 321 Hispanic Culture & Civilization
ENG 420 Literature & World Religions	SPAN 322 Hispanic Culture & Civilization
ENG 425 TESOL: Teaching Oral & Literate Skills	SPAN 330 Religion & History of the Americas
ENG 430 History of the English Language	SPAN 340 Latino Soc. & Culture in the U.S.
GEOG 310 World Cultural & Political Geo.	SPAN 470 Teaching Foreign Lang. Methods
HIST 303 Christianity in Asia	HIST 312 Islamic World, 1500-present

Minor in Global Studies

Prerequisites for the Global Studies Minor:

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

*These courses may also fulfill General Education requirements.

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

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
ENG 290	GEOG 310	
LING 310	SOC 410	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
ANTH 310		
ENG 290		
LING 310		

History

Program Faculty: 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

*These courses may also fulfill General Education requirements.

Requirements for History	38-39
<input type="checkbox"/> Choose one of the following:	2-3
HIST 250 Art as History	
MUS 321 History of Music	
MUS 322 History of Music	
HIST 390 Philosophy of History	
Category One - History of U.S. and the Americas	
<input type="checkbox"/> 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	
<input type="checkbox"/> 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	
Category Three - Non-Western History	
<input type="checkbox"/> 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	
<input type="checkbox"/> Choose two additional courses from one of the above categories	6
<input type="checkbox"/> History elective	3
<input type="checkbox"/> HIST 490 Historical Methods and Research	3
<input type="checkbox"/> HIST 495 Internship	3
<input type="checkbox"/> HIST 499 Senior Capstone	3
<input type="checkbox"/> 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

*These courses may also fulfill General Education requirements.

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

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
MUS 321	MUS 322	
Category 1	Category 1	
Category 2	Category 2	
Category 3	Category 3	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
HIST 490	Category 1	
Category 1	Category 2	
Category 2	Category 3	
Category 3		

Interdisciplinary Studies

Program Faculty: Dr. Michael Bollenbaugh

For the student who neither wants nor needs to be committed to a single major, Northwest Christian offers the interdisciplinary studies major. The major is ideal for the student who seeks an individualized plan of study.

In consultation with the program advisor, students may design a course of study involving three academic areas, with a minimum of 11 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 three hours in IDS 495 (Internship) and two hours of IDS 499 (Senior Capstone). The total number of credit hours required for the major is 38.

Requirements for Interdisciplinary Studies 38

- Area 1 11
 - Must include 8 upper division credits
- Area 2 11
 - Must include 8 upper division credits
- Area 3 11
 - Must include 8 upper division credits
- IDS 495 Internship 3
- IDS 499 Senior Capstone 2

Mathematics

Program Faculty: 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:

- *CIS 135 Introduction to C++ Programming

*These courses may also fulfill General Education requirements.

Requirements for Mathematics 36

- MATH 230 Discrete Mathematics 3
- MATH 251 Calculus I 4
- MATH 252 Calculus II 4
- MATH 320 Linear Algebra 3
- MATH 325 Differential Equations 3
- MATH 355 Multivariable Calculus 3
- MATH 411 Real Analysis I 4
- MATH 495 Internship 3
- MATH 499 Senior Capstone 3
- Choose two of the following approved electives 6
 - MATH 315 Applied Statistics
 - MATH 330 Elementary Number Theory
 - MATH 340 Advanced Geometry
 - MATH 365 History of Mathematics
 - MATH 407 Special Topics
 - MATH 420 Topology
 - MATH 445 Modern Algebra

Minor in Mathematics

Prerequisites for the Mathematics Minor:

- *CIS 135 Introduction to C++ Programming

*These courses may also fulfill General Education requirements

Requirements for Mathematics Minor 20

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

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
MATH 251	MATH 230	MATH 495
MATH 411	MATH 252	
MATH 495	MATH 495	
MATH 315	MATH 315	
MATH 330	MATH 499	
MATH 499		

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
MATH 315	MATH 230	
MATH 320	MATH 355	MATH 495
MATH 325	MATH 495	
MATH 495	MATH 315	
MATH 499	MATH 445	
MATH 340		

Music Industry

Program Faculty: 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 Introduction to Business
- MUS 100 Music Fundamentals

General Requirements for Music Industry	57
<input type="checkbox"/> MUS 101 Music Theory I	3
<input type="checkbox"/> MUS 111 Ear Training I	1
<input type="checkbox"/> MUS 118 Music Technology MIDI/Audio 1	2
<input type="checkbox"/> MUS 119 Music Technology MIDI/Audio 2	2
<input type="checkbox"/> Audio Engineering 1	3
<input type="checkbox"/> Audio Engineering 2	3
<input type="checkbox"/> MUS 300 Pop Theory/Songwriting	2
<input type="checkbox"/> MUS 311 Music Business I	2
<input type="checkbox"/> MUS 312 Music Business II	2
<input type="checkbox"/> MUS 351 Music Ministry Leadership	3
<input type="checkbox"/> MUS 371 Junior Project	2
<input type="checkbox"/> MUS 372 Junior Project	2
<input type="checkbox"/> MUS 421 Senior Project	2
<input type="checkbox"/> MUS 422 Senior Project	2
<input type="checkbox"/> Applied Music - Primary Performance Medium (Lower Division)	
<input type="checkbox"/> 100 Level Instruction	2
<input type="checkbox"/> 200 Level Instruction	2

- MUS 495 Internship.....4
- Piano Proficiency*** (2)
- Interdisciplinary Business Minor18

*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.

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
MUS 118	MUS 119	
MUS 300	MUS 101	
MUS 311	MUS 312	
MUS 351	MUS 372	
MUS 371	MUS 422	
MUS 421	MUS 495	
MUS 495		

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
MUS 118	MUS 119	
MUS 300	MUS 101	
MUS 351	MUS 111	
MUS 371	MUS 372	
MUS 421	MUS 422	
MUS 495	MUS 495	

Music Ministry

Program Faculty: 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
<input type="checkbox"/> MUS 101 Music Theory I	3
<input type="checkbox"/> MUS 111 Ear Training I	1
<input type="checkbox"/> MUS 301 Music Practicum	1
<input type="checkbox"/> MUS 302 Music Practicum	1
<input type="checkbox"/> MUS 321 Music History	2
<input type="checkbox"/> MUS 322 Music History	2
<input type="checkbox"/> MUS 351 Music Ministry Leadership.....	3
<input type="checkbox"/> MUS 352 Music Ministry Leadership.....	3
<input type="checkbox"/> MUS 380 Conducting and Orchestrating Styles for the Church Musician.....	3
<input type="checkbox"/> MUS 381 Worship Arts.....	1
<input type="checkbox"/> MUS 411 Internship Mentoring.....	1
<input type="checkbox"/> MUS 412 Internship Mentoring.....	1
<input type="checkbox"/> MUS 495 Internship.....	4
<input type="checkbox"/> Upper division Music Ensemble	2
<input type="checkbox"/> Applied Music	
<input type="checkbox"/> Secondary Performance Medium (Lower Division)	2
Primary Performance Medium	
<input type="checkbox"/> 100 Level Instruction (1, 1)**	2
<input type="checkbox"/> 200 Level Instruction (1, 1)**	2
<input type="checkbox"/> 300 Level Instruction (1, 1)**	2
<input type="checkbox"/> 400 Level Instruction (1, 1)**	2
<input type="checkbox"/> Piano Proficiency*	(2)

Minor in Music Ministry

Requirements for the Music Ministry Minor.....	18
<input type="checkbox"/> Choose one of the following approved electives:.....	2
MUS 100 Music Fundamentals	
MUS 300 Pop Theory/Songwriting	
<input type="checkbox"/> MUS 351 Music Ministry Leadership.....	3
<input type="checkbox"/> MUS 352 Music Ministry Leadership.....	3
<input type="checkbox"/> Applied Music*	
<input type="checkbox"/> Secondary Performance Medium (Lower Division) (1, 1)	2
<input type="checkbox"/> Primary Performance Medium (Lower Division) (1, 1)	2
<input type="checkbox"/> Ensemble (Upper Division) (1, 1)***	2
<input type="checkbox"/> 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.

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
MUS 100	MUS 101	
MUS 300	MUS 302	
MUS 301	MUS 322	
MUS 321	MUS 412	
MUS 351	MUS 495	
MUS 381		
MUS 411		
MUS 495		

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
MUS 100	MUS 101	
MUS 300	MUS 111	
MUS 301	MUS 302	
MUS 351	MUS 352	
MUS 411	MUS 412	
MUS 495	MUS 495	

Psychology

Program Faculty: Dr. Nani Skaggs

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

*These courses may also fulfill General Education requirements

Requirements for Psychology.....	39
<input type="checkbox"/> PSY 310 Careers in Psychology	1
<input type="checkbox"/> PSY 320 Human Development.....	3
<input type="checkbox"/> PSY 330 Psychology of Learning	3
<input type="checkbox"/> PSY 340 Social Psychology.....	3
<input type="checkbox"/> PSY 350 Research Methods.....	3
<input type="checkbox"/> PSY 370 Cognition.....	3
<input type="checkbox"/> PSY 380 Theories of Personality	3
<input type="checkbox"/> PSY 410 Biological Psychology	3
<input type="checkbox"/> PSY 420 Abnormal Psychology	3
<input type="checkbox"/> PSY 495 Internship.....	6
<input type="checkbox"/> PSY 499 Senior Capstone.....	2
<input type="checkbox"/> Choose two 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	

Minor in Psychology

Prerequisites for the Psychology Minor:

- *PSY 200 General Psychology
- WR 320 Writing for the Discipline

*These courses may also fulfill General Education requirements.

Requirements for the Psychology Minor.....	18
<input type="checkbox"/> PSY 320 Human Development.....	3
<input type="checkbox"/> PSY 330 Psychology of Learning	3
<input type="checkbox"/> PSY 340 Social Psychology.....	3
<input type="checkbox"/> PSY 380 Theories of Personality	3
<input type="checkbox"/> PSY 420 Abnormal Psychology	3
<input type="checkbox"/> Choose one of the following approved electives	3
PSY 360 Values and Human Behavior	
PSY 370 Cognition	
PSY 410 Biological Psychology	
PSY 450 Psychometrics	

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
PSY 310	CM 440	
PSY 350	PSY 320	
PSY 420	PSY 330	
PSY 495	PSY 410	
PSY 499	PSY 450	
	PSY 495	
	PSY 499	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
ANTH 310	PSY 370	
PSY 310	PSY 495	
PSY 340	PSY 499	
PSY 350		
PSY 380		
PSY 495		
PSY 499		

Teacher Education

Program Faculty: Ms. Barbara Herzberg, Dr. Jim Howard, Mr. Brian Kaelin, Ms. Vivian Moen

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.
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.

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

Students with a B.A. degree who want to earn an additional B.A. degree and Oregon licensure must complete additional credits in Bible per the catalog year. Post-baccalaureate students may complete the program for licensure only without the Bible requirement. Students are responsible to satisfy the conditions specified in the "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
<input type="checkbox"/> EDUC 110 Foundations of Education	3
<input type="checkbox"/> EDUC 210 School Diversity	3
<input type="checkbox"/> EDUC 230 Technology for Teaching and Learning	2
<input type="checkbox"/> EDUC 313 Curriculum, Instruction, and Assessment.....	3
<input type="checkbox"/> 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	
<input type="checkbox"/> 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	
<input type="checkbox"/> EDUC 321 Classroom Relations & Management	3
<input type="checkbox"/> EDUC 380 Ecology of Schools.....	3
<input type="checkbox"/> EDUC 407 Faith Integration in Teaching Seminar	3
<input type="checkbox"/> EDUC 435 Second Authorization Practicum.....	3
<input type="checkbox"/> EDUC 436 Practicum Networking	1
<input type="checkbox"/> EDUC 437 Work Sample Support and Differentiation	2
<input type="checkbox"/> EDUC 495 Student Teaching I	4
<input type="checkbox"/> EDUC 496 Student Teaching II	12
<input type="checkbox"/> 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

*These courses may also fulfill General Education requirements.

Early Childhood and Elementary Concentration 15

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

Prerequisites 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

*These courses may also fulfill General Education requirements.

Middle Level and High School Concentration 8

(Required in addition to content endorsement classes)

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

Course Rotation Schedule

FALL ODD YEARS	SPRING EVEN YEARS	SUMMER EVEN YEARS
EDUC 110	EDUC 110	
EDUC 210	EDUC 210	
EDUC 220	EDUC 230	
EDUC 230	EDUC 313	
EDUC 315/325/355/365	EDUC 321	
EDUC 330	EDUC 335/345/375/385	
EDUC 370	EDUC 340	
EDUC 380	EDUC 350	
EDUC 420	EDUC 360	
EDUC 430	EDUC 366	
EDUC 435	EDUC 367	
EDUC 436	EDUC 368	
EDUC 437	EDUC 407	
EDUC 495	EDUC 496	
WR 320	ENG 330	
	WR 320	

FALL EVEN YEARS	SPRING ODD YEARS	SUMMER ODD YEARS
EDUC 110	EDUC 110	
EDUC 210	EDUC 210	
EDUC 220	EDUC 230	
EDUC 230	EDUC 313	
EDUC 315/325/355/365	EDUC 321	
EDUC 330	EDUC 335/345/375/385	
EDUC 370	EDUC 340	
EDUC 380	EDUC 350	
EDUC 420	EDUC 360	
EDUC 430	EDUC 366	
EDUC 435	EDUC 367	
EDUC 436	EDUC 368	
EDUC 437	EDUC 407	
EDUC 495	EDUC 496	
WR 320	ENG 330	
	WR 320	

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:

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

Endorsement Pathways

English for Speakers of Other Languages (ESOL).....	15
<input type="checkbox"/> ENG 310 English Grammar and Syntax.....	3
<input type="checkbox"/> LING 310 Introduction to Comparative Linguistics.....	3
<input type="checkbox"/> LING 410 ESOL Theory and Methods	3
<input type="checkbox"/> LING 420 ESOL Application and Literate Skills.....	3
<input type="checkbox"/> LING 430 ESOL Teaching of Oral Skills.....	3
Integrated Science (Middle and High School)	29
<input type="checkbox"/> BIOL 111 Principles of Biology I.....	4
<input type="checkbox"/> BIOL 112 Principles of Biology II	4
<input type="checkbox"/> CHEM 121 General Chemistry	5
<input type="checkbox"/> GEOL 110 Introduction to Geology	4
<input type="checkbox"/> GEOL 210 Historical Geology.....	2
<input type="checkbox"/> GEOL 310 Meteorology/Oceanography	3
<input type="checkbox"/> PHYS 110 Introduction to Mechanics.....	4
<input type="checkbox"/> PHYS 122 Meteorology and Astronomy.....	3
Language Arts.....	19
<input type="checkbox"/> ENG 220 Introduction to Fiction.....	3
<input type="checkbox"/> ENG 230 Introduction to Poetry and Drama	3
<input type="checkbox"/> ENG 301 Survey of American Literature.....	3
<input type="checkbox"/> ENG 302 Survey of British Literature.....	3
<input type="checkbox"/> ENG 340 World Literature.....	3
<input type="checkbox"/> ENG 430 History of the English Language	3
<input type="checkbox"/> WR 320 Writing for the Discipline	1
Basic Mathematics (for Middle School only).....	19
<input type="checkbox"/> CIS 135 Introduction to C++ Programming.....	2
<input type="checkbox"/> MATH 110 College Mathematics.....	4
<input type="checkbox"/> MATH 130 Precalculus.....	4
<input type="checkbox"/> MATH 211 Mathematics for Elementary Teachers	3
<input type="checkbox"/> MATH 212 Mathematics for Elementary Teachers	3
<input type="checkbox"/> MATH 230 Discrete Mathematics	3

Advanced Mathematics (High School)	25
<input type="checkbox"/> CIS 135 Introduction to C++ Programming	2
<input type="checkbox"/> MATH 230 Discrete Mathematics	3
<input type="checkbox"/> MATH 251 Calculus I.....	4
<input type="checkbox"/> MATH 252 Calculus II.....	4
<input type="checkbox"/> MATH 315 Applied Statistics.....	3
<input type="checkbox"/> MATH 320 Linear Algebra	3
<input type="checkbox"/> MATH 330 Elementary Number Theory	3
<input type="checkbox"/> MATH 340 Advanced Geometry	3
Social Studies	24
<input type="checkbox"/> Choose one from the General Education Core	3
ANTH 210 Cultural Anthropology	
SOC 200 Introduction to Sociology	
<input type="checkbox"/> Choose one of the following:.....	3
ECON 201 Microeconomics	
ECON 202 Macroeconomics	
<input type="checkbox"/> GEOG 310 World Culture and Political Geography	3
<input type="checkbox"/> HIST 370 Ancient Near Eastern and Mediterranean Civilizations.....	3
<input type="checkbox"/> HIST 380 Modern European Culture and the World.....	3
<input type="checkbox"/> HIST 430 History of American International Relations.....	3
<input type="checkbox"/> PSY 340 Social Psychology.....	3
<input type="checkbox"/> Choose one of the following	3
COMM 220 Intercultural Communication	
SOC 410 Global Issues	
Spanish*	30
<input type="checkbox"/> SPAN 101 First-year Spanish.....	4
<input type="checkbox"/> SPAN 102 First-year Spanish.....	4
<input type="checkbox"/> SPAN 201 Second-year Spanish.....	3
<input type="checkbox"/> SPAN 202 Second-year Spanish.....	3
<input type="checkbox"/> SPAN 300 Spanish Phonetics	2
<input type="checkbox"/> SPAN 310 Advanced Spanish Conversation and Composition	3
<input type="checkbox"/> SPAN 321 Hispanic Culture and Civilization	3
<input type="checkbox"/> SPAN 330 Religion and History of the Americas	3
<input type="checkbox"/> SPAN 340 Latino Society and Culture in the U.S.	3
<input type="checkbox"/> SPAN 470 Teaching Foreign Language Methods	2

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

TESOL Certificate Program

Program Advisor: Dr. Elizabeth Aydelott, Mr. Charles Sturms

Purpose

The TESOL Certificate focuses on applied linguistics and includes basic skills required to teach English to speakers of other languages in the US or abroad. It is a basic program leading to a TESOL Certificate. Additional TESOL courses may be added to broaden and deepen this certificate. There is also a public school certification (ESOL) track leading to an Oregon public school endorsement.

The TESOL Program, while serving primarily native English speakers, is open to international students who have already attained high proficiency in English. A current TOEFL score is required. The TESOL certificate is awarded to those who already have a bachelor's degree or will complete one simultaneously.

Course work is sequential. Internships are to be taken after course work is completed.

Objectives

Graduates of this program will:

1. Provide students with a fundamental knowledge of languages in general, language acquisition and teaching.
2. Provide students with a guided professional experience (internship) teaching English either in the U.S. or abroad.
3. Provide students with an opportunity to meet TESOL professionals, assist in career guidance and job placement.

Requirements for the TESOL Certificate..... 12

- | | |
|--|---|
| <input type="checkbox"/> LING 310 Introduction to Comparative Linguistics..... | 3 |
| <input type="checkbox"/> ENG 310 English Grammar and Syntax..... | 3 |
| <input type="checkbox"/> LING 415 Language Learning and Teaching..... | 3 |
| <input type="checkbox"/> ENG 495 Internship* | 3 |

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

Traditional Undergraduate Course Descriptions

Accounting

ACTG 170 Introduction to the Accounting Cycle (3) This course introduces fundamental principles of double entry accrual accounting for a sole proprietorship. Students will analyze and record transactions and adjustments, and prepare financial statements for service and merchandising firms. Students will also learn accounting for payroll transactions for any form of business.

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, CIS 123.

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. Prerequisites: ACTG 341, MATH 315.

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. Prerequisite: WR 123.

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 495 Internship (3) Field internships provide an opportunity for students to gain practical work experience in accounting. Internship students work at a designated business or public organization under close supervision of a faculty advisor. Repeatable for credit.

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. Prerequisite for BTH 102: BTH 101.

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 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 200.

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 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 326 The Art of Theology (3) In the 20th century, modernist approaches to historical studies, dominated by evolutionary, developmental models, tended to fragment humanities higher education. Historians treated art, history and theology as individual "sub-species", carving out areas of specialization with distinct academic majors. Postmodernism has begun to redress this problem of fragmentation and to pursue approaches to history, which acknowledge the intimate web of relationships between church, state and culture in the pre-modern western world. Using the gains of art history, historical theology and biblical studies, "It's Art, for God's Sake", will explore the settings, contents and meanings of great works in western art, with a view to the lessons and inspiration this precious heritage holds for the contemporary church.

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. Prerequisite: BTH 200.

BTH 495 Internship (3-6). Repeatable for credit.

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

Biology

BIOL 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 Living Organisms (3) An introduction to the fundamental principles of life including the similarity and diversity of living things; the structure and function of cells; the chemical and genetic basis of life; and evolution. Co-requisite: BIOL 111L. Student must enroll in a concurrent laboratory section.

BIOL 111L Principles of Living Organisms Lab (1) Laboratory to accompany Principles of Living Organisms. Co-requisite: BIOL 111.

BIOL 112 Principles of Biodiversity (3) Basic principles of biodiversity as explored through eukaryotic kingdoms. Topics include the structure and function of plant cells and the plant body, structure and physiology of vertebrates as well as natural history and ecology of the different organisms. Co-requisite: BIOL 112L. Student must enroll in a concurrent laboratory section.

BIOL 112L Principles of Biodiversity Lab (1) Laboratory to accompany Principles of Biodiversity. Co-requisite: BIOL 112.

BIOL 130 Human Biology (3) An introduction to the function and structures of the human body. Covers organization, maintenance, movement, control, reproduction, and diseases. Co-requisite: BIOL 130L. Student must enroll in a concurrent laboratory section.

BIOL 130L Human Biology Lab (1) Laboratory to accompany Human Biology. Co-requisite: BIOL 130.

BIOL 200 General Biology (3) 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. Co-requisite: BIOL 200L. Student must enroll in a concurrent laboratory section.

BIOL 200L General Biology Lab (1) Laboratory to accompany General Biology. Co-requisite: BIOL 200.

BIOL 211 Anatomy and Physiology I (3) Introduction to human body organization and the functional role of cells and tissues using a systems approach. The following systems will be covered: cells, tissues, integument, nervous, endocrine, and reproductive. This course does not apply toward the Exercise Science major. Prerequisite: BIOL 111 or 200. Co-requisite: BIOL 211L. Student must enroll in a concurrent laboratory section.

BIOL 211L Anatomy and Physiology I Lab (1) Laboratory to accompany Anatomy and Physiology I. Co-requisite: BIOL 211.

BIOL 212 Anatomy and Physiology II (3) A survey of the structure and function of the human body using a systems approach. The following systems will be covered: skeletal, muscular, circulatory, lymphatic, respiratory, digestive, and urinary systems. This course does not apply toward the Exercise Science major. Prerequisites: BIOL 211. Co-requisite: BIOL 212L. Student must enroll in a concurrent laboratory section.

BIOL 212L Anatomy and Physiology II Lab (1) Laboratory to accompany Anatomy and Physiology II. Co-requisite: BIOL 212.

BIOL 230 Introductory Microbiology (3) 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. Co-requisite: BIOL 230L. Student must enroll in a concurrent laboratory section.

BIOL 230L Introductory Microbiology Lab (1) Laboratory to accompany Introductory Microbiology. Co-requisite: BIOL 230.

BIOL 311 Human Anatomy and Physiology I (4) 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 systems will be covered: cells, tissues, integument, nervous, endocrine, and reproductive. Prerequisite: BIOL 200. Co-requisite: BIOL 311L. Student must enroll in a concurrent laboratory section.

BIOL 311L Human Anatomy and Physiology I Lab (1) Laboratory to accompany Human Anatomy and Physiology I. Co-requisite: BIOL 311.

BIOL 312 Human Anatomy and Physiology II (5) 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 systems will be covered: skeletal, muscular, circulatory, lymphatic, respiratory, digestive, and urinary systems. Prerequisite: BIOL 311. Co-requisite: BIOL 312L. Student must enroll in a concurrent laboratory section.

BIOL 312L Human Anatomy and Physiology II Lab (1) Laboratory to accompany Human Anatomy and Physiology II. Co-requisite: BIOL 312.

Business

BUS 100 Introduction to Business (3) This course provides an overview of the key functional areas of business administration as well as a focus on Christian values, ethics, and leadership in business. Basic topics include: global environment, economics, business ethics and social responsibility, communication, formation, accounting, finance, securities, marketing, human resources, information and technology, and operations.

BUS 110 Small Business Management and Entrepreneurship (3) This course introduces students to the basic topics and issues in small business management with a focus on Christian values, ethics, and leadership in business. Basic topics include: entrepreneurship, business ethics and social responsibility, strategic management, economics, forms of business, finance and accounting, marketing and pricing, e-commerce, human resource management, and operations.

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 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.

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.

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.

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.

BUS 419 Global Business Management (3) This course explores topics related to managing an organization in a global, multinational environment. Special areas to be examined include the social, cultural, economic, and political environments, as well as ethical and legal issues. Matters dealing with trade, business operations, and monetary systems will also be explored. Prerequisite: BUS 310.

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.

BUS 495 Internship (3) Field internships provide an opportunity for students to gain practical work experience in management or marketing, depending on the student's concentration area. Internship

students work at a designated business or public organization under close supervision of a faculty advisor. Repeatable for credit.

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. Prerequisites: BUS 310, 315, 330, 370, 410, 450.

Chemistry

CHEM 121 General Chemistry (5) Includes lab. The purpose of this course is to introduce the concepts of general chemistry and beginning organic chemistry. Students will learn how to solve problems using the scientific method. Critical thinking and semiquantitative understanding of chemistry rather than detailed theory is emphasized. The topics covered include the fundamental quantities and measurements, atoms, sub-atomic particles, orbitals, chemical bonding, reactions, states of matter, stoichiometry, solution chemistry, reaction rates and equilibria, radiochemistry, acid and base chemistry, structure of basic organic compounds and nomenclature, petrochemistry, polymerization, alkanes and alkenes. Beginning laboratory techniques pertaining to these topics will be taught. Prerequisite: MATH 96. Co-requisite: Student must enroll in a concurrent laboratory section.

CHEM 122 Organic and Biochemistry (5) Includes lab. In a continuation of CHEM 121, students will continue to learn the concepts and terminology of organic chemistry, including aromatic compounds and their reactions, chiral atoms and compounds, alcohols and phenols, amines and related compounds, aldehydes and ketones and carboxylic acid. Structure, nomenclature, reactions and characteristic behavior will be discussed. The principals of biochemistry will be covered, including the structure and chemical significance of carbohydrates, lipids, proteins as well as their specific metabolisms. Enzymes, the structure and function of nucleic acids, the common metabolism and the electron transport chain, and hormone function will be discussed. Beginning laboratory techniques pertaining to these topics will be taught. Prerequisite: CHEM 121. Co-requisite: Student must enroll in a concurrent laboratory section.

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?"

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.

CM 330 Introduction to Christian Education (2) 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 380 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: BTH 200, COMM 211 or COMM 212.

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. Repeatable for credit.

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 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. Recommended for communication non-majors; required for communication minors; not recommended for communication majors.)

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. (Satisfies the communication elective requirement in the General Education Core.)

COMM 220 Intercultural Communication (3) A study in the problems of effective communication of concepts across cultural barriers, values and world views.

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. Prerequisites: COMM 211 or 212 or 213, or instructor's consent.

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.

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 and argument criticism. Discussions focus on both written and oral forms of persuasion.

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.

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 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 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. Prerequisites: COMM 240, 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. Repeatable for credit.

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.

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, as 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 420 Literature and World Religions (3) This course will study literature as it has been influenced by the world's major religions. Students will read and interpret literary works (poems, novels, and plays) with special attention to the religious issues they address and/or the way they engage sacred texts. Prerequisite: ENG 220 or 230 or instructor's permission.

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 speakers, and assessment processes for language skills. A third focuses on teaching of oral/aural English. Current techniques and resources are used to formulate materials and lessons in teaching oral and listening skills. Focus is on speech patterns, pronunciation analysis, and corrective measures toward oral English improvement. Prerequisites: ANTH 210 or SOC 200 and ENG 290.

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.

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. Repeatable for credit.

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 (4) 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 407 Special Topics (1-4) Prerequisites: Determined on a course-by-course basis.

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). Repeatable for credit.

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 (3) 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. Co-requisite: GEOL 110L. Student must enroll in a concurrent laboratory section.

GEOL 110L Introduction to Geology Lab (1) Laboratory to accompany Introduction to Geology. Co-requisite: GEOL 110.

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 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.

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. Repeatable for credit.

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 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. Repeatable for credit.

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

IDS 499 Senior Capstone (2) Student work with a designated professor to develop a research project and written paper that reflex one or more areas of academic concentration in the IDS major and integrates a significant amount of their previous coursework, service learning, and internship experience.

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 415 Language Learning and Teaching (3) This course is an overview of the factors, age and psychological predispositions of learners, sociocultural and linguistic factors which impinge on the learning and teaching of human languages. It surveys language-teaching trends, approaches and methods, with an emphasis on interactive, communicative approach.

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 Advanced Geometry (3) Topics in Euclidean and post-Euclidean geometry, including compass and straightedge constructions, coordinatization, transformations, and projective and hyperbolic geometry. Proofs throughout. Prerequisite: MATH 252 or consent of instructor.

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 445.

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 445.

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 445 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 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. Repeatable for credit.

MATH 499 Senior Capstone (3) Students work with designated mathematics professor to write a paper that reflects an area of interest and may integrate material from their previous courses.

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 118 Music Technology MIDI/Audio 1 (2) This course provides a student with an opportunity, through group instruction and hands-on experience, to study current applications of music technology in a comprehensive MIDI/audio studio. Students will learn to use various music production tools, using MIDI sequencing, patch editing, digital audio recording, MIDI networking, digital effects devices and plug-ins, and digital mixing systems. Students will work in the studios a minimum of 2 hours per week outside of class.

MUS 119 Music Technology MIDI/Audio 2 (2) This course provides a student with an opportunity, through group instruction and hands-on experience, to study advanced techniques in the field of music technology in a comprehensive MIDI/audio studio. Students will learn advanced applications of synthesizers, professional sound recording/editing software, MIDI networking, MIDI sequencing, digital effects and digital mixing. In addition, students will gain experience in syncing sound and music to digital movies. Students will also have the opportunity to work with many audio formats such as AIFF, SDII, WAV, and MP3 as they work on their sound event projects. Students will work in the studios a minimum of 2 hours per week outside of class.

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 218 Audio Engineering 1 (3) An introduction to recording techniques using Pro Tools software. Topics that will be covered include: sound and acoustics, mic techniques, signal path, digital mixing board, tracking, audio editing, signal processing, monitoring, and editing digital audio. By the conclusion of this class students will have covered all the material for Pro Tools Certification level 101.

MUS 219 Audio Engineering 2 (3) Mixing and Mastering using Pro Tools software. Students will apply their knowledge in completing recording projects and a written final exam.

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). Repeatable for credit.

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. Repeatable for credit.

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. Repeatable for credit.

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). Repeatable for credit.

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. Repeatable for credit.

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. Repeatable for credit.

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. Repeatable for credit.

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. Repeatable for credit.

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

Physics

PHYS 110 Introduction to Mechanics (3) 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. Co-requisite: PHYS 110L. Student must enroll in a concurrent laboratory section.

PHYS 110L Fundamentals of Physics Lab (1) Laboratory to accompany Fundamentals of Physics. Co-requisite: PHYS 110.

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. Repeatable for credit.

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.

RELS 370 Church and Culture (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.

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 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.

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 Sociology of Family (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.

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 305 Writing for the Workplace (3) This course focuses on developing research and writing skills required for most professional activities, addressing issues such as evaluation of materials and audiences, sources of information, organization and design, and visual aids. Assignments include letters, emails, memos, informal reports, research and technical reports, critical bibliographies, descriptions, instructions, and proposals.

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 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: 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.

Board of Trustees

Northwest Christian University is an Oregon corporation, governed by a board of trustees, whose purpose is to maintain a Christian institution of higher learning. The board of trustees consists of not fewer than 20 nor more than 36 people. Members are elected by the board. Significant representation on the Board must come from members of the Christian Church (Disciples of Christ) and the Christian Churches/Churches of Christ. Significant representation on the Board must also come from the alumni of the University. Additionally, one faculty representative, elected annually by Faculty Forum, and one student representative (current president of ASNCU) serve on the Board as non-voting members.

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

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