NEW HOPE CHRISTIAN COLLEGE
ACADEMIC CATALOG
2026-2027

Academic Catalog 2026-2027
Catalog Effective May 26, 2026

New Hope Christian College
2155 Bailey Hill Rd
Eugene, OR 97405
541-485-1780
Admissions: 800-322-2638

Contents

Academic Calendar 2026-2027 4
Mission 5
NHCC Goals 5
New Hope Values 6
Statement of Faith 8
Non-Discrimination Policy 10
Affiliation 10
History 11
Accreditation 11
Approvals 11
Memberships 12
Alumni Association 12
Degree Programs: Objectives and Requirements 13
- Bachelor of Science in Creative Arts 13
- Associate of Science in Creative Arts 17
- Bachelor of Science in Ministry Leadership 20
- Associate of Science in Ministry Leadership 26

Ignite Spiritual Formation 27
- Objectives 27
- Devotions 27
- Chapel 27
- Life Groups 28
- Spiritual Leadership Conferences 28

Admissions 29
- Admissions Standards 29
- Application Procedure 30
- Transfer Students 30
- Transfer Credit Policy 30
- Transferring Credits 31
- Veterans Information 31
- International Students 31

Financial Information 32
- Degree Programs (All Bachelor and Associate Degrees) 32
- Scholarships and Grants 32

Academic Information 34
- Academic Freedom 34
- Academic Load 34
- Learning and Educational Resources 34

Course Numbering 34
Classification 35
Grades 35
Incomplete Policy 35
Withdrawals and Refunds 36
Independent Study 36
Auditing Courses 36
Academic Advising 36
Career Planning and Placement 37
Attendance Policy 38
Plagiarism & Academic Dishonesty Policy 39
Satisfactory Academic Progress 41
Graduation Requirements 48
Transcripts and Records 48
NHCC, NHW, and NHI 49
Personnel 50
Board of Directors 50
Administration 50
Faculty 51
Giving Opportunities 53
Course Catalog by Department 54
Bible and Theology Department Objectives and Courses 54
Christian Ministry and Pastoral Studies Department Objectives and Courses 59
Pastoral Studies Department Objectives 59
General Education Department Objectives and Courses 63
Creative Arts Department Objectives and Courses 69
Business Administration Department Objectives and Courses 72
Christian Counseling Department Objectives and Courses 74
Christian Education Department Objectives and Courses 78
Student Complaint Process 80
Notification of Rights under FERPA 80

Academic Calendar 2026-2027

Summer Term

Term Begins	May 26
Term Ends	August 14

Fall Semester

Staff and Faculty Workshop	August 13
Student Leader Training	August 21
Dorms Open	August 22
Back to School Bash	August 24
New Student Orientation	August 22-24
Classes Begin	August 25
Convocation	August 27
NHCC Golf Tournament	August 28
Last Day to Add/Drop Classes/Meal Plan	September 1, 5:00 pm
Labor Day - No Classes	September 7
Mid-Semester Break - No Classes	October 8-9
Spiritual Growth Conf. - No Classes	November 12-13
Thanksgiving Holiday - No Classes	November 26-27
Last Day of Classes	December 16
Dorms & Cafeteria Close	December 18

Spring Semester

Student Leader Training	January 8
Dorms Open	January 9
New Student Orientation	January 10-11
Classes Begin	January 12
Martin Luther King Jr. Day-No Classes	January 18
Last Day to Add/DropClasses	January 19, 5:00 pm
Spiritual Leadership Conf.- No Classes	March 5-6
Good Friday – No Classes	March 26
Spring Break - No Classes	March 29- April 2
Honors Assembly	April 15
Last Day of Classes	May 12
Commencement	May 14
Cafeteria Closes	May 14
Dorms Close	May 15

Mission

New Hope Christian College, an institution of higher education, exists to disciple emerging Christian leaders by developing their theology, ministry skills, and character in order to win souls, plant fruitful churches, and lead as exemplary ambassadors for Christ in ministry.

NHCC Goals

In keeping with our Mission Statement, our stated goals are as follows:

1. Increase the number of mission-fit students who earnestly seek to improve their service to Christ in ministry vocations in the Church and in public service.
2. Define, develop, and assess an ongoing practicum program paralleling our academic program.
3. Develop and assess internships within our campus church and in other community churches to give students ministry-leadership opportunities.
4. Develop systems to assure responsible financial actions and decisions as stewards of God's provision.
5. Develop and maintain a solid and ongoing governance system with credible and diverse stakeholders and board members to support and oversee the mission of the college.

New Hope Values

1. We believe every person, Christian and non-Christian alike, is valuable to God and to His Kingdom.
    - Because people are eternally valuable to God, they are to us as well. Responsible evangelism will always be our cause and ongoing discipleship will always be the core of the ministry.
    - (Matthew 18:14; Matthew 25:45; 2 Peter 3:9)

2. We believe that "doing church as a team" is God's design for effective ministry.
    - A Spirit-empowered serving with the willing hearted involvement of every person is vital to God's plan being accomplished.
    - (Ecclesiastes 4:9-12; Psalm 133:1; Ephesians 4:11-16; 1Peter 2:4-9)

3. We believe that a simple presentation of Jesus Christ in creative ways will impact and transform lives.
    - Relating to our culture through redeeming the arts while remaining true to the Scriptures is a balance we will always keep. This allows us to present the Gospel in such a way that reaches the heart.
    - (1Corinthians 9:22, 23; Acts 17:22-34)

4. In keeping with the Great Commandment, we believe every member should commit to a lifestyle of consistent spiritual growth with honest accountability.
    - A genuine love for God is always the first priority. Every Christian should yearn for continual spiritual growth. Therefore, discipleship through small groups, accountability, and open honesty is critical to maturing in our faith.
    - (Mark 12:29-31; Acts 2:44-47; 1 Peter 2:2; 1Timothy 4:7, 8; Proverbs 27:17)

5. We believe that every member is a minister who has been given gifts to be discovered, developed, and deployed.
    - We are a gift-based, volunteer-driven church. Each believer will find his greatest joy and fulfillment when serving in his spiritual gifts and passion. Every believer is created for ministry, gifted for ministry, authorized for ministry, and needed for ministry.
    - (Mark 10:45; Ephesians 2:10; Romans 12; 1Corinthians 12:14-20)

6. We believe that God is worthy of our very best.
    - Therefore, a growing spirit of excellence should permeate every activity. Not perfection but excellence with consistent evaluation and a willingness to improve for the sake of the Kingdom of God are distinctive of growing ministries.
    - (Psalm 78:72; Daniel 5:12; Colossians 3:17; Ecclesiastes 10:10)

7. We believe that genuine love and caring relationships are key to the life of every endeavor.
    - Refusing to give audience to a spirit of complaining, we will instead be courageous in solving every problem in a way that honors God and builds biblical character. We value healthy relationships by protecting the unity of the Spirit in our church.
    - (James 1:2, 3; 1 Peter 3:8, 9; 1Corinthians 13:8; Romans 16:17; Ephesians 4:3)

8. We believe that the most effective evangelism happens through people inviting people.

- We believe that a life will reach a life. Each believer develops genuine relationships with friends and family and extends an invitation to them. Evangelism gets to be a normal, natural lifestyle of winning others to Christ, one by one.
- (Proverbs 11:30; John 1:43-45; John 4:28-30)

9. We believe in identifying and training emerging leaders who are fully committed to Christ and who will reach their generation with the Gospel.

- God is raising up men and women who will take the baton of godly character, authentic faith, and servant-hearted leadership into the next generation.
- (2 Timothy 2:2; 1 Timothy 3:1; Titus 1:5-9; Psalm 78:6, 7)

Statement of Faith

We believe that:

BIBLE

- The Bible is the inspired Word of God and "is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work" and as such is the infallible authority for all faith and practice. (2 Timothy 3:16-17, NIV).

GOD

- The God of the Bible, the personal Creator of the universe, eternally exists in three Persons: Father, Son, and Holy Spirit. (Gen 1.1; Phil 2.5-11; 1 Pet 1.2)

THE FALL

- Humanity, divinely created in the image of God, willfully transgressed God's law and incurred death as a result. Henceforth, all persons are born with a sinful nature and are subject to the same penalty. (Gen 3; Rom 5.12-19)

CHRIST'S WORK

- Jesus Christ existed on earth as both fully God and fully human at the same time. (John 10.29-30; John 1. 14; 1 Tim 3.16; Heb 2.17)

- Jesus Christ submitted Himself as a substitutionary sacrifice for the sins of all people. (1 Cor 5.2; Eph 5.7; Phil 2. 6-8)

- Jesus Christ arose from the dead, ascended into heaven, and is interceding for believers as High Priest and Advocate in His present life. (Mat 28.5-7, Luke 24.50-51; Heb 4.14-15)

SALVATION

- Since people are unable to save themselves, salvation comes by grace alone received through faith in Christ as Savior on the basis of godly repentance. (Acts 16.31; Rom 3.25, Eph 2.8-9)

KINGDOM OF GOD

- The present ministry of the kingdom of God includes God's reign affording people salvation, healing, transformation, and deliverance. This is accomplished both through process and miracle, including the present working of the manifestations of the Spirit (1 Corinthians 12).
- The Worldwide Church exists as the primary witness to the kingdom of God in the world today. (Mat 16.18; Mat 28.19; Eph 2.19-23)

SECOND COMING

- The second coming of Jesus Christ will be personal and visible ushering in the fullness of the kingdom of God. All persons will be resurrected bodily: the redeemed to eternal happiness and security with God and the unredeemed to everlasting punishment in hell. (Mat 25.31-33, 46; 1 Thes 4.16-17; Rev 20)

THE MINISTRY OF THE HOLY SPIRIT

- The Holy Spirit is present to bring individuals to a saving faith in Jesus Christ and to work in and through believers. His presence in individuals constitutes their justification. This presence then works to sanctify, guide, teach, convict and enable believers to actively participate in God's mission. We embrace, but do not require all to adhere to, the baptism in the Holy Spirit as a definite experience distinct from salvation given to endue believers with power from God to offer an inspired witness for Christ, to lead believers in lives of holiness, and to equip them for a Spirit-filled life of service. Consistent with biblical accounts, believers should anticipate Spirit-baptism to be accompanied by speaking in tongues and other biblical manifestations. (John 16-8-11; John 14.16-17)

GREAT COMMISSION

- The Great Commission of Christ is literal and imperative today. "Making disciples" is both the duty and supreme privilege of the Church. (Mat 28.19; 1 Tim 3.14-15)

Non-Discrimination Policy

New Hope Christian College is a Christian college. Its mission is to "disciple emerging Christian leaders by developing their theology, ministry skills, and character in order to win souls, plant fruitful churches, and lead as exemplary ambassadors for Christ in ministry." Accordingly, NHCC seeks to hire and educate individuals who share its statement of faith, vision, and core values to carry out that mission. The College does not unlawfully discriminate in admissions, educational programs, or employment practices. New Hope Christian College does not discriminate on the basis of race, sex, color, national origin, age, handicap, veteran status, genetic information, or political affiliation in provision of educational opportunities, programs and activities, or employment opportunities and benefits, pursuant to the requirements of Title VI of the Civil Rights Act of 1964 and subsequent amendments to that act, Title IX of the Educational Amendments of 1972 and subsequent re-authorization of that act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and subsequent amendments to that Act.

This catalog contains information that is current at the time of publication. Because New Hope Christian College is committed to growth and development, course offerings, requirements and policies are continually being evaluated and subject to change. This catalog is not a contract. The College reserves the right to make changes in academic programs, courses, fees, or policies as needed.

Affiliation

The College was founded by Lighthouse Temple and Rev. Fred Hornshuh, Sr. While the College is an independent corporation, it recognizes two vital relationships:

- The historic, ongoing relationship with Open Bible Churches, regionally, nationally, and internationally.
- The partnership with the Pacific Rim Christian College consortium.

It is the desire and design of this college to maintain both its historic and consortium relationships while endeavoring to have impact and influence beyond any individual church, association, or denomination.

History

Through the ministry of Fred Hornshuh, Sr. and others in the early 1920s, spiritual revival came to the greater Eugene area in Oregon giving birth to several congregations that later organized under the name of Bible Standard Churches. In response to the emerging need for training for those being called to preach, Bible Standard Theological School was begun in January, 1925 with Hornshuh as its first president. Classes initially met in Lighthouse Temple, but by 1948 the school occupied its own building at Twelfth and Olive in Eugene. In 1940, the school began to offer a full-time day program.

In 1967, groundbreaking at the present location on Bailey Hill Road prepared the way for development of the campus. Since that time, construction of an administration building, classrooms, a student center, resource center, dormitories and other student housing have resulted in the attractive and accessible campus that welcomes students today. The Rexius Event Center, incorporating a gym, a chapel, and other facilities, was completed in 2008.

Concurrent with campus expansion has been the development of the academic program of the College. The College first offered four-year programs in 1974 and was offered degree-granting authority by the State of Oregon in 1976. In 1983, the college was granted accreditation with the Association for Biblical Higher Education

Accreditation

New Hope Christian College is accredited by the Association for Biblical Higher Education (ABHE), the oldest Bible college accreditation agency in the United States specializing in biblical ministry formation and professional leadership education. ABHE is officially recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. It is also one of the eight regional associations that make up the International Council for Evangelical Theological Education (ICETE) representing North America. Inquiries regarding standards and college compliance may be directed to:

ABHE
5850 T.G. Lee Blvd, Ste 130
Orlando, FL 32822
407-207-0808

Approvals

This school is a non-profit corporation, and it is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302.

Approved by the Oregon Department of Veterans Affairs for the training of veterans

Approved by the Student and Exchange Visitor Program to enroll nonimmigrant alien students

NHCC does not currently offer professional licensure.

Memberships

Evangelical Council
for Financial Accountability

National Council for
State Authorization
Reciprocity Agreements

A voluntary, regional approach to state oversight of distance education

Alumni Association

The Alumni Association is composed of both graduates and former students of New Hope Christian College, Eugene Bible College, Open Bible College, California Open Bible Institute, Dayton Bible College, and Florida Beacon. Full membership is given to graduates and associate membership to students having completed at least 12 hours. The purpose of the Association is to bind members together in Christian fellowship and ministry for the College both in prayer and in material support. The Association helps to support the College by promoting worthy projects and by providing fellowship for alumni.

Degree Programs: Objectives and Requirements

Bachelor of Science in Creative Arts

Program Objectives

- Knowledge of contents and nature of the Bible
- The ability to correctly interpret, understand, apply, and communicate Scripture using the "historical-grammatical" approach
- Ability to reason clearly and biblically about the Christian faith through an established theological method
- Develop implementable discipleship plans in the area of one's passions and giftings
- The ability to communicate with an astute awareness in verbal and written form for the purpose of leading others to deeper devotion to Christ
- Observable program specific ministry skills of project executions, influence, and building and leading teams
- Verified excellence in a chosen creative arts platform
- Visibly improved character
- Established habits for spiritual vibrancy

Dance and Drama Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 Old Testament Survey	3
NT 143 New Testament Survey	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Systematic Theology 1	3
TH 302 Systematic Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Apologetics	3
BI/TH472 Bib/Theol Integration	3
Total: Bible/Theology	30

Professional Education

CM 101 Leadership Essentials	3
DA/DR101 Dance or Drama Skills 1	3
DA/DR201 Dance or Drama Skills 2	3
CA 133 Cross-training Music	3
CA 132 Cross-training Tech/Production	3
CA 303 Worship and the Arts	3
MU 301 Guitar Skills	3
DA/DR 401 Dance and Drama in Ministry	3
DA/DR 426 Scriptwriting or Rehearsal Tech	3
TE 450 Storytelling through Production	3
CA 420 Leading CA Teams	3
CA 412 Creative Arts Integration	3
ML 430 Ministry Leadership Capstone	3
Private Lessons	8
Practicum or Electives	24
Total: Professional Ed.	71

General Education

WR 121 Argument and Exposition	3
WR122 Research Skills or WR123 or WR124	3
PH 312 Fundamentals of Philosophy	3
Science Elective	3
Science Elective	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Total: General Ed.	27
Grand Total Needed:	**128**

Music and Worship Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 Old Testament Survey	3
NT 143 New Testament Survey	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Systematic Theology 1	3
TH 302 Systematic Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Apologetics	3
BI/TH472 Bib/Theol Integration	3
Total: Bible/Theology	30

Professional Education

CM 101 Leadership Essentials	3
MU 130 Music Theory I	3
MU131 Music Theory II	3
CA 131 Cross-training Dance and Drama	3
CA 132 Cross-training Tech/Production	3
MU 121 Keyboard Skills 1	3
MU 122 Keyboard Skills 2	3
CA 303 Worship and the Arts	3
MU 301 Guitar Skills	3
MU 401 Music in Ministry	3
CA 420 Leading CA Teams	3
CA 412 Creative Arts Integration	3
ML 430 Ministry Leadership Capstone	3
Private Lessons	8
Practicum or Electives	24
Total: Professional Ed.	71

General Education

WR 121 Argument and Exposition	3
WR122 Research Skills or WR123 or WR124	3
PH 312 Fundamentals of Philosophy	3
Science Elective	3
Science Elective	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Total: General Ed.	27
Grand Total Needed:	**128**

Tech and Production Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 Old Testament Survey	3
NT 143 New Testament Survey	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Systematic Theology 1	3
TH 302 Systematic Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Apologetics	3
BI/TH472 Bib/Theol Integration	3
Total: Bible/Theology	30

Professional Education

CM 101 Leadership Essentials	3
MU 130 Music Theory I	3
TE 132 Tech and Production Skills 1	3
TE 133 Tech and Production Skills 2	3
CA 131 Cross-training Dance and Drama	3
CA 133 Cross-training Music and Worship	3
CA 303 Worship and the Arts	3
MU 301 Guitar Skills	3
TE 422 Recording/Logic Pro or Video Rec	3
TE 450 Storytelling through Production	3
TE 462 Lighting and Stage Design	3
CA 412 Creative Arts Integration	3
ML 430 Ministry Leadership Capstone	3
Private Lessons	8
Practicum or Electives	24
Total: Professional Ed.	71

General Education

WR 121 Argument and Exposition	3
WR122 Research Skills or WR123 or WR124	3
PH 312 Fundamentals of Philosophy	3
Science Elective	3
Science Elective	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Total: General Ed.	27
Grand Total Needed:	**128**

Associate of Science in Creative Arts

Program Objectives

- Knowledge of contents and nature of the Bible
- The ability to correctly interpret, understand, apply, and communicate Scripture using the "historical-grammatical" approach
- The ability to communicate with an astute awareness in verbal and written form for the purpose of leading others to deeper devotion to Christ
- Verified excellence in a chosen creative arts platform
- Visibly improved character
- Established habits for spiritual vibrancy

Dance and Drama Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 Old Testament Survey	3
NT 143 New Testament Survey	3
BI 111 Exegetical Practicum 1	3
Total: Bible/Theology	12

Professional Education

CM 101 Leadership Essentials	3
CA303 Worship and the Arts	3
CA131 Cross-training Music	3
CA132 Cross-training Tech and Production	3
DA/DR101 Dance or Drama Skills 1	3
DA/DR201 Dance or Drama Skills 2	3
Private Lessons	4
Practicum or Electives	12
Total: Professional Ed.	34

General Education

WR 121 Argument and Exposition	3
WR122 Research Skills or WR123 or WR124	3
Science Elective	3
Science Elective	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
Total: General Ed.	18
Grand Total Needed:	**64**

Music and Worship Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 Old Testament Survey	3
NT 143 New Testament Survey	3
BI 111 Exegetical Practicum 1	3
Total: Bible/Theology	12

Professional Education

CM 101 Leadership Essentials	3
CA303 Worship and the Arts	3
CA132 Cross-training Tech/Production	3
CA131 Cross-training Dance&Drama	3
MU130 Music Theory I	3
MU131 Music Theory II	3
Private Lessons	4
Practicum or Electives	12
Total: Professional Ed.	34

General Education

WR 121 Argument and Exposition	3
WR122 Research Skills or WR123 or WR124	3
Science Elective	3
Science Elective	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
Total: General Ed.	18
Grand Total Needed:	**64**

Tech and Production Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 Old Testament Survey	3
NT 143 New Testament Survey	3
BI 111 Exegetical Practicum 1	3
Total: Bible/Theology	12

Professional Education

CM 101 Leadership Essentials	3
TE 132 Tech and Production Skills 1	3
TE 133 Tech and Production Skills 2	3
CA 131 Cross-training Dance and Drama	3
CA 133 Cross-training Music and Worship	3
CA 303 Worship and the Arts	3
Private Lessons	4
Practicum or Electives	12
Total: Professional Ed.	34

General Education

WR 121 Argument and Exposition	3
WR122 Research Skills or WR123 or WR124	3
Science Elective	3
Science Elective	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
Total: General Ed.	18
Grand Total Needed:	**64**

Bachelor of Science in Ministry Leadership

Program Objectives

- Knowledge of contents and nature of the Bible
- The ability to correctly interpret, understand, apply, and communicate Scripture using the "historical-grammatical" approach
- Ability to reason clearly and biblically about the Christian faith through an established theological method
- Develop implementable discipleship plans in the area of one's passions and giftings
- The ability to communicate with an astute awareness in verbal and written form for the purpose of leading others to deeper devotion to Christ
- Observable ministry skills of project executions, influence, and building and leading teams
- Visibly improved character
- Established habits for spiritual vibrancy

Business Administration Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 The Context & Contents of the Old Testament	3
NT 143 The Context & Contents of the New Testament	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Knowing God Intimately and Accurately: Theology 1	3
TH 302 Knowing God Intimately and Accurately: Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Opening Closed Minds: Apologetics	3
BI/TH472 Bible/Theology Integration	3
Total Bible/Theology Credits	30

Professional Education

CM 101 Leadership Essentials	3
CM 302 Ideologies and Ministry	3
CM312 Financial Management	3
ML 314: Sml Grp & Intrprsl Com Dynamics	3
BE310 Non-profit Governance	3
ML405 Business as Mission	3
BE470 Legal & Ethical Issues in Business & Management	3
BE415 Group and Organizational Behavior	3
ML430 Ministry Leadership Capstone	3
Ministry Leadership Electives	6
Practicum or Electives	24
Total Professional Education Credits	57

General Education

WR 121 Argument & Exposition	3
WR122 Research Skills or WR123Writing for Thoughtful Leadership	3
EN 102 Introduction to Literature	3
PH 312 Fundamentals of Philosophy	3
SP 201 Basic Communication Principles & Practices	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Science Electives	6
Total General Education Credits	33
Degree Total	**120**

Christian Counseling Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 The Context & Contents of the Old Testament	3
NT 143 The Context & Contents of the New Testament	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Knowing God Intimately and Accurately: Theology 1	3
TH 302 Knowing God Intimately and Accurately: Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Opening Closed Minds: Apologetics	3
BI/TH472 Bible/Theology Integration	3
Total Bible/Theology Credits	30

Professional Education

CM 101 Leadership Essentials	3
CM 302 Ideologies and Ministry	3
CM312 Financial Management	3
PY311 Human Development	3
ML314 Sm. Group & Interpersonal Com. Dynamics	3
ML401 Biblical Counseling	3
ML405 Business as Mission	3
CP311 Counseling Models	3
ML 313 Marriage & Family	3
ML430 Ministry Leadership Capstone	3
Ministry Leadership Elective	3
Practicum or Electives	24
Total Professional Education Credits	57

General Education

WR 121 Argument & Exposition	3
WR122 Research Skills or WR123Writing for Thoughtful Leadership	3
EN 102 Introduction to Literature	3
PH 312 Fundamentals of Philosophy	3
SP 201 Basic Communication Principles & Practices	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Science Electives	6
Total General Education Credits	33
Degree Total	**120**

Christian Education Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 The Context & Contents of the Old Testament	3
NT 143 The Context & Contents of the New Testament	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Knowing God Intimately and Accurately: Theology 1	3
TH 302 Knowing God Intimately and Accurately: Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Opening Closed Minds: Apologetics	3
BI/TH472 Bible/Theology Integration	3
Total Bible/Theology Credits	30

Professional Education

CM 101 Leadership Essentials	3
CM 302 Ideologies and Ministry	3
PY 321 Human Development	3
CE 341 Ministry to Children	3
ML314 Sm. Group & Interpersonal Com. Dynamics	3
ML313 Marriage and Family	3
ML 401 Biblical Counseling	3
ML405 Business as Mission	3
CE450 Theology and Philosophy of Teaching	3
CE451 Curriculum and Instruction	3
ML430 Ministry Leadership Capstone	3
Practicum or Electives	24
Total Professional Education Credits	57

General Education

WR 121 Argument & Exposition	3
WR122 Research Skills or WR123Writing for Thoughtful Leadership	3
EN 102 Introduction to Literature	3
PH 312 Fundamentals of Philosophy	3
SP 201 Basic Communication Principles & Practices	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Science Electives	6
Total General Education Credits	33
Degree Total	**120**

Interdisciplinary Studies Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 The Context & Contents of the Old Testament	3
NT 143 The Context & Contents of the New Testament	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Knowing God Intimately and Accurately: Theology 1	3
TH 302 Knowing God Intimately and Accurately: Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Opening Closed Minds: Apologetics	3
BI/TH472 Bible/Theology Integration	3
Total Bible/Theology Credits	30

Professional Education

CM 101 Leadership Essentials	3
CM 302 Ideologies and Ministry	3
CM 312 Financial Management	3
ML314 Sm. Group & Interpersonal Com. Dynamics	3
ML405 Business as Mission	3
ML430 Ministry Leadership Capstone	3
Ministry Leadership Electives (Upper Division)	15
Practicum or Electives	24
Total Professional Education Credits	57

General Education

WR 121 Argument & Exposition	3
WR122 Research Skills or WR123Writing for Thoughtful Leadership	3
EN 102 Introduction to Literature	3
PH 312 Fundamentals of Philosophy	3
SP 201 Basic Communication Principles & Practices	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Science Electives	6
Total General Education Credits	33
Degree Total	**120**

Pastoral Studies Concentration Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 The Context & Contents of the Old Testament	3
NT 143 The Context & Contents of the New Testament	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
TH 301 Knowing God Intimately and Accurately: Theology 1	3
TH 302 Knowing God Intimately and Accurately: Theology 2	3
NT 323 Romans/Galatians	3
TH 421 Opening Closed Minds: Apologetics	3
BI/TH472 Bible/Theology Integration	3
Total Bible/Theology Credits	30

Professional Education

CM 101 Leadership Essentials	3
CM 302 Ideologies and Ministry	3
ML 313 Marriage and Family	3
CM301 Kingdom Communication	3
ML314 Sm. Group & Interpersonal Com. Dynamics	3
ML401 Biblical Counseling	3
ML405 Business as Mission	3
ML410 Ministry Teams	3
ML420 Leading Ministry Skills	3
ML430 Ministry Leadership Capstone	3
CM312 Financial Management	3
Practicum or Electives	24
Total Professional Education Credits	57

General Education

WR 121 Argument & Exposition	3
WR122 Research Skills or WR123Writing for Thoughtful Leadership	3
EN 102 Introduction to Literature	3
PH 312 Fundamentals of Philosophy	3
SP 201 Basic Communication Principles & Practices	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Science Electives	6
Total General Education Credits	33
Degree Total	120

Associate of Science in Ministry Leadership

Program Objectives

- Knowledge of contents and nature of the Bible
- The ability to correctly interpret, understand, and apply Scripture using the "historical-grammatical" approach
- The ability to communicate in verbal and written form for the purpose of leading others to deeper devotion to Christ
- Visibly improved character
- Established habits for spiritual vibrancy

Program Requirements

Bible/Theology

BI/TH101 Basics of the Christian Religion	3
OT 141 The Context & Contents of the Old Testament	3
NT 143 The Context & Contents of the New Testament	3
BI 111 Exegetical Practicum 1	3
BI 201 Exegetical Practicum 2	3
Total Bible/Theology Credits	15

Professional Education

CM 101 Leadership Essentials	3
Practicum or Electives	15
Total Professional Education Credits	18

General Education

WR 121 Argument & Exposition	3
WR122 Research Skills or WR123Writing for Thoughtful Leadership	3
EN 102 Introduction to Literature	3
SP 201 Basic Communication Principles & Practices	3
HI 202 History of Christianity 1	3
HI 204 History of Christianity 2	3
PY 201 Psychology	3
SO 255 Cultural Intelligence (or SO243: Sociology)	3
Science Electives	3
Total General Education Credits	27
Degree Total	**60**

Ignite Spiritual Formation

Ignite Spiritual Formation (ISF) is a non-credit spiritual growth program. All degree-seeking students are required to pass ISF for each term they are enrolled in six or more credits.

Objectives

1. Provide an environment conducive to personal growth and maturity in life and ministry.
2. Guide students into the development of spiritual disciplines in their personal lives such as daily devotions, prayer and applied faith.
3. To help instill an "attitude of gratitude" through the discipline of service.
4. Guide students in developing an integrated life that connects belief and character and recognizes the lordship of Christ in all areas of life.
5. Integrate academic content and practical experience.
6. Provide guidance for the student into opportunities for involvement and growth in ministry in a local church.
7. Foster mutually beneficial relationships with churches, para-church and community organizations, and local individuals in order to increase opportunities for the student's ministry and personal growth.

Ignite Spiritual Formation Grade: Each student at NHCC is given an Ignite grade that appears on their transcript. This grade, recorded as a "pass" or "fail," is based upon the following components: devotions, chapels, life groups, and Spiritual Leadership Conferences.

To receive a "pass" for ISF, a student cannot miss more than six (6) combined absences a semester from the first four requirements listed above and twelve (12) for those required to attend devotions as well. Students will need to work individually with the Student Life Department to rectify any failed ISF terms.

Devotions

Spending quality time with God is an important value in every Christian's life. One way to grow in our walk with Christ is the important act of doing daily devotions. NHCC students are encouraged to use the SOAP method developed by Pastor Wayne Cordeiro and delineated in his book, *The Divine Mentor*.

Devotions are done collectively and are required for New Hope residents, freshmen, sophomores, scholarship recipients, and student leaders.

Chapel

Students, faculty, and staff gather for weekly Chapel. These corporate times of worship, ministry, "New Hope community business," messages from God's Word, etc. are part of the overall training experience for our students. All students who are degree-seeking or enrolled for nine credits or more are required to attend Chapel each semester.

Non-degree-seeking students who are less than half time (eight credits or less) are strongly encouraged to attend. Students who are unable to attend Chapel on a regular basis due to work or family commitments must obtain an attendance waiver from the Student Life Director.

Life Groups

Weekly attendance and participation in a Life Group is required. Life Groups are small group mentoring opportunities designed to nurture the spiritual formation of every student. Groups meet Fridays in various locations around campus.

Spiritual Leadership Conferences

Two days are selected twice a year for special emphasis on spiritual growth. Classes are replaced with sessions for worship, spiritual input, ministry, and outreach. Attendance is required for all students and full-time faculty and staff.

Exemptions

Any exemption from the ISF program requirements must be approved by the Student Life Department or the Academic Dean. Exemptions may include work schedule conflicts or class conflicts if dual enrolled at another local institution, etc.

Admissions

High school students should apply for admission as early as possible in their junior year. Applications should be received at the college no later than August 1 for fall semester admission and December 1 for spring semester admission. Students are informed in writing of the disposition of their application. It is understood and agreed that any student who is admitted will abide by the rules and regulations established by the College as a condition of enrollment.

Any questions regarding admissions can be addressed to:

Admissions Hotline
9 a.m. to 4 p.m. Monday through Friday:
1-800-322-2638

Admissions Standards

Christian Character

Applicants must give evidence of having received Jesus Christ as Savior and Lord both by profession of faith and by approved Christian character. This means that faith should be expressed by regular fellowship with a church body and demonstrated spiritual growth. Candidates must be free of addictions such as smoking, alcohol, and drugs.

Educational Preparation

Those students who have attended and received a diploma for graduation from a regular high school must meet the following requirements:
Complete all admissions materials as outlined by the application for admission
Have strong character reference
Have a minimum GPA of 2.75 for clear academic standing

Those students applying with a GPA of 2.0-2.74 may be provisionally accepted and be required to participate in our remedial courses:

- The ACE Program course is a personalized push towards academic excellence through mentored training in basic study skills necessary for successful college work.
- Writing Essentials is for students who are inadequately prepared for college-level writing courses as demonstrated on placement exams and application essays.

Students on provisional status may be limited to 13 credit hours during the first year of enrollment. See the Satisfactory Academic Progress Policy for more information.

Those students with a GPA of 2.75 and below may be put on delay or denied status. However, students who have had a strong junior and senior year of high school may be accepted on a limited restriction of 6-9 credit hours if they also have strong scores in writing/English and have strong personal evaluations.

Entrance Requirements for Homeschooled Students

Per standards set by the State of Oregon:

A student admitted to undergraduate degree study for the first time shall have either a standard high school diploma, a comparable credential issued outside the United States,

or a GED. Home-schooled students without a standard diploma or GED may only be admitted if they can demonstrate the ability to perform college-level academic work through use of an ability-to-benefit test. Modified diplomas, extended diplomas, and other kinds of K-12 lever certificates are not considered diplomas for purposes of college admissions. Students holding such nonstandard certificates can be admitted only through use of an ability-to-benefit test (OAR 583-03-0035 9.a).

Application Procedure

Students may secure application materials from the NHCC Admissions Office or online at www.newhope.edu. Materials include the application questionnaire to be filled in by the applicant, a character reference, and a brief student autobiography as outlined. The completed application must be accompanied with the applicant's high school transcript or equivalency and a $50 application fee. Students who are transferring credit from other institutions of higher learning must have a transcript of previous work sent to the College.

Transfer Students

Students transferring from other colleges or universities must meet the same entrance requirements as other applicants. The transcript of a transfer student should show at least a 2.0 grade average to ensure success in their studies at NHCC. Courses showing less than C are nontransferable. The College transfers credit from unaccredited institutions only under very strict guidelines approved by the State of Oregon. Students wishing to transfer credit from such institutions may request more specific information from the Registrar.

Transfer Credit Policy

Students transferring to NHCC from accredited institutions will be given credit toward graduation for each course in which they receive a C grade or above, provided that the course meets a program requirement at NHCC.

Advanced Placement credit is accepted for AP Exam scores of 3, 4, or 5. NHCC also recognizes International Baccalaureate achievement by awarding credit to students who score 5 or above on Higher Level IB exams. It is the students' responsibility to have their scores sent to NHCC for both AP and IB credit. The official AP or IB Certificate is required in order to award credit.

The College accepts the College Level Examination Program (CLEP) of the College Entrance Examination Board. Students are permitted to use these examinations when they are approved by the College as appropriate for specific subject requirements for up to thirty semester hours of their study programs. Results can be sent to New Hope Christian College prior to actual matriculation. The College will grant credit after the candidate becomes an enrolled student. Credit is granted only in areas required in the student's program at NHCC. General CLEP information is available in the Office of the Registrar at New Hope Christian College.

AP credits must be transferred to NHCC prior to the start of a student's last year in order to be eligible to count toward graduation.

Under no circumstances will NHCC allow more than two years (60 semester credits) of credit to be transferred from a two-year institution. Military training is accepted according to the guidelines published in the latest edition of "Educational Experiences in the Armed Services."

Transferring Credits

Per OAR 583-030-0035 (12) (b) "transfer of credit is always at the discretion of the receiving school, generally depends on comparability of curricula, and may depend on comparability of accreditation."

Veterans Information

Qualified veterans and their dependents may apply for the federal educational benefits through the U.S. Department of Veterans Affairs (VA). Applications must be made by the veteran directly to the VA for a Certificate of Eligibility prior to registration at New Hope Christian College. This certificate should be presented at the time of registration to avoid delay in payment of the subsistence benefit.

International Students

This school is authorized under Federal law to enroll nonimmigrant alien students. New Hope Christian College is authorized to grant I-20 documents that allow international students to be admitted to the U.S. under an F-1 visa. In addition to submission of the normal application materials, international students must:

- Submit their online application at least four months prior to the start of the next semester in order to allow processing time for NHCC to review application and video interview, interview by telephone and issuance of an I-20 document.
- Submit to the College the results of a licensed medical doctor's physical examination confirming sufficient good health of the applicant to complete studies and to be free of all communicable diseases. The student applicant must also submit official documentation stating that they are free of communicable tuberculosis and has received the MMR (Measles-Mumps-Rubella) vaccination.

- **For ESL (English as a Second Language) applicants only:** Students can document English proficiency by providing an official TOEFL score (Test of English as a Foreign Language) or through personal interviews. Students who do not score 500 or better on the written test or 72 or better on the iBT will have an individualized plan for academic success that may include:
    - Enrolling in the non-credit English as a second language program at Lane Community College until they are able to achieve a passing score on the TOEFL exam
    - Enrolling in NHCC's ACE program
    - Enrolling in NHCC's remedial writing course
    - TOEFL website is http://www.ets.org/toefl. NHCC's TOEFL DI code is 4274.

- Submit $1,500 USD to the College and a notarized financial affidavit demonstrating sufficient funds on deposit in a NHCC bank or have a U.S. financial sponsor with these funds on deposit to complete their first complete year of studies. For the 2026-2027

academic school year the amount is $18,340 (tuition & fees) or $28,240 (tuition and fees plus room and board) USD.

- When the documentation and payment listed above are received, NHCC will issue the student an I-20.
- The student then pays a $350 USD fee to US Immigration and Customs Enforcement in order to obtain an I-901 receipt form. This payment can be made at FMJfee.com.
- The student takes their I-20 and I-901 forms to a United States consulate in their country of origin. The consulate will issue the student an F-1 visa.
- More information on the visa application and the SEVIS fee can be accessed online at http://www.ice.gov/sevis/i901/index.htm.

Financial Information

Degree Programs (All Bachelor's and Associate Degrees)

Tuition

• Credit Courses - full time (bundled 12 -16 credits)	$8,760
• Credit Courses - per credit	$730
• Audit Courses - per class	$250
• Independent Studies - per credit	$150
• Group Lessons	$200
• Private Lessons	$460

Required Fees

• Fees are based the number of credits taken	(6 or more / < 6)
• Registration	$70 / $40
• Library	$75 / $50
• Student Support Fee**	$75 / $50
• IT Support Fee	$70 / $70
• Activities Fee**	$45 / $30
• Student Accident Insurance**	$75 / $75

** Not charged for summer term

Miscellaneous Fees

• Application fee - 1 time per program	$50
• Late Application Fee	$50
• Late Registration Fee	$10/day, $50 max
• Transcripts - per copy	$10
• Change of Grade	$10
• Graduation	$200
• Payment Plan Fee	$60
• Withdrawal Fee	$20 per course
• Early Testing Fee	$10 per course
• Audit Registration	$50

Scholarships and Grants

Students enrolled in our degree programs may be eligible for one or more federal financial aid programs including grants, loans, and work study. Financial aid is also made available by the College to qualified applicants in the form of scholarships and tuition credits. Application for all financial assistance programs (both federal and institutional) must be made through the Financial Aid Office. Applications for institutional scholarships must be made by the date specified on the application. Early application for federal aid is encouraged. Students receiving financial aid must continue to maintain satisfactory academic progress according to NHCC's academic standards. Students receiving scholarships must be in good standing with the College. All scholarships awarded are based on full-time status.

Statement of Compliance with 38 USC 3679

In accordance with Title 38 US Code 3679(e), New Hope Christian College, with regard to any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending, will not:

- Prevent the student's enrollment
- Assess a late penalty fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

However, to qualify for this provision such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class
- Provide a written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Academic Information

Academic Freedom

New Hope Christian College recognizes freedom of expression and pursuit of truth as essential to the goals of collegiate education. All faculty and students are free to research and explore ideas appropriate to various disciplines and to express ideas and views without fear of reprisal. Within the boundaries of their commitment to the doctrinal statement and mission and objectives of New Hope Christian College, faculty members are given the right and responsibilities of academic freedom. Faculty and students have freedom of expression in the classroom but should avoid using the classroom as a forum for personal agendas not relevant to the discipline or to the objectives of the course.

Academic Load

The average number of academic hours in the usual student load is 15-16. Those who plan to graduate in four years must average 15-16 hours each semester. Students registering for 12 hours or more are classified as full-time; those registering for fewer than 12 as part-time. Students who find it necessary to work full-time or nearly so at outside employment may be required to reduce their academic load according to performance. Those wishing to participate in extracurricular activities such as ministry teams are required to maintain at least a 2.0 grade point average. Students may not enroll for more than 20 semester hours of academic credit in any one semester without the express permission and approval of the Academic Dean.

Learning and Educational Resources

The Flint Memorial Library is a vital academic and spiritual resource center designed to support the college's mission of providing rigorous theological education rooted in the Christian faith. Our library offers a robust collection of physical and digital resources, research tools, and student support services to foster deep learning and academic excellence.

Library Holdings and Collections:

Print Collection: 6,335 volumes focusing on biblical studies, theology, pastoral ministry, Christian education, church history, missions, apologetics, and related disciplines. The collection includes scholarly works, reference materials, commentaries, concordances, and historical resources.

Digital Resources: Access to leading theological databases such as the ATLA Religion Database, EBSCOhost, and GALE database. These provide students with thousands of academic journal articles, eBooks, and dissertations.

Course Numbering

Courses are numbered according to the student classification for which they are intended as follows:

Courses numbered	100-199	Freshman
Courses numbered	200-299	Sophomore
Courses numbered	300-399	Junior
Courses numbered	400-499	Senior

Classification

Student classification is determined at the beginning of fall semester on the basis of credits earned according to the following formula:

Freshman	00-29	Semester Hours
Sophomore	30-59	Semester Hours
Junior	60-89	Semester Hours
Senior	90+	Semester Hours

Grades

A record of student grades for each semester becomes a part of permanent college records. Grades for the most recently completed semester are released to students at the conclusion of each semester. The following symbols are used to indicate the evaluation of course work:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59-below

P - Pass
NP - No Pass
W - Withdrawal before fifth week of semester
WF - Withdrawal failure
UWF – Unofficial Withdrawal failure
I - Incomplete
R - Course Repeated

The grades of WF and UWF are computed in the GPA. The grades of P, NP, and W are not computed in the GPA. The grade of "I" indicates that the student did not complete the work assigned for a course because of absence from school during the last two weeks of the semester due to illness or other allowable emergency. It indicates that the student has been attending class and has done satisfactory work to the time of the emergency situation.

Incomplete Policy

An "I" (Incomplete) grade may be assigned for a student who fails to complete a course due to a personal health emergency or family emergency. A student's failure to plan or busyness does not constitute grounds for an "I."

When a faculty member believes a student should receive an "I," they recommend such to the Academic Dean. The Academic Dean considers the request and makes the final determination. Incompletes must be initiated before the last two weeks of a given term.

When the Academic Dean approves the Incomplete, the faculty member prepares a document which specifies the course work to be completed, the date on which course work must be completed, and the grade the student will earn if they do not complete the course.

Students have eight weeks from the end of the semester to complete an Incomplete grade. If the course is not finished by the end of eight weeks, the student will be assigned the grade that the faculty member listed on the Incomplete form.

Withdrawals and Refunds

Any student contemplating withdrawal from the college should first discuss the matter with their advisor or with the appropriate student personnel counselor. In order to be officially withdrawn and receive any potential refunds, the student must complete a Change of Registration form available from the Registrar's Office. The date of the withdrawal will be the day the student informs in writing their Academic Advisor, the Academic Dean, or the Registrar of their decision to discontinue the course. Refunds are made on tuition charges only based on the starting date of the term and according to the following schedule. All other fees and charges are non-refundable.

Refund schedule from the beginning of the semester:

Week 1 (Days 1-7)	Add/drop	100% Tuition and Fee Refund
Week 2	Withdrawal	90% Tuition-only Refund
Week 3-4	Withdrawal	80% Tuition-only Refund
Week 5-6	Withdrawal	70% Tuition-only Refund
Week 7-8	Withdrawal	50% Tuition-only Refund
Week 8-11	Withdrawal Pass/Fail	No refund available

Independent Study

Upper-division students desiring to study specific topics generally not covered in current course offerings or those needing a course that will not fit their regular class schedule may request an Independent Study for that course, providing the regular instructor or one designated by the Academic Dean is willing to offer it independently. Students wishing to do this must obtain the request form from the Registrar and work within the guidelines established for independent study including minimum GPA requirements.

Auditing Courses

Persons not wishing academic credit for a course may arrange to audit through the Office of the Registrar. Regular class attendance, the completing of assignments, and the taking of examinations are not required of audit students, nor does the instructor have any obligation for evaluation. Audit tuition is $250 per course plus a $50 one-time registration fee per semester. (Alumni are exempt from the registration fee.)

Academic Advising

At New Hope Christian College, the academic advising system begins once the student is accepted and ends with the student successfully graduating.

The first point of contact with academics is from the Registrar when the student is accepted. The admissions team sends out an email to congratulate the student on their acceptance. In this email the Registrar connects the student with their Academic Advisor. If the student is "undecided" on the degree chosen, the Registrar starts the conversation about the degree choices. If the student chooses CA, the Registrar emails to explain the different options for platforms of excellence

within the CA degree program. The Registrar also connects the CA student with the Director of CA to start the process of the auditions or submitting a portfolio for acceptance into the program.

The Registrar registers the students for their first semester of courses according to the degree for which they apply. During the orientation new students meet with the Registrar to confirm what courses they are taking and discuss any changes they may want to make.

Once students are on campus, they meet with the Registrar to go over the details of the degree they registered for and confirm their degrees.

Students are encouraged to meet with their Academic Advisor or the Registrar every semester to register for the next semester. The Academic Advisors and Registrar counsel students to stay on track to graduate in four years (two years for associate degrees) by helping the student to determine what courses are best to take and when.

Academic Advisors, Registrar, and Student Support Specialist are also part of the support system that NHCC has in place for the students to be successful academically. When students are struggling academically, the Academic Advisor, Registrar, and Student Support Specialist are notified and they reach out to the student to assess the situation and offer help. These conversations are recorded on forms as the College's method of guiding and tracking student support conversations.

Academic Advisors become a large part of the students' support system right up to graduation, encouraging them to continue and finish well. They also typically participate in helping the student to see what is next. Academic Advisors help seniors with resumes and applications to graduate programs.

Career Planning and Placement

Although NHCC does not maintain a specific office dedicated to career planning, Academic Advisors assist students in planning programs so that career opportunities are clarified and options opened for them. The College provides additional help for assisting students in placement. The Student Life Director informs members of the graduating class regarding ministry opportunities and other vocational possibilities and coordinates the setting of appointments with potential employers. Employment listings are available in that office particularly during the spring semester.

Attendance Policy

Regular punctual attendance is required in all classes and assembly periods. Students should never miss a class except for illness or unavoidable emergency situations.

A student may have one week of unexcused absence from class without penalty. However, if unexcused absences exceed three weeks of class sessions, the student automatically fails the class. Instructors should list in their syllabi their policy for absences totaling more than two weeks but less than three weeks.

SAMPLE # 1 for a three-credit course meeting two times a week:

- Unexcused Absences 1-4 = no penalty, by campus policy
- Unexcused Absence 5-6 = instructors may penalize, as listed in their syllabi. YOUR GRADE WILL AUTOMATICALLY BE REDUCED BY 10% AT ABSENCE #5 AND 20% AT ABSENCE #6.
- Unexcused Absence 7 = student fails course

SAMPLE # 2 for a three-credit course meeting one time a week:

- Unexcused Absences 1-2 = no penalty, by campus policy
- Unexcused Absence 3 = instructors may penalize, as listed in their syllabi. YOUR GRADE WILL AUTOMATICALLY BE REDUCED BY 15% AT ABSENCE #3 AND 30% AT ABSENCE #4.
- Unexcused Absence 4 = student fails course

Students entering the classroom within 15 minutes after attendance check are recorded as tardy. Every three tardy entries are counted as one absence.

A student will not be penalized for absences that have prior approval by the Academic Dean. These will be entered as "Excused" in Populi by the Academic Dean's Office.

Excused Absences

The Academic Dean is responsible for administrating the excused absence policy, for updating absences as excused in Populi, and for notifying instructors when absences are excused. The three most common excused absences are:

- College-sanctioned events
- Extended illness, confirmed by doctor's note
- Family emergencies

Absences associated with delinquent financial accounts will not be excused.

For school-related trips, the sponsoring department should contact the Academic Dean three days in advance with the type of event, dates involved, and a list of student names. The Academic Dean will notify the faculty.

Distance education opportunities are available.

Plagiarism & Academic Dishonesty Policy

Policies relating to dishonesty in academic work reflect the belief of the College faculty and administration that moral uprightness and personal integrity are essential both to spiritual vitality and to meaningful academic work for the student. It is, therefore, consistent with the goals of the College to maintain and enforce such policies against the moral offences of dishonesty and plagiarism in both on-campus and online courses.

Plagiarism constitutes verbal theft and is manifested by representing words of concepts unique to another writer as one's own without crediting the source. *Academic Dishonesty* is falsely presenting another's work as one's own and is manifested in the theft of answers for an examination or quiz, the duplication of assignments and/or the falsification of reading reports. Furthermore, the utilization or possession of tests, notebooks, papers and/or assignments of other students who are currently in or have previously taken the course as well as utilizing duplicating another student's material during "study times" without instructor authorization is considered academic dishonesty.

Use of generative artificial intelligence (AI). Purposeful use of AI by a student in order to generate the written or artistic work required for a project or to enhance their own work will not be tolerated and is considered plagiarism. The only exception to this is the use of programs like Grammarly (grammarly.com) for spell checking and grammar assistance.

The faculty and academic administration at NHCC recognize that not all offenses of plagiarism and academic dishonesty are the same. Accounting for intent, severity, and the number of offenses, the plagiarism and academic dishonesty policy consists of three tiers of offense. The following tiers are complete with definitions and subsequent consequences appropriate to the offense. The definitions that follow are not exhaustive and are subject to elaboration by the Academic Dean.

Tier 1 Offense:

- Accidental – The offense was not intentional or premeditated
- Improper Citation – Citation is present but not appropriately formatted
- Incidental – Assumed common knowledge, combined two or more author's thoughts into one

Consequence: Receive a zero or given an opportunity to redo/correct assignment at the discretion of the Course Instructor and Academic Dean.

Tier 2 Offense:

- Copy/Paste – Copy and paste content from another location without any citations
- Inappropriate Group Work – Online test, paper, homework, etc. in which each student did not do their own work
- The use of AI to sharpen, reword (beyond the extent of programs like Grammarly that assist with correctness, clarity, word choice, sentence variety, etc.), or provide the general outline of any assignment
- Generative AI assistance to ideate, compose, or rewrite any assignment

Consequence: Receive zero on paper or fail the course at the discretion of the Course Instructor and Academic Dean.

Tier 3 Offense:

- Cheating – Intentionally cheating on a test, quiz or exam
- Submitting Others' Work – The purchasing of work online or from other students or submitting any assignment done by any other individual
- Plagiarized Submission – Submitting other student's assignments from a previous course Use of AI to produce an assignment
- Hacking – Hacking into or falsely accessing Populi to alter grades or assignment submissions

Consequence: Failure of course and possible dismissal from college at the discretion of the Academic Dean.

Any student may appeal an instructor's decision concerning whether the paper was plagiarized and/or the implementation of the consequences for the offense. Any request for appeal will follow these procedures:

1. The student will write a formal email to the Academic Dean requesting an appeal along with a copy of the assignment in question.
2. The Academic Dean will set up a meeting with the student and instructor in order to give the student an opportunity to defend the integrity of the assignment in question.
3. The Academic Dean will notify the student via email concerning the outcome of the appeal. The decision of the Academic Dean is final.
4. In a situation where the Academic Dean is the primary instructor for the course, the appeal may be made to the President of NHCC. In this case the decision of the President will be final.

Satisfactory Academic Progress

Students are given every help and encouragement to earn satisfactory grades. Because a 2.0 cumulative GPA (C average) is the minimum academic requirement for eligibility for a degree, the following policy is offered to facilitate remedial assistance and reduce frivolous student debt.

Academic Probation

Students whose term GPA falls below the 2.0 minimum will be placed on Academic Probation; they will be required to participate in ACE for one year and will be limited to 13 credit hours the subsequent term. (ACE will not count toward the 13 credit hours.)

Such students may be reinstated to regular status by achieving the minimum 2.0 term GPA.

Students whose term GPA falls below the 2.0 minimum after a total of two terms of Academic Probation (a third term below the minimum 2.0 term GPA) must reduce their credit hours to six or fewer for the subsequent term. (ACE will not count toward the six credit hours.) Students with a cumulative GPA of 2.0 or higher can appeal to the Academic Affairs Committee for one additional term of up to 13 credit hours.

Students whose term GPA falls below the 2.0 minimum after three terms of Academic Probation (a fourth term below the minimum 2.0 term GPA) must subsequently discontinue enrollment for at least one semester. Students temporarily academically disqualified for enrollment may appeal to the Academic Affairs Committee to request readmission after an absence of one semester. Upon returning, students will be on Academic Probation; they will be required to participate in ACE for one year and will be limited to 13 credit hours. (ACE will not count toward the 13 credit hours.)

Students whose term GPA falls below the 2.0 minimum after returning from being temporarily academically disqualified for enrollment must take at least a full year off and then re-apply to enroll. Students reinstated after a year off have their number of terms of Academic Probation reset and are treated as if they had never been on probation. The new applications would determine whether or not ACE would be required.

Implications of Satisfactory Academic Progress for Federal Financial Aid are detailed in the Academic Catalog available online.

Implications for Federal Financial Aid

I. Requirements for Satisfactory Academic Progress: In order to continue receiving Federal financial aid, students must be maintaining satisfactory academic progress toward the completion of a degree or certificate program. Satisfactory academic progress is measured both by the percentage of credit hours completed within a single school year and the GPA achieved at the end of each term. At New Hope Christian College satisfactory academic progress will be measured according to the following quantitative and qualitative standards:

A. Quantitative Standard:

Students must successfully complete at least 80% of the courses they sign up for at the beginning of each term. This is measured at the end of the school year.

The percentage of credit hours completed is computed by dividing the number of credit hours successfully completed by the number of credit hours attempted. (Courses for which the student has received an "F", "WF", "I" or "W" are not considered to have been successfully completed.) This information will be compiled by the Registrar's Office at the end of each academic year and available through the institution's database.

1. Effects of Incompletes, Withdrawals, Repetitions, Noncredit Remedial Courses, and Other Noncredit Courses on the Quantitative Standard:

   Incompletes: College policy requires that a course in which a student received an incomplete, other than a Field Experience, must be completed within eight weeks of the end of that course. Therefore, the quantitative standard of satisfactory progress is checked eight weeks after the end of the spring semester. Field Experiences, however, can span two semesters and are marked with an incomplete after the first semester. (The summer term is not counted as a semester for Field Experiences.) Accordingly, then, incompletes are not included in the calculations for credit hours completed.

   Dropped Courses: If a student drops a course within a week of the start date (the add/drop period), their enrollment is deleted from Populi. These are not included in the calculations.

   Withdrawals: Any withdrawals after the add/drop date indicates the course has not been successfully completed, and the course hours will affect the calculation of the quantitative standard. This includes a "W" (for withdrawal), "WP" (for withdrawal/passing) or a "WF" (withdrawal). Grade indicated as W or WP is not counted in the GPA but the WF is counted in the GPA.

   Transfer Credits: The Registrar gives credit upon completion of a transcript evaluation. Transfer credit is given for courses in which the student earned a C or better and which will apply to the student's program of study at NHCC. The Registrar will provide a listing at the end of each academic year of credit hours earned per student, including transfer credits, and these will be included in evaluation of the number of credit hours successfully completed. (Grades for transfer credits, however, will not be included in the qualitative standard evaluation. See below.)

   Repeated Courses: If a student earns a D or an F for a course, they are permitted to take the course over again. When the student has successfully completed the course the second time (gets C or better), the D or F from the previous try is removed and replaced by an R. The course is then listed the second time on the

transcript with the new grade and the new grade is computed into the GPA in place of the old grade. If a student is replacing an F grade, those course hours will be counted as soon as a grade better than F is earned. Courses for which a passing grade was earned would have already been included in the evaluation of quantitative standard and no adjustment will be necessary.

Non-Credit Remedial Courses: Courses below the 100-level are remedial courses, but they do represent learning and progress. Therefore, they will be part of the calculations.

Other Non-Credit and Courses: Christian Service, although required for graduation, is not measurable in terms of class time hours and will not be included in the quantitative evaluation.

2. Students are required by DOE regulation to complete their education objective within a given time frame. Students at NHCC must complete their program of study within 150% of the standard completion time. Failure to complete within this parameter would result in loss of financial aid. Any extensions of this limit by the institution must be on the basis of individual extenuating circumstances approved by the Financial Aid Committee. A student can regain financial aid if they pay out of their own funds and bring the courses needed up to their ability to complete within 150%.

B. Qualitative Standard: Students must maintain the minimum 2.0 GPA required to remain in good academic standing.

Each student's academic standing will be reviewed eight weeks after the completion of each term. If a student has failed to achieve at least the minimum grade standard for their grade classification, that student will be put on financial aid probation for the following term. They will be notified in writing of the probationary status and terms of probation and will receive aid during the probationary term. This is considered the First Probation.

If a student fails to maintain at least the minimum grade standard for their grade classification by the end of the term of probation, that student's financial aid will be discontinued for the following term. Aid will not be reinstated until the student has completed one term (at least six credit hours) for which at least the minimum GPA was achieved. In this case the summer session will be considered a "term" provided the student enrolls for at least two courses and achieves at least a "C" for each course. This can be appealed in writing, and should an appeal be granted this would constitute the Second Probation.

Each student is allowed a maximum of three probationary terms. Should a student reach the maximum they will be mandated to take the next term off. Aid cannot be reinstated until the student has completed one term of at least six credit hours and the minimum GPA achieved. This cannot be appealed. A student who fails to make satisfactory progress a fourth time will be dismissed from financial aid for one full year. At the end

of that year the Financial Aid Office will review their progress as measured by their GPA the three previous terms. The student must have maintained satisfactory progress for all three terms while completing at least six credit hours per term in order to reinstate financial aid. The Financial Aid Director may override the three probationary terms limit on a case by case basis, if the student's cumulative G.P.A. is 2.00 or higher. A student who has been dismissed from financial aid for one year and then is reinstated, is treated as if they had never been on probation and all the rules and regulations apply. This provision of reinstatement is applicable for one additional year; failure to meet SAP during this year following their probation will automatically cancel all future student eligibility for financial aid.

1. Effects of Incompletes, Withdrawals, Repetitions, Noncredit Remedial Courses and other Non-Credit Courses on the Qualitative Standard:

   Incompletes: An incomplete will not be considered in the evaluation of the qualitative standard until the coursework for which an incomplete was given has been completed and a grade has been given.

   Withdrawals: Courses dropped before the add/drop deadline will not be assigned grades and will not therefore be considered when evaluating GPA. Courses dropped after the add/drop deadline will earn a W, WP, or WF. Ws and WPs are not included in the GPA and are not considered. WFs are included in the computation of the GPA as F's and are used in the evaluation of satisfactory progress.

   Transfers: It is impossible to assess in every case to what degree another institution's grading standards approximate the standards of New Hope Christian College. Transfer grades, therefore, will not be included in the evaluation of satisfactory progress. This is consistent with the policy of the Registrar's Office in that grades for transfer credits are not used in computing a student's GPA.

   Repeated Courses: If a student has received a D or an F for a course taken and then subsequently repeats the course and receives a higher grade, the GPA will be recalculated by the Registrar's Office. Grades for repeated courses will be considered as part of the term's GPA in which they were earned.

   Remedial Courses: Grades for noncredit courses will not be included in the determination of a student's GPA and will not be evaluated as part of the qualitative standard evaluation.

   Other Non-Credit Courses: Christian Service is given a Pass/No Pass designation and is not included in the computation of the GPA. These will not be considered in the qualitative evaluation.

   Stopouts: If a student has been enrolled at NHCC previously but has stopped out for any reason and then returns to NHCC, that student will be eligible for

financial aid if their last cumulative GPA from attendance at NHCC was at least the minimum required for their grade classification and if they were earning the average minimum number of credit hours per term. If the student's cumulative GPA was below the minimum or if they were earning less than the minimum number of credit hours per term, they will not be eligible for financial aid upon return. The student must be enrolled and making satisfactory progress (qualitative and quantitative) for one term (at least six credit hours) before they may be reinstated on financial aid. An exception to the above policy will be made for that student who has attended another accredited college in the interim and has achieved at least a 2.0 GPA for coursework done at that institution. At least six credits must be taken. Courses taken at another institution must be transferable to the program requirements at NHCC.

Current First-Time Aid Students: Students currently enrolled at NHCC who are not receiving aid but apply for aid during the current academic year must be making satisfactory progress at the time of application in order to be eligible for aid. (Cumulative GPA must be at least the minimum for that grade classification and average number of credit hours completed per term must be at least the minimum required.)

II. Procedures for Monitoring Satisfactory Academic Progress

A. Quantitative Standard: Percentage of credit hours completed will be monitored eight weeks after the end of each academic year.

B. Qualitative Standard: Term GPAs will be monitored eight weeks after the end of each academic term.

III. Probation and Disqualification: If a student fails to achieve satisfactory academic progress under the quantitative standard, they will be counseled by their academic advisor and will be put on financial aid probation by the Financial Aid Office for the remainder of their time at New Hope Christian College. The student must have completed at least 80% of their credit hours to meet the minimum requirement. Failure to complete 80% of their credit hours for a school year twice will result in a disqualification from receiving financial aid. In order to be reinstated that student will have to pay with their own funds and take the courses that would bring them in line to complete their degree within the 150% rule. If a student is in attendance for one, two, or three terms, the completion percentage of the total credit hours attempted will be computed at the end of the school year.

Failure to make satisfactory progress under the qualitative standard for any term will result in that student being put on probation for the following term. At the end of the term of probation, if the student has not made satisfactory progress, their aid will be discontinued. The student will not be reinstated on aid until they complete at least one term earning at least the minimum term GPA for their grade classification.

IV. Reinstatement: If a student has been disqualified for aid for failure to make satisfactory academic progress and subsequently improves (has a successful term) and begins to make satisfactory progress, that student will be automatically reinstated on financial aid the following term. If the student continues to fail to make satisfactory progress, they will not be reinstated until satisfactory progress is demonstrated.

V. Appeal Process: If a student has failed to earn enough credit hours to meet the quantitative standard, or if a student has failed to achieve the minimum qualitative standard grade for their grade classification, that student may appeal in writing to the Financial Aid Committee expressing the extenuating circumstances and basis for the appeal. The Financial Aid Committee will evaluate each student appeal and will decide whether or not to extend aid. The decision of the Financial Aid Committee will be communicated to the student in writing within a reasonable length of time, not to exceed two weeks, after the petition is submitted and a copy of that communication will be placed in the student's financial aid file.

If a student does not accept the decision of the Financial Aid Committee, they may appeal to the Administrative Committee of the College. The decision of the Administrative Committee is final. The response of the Administrative Committee will also be documented in the student's file.

The student is responsible to pay all costs during the appeal period. If the appeal is accepted, the student will be reimbursed up to the amount of their financial aid.

A student is allowed a maximum of three probationary terms. A student who fails to make satisfactory progress a fourth time will be dismissed from aid for one full year. At the end of that year the Financial Aid Office will review their progress as measured by their previous terms' GPAs. The student must have maintained satisfactory progress for three consecutive terms with a 2.0 GPA and complete six credit hours in order to be reinstated on financial aid. The courses taken must also transfer into the student's' degree program.

Appeal

Providing the student passes the first ACE term students who have a 2.5 GPA or higher may appeal the second semester of ACE.

Students subject to disqualification for lack of satisfactory academic progress may appeal to the Academic Affairs Committee for a one-semester reprieve. If approved, the Academic Affairs Committee will present the student with conditions for return to regular student status. A student may be approved for remedial restriction one time only.

Students academically disqualified for enrollment may appeal to the Admissions Committee to request readmission after an absence of one semester.

Procedure

Any term a student fails to achieve the minimum 2.0 GPA, they will be placed on Academic Probation for one term. The total terms of probation are considered in the descriptions regardless if they are consecutive.

A student fails to achieve the minimum 2.0 GPA for the first time.
First term of Academic Probation:

- ACE: required for the next two semesters
- Financial Aid: warning
- Credit Limit: 13 (ACE will not count toward the 13 credit hours.)

A student fails to achieve the minimum 2.0 GPA for the second time.
Second term of Academic Probation:

- ACE: required for the next two semesters
- Financial Aid: probation upon appeal
- Credit Limit: 13 (ACE will not count toward the 13 credit hours.)

A student fails to achieve the minimum 2.0 GPA for the third time.
Third term of Academic Probation:

- ACE: required for the next two semesters
- Financial Aid: probation
- Credit Limit: 6 (ACE will not count toward the 6 credit hours.)
- Those with a cumulative GPA above 2.0 can appeal to the AAC to take 13 credits.

A student fails to achieve the minimum 2.0 GPA for the fourth time.
Temporarily Academically Disqualified: must take one semester off and then appeal to AAC to reenroll

Upon returning:

- ACE: required for the next two semesters
- Financial Aid: not available but those with a cumulative GPA above 2.0 can appeal to the director of financial aid
- Credit Limit: 6 (ACE will not count toward the 6 credit hours.)

A student fails to achieve the minimum 2.0 GPA for the fifth time.
Academically Disqualified: must take one full academic year off and then reapply through the regular admissions process to re-enroll.

Upon returning:

- Student will re-enter and be treated as if they had never been on probation.
- ACE: To be determined based upon a new application and subsequent college success
- Financial Aid: To be determined based upon a new application and subsequent college success
- Credit Limit: To be determined based upon a new application and subsequent college success

Graduation Requirements

All candidates for the baccalaureate degrees must meet the following requirements:
1. Complete at least 120 semester hours (some programs higher) that satisfy the requirements of the declared program of study with a GPA of at least 2.00.
2. Evidence of a consistent and genuine Christian life.
3. Demonstrate compliance with all College rules, policies, and standards.
4. Satisfy the Ignite Spiritual Formation requirements.
5. ***In order to count toward the degree requirements, transfer credits, including CLEP, must be transferred into NHCC prior to the start of the semester in which the student plans to walk.***
6. Pay all obligations to the College. Nonpayment of any financial obligations to the College (tuition, room and board, rent, etc.) will prevent a student from receiving their diploma.
In order to graduate, a student must earn a C- or above in all required upper-division professional education courses. For students in the Creative Arts program, this requirement is for all professional education courses.

Transcripts and Records

Students and alumni pay a $10 transcript fee for each transcript to cover the handling and shipping costs. No transcript is released for any student before all accounts with the college are cleared. All students have a right to inspect institutional records about themselves. Procedural information for doing so can be obtained through the Registrar.

For normal processing, the transcript will usually be sent out within 3-5 business days via USPS (ground delivery). During peak times of graduation and registration, processing may take up to 7-10 business days. The normal cost for a transcript is $10 and is due at the time of request. For expedited processing, the transcript will be sent out within 1-2 business days via USPS (ground delivery). During peak times of graduation and registration, processing may take up to 3-5 business days. The cost for expedited processing of a transcript request is $15.

Students should submit transcript requests via: www.newhope.edu/resources/transcript-request
Failure to fill out the form completely or failure to submit payment at time of request, will result in the request being cancelled.

New Hope Christian College is successor to and holds the academic records of these schools:

- Bible Standard College
- Bible Standard Institute
- Bible Standard Theological Institute
- Bible Standard Training School
- California Open Bible Institute
- Dayton Bible College
- Eugene Bible College
- New Hope Christian College

NHCC does not hold the academic records from Open Bible College in Des Moines, Iowa. These records are held at the University of Iowa and must be requested by calling (319) 335-0229 or by writing to:

Office of Registration
Attn: Transcripts
1 Jessup Hall
Iowa City, IA 52242

NHCC, NHW, and NHI

There have been significant changes on campus with the launch of New Hope West.

Property and Spaces: New Hope West (NHW) has assumed responsibility for the majority of the campus and buildings so as to free the college up from administrative, facilities, and financial responsibilities. The college now has its base in what we call The Hub, which is the upper and lower levels of the Flint Memorial Library. While we hold classes throughout campus (a few classrooms in The Hub, Reames Recital Hall, Bryan 202, and Stewart Chapel), most of the administration and courses are in The Hub. Most NHW offices are in Bryan Hall.

Calendars and Schedules: The launch of the church also affects our Academic Calendar and course schedules. NHCC develops the Academic Calendar with the annual calendar of the church in mind, especially around Christmas and Easter services since many of our students serve at NHW. We also keep NHW and the service of our students in mind when developing course schedules: students typically have Mondays off from all church and college activities as a Sabbath rest, and we also avoid scheduling the due dates of major assignments on Wednesdays, since many of our students are busy with youth group for a number of hours Wednesday evenings. With that in mind, instructors are free to design learning experiences, environments, and rhythms to facilitate the students achieving the courses' SLOs.

Practicums, Scholarships, and Internships: Additionally, there has been a significant shift in the way we do practicums, scholarships, and internships. Practicums take the place of Field Experience and are credited courses in ministry leadership, where students serve under qualified ministry leaders on campus at NHW or in the community. *Students may participate in practicum in any Christian ministry.* The Academic Dean usually facilitates these courses and works with the supervisors to document the learning and justify the credit awarded. Scholarships are primarily part of an internal work-study program. (There are also some donor-funded scholarships that go directly to students' balances.) The scholarships are either Ambassadorial (serving NHW and the college through menial tasks such as janitorial or kitchen responsibilities) or NHW Internships (serving NHW through leadership roles). Through these scholarships, students work off their tuition, room, and board at an hourly rate that is competitive and sensible. Finally, there are a few students who take part in a federal work study program through which they are hired as paid employees for various roles around campus.

NHI: New Hope International (NHI) has been and continues to be a significant sponsor of God's work here at NHCC. As such we retain the name New Hope to honor NHI's commitment, care, and generosity. Moreover, NHCC supports NHI with various projects such as educational materials.

Personnel

Board of Directors

Alldridge, Scott
Federmann, Bernie
Garber, Mark
Hansler, Chris
Houser, Cris
Jones, Dr. Don
LeLaCheur, Dan
Mulbery, Grady

*Tilton, John
*Cordeiro, Wayne

* indicates ex officio members with no voting rights

Administration

Dr. Wayne Cordeiro	President
Peter Thourson	Chief Information Officer
Dr. Guy Higashi	Academic Dean
Elaine Naulu	Director of Student Life
Cindy Kenny	Creative Arts Director
Seth Lerch	NHW Facilities Director
Judy Andrews	Director of Finance
Monica Baxter	Food Services Manager
Mary Gross	Counselor/Adjunct Professor
Taylor Montibon	Academic Administration/Financial Aid /Marketing
Dori Brand	Recruiting and Admissions
Lisa Montgomery	Human Resources/Accounts Payable/Kingdom Collective Admin
Floria Grafton	Librarian
Herbie Sanders	Registrar and Academic Services

Faculty

Winston Arblaster
Music and Creative Arts
B.A., University of Oregon
Ph.D., University of Oregon
Serving NHCC since 2010

Nathan Amerson
Leadership and Theology
B.A., Portland Bible College
B.A., Excelsior College
M.S., Excelsior College
Ph.D., Trinity Theological Seminary
Serving NHCC since 2023

Aaron Cordeiro
Ministry Leadership
B.A., Life Pacific College
M.A., LBC/Capital Seminary
Serving NHCC since 2018

Wayne Cordeiro
Ministry Leadership
B.A., New Hope Christian College
D.Min., LBC/Capital Seminary
Serving NHCC since 2009

Mary Gross
Christian Counseling
B.S., University of Oregon
M.S., Portland State
Serving NHCC since 2016

Guy Higashi
Leadership & Worship
M.A., Fuller Theological Seminary
D.Miss., Fuller Theological Seminary
Serving NHCC since 2008

Michael Jaskilka
Bible and Theology
B.A., University of Colorado
Th.M., Western Baptist Seminary
D.Min., Gordon-Conwell Seminary
Serving NHCC since 2011

Cindy Kenny
Dance and Drama
B.M., University of Hawaii
M.M., University of Hawaii
Serving NHCC since 2010

Leslie Kiriakos
Business
B.A., New Mexico State University
J.D., Indiana University School of Law
Serving NHCC since 2019

Elaine Naulu
Leadership
B.S., New Hope Christian College
M.A., LBC/Capital Seminary
Serving NHCC since 2017

Jonathan Stolk
Bible and Theology
B.A., New Hope Christian College
M.A., Western Seminary
Serving NHCC since 2019

Peter Thourson
Tech & Production
B.S., Western Governors University
M.B.A., Western Governors University
Serving NHCC since 2017

Giving Opportunities

Student expenses at New Hope Christian College are comparable to those of similar institutions. Yet tuition alone will never cover the true costs of education. Our tuition rates remain affordable due to the faithful giving of people who are committed to investing in future Christian leaders. New Hope Christian College donors faithfully make up the difference through consistent gifts to the College.

There are several ways in which one can give for this purpose:

- A financial gift through a check or credit card may be given directly to the College
- Donating to a scholarship fund for needy students, internships, or honor students
- Appreciated securities, unencumbered property, or life insurance
- Trusts or annuity agreements
- Adding the College to your will
- Gifts in-kind or donated services from you or your company

It is only through a partnership with men and women like you that NHCC can continue to offer stellar programs at affordable rates. For additional information regarding any of these plans direct your inquiry to:

Judy Andrews, Finance Manager
New Hope Christian College
2155 Bailey Hill Road
Eugene, OR 97405
(541) 485-1780

Course Catalog by Department

Bible and Theology Department Objectives and Courses

Bible and Theology Objectives

- **Biblical Understanding:** A working knowledge of the nature and contents of the sixty-six books of the Bible
- **Biblical Interpretation:** The ability to correctly interpret, understand, and apply Scripture using the "historical-grammatical" approach and to communicate this knowledge in personal and public settings
- **Basic Christian Doctrine:** An understanding of and ability to explain the Gospel, core doctrines, and creeds of historic Christianity, as well as engage in the theological conversation on issues debated throughout church history
- **Biblical Reasoning:** Ability to reason clearly and biblically about the Christian faith through an established theological method
- **Biblical Integration/Worldview:** Development of a biblical worldview that applies essential Christian beliefs and practices to personal daily life and spiritual growth, to issues and values of contemporary society, and to effective ministry

Courses

BI/TH101: Basics of the Christian Religion

Description: A foundational and formational course that sets students up for a life of doing theology and living biblically that will include a study of the Christian worldview as it contrasts with other worldviews and values of our culture emphasizing practical implications of relating biblical presuppositions to daily life and vocation as part of living under the lordship of Jesus Christ

SLOs:

- Articulate the essential beliefs inherent in a Christian worldview and be able to compare and contrast those with the beliefs of other worldviews
- Articulate the importance of accurate and intimate knowledge of God for self, the church, community, and world
- Identify some anti-biblical mindsets and values of contemporary society specifically relating to issues of daily public and personal life such as personal morality, work, finances, entertainment, government, and education
- Begin the practice of Examen and describe its implications for a life of faithful ministry inside and outside of the church
- Utilize a practical theological method that starts with seeking God through his self-revelation and results in faithful worship, which is increasing submission to Jesus in all areas of life
- Recite from memory several significant passages of Scripture relating to the contents and objectives of the course

BI/TH472: Bib/Theo Integration

Description: Bible/Theology Integration is a study in foundational elements of biblical theology with an emphasis on understanding the biblical concept of the kingdom of God

It is the capstone course for the Bible/Theology curriculum in which each student is required to conduct a term-long Bible study project on a chosen biblical topic.
SLOs:

- Be able to summarize the biblical perspective of the topic
- Be able to derive and communicate the implications of theological foundations of the topic to the believing community within the framework of the kingdom of God
- Be able to articulate and defend your view on the topic against other believers with differing views
- Be able to research and articulate the factors and potential sides involved with a biblical/theological topic
- Be able to identify and exegete passages most specific to the topic

BI111: Exegetical Practicum 1

Description: This course develops the skills of interpreting Scripture. Students learn how to research the context, analyze the contents, and move from text to application without losing the intended meaning. Students are also introduced to the characteristics of the different genres of Scripture.
SLOs:

- Illustrate and outline the general process of moving text to application
- Value grammatical-historical interpretation demonstrated by making specific observations of the text
- Increase their adherence to God's Word demonstrated by applying principles specifically related to the author's intended meaning
- Discover and explain the literary context of a given passage
- Complete a word-study in keeping with the range of meaning and context
- Define the nine genres within the Bible
- Identify and describe the basic conventions of language such as contrasts, comparisons, reasons, inferences, lists, etc. of a given text
- Discover and explain the historical contexts of passages using the Bible as the primary source in addition to quality secondary sources

BI201: Exegetical Practicum 2

Description: This course will further develop the necessary skills and tools to help the student understand the Scriptures in their historical, cultural, and literary contexts. It will focus primarily on further development of BI111 Exegetical Practicum 1 of seeking to determine what the text meant to the biblical audience while also seeking to determine the differences between the biblical audience and the current audience. Prerequisite: BI 111 Exegetical Practicum 1
SLOs:

- A basic understanding of the historical developments of interpretation including a defense for or rebuttal of our current methods
- An understanding of the role of the Holy Spirit in devotional reading and interpretation
- A developed ability to hear and respond to God's voice as revealed through His Word

- The knowledge of how to move from text to application according to the historical-grammatical approach using a five-step process
- The ability to correctly interpret, understand, and apply Scripture using the "grammatical-historical" approach and to communicate this knowledge in personal and public settings
- An understanding of the principles of interpretation according to genre
- The ability to communicate effectively to individuals, small groups, and larger public gatherings through teaching and writing
- An understanding of the basic criteria for evaluating research sources for biblical studies

NT143: The Context & Contents of the New Testament

Description: This course is an overview of the New Testament highlighting its organization, overall themes, historical context, and major events, as well as key ideas, events, people, and message of each book.

SLOs:

- Articulate the content and message of all 27 books of the New Testament
- Articulate the gospel message
- Discover the person of Jesus in the New Testament
- Summarize each New Testament book in a single word
- Demonstrate and explain the value of the New Testament today
- Articulate the basic chronology of the major New Testament events

OT141: The Context & Contents of the Old Testament

Description: This course is an overview of the Old Testament highlighting its organization, overall themes, historical context, and major events, as well as key ideas, events, people, and message of each book.

SLOs:

- Understand and articulate the content and message of the Old Testament
- Discover and communicate the redemptive nature of God in the Old Testament
- Communicate how the Old Testament prepares for the climactic revelation of Jesus Christ
- Develop and explain an understanding of how the Old and New Testament are the unified Word of God
- Summarize each Old Testament book in a single word
- Identify and demonstrate key dates and geography of the Old Testament
- Identify and demonstrate the major Old Testament events, people, places, and books in a basic chronology

NT323: Romans/Galatians

Description: A study of the structure and content of Paul's letters to the Romans and Galatians illuminating also the purpose and destination of the letters. The scope of God's plan for all of mankind is progressively unfolded throughout the study.

SLOs:

- Recall and describe a general, introductory understanding of the Book of Romans and the Book of Galatians.
  Explain and differentiate the major theological truths regarding the sinful nature (flesh).
- Explain and distinguish the major theological principles of grace and legalism.
  Accurately describe and demonstrate what it means theologically that sin shall no longer be your master (Romans 6:14) and how to walk in the Spirit.
  Accurately interpret and describe the meaning of weak and miserable forces (Galatians 4:9) and their relationship to legalism.
  Clearly demonstrate their own explanation of Paul's eschatological statement: in this way all Israel will be saved (Romans 11:26).

TH301: Knowing God Intimately & Accurately: Theology 1

Description: Systematic Theology 1 is an introduction to the doctrines of theology, angelology, demonology, pneumatology, and eschatology. It challenges students to develop their own understanding of the existence and nature of God; the nature and purpose of His written revelation, the Bible; the nature and ministries of angels and demons; the nature, work, and ministry of the Holy Spirit; and both a dispensational and covenantal understanding of eschatology and end-times events.

SLOs:

- Students will understand and be able to articulate what "the formal discipline of theology" is including the various formal approaches to categorizing theology and why this course emphasizes the discipline of systematic theology.
- Students will develop sound, critical thinking skills for doing theology and for determining when a theology allows for varied interpretations within the Church and when a theology does not and why.
- Students will understand the doctrine of theology, including discussing and memorizing five aspects of God's nature, character, and attributes.
- Students will understand the doctrine of bibliology including discussing the Bible's purpose for them as individuals, its authority in their lives, and how it was written and transmitted from inception to today.
- Students will memorize and articulate what it means that the Bible is God breathed (inspired).
- Students will understand the doctrines of angelology and demonology including how much influence demons can have over humans, how to discern demonic influence and/or possession, and how to evaluate the origin of struggle in an individual's life.

TH302: Knowing God Intimately & Accurately: Theology 2

Systematic Theology II is an introduction to the doctrines of Anthropology, Soteriology, Christology, and Ecclesiology. It challenges students to develop their own understanding of the nature, fall, and destiny of humankind, the person and work of Jesus Christ, election justification sanctification, and the nature and life of the church, ministry, and the sacraments.

SLOs

- Develop sound, critical thinking skills for doing theology

- Gain a basic understanding of the evangelical position relative to the doctrines of humankind, sin, Christ, salvation, and the Church
- Communicate the basic content of the doctrines discussed using appropriate vocabulary
- Understand and know appropriate scriptures to validate theological positions
- Process and understand different theological positions on key issues relative to the above doctrines, including how to appropriately categorize the different positions within the context of the Church

TH421: Opening Closed Minds: Apologetics

Description: This course is an exploration into the reasonableness of Christianity. It will concentrate on answering some basic questions commonly raised about the credibility of the Christian religion and its Scripture

SLOs:

- Students will be able to communicate effectively with those outside the Christian faith with reasonable and relevant answers for the eternal hope that is within them (1 Peter 3:15)
- Students will memorize three philosophical arguments for the existence of God
- Students will gain confidence in defending their faith by interviewing two skeptics
- Students will be able to answer scientific arguments against the existence of God and the truth of the Bible
- Students will be able to defend biblical teaching that is regarded by many as culturally insensitive or immoral

Christian Ministry and Pastoral Studies Department Objectives and Courses

Christian Ministry Department Objectives

- **Personal Renewal:** Allowing the Lord to restore in His image through self-discipline and accountability for the purpose of personal growth. (Col 3:10)
- **Relational Intelligence:** A clear understanding and practice of emotional dynamics that facilitates problem solving, conflict resolution, team building, and ethical leadership
- **Spiritual Integration:** A developed ability to hear and respond to God's voice, to practice historic spiritual disciplines, to cultivate a heart for lost people, and to disciple believers to spiritual maturity for works of service (Eph 4:11; Matt 28:19-20)
- **Stewardship:** A knowledge and practice of the principles of biblical stewardship
- **Leadership:** To exemplify servant leadership through an understanding of how we are created, gifted, and impassioned. (Eph 2:10)

Pastoral Studies Department Objectives

- **Pastoral Leadership:** Understand and develop skills required for transformative ministry leadership in the ministry and the marketplace
- **Prepared Presenting:** Study and prepare appropriate materials for teaching, preaching in the church, and other avenues of presenting the gospel of Jesus Christ
- **Integrated Ministry:** Be able to integrate academic learning and ministry experience into a well-articulated philosophy of ministry
- **Awareness:** Develop awareness of needs of diverse individuals or groups to whom ministry may be extended

Courses

CM101: Leadership Essentials

Description: This course initiates the process of the discovery, development, and deployment of students called by God to serve the Church and focuses on self-awareness and developing a system of self-improvement that will be built upon in subsequent courses

SLOs:

- Develop the attitude that embraces correction, direction, and education (Prov. 12:1)
- Establish systems and habits of discipline for the sake of godliness (1 Tim. 47-8)
- Discover one's potential spiritual giftings and personality traits in order to develop launchpads for strengths and guardrails for weaknesses

CM301: Kingdom Communication

Description: A study of the preparation and delivery of various types of sermons, including expository. Emphasis is placed upon sermon structure, including texts and themes

SLOs:

- Explain the preacher's role in preparing and preaching Spiritual messages
- Move from text to sermon demonstrating authoritative biblical preaching
- Preach with purpose

- Preach with listeners in mind by assessing their audiences and adjusting illustrations, definitions, explanations, and biblical presentations accordingly
- Craft sermons that are organized logically and memorably, supported to address emotions and imaginations, introduced effectively, and concluded powerfully
- Read aloud with correct enunciation and appropriate emotion
- Understand the importance of and apply the principles of effectively praying in public
- Explain what causes nervousness and begin to mitigate nervousness through prayer, preparation, and practice

CM302: Ideologies and Ministry (See the Christian Counseling Courses)

CM312: Financial Management for Leaders (See the Business Administration Concentration Courses)

CM320: People and Tech

Description:
This course is designed to familiarize students with the three main areas of technology used in church and para-church ministries: sound, lighting, and video. Students will also receive orientation in the area of team building, theater arts, and information technology relating to media ministry.
SLOs:

- Students will explain how and why technology is used in the church
- Students will put together and control a sound system, lightning system, and video system
- Students will communicate basic technological needs and be able to solve technological problems
- Students will address issues and answer questions that concern technologists in church (sound, lighting, and video ops)
- Students will address issues and answer questions that concern musicians, dancers, and actors with respect to sound, lighting, and video
- Students will explain the role technology plays in Doing Church as a Team (DCAT)
- Students will identify the boundaries and targets in regards to tech clients in the church

ML314: Small Group & Interpersonal Communication Dynamics

Description: This course is designed to prepare students to be effective communicators in small group and interpersonal settings, and it emphasizes the role small groups and relationships play in ministry and marketplace settings. Theory and practice are combined to contribute to communication skills in at least three areas: problem solving, discussion leading, and group participation.
SLOs:

- Demonstrate an awareness of and competency in techniques of leading effective discussion

- Understand and recognize various roles performed by group members within a discussion group
- Structure appropriate goals and questions for an effective teaching discussion
- Define and describe key terms, theories, axioms, and assumptions in effective interpersonal communication
- Demonstrate effective methods of responding to others by means of listening and feedback
- Create effective verbal and nonverbal messages
- Demonstrate successful approaches to coping with conflict in small group and interpersonal contexts
- Improve ability to communicate effectively in various interpersonal contexts including family, friends, interviews, and small groups

ML401: Biblical Counseling (See the Christian Counseling Courses)

ML405: Business as Mission

Description: This course will explore God's mandate for His people by studying the biblical foundation of mission and the missional work of the church—worship, evangelism, discipleship, ministry and fellowship as they relate to the individual in the body of Christ and to the local church.

SLOs:

- Trace the biblical story of the Church as the People of God
- Explain the biblical concept of the Kingdom of God and its relationship to the mission of the church
- Appreciate the importance of church distinctions and church unity
- Begin to discern appropriate ways for the church to relate to culture
- Reflect on their own personal journey in light of the church's mission
- Describe biblical measures of success and fruitfulness in ministry

ML410: Ministry Skills

Description: Apply leadership principles to a wide assortment of contexts such as family, workplace, and church ministry

SLOs:

- Understand how vulnerability and weakness can be a valuable leadership skill
- Understand the value of thoughtful communication and demonstrate improvement in interacting with different types of people
- Understand how to lead good meetings, to make strategic decisions on an organizational level, and to present information to diverse groups of people
- Integrate biblical knowledge with ministry to effectively care for families by organizing some pastoral-led services: weddings, funerals, child dedications, communion, water baptism, and Holy Spirit baptism
- Counsel people through a wide range of practical, pastoral, and situational issues that often arise in pastoral ministry such as premarital, cohabitation, singleness, depression, divorce, and gender/orientation issues
- Know how to manage time and create a sustainable ministry pace by developing a preaching schedule and a personal calendar

- Understand the tools needed to lead a church staff and council/board, handle disagreements, endure criticism, and create a healthy organizational culture

ML420: Leading Ministry Teams

Description: Students completing this course will be effective ministry leaders. They will be able to put together teams, plan, develop, and maintain schedules. Students will gain confidence in overseeing and developing programs and team members within the Ministry Leadership program. They will be successful at doing church as a team (DCAT).

SLOs:

- Students will be able to identify strengths and weaknesses in team members
- Students will develop schedules of events for a church setting
- Students will develop and execute programs by overseeing a group of peers
- Students will model doing church as a team in practical settings

ML430: Leadership Capstone

Description: This culminating course for seniors is designed to aid students in bringing together various strands of their educational and life experiences. Its objectives and content are based on the belief that the Christian life involves all areas of one's life. Therefore, it is imperative that lifelong learning include understanding how to think Christianly about our vocations, our culture, and aspects of our personal lives.

SLOs

- Integrate biblical principles into a life of ministry
- Navigate real life controversies that the follower of Christ will face in their personal, work, and church life in order to bring about holistic restoration
- Articulate important concepts necessary for an integration of life and ministry
- Explain and apply sustainable and biblically practical principles of self-care that will guide leaders to finish strong
- Produce two usable ministry artifacts specific to one's calling

Practicum

Description: This course is an explicitly practical ministry leadership experience where students are individually and directly mentored by qualified professionals in ministry. Students will learn leadership values and skills from live ministry situations in our lab church or approved off-campus ministries. Lower-division practicum courses focus on exploring one's calling, learning basic ministry skills, leading oneself, and leading another individual. Upper-division practicum courses focus on the skills and reputation needed to lead a team.

SLOs for Lower Division (100-299):

- Explore and identify one's current specific call and giftings in ministry
- Lead oneself in a manner that represents Christ honorably
- Lead another according to one's current ability
- Engage the community with intentional discipleship
- Practice the leadership skills of communication and relational intelligence

SLOs for Upper Division (300-499):

- Develop one's current specific call and giftings in ministry
- Lead a team to execute specific ministry responsibilities
- Lead team leaders through their leadership experiences and ministry responsibilities

- Engage the community with intentional discipleship
- Practice the leadership skills of communication, relational intelligence, problem-solving, and conflict resolution

General Education Department Objectives and Courses

General Education Department Objectives

- **General and Church History:** An understanding of the major themes, people, and events in the background of civilization and Christianity including Pentecostalism's place and heritage in the story.
- **Cultural Awareness:** An understanding of the Church in its cultural context and the ability to effectively relate the mission of the Church to that culture, including the importance of cross-cultural ministry and the role of literature. An understanding of prominent worldviews, cultures, and societies that will prepare for leadership in the church and society
- **Anthropological Studies:** Students will learn to see human cultures and behaviors from an academic perspective while developing and applying critical thinking and analytic skills to human beings, culture and behavior. Students will apply the theory and methodologies developed to major social and cultural concerns in the personal, family, community, and multi-cultural global context.
- **Natural Sciences:** Students will understand the basic concepts of life science including: environmental science, biodiversity, human structure and function, and international health issues in order to develop God-pleasing, informed decisions related to the stewardship of creation, personal, family, and community health, and wellbeing of the poor. In addition, students will understand the basic concepts of scientific methodology in order to evaluate the quality of scientific information used in making critical personal and civic decisions.
- **Communication:** The ability to effectively articulate ideas, concepts, and information in both oral and written form.
- **Critical Thinking:** The ability to raise vital questions and problems, gather and assess relevant information, think through assumptions, implications, and consequences, and to effectively communicate solutions.

Courses

EN102: Intro. To Literature

Description: This is a study of works of literature from various genres with the objective of greater appreciation of the contribution of literature and increased ability to read critically and to interpret.

SLOs:

- Identify and analyze setting, character, plot, point of view, style and theme within poetry, shorts stories, drama, novellas, and novels
- Complete a close analysis of the text
- Develop skills in analytical reading, essay writing, and group discussions
- Demonstrate an appreciation for literature evidenced by discussing it critically and compellingly

HI202: History of Christianity 1

Description: HI202 is a study of the history of Christianity from pre-Christian eras to the beginning of the Reformation. Students discover how believers in previous generations served as ambassadors in the ministry and marketplace to impact their world for God. Such a study reveals the proven character of historical men and women of God, their outstanding ministry, leadership skills, and sound theology, leaving the student an inspiring example and model to follow. In addition, the study of the mistakes and failures of the past serves to warn and protect the student from similar dangers in contemporary contexts. Studying key events and turning points in Christianity's history will also give students a greater understanding of their church tradition, place, and role in His story. Possessing a sound and working knowledge of Christian history as a witness to God's faithful work in, through, among, and for His people will help students to evangelize and disciple the nations, plant and lead churches, and represent Christ in whatever they do.

SLOs:

- Describe and explain the essential context of the world of early Christianity
- Delineate the development of Christianity from Jesus to medieval Christianity
- Explain the effects of persecution and heresy on the development of Christianity
- Demonstrate basic knowledge of the key people in the history of Christianity
- Demonstrate a basic understanding of the formulation of critical Christian dogmas and doctrines, i.e., Dogma of the Holy Trinity
- Describe Emperor Constantine's effect on the history of Christianity
- Demonstrate an understanding of the dynamic work of God through the story of Christian history

HI204: History of Christianity 2

Description: HI204 is a study of the history of Christianity from the Reformation to the present. Students discover how believers in previous generations served as ambassadors in the ministry and marketplace to impact their world for God. Such a study reveals the proven character of historical men and women of God, their outstanding ministry and leadership skills, and their sound theology, leaving the student an inspiring example and model to follow. In addition, the study of the mistakes and failures of the past serves to warn and protect the student from similar dangers in contemporary contexts. Studying key events and turning points in Christianity's history will also give students a greater understanding of their church tradition, place, and role in His story. Possessing a sound and working knowledge of Christian history as a witness to God's faithful work in, through, among, and for His people will help students to evangelize and disciple the nations, plant and lead churches, and represent Christ in whatever they do.

SLOs:

- Describe and explain the essential context of the world of Christianity during the Renaissance to today
- Delineate the development of Christianity during the Renaissance to today
- Explain the effects of persecution and heresy on the development of Christianity
- Demonstrate basic knowledge of the key people in the history of Christianity
- Demonstrate a basic understanding of the formulation of critical Christian dogmas/doctrines/teachings
- Describe Emperor Constantine's effect upon the history of Christianity

- Demonstrate an understanding of the dynamic work of God through the story of Christian history.

PH312: Fundamentals of Philosophy

Description: A course designed to acquaint the student with the major systems of thought including the basic components of existing worldviews

SLOs:

- You will be able to identify concepts, propositions, arguments and worldviews (the analytic task) enabling you to become a better reader, critical thinker and writer
- You will be able to engage in "the Great Conversation," demonstrating your familiarity with various epistemological and metaphysical problems and continuing to wonder about them
- You will be able to identify and describe various worldviews (including their history, the reasons why people might hold them, and their strengths and weaknesses) so as to be a better ambassador for Christ
- You will have begun to construct your own Christian world view (the synthetic task) and be able to articulate and defend it against other competing world views

PY201: Psychology (See the Christian Counseling Courses)

SC109: Biodiversity: The Gift of Nature

Description: This course provides an introduction to the methods of good science, the concept of evolution, the groups and characteristics of living organisms including: bacteria, protozoa, algae, fungi, plants, invertebrate animals, and vertebrate animals; characteristics of life, chemistry of life, cell structure, metabolism, and division, stem cells and cancer, patterns of inheritance, chromosome structure, human genetics, DNA structure, transcription, translation, and DNA technology.

SLOs:

- Understand the similarities and differences, as well as the value and benefits of, the 6 kingdoms of living organisms.
- Discuss the diversity of the animal kingdom and the concepts of extinction, endangerment, invasive species, human impact and remediation
- Understand the relationships of the 6 kingdoms of living organisms with each other and the environment, including the concepts of symbiosis, biomes, ecosystems, communities, and populations
- Understand the concepts of ecosystems, including the parts, the flow of energy and the cycle of the 4 major nutrients within an ecosystem
- Discuss the impact of populations and human activities on communities and ecosystems including factors that indicate health and methods of remediation

SC132: Anatomy and Physiology: The Gift of the Human Body

Description: This course provides an introduction to structure, function, integration, homeostasis, and disorders of the human body including: the integumentary, cardiovascular, immune, digestive, respiratory, urinary, skeletal, muscular, nervous, sensory, endocrine, and reproductive systems

SLO's:

- Know the structure and function of the 12 systems of the human body; (a) skin, (b) blood vessels, heart, and types of blood cells, (c) immune system, (d) digestive system, (e) respiratory system, (f) urinary system, (g) skeletal system, (h) muscular system, (i) nervous system, (j) sensory system, (k) endocrine system, (l) reproductive system
- Define and use the terminology associated with the 12 systems of the human body
- Understand the integration and homeostasis of several key systems of the human body; (a) the concept of homeostasis, (b) the purpose of blood pressure, (c) the mechanism of gas exchange, (d) the mechanism of clotting, (e) the purpose of fever, (f) how vaccines work, (g) mechanisms of hunger, (h) weight control, (i) movement of air into lungs, (j) control of urine production, (k) bone metabolism and healing, (l) reflexes, (m) the impact of emotion on nervous function, (n) blood sugar balance, (o) the stages of pregnancy and birth
- Discuss major disorders of the human body; (a) list and describe common disorders of the 12 systems studied, (b) research and create a detailed explanation of one disorder to be presented to peers in an infographic, video, or podcast format
- Describe Christ-like responses to individuals with a specific physical disorder

SC201: International Human Health Issues

Description: This course provides an introduction to major global health problems, the political, social, economic, cultural and religious factors impacting health issues, and Christian approaches to health education and evangelism.

SLOs:

- Demonstrate knowledge of the major health issues of countries in the four major economic groups through written assignments
- Demonstrate knowledge of major political, social, gender, economic, and religious bases in major world areas through written assignments and written discussions
- Identify sources of a health issue, potential solutions, and cultural challenges in specific situations through written discussion
- Create missional health education presentations using a variety of formats designed for a specific cultural group and medical issue
- Practice reasoned and respectful identification of a specific human health issue in a specific international or cultural setting and potential educational barriers through preparation of papers
- Demonstrate a maturing compassion and understanding of cultural differences through written prayer
- Demonstrate the ability to measure basic health statistics commonly used to determine signs of illness through research activities
- Demonstrate engagement with the above topics through a minimum of twice weekly online participation in the class

SC227: Environmental Science

Description: This course is designed to provide a general overview of environmental science with an emphasis on sound science, stewardship, and sustainability. Topics include basic concepts of environmental science, relationships between living and nonliving things, human impact upon the environment, and care of earth's resources to support future generations of living things. Critical thinking skills will be utilized throughout this course as these skills underlie one's ability to carefully consider scientific concepts and their effects upon human interactions. The study of environmental science is approached with an understanding of the grave responsibilities of human beings to practice wise stewardship of God's creation.

SLOs:

- Articulate basic science concepts that underlie the study of the environment
- Analyze the impacts of human activities upon the environment
- Suggest possible solutions to environmental problems
- Identify ways in which living and nonliving components of the environment affect one another
- Describe policies and practices that support environmental sustainability
- Examine environmental stewardship from a biblical basis.

SO255: Cultural Intelligence (See the Christian Counseling Courses)

SP201: Basic Communication Principles & Practice

Description: A study of the fundamentals of speech including audience awareness, effective speech preparation and delivery. Students prepare and deliver several speeches.

SLOs:

- Get to know an audience in order to develop a well-organized influential speech
- Develop a well-though-out speech outline
- Develop the discipline of practice in order to present a powerful speech that moves the audience to action
- Students will identify their own personality types, spiritual gifts and communication styles through worksheets and class interactions
- Students will develop the art of healthy critique by watching their recorded speech and give feedback to fellow classmates in order to refine and better their speech
- Know the difference between informative, entertaining, and persuasive speeches and be able to deliver with proper citations

ML314: Small Group & Interpersonal Com. Dynamics (See the Christian Ministry Courses)

WR097: Writing Essentials

Description: This course is for students who are inadequately prepared for college-level writing courses. The focus will be on writing coherent, cohesive paragraphs, summaries and paraphrases, and developing an essay. Attention will be given to sentence structure, errors in diction and grammar, and revision.

SLOs:

- Identify and properly utilize the eight parts of speech
- Craft sentences properly with a variety of structures while avoiding run-ons, fragments, and comma splices and with subject and verb agreement
- Recognize the components and construct complex sentences

- Use correct grammar to write well-developed and complete paragraphs
- Avoid errors with commonly confused words
- Identify and craft clear topic sentences
- Understand and explain the role of a thesis statement in an essay
- Understand and explain the structure of an academic paper
- Understand and explain what constitutes plagiarism and why ethical writing is important

WR121: Exposition and Argument

Description: This course explores the relationship of thesis to structure, audience, and purpose through critical reading and essays. Critical thinking, organization, development and revision of written work are emphasized. Attention is also given to elimination of major sentence errors in student writing. Prerequisite: WR 097 or satisfactory score on English Placement Test.

SLOs:

- Compose compelling and original academic content with clear concepts, true propositions, cogent/valid arguments while avoiding logical fallacies
- Utilize other authors' content critically by identifying logical fallacies and correctly identifying and analyzing authors' concepts, propositions, and arguments
- Write an organized paper with
    - A clear and easily identifiable thesis statement that presents the main argument or claim of the paper
    - Topic sentences that are clearly tied to the thesis
    - Smooth transitions that facilitate easy reading and understanding
    - An introduction that is engaging and orients readers
    - A powerful conclusion that not only reiterates the thesis and draws the points together, but points to the thesis' significance
- Properly format a paper according to MLA standards as communicated on Purdue's Online Writing Lab including necessary quotation marks or block quoting, proper summarization and paraphrasing, proper in-text citation, and works cited page for sources used

WR123: Writing for Thoughtful Leadership

Description: This course applies the skills of argumentation to writing for leadership. Students will learn to communicate clearly and compellingly through practicing the research and writing process.

SLOs

- Read and record accurately their research according to MLA standards
- Analyze, summarize, and then respond to ideas critically with integrity through well-developed assertions
- Evaluate and apply solutions to contemporary problems from a biblical perspective
- Develop a thesis and support it for thoughtful and effective leadership
- Starting with the research and writing process, express responses/positions clearly in a variety of forms of communication

- Respect audiences and opposing views through healthy, thoughtful dialogue

Creative Arts Department Objectives and Courses

Creative Arts Department Objectives

- **Biblical Worship:** Understand the biblical foundation for worship and creative arts in the church and develop and articulate a biblically-based worship philosophy
- **Art History:** Appreciate the scope and history of creative art forms throughout history
- **Worship Leading:** Understand the dynamics of leading and shepherding artists
- **Leadership:** Demonstrate leadership characteristics in personal life and ministry
- **Creative Communication:** Creatively communicate the gospel utilizing numerous creative elements
- **Personal Excellence:** Raise personal levels of excellence in chosen platforms of excellence
- **Programing:** Program effectively for numerous ministry venues such as church services, outreaches, and concerts

Courses

WA301: Worship Arts Cross Training

Description: This course is a general overview of how dance and drama can be used in ministry. It is geared toward those who are not dance or drama majors. Students will gain a basic understanding of both art forms as well as practical training in how to see these art forms implemented in ministry settings.

SLOs:

- Identify basic movements in dance as well as perform them
- Be able to craft a dance
- Have a general understanding of different styles of dance
- Have a general understanding of the history of dance
- Have a general understanding of ways that drama can be used in ministry
- Learn general principles for good script writing and directing.
- Learn basic acting skills
- Write, edit, cast and direct their own sketch and act in another

WA302: Theology of Worship Arts

Description: A survey of the role of the arts in Christian worship. This course will explore the Biblical foundation for worship and the arts (including music, drama, technology, dance, poetry, painting, etc.).

SLOs:

- Come away with a greater passion for worship and the arts and an understanding of their Biblical foundation and importance in the life of the local church and for general ministry purposes
- Be able to form a Biblical definition of worship and to articulate the different ways in which the word “worship” is used in contemporary church circles
- Be able to articulate the variety of possible expressions of worship and their purpose

- Be exposed to various approaches, philosophies, and styles of worship in the Christian community and have an opportunity to discover where they might fit in that spectrum
- Understand the dynamic of relating culture with worship and art styles and how to create an approach and style that is relevant and appropriate for various cultural settings
- Be able to articulate a Biblically-based worship philosophy demonstrating integration of various art forms into worship
- Grow as a private worshipper as they learn what it means to worship in spirit and truth and to be transformed by the character of God so they can lead others in worship with integrity
- Have a foundation on which to build future concepts and skills learned in the remainder of the Creative Arts program

WA310: Music Theory (May be replaced by a Tech, Dance, or Drama Theory course.)

Description: This course is a study of the fundamentals of music theory with an emphasis placed on reading notation and basic aural skills from rhythm and scales to diatonic triads.

SLOs:

- Develop a fundamental theoretical, aural, and notational understanding of musical structure and analysis
- Apply their understanding of music theory and ear training to their major instrument for practical use within their major area of study
- Gain an appreciation for various musical styles and the distinctives of their theoretical structure

WA410: Creative Arts Ministry Skills

Description: Students completing this course will have the skills needed to produce, program, and execute worship services within the church for members of the church and services in the community for people outside the church.

SLOs:

- Students will explain the aspects of Doing Church as a Team (DCAT)
- Students will explain the importance of knowing your audience (in the church or in the community) for successful program planning
- Students will explain the components needed to successfully produce, program, and execute worship services
- Students will experience producing, programming, and executing a worship service

WA420: Leading Creative Arts Teams

Description: Students completing this course will be effective creative art worship leaders. They will be able to put together teams, plan, develop, and maintain schedules. Students will gain confidence in overseeing and developing programs and team members within the Creatives Arts team. They will be successful at doing church as a team (DCAT).

SLOs:

- Students will be able to identify strengths and weaknesses in team members
- Students will develop schedules of events for a church setting
- Students will develop and execute programs by overseeing a group of peers
- Students will model doing church as a team in practical settings

WA430: Worship Arts Capstone

Description: This course will examine the vision and process for integrating the creative arts in ministry settings. They will learn and practically apply principles and methods for programming, producing, and evaluating life-changing services.

SLOs:

- Gain a greater passion for integrating the creative arts in ministry settings to communicate the truth of the gospel
- Become more keenly aware of creative inspiration around them and be able to organize those ideas for future use
- Learn the elements that go into a successful program/creative team meeting and be able to lead a program meeting with confidence
- Get acquainted with the various research engines that aid in the programming process
- Gain an understanding of how to go about bringing all creative parties together in producing services and become familiar with the tools available to do that (i.e., PCO as well as other methods)
- Understand the value of evaluating services and be able to lead a time of evaluation themselves using the appropriate principles and questions to achieve critique that works toward positive growth

Business Administration Department Objectives and Courses

Business Administration Department Objectives

- **Biblical Business Reasoning:** The ability to arrive at biblical philosophies specific to issues in leading and managing a business
- **Ethical and Effective Business Leadership:** Develop an understanding of ethical and effective approaches to business and exhibit the qualities of leadership that promote success in others
- **Business Analysis and Adjustments:** Ability to raise vital questions; identify problems; gather and assess relevant information; think through assumptions, implications and consequences; and to effectively communicate solutions to achieve organizational goals
- **Business Organization:** Describe the primary management functions of a business and organizational structure options
- **Business Communication:** Utilize a variety of strategies and methods to communicate the analysis, findings, and recommended action to be taken in business situations in accordance with the scriptures.
- **Financial Stewardship:** A knowledge and practice of the biblical principles and best practices of stewardship for sound financial administration of ministry and marketplace organizations

Courses

BE310: Non-profit Governance

Description: This course will cover various topics that affect the function and form of nonprofit organizations, including the activities that a nonprofit may undertake and those which it cannot.

SLOs:

- Students are not expected to gain mastery over the operation or governance of nonprofit organizations, but rather the ability to recognize issues in real-life situations and identify possible solutions and best practices. Nonprofit organizations will benefit from leaders who can identify and resolve potential problems before it becomes an issue for the Board or the public
- Have a working knowledge of non-profit organizations
- Be able to recognize a governance concern when it exists within their organization
- Be able to think critically about the distinction between minimum legal standards and best practices

BE470: Legal & Ethical Issues in Business and Management

Description: 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

SLOs:

- Demonstrate an understanding of the Legal Environment of Business
- Apply basic legal knowledge to business activities
- Analyze the interplay between legal and Biblical directives on business decisions

- Apply critical thinking to the interpretation and application of business law
- Communicate effectively and persuasively using standard business and legal terminology
- Advocate for a position or conclusion in an ethical manner

BE415: Group & Organizational Behavior

Description: This course examines issues related to individual and group behavior in complex organizations using an organizational behavior approach. Topics include the influence of motivation, organizational situations, and management practices on individual and group work behavior with special emphasis on situational leadership models.

SLOs:

- Knowledge and application of decision-making theories
- Recognition of behavioral management theories
- Advance understanding of group dynamics and management
- Development of a personal management style and growth plan
- Professional business communication theory and application

CM312: Financial Management for Leaders

Description: This course covers the essentials of nonprofit finance management. Students will learn how to develop, implement, and monitor nonprofit and church finance activities. Students will learn various aspects of business, management, and leadership functions; organizational considerations; and decision-making processes. Skills learned in this course include spreadsheets, financial ledgers, and profit and loss statements.

SLOs:

- Discuss the ethical environment of business
- Identify basic forms of businesses and related regulations
- Describe core responsibilities of management including human resources and the role of teamwork and effective management styles
- Explain basic concepts of accounting and perform basic analysis of financial statements
- Demonstrate the contribution of financial information to management decision making
- Demonstrate knowledge and understanding of budgeting and financial planning

Christian Counseling Department Objectives and Courses

Christian Counseling Department Objectives

- **Integrative Counseling:** Have a basic understanding of the social sciences and how they relate to the area of Christian counseling
- **Counseling Theories:** Demonstrate knowledge of biblical approaches to counseling and major counseling theories
- **Counseling Skill:** Recognize and understand basic counseling concepts, issues, and approaches in a variety of cultural and institutional contexts and demonstrate basic counseling skills

Courses

CP311: Counseling Models

Description: An introductory study of modern psychological counseling approaches which are particularly appropriate in the counseling ministry of the church. Emphasis is given to developing a personal biblical perspective to enable the student to critically evaluate secular counseling theories and to define a personal biblical approach to counseling

SLOs:

- Explain the basic assumptions, structure, and core concepts of Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Behavior Therapy, Cognitive Behavior Therapy, Reality Therapy, Feminist Therapy, Postmodern Approaches, and Family-Systems Therapy
- Identify and discuss some of the issues in the integration of Christian faith and psychology
- Explain the role and work of a counselor with a specific emphasis on being a Christian counselor
- Understand the general framework for initiating a counseling relationship and implementing assessment procedures to assist the counseling process
- Recognize some of the basic assessment skills, methods, and techniques used in counseling as related to the theories investigated in the class
- Describe their personality dynamics and mental health status based on self-assessment and evaluation
- Describe in writing a preliminary personal model for biblical counseling
- Develop a framework for identifying elements of counseling theories that are compatible with a Christian worldview

ML401: Biblical Counseling

Description: In this course students learn the significant topics of pastoral counseling and pastoral care. The course introduces the study of the Bible and the factors that determine and affect pastoral counseling and pastoral care. Students will learn important foundational tenets of pastoral counseling, as well as family systems and psychological challenges that impede counseling. This course will focus its attention on laying the foundation for building rapport, engaging, and formulating and completing pastoral counseling sessions.

SLOs:

- Value diversity and differences in people cross-culturally, generations, and gender
- Identify the paradigms for pastoral care and counseling that inform students' pastoral identity and practice
- To develop a baseline of skills necessary for pastoral counseling such as effective listening, spiritual assessment, referrals, self-awareness
- To facilitate integration of theological and psychological bases for pastoral care

PY201: Psychology

Description: A study of challenges of cross-cultural communication including the need to understand cultural worldviews and values of others and to build relationships. The course focuses on the importance of having a cultural understanding that makes communication of the gospel intelligible and meaningful to people of other cultures.

SLOs:

- Develop a basic understanding of the theory and discipline of psychology
- Explain the various research methods used in the study of human behavior, emotions, and thought
- Describe various ways psychology is and can be applied to everyday life
- Evaluate the relationship between psychology and Christianity

PY321: Human Development

Description: Human Development provides knowledge and understanding of human development from a life span and social environment perspective from infancy and childhood through the adolescent stage of development. Special attention is given to person-in-environment, that is, to understanding individual behavior across the life span as a function of bio-psycho-social and spiritual processes and the interactions between them. The course integrates some application to human social services practice issues at the individual, small group, and community/organizational levels.

SLOs:

- Acquaint students with the dominant theories used to describe human development
- Gain understanding into the different orientations used to describe development
- Work toward attaining a personal, comprehensive view of stages and progression of development across the human lifespan
- Synthesize a response of faith in relation to dominant psychological explanations of human existence, life issues, and moral development
- Demonstrate knowledge and understanding of biological, cognitive, and psychosocial theories of development; major theorists and working knowledge of each major theory; stratification of major stages of life and major themes associated with each stage; application of each theory in response to each of the major stages of development; clinical and ministerial applications related to increased awareness of needs, strengths, and crises associated with developmental stages; sensitivity to cultural and developmental differences in individuals; parallels and useful elements of developmental theory as related to spiritual development

PY431: Psychological Research

Description: This course is an introduction to research in the field of psychology including reviews of literature, the design of research methods, writing abstracts, and data analysis including basic statistics.

SLOs:

- Know how to organize basic research in the behavioral sciences distinguishing the appropriate approaches suited to the researcher's goals
- Recognize the various stages of scientific inquiry from the inception of an idea to the completion of the written document
- Demonstrate a familiarity with basic descriptive and inferential statistical procedures including the reasoning behind the use of specific measures for certain types of data
- Evidence of a grasp of some of the major distinctions, as well as the similarities of the American Psychological Association's writing style for psychological research as compared to other formats of writing that the student may be familiar with
- Know how to design an experiment using the major stages in the scientific method
- Demonstrate an increase in ability to intelligently review and critique psychological literature such as books, reports, journal articles, abstracts, etc., and to analyze, synthesize, and develop new hypotheses
- Be able to articulate a cogent argument in support of or in opposition to the proposition that psychology is a science

SO243: Sociology

Description: This class is an introduction to the study of sociology with emphasis on viewing such through a biblical world view. It will provide an overview of the impact of social institutions (marriage and family, religion, government, education, economy, healthcare) on cultural and societal development, as well as human behavior.

SLOs:

- Recognize basic concepts, terms, and theories of sociology
- Understand the effect on individual development by a socialization process that occurs within the context of a specific culture
- Know and understand that social organization analysis is accomplished through the study of groups, social differentiation, social equality, economic and political institutions, collective behavior, and the study of population
- Know how societies respond to social change
- Articulate reasons for a Christian study of sociology
- Complete an introductory sociological observation and/or survey project with supporting references
- Demonstrate appreciation for the value of applying a Christian worldview to the study of sociology

SO255: Cultural Intelligence

Description: This course studies the concept of thinking globally yet living locally while serving neighbors in the digital age. The course provides an understanding of cultural intelligence as it relates to effective communication and relationships in the digital age and in this multicultural world. The course will be delivered in a "flipped classroom"

format where readings, video teachings, and assignments will be posted online. There will be weekly face-to-face discussions and interaction with peers to unpack and deepen student learning and social interactions. Concepts related to perceiving, worldview, understanding cross-cultural dynamics, bridging the cultural chasm, and utilizing cultural intelligence (CI) and cultural quotient (CQ) will be explored, as well as digital natives, social avatars, and digital communication praxis.

SLOs:

- Recognize and explain the contextualization of/for the multicultural world
- Articulate what cultural intelligence and CQ are and how it interacts with this digital age and global worldview
- Associate and discuss what it means to be a global village yet know how to interact in cross-cultural context and mediums
- Integrate and evaluate their culture, our emotions, social awareness, digital praxis and appropriateness of communication to digital natives and multicultural settings

CM302: Ideologies and Ministry

Description: A study of challenges of cross-cultural communication including the need to understand cultural worldviews and values of others and to build relationships. The course focuses on the importance of having a cultural understanding that makes communication of the gospel intelligible and meaningful to people of other cultures.

SLOs:

- Apply ministry principles in multiple cultural settings in a Christ-like manner
- Explain the nature of culture and variations of cultures in the world in order to understand how to adapt to and work with non-western cultural groups
- Understand and evaluate principles of effective evangelism, discipleship, church planting, church growth, and leadership
- Analyze the theological principles for penetrating cultures with the timeless message with contextualized methodology

Christian Education Department Objectives and Courses

Christian Education Department Objectives

- **Biblical Teaching:** Develop a biblical perspective of teaching for the mission field known as education
- **Children's Ministry:** Demonstrate the ability to lead children's ministry by exhibiting leadership qualities that produce effective ministry
- **Instructional Methods:** Display competence as a teacher by modeling instructional preparedness, sensitivity to pupil needs, communication skill in the classroom, and personal discipline
- **Graduate Studies Preparation:** Prepare students for further degree study in the field of education

Courses

CE341: Ministry to Children

Description: This course will be an examination of ministry to children with emphasis on administration and student management, family ministry, objectives, age-group characteristics, spiritual and social/emotional needs.

SLOs:

- Describe the organizational criteria necessary to a successful children's ministry in the local church
- Know the age level characteristics of children's groups in the local church by being able to write them from memory and including them in planning teaching sessions
- Understand the organization of childhood education in the local church by researching a local church's Christian Education department.
- Critically evaluate a Childhood Education program and analyze the curriculum's ability to meet the needs of childhood groups to enable them to serve the church and function in society
- Describe the biblical base for family ministry, describe how a strong family ministry program can strengthen the local church, and list a variety of family ministry resources by creating a family ministry three-year program for a local church
- Successfully teach a class session to different age groups using appropriate style and methodology as well as meeting stated instructional objectives

CE451: Curriculum and Instruction

Description: An examination of the construction and use of curriculum materials in the classroom with emphasis on lesson plans, evaluation of materials, and the implementation of teaching sessions.

SLOs:

- Write and define curriculum as it correlates to the needs of Christian Education
- Understand the principles of designing a Bible-based curriculum to meet individual needs of different age groups in the church
- Integrate the Biblical foundation and a Christian Education curriculum plan
- Select, compare, and evaluate curriculum resources and plans

- Develop a master curriculum plan for a local church
- Summarize the teaching/learning process
- Design a lesson plan targeting various audiences and using various methods and approaches

CE475: Theology and Philosophy of Teaching

Description: Students will examine contemporary views of education and the implications for teaching practice as they articulate their philosophy of education from a biblical worldview.

SLOs:

- Discuss in specific terms how contemporary worldviews affect educational philosophy and practice
- Articulate a Biblical foundation of Christian teaching.
- Evaluate the educational philosophy of contemporary scholars in light of the biblical foundation for education
- Write and articulate a personal philosophy of Christian Education

Student Complaint Process

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC) can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access our complaints web page at https://www.oregon.gov/highered/about/Pages/complaints.aspx or visit the complaints page at NC-SARA's website: https://nc-sara.org/sara-student-complaints-process-information-state. The ABHE complaint policy can be found at https://www.abhes.org/complaint-process/

Notification of Rights under FERPA

The Family Education Rights and Privacy Act (FERPA) affords students the following rights with respect to their educational records:

1. The right to inspect and review a student's personal education records within 45 days after the day the College receives a request for access. The student should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the time and place where the records may be inspected. If the records are not maintained by the College, the Registrar shall advise the students of the correct official to whom the request should be directed.
2. The right to request the amendment of the student's education records that the student believes to be inaccurate or misleading. A student may ask the College to amend a record that they believe is inaccurate or misleading. In a request submitted to the College Registrar, the student should clearly identify the part of the record to be changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of their right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in a student's education records, except to the extent that FERPA authorizes disclosure without consent. A student may choose whether or not to allow personally identifiable information to be disclosed to others upon request. The College will provide a form in which the student may give written consent. FERPA authorized exceptions to consent not required are listed in the "consent not required" section below.
4. The right to see who has requested personally identifiable information. The school maintains a record in the student's file listing to whom personally identifiable information was disclosed and the legitimate interest the parties had in obtaining the information (does not apply to the school official with a legitimate educational interest or to directory information).
5. The right to receive annual notification of student rights under FERPA. The College will give annual notification verbally during orientation and during the second week

of Chapel in writing in the course catalog, student handbook, and website, as well as an email sent out at the beginning of each semester.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by New Hope Christian College to comply with the requirements of FERPA. Complaints may be addressed to the following office that administers FERPA:

   U.S. Department of Education/Family Policy Compliance Office
   400 Maryland Ave, SW
   Washington, DC 20202-4605

FERPA Release of Information Policy

Request to Disclose Information

Except under one of the special conditions described in 34 CFR 99.31, a student must provide a signed and dated written consent before the College may disclose personally identifiable information from the Student's education records. The written consent must specify the records that may be disclosed and identify the party or class of parties to whom the disclosure may be made. The form is available in the Office of the Registrar and online.

1. Personal Requests: If a student or former student requests a transcript or other personal records to be released and they are known to be the person whose information is being requested, the request will be honored. If the student is not known, the person receiving the request must ask for personal identification to verify that it is indeed the person seeking their own records. The identification should include name and social security number, date of birth, photo ID, dates of attendance, or any other identifying information that only the student is likely to know.
2. Requests for Release of Information over the internet: transcript requests are processed through www.newhope.edu under the "Resources" tab and will be sent out via USPS ground mail. It is not the practice of the College to send transcripts via fax or email attachment. Electronic transcript requests may only be requested by the student. The electronic request identifies and authenticates the student as the source of the electronic consent, as well as indicates the student's approval of the information contained in the electronic consent.

FERPA Release Information Not Required

The College may disclose personally identifiable information without the student's consent to the following parties:

1. Parents or Legal Guardians as defined by the IRS: The parents of a student or former student have the right to request and receive education records of their legally dependent children. The parent or guardian must prove that the student or former student is legally dependent by providing proof that they are dependent according to the Internal Revenue code of 1954 Section 152. Without such proof, the student must sign a release form before the parent or legal guardian can be allowed access to the student's educational records.

2. Courts, Crime, Victims, Health or Safety Officials: The law allows the release of educational records to certain government agencies for certain allowed circumstances. The law will be followed for any request from such agencies. The students will be notified in a timely manner if any such records are released to a court order or other government request.
3. Personally identifiable information without consent also includes disclosure to: school officials with legitimate educational interests (demonstrated as on a "need to know" basis), U.S. Comptroller General, U.S. Attorney, U.S. Department of Education, authorized organizations conducting education research, accrediting agencies, parent of a student under 21 regarding the violation of a law regarding alcohol or drug abuse.
4. Release of Directory Information/Third Party Disclosure: Directory Information is considered to be public information unless you notify the Registrar in writing that it must be kept confidential. New Hope Christian College has designated the following as Directory Information:
    - Name
    - Date and Place of Birth
    - Local Address
    - Permanent Address
    - Telephone Number
    - E-mail Address (newhope.edu only)
    - Current Enrollment Status
    - Dates of Attendance
    - Class Level
    - Number of Credit Hours
    - Previous Institutions Attended
    - Major Field of Study (Concentration)
    - Degree(s) in Progress or Conferred
    - Date of Graduation
    - Past and Present Participation in Officially Recognized Sports and Activities (varsity sports, but not intramural courses)
    - Heights and Weights of Members of Athletic Teams
    - Photographs

When a disclosure is made, if a parent or eligible student so requests, the school must provide them with a copy of the records disclosed, and if the parent of a student who is not an eligible student so requests, the school must provide the student with a copy of the records disclosed.

FERPA and Subpoenas

The College may disclose information pursuant to any other court order or lawfully issued subpoena only if the College makes a reasonable effort to notify the eligible student of the order or subpoena in advance of compliance so that the parent or eligible student may seek protective action. Additionally, College must comply with FERPA's recordkeeping requirements under 34 CFR 99.31 when disclosing information pursuant to a standard court order or subpoena.

HIPAA and FERPA
The College follows requirements for the Privacy of Health Records (HIPAA).
If a health record is used to make a decision in regard to a student's education program (e.g., whether a student should receive extended time for testing or be exempt from academic requirements, such as SAP) the health record may be construed to be an education record. In that case the normal FERPA provisions for safeguarding the record would apply.

Health and Safety Exemption Requirement
The school only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The school complies with the changes made to FERPA as a result of the USA Patriot Act as outlined in DCL April 12, 2002.

FERPA Contact Information:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-4605
Web site address: https://studentprivacy.ed.gov/ferpa