

# Academic Catalog

2019-2020



Mission, Vision, & Student Outcomes .....	7
The Heritage .....	7
University Administration .....	8
Approvals and Accreditation .....	10
Academic Areas .....	11
College of Arts & Sciences .....	11
College of Business & Technology .....	12
College of Fine Arts.....	12
College of Church Leadership .....	13
College of Graduate and Professional Education .....	13
The Curriculum .....	14
Philosophy and Purpose .....	14
General Education & Christian Studies Core .....	16
Academic Majors .....	19
Accounting & Finance .....	19
American Sign Language Interpreting .....	21
Applied Studies: Addiction Counseling.....	23
Applied Studies: Aircraft Technician.....	24
Applied Studies: Apparel Technologies .....	24
Applied Studies: Art.....	25
Applied Studies: Cinema.....	26
Applied Studies: Cinema Technology .....	<b>Error! Bookmark not defined.</b>
Applied Studies: CNC Machinist (Machine Tool) .....	29
Applied Studies: Community Development .....	29
Applied Studies: Computer Forensics.....	31
Applied Studies: Computer Support & Network Administration .....	32
Applied Studies: Criminal Justice .....	33
Applied Studies: Early Childhood Education.....	35
Applied Studies: Dental Assistant.....	34
Applied Studies: Human Services .....	36
Applied Studies: HVAC.....	37
Applied Studies: Law Enforcement.....	37
Applied Studies: Library Information Technology .....	39
Applied Studies: Medical Office Administration.....	39
Applied Studies: Sleep Technology (Polysomnographic Tech) .....	41
Applied Studies: Welding & Metal Fabrication.....	43
Biblical and Theological Studies.....	43
Business Administration .....	45

Church Leadership .....	47
Communication Arts: Journalism.....	49
Communication Arts: Media Communication .....	52
Computer Science.....	56
Digital Media.....	58
Education - Elementary (K-6).....	60
Education - Elementary (K-6)/Communication Arts & Literature (5-8) .....	63
Education - Elementary (K-6)/Mathematics (5-8) .....	66
Education - Elementary (K-6)/Social Studies (5-8).....	69
Education - Communication Arts & Literature (5-12).....	72
Education - Mathematics (5-12) .....	75
Education - Social Studies (5-12) .....	78
Education - Vocal Music (K-12).....	81
Educational Studies - Communication Arts & Literature (5-12) .....	84
Educational Studies - Elementary (K-6) .....	85
Educational Studies - Mathematics (5-12).....	87
Educational Studies - Social Studies (5-12).....	88
English.....	90
Entrepreneurship.....	94
Humanitarian Leadership .....	96
Intercultural Studies .....	98
Interdisciplinary Studies .....	100
Management Information Systems .....	104
Marketing .....	105
Mathematics.....	107
Music .....	108
Music: Education .....	110
Music Business.....	110
Music Pastor .....	111
Music Performance.....	114
Music Production-Live .....	116
Music Production -Studio .....	117
Music Recording Artist.....	119
Music Worship Leading .....	121
Pastoral Studies .....	123
Psychology .....	125
Social Work.....	128
Sports Management .....	130

Theatre .....	132
Youth, Children and Family Studies .....	134
Minors.....	136
Accounting & Finance .....	136
AG Credentialing Minor .....	137
Biblical Languages.....	138
Biblical Studies.....	138
Business Administration .....	139
Christian Studies .....	140
Church Ministries.....	140
Computer Science.....	141
Media Communications.....	142
Communication Arts: Public Relations and Advertising .....	142
Deaf Culture Studies .....	143
English: General .....	144
English: Literature.....	145
English: Creative Writing .....	145
Entrepreneurship.....	146
Entrepreneurship (for Business Majors).....	146
Journalism.....	147
Intercultural Studies .....	148
International Development .....	149
Management Information Systems .....	149
Marketing .....	150
Mathematics.....	150
Music .....	151
Music Pastor .....	152
Nonprofit (for Non-Business Majors) .....	152
Nonprofit (for Business Majors) .....	153
Pre-Law .....	153
Psychology/Pastoral Care .....	155
Social Services.....	155
Sports Management .....	156
Theatre .....	157
Theology .....	158
Worship Leading.....	158
Associate Of Arts Programs .....	160
Associate of Arts .....	160

Part 1. General Education Core .....	160
Part 2. Christian Studies Core (9 Credits): .....	161
Part 3. Concentration .....	162
Church Leadership AA.....	162
Certificate Program.....	164
TEFL Certificate .....	164
Exploratory Studies.....	164
Courses .....	165
Ancient Languages.....	165
Applied Studies .....	168
Archaeology .....	169
Biblical Literature and Interpretation .....	169
Business .....	175
Carlstrom ASL – Interpreting .....	188
Communication .....	193
Computer Science.....	202
Critical Thought .....	207
Economics.....	209
Education.....	209
Elementary Education.....	216
English.....	218
Fine Arts.....	232
Geography .....	233
Government.....	233
General Studies.....	234
Graduate Studies .....	236
History.....	237
Health .....	238
Humanitarian Leadership .....	239
Intercultural Studies & Languages.....	241
Mathematics.....	250
Modern Languages .....	254
Music .....	258
Physical Education .....	271
Pastoral Ministry.....	271
Psychology .....	283
Science.....	289
Social Work.....	290

Sports Management .....	296
Teaching English as a Foreign Language .....	298
Theology .....	299
Theatre .....	303
Urban Studies .....	307
Worldview Theology.....	309
Youth Development.....	310
Academic Policies.....	313
Academic Calendar .....	313
Academic Advising .....	313
Program Length, Load, & Hours .....	315
Course Structure.....	317
Course Policies.....	320
Policies .....	324
Grades.....	329
Academic Appeal Procedures .....	331
Honors .....	331
Graduation.....	332
Academic Integrity.....	334
Satisfactory Academic Progress.....	336
Provisional Admittance.....	337
Withdrawal .....	338
Transfer Credit Information.....	338
Academic Placement .....	343
Academic Support Services.....	345
Students with Disabilities .....	345
Title II Reporting .....	346
Notice of Student Rights under FERPA .....	347

# MISSION, VISION, & STUDENT OUTCOMES

## MISSION STATEMENT

North Central University is a Christ-centered, Bible-based, Pentecostal school with a commitment to academic excellence that prepares students to fulfill biblical models of leadership and ministry throughout the world.

## VISION STATEMENT

North Central University will be recognized as a globally influential university that prepares exemplary Pentecostal leaders and ministers.

## INSTITUTIONAL STUDENT OUTCOMES

Our students will be:

1. Christ followers guided and empowered by the Holy Spirit and God's Word.
2. Lifelong learners in the highest tradition of Christian scholarship.
3. Leaders serving and empowering others in the church and throughout the world.
4. Ministers communicating Christ's love and the Holy Spirit's power through word and action.

In order to accomplish this task, NCU is committed to the requirement of a minimum of 24 credits of Bible/Theology for most majors, including the 18 credit Christian Studies Minor. It also requires daily chapel attendance and other meaningful methods of spiritual formation. NCU is church-focused and there are practical ministry requirements which are fulfilled with service in the church and community. The University seeks to develop a robust Christianity based on a Christian worldview developed through a meaningful, integrated general education core program. It offers various majors which are designed to develop leaders who are functioning Pentecostals and who know how to interact evangelistically with their world.

All majors are designed to be ministry-focused, training students to serve God in a variety of ways according to their calling and gifts. Program focus at North Central is particularly centered upon urban and international settings, utilizing the urban context of the campus as a laboratory for effective ministry and providing a full array of creative international learning opportunities.

## THE HERITAGE

Located in the heart of Minneapolis, North Central University is a coeducational, undergraduate, primarily residential college owned and operated by 11 Assemblies of God districts of the upper Midwest. Founded in 1930 as North Central Bible Institute, program offerings were expanded in 1955 to include a four-year degree.

In 1957, the institution's name was changed to North Central Bible College and in 1964, North Central was accredited by the American Association of Bible Colleges. Recognizing its commitment to the needs of its constituents, North Central continued expanding its offerings and was accredited in 1986 by the Higher Learning Commission.

At the spring 1998 meeting of the Board of Regents, the college's name was changed to North Central University.

In keeping with the vital and growing character of the school, enrollment has more than tripled from 401 students in 1975 to a present enrollment of approximately 1,200 in the residence, online, PSEO and graduate programs this year. The stability and strength of North Central has produced more than 26,000 alumni, and of its graduates, 75 percent are presently in ministry positions throughout the United States and around the world.

## UNIVERSITY ADMINISTRATION

### UNIVERSITY OFFICERS & ADMINISTRATORS

**Scott Hagan** President, B.S., M.A., B.S. Bethany University 1984, M.A. Azusa Pacific University 2015, Ph.D (in process) Gonzaga University, Ordained 1986, North Central 2017

**Andrew Denton** Executive Vice President of University Relations, B.B.A., M.B.A., Ph.D. B.B.A, Evangel University 1998, M.B.A., Missouri State University 2006, Ph.D., St. Louis University 2012, Ordained 2010, North Central 2015

**Douglas Graham** Vice President of Spiritual Life, B.A., M.A., D.Min., B.A., North Central University 1986, M.A., Assemblies of God Theological Seminary 1999, D.Min., Bethel Seminary 2014, Ordained 1989, North Central Board of Regents 2011, North Central 2014

**Greg Leeper** Vice President for Strategy and Online Education and Interim Chief Academic Officer, B.A., M.A. B.A., Central Bible College 2000, M.A., Trinity International University 2004, North Central 2018

### DEANS & ADMINISTRATIVE FACULTY

#### ACADEMIC DEANS

**Larry Bach** Dean, College of Fine Arts

- M.M. in Choral Conducting University of Minnesota, 1985
- B.A. in Vocal Performance West Virginia Wesleyan College, 1976

**Dr. Renea Brathwiate**, Dean, Graduate and Professional Education

- Ph.D., Regent University 2013
- M.A.T.S., Assemblies of God Theological Seminary 2004
- Ordained 2016

**Dr. Desiree Libengood** Dean, College of Arts & Sciences

- Ed.D. in Higher Education Leadership from Bethel University, ABD
- M.A. in English Language & Literature/Letters from University of St. Thomas, 2009
- B.S. in English, Literature & Writing Concentrations from North Central University, 2006



**Dr. Allen Tennison** Dean, College of Church Leadership

- Ph.D., Fuller Theological Seminary, 2006
- M.A.T.S., Asbury Theological Seminary, 1996
- B.A. in Bible & Social Science Education from Evangel University, 1994

**William Tibbetts** Dean, College of Business & Technology

- D.B.A., Business Administration, Grand Canyon University (in progress)
- M.B.A., Regent University, 2006
- B.A. in Communication Arts & Journalism from Purdue University, 1998

**LaToya Burrell** Dean, Academic Assessment & Accreditation

- Juris Doctorate from Southern University Law Center, 2009
- M.B.A. from Metropolitan State University, 2017
- B.S. in Business Administration, from Northwestern State University, 2005

#### ADMINISTRATIVE FACULTY

**Sophia Engelman** Assistant Director and Academic Specialist of the Student Success Center  
B.A., M.S.ED, B.A., Luther College 2013, M. S. Ed., University of Wisconsin – La Crosse 2018.  
North Central University, 2018

**Greg Johnson** Director of Athletics B.A., M.O.L., B.A., University of Northwestern 2005,  
M.O.L., University of Northwestern 2009, North Central 2015

**Todd Monger** Executive Director of Student Development B.S.W., M.A. B.S.W., Dordt College  
2000, M.A., Assemblies Of God Theological Seminary 2002, North Central 2003

**Mary Murphy** University Registrar B.S., B.S., University of Minnesota 1988, North Central 2010

**Judy Pruitt** Director, T.J. Jones Library B.A., M.A. B.A., Sangamon State University 1990, M.A.,  
University of Missouri 2007, North Central 2016

**Stacy Sikorski** Director of the Student Success Center B.A., M.S.W., LICSW, M.S.W. University of  
Illinois 2000; B.A. North Central University 1998, North Central University 2015

**Jeremy Williamson** Dean of Students for Residence Life and Student Conduct B.A.,M.A.,  
B.A.,North Central University 2009; M.A., University of St. Thomas 2014; North Central, 2018

# APPROVALS AND ACCREDITATION

## APPROVALS

North Central University is approved by the Department of Education of the State of Minnesota for training of veterans and war orphans under Public Laws 358, 634, 87-815.

North Central University has Minnesota State Board of Teaching approval which allows certification for teachers in elementary education K-6 with endorsements in 5-8 Communication Arts & Literature, 5-8 Mathematics, and 5-8 Social Studies, as well as for 5-12 Communication Arts & Literature, 5-12 Mathematics, 5-12 Social Studies, and K-12 Vocal and Classroom Music.

North Central University's social work program is accredited by the Council on Social Work Education which allows for certification/licensure of graduates from approved programs.

North Central University is approved by the United States Department of Justice for the training of foreign students. It is approved by the State of Minnesota, Department of Education, Division of Vocational Rehabilitation, for the training of students with disability handicaps.

North Central University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

## ACCREDITATION

North Central University is accredited by the Higher Learning Commission. This association is a participating member of the Council on Higher Education.

North Central University is listed in the directory of Accredited Institutions of Postsecondary Education and Programs. This directory is published by the American Council on Education.

Questions pertaining to accrediting issues may be directed to the Vice President of Academic Affairs. Questions pertaining to the conformity of North Central University to the criteria of the Higher Learning Commission may be directed to the Higher Learning Commission (see contact information below):

Higher Learning Commission

30 N. LaSalle St., Suite 2400,

Chicago, IL 60602

Tel: 1.800.621.7440

[hlcommission.org](http://hlcommission.org)

## ACADEMIC AREAS

### College of Arts & Sciences

The College of Arts & Sciences prepares students to lead and minister in the marketplace.

#### ❖ SCHOOL OF COMMUNICATIONS

- *Communication Arts*

The Department of Communication Arts prepares graduates with a Christian worldview who dynamically engage culture and skillfully create digital and print media that enhance scholarly and public discourse.

- *English*

The English Department at North Central University is a Christ-Centered analytical work in English, dedicated to developing the abilities to think critically, communicate effectively, and influence culture creatively.

- *Carlstrom ASL Interpreting*

North Central University is home to the Carlstrom American Sign Language Interpreting training program. NCU is the only Assemblies of God College to offer a major in interpreting and a minor in Deaf Cultural studies. The qualified faculty members enable students to be trained by experts in the field of interpreting, Deaf culture and American Sign Language (ASL).

The Carlstrom American Sign Language (ASL) Interpreting department will produce graduates who will ethically serve and lead by utilizing their skill and knowledge of languages, cultures, and a Christian worldview to facilitate communication and understanding between Deaf and non-deaf people.

#### ❖ SCHOOL OF EDUCATION

The School of Education is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School of Education also incorporates the Mathematics majors as well as general education courses in mathematics and the sciences.

#### ❖ SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

The School of Social and Behavioral Sciences exists to provide a broad, theologically enlightened educational foundation for students entering the behavioral sciences and prepare department graduates for further educational training and/or immediate employment in the field. The School of Social & Behavioral Sciences also incorporates the general education courses in history and government.

## College of Business & Technology

The College of Business & Technology utilizes academic and experiential rigor to educate leaders in business knowledge, Christian virtues, and professional skills – our graduates are capable of leading organizations to innovate, grow, and deliver world-class results.

### ❖ SCHOOL OF BUSINESS

The School of Business offers a distinctive educational experience to prepare global business leaders through a portfolio of relevant programs that emphasizes academic rigor, learning outcomes, and teaching excellence in both delivery and content. Your educational journey in the School of Business will be built on tested theoretical frameworks and real-world learning experiences. Our graduates will possess the multidisciplinary knowledge, critical-thinking skills, and Christian virtues to make a positive impact on economies and societies.

### ❖ SCHOOL OF TECHNOLOGY

Through a unique blend of curricular, experiential, and research programs delivered within a student-centric culture, the School of Technology prepares its students for successful careers in a global society. Your educational environment in the School of Technology is one where the professors are by your side as you program, innovate, and research solutions to real-world challenges. Our graduates cultivate a well-balanced portfolio of work of the highest quality with a wide range of interests.

## College of Fine Arts

The College of Fine Arts exists to develop passionate, spiritual leaders, who, through skillful and creative use of their art, will impact the world for Christ.

### ❖ SCHOOL OF MUSIC AND THEATRE

The School of Music and Theatre offers degrees in Music, Music Business, Music Performance, Music Recording Artist, Theatre, and a degree in Education – Vocal Music (K-12).

### ❖ SCHOOL OF WORSHIP ARTS

The School of Worship Arts offers degrees in Recording Arts, Music Pastor, and Music: Live Production, Music: Studio Production and Worship Leading.

## College of Church Leadership

The College of Church Leadership provides for continued growth and development of ministry programs as we embrace our responsibility to raise up and send out the next generation of leaders answering God's call to vocational ministry.

### ❖ SCHOOL OF PASTORAL STUDIES

The School of Pastoral Studies exists to provide comprehensive ministerial training for pastors in the areas of Youth, Children & Family ministry and Pastoral Leadership, as well as evangelism and church planting.

### ❖ SCHOOL OF INTERCULTURAL STUDIES

The School of Intercultural Studies prepares students to love God and others, extending God's Kingdom incarnationally and cross-culturally by focusing on unreached, oppressed, and impoverished peoples.

### ❖ SCHOOL OF BIBLICAL & THEOLOGICAL STUDIES

The School of Biblical & Theological Studies provides a strong biblical and theological foundation for all NCU students and offers advanced biblical and theological training for those planning to pursue graduate study and/or vocational ministry.

## College of Graduate and Professional Education

The College of Graduate and Professional Education creates and administers innovative educational programming to meet the needs of graduate, professional, adult, online, traditional, and non-traditional students, enabling them to grow in their calling to exemplify biblical models of leadership and ministry.

### ❖ SCHOOL OF PROFESSIONAL EDUCATION

The School of Professional Studies provides innovative opportunities for degree-completion, vocational learning, and online education for both traditional and non-traditional students, preparing them to excel as leaders in the church and the world. exists to provide comprehensive ministerial training for pastors in the areas of Children & Family, Youth and Pastoral Leadership, as well as evangelism and church planting.

### ❖ SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies provides graduate-level educational programming that serves to develop effective Christian leaders for vital roles in businesses, churches, and other organizations through a theologically-informed, theoretically-grounded, and practically-applied curriculum.

# THE CURRICULUM

Each academic department is charged with the responsibility to maintain high academic and professional standards for students pursuing majors within that department. In order to fulfill this responsibility, departments may require students to participate in non-credit, co-curricular activities. Examples of such activities include ensembles, ministry credits, and research. Students' status within their chosen major may depend on participation in these activities. For more details on these requirements, students may contact their advisors or department directors.

## Philosophy and Purpose

The curriculum at North Central University is designed to provide learning experiences which promote the University's mission and vision. North Central is pleased to offer a curriculum which builds upon the strong foundational base of our Pentecostal heritage and ministry focus. North Central takes many of its educational experiences into the learning lab of the city and world around us. Various courses incorporate evangelists, youth pastors and specialists who bring their expertise and modeling to the classroom.

Since society is in a state of flux and has changed significantly over the last few years, North Central has developed curriculum that is flexible and adaptable. As Christians, it is important to understand society so we truly can be salt and light, finding effective ways of leading people to Christ.

At North Central University, we believe that in order to accomplish this successfully, students need to have three components in their baccalaureate degree: 1) a strong general education program, 2) a solid Bible/theology program, and 3) a selected major with a complementary content core such as North Central offers through its supporting programs.

The base of the University's degree programs is a general education core whose prime task is to provide a cohesive Christian worldview. As knowledge increases and disciplines become increasingly fragmented and segmented, North Central seeks to provide coherence and meaning through the development of an even more holistic, integrated general education curriculum which gains its meaning because of the God we serve. We seek ways of teaching students to be better thinkers, to have the skills to be lifelong learners, to know where and how to gather information and to be able to synthesize that knowledge.

General education at North Central has seven strands which are woven into and emphasized throughout the student's course of study: 1) servant leadership, 2) spiritual formation, 3) writing and speech, 4) thinking skills and processes, 5) information literacy, 6) technological competence, and 7) global and cultural sensitivity. These include knowledge, skills and attitudes which North Central desires all students to gain in order to be effective in the church and in the world both today and tomorrow.

North Central believes that it is important for students to be involved in general education courses because they so clearly relate to our central evangelistic focus. For example, we can't very well engage people in effective dialogue about the gospel if we cannot speak well and articulate our thoughts. We cannot discuss life with someone whose basic philosophy we cannot understand. If we want to engage people effectually, we must know how they think. Furthermore, in order to minister, counsel, pastor, and teach people, we need to understand their psychological and emotional needs. NCU believes that a strong base of general education provides a foundation for effective ministry and work.

No matter what major students select at North Central, we trust they will develop and maintain a heart for ministry and evangelization. Therefore, NCU requires its students to complete a Bible and theology program of at least 24 credit hours. We believe all students in every major should be required to yield at the same altar, make the same sacrifice and sense the call of God to sold-out Christianity.

Every major at North Central University is reviewed regularly. The curricular structure of the majors has been changed to provide flexibility for the students to take courses reflecting their specific interests, skills and calling. If students desire to go on to graduate school, for example, then they have the opportunity to select a preparatory track that provides a solid base for further study.

If, on the other hand, a student desires to specialize, this is also an option. For example, a student can take a music major program or go on to specialize in music performance or become a music pastor. Additionally, students may major in a particular program and then select a minor in an entirely different, yet complementary discipline. This option will provide for future job flexibility and the honing of other skills.

## INTERNATIONAL FOCUS

Our students have numerous opportunities to live out the University vision statement which describes North Central as preparing students for leadership and ministry "throughout the world."

North Central has been the recipient of several large grants from places like the Pew Charitable Trusts and the Bethesda Foundation for curriculum and programming in urban ministries. Students are involved in our urban setting in numerous ways, and there are many opportunities for service.

Many students volunteer at the local Ubah School to teach English to Somali refugees and to build bridges of friendship to our Muslim neighbors. North Central has developed a certificate in TEFL (Teaching English as a Foreign Language).

Typically, about 10 percent of our student body and 50 percent of our faculty go overseas each year. We are building a global learning environment which provides for missions trips, international learning experiences, International Fieldwork trips, international internships and

semester abroad opportunities. Student teaching can be accomplished overseas in Saipan, China, Costa Rica, Dominican Republic and Kuwait for elementary education students. We enjoy a diverse faculty with much overseas experience.

North Central University offers a comprehensive Study Abroad program ranging from 3 week programs offered each May through the Center for Holy Land Studies in Israel and Jordan to semester long programs located in 5 international sites listed below. A full listing of programs and policies can be found online at <http://www.northcentral.edu>.

NCU Semester-long Programs (must be a Junior or Senior, with a minimum GPA of 2.5):

- Asia Pacific Student Abroad Initiative in Bangkok, Thailand
- Cairo Studies Center in Cairo, Egypt
- Ridley Hall in Cambridge, England
- Xi'an Study Abroad Center in Xi'an, China
- Istanbul Studies Center (ISC), Istanbul, Turkey
- Student Teaching Abroad for Education majors (seniors only)

## General Education & Christian Studies Core

### DESCRIPTION

#### **32-35 Credit Hours**

The General Education Core curriculum is required of every graduate in the Associate of Arts, Bachelor of Arts and Bachelor of Science degree programs. It represents a foundational course of study considered essential for an educated person regardless of profession or career. It is broad-based and is designed to give the student an awareness of the major elements of human existence and an appreciation of the different academic disciplines that study humanity.

The Christian Studies Core curriculum is designed to give the student a foundation of biblical content and theology for lifelong spiritual maturation. The Christian Studies core is required of every graduate in the Bachelor of Arts and Bachelor of Science degree programs. A minimum of 18 credits of Bible/theology is required for most majors and each student will earn a Christian Studies Minor.

Student Learning Outcomes for the Core Curriculum – comprising the Christian Studies Core and the General Education Core – are as follows:

1. Christian Worldview and Practice



- Biblical and theological understanding
  - Faithful Christian living
2. Cultural Understanding
- Understanding of historical, social, and psychological contexts
  - Intercultural and global understanding
3. Scientific and Mathematical Problem Solving
- Scientific problem solving
  - Mathematical problem solving
4. Critical Thinking
- Information literacy
  - Reasoning ability
5. Communication
- Written communication
  - Oral communication

***Students should select one course in each section below. Please note that many majors have specific requirements for General Education Courses. These are noted within the degree requirements for each major and are not included in the list below.***

## GENERAL EDUCATION COURSES

### *Communication Arts: 2-3 credits*

Select One (2-3 Credits):

- |      |     |  |
|------|-----|--|
| COMM | 220 | Public Speaking (2)                      |
| COMM | 344 | Advanced Presentation and Persuasion (3) |

### *Fine Arts: 2 credits*

Select One (2 Credits):

- |      |     |                             |
|------|-----|-----------------------------|
| FA   | 112 | Music Appreciation (2)      |
| FA   | 131 | Art Appreciation: Film (2)  |
| THTR | 250 | Introduction to Theatre (2) |

### *Global Awareness: 3 credits*

- |     |     |                         |
|-----|-----|-------------------------|
| ICS | 111 | Global Perspectives (3) |
|-----|-----|-------------------------|

### *Historical Perspective: 3 credits*

Select One (3 Credits):

- |      |     |  |
|------|-----|--|
| HIST | 221 | History of Global Christianity (3)                                       |
| HIST | 221 | Western Civilization I—Ancient Mediterranean Civilizations (to 1450) (3) |
| HIST | 222 | Western Civilization II—From 1450 to the Present (3)                     |
| HIST | 225 | American History I: Colonial Period—Civil War (3)                        |

HIST	226	American History II: Reconstruction–Present (3)
HIST	240	World History (3)
MUS	363	Music History I (3)
MUS	364	Music History II (3)

***English: 6 credits***

ENG	124	Rhetoric & Research (3)
ENG	2**	Any English Elective (3)

***Science/Math: 7-10 credits\****

Select One (3 Credits):

MATH	110	Applied Math & Personal Finance (3)
MATH	115	Liberal Arts Math (3)
MATH	125	College Algebra I (3)
MATH	250	Pre-Calculus (3)
MATH	280	Calculus I (4)
MATH	290	Calculus II (4)

Select One Science with Lab (4 Credits):

SCI	114	Biology (4)
SCI	210	Physical Science by Inquiry (4)

MATH and SCIENCE ELECTIVE: (3 Credits)\*

Select 3 credits: MATH 110, 115, 125, 250, 260, 280 or 290; SCI 114, 210, 230 or 280; ARCH 210, or academic program requirement

\*Only a BA Degree requires these 3 additional credits of Math or Science.

***Social Relations: 6 credits***

Select Two (6 Credits):

PSYC	125	General Psychology (3)
PSYC	126	Introduction to Sociology (3)
ICS	112	Cultural Anthropology (3)

***Critical Thought: 3 credits***

CT	***	Any Critical Thought elective (3)
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**CHRISTIAN STUDIES CORE COURSES**

***Bible & Theology: 12 Credits***

BIBL	126	Old Testament History and Literature (3)
BIBL	127	New Testament History and Literature (3)
BIBL	220	Reading and Interpreting Scripture (3)
THEO	210	God and the Gospel (3)

### *Worldview Theology: 3 Credits*

Select One (3 Credits):

WTHE	220	God and Religion (3)
WTHE	230	God and Humanity (3)
WTHE	240	God and Culture (3)
WTHE	250	God and Vocation (3)
WTHE	260	God and Science (3)

### *Bible/Theology Elective: 3 Credits*

Select One (3 Credits):

BIBL	XXX	Any BIBL Book Elective (3)
THEO	XXX	Any THEO Elective (3)
WTHE	XXX	Any WTHE Elective (3)

## ACADEMIC MAJORS

### Accounting & Finance

*Bachelor of Science Degree*

#### DESCRIPTION

#### **124 Credit Hours**

*College of Business & Technology*

*School of Business*

*Bill Tibbetts, Dean*

The Bachelor of Science in Accounting and Finance degree program at NCU is designed to prepare the student to sit for the Certified Public Accountant (CPA) exam. This major will prepare the student to leverage assets, manage budgets, achieve financial efficiencies, and maximize investments. With courses ranging from financial reporting and analysis to international business and microeconomics, this bachelor's degree program in finance and accounting management generates the skills required to enhance the student's analytical and quantitative capabilities – equipping the student to pursue a career in the field of finance or accounting.

Increasing globalization and economic growth are expected to drive demand for accountants and financial professionals. According to the U.S. Bureau of Labor Statistics, job prospects for

accountants and auditors are outstanding, with faster-than-average growth expected over the next ten years. While job opportunities are expected to be favorable overall, individuals with professional certifications, especially certified public accountants (CPAs), are likely to enjoy the best opportunities in the finance and accounting field.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Accounting & Finance Major.*

### *Part 2. Accounting & Finance Major*

#### Business Core (38 Credits)

BUS	161	Introduction to Business (3)
BUS	180	Career in Business Seminar (2)
BUS	198	Communications for Business (3)
BUS	261	Statistics & Decision Making (3)
BUS	267	Principles of Accounting I (3)
BUS	277	Principles of Accounting II (3)
BUS	361	Corporate Financial Management (3)
BUS	380	Business Law (3)
BUS	470	Business Internship (3)
ECON	251	Principles of Microeconomics (3)
ECON	256	Principles of Macroeconomics (3)
BUS/GLE	445/625	Project Management (3)
BUS/GLE	465/550	Strategic Management & Leadership (3)

#### Accounting and Finance Core (24 Credits)

BUS	340	Not-For-Profit Accounting (3)
BUS	367	Intermediate Accounting I (3)
BUS	377	Intermediate Accounting II (3)
BUS	381	Introduction to Tax-Personal (3)
BUS	450	Auditing (3)
BUS	458	Advanced Tax-Corporations (3)
BUS	467	Advanced Financial Accounting (3)
BUS	415	Financial Statement Analysis (3)

### *Part 3. General Electives*

12 Credits

Students may select 12 credits of general electives to earn a Bachelor of Science Degree.

# American Sign Language Interpreting

*Bachelor of Arts Degree*

## DESCRIPTION

### **124 Credit Hours**

*College of Arts & Sciences*

*Desiree Libengood, Dean*

*School of Communications*

*Regina Daniels, Director*

The Carlstrom American Sign Language (ASL) Interpreting department will produce graduates who will ethically serve and lead by utilizing their skill and knowledge of languages, cultures and a Christian worldview to facilitate communication and understanding between Deaf and non-deaf people.

A skilled American Sign Language/English interpreter student should be able to:

- Synthesize and express the acquired knowledge and skills concerning interpreting, culture, language and communication in preparation for both the written and performance certification exam.
- Demonstrate entry-level bicultural and bilingual competency in American Sign Language, interpreting, and Deaf Community.
- Consistently assess individual knowledge and skills related to ASL, English and interpreting.
- Effectively integrate a Christian worldview with personal and professional business practices.
- Demonstrate a working knowledge of the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct and ethical decision making.
- Identify the necessary skills and business practices to be an interpreter in the arena of choice, whether in private practice, education, video relay, and/or staff.
- Cultivate ongoing personal, professional and spiritual development through service, ministry and leadership.
- Demonstrate a commitment to the Deaf and interpreting communities by ongoing involvement and service.

All students must complete the General Education core and Christian Studies core. Total credit hours to complete the ASL/English Interpreting major must equal at least 124 credit hours.

Transfer credits for ASL performance will be contingent upon results of departmental placement testing.

## COURSES

### *Part 1. General Education & Christian Studies Core*

ASL/English Interpreting majors must select THTR 260 Deaf Theatre to fulfill the Fine Arts requirement, and ENG 222 Genres of Deaf Literature to fulfill the English elective requirement.

ASL/English Interpreting majors must also select CDS 354 Aspects of Deaf Education to fulfill the Sociology requirement and CDS 470 Ethics and Decision Making to fulfill the Critical Thought requirement in the Gen Ed Core.

### *Part 2. ASL Interpreting Core*

39 Credits

Deaf Studies Core (15 credits):

CDS	350	Linguistics and Pragmatics of ASL (3)
CDS	355	Deaf History: Social & Cultural Implications (3)
CDS	371	Interpreting Theory (3)
CDS	372	Introduction to Interpreting (3)
EDUC	222	Human Relations (3)

Interpreting Core (18 credits)

CDS	352	Interpreting American Sign Language to Spoken English (3)
CDS	446	Trends in Interpreting (3)
CDS	452	Business Practices and Certification Preparation (3)
CDS	471	Interpreting Theory & Practice I (3)
CDS	475	Interpreting in Advanced Settings (3)
CDS	495	Senior Project (3)

Internship (6 credits)

CDS	488	Interpreting Internship (3)
CDS	489	Interpreting Internship (3-6)*

\*Note: CDS-489 can be taken for 3 or 6 credits in order to meet requirement. CDS-488 can not be repeated unless course has been previously failed.

### *Part 3. Language Requirement*

20 credits

MLAN	140	American Sign Language I (4)
MLAN	140L	ASL I Lab (0)
MLAN	240	American Sign Language II (4)
MLAN	240L	ASL II Lab (0)
MLAN	330	Topics in ASL (4)
MLAN	330L	Topics in ASL Lab (0)
MLAN	340	American Sign Language III (4)
MLAN	340L	ASL III Lab (0)
MLAN	440	American Sign Language IV (4)
MLAN	440L	ASL IV Lab (0)

\*Students may take the in-house ASL Skills Assessment and be placed into a higher language class. Please note that credit is not awarded based on the results of the placement exam.

## ***Part 4. General Electives for Bachelor of Arts Degree***

A minimum of 12 Credits

Students may select 12 or more credits of general electives as needed to reach the 124 credits required to earn a Bachelor of Arts Degree.

# **Applied Studies: Addiction Counseling**

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

The Applied Studies: Addiction Counseling program at North Central University will prepare you for the addiction counseling field through hands-on training from experienced faculty. This program, in partnership with Minneapolis College, is the oldest ADC program in Minnesota and will give you the counseling and interpersonal skills you need to work with individuals struggling with alcohol and drug abuse. You will gain practical experience in group and individual counseling and learn how to assess and diagnose client needs, manage cases, practice accurate reporting, and determine intervention strategies. Program topics include: history of alcohol and drug counseling, pharmacology, assessment, counseling theories, and case management responsibilities. Students enrolled in this program will earn a BS in Applied Studies: Addiction Counseling degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## COURSES

### ***Part 1. General Education & Christian Studies Core***

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

### ***Part 2. Applied Studies Core Concentration***

40 Credits

North Central Classes (5 credits):

APST	495	Senior Project (3)
APST	177	APST Seminar (2)

MCTC Classes (41 credits):

APST	AD2510	Introduction to Addictionology (3)
APST	AD2520	Psychopharmacology (3)
APST	AD2540	Multicultural Counseling Skills (4)
APST	AD2620	Assessment and Interviewing (3)
APST	AD2630	Case Management and Legal and Ethical Standards (3)
APST	AD2640	Group Counseling (3)
APST	AD2650	Practicum Assessment and Preparation (3)
APST	AD2730	Addiction Counseling Group Practicum 1 (5)
APST	AD2830	Addiction Counseling Group Practicum 2 (5)

Select One (3 credits):

APST	PL1171	Ethics (3)
APST	PL2121	Medical Ethics (3)

*Part 3. General Electives*

27 Upper-Level Credits (300+)

Students must take a minimum of 27 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Aircraft Technician

*Bachelor of Science Degree*

### DESCRIPTION

**124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Aircraft Technician degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Applied Studies: Apparel Technologies

*Bachelor of Science Degree*

### DESCRIPTION

**124 Credit Hours**



*School of Professional Education*  
*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Apparel Technologies degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Applied Studies: Art

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*  
*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Art degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

The Art program is designed to prepare students for a career in visual art making. Experienced faculty will teach students how to identify formal qualities, demonstrate technical processes, and cultivate investigation of the impact of expression in visual art, as well as create art in a wide variety of media. Coursework will cover art and art history from all over the world and across time periods. Courses are also included in design, drawing, painting, ceramics, photography, and sculpture, leading students to more advanced study and creation in those areas, as well as watercolor, printmaking and direct metal sculpture.

### COURSES

#### ***Part 1. General Education & Christian Studies Core***

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTBE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

#### ***Part 2. Applied Studies Core Concentration***

46 Credits

North Central Classes (5 Credits)

APST	495	Senior Project (3)
APST	177	APST Seminar (2)

MCTC Classes (41 Credits)

APST	AR1141	Foundation 2D Design (3)
APST	AR1121	Foundation Drawing 1 (3)
APST	AR1111	Art History 1: Ancient to Pre-Renaissance (3)
APST	IS1000	Information Literary Skills (2)
APST	AR1145	Foundation 3D Design (3)
APST	AR1114	Art History 2: Renaissance to Contemporary (3)
APST	AR1150	Foundation Digital Imaging (3)
APST	AR2214	AFA Portfolio (2)

Art Electives: Select 15 Credits

APST	AR1105	Introduction to Photography (3)
APST	AR1132	Printmaking (3)
APST	AR1142	Painting 1 (3)
APST	AR2221	Life Drawing (3)
APST	PH1100	Photography 1 (3)
APST	GP1130	Introduction to Graphic Software (3)
APST	AR1125	Ceramics 1 (3)
APST	AR1133	Sculpture 1 (3)
APST	AR2233	Sculpture: Direct Metals (3)

*Part 3. General Electives*

27 Upper-Level Credits (300+)

Students must take a minimum of 27 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Cinema

*Bachelor of Science Degree*

### DESCRIPTION

**124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Cinema degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

The Cinema Program teaches students how to develop, write, rewrite, analyze and “cover” screenplays of all kinds, including those for television, documentaries and advertising. Students will master the intricate art of combining powerful images and inspiring dialogue, and grow as an innovative screenwriter by telling exciting stories in their unique voice. By the time they

complete the degree, students will be ready to address issues related to dramatic and nonfiction screenwriting, as well as underlying business and legal aspects. The program provides an interactive learning environment wherein students share their ideas and scripts and get feedback in a workshop setting. Students will collaborate with others majoring in directing and producing to get their work produced. They will have the opportunity to meet and work with local writers, producers, and guest lecturers from around the country, as well as pitch finished scripts to professionals from Los Angeles to New York.

Potential work opportunities:

- Local and national film and video production houses
- Local and national independent producers
- Independent home video distribution companies
- In-house production departments within retail stores and corporations
- Local and national film studios
- Local and national television, cable stations and networks
- National and local advertising agencies
- As a freelancer

Potential job titles:

- Screenwriter
- Script Analyst
- Script Reader
- Script Consultant
- Production Assistant
- Independent Producer

## COURSES

### *Part 1. General Education & Christian Studies Core*

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

### *Part 2. Applied Studies Core Concentration*

53 Credits

North Central Classes (11 credits)

COMM	325	Media Law (3)
COMM	454	Media and Christian Worldview (3)
APST	495	Senior Project (3)
APST	177	APST Seminar (2)

MCTC Classes (18 credits)

- APST CN1110 Production 1: Introduction to Cinema Techniques (3)
- APST CI1101 Cinema History 1 (3)
- APST CN1120 Screenwriting 1: Introduction to Screenwriting (3)
- APST CN2110 Production 2: Cinematic Storytelling (3)
- APST CI1102 Cinema History 2 (3)
- APST CI1103 World Cinema (3)

Select Two (6 credits):

- APST CN2120 Screenwriting 2: The Narrative Short Format (3)
- APST CN2125 Post-Production Tools (3)
- APST CN2130 Producing Independent Cinema (3)
- APST CN2135 Cinematic Lighting (3)

Select Two (6 credits):

- APST CN2225 The Art of Editing (3)
- APST CN2230 The Art of Directing (3)
- APST CN2235 The Art of Cinematography (3)
- APST CN2240 Writing for Alternative Screens (3)

Select One (3 credits):

- APST CN2210 Production 3: The Short Film (3)
- APST CN2220 Screenwriting 3: Story Structure and Analysis (3)

Select One (3 credits):

- APST CN2310 Production 4: Portfolio (3)
- APST CN2320 Screenwriting 4: The Longer Script Format (3)

Select One (3 credits):

- APST CN2245 Documentary Production (3)
- APST CN2250 Commercial and Alternative Filmmaking (3)
- APST CN2255 Production Workshop (3)
- APST CN2260 Screenwriting Workshop (3)
- APST CN2265 Cinema Internship (3)

Select One (3 credits):

- APST CM2012 Intercultural Communication (3)
- APST CM1010 Interpersonal Communication (3)

### *Part 3. General Electives*

21 Upper-Level Credits (300+)

Students must take a minimum of 21 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

# Applied Studies: CNC Machinist (Machine Tool)

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: CNC Machinist degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

# Applied Studies: Community Development

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

Embark on a challenging and meaningful career in Community Development with MCTC's multifaceted and holistic program that intersects community development, community organizing, and indigenous cultures. Become a leader that makes a difference in people's lives, working to improve urban communities and affecting change through policymaking at local, state and federal levels.

You will gain an understanding of the evolving role of indigenous cultures in the broader community and in a changing global environment. You will learn the approaches, methods, and techniques used by community developers and indigenous cultural groups, especially Native Americans. You will learn about the interrelationships between community developers, community organizers and indigenous cultures.

You will develop a working knowledge of the roles and responsibilities of citizen leaders, citizen participants, community developers and organizers. You will learn how local action – and a community's finances, assessment and development - impact policymaking. You'll gain practical skills necessary to research community development issues. (Source: [www.minneapolis.edu](http://www.minneapolis.edu))

### Where you could work

- Federal, state, county or local governments
- Banks and grant programs
- Private and nonprofit agencies
- Community development corporations
- Community organizations
- Neighborhood associations

- Neighborhood revitalization programs (NRP)
- Community Education
- Environmental impact assessment services
- Private developers

#### Potential job titles

- Community Services Block Grant/Outreach Coordinator
- Community Development Coordinator
- Program Director
- Agency Administrator
- Bank officer for Community Development Programs

Student earns an A.S. in Community Development (MCTC) and a B.S. in Applied Studies (NCU).

#### COURSES

##### *Part 1. General Education & Christian Studies Core*

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTBE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

##### *Part 2. Applied Studies Core Concentration*

53 Credits

##### North Central Classes (11 credits)

PSYC	320	Social Problems (3)
PSYC	312	Social Psychology (3)
APST	495	Senior Project (3)
APST	177	APST Seminar (2)

##### MCTC Classes (33 credits)

APST	CM1010	Interpersonal Communication (3)
APST	AD1500	Drugs in the Community (3)
APST	LE1215	Police and Community (3)
APST	PL1171	Ethics
APST	CM2012	Intercultural Communication (3)
APST	LE1220	Juvenile Justice (3)
APST	LE1250	Introduction to Corrections (3)
APST	SO2115	Family Violence (3)
APST	SO2145	American Minority Relations (3)
APST	PS2000	Constitutional Law (3)
APST	SO2155	Introduction to Criminal Justice (3)

##### Electives: Select 9 credits

APST	AM1132	Ethnic America (3)
APST	CH1145	Forensic Science 1 (3)
APST	HL2249	Emergency Medical Responder (3)
APST	PH1180	Fitness Intensity Training (1)

APST	HS1000	Introduction to Homeland Security (3)
APST	PS1102	State and Local Government (3)
APST	SO1106	Sociology of Deviance (3)
APST	WG2211	Resisting Gender Violence (3)

### *Part 3. General Electives*

17 Upper-Level Credits (300+)

Students must take a minimum of 17 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Computer Forensics

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

The Applied Studies: Computer Forensics program at North Central University will prepare you for a career in cybercrime prevention and investigation and data protection through hands-on training with experienced faculty. This program, in partnership with Minneapolis College, will provide an integrated background in both information technology and security, with opportunities to practice real-world learning in industry events and technology competitions. You will gain skills in computer forensics, criminal justice, law, investigation, and ethics, and will graduate with problem-solving, critical-thinking and interpersonal leadership skills. Students enrolled in this program will earn a BS in Applied Studies: Computer Forensics degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

### COURSES

#### *Part 1. General Education & Christian Studies Core*

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

#### *Part 2. Applied Studies Core Concentration*

53 Credits

North Central Classes (8 credits):

MATH	260	Statistics (3)
APST	495	Senior Project (3)
APST	177	APST Seminar (2)

MCTC Classes (41 credits):

APST	IT1105	Preparing for IT (1)
APST	IT1100	Information Technology Concepts (2)
APST	IT1110	Information Technology Skills (2)
APST	IT1150	Programming Logic and Design (3)
APST	IT1250	Microsoft Windows Operating Systems (3)
APST	IT1425	Data Communications (3)
APST	PS1101	American Government (3)
APST	PS2000	Constitutional Law (3)
APST	IT1310	Microcomputer System Maintenance (3)
APST	IS1000	Information Literacy and Research Skills (3)
APST	IT2865	Internet/ Intranet Security: Implementation & Management (3)
APST	IT2855	Computer Forensics (3)
APST	IT2950	Information Technology Career Preparation (3)
APST	SO2155	Introduction to Criminal Justice (3)

Select One (4 credits):

APST	IT2710	Microsoft Network Administration (4)
APST	IT1475	Linux System Administration (4)
APST	IT2880	Cisco Network Administration (4)

*Part 3. General Electives*

21 Upper-Level Credits (300+)

Students must take a minimum of 21 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Computer Support & Network Administration

*Bachelor of Science Degree*

### DESCRIPTION

**124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Computer Support & Network Administration degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.



# Applied Studies: Criminal Justice

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Criminal Justice degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

The Criminal Justice Studies program will equip students to understand the causes of and means to prevent crime and to work effectively in the criminal justice field as a law enforcement officer, correctional officer, or in the courts or probation fields. Coursework will include the criminal justice system, the workings of the police, courts and corrections departments, and an understanding of how they work together.

Potential work opportunities:

- Correctional institutions
- Criminal courts
- Community corrections departments
- Nonprofit court diversion programs

Potential job titles:

- Law Enforcement Officer
- Correctional Officer
- Court Clerk
- Probation Officer
- Pretrial Services Officer
- Parole Officer
- Correctional Treatment Specialist

## COURSES

### ***Part 1. General Education & Christian Studies Core***

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

## *Part 2. Applied Studies Core Concentration*

53 Credits

North Central Classes (11 credits)

PSYC	320	Social Problems (3)
PSYC	312	Social Psychology (3)
APST	495	Senior Project (3)
APST	177	APST Seminar (2)

MCTC Classes (33 credits)

APST	CM1010	Interpersonal Communication (3)
APST	AD1500	Drugs in the Community (3)
APST	LE1215	Police and Community (3)
APST	PL1171	Ethics
APST	CM2012	Intercultural Communication (3)
APST	LE1220	Juvenile Justice (3)
APST	LE1250	Introduction to Corrections (3)
APST	SO2115	Family Violence (3)
APST	SO2145	American Minority Relations (3)
APST	PS2000	Constitutional Law (3)
APST	SO2155	Introduction to Criminal Justice (3)

Electives: Select 9 credits

APST	AM1132	Ethnic America (3)
APST	CH1145	Forensic Science 1 (3)
APST	HL2249	Emergency Medical Responder (3)
APST	PH1180	Fitness Intensity Training (1)
APST	HS1000	Introduction to Homeland Security (3)
APST	PS1102	State and Local Government (3)
APST	SO1106	Sociology of Deviance (3)
APST	WG2211	Resisting Gender Violence (3)

## *Part 3. General Electives*

17 Upper-Level Credits (300+)

Students must take a minimum of 17 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## **Applied Studies: Dental Assistant**

*Bachelor of Science Degree*

DESCRIPTION

**124 Credit Hours**

*School of Professional Education*  
*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Dental Assistant degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Applied Studies: Early Childhood Education

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*  
*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Early Childhood Education degree from North Central University. Plus, students will simultaneously earn an AAS from Minneapolis Community and Technical College.

The Early Childhood Education program will prepare students to organize and lead activities and provide nurturing care for children, particularly in urban childcare centers, nursery schools, elementary classrooms and afterschool problems. The program incorporates cultural diversity into all of its courses, emphasizing working with children and families of all kinds in an urban setting. Coursework will cover child development, community, family and parent relationships, oral and written communication, safety, health and nutrition, and guidance. Students will also study various teaching and learning methods and be trained to observe, document, and assess children, and to convey a sense of professionalism and ethical behavior in a classroom setting. By the time students complete the program, they will know how to promote and communicate knowledge of child development; create healthy, respectful and challenging learning environments; create and maintain respectful and supportive relationships with families; and design and implement developmentally and culturally appropriate activities and curriculum.

### COURSES

#### ***Part 1. General Education & Christian Studies Core***

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTBE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

## *Part 2. Applied Studies Core Concentration*

42 Credits

North Central Classes (9 Credits)

MLAN	140	American Sign Language I (4)
MLAN	140L	ASL I Lab (0)
APST	495	Senior Project (3)
APST	177	APST Seminar (2)

MCTC Classes (33 Credits)

APST	EC1200	Introduction to Early Childhood Development (3)
APST	EC1215	Growth and Development for Educators (3)
APST	EC1220	Child Safety, Health and Nutrition (3)
APST	EC1300	Guiding Children's Behavior (3)
APST	EC1545	Learning Environment and Curriculum (3)
APST	EC1505	Working with Diverse Families and Children (3)
APST	EC1575	Observation and Assessment (3)
APST	EC1925	Children with Differing Abilities (3)
APST	EC1600	Practicum I (3)
APST	EC2500	Educational Leadership and Management (3)
APST	EC2545	Curriculum Planning II (3)
APST	EC2600	Practicum II (3)

Major Core Electives (9 credits):

APST	EC****	Any ECED electives approved by MCTC advisor (9)
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## *Part 3. General Electives*

32 Upper-Level Credits (300+)

Students must take a minimum of 32 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## **Applied Studies: Human Services**

*Bachelor of Science Degree*

DESCRIPTION

**124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Human Services degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Applied Studies: HVAC

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: HVAC degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Applied Studies: Law Enforcement

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Law Enforcement degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

The Law Enforcement Program will prepare the student to become a professional law enforcement officer who thinks clearly, applies communication and human behavior principles to the job, and effectively uses hands-on skills as the situation requires. Learning includes the Minnesota statutes and the U.S. Constitution, criminal and traffic law, and training for the main skills used in daily enforcement, such as handling and using firearms, decision shooting, armed and unarmed defense tactics, high-speed and pursuit driver techniques, low- and high-risk traffic stop tactics, in-progress crimes and domestic violence tactics, criminal investigation and arrest procedures, traffic law enforcement, and accident investigation.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

### *Part 2. Applied Studies Core Concentration*

55 Credits

#### North Central Classes

APST	495	Senior Project (3)
APST	177	APST Seminar (2)

#### MCTC Classes

APST	HL2249	First Responder (3)
APST	LE1215	Police and Community (3)
APST	LE1220	Juvenile Justice (3)
APST	PH1180	Fitness Intensity Training (1)
APST	PL1171	Ethics (3)
APST	LE2251	Criminal Justice Service Learning (3)
APST	SO2115	Family violence (3)
APST	SO2145	American Minority relations (3)
APST	SO2155	Introduction to Criminal Justice (3)
APST	LE2225	Criminal Investigation (3)*
APST	LE2230	Legal Issues and Law Enforcement (3)*
APST	LE2231	MN Criminal and Traffic codes (3)*
APST	LE2235	Police Report Writing/Interview (2)*
APST	LE2241	Police Response & Human Behavior (3)*
APST	LE2261	In Progress Response (2)*
APST	LE2285	Crime Scene & Evidence (1)*
APST	LE2275	Traffic (1)*
APST	LE2280	Defensive Tactics (2)*
APST	LE2290	Firearms (2)*
APST	LE2300	Tactical Driving for Law Enforcement (0)*

Select One (3 credits):

APST	CM1010	Interpersonal Communication (3)
APST	CM2012	Intercultural Communication (3)

\*Note: These classes are taken at Hennepin Technical College

### *Part 3. General Electives*

21 Upper-Level Credits (300+)

Students must take a minimum of 21 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Library Information Technology

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Library Information Technology degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Applied Studies: Medical Office Administration

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Medical Office Administration degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

Join the fast paced world of the Health Care field by becoming a Medical Office Assistant. In MCTC's program, you will get the skills you need to become a valuable part of a medical office. With hands-on training from experienced faculty, you will become familiar with the latest software programs and learn everything you need to know to join this ever-changing field.

You will develop computer and medical administrative skills including the creation and maintenance of the electronic health record. You will gain knowledge of medical terminology, human biology and insurance coding using CPT, ICD-9-CM, ICD-10-CM/PCS and HCPCS codes. You will gain hands-on experience with all aspects of the electronic health record. You will complete transcription from a variety of medical specialty areas

You will understand both private and government sponsored insurance plans and be able to prepare and transmit claims electronically. You will use 3M Chartscript voice recognition software to edit dictation. You will also get hands-on experience with practice management software allowing you to electronically prepare patient billing statements and insurance claims.

You will get training in the latest version of Microsoft Office suite. (Source: [www.minneapolis.edu](http://www.minneapolis.edu))

#### Where you could work

- Medical offices and clinics
- Hospitals
- Nursing homes
- Dental offices
- Insurance companies

#### Potential job titles

- Medical Office Assistant
- Health Information Technician
- Speech Recognition Editor
- Medical Scribe
- Patient Coordinator
- Receptionist
- Insurance and Billing Coordinator

## COURSES

### *Part 1. General Education & Christian Studies Core*

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

### *Part 2. Applied Studies Core Concentration*

53 Credits

#### North Central Classes (5 credits):

APST	495	Senior Project (3)
APST	177	APST Seminar (2)

#### MCTC Classes (51 credits):

APST	BI1127	Human Biology (3)
APST	BI1128	Human Biology Lab (1)
APST	BM1150	Business Computers (3)
APST	MO1000	Electronic Health Records (3)
APST	MO1125	Medical Terminology (3)
APST	MO1275	Medical Office Procedures (2)
APST	AC1261	Microsoft Excel (3)
APST	MO1230	Healthcare Documentation (5)
APST	MO1245	Human Diseases and Pharmacology (5)
APST	BM1154	Business Communications (3)
APST	MO1770	Claims and Reimbursement (4)
APST	MO1750	Health Information Systems (2)
APST	MO2500	Medical Office Management (3)
APST	MO1710	ICD-10-CM Coding (3)



APST MO1720 CPT Coding (3)  
APST MO2555 Medical Office Assistant Internship (2)  
APST PL2121 Medical Ethics (3)

Select One (3 credits):

APST CM1010 Interpersonal Communication (3)  
APST CM1014 Health Communication (3)  
APST CM2012 Intercultural Communication(3)

### *Part 3. General Electives*

15 Upper-Level Credits (300+)

Students must take a minimum of 15 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Sleep Technology (Polysomnographic Tech)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

Students enrolled in this program will earn a BS in Applied Studies: Sleep Technology degree from North Central University. Plus, students will simultaneously earn an AAS from Minneapolis Community and Technical College.

The Sleep (polysomnographic) Technology program will give students the knowledge and skills necessary to perform professional clinical sleep studies. Program graduates will be qualified to take the Board of Registered Polysomnographic Technologists exam and work in independent and hospital-based sleep laboratories. An understanding of sleep disorders and the therapies used to help patients sleep is the basis of the field study. Sleep Technologists perform diagnostic sleep studies and interventions with patients.

### COURSES

#### **Part 1. General Education & Christian Studies Core**

*Applies Studies majors must take an upper-level English elective for the General Education Core and an upper-level WTHE/BIBL/THEO elective for the Theology elective in the Christian Studies minor.*

*Polysomnography majors must take SCI 114- Biology to meet their science requirement per MCTC degree requirements.*

## ***Part 2. Applied Studies Core Concentration***

58 Credits

North Central Classes (5 Credits)

APST 495 Senior Project (3)

APST 177 APST Seminar (2)

MCTC Classes ( 53 Credits)

APST 252 Intro to Sleep and Rest (3) *(PSOM 1000)*

APST 254 Lifespan Development (4) *(PSYC 2240)*

APST 255 Fundamentals of Polysomnography (3) *(PSOM 1100)*

APST 256 Anatomy and Physiology of Sleep and Breathing (3) *(PSOM 1200)*

APST 257 Pathophysiology and Classification of Sleep Disorders (2) *(PSOM 1300)*

APST 258 Instrumentation in Polysomnography (5) *(PSOM 1400)*

APST 259 Monitoring and Intro to Therapeutic Interventions (4) *(PSOM 1500)*

APST 260 Internship I (2) *(PSOM 1650)*

APST 261 Internship I Seminar (1) *(PSOM 1660)*

APST 262 Polysomnographic Theory Integration (4) *(PSOM 2000)*

APST 263 Internship II (3) *(PSOM 2150)*

APST 264 Internship II Seminar (1) *(PSOM 2160)*

APST 265 Internship III (4) *(PSOM 2250)*

APST 266 Internship III Seminar (1) *(PSOM 2260)*

APST 267 Internship IV (2) *(PSOM 2350)*

APST 268 Internship IV Seminar (1) *(PSOM 2360)*

APST 279 Trends in Somnology (2) *(PSOM 2400)*

APST 280 Biomedical Terminology (2) *(BIOL 1190)*

Select One: 3 Credits

APST 141 Interpersonal Communications (3) *(CMST 1010)*

APST 142 Intercultural Communications (3) *CMST 2012)*

Select One: 3 Credits

APST 253 Anatomy (3) *(BIOL 2224)*

APST 269 Human Biology with Lab (4) *(BIOL 1127 & BIOL 1128)*

## ***Part 3. General Electives***

16 Upper-Level Credits (300+)

Students must take a minimum of 16 credits of general electives as needed to earn 124 credits for a Bachelor of Science Degree. Graduation requirements include a minimum of 36 upper-level credits across the entire program, which may require additional elective credits.

## Applied Studies: Welding & Metal Fabrication

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*School of Professional Education*

*Dr. Renea Brathwaite, Dean*

*Coming soon!* Students enrolled in this program will earn a BS in Applied Studies: Welding & Metal Fabrication degree from North Central University. Plus, students will simultaneously earn an AS from Minneapolis Community and Technical College.

## Biblical and Theological Studies

*Bachelor of Arts Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Church Leadership*

*School of Biblical & Theological Studies*

*Dr. Phil Mayo, Director*

The Biblical and Theological Studies major is designed for the student who may go on to pursue graduate work in biblical studies, in theology, or in practical ministry. For some, this will mean attending seminary, perhaps followed by pastoral ministry. For others, it may mean pursuing an M.A. and a Ph.D. in preparation for teaching at the collegiate level. For still others, the ultimate goal may involve Bible translation or chaplaincy. An additional value of this program is that it meets the basic educational requirement of the Assemblies of God for all levels of ministerial credentialing through ordination.

Students who desire to incorporate a practical ministry component (sermon construction, preaching, and a church internship) into their program may want to select the “Ministerial Prep Option.”

As a result of completing the Biblical and Theological Studies major, the student should develop a deeper and broader knowledge of the Bible and the intellectual contours of the Christian tradition. Graduates should be able to demonstrate knowledge of the following:

- Bible Content
- Biblical Studies
- Theological Studies

- Method, topics and distinctive eras of biblical and theological scholarship
- Histories of Israel and the Church
- Ancient Languages

The Biblical and Theological Studies major reflects NCU's continuing commitment to excellence in biblical interpretation and the theology of the historic Christian faith as expressed in the Pentecostal tradition.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Biblical Studies- Ministry Prep students must take PMIN 252 Homiletics in place of COMM 220 Public Speaking

All BATS majors must select HIST 212 History of Global Christianity for the Historical Perspective general education requirement.

Sociology Elective: YDEV 337 Sociology of American Youth is also an option for CCL majors

### *Part 2. Biblical & Theological Studies Core:*

45 Credits

THEO	240	Pentecostal Distinctives (3)
PMIN	231	Personal Formation of the Spiritual Leader (3)
BIBL	472	Bible Lands Seminar (3)

New Testament (9 Credits):

BIBL	***	Any NT Elective (3)
BIBL	3**	Any 2 upper-level NT Electives (6)

Old Testament (9 Credits):

BIBL	***	Any OT Elective (3)
BIBL	3**	Any 2 upper-level OT Electives (6)

Bible or Language Electives (9 Credits)

BIBL/ALAN	***	Any 2 Bible or Language Electives (6)
BIBL/ALAN	3**	Any upper-level Bible or Language Elective (3)

Topics in Biblical and Theological Studies: (3 Credits)

Select One:

BIBL	466	Topics in History, Culture and Method (3)
THEO	466	Topics in Theology (3)

Theology and Critical Thought Electives (6 credits)

CT	***	Any Critical Thought Elective (3)
THEO	***	Any Theology Elective (3)

### *Part 3. Practicum Requirements (program specific options)*

6-9 Credits

Standard Requirement (6 Credits):

BIBL	488	Capstone Project (3)
BIBL	495	Senior Project (3)

Ministry Prep Requirement (9 Credits):

BIBL	490	Church Internship (3)
BIBL	495	Senior Project (3)
PMIN	352	Homiletics II (3)

### *Part 4. Language Requirement*

12 Credits

ALAN	***	New Testament Greek IA & IB <u>or</u> Biblical Hebrew IA & IB (6)
ALAN	***	Take an additional 2 semesters of either language (6)

### *Part 5. General Electives*

4-7 Credits

Ministry Prep Majors may select 4 credits of general electives and all others may select 8 credits of general electives to earn a Bachelor of Arts degree.

## **Business Administration**

*Bachelor of Science Degree*

DESCRIPTION

### **124 Credit Hours**

*College of Business & Technology*

*School of Business*

*Bill Tibbetts, Dean*

Looking to pursue a career in business? Good, because a degree in business administration offers something essential for landing a job in a today's economy: options.

A business administration degree is versatile, practical and popular with employers in all industries. The Bachelor of Science in Business Administration degree at NCU prepares professionals to work in a variety of higher-level leadership and management positions all

around the world. Business degrees have long been considered among the most utilitarian, simply because they can be applied to so many career options. At NCU, our business administration degree program allows students to personalize the educational experience that fits their interest and career goals. This degree is also offered in both a residential and online format.

*In Addition to a World-Class Education, the student will:*

- Develop a professional brand with an impeccable resume and well thought-out online presence.
- Explore professional business networks early through informational interviews with field experts and strategic School of Business networking events.
- Cultivate the development of a top notch portfolio of experience and skills through internships and service learning opportunities.

The Twin Cities metropolitan area is home to 14 Fortune 500 companies. Our location in the heart of Minneapolis offers students many opportunities for jobs, internships, business seminars, and on-site training. A few of our partners include:

Best Buy, Target, 3MM, US Bank, General Mills, Vikings, Cargill, Regis Corporation, ShopHQ, TCF Financial Corp, UnitedHealth Care, Excel Energy, Crew2, Twins, and the Timberwolves.

Business skills are valued in all industries and at all levels. Business administration degrees topped CareerBuilder's list of most in-demand college degrees, with 39 percent of hiring managers saying it was their most sought-after major of new college grads.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Business Administration Major.*

### *Part 2. Business Administration Major*

56 Credits

BUS	161	Introduction to Business (3)
BUS	180	Career in Business Seminar (2)
BUS	198	Communications for Business (3)
BUS	261	Statistics & Decision Making (3)
BUS	265	Principles of Marketing (3)
BUS	267	Principles of Accounting I (3)
BUS	277	Principles of Accounting II (3)
BUS	324	Christian Leadership & Ethics (3)
BUS	361	Corporate Financial Management (3)

BUS	380	Business Law (3)
BUS	385	International Business Management & Marketing (3)
BUS/GLE	445/625	Project Management (3)
BUS/GLE	465/550	Strategic Management & Leadership (3)
BUS	470	Business Internship (3)
BUS	475	Senior Project - Business (3)
ECON	251	Principles of Microeconomics (3)
ECON	256	Principles of Macroeconomics (3)
Business Management: Select One (3 Credits)		
BUS	250	Principles of Management (3)
BUS	281	Introduction to Nonprofit Administration (3)
BUS	374	Operations Management (3)
BUS	390	Human Resource Management (3)
Business Elective: Select One (3 Credits)		
BUS	355	Social Entrepreneurship & Economic Development (3)
BUS	415	Financial Statement Analysis (3)
BUS	425	Sales & Marketing (3)

### *Part 3. General Electives*

18 Credits

Students may select 18 credits of general electives to earn a Bachelor of Science Degree.

## Church Leadership

*Bachelor of Arts Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

Students who complete the Church Leadership degree will be prepared to be ministry leaders in a local church. This degree is offered in both a residential and online format. The following elements will aid graduates of the Church Leadership major in carrying out their leadership role in a local congregation. They will:

- Understand historic and contemporary theology
- Study the Bible and effectively practice and communicate its truths in today's world
- Be familiar with the history, practices and beliefs of the Assemblies of God
- Understand the operation, administration and organization of the local church, including the unique role of the lead pastor

- Know and practice the mission of the Church
- Be aware of the legal aspects of pastoral ministry
- Practice personal spiritual formation in regards to character and responsibility

Graduates will have gained pastoral skills including:

- Preaching and teaching
- People skills and interpersonal relationships
- Leading people groups of various sizes
- Project and goal management for a ministry or organization
- A sincere desire and the ability to help and minister to all people of any age, socioeconomic background, cultural or ethnic group, etc.
- Evangelism and discipleship
- Pastoral care and counseling
- Special services and their biblical background including communion, baptism, funerals, weddings, baby dedications, installation of officers
- Maintaining a meaningful devotional life
- Maintaining a healthy personal and family life
- Serving as a model of consistent Christian character and lifestyle
- Possessing financial and other management skills

All students must complete the General Education Core and Christian Studies Core. In addition, all Church Leadership majors are required to complete the Church Ministries Core and the Church Leadership Core. A student may add general electives or select an optional minor. Total credit hours to complete the Church Leadership major must equal at least 124 credit hours.

## COURSES

### *Part 1. General Education & Christian Studies Core Requirements*

Communications: PMIN 252 Homiletics is required

Historical Perspectives: HIST 212 History of Global Christianity is required

Sociology Elective: YDEV 337 Sociology of American Youth is also an option for CCL majors

### *Part 2. Church Ministries Core*

40 Credits

PMIN	205	Church Leadership Mentoring (4)
BIBL	***	Any OT Bible Course (3)
BIBL	***	Any NT Bible Course (3)
PMIN	231	Personal Formation & the Spiritual Leader (3)
PMIN	250	Youth & Children's Studies (3)
THEO	240	Pentecostal Distinctives (3)
PMIN	340	Church Administration & Finance (3)
PMIN	378	Pastoral Theology (3)



THEO	360	The Spirit and the Church (3)
BIBL	472	Bible Lands Seminar (3)
PMIN	491	College of Ministry Internship: Part One (3)
PMIN	492	College of Ministry Internship: Part Two (3)
PMIN	495	Senior Project: College of Ministry (3)

### *Part 3. Ministries Electives*

18 Credits\*

Select 6 courses from the options listed below.

*\*A minimum of 15 credits must be taken at an upper-level (300+)*

PMIN	222	Biblical Principles of Evangelism (3)
PMIN	261	Foundations for Children & Family Ministry (3)
URBN	233	Urban Studies (3)
PMIN	348	Discipleship & Mentoring (3)
PMIN	352	Homiletics II (3)
YDEV	362	Education & Discipleship of Youth (3)
PMIN	430	Topics in Sexuality, Marriage, and Family Issues (3)
PMIN	431	Pastoral Counseling (3)
PMIN	432	Pastoral Care of Families (3)
PMIN	443	Contemporary Pastoral Techniques (3)
PMIN	450	Children's Ministry Homiletics (3)
PMIN	464	Youth Ministries Homiletics (3)
PMIN	472	Leadership in Pastoral Studies (3)
PMIN	482	Introduction to Church Planting (3)

### *Part 4. General Electives*

12-15 Credits

Students must select 6-8 credits of the same foreign language (may include Biblical Languages or American Sign Language) and 4-6 credits of general electives (for a total of 12 credits) to earn a Bachelor of Arts Degree. Students earning a Bachelor of Science degree must take 15 credits of general electives.

## Communication Arts: Journalism

*Bachelor of Arts Degree*

DESCRIPTION

**124 Credit Hours**

*College of Arts & Sciences*

*School of Communications*

*Desiree Libengood, Dean*

The Communication Arts: Journalism major is designed to teach students skills in written, verbal and mediated communication that will provide a foundation on which to build a career in professional writing, journalism and communications. This program prepares journalists with a Christian worldview who dynamically engage culture and skillfully create digital and print media that enhance scholarly and public discourse.

Students will gain an understanding of communication theory and practice, technical skills in journalistic media and a critically autonomous and ethical worldview framework for creating content in their vocational endeavors as journalists. Graduates of the Journalism major:

Demonstrate a theoretical understanding of mediated communication that includes a broad knowledge of communication theory across all contexts;

Articulate the ongoing and expansive relationship between emerging communication technology and society and can engage in meaningful discourse and research;

Apply an analysis of mediated and unmediated communication in terms of audience, voice, rhetorical strategy and criticism;

Articulate an understanding of how mediated communication operates both inside of their primary culture and cross-culturally in the broader global context;

Demonstrate technical skills in journalism, including,

- Researching, gathering and verifying information from a variety of sources through personal and mediated communication,
- Producing articles that provide clear, concise, fair and accurate information as a service to the community and that impact the community,
- Building storytelling abilities using text, photography, videography and visual communication theory for multiple platforms to reach a mass audience,
- Developing and managing an editorial presence to ultimately impact and build community membership,
- Understanding news media theories and the role of the press in a democratic society;

Practice of mediated communication articulates Christ-centered values and integrity with regard to content development and professional conduct;

Demonstrate a critical autonomy that is Christ-informed and mission-oriented leading to moral and ethical decision-making and leadership within any communication context;

Engage in life-long learning seeking ongoing opportunities to increase knowledge, grow their skills and deepen their Christ-centered values.

All students are required to complete the General Education core, the Christian Studies core, the Communication Studies core and the Journalism Major core along with courses from one of the supporting Communication Arts elective tracks. A total of 124 credits are needed for program completion.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Communication Arts students must take FA 131 for the Fine Arts requirement.

### *Part 2. Communication Studies Core*

27 Credits

COMM	152	Interpersonal Communication (3)
COMM	175	Introduction to Communication and Theory (3)
COMM	185	Introduction to Digital Media Production (3)
COMM	246	Media Communication Theory (3)
COMM	260	Writing for Media (3)
COMM	454	Media and a Christian Worldview (3)
COMM	492	Senior Seminar in Communication Studies (3)
COMM	495	Senior Project (3)
COMM	496	Internship (3)

### *Part 3. Journalism Major Core*

16 Credits

COMM	268	Northerner Media Practicum (Staff) (1)*
COMM	291	Digital Reporting and Storytelling (3)
COMM	348	Feature Writing (3)
COMM	368	Northerner Leadership Practicum (Editor) (1)*
COMM	387	Editing For Publication (3)
ENG	357	Nonfiction / Magazine Writing (3)

\*Students must take a total of 4 credits of either COMM 268 and/or COMM 368

### *Part 4. Journalism Supporting Program: Journalism Track, Public Relations and Business Communications Track, and Professional and Technical Writing Track*

18 credits

#### Journalism Track

Select six (18 Credits):

COMM	231	Principles of Layout and Design (3)
COMM	247	Media and Popular Culture (3)

COMM	325	Media Law (3)
COMM	344	Advanced Presentations and Persuasion (3)
COMM	365	Public Relations (3)
COMM	375	Photography (3)
COMM	433	Freelance Writing (3)
ENG	342	Creative Nonfiction Writing (3)
ENG	450	Advanced Writing Seminar (3)

### Public Relations and Business Communications Track

Select Six (18 Credits):

BUS	161	Introduction to Business (3)
BUS	198	Communications for Business (3)
BUS	265	Principles of Marketing (3)
COMM	231	Principles of Layout & Design (3)
COMM	325	Media Law (3)
COMM	344	Advanced Presentations and Persuasion (3)
COMM	365	Public Relations (3)
COMM	425	Principles of Advertising (3)

### Professional and Technical Writing Track

Select Six (18 Credits):

BUS	198	Communications for Business (3)
COMM	231	Principles of Layout and Design (3)
COMM	365	Public Relations (3)
COMM	389	Technical Writing (3)
COMM	396	Web Design (3)
COMM	425	Principles of Advertising (3)
COMM	433	Freelance Writing (3)

### *Part 5. General Electives*

10 Credits

Students may select 6-8 credits of the same foreign language (may include Biblical Languages or American Sign Language) and 2-4 credits of general electives (for a total of 10 credits) to earn a Bachelor of Arts Degree.

## Communication Arts: Media Communication

*Bachelor of Arts Degree*

## DESCRIPTION

### **124 Credit Hours**

*College of Arts & Sciences*

*School of Communications*

*Desiree Libengood, Dean*

The Media Communications major is designed to equip students with a broad range of technical skills and relevant theoretical knowledge so that they will be prepared to use media effectively. Students will acquire functional skills in print and visual media (video, photography, and web).

To accomplish this, students will gain an understanding of communication theory and practice, technical skills in digital media and filmmaking and a critically autonomous and ethical worldview framework for creating content in their vocational endeavors as production professionals. Graduates of the Media Communication major:

Demonstrate a theoretical understanding of mediated communication that includes a broad knowledge of communication theory across all contexts;

Articulate the ongoing and expansive relationship between emerging communication technology and society and can engage in meaningful discourse and research;

Apply an analysis of mediated and unmediated communication in terms of audience, voice, rhetorical strategy and criticism;

Articulate an understanding of how mediated communication operates both inside of their primary culture and cross-culturally in the broader global context;

Demonstrate proficient technical skills in visual media production and distribution, including:

- Storytelling abilities across media contexts including conceiving, scripting, interviewing and storyboarding,
- Camera and sound production techniques for television and filmmaking,
- Post production and non-linear editing techniques and effects for television and filmmaking,
- Visual design and content publishing across media contexts,
- Leveraging dynamic and rapidly changing media distribution channels in individual, business and other organizational contexts;
- Practice of mediated communication articulates Christ-centered values and integrity with regard to content development and professional conduct;
- Demonstrate a critical autonomy that is Christ-informed and mission-oriented leading to moral and ethical decision-making and leadership within any communication context;

- Engage in life-long learning seeking ongoing opportunities to increase knowledge, grow their skills and deepen their Christ-centered values.

All students are required to complete the General Education core, the Christian Studies core, the Communication Studies core and the Media Communication Major core along with course from one of the supporting Communication Arts elective tracks. On top of these, the student may add a minor degree and/or general electives. A total of 124 credits are needed for program completion.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Communication Arts students must take FA 131 for the Fine Arts requirement.

### *Part 2. Communication Studies Core*

27 Credits

COMM	152	Interpersonal Communication (3)
COMM	175	Introduction to Communication and Theory (3)
COMM	185	Introduction to Digital Media Production (3)
COMM	246	Media Communication Theory (3)
COMM	260	Writing for Media (3)
COMM	454	Media and A Christian Worldview (3)
COMM	492	Senior Seminar in Communication Studies (3)
COMM	495	Senior Project - Communication Arts (3)
COMM	496	Internship – Communication Arts (3)

### *Part 3. Media Major Core*

15 Credits

COMM	247	Media and Popular Culture (3)
COMM	268	Northerner Media Practicum (Staff) (1)*
COMM	360	Video Production I (4)
COMM	368	Northerner Leadership Practicum (Editor) (1)*
COMM	462	Video Production II (4)

\* Students must take a total of 4 credits of either COMM 268 and/or COMM 368

### *Part 4. Media Supporting Program: Media Communication Track, LAFSC Track, Public Relations & Business Communications Track*

18 Credits

### Media Communication Track

Select Six (18 Credits):

COMM	231	Principles of Layout and Design (3)
COMM	325	Media Law (3)
COMM	375	Photography (3)
COMM	396	Web Design (3)
COMM	425	Principles of Advertising (3)
COMM	470	Advanced Video Post-Production (3)
ENG	485	Scriptwriting (3)
MUS	163	Audio Engineering I (3)

### Public Relations & Business Communication Track

Select Six (18 Credits):

BUS	161	Introduction to Business (3)
BUS	198	Communications for Business (3)
BUS	265	Principles of Marketing (3)
COMM	231	Principles of Layout and Design (3)
COMM	325	Media Law (3)
COMM	344	Advanced Presentations and Persuasion (3)
COMM	365	Public Relations (3)
COMM	425	Principles of Advertising (3)

### LAFSC Track\*

Select Two (6 Credits):

COMM	231	Principles of Layout and Design (3)
COMM	325	Media Law (3)
COMM	375	Photography (3)
COMM	396	Web Design (3)
COMM	425	Principles of Advertising (3)
COMM	470	Advanced Video Post-Production (3)
ENG	485	Scriptwriting (3)
MUS	163	Audio Engineering I (3)

\*This track also requires admission to the Los Angeles Film Studies Center through Best Semester and enrollment in 16 credits while attending a semester at LAFSC (includes 6 credits for the internship and senior project requirements from the Communication Studies Core). The credit total for the track remains 18 credits. For more information please contact the Communication Arts Director.

### *Part 5. General Electives*

11 Credits

Students must select 6-8 credits of the same foreign language (may include Biblical Languages or American Sign Language) and 3-5 credits of general electives (for a total of 11 credits) to earn a Bachelor of Arts Degree.

## Computer Science

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Business & Technology*

*School of Technology*

*Bill Tibbetts, Dean*

The mission of the Computer Science program is to prepare collaborative and innovative Christians for careers as software developers, systems analysts, programmers, developers, administrators, and other related fields by providing a strong scientific and theoretical foundation, intensive programming experience, applications with systems, databases, security, and communication, as well as internship opportunities in local industry.

The Computer Science program at NCU stresses communication, collaboration, integration, and automation. Recognizing the interdependence of software development and IT operations, we aim to provide students with the skills needed to help organizations efficiently produce products and services and to improve operations performance.

The program focuses on five key areas:

- Scientific foundation
- Software development
- Design, architecture, and analysis theory
- Application with systems, databases, security, and communications
- Career preparation

Some of the professions this degree would prepare you for:

- Software Developer
- Systems Analyst
- Computer Programmer
- Database Administrator
- Web Developer



## COURSES

### *Part 1. General Education & Christian Studies Core*

Computer Science Majors must select MATH280 Calculus I for the General Education mathematics requirement.

### *Part 2. Math Core*

3-4 Credits

Select one of the following:

MATH	290	Calculus II (4)
MATH	300	Linear Algebra (3)
MATH	340	Discrete Mathematics (3)

### *Part 3. Business Core*

14 Credits

BUS	180	Career Seminar in Business (2)
BUS	161	Intro to Business (3)
COMM	396	Web Design (3)
BUS/GLE	445/625	Project Management (3)
BUS/GLE	465/550	Strategic Management & Leadership (3)

### *Part 4. Computer Science Systems Core*

49 Credits

CSCI	160	Intro to Programming with Mobile Development (3)
CSCI	210	Object Oriented Programming (4)
CSCI	230	Computer Security Basics (3)
CSCI	250	Computer Architecture (3)
CSCI	305	Management Information Systems (3)
CSCI	310	Database Theory & Programming (3)
CSCI	320	Algorithms & Data Structures (3)
CSCI	350	Data Communication & Networking (3)
CSCI	360	Operating Systems (3)
CSCI	370	Software Engineering (3)
CSCI	420	Database Administration (3)
CSCI	430	Systems Analysis & Design (3)
CSCI	450	Network & Systems Administration (3)
CSCI	480	Advanced Mobile & Web Development (3)
CSCI	490	Internship (3)
CSCI	495	Senior Project (3)

### *Part 5. General Electives*

7-8 Credits

Students select 7-8 credits of general electives to earn a Bachelor of Science Degree.

## Digital Media

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*School of Communications*

*Desiree Libengood, Dean*

North Central University's Digital Media major equips students with digital creation and design capabilities. Students learn storytelling abilities through a combination of technical, communication, and business courses which enables them to find employment in the modern digital world.

The Digital Media graduate is able to create digital content in video, photography, graphic design and knows how to best market and promote their media message. This degree program provides students with an understanding of how business, social media marketing, media writing, and web development converge in the digital world. This degree is also offered in both a residential and online format.

Digital Media graduates find jobs in the following areas:

- Media/web Producer
- Creative Arts Pastor
- Brand Manager
- Social Media Coordinator
- Film and Video Editors
- Graphic designer
- Licensing Coordinator
- Marketing Communications Specialist
- Church Media Director
- Production Assistant
- Media Planning Assistant
- Associate Producer
- Event Marketing
- Coordinator of Creative Services
- Publicity Assistant
- Communications Planner

## Media Relations

All students are required to complete the General Education core, the Christian Studies core, the Communications core and the Digital Media Major core. On top of these, the student may add a minor degree and/or general electives. A total of 124 credits are needed for program completion.

### COURSES

#### *Part 1. General Education & Christian Studies Core*

Communication Arts students must take FA 131 for the Fine Arts requirement.

#### *Part 2. Communications Core*

24 Credits

COMM	175	Introduction to Communication & Theory (3)
COMM	185	Introduction to Digital Media Production (3)
COMM	246	Media Communication Theory (3)
BUS	265	Principles of Marketing (3)
COMM	291	Digital Reporting & Storytelling (3)
COMM	325	Media Law (3)
COMM	495	Senior Project- Communication Arts (3)
COMM	496	Internship- Communication Arts (3)

#### *Part 3. Digital Media Core*

32 Credits

CSCI	160	Intro to Programming and Mobile Dev (3)
BUS	161	Introduction to Business (3)
BUS	305	SEO & Social Media Marketing Strategy (3)
COMM	358	Graphic Design (3)
COMM	360	Video Production I (4)
COMM	375	Photography (3)
COMM	396	Web Design (3)
COMM	462	Video Production II (4)
COMM	470	Advanced Video Post-Production (3)
COMM	492	Senior Seminar in Communication Studies (3)

#### *Part 4. General Electives*

18 Credits

Students must select a minimum of 18 credits of general electives in order to reach a total of 124 credits to earn a Bachelor of Science Degree.

# Education - Elementary (K-6)

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the elementary education licensure program, the student may be recommended for a Minnesota State Teaching License in grades K-6.

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;

- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, kindergarten and elementary education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education - Elementary (K-6) majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must select ELED 362 for the fine arts requirement, ELED 365 for the English elective requirement, HIST 225 or 226 for the history requirement, and SCI 210 for the science requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

40 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)

EDUC	450	Clinical Experience III (0.5)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	485	Student Teaching (14)
HLTH	224	Drugs/Health Education (3)
PSYC	256	Developmental Psychology I (3)

### *Part 3. Field Concentration*

#### 20-21 Credits

ELED	359	Methods of Teaching Health & Physical Education (2)
ELED	361	Methods of Teaching Music (2)
ELED	363	Beginning Reading Methods (3)
ELED	364	Methods of Teaching Language Arts (3)
ELED	465	Intermediate Reading Methods (2)
ELED	466	Methods of Teaching Mathematics (2)
ELED	467	Methods of Teaching the Social Sciences (3)
ELED	468	Methods of Teaching Science (3)
MUS	L112	Piano Music Lesson (1)

\*A passing score of 35 on the Music Placement Test can replace MUS L112

### *Part 4. General Electives*

#### 13-14 Credits

Students may select 13-14\* credits of general electives to earn a Bachelor of Science Degree.

\*Students who pass the music placement test in order to fulfill their music requirement must take 1 extra elective credit to earn a total of 14 elective credits.

### *Optional Education-Intercultural Studies Concentration*

#### 12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

#### Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

# Education - Elementary (K-6)/Communication Arts & Literature (5-8)

*Bachelor of Science Degree*

## DESCRIPTION

### **125 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the elementary education licensure program, the student may be recommended for a Minnesota State Teaching License in grades K-6 with a middle school endorsement in Communication Arts and Literature (Grades 5-8).

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, kindergarten, elementary and middle school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education - Elementary (K-6)/ Communication Arts & Literature (5-8) majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must select ELED 362 for the fine arts requirement, ELED 365 for one English elective requirement, HIST 225 or 226 for the history requirement, and SCI 210 for the science requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

40 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	450	Clinical Experience III (0.5)



EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	487	Elementary School Student Teaching (10)
EDUC	488	Middle School Student Teaching (4)
HLTH	224	Drugs/Health Education (3)
PSYC	256	Developmental Psychology I (3)

### *Part 3. Elementary Education Concentration*

20-21 Credits

ELED	359	Methods of Teaching Health & Physical Education (2)
ELED	361	Methods of Teaching Music (2)
ELED	363	Beginning Reading Methods (3)
ELED	364	Methods of Teaching Language Arts (3)
ELED	465	Intermediate Reading Methods (2)
ELED	466	Methods of Teaching Mathematics (2)
ELED	467	Methods of Teaching the Social Sciences (3)
ELED	468	Methods of Teaching Science (3)
MUS	L112	Piano Music Lesson (1)

\*A passing score of 35 on the Music Placement Test can replace MUS L112

### *Part 4. Communication Arts Concentration*

14 Credits

EDUC	355	Literacy Curriculum & Instruction (Grades 5-8) (2)
ENG	337	Young Adult Literature (3)
ENG	***	American Literature Elective (3)
ENG	***	British Literature Elective (3)
ENG	***	Elective 200 level or higher (3)

### *Optional Education-Intercultural Studies Concentration*

12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

# Education - Elementary (K-6)/Mathematics (5-8)

*Bachelor of Science Degree*

## DESCRIPTION

### **129 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the elementary education licensure program, the student may be recommended for a Minnesota State Teaching License in grades K-6 with a middle school endorsement in Mathematics (Grades 5-8).

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, kindergarten, elementary and middle school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education - Elementary (K-6)/ Mathematics (5-8) majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must select ELED 362 for the fine arts requirement, ELED 365 for one English elective requirement, HIST 225 or 226 for the history requirement, SCI 210 for the science requirement, and MATH 250 for the mathematics requirement.

### *Part 2. Education Core*

40 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	450	Clinical Experience III (0.5)
EDUC	457	The Professional in Education (1)

EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	487	Student Teaching- Elementary School (10)
EDUC	488	Student Teaching- Middle School (4)
HLTH	224	Drugs/Health Education (3)
PSYC	256	Developmental Psychology I (3)

### *Part 3. Field Concentration*

20-21 Credits

ELED	359	Methods of Teaching Health & Physical Education (2)
ELED	361	Methods of Teaching Music (2)
ELED	363	Beginning Reading Methods (3)
ELED	364	Methods of Teaching Language Arts (3)
ELED	465	Intermediate Reading Methods (2)
ELED	466	Methods of Teaching Mathematics (2)
ELED	467	Methods of Teaching the Social Sciences (3)
ELED	468	Methods of Teaching Science (3)
MUS	L112	Piano Music Lesson (1)

\*A passing score of 35 on the Music Placement Test can replace MUS L112

### *Part 4. Mathematics Concentration*

18 credits

EDUC	358	Mathematics Curriculum and Instruction (Grades 5-8) (2)
MATH	260	Statistics (3)
MATH	280	Calculus I (4)
MATH	300	Linear Algebra (3)
MATH	320	Geometry (3)
MATH	340	Discrete Mathematics (3)

### *Optional Education-Intercultural Studies Concentration*

12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

# Education - Elementary (K-6)/Social Studies (5-8)

*Bachelor of Science Degree*

## DESCRIPTION

### **125 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the elementary education licensure program, the student may be recommended for a Minnesota State Teaching License in grades K-6 with a middle school endorsement in Communication Arts and Literature or Social Studies (Grades 5-8).

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, kindergarten, elementary and middle school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education - Elementary (K-6)/ Social Studies (5-8) majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must select ELED 362 for the fine arts requirement, ELED 365 for one English elective requirement, HIST 225 or 226 for the history requirement, SCI 210 or the science requirement, and PSYC 126 for the social relations requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

40 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)

EDUC	450	Clinical Experience III (0.5)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	487	Student Teaching- Elementary School (10)
EDUC	488	Student Teaching- Middle School (4)
HLTH	224	Drugs/Health Education (3)
PSYC	356	Developmental Psychology I (3)

### *Part 3. Field Concentration*

20-21 Credits

ELED	359	Methods of Teaching Health & Physical Education (2)
ELED	361	Methods of Teaching Music (2)
ELED	363	Beginning Reading Methods (3)
ELED	364	Methods of Teaching Language Arts (3)
ELED	465	Intermediate Reading Methods (2)
ELED	466	Methods of Teaching Mathematics (2)
ELED	467	Methods of Teaching the Social Sciences (3)
ELED	468	Methods of Teaching Science (3)
MUS	L112	Piano Music Lesson (1)

\*A passing score of 35 on the Music Placement Test can replace MUS L112

### *Part 4. Social Studies Concentration*

14 Credits

ECON	251	Principles of Microeconomics (3)
EDUC	356	Social Science Curriculum & Instruction (Grades 5-8) (2)
GEOG	262	Geography (3)
GOVT	370	Introduction to Political Science (3)
ICS	112	Cultural Anthropology (3)

### *Optional Education-Intercultural Studies Concentration*

12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

## Education - Communication Arts & Literature (5-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 BS Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the communication arts & literature education licensure program, the student may be recommended for a Minnesota State Teaching License in communication arts & literature for grades 5-12.

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;



- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of middle school and high school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education: Communication Arts & Literature majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must select EDUC 222 for the social relations requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

43 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	355	Literacy Curriculum & Instruction (Grades 5-8) (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	370	Content Area Literacy (2)

EDUC	450	Clinical Experience III (0.5)
EDUC	455	Teaching Communication Arts in Grades 9-12 (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	485	Student Teaching (14)
HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

### *Part 3. Communication Arts & Literature Concentration*

23 Credits

COMM	246	Media Communication Theory (3)
ENG	337	Young Adult Literature (3)

Select One (3 Credits):

ENG	215	Basics of Modern English (3)
ENG	452	Structure of the English Language (3)

Select One (3 Credits):

ENG	223	American Literature: Beginnings to 1865 (3)
ENG	233	American Literature: 1865 to Present (3)

Select One (3 Credits):

ENG	220	British Literature: Beginnings to 1785 (3)
ENG	430	Shakespeare (3)

Select One (3 Credits):

ENG	224	Multicultural Literature Survey (3)
ENG	324	Multicultural Novel (3)

Select Two\* (2 Credits):

COMM	268	Northerner Media Practicum (Staff) (1)
ENG	346	Literary Journal Practicum (1)
THTR	265	Acting Ensemble (1)

\*Courses cannot be repeated

Select One (3 Credits):

ENG	340	Fiction Writing (3)
ENG	341	Poetry Writing (3)
ENG	342	Creative Nonfiction Writing (3)
ENG	357	Nonfiction / Magazine Writing (3)
ENG	485	Scriptwriting (3)

### *Part 4. General Electives*

8 Credits

Students may select 8 credits of general electives to earn a Bachelor of Science Degree.

## *Optional Education-Intercultural Studies Concentration*

12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

## Education - Mathematics (5-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the social studies education licensure program, the student may be recommended for a Minnesota State Teaching License in Mathematics for grades 5-12.

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;

- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, middle and high school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education - Mathematics (5/12) majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must select EDUC 222 for the social relations requirement and MATH 280 for the mathematics requirement.

## *Part 2. Education Core*

43 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	358	Mathematics Curriculum and Instruction (Grades 5-8) (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	370	Content Area Literacy (2)
EDUC	450	Clinical Experience III (0.5)
EDUC	454	Teaching Mathematics in Grades 9-12 (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	485	Student Teaching (14)
HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

## *Part 3. Field Concentration*

30 Credits

MATH	290	Calculus II (4)
MATH	300	Linear Algebra (3)
MATH	320	Geometry (3)
MATH	330	Probability and Statistics (4)
MATH	340	Discrete Mathematics (3)
MATH	360	Multivariable Calculus (4)
MATH	410	Abstract Algebra (3)
MATH	420	Real Analysis (3)
MATH	430	History of Mathematics (3)

## *Optional Education-Intercultural Studies Concentration*

12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
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ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

## Education - Social Studies (5-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 BS Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the social studies education licensure program, the student may be recommended for a Minnesota State Teaching License in social studies for grades 5-12.

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by life-style and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;

- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;
- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, middle and high school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Secondary Education - Social Studies majors must earn a "C-" or better in all courses that are prerequisites for program admissions. They must take the following: HIST 225 American History for the History Elective; PSYC 126 Intro to Sociology for the Social Relations Elective. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

46 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)

EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	356	Social Science Curriculum & Instruction (Grades 5-8) (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	370	Content Area Literacy (2)
EDUC	450	Clinical Experience III (0.5)
EDUC	456	Teaching Social Studies in Grades 9-12 (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	485	Student Teaching (14)
HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

### *Part 3. Social Studies Core*

24 Credits

ECON	251	Principles of Microeconomics (3)
ECON	256	Principles of Macroeconomics (3)
GEOG	262	Geography (3)
GOVT	370	Introduction to Political Science (3)
HIST	226	American History II: Reconstruction–Present (3)
HIST	240	World History (3)
ICS	112	Cultural Anthropology (3)
SCI	280	Science, Technology and Society (3)

### *Part 4. General Electives*

4 Credits

Students may select 4 credits of general electives to earn a Bachelor of Science Degree.

### *Optional Education-Intercultural Studies Concentration*

12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)



## Education - Vocal Music (K-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **135 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices, model Christ-like character, and devote themselves to lifelong learning. The School prepares students to be teachers in urban, international, public, and private schools in order to use teaching as a ministry to the church, to the city, and to the world.

The outcomes of the education program are based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and Minnesota's own Standards of Effective Practice. Upon successful completion of the vocal music education licensure program, the student may be recommended for a Minnesota State Teaching License in vocal and classroom music education grades K-12.

Upon successful completion of the NCU Teacher Licensure Program the beginning teacher will:

- Demonstrate, by lifestyle and teaching, education as a life-long process;
- Understand the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students;
- Understand how children and adolescents learn and develop and provide learning opportunities that support their intellectual, social, and personal development;
- Understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural or economic backgrounds or children with exceptionalities;
- Understand and use a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills;
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation;
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom;

- Plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum guides;
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of his/her learners;
- Develop as a reflective practitioner who continually evaluates the effects of his/her choices and actions on the learning community and who actively seeks out opportunities to grow professionally;
- Understand the importance of communicating and interacting with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being;
- Understand and apply the research base for, and the best practices of, kindergarten, elementary, middle, and high school education;
- Understand and apply a general understanding of federal and state rules and statutes as they relate to general and special needs populations;
- Demonstrate the servant-leadership model of concern and service toward others;
- Create and be able to express a personal philosophy of education that is established upon a synthesis of one's Christian worldview, knowledge of the teaching/learning process, knowledge of the established traditional philosophies of education, research in the disciplines and practical experience.

NOTE: Student Teaching Experience: During student teaching, both employment and additional coursework are strongly discouraged and are subject to Education department approval. (See Education Department website for additional information.)

## COURSES

### *Part 1. General Education & Christian Studies Core*

Education – Vocal Music (K-12) majors must earn a “C-” or better in all courses that are prerequisites for program admissions. They must select FA 112 for the fine arts requirement, MUS 363 for the history requirement, and EDUC 222 for the social relations requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

39 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	350	Clinical Experience I (0.5)
EDUC	351	Clinical Experience II (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	370	Content Area Literacy (2)

EDUC	450	Clinical Experience III (0.5)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	472	Student Teaching Seminar (1)
EDUC	485	Student Teaching (14)
HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

### *Part 3. Music Core*

#### 46 Credits

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	371	Theory III (4)
MUS	372	Theory IV (4)
MUS	361	Conducting I (3)
MUS	362	Conducting II (2)
MUS	364	Music History II (3)
MUS	468	Music Pedagogy (2)
MUS	495	Senior Project - Music (2)

#### Select Two (2 credits):

MUS	261	Brass Methods (1)
MUS	262	Woodwind Methods (1)
MUS	266	Percussion and String Methods (1)

#### Music Ensemble (4 Credits):

MUS	***	Any Music ensembles (4)*
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\*\*Students must be in at least one ensemble each semester except during student teaching.

#### Applied Music Lessons (minimum of 12 Credits):

MUSL	100^	Primary Instrument (must be voice) (8)*
MUSL	100^	Secondary Instrument (must be piano) (4)

\*Students must take an applied lesson in their primary instrument each semester except during student teaching.

#### General Information:

- Students must be enrolled in a piano lesson every semester until piano proficiency is completed.
- Students must enroll in Conducting Lab and Recital Performance each semester.
- See the Fine Arts Student Handbook for more specific information on the aforementioned items.

### *Optional Education-Intercultural Studies Concentration*

#### 12 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	354	Cross Cultural Education (3)

Select One (3 Credits):

ICS	340	World Religions (3)
ICS	261	Holistic Development & Relief (3)
ICS	355	Cross Cultural Community Building (3)
ICS	385	Children & Youth in Crisis (3)

## Educational Studies - Communication Arts & Literature (5-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The major in Educational Studies is designed for the individual who wants to focus on the world of education and learning but does not want to teach in the classroom. This degree does not lead to teacher licensure but will allow students to focus on careers related to education and training.

### COURSES

#### **Part 1. General Education & Christian Studies Core**

Educational Studies: Communication Arts & Literature majors must select EDUC 222 for the social relations requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

#### **Part 2. Education Core**

30.5 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	355	Literacy Curriculum & Instruction (Grades 5-8) (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	455	Teaching Communication Arts in Grades 9-12 (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	495	Senior Project (3)
EDUC	496	Internship (3)

HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

### *Part 3. Communication Arts & Literature Concentration*

27 Credits

COMM	246	Media Communication Theory (3)
ENG	220	British Literature: Beginnings to 1785 (3)
ENG	337	Young Adult Literature (3)

Select One (3 Credits):

ENG	215	Basics of Modern English (3)
ENG	452	Structure of the English Language (3)

Select One (3 Credits):

ENG	223	American Literature: Beginnings to 1865 (3)
ENG	233	American Literature: 1865 to Present (3)

Select One (3 Credits):

ENG	224	Multicultural Literature Survey (3)
ENG	324	Multicultural Novel (3)

Select One (3 Credits):

ENG	340	Fiction Writing (3)
ENG	341	Poetry Writing (3)
ENG	342	Creative Nonfiction Writing (3)
ENG	357	Nonfiction / Magazine Writing (3)
ENG	485	Scriptwriting (3)

Select Two (6 Credits):

ENG	3XX	Any upper-level English elective (3)
ELED	364	Methods of Language Arts (3)

### *Part 4. General Electives*

17 Credits

Students may select 17 credits of general electives to earn a Bachelor of Science Degree.

## Educational Studies - Elementary (K-6)

*Bachelor of Science Degree*

DESCRIPTION

**124 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The major in Educational Studies is designed for the individual who wants to focus on the world of education and learning but does not want to teach in the classroom. This degree does not lead to teacher licensure but will allow students to focus on careers related to education and training.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Educational Studies - Elementary (K-6) majors must select ELED 362 for the fine arts requirement, ELED 365 for the English elective requirement, HIST 225 or 226 for the history requirement, and SCI 210 or 215 for the science requirement. MATH-110 does not meet the Mathematics requirement for Education majors.

### *Part 2. Education Core*

29.5 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	495	Senior Project (3)
EDUC	496	Internship (3)
HLTH	224	Drugs/Health Education (3)
PSYC	256	Developmental Psychology I (3)

### *Part 3. Elementary Education Field Concentration*

20 Credits

ELED	359	Methods of Teaching Health & Physical Education (2)
ELED	361	Methods of Teaching Music (2)
ELED	363	Beginning Reading Methods (3)
ELED	364	Methods of Teaching Language Arts (3)
ELED	465	Intermediate Reading Methods (2)
ELED	466	Methods of Teaching Mathematics (2)
ELED	467	Methods of Teaching the Social Sciences (3)
ELED	468	Methods of Teaching Science (3)

### *Part 4. Liberal Arts Electives*

13 Credits

Select any 13 credits from the following disciplines: FA, MATH, SCI, HIST, or ENG

### *Part 5. General Electives*

#### *12 Credits*

Students may select 12 credits of general electives to earn a Bachelor of Science Degree.

## Educational Studies - Mathematics (5-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The major in Educational Studies is designed for the individual who wants to focus on the world of education and learning but does not want to teach in the classroom. This degree does not lead to teacher licensure but will allow students to focus on careers related to education and training.

### COURSES

#### *Part 1. General Education & Christian Studies Core*

Educational Studies - Mathematics (5/12) majors must select EDUC 222 for the social relations requirement and MATH 280 for the mathematics requirement.

#### *Part 2. Education Core*

30.5 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	354	General Teaching Methods (2)
EDUC	357	Classroom Management (2)
EDUC	358	Mathematics Curriculum and Instruction (Grades 5-8) (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	454	Teaching Mathematics in Grades 9-12 (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	495	Senior Project (3)
EDUC	496	Internship (3)

HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

### *Part 3. Mathematics Field Concentration*

30 Credits

MATH	290	Calculus II (4)
MATH	300	Linear Algebra (3)
MATH	320	Geometry (3)
MATH	330	Probability and Statistics (4)
MATH	340	Discrete Mathematics (3)
MATH	360	Multivariable Calculus (4)
MATH	410	Abstract Algebra (3)
MATH	430	History of Mathematics (3)
MATH	3XX	Any Upper-Level Mathematics elective (3)

### *Part 4. General Electives*

14 Credits

Students may select 14 credits of general electives to earn a Bachelor of Science Degree.

## Educational Studies - Social Studies (5-12)

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*School of Education*

*Gail Weinhold, Director*

The major in Educational Studies is designed for the individual who wants to focus on the world of education and learning but does not want to teach in the classroom. This degree does not lead to teacher licensure but will allow students to focus on careers related to education and training.

### COURSES

#### *Part 1. General Education & Christian Studies Core*

Educational Studies - Social Studies majors must take the following: HIST 225 American History for the History Elective; PSYC 126 Intro to Sociology for the Social Relations Elective. MATH-110 does not meet the Mathematics requirement for Education majors.



## *Part 2. Education Core*

33.5 Credits

EDUC	150	Foundations of Teacher Education (3)
EDUC	151	Foundations Field Experience (0.5)
EDUC	222	Human Relations (3)
EDUC	354	General Teaching Methods (2)
EDUC	356	Social Science Curriculum & Instruction (Grades 5-8) (2)
EDUC	357	Classroom Management (2)
EDUC	359	Educational Psychology (3)
EDUC	366	Creating Inclusive Classrooms (2)
EDUC	456	Teaching Social Studies in Grades 9-12 (2)
EDUC	457	The Professional in Education (1)
EDUC	458	Computers & Technology in Education (1)
EDUC	495	Senior Project (3)
EDUC	496	Internship (3)
HLTH	224	Drugs/Health Education (3)
PSYC	257	Developmental Psychology II (3)

## *Part 3. Social Studies Core*

24 Credits

ECON	251	Principles of Microeconomics (3)
ECON	256	Principles of Macroeconomics (3)
GEOG	262	Geography (3)
GOVT	370	Introduction to Political Science (3)
HIST	226	American History II: Reconstruction–Present (3)
HIST	240	World History (3)
ICS	112	Cultural Anthropology (3)
SCI	280	Science, Technology and Society (3)*

## *Part 4. Social Studies Electives*

3 Credits

Select 3 credits from the following:

ELED	467	Methods of Teaching Social Studies (3)
HIST	212	History of Global Christianity (3)
PSYC	334	History & Systems of Psychology (3)
PSYC	340	Psychology of Religion (3)
PSYC	363	Theories of Personality (3)
YDEV	338	Adolescent Psychology & Counseling (3)

## *Part 5. General Electives*

### *14 Credits*

Students may select 14 credits of general electives to earn a Bachelor of Science Degree.

## English

*Bachelor of Arts Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*School of Communications*

*Desiree Libengood, Dean*

The English department offers three tracks of study leading to a major in English: a literature track, a creative writing track, and a professional-technical writing track. As reading and writing are both self-reflexive acts, it is the department's intention that students completing any track for the degree in English will develop a Christian philosophy of the English language, its literature, and ministry at the same time that they complete the following outcomes:

- Articulate their worldview as it applies to the study of English.
- Demonstrate the ability to find, select, assess, and analyze information sources, both print and electronic, and to credit, integrate, and synthesize those sources in their own work.
- Demonstrate in written and oral communication integrative and independent thinking, originality imagination, experimentation, problem solving or risk taking in thought, expression, or intellectual engagement.
- Construct clear, grammatical sentences and produce well-organized texts that exhibit an attention to audience, genre, and purpose and that follow the conventions of logical argumentation.
- Pursue professional careers and/or graduate studies using their strong analytical, research, speaking, and writing skills.
- Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.

Students completing the creative writing track will complete the following outcomes:

- Read with interpretive and analytical proficiency one or more creative literary forms (poetry, fiction, non-fiction, script).
- Write with proficiency in one or more creative literary forms (poetry, fiction, creative non-fiction, script).

- Respond to peers' work in one or more creative literary forms (poetry, fiction, creative non-fiction, script).
- Practice the process-oriented approach to writing (i.e., discovering one's material; crafting that material into the most suitable form according to the intended emotional effect upon target audience; revising as often as necessary.)
- Incorporate useful critical responses to their work into subsequent revisions.
- Demonstrate practical awareness of classic, contemporary, and avant-garde models of one or more creative literary form (poetry, fiction, creative non-fiction, script).
- Embrace the constant creative challenge of working through failure.

Students completing the professional-technical writing track will meet the following outcomes:

- Read with interpretive and analytical proficiency one or more nonfiction and technical forms.
- Write with proficiency in one or more nonfiction and technical forms.
- Respond to peers' work in one or more nonfiction and technical forms.
- Practice the process-oriented approach to writing (i.e., discovering one's material; crafting that material into the most suitable form according to the intended emotional effect upon target audience; revising as often as necessary.)
- Incorporate useful critical responses to their work into subsequent revisions.
- Demonstrate practical awareness of models of nonfiction and technical forms.
- Embrace the constant creative challenge of working through failure.

Students completing the literature track will meet the following outcomes:

- Demonstrate knowledge of traditional and nontraditional canons of literature in their social, cultural and historical context
- Analyze literary forms closely in terms of style, figurative language, and convention
- Use source material in the interpretation of literary texts, as well as discover and/or explore directions for new scholarship
- Apply and explain concepts from literary theory and criticism in the analysis and interpretation of texts, filtering through a Christian worldview

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the English Major.*

### *Part 2. English Major (select track)*

45 Credits

#### Creative Writing Track:

ENG 450 Advanced Writing Seminar (3)

- ENG 472 The Christian English Scholar (3)
- ENG 496 Internship (3)
- ENG 497 Senior Project (3)

Select 15 credits of the following:

- ENG 340 Fiction Writing I (3)
- ENG 344 Fiction Writing II (3)
- ENG 341 Poetry Writing I (3)
- ENG 345 Poetry Writing II (3)
- ENG 342 Creative Nonfiction Writing I (3)
- ENG 349 Creative Nonfiction Writing II (3)
- ENG 347 Feature Writing I (3)
- ENG 350 Feature Writing II (3)
- ENG 357 Nonfiction / Magazine Writing (3)
- ENG 485 Scriptwriting (3)
- ENG 387 Editing For Publication (3)
- ENG 433 Freelance Writing I (3)
- ENG 434 Freelance Writing II (3)

Select One (3 Credits):

- ENG 331 Classical Literature (3)
- ENG 430 Shakespeare (3)

Select One (3 Credits):

- ENG 220 British Literature: Beginnings to 1785 (3)
- ENG 230 British Literature: 1785 to Present (3)

Select One (3 Credits):

- ENG 223 American Literature: Beginnings to 1865 (3)
- ENG 233 American Literature: 1865 to Present (3)

Select One (3 Credits):

- ENG 224 Multicultural Literature Survey (3)
- ENG 324 Multicultural Novel (3)

Select One (3 Credits):

- ENG 451 History of the English Language (3)
- ENG 452 Structure of the English Language (3)

Select One (3 Credits):

- ENG 3\*\* Select any one other upper-level ENG course (3)

Professional-Technical Writing Track:

- ENG 450 Advanced Writing Seminar (3)
- ENG 472 Christian English Scholar (3)
- BUS 198 Communication for Business (3)
- COMM 260 Writing for Media (3)
- ENG 496 Internship (3)
- ENG 389 Technical Writing (3)
- ENG 497 Senior Project (3)

Select one (3 Credits):

- ENG 331 Classical Literature (3)
- ENG 430 Shakespeare (3)

Select One (3 Credits):

- ENG 220 British Literature: Beginnings to 1785 (3)
- ENG 230 British Literature: 1785 to Present (3)

Select One (3 Credits):

- ENG 223 American Literature: Beginnings to 1865 (3)
- ENG 233 American Literature: 1865 to Present (3)

Select One (3 Credits):

- ENG 224 Multicultural Literature Survey (3)
- ENG 324 Multicultural Novel (3)

Select One (3 Credits):

- ENG 336 British Novel (3)
- ENG 338 American Novel (3)

Select One (3 Credits):

- ENG 451 History of the English Language (3)
- ENG 452 Structure of the English Language (3)

Select Three (9 credits):

- ENG \*\*\* Select any other ENG courses (9)

Literature Track:

- ENG 220 British Literature: Beginnings to 1785 (3)
- ENG 233 American Literature: 1865 to Present (3)
- ENG 331 Classical Literature (3)
- ENG 430 Shakespeare (3)
- ENG 453 Literary Theory Seminar (3)
- ENG 472 The Christian English Scholar (3)
- ENG 496 Internship - English (3)
- ENG 497 Senior Project - English (3)

Select One (3 Credits):

- ENG 223 American Literature: Beginnings to 1865 (3)
- ENG 230 British Literature: 1785 to Present (3)

Select One (3 Credits):

- ENG 224 Multicultural Literature Survey (3)
- ENG 324 Multicultural Novel (3)

Select One (3 Credits):

- ENG 336 British Novel (3)
- ENG 338 American Novel (3)

Select One (3 Credits):

- ENG 451 History of the English Language (3)
- ENG 452 Structure of the English Language (3)

Select Any Three Courses (9 credits):

- ENG 342 Creative Nonfiction (3)

ENG	357	Nonfiction Magazine (3)
COMM	291	Digital Reporting and Storytelling (3)
ENG	347	Feature Writing (3)
COMM	365	Public Relations (3)
ENG	387	Editing for Publication (3)
COMM	425	Principles of Advertising (3)
ENG	433	Freelance Writing (3)

### *Part 3. General Electives*

26 Credits

Students may select 6-8 credits of the same foreign language (may include Biblical Languages or American Sign Language) and 18-20 credits of general electives (for a total of 26 credits) to earn a Bachelor of Arts Degree.

## Entrepreneurship

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Business & Technology*

*School of Business*

*Bill Tibbetts, Dean*

The Bachelor of Science in Entrepreneurship degree at NCU is designed to champion the development of students' business ideas by the time of graduation. Students will have the opportunity to pitch their business ideas before venture capitalists to obtain start-up capital. Part of the student's time is spent in a business incubator located in downtown Minneapolis where they will experience one-on-one mentorship from other entrepreneurs. Students will have the option to develop their business in the for-profit, non-profit, or social sector; we cater the student's education to their career goals. This program would also be beneficial for students wanting to focus on innovation within a large corporation.

According to the Global Entrepreneur Indicator now is the time to start a business, citing that 86 percent of current entrepreneurs are willing to develop a new business in the current economic environment. 73 percent of those same entrepreneurs reported an increase in revenue over the last six months. According to the U.S. Bureau of Labor Statistics, entrepreneurial survival rates between 2000 and 2010 differed according to the industry.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Entrepreneurship Major.*

### *Part 2. Entrepreneurship Core*

#### Business Core (38 Credits)

BUS	161	Introduction to Business (3)
BUS	180	Career Seminar in Business (2)
BUS	198	Communications for Business (3)
BUS	265	Principles of Marketing (3)
BUS	267	Principles of Accounting I (3)
BUS	277	Principles of Accounting II (3)
BUS	324	Christian Leadership & Ethics (3)
BUS	380	Business Law I (3)
BUS	385	International Business Management & Marketing (3)
ECON	251	Principles of Microeconomics (3)
BUS/GLE	445/625	Project Management (3)
BUS/GLE	465/550	Strategic Management & Leadership (3)

#### Entrepreneurship Core (21 credits)

BUS	255	Entrepreneurship & Small Business Management (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	355	Social Entrepreneurship & Economic Development (3)
BUS	415	Financial Statement Analysis (3)
BUS	425	Sales & Marketing (3)
BUS	455	Incubator Project I (3)
BUS	456	Incubator Project II (3)

#### Business Management: Select One (3 Credits)

BUS	250	Principles of Management (3)
BUS	281	Introduction to Nonprofit Administration (3)
BUS	374	Operations Management (3)
BUS	390	Human Resource Management (3)

#### Business Elective: Select One (3 Credits)

BUS	340	Not-For-Profit Accounting (3)
BUS	381	Introduction to Tax-Personal (3)
BUS	458	Advanced Tax-Corporations (3)

#### ICS Elective: Select One (3 Credits)

URBN	233	Urban Studies (3)
ICS	252	Cross Cultural Communication (3)

ICS	261	Holistic Relief & Development (3)
ICS	369	Islamic Culture & Society (3)
ICS	492	Community Development (3)

### *Part 3. General Electives*

9 Credits

Students may select 9 credits of general electives to earn a Bachelor of Science Degree.

## Humanitarian Leadership

Bachelor of Science Degree

### DESCRIPTION

#### **124 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

The degree in Humanitarian Leadership prepares students to address human needs through governmental and faith-based compassion and humanitarian agencies. The heart of Humanitarian Leadership is God's compassion itself, and how it is expressed through the scriptures and throughout history via the Church. Upon this foundation students build an understanding of, and competencies in, the techniques and approaches that have proven effective in serving the impoverished, hungry, and hurting both domestically and internationally.

Through a partnership with Convoy of Hope's Hope Education Network, students apply their learning in real-life practicum and internship settings with Convoy of Hope itself, one of the Network's affiliate organizations, or one of North Central University's partners. Whether it is assessing needs, planning responses, raising funds, providing supplies, feed the hungry, or empowering the needy, students combine their hearts of compassion with practical training to ensure their humanitarian efforts are both efficient and effective. This degree is also offered in both a residential and online format.

Upon completion of this Humanitarian Leadership major, students will have achieved the following outcomes:

- Literacy in compassion-based work – Students will gain an understanding of the history and theology behind compassion-based work



- Relief and Development skills – Students will demonstrate the ability to lead compassion projects, specifically in the areas of supporting those in crisis, assisting in disaster relief efforts, strengthening communities through a disaster, and advocating to policy makers and agencies for the needy and suffering.
- Value of personal and professional healthiness – Students will develop the skills to maintain the physical and emotional health of caregivers, to protect the health of teams by resolving or minimizing conflicts within teams or across care agencies, and they develop healthy relationship across cultures through effective cross-culture communication.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Humanitarian Leadership Majors are recommended to take PSYC 125 for the social relations requirement.

### *Part 2. Humanitarian Leadership Core*

45 Credits

ICS	252	Cross Cultural Communication (3)
ICS	261	Holistic Development (3)
BUS	281	Non Profit Administration (3)
HULE	310	Theology of Compassion (3)
HULE	320	Domestic Disaster Services (3)
HULE	325	International Disaster Services (3)
PMIN	335	Conflict Resolution and Negotiation (3)
PSYC	370	Crisis Counseling (3)
ICS	385	Children and Youth in Crisis (3)
HULE	430	Applied Sustainability (3)
HULE	440	Leading Compassion Projects (3)
HULE	450	Health Mangement in Globabl Settings (3)
HULE	460	Public Policy Advocacy (3)
SWK	477	Seminar in Contemporary Social Work Issues (3)
HULE	491	Internship (3)

### *Part 3. General Electives*

29 Credits

Students select 29 credits of general electives for a total of 124 credits in the degree program to earn a Bachelor of Science Degree.

# Intercultural Studies

*Bachelor of Arts Degree*

## DESCRIPTION

### **124 Credit Hours**

*College of Church Leadership  
School of Intercultural Studies  
Dr. Allen Tennison, Dean*

The School of Intercultural Studies presents students with curricular programs to prepare students to cross cultures through language and culture learning so that they may live, work, research, and communicate effectively in international settings. Intercultural Studies students gain: self-understanding, global awareness, transformational strategy, effective research, communication, and teaching skills through an integration of theory and practice as they serve in ethnic settings at home and abroad.

ICS Students will grow in the following areas:

- Developing a greater understanding and love for God, others, and themselves;
- Discovering a broad understanding of the world, becoming successful language and culture learners;
- Gaining an historical, biblical, strategic, and practical understanding of cross cultural engagement;
- Becoming equipped to teach, mentor, and serve others cross culturally;
- Becoming skilled communicators in their own culture who can also live, work, research, and communicate well internationally.

ICS Alumni work in a wide range of careers nationally and internationally as: teachers, counselors, youth workers, lawyers, firemen, pastors, business owners, non-profit leaders, personnel in child-welfare and international development organizations.

Graduate study for ICS alumni has successfully included: Intercultural Studies, TEFL, Education, Linguistics, Marriage & Family Counseling, Social Work, Organizational Leadership, Business Administration, and Theology.

Electives, Tracks & Certificates: To further specialize their ICS program, ICS majors may choose from the following optional tracks and certificates:

- ICS Track (12 upper-level elective credits in ICS or BIBL)
- Children & Youth in Crisis Track (15 cr.)
- International Development & Business Track (15 cr.)
- TEFL Certificate (16 cr.) \*Note: The TEFL Certificate is additional to the ICS Major, not part of it.

*\*Note: Changes made to the ICS Tracks are pending curricular review and subject to change.*

## COURSES

### *Part 1. General Education & Christian Studies Core*

Students enrolled in this program must take ICS 112 for their Social Relations requirement. Students are encouraged to take THEO 246 to fulfill their Critical Thought requirement.

### *Part 2. Intercultural Studies Core*

44-46 Credits

ICS	210	Cross Cultural Theory & Experience (3)
ICS	231	ICS Seminar (3)
BIBL	243	Luke-Acts (3)
THEO	240	Pentecostal Distinctives (3)
ICS	252	Cross Cultural Communication (3)
ICS	261	Holistic Relief & Development (3)
ICS	340	World Religions (3)
ICS	352	Interpersonal Relations (3)
ICS	354	Cross Cultural Education (3)
ICS	355	Cross Cultural Community Building (3)
ICS	485	Cross Cultural Internship (0)
ICS	496	International Seminar (2)
ICS	497	Senior Synthesis (3)
BIBL	3**	Select any upper-level Bible elective (3)
MLAN	***	Modern Language (3-4)
MLAN	***	Modern Language (3-4)

### International Fieldwork Requirements

4 Credits

\* Choose option A or B

#### *Option A: International Fieldwork*

ICS	357	International Logistics (1)
ICS	358	International Fieldwork Prep (3)
ICS	359	International Fieldwork (0)

#### *Option B: Study Abroad*

ICS	357	International Logistics (1)
ICS	454	Area Studies (SA) (3)

### *Part 3. ICS Electives*

12-15 Credits

ICS majors are able to choose 12 upper-level credits of ICS or BIBL electives or use those credits to specialize in either International Development & Business or Children & Youth in Crisis.

## International Development & Business Track

15 Credits

The International Development and Business Track prepares students to:

- Live and work successfully in an international or cross-cultural setting.
- Empower the poor through income generation and community development.
- Teach others how to develop their communities and businesses in culturally sensitive ways.

BUS	160	Intro to Business (3)
BUS	340	Not For Profit Accounting (3)
BUS	355	Social Entrepreneurship & Economic Development (3)
ICS	380	Non-Profit Organization (3)
ICS	492	Community Development (3)

## Children and Youth in Crisis

15 Credits

The Children & Youth in Crisis track prepares students to:

- Live and work successfully in an international and cross-cultural setting.
- Create programs that holistically address the needs of children and youth in distressed situations.
- Work to raise awareness of biblical justice issues, developing best practice programming to empower children, youth and their families to develop themselves.

ICS	370	Topics In Biblical Justice (3)
ICS	385	Children & Youth in Crisis (3)
ICS	380	Non-Profit Organization (3)
ICS	492	Community Development (3)

Select One (3 Credits):

PSYC	256	Developmental Psychology I (3)
PSYC	257	Developmental Psychology II (3)
YDEV	338	Adolescent Psychology & Counseling (3)

## *Part 4. General Electives*

6-11 Credits

Students select 6-11 credits of general electives for a total of 124 credits in the degree program to earn a Bachelor of Arts Degree.

## Interdisciplinary Studies

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

An Interdisciplinary Studies major allows a student to meet his or her career goals, or plans for graduate school or seminary, by selecting two complementary "fields" of study. These two fields together provide a broad, unique, integrated background to learning. Students will be advised by a faculty member from the department sponsoring their Field 1 program.

When the Interdisciplinary Studies major has been completed, the student will:

- Present employers with a unique, integrated, interdisciplinary basis for career development;
- Have developed a sound basis for graduate seminary study, in courses tailored to their interests;
- Naturally develop a leadership style based in multiple disciplines;
- Have the opportunity to combine ministry, through a field of study such as Intercultural or Pastoral Studies, with a "tent-making" career track such as Deaf Culture Studies or Communications;

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Interdisciplinary Major.*

### *Part 2. Interdisciplinary Studies Major Core*

54-57 Credits

Two fields must be selected from the fields listed below, and Registrar permission is required in order to select the same Field 1 and Field 2 discipline. A minimum of 30 credits must be completed in one field and a minimum of 24 credits must be completed in the other, and no credits may be double counted between the fields. A minimum of 37 of these 57 credits in the major must be taken at the 300/400 levels. Additional credits of general electives will be required in order to meet graduation requirement of 124 credits.

\*Please note that an audition and approval will be required for students interested in pursuing a Field 1 in Fine Arts.

Field 1 – 30-32 credits

- American Sign Language and Interpreting Studies
- Business
- Church Leadership
- Communications Arts

- Fine Arts
- Social Sciences

Field 2 - 24 credits

- ASL & Deaf Culture Studies
- Business
- Church Leadership
- Communications Arts
- Fine Arts
- Social Sciences

### *Part 3. General Electives*

17-20 Credits

Additional credits of general electives must be taken as necessary to reach a total of 124 credits for a Bachelor of Science degree.

### *Interdisciplinary Fields*

#### **ASL & Interpreting Studies Field 1**

*32 Credit Hours*

ASL Core: 20 Credits:

MLAN	140	American Sign Language I (4)
MLAN	240	American Sign Language II (4)
MLAN	330	Topics in ASL (4)
MLAN	340	American Sign Language III (4)
MLAN	440	American Sign Language IV (4)

Interpreting Core: 12 Credits

CDS	352	Interpreting ASL to Spoken English (3)
CDS	471	Interpreting Theory and Process I (3)
CDS	472	Interpreting Theory and Process II (3)
CDS	475	Interpreting in Advanced Settings (3)

#### **ASL & Deaf Culture Studies Field 2**

*24 Credit Hours*

Select any 16 credits of upper-level courses and 8 credits of lower-level courses of the following subjects: ASL, CDS or MLAN.

#### **Business: Field 1**

*30 Credit Hours*

Select any 21 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: BUS, SM, ECON or COMM.

**Business: Field 2**

*24 Credit Hours*

Select any 15 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: BUS, SM, ECON or COMM.

**Church Leadership: Field 1**

*30 Credit Hours*

Select any 21 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: BIBL, PMIN, ICS, or THEO.

**Church Leadership: Field 2**

*24 Credit Hours*

Select any 15 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: BIBL, PMIN, ICS, or THEO.

**Communication Arts: Field 1**

*30 Credit Hours*

Select any 21 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: COMM, ENG, TEFL, or MLAN.

**Communication Arts: Field 2**

*24 Credit Hours*

Select any 15 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: COMM, ENG, TEFL, or MLAN.

**Fine Arts: Field 1**

*30 Credit Hours*

Select any 21 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: MUS, MUSL, THTR or FA.

**Fine Arts: Field 2**

*24 Credit Hours*

Select any 15 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: MUS, MUSL, THTR or FA.

**Social Sciences: Field 1***30 Credit Hours*

Select any 21 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: EDUC, ELED, HIST, PSYC, SWK, URBN, or YDEV.

**Social Sciences: Field 2***24 Credit Hours*

Select any 15 credits of upper-level courses and 9 credits of lower-level courses of the following subjects: EDUC, ELED, HIST, PSYC, SWK, URBN or YDEV.

## Management Information Systems

*Bachelor of Science Degree***DESCRIPTION****124 Credit Hours***College of Business & Technology**School of Technology**Bill Tibbetts, Dean*

The Bachelor of MIS degree at NCU is designed to prepare graduates to become data analysts in a variety of industries. Preparation for this field will include a blend of Computer Science and Business curriculum. Many MIS graduates will select a minor in a Business-related field as an industry emphasis and focus. MIS graduates will be able to procure and examine large amounts of data and interpret it for decision-making, especially in the area of strategy. Opportunities in big data is one of the fastest growing segments across all industries and provides a world of opportunities for graduates.

**COURSES*****Part 1. General Education & Christian Studies Core****No degree specific requirements for the Computer Information Systems Major.****Part 2. Business Core*****26 Credits**

BUS	161	Intro to Business (3)
BUS	180	Career Seminar in Business (2)
BUS	267	Principles of Accounting I (3)



BUS	361	Corporate Financial Management (3)
BUS	380	Business Law I (3)
COMM	396	Web Design (3)
BUS/GLE	445/625	Project Management (3)
BUS/GLE	465/550	Strategic Management & Leadership (3)
Business Management: Select One (3 Credits)		
BUS	250	Principles of Management (3)
BUS	281	Introduction to Nonprofit Administration (3)
BUS	374	Operations Management (3)
BUS	390	Human Resource Management (3)

### *Part 3. Management Information Systems Core*

34 Credits

CSCI	160	Intro to Programming With Mobile Development (3)
CSCI	210	Object Oriented Programming (4)
CSCI	230	Computer Security Basics (3)
CSCI	250	Computer Architecture (3)
CSCI	305	Management Information Systems (3)
CSCI	310	Database Theory & Programming (3)
CSCI	350	Data Communication & Networking (3)
CSCI	420	Database Administration (3)
CSCI	430	Systems Analysis & Design (3)
CSCI	490	Internship (3)
CSCI	495	Senior Project (3)

### *Part 4. General Electives*

14 Credits

Students select 14 credits of general electives to earn a Bachelor of Science Degree.

## Marketing

*Bachelor of Science Degree*

DESCRIPTION

**124 Credit Hours**

*College of Business & Technology*

*School of Business*

*Bill Tibbetts, Dean*

The Bachelor of Science in Marketing degree at NCU is designed to prepare the student for a successful marketing career across a wide range of businesses. In this program, the student will

work with real clients, developing real marketing initiatives, to solve real problems. Our program is designed to help the student gain relevant marketing skills and experience employers seek, including: building marketing campaigns, public relations and advertising, product management, and social media marketing. A marketing student at NCU will gain valuable hands-on experiential learning to further help them prepare for a successful career

According to the U.S. Bureau of Labor Statistics, employment of advertising, promotions, and marketing managers is projected to grow significantly in the next ten years, far above most other occupations. About a quarter of advertising and promotions managers worked for advertising agencies. About 16 percent of marketing managers worked in the management of companies and enterprises industry. Both of these statistics suggest studying marketing at NCU in the Twin Cities is a fantastic opportunity.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Marketing Major.*

### *Part 2. Business Core*

29 Credits

BUS	161	Introduction to Business (3)
BUS	180	Career in Business Seminar (2)
BUS	198	Communications for Business (3)
BUS	261	Statistics & Decision Making (3)
BUS	267	Principles of Accounting I (3)
BUS	380	Business Law (3)
BUS	470	Business Internship (3)
BUS	475	Business Senior Project (3)
BUS/GLE	445/625	Project Management (3)
BUS/GLE	465/550	Strategic Management & Leadership (3)

### *Part 3. Marketing Core*

33-34 Credits

BUS	265	Principles of Marketing (3)
BUS	305	SEO & Social Media Marketing Strategy (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	385	International Business Management & Marketing (3)
BUS	405	Business to Business Marketing (3)
BUS	425	Sales & Marketing (3)
COMM	365	Public Relations (3)
COMM	396	Web Design (3)
COMM	425	Principles of Advertising (3)
CSCI	305	Management Information Systems (3)

Select one: 3-4 credits

COMM 358	Graphic Design (3)
COMM 360	Video Graphic Production (4)
COMM 375	Photography (3)

### *Part 4. General Electives*

11-12 Credits

Students may select 11-12 credits of general electives to earn a Bachelor of Science Degree.

## Mathematics

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*  
*Desiree Libengood, Dean*

The mission of the mathematics program is to prepare mathematically-minded Christians for graduate education and careers in mathematics, applied mathematics, education, business, risk analysis, economics, and other related areas by providing a well-rounded curriculum in pure and applied mathematics.

Upon completion of the mathematics curriculum students will be able to;

- Identify the mathematics subject areas, their development, and general applications.
- Explain the importance of the major theorems of mathematics.
- Apply mathematical reasoning to prove abstract statements.
- Apply mathematical reasoning to solve complex applications.
- Calculate numerical solutions to theoretical and experimental applications.
- Analyze the properties of mathematical structures.
- Design a problem solving strategy utilizing verbal, visual, algebraic, and numerical approaches.
- Evaluate mathematical arguments for consistency.

### COURSES

#### *Part 1. General Education & Christian Studies Core*

Mathematics Majors must select MATH280 Calculus I for the General Education mathematics requirement.

## *Part 2. Math Major*

47 Credits

CSCI	160	Intro to Software & Computing (3)
CSCI	210	Programming I (4)
MATH	280	Calculus I (4)
MATH	290	Calculus II (4)
MATH	300	Linear Algebra (3)
CSCI	310	Database Theory & Programming (3)
CSCI	320	Algorithms & Data Structures (3)
MATH	320	Geometry (3)
MATH	330	Probability and Statistics (4)
MATH	340	Discrete Mathematics (3)
MATH	360	Multivariable Calculus (4)
MATH	410	Abstract Algebra (3)
MATH	420	Real Analysis (3)
MATH	430	History of Mathematics (3)

## *Part 3. General Electives*

26 Credits

Students may select 26 credits of general electives to earn a Bachelor of Science Degree.

# Music

*Bachelor of Science Degree*

## DESCRIPTION

### **124 Credit Hours**

*College of Fine Arts*

*School of Music and Theatre*

*Larry Bach, Dean*

The Music Major consists of faculty and curriculum designed to prepare the student as a functional musician. This major also allows the student to easily add a minor in another field of study.

The Music Major will have the following functional music skills:

- Practical application of written and aural music theory
- Conducting
- Keyboard proficiency

- Pedagogical skills
- Working with an ensemble
- Understanding music of other cultures
- Understanding the history of Western music
- Excellence in chosen performance

## COURSES

### *Part 1. General Education & Christian Studies Core*

Music majors must select FA 112 - Music Appreciation to fulfill the Fine Arts requirement.

### *Part 2. Music Major Core*

33 Credits

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	371	Theory III (4)
MUS	372	Theory IV (4)
MUS	361	Conducting I (3)
MUS	495	Senior Project- Music (2)
MUS	2**	Any music electives 200-level or higher (12 credits)*

\*Music electives can be any 200-level course or above, excluding lessons and ensembles.

Music Ensemble (8 Credits):

MUS	***	Any Music ensembles (8)*
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\*\*Students must be in at least one ensemble each semester except during student teaching.

Applied Music Lessons (minimum of 12 Credits):

MUSL	300^	Primary Instrument (8)
MUSL	100^	Secondary Instrument (4)

#### General Information:

- Students must take a lesson on their primary instrument each semester.
- Students must be enrolled in a piano lesson every semester until piano proficiency is completed.
- Students must be in one ensemble, related to their primary instrument, each semester.
- Students must enroll in Recital Performance each semester.
- Studio Recitals may be required by your primary instrument teacher.
- Senior Project will consist of a 1/2-hour recital on your primary instrument as well as a paper, project or a CD demo with paper, as approved by the faculty.

More information can be found under Future Students at [www.ncufinearts.com](http://www.ncufinearts.com)

### *Part 3. General Electives*

21 Credits

Students may take up to 21 credits of general electives as needed to reach a total of 124 credits to earn a Bachelor of Science Degree.

## Music: Education

*Bachelor of Science Degree*

See Education – Vocal Music (K-12)

## Music Business

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Fine Arts*

*School of Music and Theatre*

*Larry Bach, Dean*

The entertainment industry is growing and changing, which is creating career opportunities for a new type of professional who is strong both artistically and administratively. With this in mind, North Central University's College of Fine Arts and Business Administration Departments have designed a curriculum that will prepare the next generation of leaders in the musical area of the entertainment industry.

Music Business majors will acquire the following skills:

- Knowledge of copyright and intellectual property
- Knowledge of contract law
- Knowledge of economics, management, and accounting
- Knowledge of marketing, promotion and social media
- Knowledge of live booking and venue
- Knowledge of music theory and audio engineering
- Knowledge of standard business practices and models.

### COURSES

#### **Part 1. General Education & Christian Studies Core**

*No degree specific requirements for the Music Business Major.*

## *Part 2. Music Core*

32 credits

MUS	271	Theory I (4)
MUS	163	Audio Engineering (3)
MUS	231	Music Business I (3)
MUS	341	Music Business II (3)
MUS	381	Pro Tools I (3)
MUS	488	Music Internship (3)
MUS	496	Senior Project- Music Business (3)
MUS	***	Any Music electives (6)*
MUS	1**	Any ensemble electives (2)
MUS	1**	Applied Music Lessons (2)

\*MUS electives—Choose from any 200, 300 or 400 level music courses with the exception of lessons and ensemble electives.

## *Part 3. Business Core*

24 Credits

BUS	198	Communications for Business (3)
BUS	255	Entrepreneur & Business Management (3)
BUS	265	Principles of Marketing (3)
BUS	267	Principles of Accounting I (3)
BUS	324	Christian Leadership & Ethics (3)
BUS	380	Business Law I (3)
BUS	465	Strategic Management & Leadership (3)
ECON	251	Principles of Microeconomics (3)

## *Part 4. General Electives*

18 Credits

Students may select 18 credits of general electives to earn a Bachelor of Science Degree.

# Music Pastor

*Bachelor of Science Degree*

DESCRIPTION

**124 Credit Hours**

*College of Fine Arts*

*School of Worship Arts*

*Larry Bach, Dean*

Program Mission: To empower skillful, creative, authentic leaders of worship arts ministries to raise up Christ-centered worship artists and congregations who worship God in every aspect of their lives.

The Music Pastor should be able to demonstrate:

- Practical application of written and aural music theory
- Choral and instrumental conducting proficiency
- Worship leading – both pastoral understanding and musical skill
- Keyboard proficiency
- Pedagogical skills
- Knowledge of media support elements
- Music composition and arranging
- Adaptation of music to indigenous cultures

The Music Pastor major should be able to facilitate the following ministry-related functions:

- Prophet - bringing forth God's Word through sacred music
- Evangelist - -using music to reach the lost
- Pastor – provide Theological/historical foundation of worship and discipleship and pastoral care for those in the worship arts ministry
- Apostle—using worship arts to help plant churches and/or further God's work in other cultures

The Music Pastor major must demonstrate servant leadership in the following areas:

- Personal and departmental organization/time management
- Communication
- Delegation
- Public and staff relations
- Budget development
- Project management

All students must complete the General Education Core and Christian Studies Core. In addition, all Music Pastor Majors are required to complete the Music Pastor Core. General electives may be added or an optional minor may be selected. Total credit hours to complete the Music Pastor Major must equal at least 124 credit hours for a BS Degree.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Music Pastor Majors must take FA112 Music Appreciation to fulfill the Fine Arts requirement, and HOM-252- Homiletics I for the Public Speaking requirement. Also must take MUS 363 Music History I (3CR) to fulfill the History requirement.

### *Part 2. Music Core*

21 Credits



MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	371	Theory III (4)
MUS	372	Theory IV (4)
MUS	361	Conducting I (3)
MUS	495	Senior Project - Music (2)

### *Part 3. Music Pastor Core*

45 Credits

MUS	146	Worship Arts Practicum (1)
MUS	263	Rhythm Section Methods (1)
MUS	334	Historical Foundations for Music in Worship (3)
MUS	336	Worship Leading (3)
THEO	339	Theology of Christian Worship (3)
MUS	362	Conducting II (2)
MUS	468	Music Pedagogy (2)
MUS	469	Principles of Leadership in Worship Arts (3)
MUS	488	Music Internship (3)
MUS	2**^	Any music electives 200-level or higher (2)

Select Two (2 Credits)

MUS	261	Brass Methods (1)
MUS	262	Woodwind Methods (1)
MUS	266	Percussion and String Methods (1)

Music Ensemble (8 Credits):

MUS	***	Any Music ensembles (8)
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Applied Music Lessons (12 Credits):

MUSL	300^	Primary Instrument (8)
MUSL	100^	Secondary Instrument (4)

- Students must take a lesson on their primary instrument each semester.
- Students must be enrolled in a piano lesson every semester until piano proficiency is completed.
- Students must enroll in Conducting Lab and Recital Performance each semester.
- Senior Project consists of 1/2-hour recital and 1/2 hour conducting recital.

More information can be found under Future Students at [www.ncufinearts.com](http://www.ncufinearts.com)

### *Part 4. General Electives*

7 Credits

Students may select 7 credits of general electives to earn a Bachelor of Science Degree.

# Music Performance

*Bachelor of Science Degree*

## DESCRIPTION

### **124-6 Credit Hours**

*College of Fine Arts*

*School of Music and Theatre*

*Larry Bach, Dean*

It is the intent of The College of Fine Arts to train and empower talented musicians to pursue a career in performance as well as prepare the student for graduate programs in their performing discipline.

### Functional Music Skills

- Practical application of written and aural music theory
- Keyboard proficiency
- Pedagogical skills
- Use of multi-media and computer-related equipment
- Music and dramatic production
- Music composition and arranging
- Adaptation of music to indigenous cultures
- Working with an ensemble

The performance major requires a recognized level of musicality and technique. The student who has chosen the classical tradition should be prepared to:

- Perform art music
- Teach their instrument
- Pursue advanced degrees
- Demonstrate an understanding of music history in Western Civilization
- Perform at a high level on their chosen medium, i.e. voice, piano, guitar, etc.

Performance includes working with people; therefore, the Christian who desires a life as a performer should demonstrate:

- A personal Christian lifestyle congruent with their performance
- Communication and organizational skills
- Public relations awareness
- Time and financial management

All students must complete the General Education Core and Christian Studies Core. Total credit hours to complete the Music Performance major must equal at least 124 credit hours.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Music Performance Majors must take FA112 Music Appreciation to fulfill the Fine Arts requirement.  
Also must take MUS 363 Music History I (3CR) to fulfill the History requirement.

### *Part 2. Music Core*

21 Credits

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	371	Theory III (4)
MUS	372	Theory IV (4)
MUS	361	Conducting I (3)
MUS	495	Senior Project - Music (2)

### *Part 3. Music Performance Core*

41 Credits

MUS	364	Music History II (3)
MUS	2**^	Any music electives 200-level or higher (8)*

\*MUS electives—Choose from any 200, 300 or 400 level music courses with the exception of lessons and ensemble electives (including MUS-230 Jazz Workshop).

\*\*Vocal majors must choose MUS 340- International Diction for Singers as one of their electives.

Select One (2 Credits)

MUSL	PD42	Pedagogy Lesson (2)
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Music Ensemble (8 Credits):

MUS	***	Any Music ensembles (8)
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Applied Music Lessons (20 Credits):

MUSL	300^	Primary Instrument (14)
MUSL	100^	Secondary Instrument (6)

### General Information:

- Students must be in at least one ensemble, related to their primary instrument each semester.
- Students must take a lesson on their primary instrument each semester.
- Students must be enrolled in a piano lesson every semester until piano proficiency is completed.
- Senior Project consists of a 1-hour recital on primary instrument.

More information can be found under Future Students at [www.ncufinearts.com](http://www.ncufinearts.com)

#### *Part 4. General Electives*

12 Credits

Students must take a minimum of 12 credits of general electives. Please note: additional elective credits may be required in order to reach the required 124 credits for graduation.

## Music Production-Live

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Fine Arts*

*Larry Bach, Dean*

*School of Worship Arts*

*Vinnie Zarletti, Director*

The Music Production- Live major will acquire the following

- Knowledge of live sound mixing, miking, and signal flow
- Knowledge of lighting, design, focusing and programming
- Knowledge of projection and video uses in live settings
- Knowledge of live presentation software
- Knowledge of acoustics, sound physics and frequency
- Ability to work with and train volunteers.
- Ability to solder and do basic installation
- Knowledge of video post-production
- Knowledge of pro tools and audio editing

### COURSES

#### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Music Production Major.*

#### *Part 2. Live Production Core*

59 Credits

MUS	146	Worship Arts Practicum: Live Production (8)*
MUS	271	Theory I (4)
MUS	163	Audio Engineering I (3)
MUS	231	Music Business I (3)
MUS	263	Rhythm Section Methods (1)
MUS	373	Audio Engineering II (3)
MUS	381	Pro Tools I (3)
MUS	382	Pro Tools II (3)
MUS	394	Live Audio Production I (3)
MUS	395	Lighting & Design Implementation (3)
MUS	469	Principles of Leadership in Worship Arts (3)
COMM	185	Intro to Digital Media (3)
COMM	360	Video Production I (4)
MUS	486	Internship – Live Production (6)
MUS	496	Senior Project – Live Production (3)
MUS	2XX^	Any music electives 200-level or higher (6)**

\*Students must enroll in MUS 146 Worship Arts Practicum: Live Production (no studio access) each semester beginning their first semester. The Practicum with studio access will be granted once core classes are complete.

\*\* MUS electives–Choose from any 200, 300 or 400 level music courses with the exception of lessons and ensemble electives.

### *Part 3. General Electives*

15 Credits

Students may select 15 credits of general electives to earn a Bachelor of Science Degree.

## Music Production -Studio

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Fine Arts*

*Larry Bach, Dean*

*School of Worship Arts*

*Vinnie Zarletti, Director*

The Music Production-Studio major will acquire the following

- Knowledge of recording, signal flow, miking, mixing, and mastering

- Knowledge of live sound mixing
- Knowledge of music producing and arranging
- Understanding the music business, licensing and copyright
- Knowledge of acoustics, sound physics and frequency
- Knowledge of Pro Tools and music production software
- Knowledge of marketing and promotion
- Ability to create full musical productions using music production software

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Music Production Major.*

### *Part 2. Studio Production Core*

57 Credits

MUS	146	Worship Arts Practicum (8)*
MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	163	Audio Engineering I (3)
MUS	231	Music Business I (3)
MUS	263	Rhythm Section Methods (1)
MUS	373	Audio Engineering II (3)
MUS	381	Pro Tools I (3)
MUS	382	Pro Tools II (3)
MUS	440	Studio Production I (3)
MUS	441	Music Production Software (3)
MUS	469	Principles of Leadership in Worship Arts (3)
MUS	488	Internship - Studio Production (3)
MUS	496	Senior Project – Studio Production (3)
MUS	2XX^	Any music electives 200-level or higher (10)**

\*Students must enroll in MUS 146 Worship Arts Practicum: Studio Production (studio access) each semester beginning their first semester. The Practicum with studio access will be granted once core classes are complete.

\*\*MUS electives—Choose from any 200, 300 or 400 level music courses with the exception of lessons and ensemble electives.

### Applied Music Lessons (5 Credits)

MUSL	100^	Primary Instrument (5)*
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\*2 credits must be piano lessons, 1 credit must be mixing lesson and 2 credits can be a lesson of your choosing.

### *Part 3. General Electives*

12 Credits

Students may select 12 credits of general electives to earn a Bachelor of Science Degree.

## Music Recording Artist

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Fine Arts*

*Larry Bach, Dean*

*School of Worship Arts*

*Vinnie Zarletti, Director*

It is the intent of The College of Fine Arts to empower skillful, creative, authentic performers who are capable of glorifying God directly and indirectly through their music, their songs, and their lives.

The Music Recording Artist will acquire the following skills:

- Practical application of written and aural music theory
- The ability to conduct ensembles at a proficient level
- Piano/keyboard proficiency
- Pedagogy
- Excellence as a vocalist and performer on stage and in the studio
- Songwriting
- Arranging and working with a band/ensemble
- Engaging an audience from the stage

The Music Recording Artist will effectively demonstrate the ability to:

- Manage personal and band schedules and finances
- Organize, rehearse, and communicate well with bands
- Perform anointed concert/church ministry
- Speak effectively in the concert/church setting
- Understand the business component of the music industry
- Understand and function effectively in the recording studio
- Understand contemporary issues facing the church
- Build a framework for a philosophy of ministry
- Live a righteous lifestyle

All students must complete the General Education core and Christian Studies core. Total credit hours to complete the Recording Artist major must equal at least 124 credits.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Music Recording Artist Major.*

### *Part 2. Music Core*

21 Credits

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	371	Theory III (4)
MUS	372	Theory IV (4)
MUS	361	Conducting I (3)
MUS	495	Senior Project - Music (2)

### *Part 3. Recording Arts Core*

18 Credits

MUS	163	Audio Engineering I (3)
MUS	231	Music Business I (3)
MUS	263	Rhythm Section Methods (1)
MUS	321	Performance Preparation I (3)
MUS	381	Pro Tools I (3)
MUS	438	Songwriting I (3)
MUS	2**^	Any music electives 200-level or higher (2)*

\*MUS electives—Choose from any 200, 300 or 400 level music courses with the exception of lessons and ensemble electives.

Music Ensemble (8 Credits):

MUS	***	Any Music ensembles (8)
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Applied Music Lessons (12 Credits):

MUSL	300^	Primary Instrument (8)
MUSL	100^	Secondary Instrument (4)

### General Information:

- Students must be in at least one ensemble, related to their primary instrument, each semester.
- Students must take a lesson on their primary instrument each semester.
- Students must be enrolled in a piano lesson every semester until piano proficiency is completed.
- Students must enroll in Recital Performance each semester.



- Senior Project will consist of a 45 minute recital on your primary instrument as well as a paper, project or a demo with paper, as approved by the faculty.

More information can be found under Future Students at [www.ncufinearts.com](http://www.ncufinearts.com)

### *Part 4. General Electives*

#### *15 Credits*

Students may select 15 credits of general electives to earn a Bachelor of Science Degree.

## Music Worship Leading

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Fine Arts*

*Larry Bach, Dean*

*School of Worship Arts*

*Vinnie Zarletti, Director*

The intent of the Worship Leading degree is to empower skillful, creative, authentic leaders of corporate worship to raise up Christ-centered congregations who worship God in every aspect of their lives.

Worship Leaders will acquire the following skills:

- Practical application of written and aural theory
- The ability to conduct ensembles at a proficient level
- Piano/keyboard proficiency
- Acoustic guitar proficiency
- General knowledge of pro-presenter or equivalent worship software
- Basic songwriting

Worship Leaders will effectively demonstrate the ability to:

- Manage personal and team schedules
- Organize and rehearse worship teams
- Communicate and related with teams, staff, and congregation
- Serve church leaders as well as team members
- Lead biblical, anointed, Spirit-led worship
- Lead worship in a variety of contexts

A graduate with a degree in Worship Leading must successfully complete the General Education Core, the Christian Studies Core. In addition, all Worship Leading majors must complete the Worship Leading core. Total credit hours to complete the Worship Leading major must equal at least 124 credit hours.

## COURSES

### *Part 1. General Education & Christian Studies Core*

Music Worship Leading Majors must take FA112 Music Appreciation to fulfill the Fine Arts requirement. Also must take MUS 363 Music History I (3CR) to fulfill the History requirement.

### *Part 2. Music Core*

20 Credits

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	371	Theory III (4)
MUS	361	Conducting I (3)
MUS	488	Music Internship (3)
MUS	495	Senior Project - Music (2)

### *Part 3. Worship Leading Core*

24 credits

MUS	263	Rhythm Section Methods (1)
MUS	321	Performance Preparation I (3)
MUS	334	Historical Foundations for Music in Worship (3)
MUS	336	Worship Leading (3)
THEO	339	Theology of Christian Worship (3)
MUS	438	Songwriting I (3)
MUS	469	Principles of Leadership in Worship Arts (3)
MUS	2**^	Any music electives 200-level or higher (5)

Music Ensemble (10 Credits):

MUS	***	Select any combination of MUS 146 or MUS 137 (2)
MUS	***	Any Music ensembles (8)

Applied Music Lessons (12 Credits):

MUSL	300^	Primary Instrument (8)
MUSL	100^	Secondary Instrument (4)

### General Information:

- Students must be in at least one ensemble, related to their primary instrument, each semester.
- Students must take a lesson on their primary instrument each semester.

- Students must be enrolled in a piano lesson and a guitar lesson every semester until proficiencies are completed.
- Students must enroll in Recital Performance each semester.
- Senior Project consists of a 45 minute recital.

More information can be found under Future Students at [www.ncufinearts.com](http://www.ncufinearts.com)

### *Part 4. General Electives*

8 Credits

Students may select 8 credits of general electives to earn a Bachelor of Science Degree.

## Pastoral Studies

*Bachelor of Arts Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

*School of Pastoral Studies*

*Dr. Lon Flippo, Director*

Students who complete the Pastoral Studies degree will be prepared to be lead pastors in a local church. This degree will also serve as a foundation for graduate school. The following elements will aid graduates of the Pastoral Studies major in carrying out their leadership role in a local congregation. They will:

- Understand historic and contemporary theology
- Study the Bible and effectively practice and communicate its truths in today's world
- Be familiar with the history, practices and beliefs of the Assemblies of God
- Understand the operation, administration and organization of the local church, including the unique role of the lead pastor
- Know and practice the mission of the Church
- Be aware of the legal aspects of pastoral ministry
- Practice personal spiritual formation in regards to character and responsibility

Graduates will have gained pastoral skills including:

- Preaching and teaching
- People skills and interpersonal relationships
- A sincere desire and the ability to help and minister to all people of any age, socioeconomic background, cultural or ethnic group, etc.
- Evangelism and discipleship

- Pastoral counseling
- Special services and their biblical background including communion, baptism, funerals, weddings, baby dedications, installation of officers
- Maintaining a meaningful devotional life
- Maintaining a healthy personal and family life
- Serving as a model of consistent Christian character and lifestyle
- Possessing financial and other management skills

All students must complete the General Education Core and Christian Studies Core. In addition, all Pastoral Studies majors are required to complete the Church Ministries Core and Pastoral Studies supporting program. A student may add general electives or select an optional minor. Total credit hours to complete the Pastoral Studies major must equal at least 124 credit hours.

## COURSES

### *Part 1. General Education & Christian Studies Core Requirements*

Communications: PMIN 252 Homiletics is required

Historical Perspectives: HIST 212 History of Global Christianity is required

Sociology Elective: YDEV 337 Sociology of American Youth is also an option for CCL majors

### *Part 2. Church Ministries Core*

46 Credits

PMIN	205	Church Leadership Mentoring (4)
BIBL	3**	Any upper-level OT Bible Course (3)
BIBL	3**	Any upper-level NT Bible Course (3)
PMIN	231	Personal Formation & the Spiritual Leader (3)
PMIN	250	Youth & Children's Studies (3)
THEO	240	Pentecostal Distinctives (3)
PMIN	340	Church Administration & Finance (3)
PMIN	378	Pastoral Theology (3)
THEO	360	The Spirit and the Church (3)
PMIN	430	Topics in Sexuality, Marriage & Family (3)
PMIN	432	Pastoral Care of Families (3)
PMIN	472	Leadership in Pastoral Studies (3)
PMIN	491	Pastoral Studies Internship (3)
PMIN	495	Pastoral Studies Senior Project (3)
BIBL	472	Bible Lands Seminar (3)

### *Ministry Electives*

3 credits

Select	3**	Any upper-level BIBL or THEO elective course (3)
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### *Part 3. General Electives*

21 Credits

Students may select 6-8 credits of the same foreign language (may include Biblical Languages or American Sign Language) and 13-15 credits of general electives (for a total of 21 credits) to earn a Bachelor of Arts degree.

## Psychology

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*Desiree Libengood, Dean*

*School of Social & Behavioral Sciences*

*Mallory Knipe, Director*

The School of Social & Behavioral Sciences has adopted the following goals and outcomes that are intended to result from participation in the Psychology program. These goals and outcomes represent the knowledge, skills and values consistent with the science and application of psychology in Christian higher education.

#### Goal 1: Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

- Describe key concepts, principles, and overarching themes in psychology
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

#### Goal 2: Scientific Inquiry and Critical Thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students should focus on theory use as well as designing and executing research plans.

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research

### Goal 3: Ethical and Social Responsibility in a Diverse World

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students should have direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who don't share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, state, national, and global levels.

### Goal 4: Communication

Students should demonstrate competence in writing, oral, and interpersonal communication skills. Students should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

### Goal 5: Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation. The skills in this goal refer to abilities that sharpen student readiness for post-baccalaureate employment, graduate school, or professional school.

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

### Goal 6: Integration of Psychology and Theology

The emphasis in this goal is to become psychologically-informed individuals who are Christ-followers, guided by Scripture, and empowered by the Holy Spirit. Students should show their knowledge, application, and personal views of the interaction between science and Christianity which can make a unique contribution to the field.

- Describe various approaches to the relationship between psychology (science) and Christianity (theology)
- Articulate a Christian worldview
- Critique issues in psychology from a theologically-informed perspective
- Demonstrate commitment to psychology as a form of ministry

## COURSES

### *Part 1. General Education & Christian Studies Core*

*Psychology Majors must take PSYC 125 and PSYC 126 for the social relations requirement and SCI 114 for the science requirement.*

### *Part 2. Psychology Major Core*

21 Credits

MATH	260	Statistics (3)
PSYC	256	Developmental Psychology I (3)
PSYC	257	Developmental Psychology II (3)
PSYC	353	Psychopathology (3)
PSYC	460	Research Methods In Psychology (3)
PSYC	488	Psychology Internship (3)
PSYC	495	Senior Project - Psychology (3)

### *Part 3. Psychology Track Options*

The Psychology major offers 2 tracks of specialization: Clinical and Generalist

#### Clinical Track

27 Credits

*Clinical Core- 15 credits*

PSYC	355	Multicultural Counseling (3)
PSYC	363	Theories of Personality (3)
PSYC	430	Theories & Techniques of Counseling (3)
PSYC	450	Group Process & Practice (3)
PSYC	455	Psychological Testing (3)

*Select One-3 credits*

PSYC	375	Learning & Cognition (3)
PSYC	452	Physiological Psychology (3)
EDUC	359	Educational Psychology (3)

*Clinical Track Electives- select any 9 credits*

PSYC	300+	Any PSYC upper-level courses
SWK	300+	Any SWK upper-level courses

#### Generalist Track

27 Credits

*Generalist Core- 27 credits*

PSYC	300+	Any PSYC upper-level courses (18 credits)
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PSYC 100+ Any PSYC or SWK lower-level courses (9 credits)

### *Part 4. General Electives*

26 Credits

Students may select 26 credits of general electives to earn a Bachelor of Science Degree.

## Social Work

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Arts & Sciences*

*Desiree Libengood, Dean*

*School of Social & Behavioral Sciences*

*Mallory Knipe, Director*

The Social Work Program at North Central University will train students in the knowledge and skills of generalist social work practice. The program is guided by a love for Christ and a commitment to service to both God and humanity. Our educational framework is based on the Council on Social Work Education (CSWE) requirements, Christian values, the National Association of Social Workers (NASW) Code of Ethics, a liberal arts foundation, and a biblical foundation.

Our program utilizes the CSWE's competency-based approach to identify and assess what students demonstrate in practice. These competencies include:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities



Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Requirements for acceptance into the Social Work Program at NCU:

1. Complete SWK 200: Introduction to Social Work and obtain at least a “C”
2. Complete either SWK 220: HBSE: Life Span or SWK 310: HBSE: Theories and obtain at least a “C”
3. Complete ENG 124: Research & Rhetoric and obtain at least a “C”
4. Achieve a 2.25 cumulative GPA
5. Complete a formal application (available on Moodle or in the Kingsriter Center, Social & Behavioral Sciences department)
6. Provide a statement describing the reason for pursuing social work that is consistent with social work values and purposes.
7. Provide academic and professional recommendations.
8. Complete 25 documented hours of community service performed outside the context of the local church.

Grounds for Dismissal from the Social Work Program

Students may be dismissed from the Social Work Program at North Central University for the following reasons/violations:

1. Violation of the NASW Code of Ethics
2. Persistent personal challenges that interfere with daily functioning, academic success, and professional performance. These challenges include, but are not limited to, substance abuse, physical or mental illness, and interpersonal conflict.
3. Inability to earn at least a “C” in core social work courses and maintain a cumulative GPA of 2.25
4. Inability to demonstrate appropriate interpersonal or professional skills.
5. Failure to maintain academic requirements like completing exams and assignments on time, attending class regularly, and/or not abiding by classroom expectations.
6. Documented evidence of a felony conviction.

COURSES

*Part 1. General Education & Christian Studies Core*

*Social Work Majors must take PSYC 125 and PSYC 126 for the social relations requirement and SCI 114 for the science requirement.*

*Part 2. Social Work Major Core*

57 Credits (must achieve a “C” or better in all major core courses)

MATH	260	Statistics (3)
SWK	200	Introduction to Social Work (3)
SWK	220	Human Behavior and the Social Environment: Life Span (3)
SWK	310	Human Behavior and the Social Environment: Theories (3)
SWK	250	Human Rights and Global Justice (3)
SWK	320	Generalist Practice with Individuals (3)
SWK	330	Generalist Practice with Communities and Organizations (3)
SWK	340	Social Welfare Systems and Policy (3)
SWK	350	Culturally Competent Practice (3)
SWK	450	Group Practice (3)
SWK	460	Research Methods (3)
SWK	488	Internship I (6)
SWK	489	Internship II (6)
SWK	495	Senior Project (3)

Select 9 credits of Major Electives

Any PSYC or SW credits

Social work students are required to complete a 400 hour internship during their senior year. The internship is an integral part of social work education and will need to be approved by the Social Work Field Director.

### *Part 3. General Electives*

17 Credits

Students may select 17 credits of general electives to earn a Bachelor of Science Degree.

## Sports Management

*Bachelor of Science Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Business & Technology*

*School of Business*

*Bill Tibbetts, Dean*

The Sports Management major is designed to prepare graduates to become leaders in this exciting and varied field. Students will select from one of three exciting tracks: Sports Coaching, Sales and Marketing, or Entrepreneurship and Small Business Development. All students in this major field of study will also complete 18 credits of Bible & Theology training. We believe that this training is essential in the support of NCU's institutional mission of "preparing students to

fulfill Biblical models of leadership & ministry throughout the world.” The knowledge and insights from this field of study are meant to enhance the student’s spiritual preparation for a life of serving God whether that be in a secular or Christian environment. Students will benefit from North Central’s location as the Twins Cities has nine professional sport teams, numerous colleges, a strong park & recreation district and many private fitness clubs to enhance the classroom experience with practical experience and on the job training.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Sports Management Major.*

### *Part 2. Business Core*

23 Credits

BUS	161	Introduction to Business (3)
BUS	180	Career in Business Seminar (2)
BUS	265	Principles of Marketing (3)
BUS	267	Principles of Accounting I (3)
BUS	445	Project Management (3)
BUS	465	Strategic Management (3)
ECON	251	Principles of Microeconomics (3)

Select One (3 Credits):

BUS	324	Christian Leadership and Ethics (3)
BUS	380	Business Law (3)

### *Part 3. Sports Management Core*

21 Credits

SM	151	Introduction & History of Sport & Recreation Management (3)
SM	247	Athletic Coaching Certification (2)
SM	253	Organization & Administration of Sport, Recreation & Athletics (3)
SM	341	Psychology & Sociology of Sport & Recreation (3)
SM	367	Strategic Leadership in Sport (3)
SM	435	Recreation & Fitness Management (3)
SM	495	Sports Management Internship (3)

Select One (1 Credit):

PE	150	Athletic Team Practicum (1)
PE	170	Athletic Leadership Practicum (1)

### *Part 4. Sports Management Tracks*

The Sports Management major offers three tracks of specialization.

### Sales and Marketing Track

12 Credits

Select any 12 credits

BUS	305	SEO and Social Media Marketing (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	405	Business to Business Marketing (3)
BUS	425	Sales and Marketing (3)
COMM	365	Public Relations (3)
COMM	425	Principles of Advertising (3)

### Entrepreneurship/ Small Business Development

12 Credits

BUS	255	Entrepreneurship & Small Business Management (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	415	Financial Statement Analysis (3)
COMM	396	Web Design (3)

### Sport Coaching

12 Credits

SM	318	Prevention and Care of Athletic Injuries (3)
SM	380	Advanced Coaching Seminar (3)
HLTH	224	Drug Health Education (3)
YDEV	338	Adolescent Psychology and Counseling (3)

### *Part 5. General Electives*

18 Credits

Students may select 18 credits of general electives to earn a Bachelor of Science Degree.

## Theatre

*Bachelor of Science Degree*

DESCRIPTION

**124 Credit Hours**

*College of Fine Arts*

*School of Music and Theatre*

*Larry Bach, Dean*

The Theatre department of North Central University is dedicated to training and equipping theatre artists with the skills to analyze, think creatively, design, produce and perform at a high level in order to positively affect the culture through their art both in professional and church ministry settings.

Theatre majors will acquire the following skills:

- Articulate a Christian world view as it relates to the purpose and function of theatre both inside and outside the church.
- Demonstrate the ability to analyze, communicate and defend the artistic ideas of oneself and others, including a wide range of classical theatre genres and themes.
- Demonstrate personal discipline, character interpretation and growth in the application of acting principles and styles through performance.
- Communicate artistic, symbolic, thematic and underlying meaning through the practical application of theatrical design in set, costume, lighting and sound.
- Apply professional principles in directing a cast of actors to interpret and effectively communicate a playwright's work onto the stage.
- Demonstrate the ability to function and contribute as part of a creative, ministry and production team both in process and in performance as well as serving both in leadership and supporting roles.
- Engage in theatre as ministry through writing and performance in a variety of settings.

All students must complete the General Education Core and Christian Studies Core. Total credit hours to complete the Theatre major must equal at least 124 credit hours.

## COURSES

### *Part 1. General Education & Christian Studies Core*

*No degree specific requirements for the Theatre Major.*

### *Part 2. Theatre Core*

50 Credits

THTR	250	Introduction to Theatre (2)
THTR	253	Voice & Diction (3)
THTR	254	Fundamentals of Acting (3)
THTR	275	Technical Theatre Production (3)
THTR	355	Theatre Literature (3)
THTR	356	Directing (3)
THTR	382	Theatre Production (3)
THTR	456	Advanced Theatre Production (6)
THTR	458	Advanced Acting & Directing (3)

THTR	485	Scriptwriting (3)
THTR	495	Senior Project - Theatre (3)
THTR	496	Theatre Internship (3)

Select 3 credits of Acting Ensemble

THTR	265	Acting Ensemble (2)
THTR	366	Touring Acting Ensemble (1)*

\*Audition required

Select 9 Credits:

THTR	270	Musical Theatre Practicum (3)
THTR	347	Musical Theatre Stage Production (3)
ENG	430	Shakespeare (3)
THTR	459	Acting Styles (3)
BUS	161	Intro to Business (3)
BUS	265	Principles of Marketing (3)

### *Part 3. General Electives*

24 Credits

Students may select 24 credits of general electives to earn a Bachelor of Science Degree.

## Youth, Children and Family Studies

*Bachelor of Arts Degree*

### DESCRIPTION

#### **124 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

*School of Pastoral Studies*

*Dr. Lon Flippo, Director*

Goals of the academic program are:

- To see graduates with the ability to minister effectively to youth, children and their families;
- To see graduates with the ability to provide pastoral leadership in local church congregations;
- To see graduates with knowledge and experience in general education, theology, pastoral and practical ministry skills;

- To see graduates with the ability to minister to youth, children and their families holistically using the most current ministry methods and models;

Graduates of the Youth, Children and Family Studies major should be able to demonstrate skills related to pastoral ministry, including:

- Preaching and teaching ministry;
- Use of today's technology;
- Reaching, teaching and relating to youth and children at various developmental stages;
- Working with youth and children in small group and large group programs;
- Pastoring youth, children and their families;
- Development and leadership of volunteer ministry teams.

Graduates should be able to administer programming to youth, children and families through:

- Staff recruitment, selection, training and supervision;
- Program planning and implementation;
- Communication with parents;
- Relationships with pastoral staff, people in the church and people in the community.

All students must complete the General Education Core and Christian Studies Core. In addition, all Youth, Children & Families Studies majors are required to complete the Church Ministries Core and Youth, Children & Families Studies supporting program. Total credit hours to complete the major must equal at least 124 credit hours.

## COURSES

### *Part 1. General Education & Christian Studie Core Requirements*

Communications: PMIN 252 Homiletics is required

Historical Perspectives: HIST 212 History of Global Christianity is required

Sociology Elective: YDEV 337 Sociology of American Youth is also an option for CCL majors

### *Part 2. Church Ministries Core*

46 Credits

PMIN	205	Church Leadership Mentoring (4)
BIBL	3**	Any upper-level OT Bible Course (3)
BIBL	3**	Any upper-level NT Bible Course (3)
PMIN	231	Personal Formation & the Spiritual Leader (3)
PMIN	250	Youth & Children's Studies (3)
THEO	240	Pentecostal Distinctives (3)
PMIN	340	Church Administration & Finance (3)
PMIN	378	Pastoral Theology (3)
THEO	360	The Spirit and the Church (3)

PMIN	430	Topics in Sexuality, Marriage & Family (3)
PMIN	432	Pastoral Care of Families (3)
PMIN	472	Leadership in Pastoral Studies (3)
PMIN	491	Ministry Internship (3)
PMIN	495	Ministry Senior Project (3)
BIBL	472	Bible Lands Seminar (3)

### *Ministry Electives*

9 credits

Select	3**	Any two upper-level PMIN, YDEV, or URBN elective course (6)
PSYC	3**	Any upper-level PSYC course (3)

### *Part 3. General Electives*

16 Credits

Students may select 6-8 credits of the same foreign language (may include Biblical Languages or American Sign Language) and 8-10 credits of general electives (for a total of 16 credits) to earn a Bachelor of Arts degree.

## MINORS

### Accounting & Finance

DESCRIPTION

#### **18 Credit Hours**

*School of Business*

*Bill Tibbetts, Dean*

The Accounting Minor Program provides students with a comprehensive background in different accounting topics including financial and managerial accounting, taxation, financial statement analysis and more. The accounting program not only prepares students to enter



careers in public and private accounting but also related fields, such as banking and church leadership. The program also provides excellent preparation for graduate programs in accounting, business and law. Only college level math is required for a student to be successful in this minor.

Note: This is for non-Business majors only

#### COURSES

BUS	161	Introduction to Business (3)
BUS	267	Principles of Accounting I (3)
BUS	277	Principles of Accounting II (3)
BUS	367	Intermediate Accounting I (3)
BUS	377	Intermediate Accounting II (3)

Select One (3 Credits):

BUS	380	Business Law (3)
BUS	340	Not-For-Profit Accounting (3)
BUS	361	Corporate Financial Management (3)
BUS	381	Introduction to Tax - Personal (3)
BUS	415	Financial Statement Analysis (3)
BUS	450	Auditing (3)
BUS	458	Advanced Tax - Corporations (3)
BUS	467	Advanced Financial Accounting

## AG Credentialing Minor

#### DESCRIPTION

##### **18 Credit Hours**

*College of Church Leadership*  
*Dr. Allen Tennison, Dean*

The Assemblies of God Credentialing minor is designed to prepare students for credentialing with the Assemblies of God. The courses in this minor satisfy the educational requirements of the Minnesota District of the Assemblies of God for licensed ministers.

\*Note: This minor is for non-ministry majors only

#### COURSES

PMIN	231	Personal Formations (3)
BIBL	243	Luke/Acts (3)
PMIN	252	Homiletics I (3)

PMIN	378	Pastoral Theology (3)
THEO	240	Pentecostal Distinctives (3)
BIBL	***	Choose either BIBL 232, 335, 337, 357, 362, or 451 (3)

## Biblical Languages

### DESCRIPTION

#### **18 Credit Hours**

*School of Biblical & Theological Studies*  
*Dr. Phil Mayo, Director*

The Biblical Languages minor is designed for the student desiring to gain significant exposure to both Hebrew, the language of the Old Testament, and Greek, the language of the New Testament.

### COURSES

ALAN	235	Classical Hebrew IA (3)
ALAN	236	Classical Hebrew IB (3)
ALAN	241	Hellenistic Greek IA (3)
ALAN	242	Hellenistic Greek IB (3)

Select a track (6 credits)

Greek Track:

ALAN	343	Hellenistic Greek IIA (3)
ALAN	344	Hellenistic Greek IIB (3)

Hebrew Track:

ALAN	333	Classical Hebrew IIA (3)
ALAN	334	Classical Hebrew IIB (3)

## Biblical Studies

### DESCRIPTION

#### **18 Credit Hours**

*Institute for Biblical & Theological Studies*  
*Dr. Phil Mayo, Director*

While all NCU students receive basic instruction in Bible and Theology, some want to engage in more extended study of the Bible. This minor is designed for students interested in such additional study.

#### COURSES

BIBL	3**	New Testament Electives (6)
BIBL	3**	Old Testament Electives (6)
BIBL	***	Any BIBL Elective (3)

Select One:

THEO	***	Any Theology Elective (3)
BIBL	466	Topics in History, Culture and Method (3)

## Business Administration

#### DESCRIPTION

##### **18 Credit Hours**

*School of Business*  
*Bill Tibbetts, Dean*

The Business minor is designed to give the student a broad education into the most relevant business topics which are currently being addressed in the business world today. By the time the Business minor is completed, the student should have a basic understanding of management, accounting, decision-making, economics, and organization. The completion of this minor can also help the student to understand and assist with the business operations of a church.

\*Note- this minor is for Non-Business Majors only.

#### COURSES

BUS	161	Introduction to Business (3)
BUS	265	Principles of Marketing (3)
BUS	380	Business Law (3)
ECON	251	Principles of Microeconomics (3)

Select Two (6 Credits):

BUS	198	Communications for Business (3)
BUS	250	Principles of Management (3)
BUS	261	Statistics & Decision Making (3)

BUS	267	Principles of Accounting I (3)
BUS	324	Christian Leadership & Ethics (3)
BUS	385	International Business (3)
ECON	256	Principles of Macroeconomics (3)

## Christian Studies

### DESCRIPTION

#### **18 Credit Hours**

*School of Biblical & Theological Studies*

*Dr. Phil Mayo, Director*

All NCU students receive basic instruction in Bible and Theology. This minor reflects the courses all students take during their time at NCU.

### COURSES

BIBL	126	New Testament History & Literature (3)
BIBL	127	Old Testament History & Literature (3)
BIBL	220	Reading & Interpreting Scripture (3)
THEO	210	God & the Gospel (3)

Worldview Theology elective: select any two (6)

WTHE	2**	Any Worldview Theology Elective (3)
WTHE	2**	Any Worldview Theology Elective (3)

## Church Ministries

### DESCRIPTION

#### **18 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

The minor in Church Ministries is designed to acquaint the student with the theory and practices of this discipline. Students who have completed this minor should be able to minister effectively within the context of the various programs of the local church and other Christian organizations.

\*Note: This minor is for non-ministry majors only

#### COURSES

PMIN	250	Youth & Children's Studies (3)
PMIN	252	Homiletics I (3)
PMIN	430	Topics in Sexuality, Marriage & Family (3)
PMIN	432	Pastoral Care (3)
PMIN	472	Leadership in Pastoral Studies (3)
Select	***	Take any PMIN, URNB or YDEV Elective (3)

## Computer Science

#### DESCRIPTION

##### **19 Credit Hours**

*College of Business & Technology*  
*Bill Tibbetts, Dean*

The minor in Computer Science is an introduction to software development and IT operations. Students adopting this minor will be able to accomplish basic programming and develop fundamental computer science language.

#### COURSES

CSCI	160	Intro to Programming (3)
CSCI	210	Object Oriented Programming (4)
CSCI	230	Computer Security Basics (3)
CSCI	250	Computer Architecture (3)
CSCI	310	Database Theory & Programming (3)
CSCI	350	Data Communication & Networking (3)

# Media Communications

## DESCRIPTION

### **22 Credit Hours**

*School of Communications*

*Desiree Libengood, Dean*

The minor in Media Communications is intended to give the student an understanding of the primary areas within the discipline of mediated communication and technical video production skills. Students who complete this minor will study the communications process and its impact on society through the media. There is a balance in the minor between the theoretical underpinnings and practical, technical application useful in a variety of job contexts.

## COURSES

COMM	185	Introduction to Digital Media Production (3)
COMM	246	Media Communication Theory (3)
COMM	260	Writing for Media (3)
COMM	360	Video Production I (4)
COMM	462	Video Production II (4)
FA	131	Art Appreciation: Film (2)

### Select One (3 Credits):

COMM	325	Media Law (3)
COMM	368	Northerner Leadership Practicum (Editor) (1)
COMM	375	Photography (3)
COMM	396	Web Design (3)
COMM	470	Advanced Video Post-Production (3)

# Communication Arts: Public Relations and Advertising

## DESCRIPTION

### **21 Credit Hours**

*School of Communications*

*Desiree Libengood, Dean*

A student who obtains a minor in Public Relations and Advertising will receive foundational training in communicating using commercial media across various marketplace contexts.

## COURSES

COMM	175	Introduction to Communication and Theory (3)
COMM	291	Digital Reporting and Storytelling (3)
COMM	344	Advanced Presentations & Persuasion (3)
COMM	365	Public Relations (3)
COMM	425	Principles of Advertising (3)

Select Two (6 Credits):

COMM	185	Introduction to Digital Media Production (3)
COMM	231	Principles of Layout and Design (3)
COMM	396	Web Design (3)
COMM	433	Freelance Writing (3)

## Deaf Culture Studies

### DESCRIPTION

#### **22 Credit Hours**

*School of Communications*

*Regina Daniels, Director*

The minor in Deaf Culture Studies is designed to prepare students to work or minister alongside the Deaf Community. The Carlstrom American Sign Language Interpreting department will provide students with the linguistic and cultural tools necessary to succeed in this unique cross cultural community. Faculty will prepare students in the areas of American Sign Language, Interpreting and Deaf Culture. After completing the Deaf Culture Studies minor, students will be comfortable communicating and interacting within the Deaf community thus accomplishing their God-given ministry and marketplace goals.

Note: This minor is for Non-ASL Majors only

## COURSES

MLAN	140	American Sign Language I (4)
MLAN	240	American Sign Language II (4)
MLAN	330	Topics in ASL (4)
MLAN	340	American Sign Language III (4)

Select Two (6 Credits):

CDS	350	Linguistics and Pragmatics of ASL(3)
CDS	354	Aspects of Deaf Education (3)
CDS	355	Deaf History: Social & Cultural Implications (3)

CDS	371	Interpreting Theory (3)
CDS	372	Introduction to Interpreting(3)

## English: General

### DESCRIPTION

#### **18 Credit Hours**

*School of Communications*

*Desiree Libengood, Dean*

### COURSES

Select Three (9 Credits):

ENG	215	Basics of Modern English (3)
ENG	340	Fiction Writing (3)
ENG	341	Poetry Writing (3)
ENG	342	Creative Nonfiction Writing (3)
ENG	357	Nonfiction / Magazine Writing (3)
ENG	485	Scriptwriting (3)
ENG	451	History of the English Language (3)
ENG	452	Structure of the English Language (3)

Select Three (9 Credits):

ENG	220	British Literature: Beginnings to 1785 (3)
ENG	223	American Literature: Beginnings to 1865 (3)
ENG	224	Multicultural Literature Survey (3)
ENG	230	British Literature: 1785 to Present (3)
ENG	233	American Literature: 1865 to Present (3)
ENG	324	Multicultural Novel (3)
ENG	331	Classical Literature (3)
ENG	334	American Poetic Masters (3)
ENG	336	British Novel (3)
ENG	338	American Novel (3)
ENG	355	Theatre Literature (3)
ENG	430	Shakespeare (3)
ENG	435	C. S. Lewis & the Inklings (3)
ENG	453	Literary Theory (3)
ENG	471	Faith & Modern Literature (3)
ENG	474	Seminar in English (3)



## English: Literature

### DESCRIPTION

#### **18 Credit Hours**

*School of Communications*

*Desiree Libengood, Dean*

### COURSES

ENG 331 Classical Literature (3)

ENG 453 Literary Theory (3)

Select One (3 Credits):

ENG 220 British Literature: Beginnings to 1785 (3)

ENG 230 British Literature: 1785 to Present (3)

Select One (3 Credits):

ENG 223 American Literature: Beginnings to 1865 (3)

ENG 233 American Literature: 1865 to Present (3)

Select One (3 Credits):

ENG 224 Multicultural Literature Survey (3)

ENG 324 Multicultural Novel (3)

Select One (3 Credits):

ENG literature course that is 300 level or higher (3)

## English: Creative Writing

### DESCRIPTION

#### **18 Credit Hours**

*School of Communications*

*Desiree Libengood, Dean*

### COURSES

ENG 450 Advanced Writing Seminar (3)

Select Five (15 Credits):

ENG 347 Feature Writing (3)

ENG 387 Editing For Publication (3)

ENG 215 Basics of Modern English (3)

ENG	340	Fiction Writing (3)
ENG	341	Poetry Writing (3)
ENG	342	Creative Nonfiction Writing (3)
ENG	357	Nonfiction / Magazine Writing (3)
ENG	485	Scriptwriting (3)
ENG	433	Freelance Writing
ENG	452	Structure of the English Language (3)

## Entrepreneurship

### DESCRIPTION

#### **18 Credit Hours**

*School of Business*  
*Bill Tibbetts, Dean*

The Entrepreneurship minor is designed to assist students in the beginning stages of developing their own business or non-profit. The beginning of this process includes conceiving, researching, and fortifying a quality idea. This idea then becomes tested and refined through the various courses taken within the minor. Students within this program tend to form a close bond as they work in harmony with one another to develop a successful venture.

Note: this minor is for Non-Business majors only

### COURSES

BUS	161	Introduction to Business (3)
BUS	255	Entrepreneurship & Small Business Mgmt (3)
BUS	265	Principles of Marketing (3)
BUS	267	Principles of Accounting I (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	445	Project Management (3)

## Entrepreneurship (for Business Majors)

### DESCRIPTION

#### **18 Credit Hours**

*School of Business*  
*Bill Tibbetts, Dean*

The Entrepreneurship minor is designed to assist students in the beginning stages of developing their own business or non-profit. The beginning of this process includes conceiving, researching, and fortifying a quality idea. This idea then becomes tested and refined through the various courses taken within the minor. Students within this program tend to form a close bond as they work in harmony with one another to develop a successful venture.

#### COURSES

BUS	255	Entrepreneurship & Small Business Mgmt (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	355	Social Entrepreneurship & Economic Dev (3)
BUS	425	Sales & Marketing (3)
BUS	445	Project Management (3)

Select One (3 Credits):

BUS	340	Not-For-Profit Accounting (3)
BUS	381	Introduction to Tax - Personal (3)
BUS	415	Financial Statement Analysis (3)
COMM	396	Web Design (3)
ICS	492	Community Development (3)

## Journalism

#### DESCRIPTION

##### **20 Credit Hours**

*School of Communications*

*Desiree Libengood, Dean*

A student who obtains a minor in Journalism will receive foundational training in writing for newspapers, magazines and online media along with a foundation in communication theory. Students receive specific training in publication editing and choose from an array of technical Courses covering publish technologies, visual media and with specific journalistic contexts.

#### COURSES

COMM	175	Introduction to Communication and Theory (3)
COMM	268	Northerner Media Practicum (Staff/Editor) (1 x 2)
COMM	291	Digital Reporting and Storytelling (3)
COMM	387	Editing For Publication (3)
COMM	454	Media & a Christian Worldview (3)

Select Two (6 Credits):

COMM	231	Principles of Layout and Design (3)
COMM	325	Media Law (3)
COMM	348	Feature Writing (3)
COMM	396	Web Design (3)
COMM	375	Photography (3)

## Intercultural Studies

### DESCRIPTION

#### **18 Credit Hours**

*School of Intercultural Studies*

*Dr. Phil Mayo, Director*

The minor in Intercultural Studies is designed to provide the student with a basic working knowledge in how to communicate Christ to cultural groupings in the United States and around the world. Students completing this minor should be able to pursue active ministry in their major and be prepared for foreign or home mission involvement after proving their ministry.

*\*Note: Changes made to the ICS Minor is pending curricular review and subject to change.*

*On Campus Option: 18 Credits*

### COURSES

ICS	210	Cross Cultural Theory & Experience (3)
ICS	252	Cross Cultural Communication (3)
ICS	340	World Religions (3)
ICS	355	Cross Cultural Community Building (3)

ICS Electives: 6 credits

ICS	3**	Select any two upper-level ICS Electives (6)
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*Study Abroad Option: 18 Credits*

ICS	357	International Logistics (1)
ICS	252	Cross Cultural Communication (3)
ICS	455	Study Abroad Area Studies (4)
ICS	496	International Seminar (2)
MLAN	***	Any two MLAN languages (8)

## International Development

### DESCRIPTION

#### **18 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

The International Development minor is designed to introduce a student to the field of international development. Topics of study include: poverty, biblical justice, development, adult education, children and youth in crisis, and not for profit organizations. Theory, research and real world practicums are combined with optional international experiences through Study Abroad.

### COURSES

ICS	261	Holistic Relief & Development (3)
ICS	354	Cross Cultural Education (3)
ICS	370	Topics In Biblical Justice (3)
ICS	385	Children & Youth in Crisis (3)
ICS	380	Introduction to Non-Profits (3)
ICS	492	Community Development (3)

## Management Information Systems

### DESCRIPTION

#### **19 Credit Hours**

*School of Business*

*Bill Tibbetts, Dean*

The degree is an introduction to data analytics. They will have the ability to capture, assess, and interpret data for organizations of any size. Many Business and Communication majors will choose this minor to make them more competitive in their field.

### COURSES

BUS	161	Intro to Business (3)
BUS	250	Principles of Management (3)
CSCI	160	Intro to Programming (3)
CSCI	210	Object Oriented Programming (4)

CSCI	305	Management Information Systems (3)
CSCI	310	Database Theory & Programming (3)

## Marketing

### DESCRIPTION

#### **18 Credit Hours**

*School of Business*

*Bill Tibbetts, Dean*

The Marketing minor will provide a valuable, introductory, and hands-on experiential learning in marketing. In this program you'll work with real clients, develop real marketing initiatives, and solve real problems.

### COURSES

BUS	161	Intro to Business (3)
BUS	265	Principles of Marketing (3)
BUS	305	SEO & Social Media Marketing Strategy (3)
BUS	350	Brand Management & Consumer Behavior (3)
BUS	425	Sales & Marketing (3)

Select One Technical Course (3-4 Credits):

COMM	358	Graphic Design (3)
COMM	360	Video Production I (4)
COMM	375	Photography (3)
COMM	396	Web Design (3)

## Mathematics

### DESCRIPTION

#### **18 Credit Hours**

*College of Arts & Sciences*

*Desiree Libengood, Dean*

The minor in Mathematics is intended to provide students in fields such as Business, Education, Interdisciplinary Studies, and Psychology with relevant contextual background either for their undergraduate degree or as part of their preparation for graduate study.

## COURSES

Take the following 5 courses:

MATH	280	Calculus I (4)
MATH	290	Calculus II (4)
MATH	300	Linear Algebra (3)
MATH	320	Geometry (3)
MATH	330	Probability and Statistics (4)

## Music

### DESCRIPTION

#### **18 Credit Hours**

*School of Music and Theatre*

*Larry Bach, Dean*

The minor in Music is designed to allow a musically talented student who is not a music major to pursue college level musical skills and performance opportunities. This program would work well combined in particular with any type of church ministry major.

NOTE: This minor is for non-Music majors only

### COURSES

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	363	Music History I (3)*
MUS	469	Principles of Leadership in Worship Arts (3)
MUS	***	Ensemble Electives (2)
MUSL	***	Music Lessons (2)**

\*Music Minors must take FA 112 in the General Education Core as a prerequisite for MUS 363.

\*\*This minor requires Piano Proficiencies to be completed prior to graduation. See The College of Fine Arts for more information.

## Music Pastor

### DESCRIPTION

#### **20 Credit Hours**

*School of Worship Arts*

*Larry Bach, Dean*

The minor in Music Pastor is designed to acquaint the student with the fundamentals and ministry aspects of this discipline. Areas covered include theory and conducting, as well as private lessons and ensembles. A student completing this minor should be able to assist in a church music program and be a good worship leader.

### COURSES

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	336	Worship Leading (3)
MUS	334	Historical Foundations for Music & Worship (3)
MUSL	***	Music Lessons (3)*
MUS	***	Ensemble Elective (2)

\*This minor requires piano proficiencies to be completed prior to graduation. Please see The College of Fine Arts for more information.

## Nonprofit (for Non-Business Majors)

### DESCRIPTION

#### **18 Credit Hours**

*School of Business*

*Bill Tibbetts, Dean*

The Nonprofit minor is designed for students who have an interest in understanding the fundamentals of starting, leading, or working in a nonprofit organization. It also enables students to explore the interconnections between their chosen field and the nonprofit sector. The course is designed for students to achieve core nonprofit competencies that will enhance their career opportunities in a variety of nonprofit fields.

### COURSES

BUS	161	Introduction to Business (3)
BUS	267	Principles of Accounting I (3)
BUS	281	Intro to Nonprofit Management (3)



BUS	340	Nonprofit Budget & Financing (3)
BUS	440	Advanced Nonprofit Management (3)

Select One Elective: 3 Credits

PMIN	340	Church Administration (3)
BUS	355	Social Entrepreneurship & Economic Development (3)

## Nonprofit (for Business Majors)

### DESCRIPTION

#### **18 Credit Hours**

*School of Business*  
*Bill Tibbetts, Dean*

The Nonprofit minor is designed for students who have an interest in understanding the fundamentals of starting, leading, or working in a nonprofit organization. It also enables students to explore the interconnections between their chosen field and the nonprofit sector. The course is designed for students to achieve core nonprofit competencies that will enhance their career opportunities in a variety of nonprofit fields.

### COURSES

BUS	161	Introduction to Business (3)
BUS	267	Principles of Accounting I (3)
BUS	281	Intro to Nonprofit Management (3)
BUS	340	Nonprofit Budget & Financing (3)
BUS	440	Advanced Nonprofit Management (3)
SWK	330	Generalist Social Work Practice II (3)

## Pre-Law

### DESCRIPTION

#### **24 Credit Hours**

*School of Business*  
*Bill Tibbetts, Dean*

The Pre-Law minor is designed for students who are considering law school. This minor is focused on developing core skills necessary for success in the study of law such as critical

thinking and analysis, writing and speaking, human behavior and social relations, and leadership/organization. Since the American Bar Association does not recommend any particular undergraduate majors or courses to be taken by those wishing to prepare for the legal profession, Pre-Law is designed to provide career direction rather than be a major itself. A student who has completed this minor should have developed the skills and values that law schools find appealing.

## COURSES

### Critical Thinking & Analysis (Select One - 3 credits)

CT	210	History of Western Philosophy (3)
CT	213	Visions of the Good: Ethics and Worldview (3)
THEO	370	Topics In Biblical Justice (3)
MATH	126	Intro to Logic (3)
PSYC	375	Learning & Cognition (3)
BUS	261	Statistics & Decision Making (3)

### Writing and Speaking (Select One - 3 credits)

BUS	152	Interpersonal Communication (3)
COMM	344	Advanced Presentations and Persuasion (3)
COMM	389	Technical Writing (3)
ENG	450	Advanced Writing Seminar (3)
ENG	474	Seminar in English (3)

### Human Behavior and Social Relations (Select One - 3 credits)

HIST	240	World History (3)
ICS	352	Interpersonal Relations (3)
ICS	492	Community Development (3)
PSYC	320	Social Problems (3)
PSYC	312	Social Psychology (3)
PSYC	334	History & Systems of Psychology (3)
SWK	220	Human Behavior & the Social Environment: Life Span (3)
SWK	310	Human Behavior & the Social Environment:Theories (3)
URBN	380	Critical Issues in Urban Studies (3)

### Leadership and Organization (Select One - 3 credits)

BUS	161	Intro to Business (3)
BUS	250	Principles of Management (3)
BUS	324	Christian Leadership & Ethics (3)
BUS	465	Strategic Management & Leadership (3)
PMIN	472	Leadership in Pastoral Studies (3)
PMIN	443	Contemporary Pastoral Techniques (3)

### Law (Select Two - 6 credits)

BUS	380	Business Law I (3)
COMM	390	Human Resource Management (3)
BUS	410	Business Law II (3)
COMM	325	Media Law (3)

### Pre-Law Elective (6 credits)

Select two additional courses from the list above

## Psychology/Pastoral Care

### DESCRIPTION

#### **18 Credit Hours**

*School of Social & Behavioral Sciences*

*Mallory Knipe, Director*

The Psychology/Pastoral Care minor is designed to acquaint the student with the core courses and academic concepts taught in the Social & Behavioral Sciences. Areas studied within the minor include human development, family relationships, personality, group dynamics and counseling. When one has completed this minor, one should be able to assess whether further graduate training in psychology and/or pastoral care would be desired, and if so desired, what areas would be of interest. Upon completion of the minor in Psychology/Pastoral Care, the student should have more insight into human need and behavior.

### COURSES

PMIN 431 Pastoral Counseling (3)

Select One (3 Credits):

PSYC 256 Developmental Psychology I (3)

PSYC 257 Developmental Psychology II (3)

Select One (3 Credits):

PSYC 353 Psychopathology (3)

PSYC 363 Theories of Personality (3)

Select One (3 Credits):

PSYC 332 Marriage & the Family (3)

PSYC 462 Parent/Child & Adolescent Relationships (3)

Select Two (6 Credits):

Any two PSYC Course not previously taken (6)

## Social Services

### DESCRIPTION

#### **18 Credit Hours**

*School of Social & Behavioral Sciences*

*Mallory Knipe, Director*

The Social Services Minor is designed for people who are interested in understanding the social services system in the U.S. and the role of professionals in that system. Students will be introduced to social work and social services through a macro lens, gain an understanding of the impacts of social systems and social policies in the United States, and gain tangible skills for assessing the macro social environment. Students in this minor learn basic approaches to social services and develop basic skills in implementing those approaches, while utilizing a culturally competent approach. It is an ideal minor for students in the College of Church Leadership, Psychology, Business, Pre-Law, and ASL, among others.

\*Note: The minor does not prepare a student for professional practice as a social worker and does not make one eligible to be licensed as a social worker. Students who are planning to be a Social Work Major cannot also have a Social Services minor.

#### COURSES

SWK	200	Introduction to Social Work (3)
SWK	330	Generalist Practice w Orgs/Communities (3)
SWK	340	Social Welfare Systems & Policy (3)
SWK	350	Culturally Competent Practice (3)

Elective Courses (choose 2 for 6 credits):

BUS	281	Introduction to Nonprofit Management (3)
PSYC	320	Social Problems (3)
PSYC	312	Social Psychology (3)
SWK	220	HBSE: Life Span (3)
SWK	310	HBSE: Theories (3)
SWK	385	Child Welfare (3)
SWK	477	Seminar in Contemporary Issues in Social Work (3)
URBN	233	Urban Studies (3)

## Sports Management

#### DESCRIPTION

**18-20 Credit Hours**

*School of Business*

*Bill Tibbetts, Dean*

The Sports Management minor is designed to give the student insight and vocational skills to work in a variety of occupations within the sport industry. The curriculum will provide students

with competency in ethics, economics, computer literacy, communication, marketing, and management as they relate to the sport, recreational and fitness industry. The student will also develop problem-solving and critical thinking skills that are essential to today's workplace.

Upon completion of the Sport Management minor the student will be well prepared to meet the knowledge and skill demands of the industry as well as fully represent needed virtues and character of a Christian professional.

## COURSES

Required Courses: (11 credits)

SM	151	Introduction and History of Sport and Recreation Management (3)
SM	247	Athletic Coaching Certification (2)
SM	341	Psychology and Sociology of Sport and Recreation (3)
BUS	380	Business Law (3)

Electives: 7-9 credits (a minimum of 3 credits must be a 300 or 400 level)

PE	150	Athletic Team Practicum (1)
PE	151	Athletic Team Practicum (1)
PE	152	Athletic Team Practicum (1)
PE	153	Athletic Team Practicum (1)
BUS	198	Communication for Business (3)
SM	253	Organization and Administration of Sport, Recreation, and Athletics (3)
SM	367	Strategic Leadership in Sport (3)
SM	435	Recreation and Fitness Management (3)
SM	495	Sport Management Internship (3)

## Theatre

### DESCRIPTION

#### **18 Credit Hours**

*School of Music and Theatre*

*Larry Bach, Dean*

Students who minor in Theatre are equipped with foundational expertise in acting, directing and technical theatre production. In addition, they have the option of studying dramatic literature and the principles of musical theatre directing, acting and production.

### COURSES

THTR	250	Introduction to Theatre (2)
THTR	356	Directing (3)

Select One (3 Credits):

THTR 355 Theatre Literature (3)  
THTR 382 Theatre Production (3)

Select One (1 Credit):

THTR 265 Acting Ensemble (1)  
THTR 270 Musical Theatre Practicum (3)

Select a total of 9 credits

THTR 265 Acting Ensemble (1)  
THTR 365 Acting Ensemble (1)  
THTR 465 Acting Ensemble (1)  
THTR 275 Technical Theatre Production (3)  
THTR 347 Musical Theatre Stage Production (3)  
THTR 456 Advanced Theatre Production (6)  
THTR 458 Advanced Acting & Directing (3)

## Theology

### DESCRIPTION

#### **18 Credit Hours**

*School of Biblical & Theological Studies*

*Dr. Phil Mayo, Director*

While all NCU students receive basic instruction in Bible and Theology, some want to engage in more extended study of the Bible. This minor is designed for students interested in such additional study.

### COURSES

THEO 240 Pentecostal Distinctives (3)  
THEO 360 The Spirit & The Church (3)  
HIST 212 History of Global Christianity (3)  
THEO \*\*\* Any Theology or Worldview Theology (WTHE) Electives (9)

## Worship Leading

### DESCRIPTION

#### **19 Credit Hours**

*School of Worship Arts*

*Vinnie Zarletti, Director*

The minor in Worship Leading is designed to acquaint the student with the fundamentals and ministry aspects of this discipline. Areas covered include theory and conducting. A student who has completed this minor should be able to assist in a church music program and be a good worship leader.

#### COURSES

MUS	271	Theory I (4)
MUS	272	Theory II (4)
MUS	263	Rhythm Section Methods (1)
MUS	336	Worship Leading (2)
THEO	339	Theology of Christian Worship (3)
MUS	***	Music Ensembles (2)
MUS	1**	Music Lessons (3)

\*Students minoring in Worship Leading are required to complete piano and guitar proficiency requirements. Please see The College of Fine Arts for more information.

# ASSOCIATE OF ARTS PROGRAMS

## Associate of Arts

### DESCRIPTION

#### **60-62 Credit Hours**

As a result of completing the Associate of Arts degree, the student should value and exhibit the following characteristics:

- Knowledge of the fundamentals of the humanities, the natural sciences, the social sciences, Bible content and research methodologies;
- Competence in written, verbal and electronic communication, logic and reasoning and basic computer use.

Additionally, students will gain a vocational foundation by studying a concentration in a particular discipline: Biblical & Theological Studies, Business, Church Leadership, Communication Arts, Fine Arts, Humanities, Intercultural Studies, or Social Sciences.

### Part 1. General Education Core

38-40 Credits

### COURSES

#### Communication Arts: 2-3 credits

Select One (2-3 Credits):

COMM	220	Public Speaking (2)
COMM	344	Advanced Presentation and Persuasion (3)
PMIN	252	Homiletics I (3)

#### Fine Arts: 2 credits

Select one (2 credits):

FA	112	Music Appreciation (2)
FA	131	Film Appreciation: Film (2)
THTR	250	Introduction to Theatre (2)

#### English: 6 credits

Select two (6 credits):



ENG 124 Rhetoric & Research (3)  
ENG 2\*\* Any English Elective (3)

### Humanities: 3 credits

Select 3 credits any CT or HIST elective

HIST 1\*\* Select any History Elective (3)  
CT 1\*\* Select any CT Elective (3)

### Science/Math: 9-10 credits

Select One (3 Credits):

MATH 115 Liberal Arts Math (3)  
MATH 125 College Algebra I (3)  
MATH 250 Pre-Calculus (3)  
MATH 280 Calculus I (4)  
MATH 290 Calculus II (4)

Select One Science (3-4 Credits):

SCI 114 Biology (4)  
SCI 210 Physical Science by Inquiry (4)  
SCI 230 Environmental Science (3)  
SCI 280 Science, Technology & Society (3)

MATH and SCIENCE Elective: (3 Credits)

Select 3 credits any Math, Science or Archaeology elective (3-4 credits)

### Social Relations: 9 credits

PSYC 125 General Psychology (3)

Select Two (6 Credits):

ICS 111 Global Perspectives (3)  
ICS 112 Cultural Anthropology (3)  
PSYC 126 Introduction to Sociology (3)  
YDEV 337 Sociology of American Youth (3)

### Part 2. Christian Studies Core (9 Credits):

Select One (3 Credits):

BIBL 126 Old Testament History & Literature (3)  
BIBL 127 New Testament History and Literature (3)

Select any two (6 Credits):

Select any two: BIBL, THEO or PMIN courses for 6 credits

### Part 3. Concentration

#### Select 20-22 Credits

Any course taken as a part of the General Education program cannot be used to meet concentration requirements. Concentrations are in addition to the core, and 60 credits are required for graduation with an AA degree. Select 20-22 credits from one of the categories below: Biblical & Theological Studies, Business, Communication Arts, Fine Arts, Humanities, Intercultural Studies, or Social Sciences.

#### Biblical and Theological Studies (20-22 Credits)

Select any 20 credits from BIBL, THEO, ALAN or CT courses

#### Business (20-22 Credits)

Select any 20 credits from BUS or COMM courses

#### Communication Arts: (20-22 Credits)

Select any 20 credits from COMM, ENG, BUS or MLAN courses

#### Fine Arts: (20-22 Credits)

Select any 20 credits from MUS, MUSL, THTR or FA courses

#### Humanities (20-22 Credits)

Select any 20 credits from the College of Arts & Sciences, College of Church Leadership or the College of Fine Arts

#### Intercultural Studies (20-22 Credits)

Select any 20 credits from ICS, BIBL, PMIN, THEO or CT courses

#### Social Sciences (20-22 Credits)

Select any 20 credits from PSYC or SWK courses

## Church Leadership AA

### DESCRIPTION

#### **60 Credit Hours**

*College of Church Leadership*

*Dr. Allen Tennison, Dean*

The Associate of Arts in Church Leadership is an accredited, two-year, college-level program designed to meet the needs of those who are interested in serving as leaders within the local church. Whether a student is preparing for full-time, part-time, or volunteer ministry in a congregation, the AACL provides a general education overview, biblical knowledge, leadership principles, and church leadership skills. Additionally, it meets the educational requirements for “Certified Minister” credentials with the Assemblies of God.

### *Part 1. General Education Core & Christian Studies Core*

*(26-27 credits)*

ENG	1**	Select any two English courses (6)
FA	1**	Select any FA elective (2)
HIST	1**	Select any HIST elective (3)
PSYC	1**	Select any two PSYC electives (6)
MATH	1**	Select any Math elective (3-4)
SCI	1**	Select any SCI elective (3-4)
MATH/SCI	1**	Select any Math or Science elective (3-4)

### *Part 2. Christian Studies Core*

9 Credits

BIBL	1**	Select any 2 BIBL courses (6)
BIBL	2**	Select any BIBL course (3)

### *Part 3. Concentration*

25 Credits

Any course taken as a part of the General Education program cannot be used to meet concentration requirements. Concentrations are in addition to the core.

THEO	210	God & the Gospel (3)
THEO	240	Pentecostal Distinctives (3)
PMIN	205	Church Leadership Mentoring (1)
PMIN	231	Personal Formation & the Spiritual Leader (3)
PMIN	378	Pastoral Theology (3)
PMIN	252	Homiletics I (3)

Administration Elective: Select One (3 Credits)

PMIN	340	Church Administration and Personal Finance (3)
BUS	281	Intro to Nonprofit Management (3)

Core Electives: (6 Credits)

ICS	1**	Select any ICS elective (3)
CT	1**	Select any CT elective (3)

## CERTIFICATE PROGRAM

### TEFL Certificate

#### DESCRIPTION

##### **16 Credit Hours**

*College of Church Leadership  
School of Intercultural Studies  
Dr. Allen Tennison, Dean*

This certificate program is designed for those who wish to teach English overseas. Currently, there is a great demand for people to teach English in a wide variety of international settings. Most overseas employers want someone who is TEFL certified. However, if your goal is to teach in a college or university setting, the normal minimum qualification would be a master's degree.

Note: The TEFL certificate can only be conferred in conjunction with a Bachelor's degree--it is not a stand-alone program.

#### COURSES

ENG	215	Basics of Modern English (3)
ENG	452	Structure of the English Language (3)
ICS	310	Introduction to Linguistics (3)
TEFL	370	TEFL Methods (4)
TEFL	372	TEFL Practics (3)

## EXPLORATORY STUDIES

#### DESCRIPTION

*Student Success Center  
Stacy Sikorski, Director*

Exploratory Studies is a starting point for students who have not yet decided what they will pursue as their Undergraduate degree. Your first year at North Central will be focused on accumulating general education and elective credits, while helping you explore the degree path that may be right for you. You will be ready to transition into any NCU major and, if interested,

may complete an Associates of Arts (AA). Through this track, you will have the opportunity to explore many fields and have a variety of experiences that will add to your time at North Central. Students must declare a major once 30 credits have been earned.

#### What sets up apart

- Close partnership with Career Services that includes free assessments
- Exposure to other departments through scheduled college chapels
- Personal advising appointments with our Student Success Center staff
- A guided starting point for transitioning into the degree program that is right for you

#### “Skills you’ll gain”

- Working with professionals
- Self-awareness through self-assessment
- Time management
- Interpersonal communication

## COURSES

### Ancient Languages

CLASSICAL HEBREW IA

*ALAN 235*

Credits: 3

#### *Description:*

The basic elements of vocabulary, grammar and syntax of classical Hebrew are studied to provide a foundational knowledge of the primary language of the Old Testament.

## CLASSICAL HEBREW IB

### *ALAN 236*

Credits: 3

Prerequisite(s): ALAN 235

#### *Description:*

Building on ALAN 235 (Classical Hebrew IA), the basic elements of vocabulary, grammar and syntax of classical Hebrew are further studied to provide a foundational knowledge of the primary language of the Old Testament.

## HELLENISTIC GREEK IA

### *ALAN 241*

Credits: 3

#### *Description:*

As the introductory course in the Greek language series, this class will involve an overview of (Koiné) Greek grammar and the beginning vocabulary from the Greek New Testament. Teaching methodology will vary according to the preference of the instructor.

## HELLENISTIC GREEK IB

### *ALAN 242*

Credits: 3

Prerequisite(s): ALAN 241

#### *Description:*

Continuing the trajectory of ALAN 241 (Hellenistic Greek IA), this class will involve an overview of (Koiné) Greek grammar and the beginning vocabulary from the Greek New Testament. Teaching methodology will vary according to the preference of the instructor.

## CLASSICAL HEBREW IIA

### *ALAN 333*

Credits: 3

Prerequisite(s): ALAN 236

#### *Description:*

This course is designed to increase reading ability in Hebrew, introduce the student to a variety of types of Hebrew literature and to acquaint the student with sound exegetical principles. Material from narrative portions of the Old Testament will be read.

## CLASSICAL HEBREW IIB

### *ALAN 334*

Credits: 3

Prerequisite(s): ALAN 333

#### *Description:*

This course is designed to increase reading ability in Hebrew, introduce the student to a variety of types of Hebrew literature and to acquaint the student with sound exegetical principles. Material from narrative portions of the Old Testament will be read.

## HELLENISTIC GREEK IIA

### *ALAN 343*

Credits: 3

Prerequisite(s): ALAN 242

#### *Description:*

In this advanced Greek course, the focus will be on reading large amounts of scripture while reviewing (Koiné) Greek grammar.

## HELLENISTIC GREEK IIB

### *ALAN 344*

Credits: 3

Prerequisite(s): ALAN 343

#### *Description:*

In this advanced Greek course, the focus will be on reading large amounts of scripture while reviewing (Koiné) Greek grammar. A specialization will be offered based on the preference of the instructor and/or the request of the students.

## ADVANCED SEMINAR IN ANCIENT HEBREW I

### *ALAN 438*

Credits: 3

#### *Description:*

This is the first in a series of advanced courses that can be taken repeatedly. It will include reading of Hebrew literature (and sometimes inscriptions) of a high level of difficulty. Each semester the specific reading assignments will be based on the preference of the instructor and the request of the students. Various literary genres and use of critical texts will be featured.

## ADVANCED SEMINAR IN ANCIENT HEBREW II

### *ALAN 439*

Credits: 3

#### *Description:*

This is the second in a series of advanced courses that can be taken repeatedly. It will include reading of Hebrew literature (and sometimes inscriptions) of a high level of difficulty. Each semester the specific reading assignments will be based on the preference of the instructor and the request of the students. Various literary genres and use of critical texts will be featured.

## ADVANCED SEMINAR IN ANCIENT GREEK I

### *ALAN 494*

Credits: 3

#### *Description:*

This is the first in a series of advanced courses that can be taken repeatedly. It will include reading of Greek literature of a high level of difficulty, as well as one or more areas of specialization based on the preference of the instructor and the request of the students.

## ADVANCED SEMINAR IN ANCIENT GREEK II

### *ALAN 495*

Credits: 3

#### *Description:*

This is the second in a series of advanced courses that can be taken repeatedly. It will include reading of Greek literature of a high level of difficulty, as well as one or more areas of specialization based on the preference of the instructor and the request of the students.

## Applied Studies

### APPLIED STUDIES SEMINAR

#### *APST 177*

Credits: 2

#### *Description:*

This course is designed for career orientation and evaluation in the applied studies areas emerging from a collaboration with Minneapolis Community and Technical College. Issues discussed include program requirements and processes, admission, financial aid, exploration of the vocational aspects of the applied area, resume writing, etc.



## APPLIED STUDIES SENIOR PROJECT

### *APST 495*

Credits: 3

#### *Description:*

The Senior Project is a culminating synthetic learning experience in which students apply the learning gained in the General Education Core, Christian Studies Core, and the Applied Area. The Senior Project is designed to meet the unique and particular needs of the graduate's major.

## Archaeology

### INTRODUCTION TO ARCHAEOLOGY

#### *ARCH 210*

Credits: 3

#### *Description:*

This is a science-based course that introduces a wide variety of methodologies applied to the modern discipline of archaeology. Excavation techniques, dating systems, geophysical approaches, cyber-archaeology, zooarchaeology, paleobotany along with other avenues of investigating the past are explored as components of an interdisciplinary approach to studying the ancient world.

## Biblical Literature and Interpretation

### OLD TESTAMENT HISTORY & LITERATURE

#### *BIBL 126*

Credits: 3

#### *Description:*

This course surveys the three major divisions of the Hebrew Bible (Law, Prophets and Writings). Israel's religious traditions from the Patriarchal period through the restoration after the exile are examined with an eye toward the historical backgrounds and the spiritual journeys of the ancient Israelites. All the various genres of the biblical text, e.g. history, law, prophecy, poetry, wisdom, etc. are considered.

### NEW TESTAMENT HISTORY & LITERATURE

#### *BIBL 127*

Credits: 3

#### *Description:*

This is a course concentrating on three areas: (1) The contribution of Greek, Roman and Jewish political history, culture, literature and religious life that gives a background to the New Testament era; (2) An introduction to the origin and history of the New Testament canon considering its languages, writing materials, manuscripts, versions and the science of interpretation; (3) A survey of the literature of the New

Testament stressing the major features of each book and emphasizing the practical value of these books in our modern world.

## READING AND INTERPRETING SCRIPTURE

### *BIBL 220*

Credits: 3

Prerequisite(s): BIBL 126 or BIBL 127

#### *Description:*

This course examines principles for determining the meanings of biblical materials in their original context as well as principles for articulating the significance of those meanings in contemporary life.

## PSALMS

### *BIBL 232*

Credits: 3

Prerequisite(s): BIBL 126

#### *Description:*

This course is a survey of the genre and role of psalms in ancient Israel and in the church. Representative psalms will be examined with an eye toward theological content and spiritual application.

## LUKE-ACTS

### *BIBL 243*

Credits: 3

Prerequisite(s): BIBL 127

#### *Description:*

This course focuses on the narrative framework of Luke-Acts along with the major historical and critical questions involved in the interpretation of Luke-Acts. Special attention is given to the theological themes of this two volume work and how they illustrate the author's theology and the narrative unity of the two works. Special emphasis will be given to a Pentecostal interpretation of Luke-Acts.

## THE MINOR PROPHETS

### *BIBL 335*

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 220

#### *Description:*

The twelve Minor Prophets are put in their historical context and their literary forms and their connection to the rest of Scripture are explored. Attention is given to both the political and economic life of their original audience and the theological insights of their authors.

## JEREMIAH

### *BIBL 337*

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 220

#### *Description:*

This study will include a chapter-by-chapter analysis of the prophet Jeremiah's oracles, detailing both his messages of doom and hope. The use of these prophecies by both Judaism and Christianity will be examined. The relation between Jeremiah and Baruch and the manner of the book's composition will also be considered.

## ROMANS AND GALATIANS

### *BIBL 343*

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 220

#### *Description:*

This course will focus on two books by the Apostle Paul that are often studied together because of their thematic similarities. The setting of each within Paul's ministry will be examined, as will the social and historical contexts that occasioned the writing of these epistles. Special emphasis will be placed on identifying the key elements of Paul's distinctive "gospel" as it relates to both Jew and gentile.

## PRISON EPISTLES

### *BIBL 345*

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

#### *Description:*

Ephesians, Philippians, Colossians and Philemon are often studied together since church tradition suggests Paul wrote each of them during his "first imprisonment" in Rome. All four epistles provide significant

information about the identity and praxis of churches founded and influenced by Paul, with resulting application for today.

#### THE GOSPEL & EPISTLES OF JOHN

##### ***BIBL 347***

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

##### ***Description:***

This study of the Gospel and Epistles of John is designed to assist the student in appreciating John's unique witness to Jesus, in exploring the situation in which this literature was written, and in becoming familiar with the character and spirit of John's theology.

#### TIMOTHY & TITUS

##### ***BIBL 348***

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

##### ***Description:***

I & II Timothy and the Epistle of Titus are considered in depth with emphasis on the teachings of the Epistles as they relate to the Church and Christian ministry.

#### PENTATEUCH

##### ***BIBL 357***

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 220

##### ***Description:***

The first five books of the Bible are studied with emphasis upon the historical events they report, the major biographies they present and prominent themes they unfold.

#### ISAIAH

##### ***BIBL 362***

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 220

##### ***Description:***

The book of Isaiah is studied both as a literary composition and in the light of historical and archaeological evidence from the Ancient Near East. Major themes such as the importance of faith, the hope for a Messiah,

the preservation of a righteous remnant and the Suffering Servant are examined, as is the phenomenon of Old Testament prophecy in general.

## CORINTHIAN LETTERS

### *BIBL 364*

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

#### *Description:*

By exploring Paul's dealings with his most troublesome church through the lens of I and II Corinthians, valuable insight is gained into the dynamics of the Pauline mission. The major themes of these books and the geography, archaeology and history of Corinth will also be examined.

## REVELATION

### *BIBL 370*

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

#### *Description:*

This course will begin with an overview and introduction to Jewish apocalyptic literature of the second temple period as necessary background to understanding and interpreting the Apocalypse of John. After laying this foundation, a detailed study will be undertaken of the introductory issues, theological themes and text of the Apocalypse of John.

## HEBREWS

### *BIBL 440*

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

#### *Description:*

This detailed study of the book of Hebrews emphasizes the supremacy of Jesus Christ as the perfect fulfillment of God's total plan revealed to mankind.

## GENESIS

### *BIBL 451*

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 220

#### *Description:*

This course will be an in-depth study of the first book of the Torah. The central theological themes of creation, God, humanity, the fall, redemption, judgment and covenant will be investigated in detail. The patriarchal narratives will be examined with an eye towards understanding the historical context, investigating what those narratives are about, and discovering the significance of these Scriptures today. Some basic critical issues in the study of the text will also be introduced.

## SYNOPTIC GOSPELS

### *BIBL 458*

Credits: 3

Prerequisite(s): BIBL 127 and BIBL 220

#### *Description:*

The interdependence of the gospels of Matthew, Mark, and Luke (the Synoptic problem) will be examined, along with each gospel's particular emphases and themes. On a rotating basis one of the gospels will be the primary foundation around which the class will be structured.

## TOPICS IN HISTORY, CULTURE AND METHOD

### *BIBL 466*

Credits: 3

Prerequisite(s): BIBL 126 or BIBL127 and BIBL 220

#### *Description:*

Through examination of focused topics, this course will expose students to major issues and methods of study used in Biblical Studies. Intended for advanced students, the specific topic examined in this course will vary from semester to semester. This course may be repeated for credit.

## BIBLE LANDS SEMINAR

### *BIBL 472*

Credits: 3

Prerequisite(s): BIBL 126 and BIBL 127

#### *Description:*

This course is offered for credit to those who travel to Israel under the auspices of the University tour program or other approved programs. Such approval must be secured before arrangements are made for the trip.

## BIBLICAL AND THEOLOGICAL SENIOR CAPSTONE PROJECT

### *BIBL 488*

Credits: 3

Prerequisite: Instructor permission required

#### *Description:*

This course serves as an on-campus internship for Biblical and Theological Studies majors. The student will normally take this course during the fall or spring semester and will assist a mentoring, full-time faculty member in researching, designing and developing, teaching and evaluating course content and method as it relates to the disciplines of Biblical Studies or Theology. Registration requires permission of the instructor.

## BIBLICAL AND THEOLOGICAL STUDIES CHURCH INTERNSHIP

### *BIBL 490*

Credits: 3

Prerequisite: Biblical & Theological Studies major, permission of IBATS dean

#### *Description:*

The Biblical and Theological Studies Church Internship is an off-campus, hands-on experience in church leadership. Students are trained under the care of mature and responsible church leaders in a local church setting, with additional oversight by NCU faculty and/or staff. This course is required for Biblical and Theological Studies majors pursuing the Ministerial Preparation Option.

## BIBLICAL & THEOLOGICAL STUDIES SENIOR PROJECT

### *BIBL 495*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

The Biblical Studies Senior Project is limited to seniors in the Biblical and Theological Studies major. This course is a culminating, synthetic learning experience in which students demonstrate the skills and knowledge they have obtained throughout their undergraduate study. Each student will conduct research under a professor's supervision in some area of Biblical Studies or Theology and ultimately report his or her findings in a written paper. In addition, a public oral presentation of the research results will be expected. Specific requirements are listed in the course syllabus.

## Business

## INTRODUCTION TO BUSINESS

### *BUS 161*

Credits: 3

#### *Description:*

This course is a prerequisite to most other Business courses. Course content builds a framework of business fundamentals in key areas including: ethics, international business, management, finance, marketing, and entrepreneurship, along with crucial professional skills, all foundationally necessary for further study in business and/or marketplace preparedness. Relevance and application is accomplished by introducing business from the perspective of real people making real business decisions at leading companies, in addition to building a real business plan. A Christian worldview is emphasized throughout, tackling challenging issues faced by Christians in the marketplace.

## CAREER SEMINAR IN BUSINESS

### *BUS 180*

Credits: 2

#### *Description:*

This course is designed for career orientation, discovery, and evaluation in business. A major component of the class includes a presentation of various careers in marketing, accounting, and finance, sports management, general business, and entrepreneurship. Additionally, students will focus on professional development including resume development and an online profile.

## COMMUNICATIONS FOR BUSINESS

### *BUS 198*

Credits: 3

#### *Description:*

Communications for Business focuses on establishing professional communication skills and standards for use in the marketplace. Course content includes writing letters (informational, persuasive, external use, internal use, etc.), professional reports, resumes, executive summaries and electronic communication; delivering oral presentations; understanding business etiquette; adopting effective group process skills; and developing interpersonal skills. Students will improve their writing skills and gain greater mastery of grammar, mechanics, and style. The course will also focus on developing a biblical theology of business.

## PRINCIPLES OF MANAGEMENT

### *BUS 250*

Credits: 3

#### *Description:*

Principles of Management is an introductory course examining the role of the manager in modern business. This course will survey the history of management and management theory, in addition to applying contemporary management principles of planning, organizing and controlling in real-world business



scenarios. There is an emphasis on understanding through application; therefore, much of the content is taught through mini-projects. This class would be of value for students who intend on being in any leadership position, regardless if in the secular marketplace, nonprofit sector or church.

## PRINCIPLES OF MICROECONOMICS

### *ECON 251*

Credits: 3

#### *Description:*

This course examines how individuals make consumption decisions (demand) and how firms make production decisions (supply). These decisions are affected by factors such as market structure, level of economic efficiency, market failures, and government policies.

## ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT

### *BUS 255*

Credits: 3

Prerequisite Note(s): Requires Junior status or instructor approval.

#### *Description:*

This class addresses the unique experience of conceiving, evaluation, creating, managing and potentially selling a business, a process called entrepreneurship. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions will focus on the key business areas of finance, accounting, marketing and management and will include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, guest speakers, case analysis, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a business. Students will need to draw upon their business education and experience, and apply it to the task of launching a new venture. Students are expected to interact with the business community and advisors, be able to work effectively in teams, and be active participants in classroom discussions and exercises.

## PRINCIPLES OF MACROECONOMICS

### *ECON 256*

Credits: 3

#### *Description:*

Current:

This course examines the U.S. economy from the big picture or “macro” perspective. Specifically, we learn how the economy grows and shrinks and we examine the interactive effects of economic phenomena such as inflation, unemployment, and interest rates on that growth and shrinkage. We also examine fiscal and monetary policies that are used to influence the economy and how those policies impact individuals.

## STATISTICS & DECISION MAKING

### *BUS 261*

Credits: 3

Prerequisite(s): MATH 115, MATH 125 or any higher MATH course

#### *Description:*

This statistics class includes a study in descriptive and inferential statistics, emphasizing statistical measures and accounting concepts which are essential for making informed business decisions. Elements of risk, decision models and capital management will be covered.

## PRINCIPLES OF MARKETING

### *BUS 265*

Credits: 3

Prerequisite(s): BUS 161 or MUS 231

#### *Description:*

This course introduces marketing from a practical, real-world perspective by fostering the development of decision-making skills through the presentation of the most important current trends in marketing. It introduces marketing from the perspective of real people making real marketing decisions at leading companies every day. Students will come to understand that marketing is about creating value—for customers, for companies, and for society as a whole—and they will see how that is accomplished by working with a real client throughout the semester to build a marketing plan.

## PRINCIPLES OF ACCOUNTING I

### *BUS 267*

Credits: 3

#### *Description:*

Knowledge of the fundamentals of financial accounting enable students to achieve a basic working insight into accounting and its uses. Emphasis is placed on the need to understand both the conceptual and procedural framework of accounting. The course will include preparing financial statements, measuring and reporting assets and current liabilities, special reports and analysis of accounting information, and accounting for partnerships and corporations.

## PRINCIPLES OF ACCOUNTING II

### *BUS 277*

Credits: 3

#### *Description:*

An introduction to managerial accounting and how accounting information is used in managerial decision making. Topics include accounting for corporations, cash flow statements, financial statement analysis,

managerial accounting, job and process cost accounting, cost-volume-profit relationships, budgeting, and financial performance evaluation.

## INTRODUCTION TO NONPROFIT MANAGEMENT

### ***BUS 281***

Credits: 3

*Description:*

This course covers management best practices for leading a nonprofit organization. You will gain an understanding of the nonprofit sector and the issues that leaders face in this exciting and growing field. You will also be exposed to the major areas of responsibility for nonprofit leaders, including strategy, managing employees, fundraising, grant writing, board governance, and marketing and social media.

## SEO & SOCIAL MEDIA MARKETING STRATEGY

### ***BUS 305***

Credits: 3

*Description:*

In today's marketplace, organizations need effective, profitable social marketing strategies. In this specialization, you'll learn to match markets to social strategies and SEO initiatives, resulting in increased leads, more sales, and better relationships with your customers. You'll use social media tools and platforms to design, manage, and optimize social and digital campaigns to promote growth and position a brand in the global digital marketplace, and you'll develop targeted content to spark dialogue with various social communities. In the final project, you'll create and evaluate a comprehensive social marketing strategy for a real client. Upon completion, students will be able to test to be Google Analytics Certified.

## CHRISTIAN LEADERSHIP & ETHICS

### ***BUS 324***

Credits: 3

Prerequisite(s): BUS 161 or MUS 231

*Description:*

Emphasizing the development of leadership and character skills, this course explores various aspects of leadership and ethical actions within business settings. It explores how a Christian world-view affects business management, leadership, and decision-making. Ethical principles are explored, and the utilization of case studies involving ethical dilemmas will challenge the use of these principles.

## NOT-FOR-PROFIT ACCOUNTING

### *BUS 340*

Credits: 3

#### *Description:*

This course focuses on teaching students how to use financial information to make decisions in public and not-for-profit organizations. The first half of the course focuses on developing, implementing and controlling agency financial plans. The course covers an introduction to financial management, the development of operating budgets, tools for short-term decision-making, capital-budgeting decisions, and the analysis of long-term financial options. The second half of the course focuses on summarizing, reporting on and analyzing an organization's financial position, and the results of its operations.

## BRAND MANAGEMENT & CONSUMER BEHAVIOR

### *BUS 350*

Credits: 3

Prerequisite(s): BUS 265

#### *Description:*

Advanced marketing builds on the principles and concepts taught in Marketing Principles. One of the most effective tools to hedge against market risk and distance similar products or services from competitors is an organization's underlying brand identity. The course provides insights into how to create profitable brand strategies by building, measuring, and managing brand equity through an understanding of consumer behavior. Throughout the course, a biblical and ethical perspective of branding will be addressed.

## SOCIAL ENTREPRENEURSHIP & ECONOMIC DEVELOPMENT

### *BUS 355*

Credits: 3

Prerequisite(s): BUS 161

#### *Description:*

Social entrepreneurship is a rapidly developing field of business in which entrepreneurs are using business methods to help solve social and environmental challenges otherwise ignored or missed by commerce and addressed predominately with often unsustainable donor-driven models by the nonprofit sector. This field includes "social entrepreneurship," where employees in existing companies similarly are developing new income opportunities for their firms by addressing social and environmental challenges in a profitable, scalable manner. Using the social enterprise concept, it is now increasingly possible for major companies to move social responsibility from a cost center to a profit center. In this evolving landscape, social entrepreneurs are at the vanguard of creating new business models for neglected markets that corporations can emulate, partner with or acquire to take to scale. As the traditional lines blur among nonprofits, government and business, it is critical that business students understand the opportunities and challenges in this new landscape. Through guest speakers, case discussion, lecture and student presentations this course will explore this emerging field. Students will learn what a social enterprise is and how it is the same as well as different from other types of business. Students will be expected to develop a business plan summary and investment 'pitch' to scale a social enterprise.

## CORPORATE FINANCIAL MANAGEMENT

### *BUS 361*

Credits: 3

Prerequisite(s): BUS 161, BUS 267, and BUS 277

Prerequisite Note(s): instructor's permission.

#### *Description:*

The elements of the financial functions of a corporate organization and the financial analysis of decisions are examined in this course. Topics involve acquisition of capital, budgeting and cost of capital, working capital management, present value and theories of valuation.

## INTERMEDIATE ACCOUNTING I

### *BUS 367*

Credits: 3

Prerequisite(s): BUS 267 and BUS 277

Prerequisite Note(s): with a minimum of "C" average for both classes.

#### *Description:*

A study of the theoretical framework for accounting principles and procedures, the application of GAAP, and accounting for current assets and revenue recognition.

## OPERATIONS MANAGEMENT

### *BUS 374*

Credits: 3

Prerequisite(s): BUS 161, BUS 265, and BUS 361

#### *Description:*

The management concepts of manufacturing and service operations are examined, focusing upon the tactical tools of operations management systems. Topics to be covered include production, quality control, inventory, use of technology and the management of workforce and facilities in operations.

## INTERMEDIATE ACCOUNTING II

### *BUS 377*

Credits: 3

Prerequisite(s): BUS 367

Prerequisite Note(s): with a minimum of a "C" average.

#### *Description:*

A continuation of accounting principles and theory with emphasis on accounting for: investments, fixed assets, intangible assets, current and long-term liabilities, stockholder's equity, the statement of cash flows, and earnings per share.

## BUSINESS LAW I

### *BUS 380*

Credits: 3

Prerequisite(s): BUS 161 or MUS 231

#### *Description:*

This course examines the legal environment in which businesses operate. Among the topics studied will be the U.S. Constitution, legal reasoning, legal procedures, business contracts, torts, criminal law, real and personal property, and employment law.

## INTRODUCTION TO TAX - PERSONAL

### *BUS 381*

Credits: 3

Prerequisite Note(s): 12 hours of accounting with a minimum of a "C" average or permission from the department director.

#### *Description:*

Federal tax accounting for individuals. The nature and timing of gross income, exclusions, and deductions is emphasized. The impact of corporations, partnerships, and property transactions on the individual is covered. The structure of the Internal Revenue Code, regulations, and court decisions in the framework of tax research is also covered.

## INTERNATIONAL BUSINESS MANAGEMENT & MARKETING

### *BUS 385*

Credits: 3

Prerequisite(s): BUS 161

#### *Description:*

This course deals with the unique perspectives of business management in international markets, utilizing case studies to consider practical elements of international business such as cultural differences, etiquette and relationship-building.

## HUMAN RESOURCE MANAGEMENT

### *BUS 390*

Credits: 3

Prerequisite(s): BUS 161

#### *Description:*

This course serves as an introductory course in human resource management (HRM) with a particular emphasis on the disciplines used by business professionals and employment law. Using the Employee Life Cycle as a framework, the class will explore the historical evolution and philosophical foundations of the field as well as examine the current practices that are being used to support human resources in the workplace. Future HRM challenges will be examined and the emerging concept of strategic HRM will be highlighted.

## BUSINESS TO BUSINESS MARKETING

### *BUS 405*

Credits: 3

#### *Description:*

Marketing strategies make no bigger shift than when targeting other businesses. Business to Business (B2B) Marketing addresses how to create, communicate, and deliver value when selling goods and services to other businesses, governments, and institutional customers. In this course, students will learn how business markets differ from consumer markets, how to assess opportunities in business markets, and how to make marketing decisions that enable a B2B company to generate and deliver value for itself, its business partners, and its customers.

## BUSINESS LAW II

### *BUS 410*

Credits: 3

Prerequisite(s): BUS 380

Prerequisite Note(s): or permission from the department director.

#### *Description:*

The substantive law of business relationships in partnerships, corporations, and agencies is studied, together with the legal rights and liabilities of owning real or personal property. Wills, estates, and trusts; bankruptcy, sales, and negotiable instruments are examined.

## FINANCIAL STATEMENT ANALYSIS

### *BUS 415*

Credits: 3

Prerequisite(s): BUS 267

#### *Description:*

This course will provide you with tools to analyze and exploit information in corporate financial statements. The course will teach you how to use financial statement information for firm valuation and other economic decisions. The course will also help you understand and analyze the issues that corporate managers face as they design and implement financial reporting strategies, increasing your ability to assess accounting quality, and detect and undo earnings management. The analytical framework and practical tools of this course will help you to improve your ability to read and analyze financial statements, which should be useful whether your career interests arise in finance, marketing, strategy, consulting, accounting, operations, or entrepreneurship.

## SALES AND MARKETING

### *BUS 425*

Credits: 3

Prerequisite(s): BUS 265

#### *Description:*

The course will examine the elements of an effective sales force as a key component of the organization's total marketing effort. The course will extend student's understanding of marketing's reach and potential impact in achieving its overarching goals. Course discussions include the sales process, the relationship between sales and marketing, sales force structure, customer relationship management, use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople. The course also is focused on professional B2B sales issues and sales management. Students learn to apply the discussion topics through an interactive project worked on throughout the course. The course is primarily an interactive discussion including debates, cases, and multiple opportunities to apply the theories that are discussed. A critical element of the class is a group project simulating a typical, though complex, sales management situation.



## ADVANCED NONPROFIT MANAGEMENT

### *BUS 440*

Credits: 3

#### *Description:*

This course examines excellent, ethical fundraising trends, strategies and techniques. The course will explore topics, such as the history of philanthropy, making the case for support, annual funds, capital campaigns, planned giving, corporate and foundation giving, special events, and trends in donor behavior. In addition, topics include uses of technology, successful leadership, organization and team-building, donor recruitment, retention and stewardship, accountability and budgeting, strategic planning, and the role of the development professional and volunteer, among others.

## INTRODUCTION TO PROJECT MANAGEMENT

### *BUS 445*

Credits: 3

Prerequisite(s):

#### *Description:*

Effective project management knowledge, skills and values are critical to working successfully in corporate project environments and to accomplish organizational project objectives. This course will equip learners with knowledge, skills and values— by explaining core project management concepts and techniques. During the course, project management knowledge is enhanced through project management skill development that uses case study examples to demonstrate how project management best practices are applied within the context of the real world. The course is intended for students as well as for working professionals. The course is designed to present the essential skills students need to make effective contributions and to have an immediate impact on the accomplishment of projects in which they are involved.

## AUDITING

### *BUS 450*

Credits: 3

Prerequisite(s): BUS 267

#### *Description:*

Auditing with emphasis on standards, scope of audits, work papers, audit reports, ethics, and an emphasis on concepts, which enable the student to understand the philosophy and environment of auditing.

## INCUBATOR PROJECT I

### ***BUS 455***

Credits: 3

Prerequisite(s): BUS 255

#### ***Description:***

This course is designed for upper-class undergraduates who have a social innovation project, entrepreneurial business, or CSR idea to develop or implement. To bring the dynamic world of entrepreneurship to the student, this course includes: business mentoring, business-model development, financial feasibility projections, and how to create funding opportunities. The students will work off-site in a business incubator with other established entrepreneurs to develop their own business plan. Students will pitch their plans before a panel of venture capitalists within the first third of the second semester. Ideas not getting a bid will be given a second chance at the end of the second semester. Those earning an investment move to implementation stage.

## INCUBATOR PROJECT II

### ***BUS 456***

Credits: 3

Prerequisite(s): BUS 455

#### ***Description:***

This is a continuation of BUS455. Students will pitch their plans before a panel of venture capitalists within the first third of the second semester. Ideas not getting a bid will be given a second chance at the end of the second semester. Those earning an investment move to implementation stage.

## ADVANCED TAX - CORPORATIONS

### ***BUS 458***

Credits: 3

Prerequisite Note(s): 12 hours of accounting.

#### ***Description:***

An advanced course in principles of federal taxation dealing with property transactions, partnerships, corporations, and S corporations.

## STRATEGIC MANAGEMENT & LEADERSHIP

### *BUS 465*

Credits: 3

Prerequisite(s): BUS 161 or MUS 231

Prerequisite Note(s): All 100 and 200 level Business courses required.

#### *Description:*

Strategic management is a capstone course for business majors that examine businesses as a whole and how the various functional disciplines integrate with one another to meet organizational objectives. It generally includes a healthy dose of internal and external analysis, including industry trends and competitive strategy. It also includes corporate governance and social responsibility. Course content also includes a heavy emphasis in executive summary analysis and writing, along with a strategic audit of a real business.

## ADVANCED FINANCIAL ACCOUNTING

### *BUS 467*

Credits: 3

Prerequisite(s): BUS 367 and BUS 377

Prerequisite Note(s): with a minimum of a "C" average

#### *Description:*

A continuation of accounting principles and theory with an emphasis on accounting for: pensions and other retirement benefits, leases, income taxes, changes and error correction, analysis of financial statements, accounting for derivatives and multinational accounting.

## BUSINESS INTERNSHIP

### *BUS 470*

Credits: 3

Prerequisite Note(s): Advisor Approval

#### *Description:*

Students will serve an internship with a business, experiencing an integration of their skills and knowledge in a real business environment. A senior project will be carried out related to the business in which the internship is carried out, providing a useful service to the supervising

## SENIOR PROJECT - BUSINESS

### *BUS 475*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

Students will develop a project combining their internship experiences with additional business research under the guidance of the instructor with the objective of demonstrating the ability to apply learned material from the various disciplines of business in a real-world scenario. Students are encouraged to develop projects in their areas of interest within the business environment. The course requires students to display a high level of organization, creativity, analytical thinking and writing skills. All senior projects are presented before a faculty panel for assessment and feedback.

## Carlstrom ASL – Interpreting

### ESTABLISHING A DEAF CULTURAL MINISTRY

#### *CDS 280*

Credits: 3

#### *Description:*

The primary emphasis of this course is to examine the various approaches and methodologies utilized to establish a viable Deaf ministry; including (but not limited to) interpreted services, Deaf classes/services, and Deaf churches. Students will give ample consideration to some of the practical and necessary steps to begin ministering within the American Deaf Community. Additional topics to be addressed will be cross-cultural ministry, pastoring a Deaf congregation, credentialing with the Assemblies of God and the unique linguistic needs of Deaf ministry.

Open to all majors, course will be conducted simultaneously in ASL and spoken English.

### LINGUISTICS AND PRAGMATICS OF ASL

#### *CDS 350*

Credits: 3

Prerequisite(s): MLAN 240

#### *Description:*

The primary emphasis of this course is to examine the fundamentals of American Sign Language (ASL) linguistics-basic linguistic concepts will be addressed: phonology, morphology, semantics, syntax, and the pragmatics of language. Various language related constructs, shall include semantics, sentence types, temporal aspects and classifier use and production. Students will examine the presented information and contemplate its application to their L1/L2.

## INTERPRETING AMERICAN SIGN LANGUAGE TO SPOKEN ENGLISH

### *CDS 352*

Credits: 3

Prerequisite(s): MLAN 340

#### *Description:*

This course is designed to develop interpreting skills from American Sign Language into spoken English. Students will learn how to voice interpret, provide support for colleagues and to reflect on linguistic choices and options. Consideration will be given to fluency, rate of speech, linguistic register and accuracy of interpretation. They will develop skills in both simultaneous and consecutive voice interpreting. Focus on voicing into different genres of discourse (descriptive, procedural, and expository) including managing reported action and reported speech (role shifting) into spoken English. Participants will work with both videotapes and live language models to apply and implement strategies learned.

## ASPECTS OF DEAF EDUCATION

### *CDS 354*

Credits: 3

Prerequisite(s): MLAN 340

#### *Description:*

The course examines current and past trends in the education of Deaf children and the legislation that subsequently impacted residential schooling, Deaf culture, and the sociological and sociolinguistic development of Deaf children. Students will identify strengths and weaknesses of various communication methods, language options, and placement sites that are currently being utilized in the education of children who are Deaf.

## DEAF HISTORY: SOCIAL & CULTURAL IMPLICATIONS

### *CDS 355*

Credits: 3

Prerequisite(s): MLAN 340 and CDS 372

#### *Description:*

This course provides a cultural and historical framework for understanding the American Deaf community. Students will gain an understanding of the Deaf community as a cultural and linguistic minority group with distinct social and behavioral norms. Topics addressed are Deaf and hearing perceptions/misconceptions, organizations established by Deaf individuals, and the history of the Deaf community up to modern times.

## INTERPRETING THEORY

### *CDS 371*

Credits: 3

Prerequisite(s): MLAN 340 and CDS 372

#### *Description:*

The focus of this course is on the theoretical models of interpretation, text analysis through intralingual/interlingual translation exercises, and an historical overview of the profession of ASL/English interpretation. Fundamental information related to interpreting including the linguistic register, role and responsibilities of the interpreter, the Code of Professional Conduct, and message management techniques. Students will gain an understanding of Demand Control Schema, dropping/retaining form and depersonalized commentary.

## INTRODUCTION TO INTERPRETING

### *CDS 372*

Credits: 3

Prerequisite(s): MLAN 340

#### *Description:*

This course emphasizes the language skills necessary to develop and render a quality interpretation. Attention will be given to the analysis of American Sign Language and the development of self-analysis skills. The students will learn the skill of discourse analysis to gain a better understanding of the component parts of a message (English to ASL). Students will learn consecutive sign language interpreting and role shifting.

## TOPICS & TRENDS IN INTERPRETING

### *CDS 446*

Credits: 3

Prerequisite(s): CDS 371

#### *Description:*

The focus of this course will address new and current topics/trends that impact American Sign Language interpreting. Topics will include, but not be limited to, analysis of deep linguistic structure, salient linguistics features (both lexical and prosodic), managing subject specific language, such as religious and educational, as well as, other areas that effect the field of Sign Language interpreting. Students will also address topics presented in the media, analyze the accuracy and equivalency of interpreted messages and consider changes, both locally and nationally, that may influence the profession.

## INTERPRETING CLINICAL

### *CDS 451*

Credits: 3

#### *Description:*

The Interpreting Clinical course is designed to introduce students to the profession of sign language interpreting through observation and dialogue with seasoned interpreters. This practicum course is often facilitated through interpreting agencies, video relay services and networking with the interpreting community; this course must be completed with certified interpreters. The interpreting clinical requires students to complete 100 hours.

## BUSINESS PRACTICES AND CERTIFICATION PREPARATION

### *CDS 452*

Credits: 3

Prerequisite(s): CDS 471

#### *Description:*

The primary focus of this course is on preparing students to be working interpreters. Students will learn how to make ethical decisions, prepare for certification exams and other assessments, and market themselves in a professional and judicious manner. They will develop a portfolio, secure references, obtain letters of recommendation and build partnerships. Various interpreting settings will be addressed: private practice, referral agent, staff, contract, video relay (VRI) and educational positions.

## ETHICS & DECISION MAKING

### *CDS 470*

Credits: 3

Prerequisite(s): MLAN 340

#### *Description:*

This course is an examination of personal and professional ethics and the role of decision making in the field of interpreting. Consideration will be given to ethical behavior based on contextual principles or goals (teleological) rather than adherence to a strict set of strategies, rules or laws (deontological). Personal integrity and behavior which often guides individual decisions in the interpreting profession will be discussed. The RID Code of Professional Conduct (CPC) will be studied.

## INTERPRETING THEORY & PRACTICE I

### *CDS 471*

Credits: 3

Prerequisite(s): CDS 446

#### *Description:*

This course will focus on building linguistic and interpreting awareness to achieve message equivalency. Emphasis will be on the ability to provide a professional presentation with a focus on individual expression, register, vocabulary, message delivery and demeanor. Additional consideration will be given to practice interpreting and coding (transliterating), expansion techniques, as well as team interpreting approaches.

**NOTE:** The class will utilize half of the weekly class hours to practice, develop, and hone interpreting skills.

## INTERPRETING IN ADVANCED SETTINGS

### *CDS 475*

Credits: 3

Prerequisite(s): CDS 471

#### *Description:*

This course covers the various advanced settings of interpreting. This includes specialties such as medical, dental, deaf-blind, extended voice interpreting and mental health interpreting. Students will examine their lexicons and linguistic fluency in both English and American Sign Language concerning each of these arenas. The students will practice sight translation and interpret linguistically dense material while learning their individual capacity to modulate, modify or control linguistic production for each setting.

## INTERPRETING INTERNSHIP

### *CDS 488*

Credits: 3

Prerequisite(s): CDS 471

#### *Description:*

Interpreting students must build partnerships with interpreter referral agencies, public schools, service providers and other entities that provide interpreting services. Based on internship goals it is expected that interns will work with experienced interpreters, professionals who work with the Deaf community, and members of the Deaf community to satisfy internship goals. The interpreting internship requires students to complete 200 hours.

## ASL INTERNSHIP

### *CDS 489*

Credits: 6



Prerequisite(s): Junior or Senior Status

***Description:***

Interpreting students must build partnerships with interpreter referral agencies, public schools, service providers and other entities that provide interpreting services. Based on internship goals it is expected that interns will work with experienced interpreters, professionals who work with the Deaf community, and members of the Deaf community to satisfy internship goals. The interpreting internship requires students to complete 400 hours.

SENIOR PROJECT

***CDS 495***

Credits: 3

Prerequisite(s): CDS 446

***Description:***

The Senior Project is a culmination of the student's learning experience. Students are expected to apply the learning gained in the General Education Core, the Christian Studies Core and their major into a project that is related to interpreting. The Senior Project is designed to encourage students to explore areas of interest in their major. The class project is flexible as long as the format is deemed appropriate. Students may conduct a research project, forum, group study, presentation or combination of the above.

## Communication

INTERPERSONAL COMMUNICATION

***COMM 152***

Credits: 3

***Description:***

Examines face-to-face interactions using cognitive learning, skills training, and experiential techniques to better understand and interact with others. Topics include verbal messages, nonverbal communication, listening, self-disclosure, conflict, gender roles and intercultural communication.

AUDIO ENGINEERING I

***COMM 163***

Credits: 3

***Description:***

This course is an introduction to microphones, microphone pre-amps, and the technology behind them. Students will learn practical application of microphone placement and choice of pre-amps for recording, including different recording formats and their use in today's recording industry. Basic audio for video

recording techniques and proper use of several types of microphones used in video recording and production techniques for recording a CD are also studied.

## INTRODUCTION TO COMMUNICATION AND THEORY

### *COMM 175*

Credits: 3

#### *Description:*

Overview of the field of communication and the historical changes in the discipline. Provides a theoretical foundation for the Communication Arts majors by exploring significant communication concepts in the areas of human, mediated and rhetorical communication. Theoretical frameworks studied as related to interpersonal communication, family interaction, group process, public communication, and media/technological changes. Theology and ethics of communication developed in light of a Christian worldview.

## INTRODUCTION TO DIGITAL MEDIA PRODUCTION

### *COMM 185*

Credits: 3

#### *Description:*

This course is an introduction to the field of digital media, including the profession, career options, industry trends, technology tools, and production requirements. Explores the use of computer-based tools in the design and authoring of interactive digital media by creating and editing digital video and images. Integrates technical skills with Web 2.0 modes of publishing content, such as social networks, streaming technology, RSS, podcasting, etc. Emphasis is given to organizational and ministry contexts of digital media for students preparing to enter vocational ministry in today's digital culture. Introductory skills prepare students for the Video Production I & II courses.

## PUBLIC SPEAKING

### *COMM 220*

Credits: 2

#### *Description:*

Course familiarizes students with the basic principles of speechmaking, and the fundamental concepts of contemporary communication. Students learn theoretical concepts from the textbook, lectures and class discussions. Theories practically applied as speeches are written, delivered, and critiqued in the classroom.

## PRINCIPLES OF LAYOUT & DESIGN

### *COMM 231*

Credits: 3

#### *Description:*

An introduction to the principles of layout and design as relates to newspapers and other mass media applications, such as printed and electronic books. Students will develop skills in Adobe InDesign software, as well as gain familiarity with Adobe Illustrator and Adobe Photoshop. Students will learn what sets apart good design and how visual material affects comprehension.

## MEDIA COMMUNICATION THEORY

### *COMM 246*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Survey and analysis of mediated communication within mass society, including examination of history, culture, effects, audience and industry. An examination of theories and research about relationships between individuals, society and the media. Special attention paid to exploring how theory and research can be applied by media practitioners.

## MEDIA AND POPULAR CULTURE

### *COMM 247*

Credits: 3

#### *Description:*

Surveys contemporary mediated communication in American culture (Web 2.0, television, film, music, sports, art, gaming, etc.) and the impact on culture. Explores the interplay between media, media industries and various facets of modern society, including political, economic, religious and cultural. Examines media on a global scale and facilitates contrasts and comparisons of media systems, highlighting how media communication influences the quality of human life and culture. Encourages students to engage popular culture through the lens of the Christian faith as discerning and critically autonomous agents. Special emphasis placed on new media literacies as they relate to the rise of user generated content and participatory media culture.

## WRITING FOR MEDIA

### *COMM 260*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Basic concepts of writing for various media contexts including newspaper, web, radio and television are explored. Students introduced to fundamental methods of writing for media (specifically print and broadcast journalism, public relations and advertising). The course also will serve as the introduction for more advanced journalism classes, including Newspaper Writing and Reporting, Public Relations and Copyediting, while serving as a foundation for writing across media contexts for media communication majors.

## NORTHERNER MEDIA PRACTICUM (STAFF)

### *COMM 268*

Credit: 1

Prerequisite(s): ENG 124

#### *Description:*

Students enrolled in Northerner Media Practicum (Staff) are staff members of The Northerner student media organization. Writing, photography and media assignments are generated by the publication's editors. Assignments may include layout and design, news coverage of the university faculty and staff, its students or other items of interest. This course is repeatable up to 3 credits.

## DIGITAL REPORTING AND STORYTELLING

### *COMM 291*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Basic concepts of writing for newspaper are explored. Students are introduced to fundamental methods of news writing and news gathering. Writing, revision and utilizing news writing techniques are an integral part of the course. The course will serve as the foundation of more advanced writing and communication classes.

## MEDIA LAW

### *COMM 325*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Introduction to the major legal, ethical and policy issues related to media. Primary documents and cases studied, as well as methods of analysis. Provides a broad historical context for media regulation and explores

existing media law and policy to enable students to critique and analyze future laws and policies, identify legal issues arising from media trends in today's culture, and articulate the ethical issues relevant to media conduct.

## CREATIVE NONFICTION WRITING

### *COMM342*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Creative Nonfiction is a new name for an old game—belles lettres, literary nonfiction, New Journalism, and the 4th genre are all just alternate nomenclature for this growing body of writing which positions itself in the grey world between fiction and nonfiction, refusing to accept the determined label of either. The beginning of all creative nonfiction is writers who have been given permission to allow their experiences in the world to creatively shape their writing, allowing personality and flavor to come back into the often dry world of nonfiction. As a result of the relatively recent emphasis on creative nonfiction (as its own genre), new angles of perception have arisen in the role of the voice, the use of research, the value of story, the need for point of view, and range of form and language possibilities. Naturally an emphasis in this course will be placed on memoir, personal essay, travel writing, literary journalism, nature writing, history writing, autobiography writing and more.

[Cross-listed as ENG 342]

## ADVANCED PRESENTATIONS AND PERSUASION

### *COMM 344*

Credits: 3

Note(s): Students may not DR this course.

#### *Description:*

Students become proficient in organizing, researching and delivering public speeches. Emphasis is given to the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function and scope of persuasion. The class also covers such concepts as attitudes, credibility, and resistance to persuasion, ethics, logic, argumentation and propaganda.

## FEATURE WRITING

### *COMM 348*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will help students understand the art and craft of feature writing in Journalism. The student will gain extensive practice in the nuts and bolts of feature journalism. The student will also learn how to move

from the idea stage to the writing stage. Feature stories are the main substance of newspapers and magazines. It is expected that the student will learn to query, gather ideas and write professionally.

## NONFICTION / MAGAZINE WRITING

### *COMM 357*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will take students through each step of the magazine writing process from reading as writers to publication. Students will gain the background, writing practice and tools they need to become freelance writers and begin submitting their work. Writing includes, but is not limited to query letters, profiles, travel articles, opinion pieces and one research paper on the nonfiction market of their choice. This class also requires several writing critiques and will enforce the importance of making deadlines and impressing editors.

[Cross-listed as ENG 357]

## VIDEO PRODUCTION I (W/LAB)

### *COMM 360*

Credits: 4

Pre-requisite(s): COMM 185

#### *Description:*

This course provides a general introduction to the basic practices and terminology used in video production. Practical experiences in operating various equipment and in performing different production roles are cultivated. An emphasis will also be on learning how to use portable video equipment related to electronic field production and news gathering. Students will also learn basic fundamentals of videotape editing.

## PUBLIC RELATIONS

### *COMM 365*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Exploration of public relations as a professional practice of communication. Examination of how public relations is defined, the disciplines that make up the public relations profession and the tenets of ethical public relations practitioners. Introduction to how public relations is practiced in the U.S. and abroad; in the corporate setting and in an agency environment; and in the political and non-profit arenas. Survey of basic public relations processes: research, planning, communication and evaluation.

## NORTHERNER LEADERSHIP PRACTICUM (EDITOR)

### *COMM 368*

Credit: 1

#### *Description:*

Students enrolled in Northerner Leadership Practicum (Editor) are members of the Northerner student media organization. Students will serve as the editorial staff of the publication, providing work assignments to the Northerner staff. Assignments may include layout and design, media content development, news coverage of the University faculty and staff, its students or other items of interest. - This course is repeatable up to 3 credits.

## PHOTOGRAPHY

### *COMM 375*

Credits: 3

#### *Description:*

This course is a beginning-level course stressing technical and critical photographic skills. The class is designed to develop your capacity to produce well-wrought, effectively structured pictures that communicate compelling content. Additionally, the course will help you broaden your ability of looking at images critically in order to be able to evaluate and value the success of your work and the work of others. The course is designed to start with the basics and then develop a working knowledge of digital SLR's and the use of Photoshop as its companion. Course work will consist of lectures, hands-on demonstrations, and individual and group assignments.

## EDITING FOR PUBLICATION

### *COMM 387*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will explore basic skills in editing with emphasis on print media. Emphasis will be on style and grammar, word precision, efficiency, clarity, emphasis and news judgment, completeness and accuracy, headline writing, photo captions and use of AP style.

[Cross-listed as ENG 387]

## TECHNICAL WRITING

### *COMM 389*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Introduction to learning the written and oral communication of technical information. Assignments include writing and presenting proposals, training materials, reports, grants and documentation. Emphasis on use of rhetorical analysis, computer applications, collaborative writing, and usability testing to complete technical communication tasks in the workplace.

[Cross-listed as ENG 389]

## WEB DESIGN

### *COMM 396*

Credits: 3

#### *Description:*

Introduction to web design including the basics of XHTML, CSS, and content management systems. This class will include all of the knowledge you need to design and get your first content management-based website up and running.

## PRINCIPLES OF ADVERTISING

### *COMM 425*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Exploration of advertising as a professional practice of communication with insight into the history, methods, policies, problems and opportunities in the field. Examination of principles related to the development of advertising campaigns, such as market analysis, positioning, creative/media strategies and evaluation, as well as the structure of the advertising industry. Economic, social and regulatory context influencing advertising will be considered.

## FREELANCE WRITING

### *COMM 433*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course involves the art of freelancing for different writing markets. It deals with writing craft for various genres of writing such as news, features, commentaries, profiles, and interviews. Students will get a basic



understanding of sourcing ideas, writing techniques, business aspects of writing, exploring the writers' market for religious periodicals, newspapers and magazines. Writing assignments with merit are eventually submitted to the university publications, publishers and periodical markets. This is more than a theory class; it is hands-on and combines class exercises and critiquing sessions on assignments.

[Cross-listed as ENG 433]

## MEDIA & A CHRISTIAN WORLDVIEW

### *COMM 454*

Credits: 3

#### *Description:*

This course in ethics, philosophy, worldviews and media helps students understand dilemmas faced by communicators in a variety of situations. Through the examination of different worldviews, media practices, and ethical situations, students can come to understand the powerful ways in which communication defines, creates, maintains, and affects social and moral realities. Students will get to understand how to look at media and its power and influence from a Christian viewpoint.

## VIDEO PRODUCTION II (W/LAB)

### *COMM 462*

Credits: 4

Pre-requisite(s): COMM 360

#### *Description:*

Students study advanced video production techniques. Further attention is given to editing, primarily to non-linear editing and audio. Students are encouraged to utilize creativity as well as develop technical skills for video production.

## ADVANCED VIDEO POST-PRODUCTION

### *COMM 470*

Credits: 3

Prerequisite(s): COMM 360 and COMM 462

#### *Description:*

This course provides an intensive seminar with hands-on training in a specific discipline of video post-production technology. Students are exposed to specific skills in the concepts and techniques of a chosen technical application(s), such as Apple Motion and Adobe After Effects, for use in the overall video post-production editing process. These advanced skills intended to benefit students preparing for video-related Senior Projects.

## SENIOR SEMINAR IN COMMUNICATION STUDIES

### *COMM 492*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is the capstone course for Communications majors. Students will engage in the critical understanding of mediated communication, integrating theory and emerging forms of media and media delivery channels. It will evaluate student's progress towards a career in communications, emphasizing building a good portfolio and resume. Seminar discussion and assignments focus on the integration of critical thought and faith into the study and praxis of mediated communication.

## SENIOR PROJECT - COMMUNICATION ARTS

### *COMM 495*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

The senior project is an apex endeavor, reflecting four years of academic and practical training. At the discretion of the professor, students prepare a final paper and/or complete a project. Student consultation with the NCU advisor is essential during the project's formative and developmental stages. All coursework must arrive at the Communication Arts Department office two weeks prior to graduation.

## INTERNSHIP- COMMUNICATION ARTS

### *COMM 496*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

Students are assigned to a professional setting where they are given opportunities to work in a communications environment. Students are expected to spend a minimum of 20 hours a week "on-the-job." Course descriptions are tailored to the student's interests and the institution's specifications.

## Computer Science

## INTRODUCTION TO PROGRAMMING WITH MOBILE DEVELOPMENT

### *CSCI 160*

Credits: 3

#### *Description:*

This course introduces basic computer programming skills, problem solving, and algorithms in an applied fashion by working with various media file types and automating repetitive computing tasks that are often done by hand. Python, HTML, CSS and Javascript as applied to programming are introduced in the context of mobile programming.

## OBJECT ORIENTED PROGRAMMING

### *CSCI 210*

Credits: 4

#### *Description:*

This course is an introduction to the JAVA project oriented language. Students will be introduced to the basic principles of software engineering. Students develop problem-solving skills and gain experience detecting and correcting software errors. Procedures, recursion, and iteration will be presented in the development of algorithms. Inheritance and polymorphism are studied. The use of abstraction is emphasized in this course. No prior programming knowledge is needed.

## COMPUTER SECURITY BASICS

### *CSCI 230*

Credits: 3

#### *Description:*

In this class we will examine the issues surrounding computer security in today's highly technological world. The course is designed to provide an overview of security problems, technical issues and the principles associated with databases, networks, administrative controls, privacy, operating systems and programming. Employees and managers are faced with critical decisions regarding information security on a daily basis and this course will provide basic knowledge of network security for students without a technical background. Information security is relatively new and the knowledge gained from this course can be used in a variety of disciplines, such as computer science, computer information systems, business, and other areas of theological and management leadership.

## COMPUTER ARCHITECTURE

### *CSCI 250*

Credits: 3

***Description:***

Computer technology requires an understanding of both hardware and software fundamental architectural techniques used to build today's high-performance processors and systems.. In this course, you will study the history of computing technology before learning about modern computer architecture and a number of its important features, including instruction sets, processor arithmetic and control, the Von Neumann architecture, pipelining, memory management, storage, and other input/output topics.

MANAGEMENT INFORMATION SYSTEMS

***CSCI 305***

Credits: 3

***Description:***

Management Information Systems is an applications-oriented course that provides an overview of the role of information systems in business process design, the current technologies used for obtaining, sharing, and storing information to support decision making process within an organization. The concepts and principles for programming, developing, and using popular spreadsheet and database tools are explored in an active learning environment. A focus on important problems and issues found in business disciplines, such as accounting, finance, marketing, operations, and general management are explored.

DATABASE THEORY & PROGRAMMING

***CSCI 310***

Credits: 3

***Description:***

This course emphasizes the use of the computer as a tool to collect, organize and analyze data. Students will learn how to identify, model and manipulate data in order to extract the maximum amount of information. The course will focus on the Microsoft SQL Server as an introductory language. Students will leave with a coding in SQL foundation.

ALGORITHMS & DATA STRUCTURE

***CSCI 320***

Credits: 3

Prerequisite(s): CSCI 210 and CSCI 310

***Description:***

This course presents a core suite of data structures and the algorithms used to implement them. Students will gain an understanding in how to solve various data problems by analyzing and selecting the proper structures and the most efficient algorithms. Programming in C++ is introduced.

## NETWORK & SECURITY

### *CSCI 350*

Credits: 3

#### *Description:*

This course includes concepts, principles, protocols, and applications of computer networks. Layered network architectures, data link protocols, local area networks, routing, transport, network programming interfaces, and networked applications. Examples from Ethernet, Token Ring, TCP/IP, HTTP, WWW. Network vulnerabilities and detection/collection of network intrusions will be discovered.

## OPERATING SYSTEMS

### *CSCI 360*

Credits: 3

Prerequisite(s): CSCI 250

#### *Description:*

This course presents computer organization, structure of operating systems, memory management, process management, resource allocation, and operating system monitors. Alternative approaches to operating system design.

## SOFTWARE ENGINEERING

### *CSCI 370*

Credits: 3

Prerequisite(s): CSCI 210 and BUS 445

#### *Description:*

This is a survey course covering software engineering concepts, techniques, and methodologies. Topics covered include software engineering; software process and its difficulties; software life-cycle models; project planning including cost estimation; design methodologies including structured design, data-structure oriented design, object- oriented design; and software testing.

## DATABASE ADMINISTRATION

### *CSCI 420*

Credits: 3

Prerequisite(s): CSCI 310

#### *Description:*

This course presents techniques in commercial/research-oriented database systems. Catalogs. Physical storage techniques. Query processing/optimization. Transaction management. Mechanisms for concurrency control, disaster recovery, distribution, security and data integrity.

## SYSTEMS ANALYSIS & DESIGN

### *CSCI 430*

Credits: 3

#### *Description:*

This course presents requirements management, analysis, and design of computer system solutions targeting business objectives. System development life cycle. Development methodologies.

## NETWORK & SYSTEMS ADMINISTRATION

### *CSCI 450*

Credits: 3

Prerequisite(s): CSCI 210 and CSCI 350

#### *Description:*

This course is an advanced course in computer networking. Examines identity management systems, such as directory services, to provide authentication, authorization and auditing for sound security management. Includes basic remote access configuration. Topics include testing networks for vulnerability to attacks and attack analysis, intrusion detection and analysis, and advanced defense countermeasure configuration using firewalls, routers and intrusion detection systems. Lecture, expert guest speakers, labs.

## ADVANCED MOBILE & WEB DEVELOPMENT

### *CSCI 480*

Credits: 3

Prerequisite(s): CSCI 310 and CSCI 360

#### *Description:*

This course focuses on the development of applications on mobile platforms. Emphasis is placed on the development of applications for current and emerging mobile computing devices. Students include the following factors into their development projects: platform capabilities, user characteristics, and networking infrastructure. Javascript, python, Java, HTML, MongoDB or other Database, and Node.js are introduced and used to create applications.

## INTERNSHIP

### *CSCI 490*

Credits: 3

Prerequisite(s): Instructor Permission

#### *Description:*

This course involves a field experience in computer science. The emphasis is tailored to the needs and interests of the student.

## SENIOR PROJECT

### *CSCI 495*

Credits: 3

Prerequisite(s): Instructor Permission

#### *Description:*

A capstone experience for computer science majors in their senior year. Each student works on an in-depth, guided project, culminating in both a written report and an oral presentation.

## Critical Thought

### HISTORY OF WESTERN PHILOSOPHY

#### *CT 210*

Credits: 3

#### *Description:*

This course surveys the major philosophers and philosophies in the history of Western thought that have had a significant formative effect on the development of theories of law and state, epistemology, religion, theology and ethics. Having studied these theories and systems of thought, students should be prepared to deal with the wide range of issues encountered in other disciplines where this basic knowledge of philosophy is foundational.

### ANCIENT & MEDIEVAL PHILOSOPHY

#### *CT 211*

Credits: 3

#### *Description:*

This course examines important ancient and medieval philosophers and their ideas in the great tradition of Western philosophy. The course spans from the pre-Socratics up to, but not including, Descartes. In addition, reading of primary materials allows the student to encounter philosophical thought firsthand.

### MODERN PHILOSOPHY

#### *CT 212*

Credits: 3

#### *Description:*

The major topics of philosophical thought are studied to give an understanding of both the nature of the problems involved in each topic and the particular theories developed by significant modern philosophers beginning with Descartes. In addition, reading of primary materials along with general studies allows the student to encounter philosophical thought firsthand.

## VISIONS OF THE GOOD: ETHICS AND WORLDVIEW

### *CT 213*

Credits: 3

#### *Description:*

Designed to develop an ability to identify and critique the basic criteria of various ethical systems, the course surveys the major schools of ethical theory, examines the writings of significant theorists and applies this knowledge to current ethical problems.

## CURRENT PHILOSOPHICAL ISSUES

### *CT 215*

Credits: 3

#### *Description:*

This course examines current issues in society to discover both the philosophical underpinnings on which they are based, as well as the effects they have in the course of daily life. All positions on practical issues are based on philosophical theories. To uncover these traditional theories, the writings of various current thinkers are analyzed. With the philosophical system exposed, an evaluation of the reasons for holding the position is made.

## EXPLORING FAITH AND REASON

### *CT 220*

Credits: 3

#### *Description:*

This course examines the role reason should play in the Christian life by focusing on the major historical and contemporary writings that address the tension between faith and rationality and related issues. Special attention will also be given to the relationship between Christian faith and public life by discussing the sacred-secular dichotomy and reflecting on how it prevents Christians from loving God with all their minds.

## CHRISTIAN APOLOGETICS

### *CT 246*

Credits: 3

Prerequisite(s): Either THEO 114 or THEO 210

#### *Description:*

Christian Apologetics resembles the philosophy of religion, except that it is always conducted from a stance of faith. While traditionally the term apologetics signifies "a defense of the faith," it has a positive as well as a defensive side. Proofs for the existence of God, explanations of the human condition, and the problem(s) of evil fall under the purview of apologetics, as do the defense of miracles and belief in an afterlife.

[Cross-listed as THEO 246]



## Economics

### PRINCIPLES OF MICROECONOMICS

#### *ECON 251*

Credits: 3

***Description:***

This course examines how individuals make consumption decisions (demand) and how firms make production decisions (supply). These decisions are affected by factors such as market structure, level of economic efficiency, market failures, and government policies.

### PRINCIPLES OF MACROECONOMICS

#### *ECON 256*

Credits: 3

***Description:***

This course examines the U.S. economy from the big picture or “macro” perspective. Specifically, we learn how the economy grows and shrinks and we examine the interactive effects of economic phenomena such as inflation, unemployment, and interest rates on that growth and shrinkage. We also examine fiscal and monetary policies that are used to influence the economy and how those policies impact individuals.

## Education

### FOUNDATIONS OF TEACHER EDUCATION

#### *EDUC 150*

Credits: 3

***Description:***

Education majors must take this course with EDUC 151 Foundations Field Experience. This course is an introduction to the historical, philosophical and sociological foundations of education. The progression of education from the past to contemporary crucial issues in education will be examined.

### FOUNDATIONS FIELD EXPERIENCE

#### *EDUC 151*

Credit: 0.5

***Description:***

In this course the student will be assigned to a classroom teacher in order to perform various classroom duties. The student will be given an opportunity to observe and interact with children in a classroom setting. This course is taken in conjunction with EDUC 150 Foundations of Teacher Education.

## HUMAN RELATIONS

### *EDUC 222*

Credits: 3

#### *Description:*

This is a course designed to give students a greater understanding of the contributions and lifestyles of various racial, cultural and economic groups in society; to recognize and personally assess biases, prejudices or discriminatory behavior toward diverse groups of people; and to assist students in building intrapersonal and interpersonal skills that will enable them to effectively communicate with people of diverse background and values.

## CLINICAL EXPERIENCE I

### *EDUC 350*

Program: Education

Credit: 0.5

Prerequisite(s): EDUC 354

#### *Description:*

This course is taken in the first block of the Education program. The student is assigned to a classroom and given the opportunity to work with children, perform various classroom duties, and teach assigned classes.

## CLINICAL EXPERIENCE II

### *EDUC 351*

Credit: 0.5

Prerequisite(s): EDUC 354

#### *Description:*

This course is taken in the second block of the Education program. Secondary education majors are assigned to a classroom and given the opportunity to work with children, perform various classroom duties, and teach assigned lessons. For elementary education majors, application of effective reading practices will take place in both primary and intermediate elementary classroom settings. Students will log a total of 40 hours. The teacher candidate will utilize one to one, small group, and whole group instruction strategies as directed by the cooperating teacher.

## GENERAL TEACHING METHODS

### *EDUC 354*

Credits: 2

Prerequisite(s): EDUC 150

#### *Description:*

General Teaching Methods encompasses a variety of areas related to classroom instruction and to personal learning styles. The course will equip the student with knowledge, skills, and materials that can be used in the classroom. Topics include: research on effective teaching, lesson planning, thematic units, instructional strategies, cooperative learning, student diversity, multiple intelligences and time management.

## LITERACY CURRICULUM & INSTRUCTION (GRADES 5-8)

### *EDUC 355*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course examines the intellectual, physical and social development of the early adolescent. Particular emphasis will be placed on educational philosophies and pedagogical techniques that may successfully be used with the middle school/junior high school child in a literacy setting.

## SOCIAL SCIENCE CURRICULUM & INSTRUCTION (GRADES 5-8)

### *EDUC 356*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course examines the intellectual, physical and social development of the early adolescent. Particular emphasis will be placed on educational philosophies and pedagogical techniques that may successfully be used with the middle school/junior high school child, as they pertain to the study of social sciences.

## CLASSROOM MANAGEMENT

### *EDUC 357*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course covers classroom management techniques, including managing physical environment. Current models will be emphasized. The culminating activity is the development of a personal classroom management plan for an elementary or secondary classroom.

## MATHEMATICS CURRICULUM AND INSTRUCTION (GRADES 5-8)

### *EDUC 358*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course examines the intellectual, physical, and social development of the early adolescent. Particular emphasis will be placed on educational philosophies and pedagogical techniques that may successfully be used with the middle school/junior high school child in a mathematics setting.

## EDUCATIONAL PSYCHOLOGY

### *EDUC 359*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

Educational Psychology deals with the critical examination of teaching, human development, individual differences, theories of learning, classroom management, motivation, and assessment.

## CREATING INCLUSIVE CLASSROOMS

### *EDUC 366*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course is designed to prepare students to teach the range of students found in elementary and secondary classrooms. Content includes information about students with special needs, including those with disabilities, as well as gifted and talented learners, culturally and linguistically diverse individuals, and students at risk for school failure. Practical strategies for adapting standard instruction to meet the learning needs of all students in general education classrooms are presented.

## CONTENT AREA LITERACY

### *EDUC 370*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course prepares candidates to teach the processes of content areas to all students with a focus on grades 5-12. Emphasis is given to research-based approaches to teaching content area reading and learning

with texts; strategy instruction in diverse classrooms; current formal and authentic assessment procedures; professional practices; and the connections among texts, content learning, and the reading/writing/language processes. Lectures, readings and group activities are integral parts of the course.

### CLINICAL EXPERIENCE III

#### *EDUC 450*

Credit: 0.5

Prerequisite(s): EDUC 354

#### *Description:*

This course is taken in the third block of the Education program. The student is assigned to a classroom and given the opportunity to work with children, perform various classroom duties, and teach assigned lessons.

### TEACHING MATHEMATICS IN GRADES 9-12

#### *EDUC 454*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course examines the intellectual, physical, social, emotional, moral and cognitive development of the high school student. Particular emphasis will be placed on the research base indicating the best practices to use in teaching mathematics to the high school student. The methods of teaching mathematics will be a prominent part of this course.

### TEACHING COMMUNICATION ARTS IN GRADES 9-12

#### *EDUC 455*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course examines the intellectual, physical, and social, emotional, moral and cognitive development of the high school student. Particular emphasis will be placed on the research base indicating the best practices to use in teaching communication arts to the high school student. The methods of teaching literature as well as evaluating students' reading and comprehension abilities will be a prominent part of this course.

## TEACHING SOCIAL STUDIES IN GRADES 9-12

### *EDUC 456*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course examines the intellectual, physical, and social, emotional, moral and cognitive development of the high school student. Particular emphasis will be placed on the research base indicating the best practices to use in teaching social studies to the high school student. The methods of teaching the specific strands of social studies will be a major focus.

## THE PROFESSIONAL IN EDUCATION

### *EDUC 457*

Credit: 1

Prerequisite(s): EDUC 354

#### *Description:*

Writing résumés, interviewing and the professional file are the focus of this class. Other topics include: professional teacher organizations, school policy development, parent-teacher conferences and parental involvement techniques, collaboration, and professional ethical conduct.

## COMPUTERS & TECHNOLOGY IN EDUCATION

### *EDUC 458*

Credit: 1

#### *Description:*

The course design gives students a working knowledge of the general technologies being used in K-12 education. The brief intensive course covers basic computer terms, exposing student to various computer programs through directed projects, discovering how to use new software through built-in online help, multimedia presentations, exploring current trends in educational technology, and integrating technology into their teaching experience as well as developing a practical philosophy for its application.

## STUDENT TEACHING SEMINAR

### *EDUC 472*

Credit: 1

Prerequisite(s): EDUC 354

#### *Description:*

The purpose and scope of this course will be designed to teach students in education to develop interpersonal and group skills needed for success in teaching.

## STUDENT TEACHING

### *EDUC 485*

Credits: 14

Prerequisite(s): EDUC 354

#### *Description:*

This course is the professional teaching practicum done in specially approved cooperating schools under the supervision of selected cooperating classroom teachers and a faculty member. This course must be taken concurrently with EDUC 472.

## STUDENT TEACHING- ELEMENTARY EDUCATION

### *EDUC 487*

Credits: 10

Prerequisite(s): EDUC 354

Co-requisite(s): EDUC 472 and EDUC 488

#### *Description:*

This course is the professional teaching practicum done in specially approved cooperating schools under the supervision of selected cooperating classroom teachers and a faculty member. This course must be taken concurrently with EDUC 488 and EDUC 472.

## STUDENT TEACHING- MIDDLE SCHOOL

### *EDUC 488*

Credits: 4

Prerequisite(s): EDUC 354

Co-requisite(s): EDUC 472 and EDUC 487

#### *Description:*

This course is the professional teaching practicum done in specially approved cooperating schools under the supervision of selected cooperating classroom teachers and a faculty member. This course must be taken concurrently with EDUC 487 and EDUC 472.

# Elementary Education

## METHODS OF TEACHING HEALTH & PHYSICAL EDUCATION

### *ELED 359*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course covers scope and sequence, methods, materials, equipment and skills needed to teach health education and physical education in the elementary schools. Competencies in personal health, mental health, growth and development, chemical and substance use and abuse, nutrition and safety are required. Cooperative learning skills for team sports, individual and life-long physical activities are stressed. Students are made aware of the legal liability incurred when teaching physical education.

## METHODS OF TEACHING MUSIC

### *ELED 361*

Credits: 2

Prerequisite(s): EDUC 354

Prerequisite Note(s): Elementary Education majors must successfully complete a piano lesson or earn a passing score on the Elementary Education Music Placement test.

#### *Description:*

This participatory course will cover musical background, review the basic elements of music, notation, classroom instruments, scope and sequence, and uses of music to teach other content areas with consideration for individual differences among children. The class will cover methods, resources, listening, recorder and percussion performance, singing, making instruments, and expressive movement.

## METHODS OF TEACHING ART

### *ELED 362*

Credits: 2

#### *Description:*

This course covers art history and art aesthetics, art criticism and the development of a non-threatening environment for art production. It includes the basic types of art skills found in the elementary school classroom, utilizing a hands-on approach and an understanding of scope and sequence of art education while allowing for individual differences and integration of art in teaching other content areas.



## BEGINNING READING METHODS

### *ELED 363*

Credits: 3

Prerequisite(s): EDUC 354

#### *Description:*

This course includes the importance of developing interest in reading, pre-reading skills, reading readiness, materials, program management, reading skills and methods and the scope and sequence of K-6 curriculum. Emphasis is placed on emergent readers through early fluency. Field experiences are included.

## METHODS OF TEACHING LANGUAGE ARTS

### *ELED 364*

Credits: 3

Prerequisite(s): ELED 363

#### *Description:*

This course covers content, materials, scope and sequence and skills integral to teaching listening, speaking, language usage, and both creative and functional writing. Consideration is given to individual differences in children and to the integration of language arts in other areas of elementary curriculum.

## CHILDREN'S LITERATURE

### *ELED 365*

Credits: 3

#### *Description:*

This course is an evaluative exposure to types of children's literature used with pre-kindergarten through eighth grade children with provision for individual differences. Methods and materials are investigated that will motivate children to read and appreciate good literature.

## INTERMEDIATE READING METHODS

### *ELED 465*

Credits: 2

Prerequisite(s): ELED 363

#### *Description:*

This course is designed to build upon prior knowledge of methods of reading instruction. Students will analyze recent research, develop a sensitivity for readers with special needs, learn to assess reading performance levels, and design meaningful activities which will remediate and/or enrich children at their level of need.

## METHODS OF TEACHING MATHEMATICS

### *ELED 466*

Credits: 2

Prerequisite(s): EDUC 354

#### *Description:*

This course covers content, materials, scope, sequence and skills integral to teaching elementary school mathematics. Content includes basic operations, problem solving, measurement (including metrics), geometric concepts and computing devices. Concrete hands-on methods to introduce abstract concepts, diagnosis and individualization for individual difficulties and alternative methods of drill and instruction are emphasized.

## METHODS OF TEACHING THE SOCIAL SCIENCES

### *ELED 467*

Credits: 3

Prerequisite(s): EDUC 354

#### *Description:*

This course presents content, materials, scope, sequence and skills integral to teaching the various social science disciplines found in elementary school social studies. It is process oriented and focuses on gathering, organizing, reporting and interpreting social science data. Thinking skills are emphasized. The importance of American Indian tribal government, history and culture as it relates to Minnesota history is highlighted in this course. Multi-cultural, gender fair and disabilities awareness are also included. Integrating the social sciences into other content areas and thematic teaching is emphasized.

## METHODS OF TEACHING THE SCIENCES

### *ELED 468*

Credits: 3

Prerequisite(s): EDUC 354

#### *Description:*

This course covers content, materials, scope, sequence and skills integral to teaching elementary school science. It is characterized by discovery learning involving scientific inquiry, related thinking skills, methods of reporting and interpreting, hands-on experiences and consideration of the exceptional student.

## English

### RHETORIC & RESEARCH

#### *ENG 124*

Credits: 3

Requirements: A minimum grade of "C-" is required to pass this course.

***Description:***

Rhetoric and Research is designed to introduce the student to writing as a process and to the skills necessary to conduct college-level research using primary and secondary sources. Though students will write essays with a variety of aims, emphasis is placed on argumentative and analytical writing supported by research. Students completing the course will be able to read sources critically and document them correctly as well as write essays that are unified, rich in supporting detail, have smooth transitions, and are expressed in the varied sentence patterns of standard written English. Students will receive a grade of A, B, C, or F. This course must be completed during a student's first year of study at NCU.

**BASICS OF MODERN ENGLISH**

***ENG 215***

Credits: 3

Prerequisite(s): ENG 124

***Description:***

This course reviews the usage rules of English grammar, paying particular attention to sentence structure and mechanics. The following is a partial list of topics: types of sentences, run-ons, fragments, comma splices, subject-verb agreement, verb tense, pronoun-antecedent agreement, pronoun case, use of adjectives and adverbs, misplaced and dangling modifiers. The course also examines rules of punctuation. Students write multiple papers to apply the concepts learned in the course. This course also helps prepare education students for their professional exams.

**BRITISH LITERATURE: BEGINNINGS TO 1785**

***ENG 220***

Credits: 3

Prerequisite(s): ENG 124

***Description:***

This course is a survey of major literary works from the Old English period through the Romantic period.

**GENRES OF DEAF LITERATURE**

***ENG 222***

Credits: 3

Prerequisite(s): ENG 124 & MLAN 250

***Description:***

This class addresses various forms of Deaf literature: fiction, drama, and poetry. Students will be expected to consider features from each genre offering a range of stories concerning Deaf culture by classic and modern authors. Students will create visual works of art while they explore the diversity and relevance of Deaf culture, displayed through deaf art, literature and folklore. For Carlstrom ASL Interpreting students only.

## AMERICAN LITERATURE: BEGINNINGS TO 1865

### *ENG 223*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is designed to familiarize students with the rich variety of literature produced in America—from pre-Colonial literature through the writings of the U.S. Civil War. Students will be exposed to a range of writers and traditions that constitute the diverse and multicultural American experience. Through discussion, critical thinking and writing about significant literary works, students will gain a greater appreciation and understanding of American literature: poetry, plays, fiction, and nonfiction. A particular emphasis will be placed on the relationship between the establishment of the United States (people, ideologies, socialization, religion, expansion, culture, race, politics, etc.) and evolving literature of the times.

## MULTICULTURAL LITERATURE SURVEY

### *ENG 224*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course surveys literature from the major authors of the following regions of the world: the Mediterranean, Continental Europe, Africa, the Far East, and Latin America. Students study short works of literature including short stories, plays, poems, and essays using various forms of literary criticism. Literature from the United States and the British Isles is not included.

## BRITISH LITERATURE: 1785 TO PRESENT

### *ENG 230*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is a survey of major literary works from the Victorian period through today.

## AMERICAN LITERATURE: 1865 TO PRESENT

### *ENG 233*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is designed to familiarize students with the rich variety of literature produced in the United States from just after the U.S. Civil War through the present. Students will be exposed to a range of writers and

traditions that constitute the diverse and multicultural American experience. Through discussion / critical thinking and writing about significant literary works, students will gain a greater appreciation and understanding of American literature: poetry, plays, fiction and nonfiction. A particular emphasis will be placed on the evolution of literature in the midst of the last 150 years: the centralization and expansion of the late 19th century and early 20th century, the diversity and experimentation of the Modern period and the time between the World Wars and the continually shifting contemporary landscape from WWII to the present.

## MULTICULTURAL NOVEL

### *ENG 324*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

In this course students will read novels and book-length nonfiction from some of the best international and multicultural modern writers including regions such as the Mediterranean, Continental Europe, Africa, the Far East, and Latin America. Although this course rarely includes American or British Literature, it may examine immigrant literature.

## CLASSICAL LITERATURE

### *ENG 331*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course provides students with a broad view of ancient classical literature in translation. A survey of Greek and Roman mythology will provide the necessary background for a better understanding of classical literature.

## AMERICAN POETIC MASTERS

### *ENG 334*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

American Poet Masters has several aims: to increase the ways you can become more engaged and curious readers of poetry; to increase your confidence as writers thinking about literary texts; to provide you with the language for literary description; and to introduce you to some of the best American poets. The course is not designed as a historical survey course but rather as an introductory approach to poetry from various directions. Poets studied may include some of the historic masters of the craft such as Robert Frost and Emily Dickinson as well as recognized modern poets such as Ted Kooser and Natasha Trethewey.

## BRITISH NOVEL

### *ENG 336*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is a critical and historical study of selected British novels and includes an emphasis on the development and influence of the novel in British literature.

## YOUNG ADULT LITERATURE

### *ENG 337*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

A survey of the major writers and trends in literature written for young adults will be studied. Characteristics of genres within the field of young adult literature will be studied in relationship to the literary quality of works studied.

## AMERICAN NOVEL

### *ENG 338*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This is a critical and historical study of selected American novels of the 19th through 21st centuries and includes work by varying American authors who present a cross-section of American life and religious perspective.

## FICTION WRITING

### *ENG 340*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

In this workshop, students will submit several works of short fiction in progress for discussion as the main focus of the course, though the student might also study the work of published fiction writers or examine existing short story markets. English majors may repeat the course for credit.

## POETRY WRITING

### *ENG 341*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will be primarily organized as a writing workshop. Students will submit poems for analysis and critique. We'll spend a majority of our time improving individual writing through assignments, exercises, analysis, and through the study of poetic elements and techniques. You will have the opportunity to experiment in both formal and free verse. A variety of poets will be studied. You will familiarize yourself with the language and tools of a poet, enhancing your understanding of structure, sound, form, imagery, tone, metaphor, voice, style, and revision. Best of all, you'll have a number of poems explode inside you, and I'm sorry to tell you, you'll never recover.

## CREATIVE NONFICTION WRITING

### *ENG 342*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Creative Nonfiction is a new name for an old game—belles lettres, literary nonfiction, New Journalism, and the 4th genre are all just alternate nomenclature for this growing body of writing which positions itself in the grey world between fiction and nonfiction, refusing to accept the determined label of either. The beginning of all creative nonfiction is writers who have been given permission to allow their experiences in the world to creatively shape their writing, allowing personality and flavor to come back into the often dry world of nonfiction. As a result of the relatively recent emphasis on creative nonfiction (as its own genre), new angles of perception have arisen in the role of the voice, the use of research, the value of story, the need for point of view, and range of form and language possibilities. Naturally an emphasis in this course will be placed on memoir, personal essay, travel writing, literary journalism, nature writing, history writing, autobiography writing and more.

[Cross-listed as COMM 342]

## FICTION WRITING II

### *ENG 344*

Credits: 3

Prerequisite(s): ENG 340

#### *Description:*

In this workshop, students will submit several works of short fiction in progress for discussion as the main focus of the course, though the student might also study the work of published fiction writers or examine existing short story markets. English majors must select this course in order to repeat the course for credit.

## POETRY WRITING II

### *ENG 345*

Credits: 3

Prerequisite(s): ENG 341

#### *Description:*

This course will be primarily organized as a writing workshop. Students will submit poems for analysis and critique. We'll spend a majority of our time improving individual writing through assignments, exercises, analysis, and through the study of poetic elements and techniques. You will have the opportunity to experiment in both formal and free verse. A variety of poets will be studied. You will familiarize yourself with the language and tools of a poet, enhancing your understanding of structure, sound, form, imagery, tone, metaphor, voice, style, and revision. Best of all, you'll have a number of poems explode inside you, and I'm sorry to tell you, you'll never recover. English majors must select this course in order to repeat the course for credit.

## LITERARY JOURNAL PRACTICUM

### *ENG 346*

Credit: 1

Prerequisite(s): ENG 124

#### *Description:*

The purpose of this course is for students to learn the fundamentals of publishing a literary journal/chapbook in the middle or high school setting. Students will meet with faculty advisors of at least two schools to learn what is involved in advising a student literary journal. Students will also develop a portfolio of resources for advising a literary journal. In addition, students might participate in the publication of the NCU literary journal/chapbook.

## WRITING PRACTICUM – LITERARY JOURNAL (SECTION EDITOR)

### *ENG 348*

Credit: 1

Prerequisite(s): ENG 124

Prerequisite Note(s): Completion of six additional English credits, cumulative GPA of 3.00 or better, and instructor permission required

Grading: Pass/Fail Only

#### *Description:*

Students enrolled in Writing Practicum – Literary Journal function as section editors (poetry, fiction, and art/photography) of North Central University's literary journal. The senior editors are responsible for overseeing the section editors and for all decisions regarding the annual publication of the journal. This course will be offered on a pass/fail basis.



## CREATIVE NONFICTION WRITING II

### *ENG 349*

Credits: 3

Prerequisite(s): ENG 342

#### *Description:*

Creative Nonfiction is a new name for an old game—belles lettres, literary nonfiction, New Journalism, and the 4th genre are all just alternate nomenclature for this growing body of writing which positions itself in the grey world between fiction and nonfiction, refusing to accept the determined label of either. The beginning of all creative nonfiction is writers who have been given permission to allow their experiences in the world to creatively shape their writing, allowing personality and flavor to come back into the often dry world of nonfiction. As a result of the relatively recent emphasis on creative nonfiction (as its own genre), new angles of perception have arisen in the role of the voice, the use of research, the value of story, the need for point of view, and range of form and language possibilities. Naturally an emphasis in this course will be placed on memoir, personal essay, travel writing, literary journalism, nature writing, history writing, autobiography writing and more. English majors must select this course in order to repeat the course for credit.

## THEATRE LITERATURE

### *ENG 355*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Theatre literature both shapes and mirrors culture. Students examine plays and playwrights dating from the Greeks to the present. The course focuses on the ways literature affects and reflects social customs, religious institutions and theatrical conventions.

[Cross listed as THTR 355]

## NONFICTION / MAGAZINE WRITING

### *ENG 357*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will take students through each step of the magazine writing process from reading as writers to publication. Students will gain the background, writing practice and tools they need to become freelance writers and begin submitting their work. Writing includes, but is not limited to query letters, profiles, travel articles, opinion pieces and one research paper on the nonfiction market of their choice. This class also requires several writing critiques and will enforce the importance of making deadlines and impressing editors.

[Cross-listed as COMM 357]

## EDITING FOR PUBLICATION

### *ENG 387*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will explore basic skills in editing with emphasis on print media. Emphasis will be on style and grammar, word precision, efficiency, clarity, emphasis and news judgment, completeness and accuracy, headline writing, photo captions and use of AP style.

[Cross-listed as COMM 387]

## EDITING FOR PUBLICATION II

### *ENG 388*

Credits: 3

Prerequisite(s): ENG 387

#### *Description:*

This course will explore basic skills in editing with emphasis on print media. Emphasis will be on style and grammar, word precision, efficiency, clarity, emphasis and news judgment, completeness and accuracy, headline writing, photo captions and use of AP style. English majors must select this course in order to repeat the course for credit.

## TECHNICAL WRITING

### *ENG 389*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Introduction to learning the written and oral communication of technical information. Assignments include writing and presenting proposals, training materials, reports, grants and documentation. Emphasis on use of rhetorical analysis, computer applications, collaborative writing, and usability testing to complete technical communication tasks in the workplace.

[Cross-listed as COMM 389]

## SHAKESPEARE

### *ENG 430*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course studies the life, culture, and writings of William Shakespeare, emphasizing his dramatic works.

## FREELANCE WRITING

### *ENG 433*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course involves the art of freelancing for different writing markets. It deals with writing craft for various genres of writing such as news, features, commentaries, profiles, and interviews. Students will get a basic understanding of sourcing ideas, writing techniques, business aspects of writing, exploring the writers' market for religious periodicals, newspapers and magazines. Writing assignments with merit are eventually submitted to the university publications, publishers and periodical markets. This is more than a theory class; it is hands-on and combines class exercises and critiquing sessions on assignments.

[Cross-listed as COMM 433]

## FREELANCE WRITING II

### *ENG 434*

Credits: 3

Prerequisite(s): ENG 433

#### *Description:*

This course involves the art of freelancing for different writing markets. It deals with writing craft for various genres of writing such as news, features, commentaries, profiles, and interviews. Students will get a basic understanding of sourcing ideas, writing techniques, business aspects of writing, exploring the writers' market for religious periodicals, newspapers and magazines. Writing assignments with merit are eventually submitted to the university publications, publishers and periodical markets. This is more than a theory class; it is hands-on and combines class exercises and critiquing sessions on assignments. English majors must select this course in order to repeat the course for credit.

## C. S. LEWIS & THE INKLINGS

### *ENG 435*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This study includes the fiction, poetry, and nonfiction of C.S. Lewis as well as J.R.R. Tolkien and others of the Inklings and Christian writers related to Lewis (e.g. Dorothy Sayers, Charles Williams, G.K. Chesterton, and George McDonald). Focus will be placed on how the work of this influential group of Christian authors has helped to deepen appreciation of theology in our day.

## WRITING PRACTICUM – LITERARY JOURNAL (SENIOR EDITOR)

### *ENG 448*

Credits: 3

Prerequisite(s): ENG 124

Completion of six additional English credits, cumulative GPA of 3.00 or better, and instructor permission required

Grading: Pass/Fail Only

#### *Description:*

Students enrolled in Writing Practicum – Literary Journal function as the senior editor of North Central University's literary journal. The senior editor is responsible for overseeing the section editors and for all decisions regarding the annual publication of the journal.

## ADVANCED WRITING SEMINAR

### *ENG 450*

Credits: 3

Prerequisite(s): ENG 124

Prerequisite Note(s): Student must be an English major, a journalism major, or obtain instructor's approval

#### *Description:*

This course is designed as an advanced seminar to hone the student's ability to write and edit clear and effective prose for a variety of audiences. Students interested in further developing skills in fiction, essay, magazine, other journalistic and/or research/academic writing will develop their own goals and portfolio for the successful completion of the course. Required readings and small group critique aid the student in moving toward publication.

## HISTORY OF THE ENGLISH LANGUAGE

### *ENG 451*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is a study of the development of the language from Indo-European, through various invasions and colonialism, to Modern English.

## STRUCTURE OF THE ENGLISH LANGUAGE

### *ENG 452*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course will help you develop an understanding of the underlying structure of the English Language and how that structure affects the use of our language. We will examine the word classes, as well as phrase and clause structure. Before taking this course, you must be able to identify the following parts of speech in a sentence: noun, pronoun, verb, adjective, adverb, preposition, and conjunction. You will also need to be able to identify the following parts of a sentence: subject, predicate, direct and indirect object, prepositional phrase, subject and object complement. If you are unable to do these things, it is highly recommended that you take ENG 215 Basics of Modern English before taking this course.

## LITERARY THEORY SEMINAR

### *ENG 453*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course studies and discusses major trends in literary history. Students learn about various established modes of interpreting texts, as well as the assumptions underlying the ways in which they approach their own reading of texts.

## FAITH & MODERN LITERATURE

### *ENG 471*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is a survey of contemporary writers such as O'Connor, Greene, Dillard, and Buechner who deal significantly with matters of faith.

## THE CHRISTIAN ENGLISH SCHOLAR

### *ENG 472*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

This course is the capstone course for all English majors. It focuses upon scholarly approaches to literature, writing, and communications, considering these philosophically from a Christian worldview. The English major's role within the church and our society is also explored, including career and graduate school exploration.

## SEMINAR IN ENGLISH

### *ENG 474*

Credits: 3

Prerequisite: ENG 124

Prerequisite Note(s): Instructor's permission

#### *Description:*

This course is a focused study in literature, writing or grammar. Topics will vary.

## SCRIPTWRITING

### *ENG 485*

Credits: 3

Prerequisite(s): ENG 124

#### *Description:*

Students learn aspects of writing dramatic scripts. Some of film or television scripts may be used to serve the chief end of learning to write meaningful dialogue and to think about effective story. The final course project is a polished one act play.

[Cross-listed as THTR 485]

## SCRIPTWRITING II

### *ENG 486*

Credits: 3

Prerequisite(s): ENG 485

#### *Description:*

Students learn aspects of writing dramatic scripts. Some of film or television scripts may be used to serve the chief end of learning to write meaningful dialogue and to think about effective story. The final course project is a polished one act play. English majors must select this course in order to repeat the course for credit.

## INTERNSHIP - ENGLISH

### *ENG 496*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

This course involves an off-campus field experience in a specific discipline of English. The emphasis is tailored to meet the needs and interests of the student.

## SENIOR PROJECT - ENGLISH

### *ENG 497*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

The senior project is an apex endeavor, reflecting four years of academic training. At the discretion of the professor, students may prepare a final research project, a creative project or a combination of the two. Student consultation with the NCU advisor is essential during the work's formative and developmental stages. All coursework must be completed for departmental assessment at least three weeks prior to graduation.

## Fine Arts

### MUSIC APPRECIATION

#### *FA 112*

Credits: 2

#### *Description:*

This course is designed to provide the student with introductory concepts of music history along with rudiments of music. Emphasis will be placed on terminology, major composers, masterpieces, and music in its cultural context. The scope of this course covers art and music of the Western world as well as the music of other world cultures.

### FILM APPRECIATION

#### *FA 131*

Credits: 2

#### *Description:*

This course is designed to give students an awareness and understanding of motion pictures as an art form. Students will be introduced to the history, theory, and aesthetics of cinema. The course will include discussion of film form and style with a focus on the methods of filmmaking. Students will be encouraged to develop their skills of critical analysis and to apply a Christian worldview to the analysis of films.

### INTRODUCTION TO THEATRE

#### *FA 250*

Credits: 2

#### *Description:*

This course will cover the history, theory and practice of drama. The main objective of this course is to provide students with the basic knowledge of the experience, philosophy, theology and characteristics of theatre.

[Cross-listed as THTR 250]



# Geography

GEOGRAPHY

*GEOG 262*

Credits: 3

*Description:*

This course, while designed to meet the 5-8 social studies endorsement for elementary education students and the 5-12 social studies licensure for secondary education students, may be taken as a general elective. This course examines geography as the intersection of all physical and human phenomena at individual places and of how interactions among places form patterns and organize space. The student will not only study the basic land forms, map interpretation, water systems, weather, climate, water systems and ecology, but will also study elements of cultural geography and political geography as well.

# Government

INTRO TO GOVERNMENT

*GOVT 224*

Credits: 3

*Description:*

This is an introductory course focusing on the basics of American state and national Government, with occasional reference to other government systems. Topics covered include the constitution; the federal system; political participation; the role of media, interest groups, and political parties; federal government structure; and policymaking.

INTRODUCTION TO POLITICAL SCIENCE

*GOVT 370*

Credits: 3

*Description:*

In the course of our secondary educations, most of us are taught something about the political history of the Western world. However, much less time is spent on the ideas that inform major political movements or how contemporary societies organize for government. This course will attempt to address that lack by examining political philosophy in its historical and contemporary contexts. Although this course will examine the differing types of governments around the world, a special emphasis will be placed on American government and political philosophy and how this nation contributes to both conflict and cooperation with other nations. This course, while designed to meet the social studies endorsement for elementary education students and the 5-12 social studies licensure for secondary education students, may also be taken as a general elective.

# General Studies

## STRATEGIES FOR SUCCESS SEMINAR

### *GS 142*

Credits: 0

#### *Description:*

What techniques for success will you adjust from high school to help you be successful in collegiate level coursework? While K-12 is a right to education, higher education is all about staying eligible. In this seminar, you will learn steps to getting organized, and academic information pertinent to a successful year at NCU. This is a required workshop for provisionally admitted students who do not meet the GPA admissions requirement and will be offered during Welcome Week.

## STRATEGIES FOR SUCCESS I

### *GS 143*

Credits: 2

#### *Description:*

How can I achieve greater success in college and in life? This interactive classroom environment enables you to identify and develop the beliefs, attitudes, behaviors, and skills that lead to academic, career, and personal success. You will learn how to improve self-management, and increase confidence while discovering how to maximize your learning. Other topics include note taking, test taking, memory and concentration, self-care, grit, paper planning, time management, goal setting, and reading skills, as well as utilizing campus resources and services.

## STRATEGIES FOR SUCCESS II

### *GS 144*

Credits: 1

#### *Description:*

How can you create greater success in college and in life? How can you reconnect and refocus? This course is designed to offer continued support and accountability to you by addressing topics such as motivation, direction, self-efficacy, study skills, college-level writing, and time management. The process of developing strategies, coupled with accountability at every level, puts the resources most needed for individualized success in your hands. This class meets weekly to address individual needs and dive deeper into topics covered in GS 143.

## STRATEGIES FOR SUCCESS III

### *GS 145*

Credits: 1

#### *Description:*

The goal for you in this course is to offer individualized support for students working toward achieving good academic standing. This class is formatted in individual weekly meetings with the Academic Specialist to address the unique wants and needs that you have. An Academic Improvement Plan will be co-created with you and the semester will be spent implementing that plan for your academic success.

## FERPA TRAINING

### *GS 220*

Credits: 0

Grading: Pass/Fail

#### *Description:*

All NCU employees, including Student Faculty Assistants and Student Workers, are required by law to receive training regarding the Family Educational Rights and Privacy Act (FERPA) rules and regulations. A short Moodle course has been set up to facilitate this training, and will not take more than 30 minutes to complete. A passing score of 75% is required in order to pass this course.

## FACULTY ASSISTANT

### *GS 460*

Credits: 0

Grading: Pass/Fail

Prerequisite: GS-220 FERPA Training

#### *Description:*

Students may request to be a faculty assistant for a course that they have previously taken at North Central University. Please see TA Form for further information.

## FACULTY ASSISTANT

### *GS 461*

Credits: 1-2

Grading: Letter Grade

Prerequisite(s): GS-220 FERPA Training

#### *Description:*

Students may petition to be a faculty assistant for credit once during their enrollment at NCU. Please see TA Form for further information.

# Graduate Studies

## PERSONAL LEADERSHIP DEVELOPMENT

### *GLE 500*

Credits: 3

#### *Description:*

There are many different concepts concerning leadership. This introductory course explores the principles of spiritual leadership that are revealed in the Bible and exemplified in the lives of Jesus Christ and subsequent spiritual leaders. The course materials review selected writings from both sacred and secular authors to give the student a broad perspective of leadership, with primary emphasis placed on spiritual models.

\*For Undergrads, this course can be taken with permission of the Dean of Graduate Studies as a general elective to meet degree requirements.

## LEADERSHIP STRATEGIES & CHANGE

### *GLE 550*

Credits: 3

#### *Description:*

This course investigates the analytical process that enables leaders to make effective and efficient (strategic) organizational decisions for sustainable impact, with emphasis on the manner in which leaders can persuade members to bring about successful organizational change. It is a study of the methods and nature of strategic planning, including the internal and external environments and opportunities leaders face in strategic planning, the leader's task in responding to the variables within these environments, and the impact of these variables on strategic choices. Topics include how to assess critical variables impacting organizations, key factors in the change process, and communicating essential observations and recommendations.

\*For Undergrads, this course is cross-listed with BUS465 and can be taken with permission of the Dean of Graduate Studies in place of that course to meet degree requirements.

## PROJECT MANAGEMENT

### *GLE 625*

Credits: 3

#### *Description:*

Effective project management knowledge, skills, and values are critical to leading successfully in corporate project environments and to accomplish organizational objectives. This course will equip learners with knowledge, skills and values— by explaining core project management concepts and techniques. During the course, project management knowledge is enhanced through project management skill development that uses case study examples to demonstrate how project management best practices are applied within the context of the real world.

The course is intended for students as well as for working professionals. The course is designed to present the essential skills students need to make effective contributions and to have an immediate impact on the accomplishment of projects in which they are involved. It prepares students with marketable and

transferable proficiencies and sends them into the workforce ready to apply project management knowledge and skills.

While professional certification is optional for participants in the course, the course is intentionally structured to encourage certification through the Project Management Institute. For students, the course will prepare them to take the Certified Associate in Project Management (CAPM) examination. For working professionals with requisite project management experience, the course will prepare them to apply for and take the Project Management Professional (PMP) examination.

\*For Undergrads, this course can be taken with permission of the Dean of Graduate Studies in place of that course to meet degree requirements.

## History

### HISTORY OF GLOBAL CHRISTIANITY

#### *HIST 212*

Credits: 3

#### *Description:*

This course provides a study of the major developments in the history of Christianity from the apostolic period to the present. Emphasis is placed on the spread of Christianity in the West as well as the growth of the church outside the West.

### WESTERN CIVILIZATION I– ANCIENT MEDITERRANEAN CIVILIZATIONS THROUGH THE HIGH MIDDLE AGES (TO 1450)

#### *HIST 221*

Credits: 3

#### *Description:*

This course is a survey of Western culture, history, politics and religion from the establishment of Hebrew civilization in Palestine to the beginning of the Renaissance.

### WESTERN CIVILIZATION II– FROM 1450 TO THE PRESENT

#### *HIST 222*

Credits: 3

#### *Description:*

This course is a survey of Western culture, history, religion and politics from the Renaissance to the present day. The origins and prevalence of conflicting “worldviews”—Christian, Modern and Postmodern will be emphasized.

## AMERICAN HISTORY I: COLONIAL PERIOD– CIVIL WAR

### *HIST 225*

Credits: 3

#### *Description:*

This survey course provides a general introduction to the history of the United States from the period of European exploration in the 16<sup>th</sup> century through the Civil War. While political history is emphasized, all sub-disciplines of history (e.g. diplomatic, religious, cultural, economic, and social history) will be noted.

## AMERICAN HISTORY II: RECONSTRUCTION– PRESENT

### *HIST 226*

Credits: 3

#### *Description:*

This survey course provides a general introduction to the history of the United States from the period immediately after the Civil War to the present day. While political history is emphasized, all sub-disciplines of history (e.g. diplomatic, religious, cultural, economic, and social history) will be noted.

## WORLD HISTORY

### *HIST 240*

Credits: 3

#### *Description:*

This class consists of a historical survey of African, Asian, Latin American, Mideastern, and Oceanic cultures and nation-states from the initial period of systematic European exploration to the very early stages of the postcolonial era. Political, economic, diplomatic, social, religious, and cultural history all will be noted to some degree. The elements required for Minnesota Teacher Certification in the Social Sciences will be given particular emphasis.

## Health

### DRUGS/HEALTH EDUCATION

#### *HLTH 224*

Credits: 3

#### *Description:*

This course provides instruction in the health needs and the early detection and prevention of emotional, mental, spiritual and physical problems of minors both inside and outside the school setting. This course deals with developing attitudes toward the wellness approach to health. An overview of chemicals and their effects on the body, including addiction, is presented.

# Humanitarian Leadership

## THEOLOGY OF COMPARISON

### *HULE 310*

Credits: 3

*Description:*

This course reviews the biblical foundation for comparison and traces the Church's theological interpretation and practical application of compassion throughout history.

## DOMESTIC DISASTER SERVICES

### *HULE 320*

Credits: 3

*Description:*

Domestic Disaster Services present the foundation principles and skills necessary to plan and conduct services for the four phases of disasters: Preparation, Mitigation, Response, and Recovery. Emphasis is upon coordination of services between governmental, non-governmental, and religious-based organizations.

## INTERNATIONAL DISASTER SERVICES

### *HULE 325*

Credits: 3

*Description:*

International Disaster Services present the foundation principles and skills necessary to plan and conduct services for the four phases of disasters: Preparation, Mitigation, Response, and Recovery. Emphasis is upon coordination of services between governmental, non-governmental, and religious-based organizations.

## APPLIED SUSTAINABILITY

### *HULE 430*

Credits: 3

*Description:*

Applied sustainability prepares students to meet the challenges of the destitute of this world through compassion, cutting edge technology, sustainable processes, and financially viable methods. Students investigate approaches to the provision of clean water and adequate food resources to the Least Developed Countries and to people most impacted by physical and economic disaster. Students will specifically be prepared to pass the Certified Crop Advisor Exam.

## LEADING COMPASSION PROJECTS

### *HULE 440*

Credits: 3

#### *Description:*

Providing disaster and humanitarian relief is a complex process involving individuals from diverse backgrounds, locations, languages, preparation, involvement, and commitment. Leadership in these settings requires both skills in leading multifaceted projects, delegating responsibilities, inspiring volunteers, and managing funds. This course prepares students for leadership within the field of community relief and development.

## HEALTH MANAGEMENT IN GLOBAL SETTINGS

### *HULE 450*

Credits: 3

#### *Description:*

Students will be able to analyze the physical, emotional, and spiritual impact providing disaster relief services takes upon relief providers; evaluate the effectiveness of self-identification techniques to counter vicarious trauma and attachment tendencies for relief staff; and interpret various relief providers' reactions to sustained relief activities.

## PUBLIC POLICY ADVOCACY

### *HULE 460*

Credits: 3

#### *Description:*

Governments use public policy to address social problems such as housing and welfare, to counter threats such as crime and illegal drugs, and to pursue other objectives, including revenue generation. A nation's regulatory, distributive, and redistributive policies have direct impact to prevent, mitigate the impact and to recover from natural and created disasters. This course prepares students to interact with and influence decision makers at all governmental levels. Special focus is on the advocacy for those people who often have a weaker voice to the decision process.

## HUMANITARIAN LEADERSHIP INTERNSHIP

### *HULE 491*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

An internship is an experiential learning opportunity. The Humanitarian Leadership student is required to complete a total of 3 credits of internship experience. The student will commit to participate with an



experienced professional or organization in their chosen field of non-profit, service, or community leadership.

## Intercultural Studies & Languages

### GLOBAL PERSPECTIVES

#### *ICS 111*

Credits: 3

#### *Description:*

This course offers an overview of our world from theological, political, economic, historical, geographical, and socio-cultural perspectives. It introduces the student to some of the most poignant issues of our day in order to develop critical thinking skills in understanding and working toward solutions to complex global issues. It also seeks to develop in the student a God-centered worldview that sees the world through the lens of God's compassionate love for a hurting humanity.

### CULTURAL ANTHROPOLOGY

#### *ICS 112*

Credits: 3

#### *Description:*

Basic concepts of cultural anthropology, appreciating the diversity of human culture and application of anthropological insights and research to cross cultural work are discussed. An introduction to the immigrants of Minnesota completes this introductory course on cultural anthropology.

### CROSS CULTURAL THEORY & EXPERIENCE

#### *ICS 210*

Credits: 3

Prerequisite(s): ICS 111 and ICS 112

#### *Description:*

This course seeks to introduce the student to missiological theory and practice. Missiology synthesizes theology, world and church history, cultural anthropology, and practical strategies based on the unchanging mandate of the Great Commission in a rapidly changing world. This course examines paradigm shifts and trends occurring in the modern missions movement, and addresses issues such as religious pluralism, changing missionary motivation, third world missions, missionary funding, contextualization, and other relevant issues.

## ICS SEMINAR

### *ICS 231*

Credits: 3

#### *Description:*

The Intercultural Studies Seminar is the introductory missions course within the College of Missions that seeks to assist new students in their spiritual, social, and intellectual development, which should lead to an increasingly greater passion to fulfill their divine purpose in God's global plan for the nations.

Cross-list with PMIN 231

## CROSS CULTURAL COMMUNICATION

### *ICS 252*

Credits: 3

Prerequisite(s): ICS 111 and ICS 112

#### *Description:*

This is a study of cross-cultural communication and research methods. In this course you will discover the worldview of others and unmask your own cultural values as you learn to do ethnographic field research. Topics covered in class will include: culture, cultural values and tensions, different worldviews, verbal and non-verbal communication, ethnocentrism, cross-cultural servant-hood, and ethnographic field methods.

## HOLISTIC RELIEF & DEVELOPMENT

### *ICS 261*

Credits: 3

#### *Description:*

An introductory course examining the complex roots of poverty, along with a biblical view of poverty, wealth, and holistic ministry. Theories and models of development will be discussed, along with an introduction to the following topics: community health, HIV/AIDS, children in crisis, water & sanitation, micro credit & finance, appropriate technology, and environmentalism.

## INTRODUCTION TO LINGUISTICS

### *ICS 310*

Credits: 3

#### *Description:*

This course is an introductory survey of the elements of human language gleaned from phonetics, syntax, pragmatics, applied linguistics, sociolinguistics, etc. Students will understand basic concepts of linguistics such as morphology, syntax, phonology, and semantics, as well as a brief history and development of the English language, including the importance of dialect.

## UNDERSTANDING THE SPIRIT WORLD

### *ICS 320*

Credits: 3

Prerequisite(s): ICS 112, ICS 240, and ICS 252

#### *Description:*

This course is an anthropological and biblical study of the belief system and practices of those who understand the world to be completely controlled by spiritual forces, or who knowingly or unknowingly, seek to manipulate spiritual power to cope with a complex and changing world.

## WORLD RELIGIONS

### *ICS 340*

Credits: 3

Prerequisite(s): ICS 111 and ICS 112

#### *Description:*

This course seeks to help the student to discover and appreciate the major religions in our world today, and be able to understand and assess these faiths from a historical, contextual, theological, anthropological, and ethical perspective. The course focuses particularly on Christianity and Islam and their indebtedness to Judaism as monotheistic faiths, and Hinduism and Buddhism with their exotic rituals becoming increasingly popular in the West. Within these traditions, both core beliefs and practices will be compared and contrasted. It will also briefly discuss smaller religions with fewer adherents, and look at the evolution of religion from the beginning of time until today, focusing on contemporary issues facing the world religions.

## INTERPERSONAL RELATIONS

### *ICS 352*

Credits: 3

#### *Description:*

Effective leaders are emotionally healthy individuals with strong interpersonal skills. This is a theoretical and skills building course in interpersonal relations, focusing on communication with family, friends, and colleagues. Emphasis is on self-understanding, self-care, caring for others, constructive conflict resolution, understanding family systems and extending grace to self and others.

## CROSS CULTURAL EDUCATION

### *ICS 354*

Credits: 3

Prerequisite(s): ICS 252

#### *Description:*

This is a survey course introducing the topic of teaching and learning in a cross cultural setting. Topics include: a theology of education, adult education, learning styles, and lesson planning, mentoring, and leading inductive Bible studies, teaching cross culturally, and orality. Students gain valuable skills planning, facilitating, & evaluating in both large and small group settings.

## CROSS CULTURAL COMMUNITY BUILDING

### *ICS 355*

Credits: 3

#### *Description:*

This course introduces the student to the needs, methods, and priority of planting new churches in the 21st century. The study focuses on universal principles and values that apply to church planting in all ethnic contexts. It also seeks to develop within each student a framework for vision, foundational parameters and practical strategies for church planting that intentionally work through geographic, linguistic, cultural, and missionary barriers among unreached people groups. Emphasis is also given to the development of practical skills for church planters.

## INTERNATIONAL LOGISTICS

### *ICS 357*

Credit: 1

#### *Description:*

This course provides active preparation for ICS 358 International Fieldwork Prep. Students will meet weekly for prayer, team-building, ministry preparation, and completion of travel logistics prior to overseas travel.

## INTERNATIONAL FIELDWORK PREP

### *ICS 358*

Credits: 3

Prerequisite(s): ICS 252 and ICS 357

#### *Description:*

This course is a field experience designed to give the intermediate ICS student an optimal language and culture learning immersion experience in an international setting. Students are introduced to evangelism, discipleship, church ministry, community development, child welfare programs and other specializations depending on trip location.

## INTERNATIONAL FIELDWORK

### *ICS 359*

Credits: 0

Grading: Pass/Fail

Prerequisite(s): ICS 252, ICS 357 & ICS 358

#### *Description:*

This course is a field experience designed to give the intermediate ICS student an optimal language and culture learning immersion experience in an international setting. Students are introduced to evangelism, discipleship, church ministry, community development, child welfare programs and other specializations depending on trip location.

## INTRODUCTION TO EASTERN RELIGIONS

### *ICS 367*

Credits: 3

#### *Description:*

This course is a survey of the major Asian religions. Much of the world is inhabited by those who adhere to Hindu, Buddhist, Shinto, Jain or Sikh beliefs. This course is designed to expose the student to the fundamental teachings of each of these world religions.

## ISLAMIC CULTURE & SOCIETY

### *ICS 369*

Credits: 3

#### *Description:*

This course is a study in Islamic culture and society. It focuses on Islam as a belief system and its outworking in culture and society. It also briefly explores folk Islam, Sufism, Islamic law, and the Muslim's relationship to modernity and the Western world, as well as building bridges of understanding between Christians and Muslims.

## TOPICS IN BIBLICAL JUSTICE

### *ICS 370*

Credits: 3

#### *Description:*

The notion of biblical justice is examined through a series of readings from Scripture and secondary sources. Specific topics are investigated by the student engaging in a participant/observer model of research and learning experience germane to justice issues. This course embraces an "applied hermeneutics" model in which students explore biblical teachings at work in today's context. Topics vary from year to year with

attention given to justice issues such as modern day slavery, human- trafficking, homelessness, and HIV/ AIDS.

## NON-PROFIT ORGANIZATION

### *ICS 380*

Credits: 3

#### *Description:*

This course is a practicum in which the student studies and serves at a nonprofit organization and participates in an honors seminar that meets weekly. Topics covered are: non-mission, goals, fund development, management, volunteers, board of directors, and other relevant topics. Guest speakers and field visits to a variety of non-profits will give the student a broad understanding of the local not-for-profit community in the Twin Cities. A major project and presentation will focus and integrate the students' theoretical and service learning experience.

## TOPICS IN HISTORY: CHRISTIAN-MUSLIM RELATIONS

### *ICS 381*

Credits: 3

#### *Description:*

Over the course of the last 1,400 years, the two largest monotheistic faiths, Christianity and Islam, have been in conflict against each other far more than they have cooperated with each other. This course examines the history of Christian-Muslim relations, beginning with the state of the church before the advent of Islam and extending to our own day in the post 9/11 world.

## CHILDREN & YOUTH IN CRISIS

### *ICS 385*

Credits: 3

#### *Description:*

This course introduces the global context of children and youth in crisis, exploring the complex worlds in which they live. Students discover the dynamic role that poverty, family dysfunction, armed conflict, disease, and lack of education have upon children & youth worldwide. Special topics include: street children, HIV/AIDS, orphans, sexual trafficking, child soldiers, child labor, and the disabled. Students learn how God views these children and their families, as well as best practices for child welfare organizations, while engaging in mobilizing the church in holistic ministry to these vulnerable children and youth at home and abroad.

## CROSS CULTURAL PREACHING & THEOLOGY

### *ICS 450*

Credits: 3

#### *Description:*

A study of the concept and practice of contextualizing the gospel into cross cultural situations such as Bible translation, education, evangelism and church planting. The course focuses on preaching in cross cultural contexts by better understanding the belief systems, communication styles, and worldviews of the target audience.

## AREA STUDIES (SA/MLAN)

### *ICS 451*

Credit: 1-4

#### *Description:*

This is an in-depth study of a world region offered in two ways: 1) during an ICS semester abroad program, or, 2) by directed research to fulfill the requirements of a specific ICS/MLAN minor. Each student examines the geopolitical, historical, economic, social and geographic aspects of the region. The assigned readings focus on the historical context of the region and how that context affects current issues and challenges. The socio-cultural context of the region is also researched; including family/kinship structure, religion, economics, and prevailing moral and cultural values. This course is designed to challenge a student's concepts of missions and ministry by exposing them to new paradigms of missions in various ethnic contexts.

## ISLAMIC MINISTRY PRACTICES

### *ICS 456*

Credits: 3

Prerequisite(s): ICS 369

#### *Description:*

This is a practicum in an Islamic community for direct involvement with Muslims.

## GLOBAL ISSUES PROJECT

### *ICS 464*

Credits: 1-4

Prerequisite(s): Instructor Permission

#### *Description:*

This course seeks to understand some of the major issues in our world today within a certain cultural context as prescribed via the ICS minors. A wide variety of topics will be considered, including urbanization, globalization, and the contemporary expressions of the age old struggle between local cultural values in conflict with the seemingly overarching onslaught of global culture. There will be special focus on very current developments (dependent on area of study).

## MULTICULTURAL ARTS & COMMUNICATION

### *ICS 475*

Credits: 3

#### *Description:*

This course will explore the crossroads of ethnicity, the arts, and communication of the Gospel. Students will study cultural worldview as they are expressed in the arts; Jesus' model of storytelling and oral poetry; and how the arts can be used to build community, engage culture, and effectively communicate the liberating message of Jesus. Oral communication, storytelling, drama, music, poetry and film will be utilized as students engage in friendship evangelism cross culturally.

## CROSS CULTURAL INTERNSHIP

### *ICS 485*

Prerequisite(s): ICS 484, ICS 352, and ICS 252

Prerequisite Note(s): Credits: 0\*

\*Students are responsible for all travel and living costs for the internship duration.

#### *Description:*

This supervised internship is a cross cultural field experience that can be based either internationally or in the US, lasting 8-10 weeks. It offers the advanced intercultural studies student an opportunity to balance language and culture skills as they actively engage in ministry while negotiating the demands of living cross culturally. This internship experience will also challenge students to grow spiritually, discern their calling and spiritual gift mix, observe exemplary missional models and leaders, and apply previous classroom theory while living in a daily cross cultural context. Students are encouraged to begin research for their Senior Synthesis while on their cross cultural internship.

## COMMUNITY DEVELOPMENT

### *ICS 492*

Credits: 3

Prerequisite(s): ICS 252 and ICS 261

Prerequisite Note(s): Requires instructor permission.

#### *Description:*

An introduction to the theories and strategies of community development with an emphasis on empowerment and transformation at the local level. Drawing on experience from ministry sites, students will explore the causes of poverty and discuss their implications for community development work. Special attention will be given to holistic, contextualized approaches that incorporate biblical transformation into community development.



## INTERNATIONAL SEMINAR

### *ICS 496*

Credits: 2

Prerequisite(s): ICS 485

#### *Description:*

Through the lens of the International Internship experience, students will reflect on various personal issues such as emotional, spiritual, academic, relational, and physical aspects of the internship. Wider important issues reflected on and discussed are: culture entry, language and culture learning, effective ministry models and strategies, interpersonal communication and conflict resolution, spiritual leadership development, leadership dysfunction, personal giftings and call to ministry.

## SENIOR SYNTHESIS

### *ICS 497*

Credits: 3

Prerequisite(s): ICS 352, ICS 485, and students must be of senior standing.

#### *Description:*

This course is a culminating learning experience for the advanced intercultural student, which concludes their ICS degree with a synthesis project that applies anthropological, Biblical, qualitative, and library research to their desired area. Original research from their cross cultural internship may be supplemented by a literature review focusing on: history, politics, religion, worldview, economics, social needs, and current ministry approaches and strategies among their chosen ethnic group. This class takes the form of individualized, directed research projects that are professionally and publically presented to prepare the student both for ongoing educational endeavors as well as life within a specific field or type of cross cultural ministry.

## SENIOR PROJECT

### *INDS 495*

Credits: 3

#### *Description:*

This course is required of Interdisciplinary majors in the following fields: History and Social Sciences. All other Interdisciplinary programs require the Senior Project specific to their Field 1 of study. This course constitutes the capstone course for the interdisciplinary major. The course methodology and content will vary depending on the student's needs. Successful senior projects in the past have included both major scholarly papers and supervised experiential learning projects with a follow-up paper.

# Mathematics

## APPLIED MATH & PERSONAL FINANCE

### *MATH 110*

Credits: 3

#### *Description:*

This course is designed to help students learn and retain the fundamentals of arithmetic and introduce them to algebra concepts. The mathematic principles and quantitative skills will be taught in the context of individual financial decision-making and its connection to societal well-being. This course seeks to address the "how" and "why" in personal financial decisions. Many of the more practical aspects of personal finance will change over time as practices, technologies, intermediaries, customs, and laws change, but a fundamental awareness of ways to think well about solving financial questions and its relationship to God's Word can always be useful. Topics covered include credit/debt, budgeting, saving, and investing.

## LIBERAL ARTS MATH

### *MATH 115*

Credits: 3

Prerequisite Note(s): Students scoring under 18 on the Math portion of the ACT or under 420 on the SAT must take MATH 115

#### *Description:*

This course emphasizes modern, accessible, and applied mathematics. Topics include critical thinking, growth, shape and form, probability and statistics, personal finance, and social choice. The course is intended for students in programs that do not require College Algebra.

## COLLEGE ALGEBRA I

### *MATH 125*

Credits: 3

#### *Description:*

This course studies basic ideas and concepts in algebra and geometry necessary to understand statement problems, statistics and the basic laws of science. Topics include the real number system, exponents and polynomials, linear equations, inequalities, factoring, rational expressions, radical expressions and quadratic equations.

## PRE-CALCULUS

### *MATH 250*

Credits: 3

Prerequisite(s): MATH 125

Prerequisite Note(s): Students scoring over 24 on the Math portion of the ACT or over 550 on the SAT may take MATH 250

#### *Description:*

This course studies more advanced ideas and concepts in algebra and trigonometry. Topics include functions, graphing linear and polynomial functions, mathematical modeling, trigonometric functions, matrices, determinants, sequences and series.

## STATISTICS

### *MATH 260*

Credits: 3

#### *Description:*

This statistics class includes a study in descriptive and inferential statistics, emphasizing measures of central tendency, probability, correlation and non-parametric statistics essential for research and interpreting professional studies.

## CALCULUS I

### *MATH 280*

Credits: 4

Prerequisite(s): MATH 250

Prerequisite(s) Note: or instructor's permission.

#### *Description:*

This course studies basic ideas of differential calculus and its applications and an introduction to integral calculus. Topics to be covered include limits and continuity, derivatives of various functions, definite integrals, fundamental theorem of calculus, indefinite integrals, and applications.

## CALCULUS II

### *MATH 290*

Credits: 4

Prerequisite(s): MATH 280

#### *Description:*

This course will help students develop an understanding of the concepts of integral calculus. Students will also learn how to model situations with integrals. Topics to be covered include techniques of integration, area, volume, and polar coordinates. Minimum Prerequisite: MATH 280.

## LINEAR ALGEBRA

### *MATH 300*

Credits: 3

Prerequisite(s): MATH 280

#### *Description:*

This is an introductory course in linear algebra. Topics covered in the course will include: matrix algebra, determinants, vectors and vector spaces, transformations, orthogonality, eigenvalues and eigenvectors and applications.

## GEOMETRY

### *MATH 320*

Credits: 3

Prerequisite(s): MATH 280

#### *Description:*

This is a comprehensive geometry course that covers geometric terms and processes, geometric proofs, problem solving, and the use of geometric learning tools and models. The course will enable the student to understand geometry from both abstract and concrete perspectives.

## PROBABILITY AND STATISTICS

### *MATH 330*

Credits: 4

Prerequisite(s): MATH 290

Prerequisite Note(s): or Instructor's permission

#### *Description:*

This is a basic probability and statistics course that covers empirical and theoretical probabilities and a study of descriptive and inferential statistics. The course will present students with the fundamental ideas in probability and statistics and will show them the extensive everyday applications of both

disciplines. Students will use the computer as a mathematical tool to simulate and analyze problems.  
Minimum Prerequisite: MATH 290 Calculus II or consent of instructor.

## DISCRETE MATHEMATICS

### *MATH 340*

Credits: 3

Prerequisite(s): MATH 280

#### *Description:*

This is an introductory course in discrete mathematics. The course will survey discrete mathematical concepts such as: logic, set theory, proof writing, basic number theory, relations and functions, fundamentals of counting, basic graph theory, trees and algorithms.

## MULTIVARIABLE CALCULUS

### *MATH 360*

Credits: 4

Prerequisite(s): MATH 290 and MATH 340

#### *Description:*

This course is primarily concerned with the calculus of real and vector-valued functions of several variables. Topics include lines and planes, differentiation and integration of functions of several variables, optimization, line integrals and Green's theorem.

## ABSTRACT ALGEBRA

### *MATH 410*

Credits: 3

Prerequisite(s): MATH 360

#### *Description:*

Algebraic structures will be studied in this course. Topics will include groups, rings, fields, modules, vector spaces, and algebras.

## REAL ANALYSIS

### *MATH 420*

Credits: 3

Prerequisite(s): MATH 360

#### *Description:*

This course will include topics such as elementary set theory, real sequences and their limits, series, functions of real variables, continuity, differentiability, integrability, topology, and power series.

## HISTORY OF MATHEMATICS

### *MATH 430*

Credits: 3

Prerequisite(s): MATH 320

#### *Description:*

This course is designed to provide an overview of the history of mathematics. The evolution of some fundamental mathematical concepts will also be discussed.

## Modern Languages

### SPANISH IA

#### *MLAN 141*

Credits: 4

#### *Description:*

This course will cover beginning speaking, listening, reading and writing to develop elementary communication skills in the Spanish language. The focus will be on using Spanish for communication in real, meaningful situations, while at the same time developing an understanding of basic grammatical concepts along with an appreciation to the variety of cultures and the basic geography of the Spanish-speaking world.

### SPANISH IB

#### *MLAN 142*

Credits: 4

Prerequisite(s): MLAN 141

Prerequisite Note(s): Instructor's permission or Spanish CLEP Exam result

#### *Description:*

This course will cover beginning speaking, listening, reading and writing to develop communication skills in elementary Spanish language. The focus will be on using Spanish for communication in real, meaningful situations, while at the same time developing an understanding of basic grammatical concepts along with an appreciation to the variety of cultures and the basic geography of the Spanish-speaking world. It is a continuation of Spanish 1A.

## AMERICAN SIGN LANGUAGE I

### *MLAN 140*

Credits: 4

#### *Description:*

This course is an introduction to American Sign Language. Students will be introduced to the American Deaf community through various interactions and events with the Deaf community are to aid in the acquisition of conversational skills. Topics addressed include basic sign vocabulary, structure, and grammar, Deaf culture. [Each class has a lab and community based component]

## AMERICAN SIGN LANGUAGE II

### *MLAN 240*

Credits: 4

Prerequisite(s): MLAN 140

#### *Description:*

This course is a continuation of American Sign Language I. Students will learn the conversational and cultural behaviors necessary to carry on a natural entry-level conversation. Deaf culture will also be presented to provide students with a broad picture of language and culture. Additional topics addressed are: Behavioral rules of Deaf community, receptive/expressive skills, sign vocabulary, and grammar/structure. [Each class has a lab and community based component].

## MANDARIN IA

### *MLAN 161*

Credits: 4

#### *Description:*

This course is an introductory course for Mandarin (Chinese). It intends to teach students the basic skills for communicating in Chinese. It also covers how to read simple Chinese stories using pinyin.

## MANDARIN IB

### *MLAN 162*

Credits: 4

Prerequisite(s): MLAN 161

#### *Description:*

This course is designed to prepare students with skills to carry daily conversation in China. Students will have lots of opportunities to practice speaking Chinese. In addition, Chinese cultures and customs will also be introduced.

ARABIC IA

*MLAN 171*

Credits: 4

*Description:*

This course will introduce the students to the basics of the Arabic language. The focus will be on learning the fundamentals of classical Arabic and on practicing conversational Arabic.

ARABIC IB

*MLAN 172*

Credits: 4

Prerequisite(s): MLAN 171

*Description:*

Arabic I B is a continuation of Arabic I A. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic text material. Writing is emphasized especially through writing homework assignments. Listening exercises and drills are utilized in class and at home to practice the interactive Arabic drills. In addition, students will further develop and enhance their knowledge of the culture of the Arab world.

THAI IA

*MLAN 183*

Credits: 4

*Description:*

This course introduces the student to spoken Thai, using the International Phonetic Code as an easy to understand written equivalent to Thai script. The course is modeled after a Module 1 component of a traditional six-module Thai-language instruction program. Instruction for this course takes place in two-hour increments, with two classes scheduled each week over a 13-week semester.

This course is taught at the Asia Pacific Student Abroad Initiative in Bangkok, Thailand, during the study abroad semester.

THAI IB

*MLAN 184*

Credits: 4

Prerequisite(s): MLAN 183

*Description:*

This course provides students with opportunities for practical application of Thai language learning that the students accomplish each week in their Thai language course, plus a five-part cultural and historic survey of



Thailand. This course is taught at the Asia Pacific Student Abroad Initiative in Bangkok, Thailand, during the study abroad semester.

## SPANISH IIA

### *MLAN 241*

Credits: 4

Prerequisite(s): MLAN 142

Prerequisite Note(s): Instructor's permission or Spanish CLEP Exam result

#### *Description:*

This course will cover intermediate speaking, listening, reading and writing to develop communication skills in advanced elementary Spanish language. Students will learn to use Spanish for communication in real, meaningful situations. It is also intended that students develop an understanding of basic grammatical concepts and an appreciation of the various cultures of the Spanish-speaking world.

## SPANISH IIB

### *MLAN 242*

Credits: 4

Prerequisite(s): MLAN 241

Prerequisite Note(s): Instructor's permission or Spanish CLEP Exam result

#### *Description:*

This course will cover intermediate speaking, listening, reading and writing to develop communication skills in advanced elementary Spanish language. Students will learn to use Spanish for communication in real, meaningful situations. It is also intended that students develop an understanding of basic grammatical concepts and an appreciation of the various cultures of the Spanish-speaking world.

## TOPICS IN ASL

### *MLAN 330*

Credits: 4

Prerequisite(s): MLAN 240

#### *Description:*

This course will provide students an opportunity to examine intricate features of ASL expression that bridge language fluency and interpreting skill. Students will be able to increase their knowledge and skill of ASL, as well as, further develop their expressive and receptive abilities in American Sign Language. Topics will include, but not be limited to, prosodic features, nonmanual signals, fingerspelling, grammar and syntax, and accurate self-assessment of ASL proficiency. Each of these areas are integral to attain fluency in ASL which is imperative for students who are developing their abilities in American Sign Language interpreting. This course will provide students with the opportunity to expand on their previous skills as ample time is dedicated to deliberate practice. [Each class has a lab and community based component].

## AMERICAN SIGN LANGUAGE III

### *MLAN 340*

Credits: 4

Prerequisite(s): MLAN 240

#### *Description:*

The focus of ASL III is the continued development of interactive conversational skills and cultural awareness. This class will encourage the acquisition of language structures and functions and the vocabulary necessary for efficient communication in ASL. Skills taught include: ASL classifiers, non-manual signals, role shifting, ASL sentence types and use of space. [Each class has a lab and community based component]

## AMERICAN SIGN LANGUAGE IV

### *MLAN 440*

Credits: 4

Prerequisite(s): MLAN 340

#### *Description:*

The focus of ASL IV is the development of the visual and spatial skills necessary to effectively communicate: giving and receiving directions, describing physical space, and using classifiers. The course also aims to expand students' range of cultural and personal knowledge and encourages students to use ASL in meaningful and creative ways. [Each class has a lab and community based component]

## Music

### RHYTHM ENSEMBLE SEMINAR I

#### *MUS 124*

Credit: 1

#### *Description:*

This course will examine the different genres of music that directly and indirectly influence the music of the modern church. This will be achieved through weekly listening, lecture, demonstration and performance.

### RHYTHM ENSEMBLE SEMINAR II

#### *MUS 128*

Credit: 1

Prerequisite: MUS: 124

***Description:***

This course will examine the different genres of music that directly and indirectly influence the music of the modern church. This will be achieved through weekly listening, lecture, demonstration and performance.

ENSEMBLE SEMINAR

***MUS 135***

Credit: 1

***Description:***

This course will examine the different genres of music that directly and indirectly influence the music of the modern church. This will be achieved through weekly listening, lecture, demonstration and performance.

WORSHIP LIVE

***MUS 137***

Credits: 0-12

***Description:***

This audition-only worship band is assembled primarily for the purpose of representing NCU through music ministry and congregational worship both at events on-campus and around the world. Worship Live will record a worship CD of original songs gathered from the group and/or from other NCU students. With guidance from Jeff Deyo and Zach Miller, Worship Live will write, collect, and arrange new songs for the recording for the spring all while preparing to tour during the summer and following fall.

WORSHIP CHOIR

***MUS 138***

Credit: 1

***Description:***

The Worship Choir is a large vocal ensemble made of men and women, both music majors and non-majors. It is not a touring group, but the musical expectations will be in keeping with those of the other performing groups at NCU. The Worship Choir will perform in the major University concerts, and in selected chapel services.

## WOMEN'S CHORUS

### *MUS 139*

Credit: 1

#### *Description:*

The Women's Chorus is a vocal ensemble made up of both music majors and non-majors. This is an auditioned group which sings in selected chapel services, local churches, and in the University's major concerts.

## CONCERT CHORALE

### *MUS 140*

Credit: 1

#### *Description:*

The Chorale is the NCU Premier choir. The Chorale performs throughout the mid-west and undertakes an extensive tour each spring. The program features a variety of sacred music. The class meets three times per week and is open to students by audition only.

## FESTIVAL CHORUS

### *MUS 142*

Credit: 1

#### *Description:*

The Festival Chorus is a large vocal ensemble made of men and women, both music majors and non-majors. It is not a touring group, but the musical expectations will be in keeping with those of the other performing groups at NCU. The Festival Chorus will perform in the major University concerts, and in selected chapel services.

## RECITAL PERFORMANCE

### *MUS 145*

Credit: 0

Prerequisite Note(s): \* This class is only for students in one of the following majors: Music, Music Performance, Music Education, Music Pastor, Recording Artist and Worship Leading.

#### *Description:*

This class exists to give music majors multiple opportunities for performance, as well as expose students to master classes and other forms of teaching that would help them prepare for performances. This course is required every semester.

## WORSHIP ARTS PRACTICUM

### *MUS 146*

Credit: 1

#### *Description:*

This is a required course for all Worship Arts majors. It is designed to give the student practical experience in the various aspects of worship leading. The Sanctuary group ministers during the main Chapel services. This group may also travel with the Chorale and may be selected from the Chorale. The Render group is formed into small worship groups that may have the opportunity to lead worship during student lead chapel and is required for all Worship Leading majors.

The Recording Arts group is required for all Recording Arts majors. This class will provide practical experience in sound and recording during chapel and other university events.

## AUDIO ENGINEERING I

### *MUS 163*

Credits: 3

#### *Description:*

The course will provide an overview of the principles and technology of audio recording as well as a more focused look at specific production and live sound techniques and the best methods for producing quality audio.

## JAZZ WORKSHOP

### *MUS 230*

Credit: 1

Prerequisites: MUS 124 & MUS 128

#### *Description:*

This course will examine the different genres of music that directly and indirectly influence the music of the modern church. This will be achieved through weekly listening, lecture, demonstration and performance.

## MUSIC BUSINESS I

### *MUS 231*

Credits: 3

#### *Description:*

This course will provide the student with an overview of the music business including a detailed look at the various job roles within the industry, an understanding of the revenue streams, standard contract parameters, and more.

## RHYTHM SECTION METHODS

### *MUS 263*

Credit: 1

*Description:*

Observe and discuss the way a rhythm section contributes an ensemble in contemporary music styles.

## THEORY I

### *MUS 271*

Credits: 4

*Description:*

This course is a study of the basic elements from a theoretical and historical perspective for the development of musicianship. This includes the studies of scale and mode building, triads and four-note chords, intervals, transposition, part-writing, cadences, non-harmonic tones, melodic organization, texture and textural reduction, voice leading in two and four voices, harmonic progressions and individual composing.

## THEORY II

### *MUS 272*

Credits: 4

Prerequisite(s): MUS 271

Prerequisite Note(s): Grade of C or better in Theory I

*Description:*

Dealing with the basic elements for the development of musicianship, Theory II includes the study of: (1) voice leading in four voices; (2) part-writing; (3) dominant and secondary dominant sevenths and their inversions; (4) non-harmonic tones; (5) modulation; (6) chord progressions; (7) melodic composition; and (8) two-part and three-part forms.

## PERFORMANCE PREPARATION I

### *MUS 321*

Credits: 3

Prerequisite Note(s): Instructor's permission.

*Description:*

This class is designed to greatly enhance the overall performing abilities of musicians by helping them understand the importance of connecting musically and emotionally with an audience. All aspects of preparation for the stage will be covered, including musical, spiritual, emotional, mental, technical, and physical.

## HISTORICAL FOUNDATIONS FOR MUSIC IN WORSHIP

### *MUS 334*

Credits: 3

#### *Description:*

This course is a study of the historical foundations for the music of Christian worship (including Psalmody, hymns, and contemporary worship music).

## WORSHIP LEADING

### *MUS 336*

Credits: 3

Prerequisite(s): MUS 272

#### *Description:*

All aspects of planning and leading a worship service will be taught, including team building, engaging a congregation, and following the Spirit. Emphasis will be placed on practics, with each student creating and leading different types of worship service 'moments' while receiving feedback on their individual progress.

## INTERNATIONAL DICTION FOR SINGERS

### *MUS 340*

Credits: 2

#### *Description:*

This course will assist students in singing correctly with a study of the International Phonetic Alphabet and its application to English, Italian, French, German, Latin and Spanish and other language songs.

## MUSIC BUSINESS II

### *MUS 341*

Credits: 3

Prerequisite(s): MUS 231

#### *Description:*

This course will provide the student with an in depth study of artist management, concert promotion and booking, marketing of recorded music, record company operations and keys to being a successful independent artist.

## CONDUCTING LAB

### *MUS 360*

Credit: 0

Prerequisite Note(s): \*This class is for Music/Worship Arts majors only.\*

#### *Description:*

This lab meets once a week to provide a performance choir for senior recitals and for each member of the lab to work on their sight singing and musicianship skills. The lab may be broken up into 2 or more sections. This course is required each semester for all Music Pastor and Music Education majors. This course will be taken in conjunction with Conducting I or Conducting II.

## CONDUCTING I

### *MUS 361*

Credits: 3

Corequisite(s): MUS-360

#### *Description:*

Conducting will be taught as a ministry to be developed for the glory of God. Ideas will be discussed, techniques introduced, methods developed, and resources explored which will aid a director of a musical ensemble, large or small, to minister effectively.

## CONDUCTING II

### *MUS 362*

Credits: 2

Prerequisite(s): MUS 361

Corequisite(s): MUS-360

#### *Description:*

Conducting 2 will prepare the student to be successful as a conductor in either a church or school setting, or both. Advanced techniques in gesture will be introduced with a major emphasis on rehearsal methodology. Students will also be exposed to the techniques of orchestral conducting.

## MUSIC HISTORY I

### *MUS 363*

Credits: 3

Prerequisite(s): FA 112

#### *Description:*

Music history from the early Christian church through the Baroque period will be studied with the use of musical recordings and anthologies. The trends, styles, cultural characteristics, forms, and composers of Western Music of this period will be studied.



## MUSIC HISTORY II

### *MUS 364*

Credits: 3

Prerequisite(s): FA 112

#### *Description:*

Music history from the Classical Era through the present will be studied with the use of musical recordings and anthologies. The trends, styles, cultural characteristics, forms, and composers of Western Music of this period will be studied.

## THEORY III

### *MUS 371*

Credits: 4

Prerequisite(s): MUS 272- Music Theory II

Prerequisite Note(s): MUS 272 Theory II must be passed with a grade of C or better.

#### *Description:*

This course builds on the foundational principals of music theory. It exposes the student to larger musical forms, various musical styles, and a wider choral vocabulary. It is designed to provide the student with practical tools of analysis. There is also continuation of dictation and sight-singing skill proficiency.

## THEORY IV

### *MUS 372*

Credits: 4

Prerequisite(s): MUS 371- Music Theory III

Prerequisite Note(s): MUS 371 must be passed with a grade of C or better.

#### *Description:*

Last in the sequence of four semesters including the study of 16th - 17th century polyphony, late 19th and 20th century musical styles and a review of material covered in previous semesters. Further development of musicianship skills include melodic, harmonic, and rhythmic dictation, sight singing and clef reading.

## AUDIO ENGINEERING II

### *MUS 373*

Credits: 3

Prerequisite(s): MUS 163 and MUS 382

Prerequisite Note(s): Listening lab is also required.

#### *Description:*

This course will provide the student with a detailed overview of studio equipment function and characteristics as well as hands on experience. Class time will include text discussion and studio lab implementation.

## PRO TOOLS I

### *MUS 381*

Credits: 3

#### *Description:*

Pro Tools 1 is a class designed to familiarize students with the information and processes needed to complete a recording project using Pro Tools.

## PRO TOOLS II

### *MUS 382*

Credits: 3

Prerequisite(s): MUS 381

#### *Description:*

This course deals with the advanced features of Pro Tools LE and TDM systems and deals with pre- and post-production techniques for musicians, producers and artists. It is designed to effectively equip a person to make the recording process more positive and productive. Students will develop engineering techniques, a broader knowledge of systems and functions, increased awareness of elements needed for a successful recording session, and will learn basic Final Mix and Mastering Techniques.

## LIVE AUDIO PRODUCTION I

### *MUS 394*

Credits: 3

Prerequisite(s): MUS 373

#### *Description:*

Students will understand signal flow of audio through various reinforcement system configurations. Basics of acoustics and room design will be investigated. Use of real-time audio analyzing software and basic equipment repair/diagnosis will be demonstrated. Hands on mixing opportunities will be given on industry

standard equipment. By course end, students will be able to confidently run audio for many settings and have problem-solving skills to resolve audio-related issues.

## LIGHTING DESIGN & IMPLEMENTATION

### *MUS 395*

Credits: 3

#### *Description:*

Students will learn basic theories and practices of stage, theater and studio lighting. Covered topics will be energy needs, focusing, optics, moving lights, stage lighting design, color in light, and various control surfaces.

## PIANO PEDAGOGY

### *MUS 435*

Credits: 2

Prerequisite(s): MUS-272

Prerequisite Note(s): or instructor's permission.

#### *Description:*

This course will provide students with an overview of teaching materials, technology resources, learning theories, and a historical perspective of piano pedagogy. Classes will combine lecture, discussion and “hands on” activities. You will have a resource notebook at the conclusion of this course.

## SONGWRITING I

### *MUS 438*

Credits: 3

Prerequisite Note(s): MUS 271 (THEORY I) with minimum grade of C and instructor’s permission.

#### *Description:*

This course looks at the basic elements of music compositional technique including form study, melody/lyric construction and harmonic/rhythm treatment. Each student will be coached in various musical styles with specific emphasis on gospel song/hymn writing, psalm setting and worship chorus composition.

## STUDIO PRODUCTION I

### *MUS 440*

Credits: 3

Prerequisite(s): MUS 163 and MUS 382

#### *Description:*

This course covers the basic understanding of the production of music both in the studio and on stage. Students will learn the language used by producers, engineers, and musicians. They will learn different musical styles and how each comes together. They will also learn how to adapt and change the production and the performance of a song for different situations.

## MUSIC PRODUCTION SOFTWARE

### *MUS 441*

Credits: 3

#### *Description:*

With the advent of music technology at an everyday affordability, in a combination of amazing sound quality and accurate sampling, many of today's top-selling songs are made "in the box," created within the virtual environments of software DAW's and virtual instruments. In order to become proficient as a software music-maker, the young producer will need to learn both the principles behind DAW and virtual instrument design, as well as become intimately familiar with the virtual music-making tools in today's music industry.

## VOCAL PEDAGOGY & REPERTOIRE

### *MUS 446*

Credits: 2

Prerequisite Note(s): MUS 272 with a minimum grade of C.

#### *Description:*

Methods of teaching voice in private lessons or coaching of voice in an ensemble are studied along with a study of the human voice.

## MUSIC PEDAGOGY

### *MUS 468*

Credits: 2

Prerequisite Note(s): MUS 272 with minimum grade of C.

#### *Description:*

This course covers basics for teaching music to children from early childhood through high school. Current approaches to general music instruction will be examined. Musical styles reflecting varied time periods and various countries of origin will be utilized. Also included are vocal production, recorder and guitar playing,

curriculum development, lesson plans, technology usage, repertoire and current research to most effectively teach literacy while fostering creativity.

#### PRINCIPLES OF LEADERSHIP IN WORSHIP ARTS

##### *MUS 469*

Credits: 3

Prerequisite(s): MUS 372

Prerequisite Note(s): (No prerequisite for Recording Arts Majors) (Worship Leading Majors only need Theory II).

##### *Description:*

The various functions of church worship ministry, establishment and organization of the worship arts department, staff relationships, department leadership, and the relationship of arts to worship are explored. The internship experience is facilitated and the student is prepared for the ministry position interview process.

#### RECORDING ARTS INTERNSHIP

##### *MUS 486*

Credits: 3

Prerequisite(s): Junior or Senior Status

##### *Description:*

Recording Arts Internship is a supervised opportunity for skills and experience to be attained within the context of an environment conducive to gaining knowledge and practical application opportunities pertaining to music and music technology.

#### MUSIC INTERNSHIP

##### *MUS 488*

Credits: 3

Prerequisite(s): Junior or Senior Status

##### *Description:*

Music Internship is a supervised opportunity for ministry-related activities within the context of a church music program or other approved music or worship ministry.

## SENIOR PROJECT - RECITAL

### *MUS 495*

Credits: 2

Prerequisite(s): Junior or Senior Status

#### *Description:*

All music majors must complete a senior project/recital to fulfill their degree requirements. Music, Contemporary Christian Music, Worship Arts Worship Leading majors will complete a half hour performance (on his/her major instrument) with program notes as well as a either an accompanying project or a paper approved by the music faculty. Performance Majors will perform a one-hour recital with program notes and the Worship Arts Music Pastor Major will perform a half-hour recital with program notes as well as a half-hour conducting program. Repertoire for each performance will consist primarily of classical music with at least two foreign languages (voice majors) for each half hour performed. Jazz standards, spirituals, Broadway selections and ensemble arrangements are acceptable but limited to one or two per recital.

## SENIOR PROJECT- MUSIC BUSINESS AND RECORDING ARTS

### *MUS 496*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

Students will develop a project combining their internship experiences with additional business research under the guidance of the instructor with the objective of demonstrating the ability to apply learned material from the various disciplines of business in a real-world scenario. Students are encouraged to develop projects in their areas of interest within the business environment. The course requires students to display a high level of organization, creativity, analytical thinking and writing skills. All senior projects are presented before a faculty panel for assessment and feedback.

## APPLIED MUSIC LESSONS

### *MUSL N/A*

Credit: 1-2 (Fee Required)

Corequisite(s): MUS-145 must be taken with all 300 level lesson

#### *Description:*

Applied music lessons in piano, voice, guitar, bass guitar, drums, violin, cello, flute, saxophone, trumpet, clarinet, bassoon and French horn may be taken by non-music majors as well as those majoring in music. The professor of the private lesson will determine the level of the student and begin the program at the appropriate level of technical development. Representative repertoire from historical eras of music will be chosen to develop technical accomplishment and skills for ministry. Twelve 1/2 hour lessons are given per semester for 1 credit, or twelve 1 hour lessons for 2 credits. For each half-hour private lesson per week, five hours of individual practice are expected.

A 300-course level will be assigned for applied music lessons taken by Music majors. A 100-course level designation is assigned to applied music lessons taken by non-music majors and minors. Music lessons cannot be audited or taken for 0 credit. Contact the College of Fine Arts for information on practice rooms.

## Physical Education

### WEIGHT TRAINING

#### *PE 130*

Credit: 1

#### *Description:*

This course is designed to develop total health with an emphasis on anaerobic principles of physical conditioning.

### ATHLETIC TEAM PRACTICUM

#### *PE 150*

Credit: 1

#### *Description:*

For students participating in recognized varsity-level, intercollegiate sports, it is possible to receive the equivalent of one semester of physical education credit. Involvement and requirements as set by the University are regulated by the Athletic Director.

### ATHLETIC COACHING CERTIFICATION

#### *PE 247*

Credits: 2

#### *Description:*

This course is designed to educate students regarding basic coaching methods and techniques. Demonstration and practice of first aid techniques for athletic injury, including basic taping techniques, will also be a major portion of the course. Successful completion of this course will lead the student through the process of and supply the means to become a nationally certified coach through the American Sport Effectiveness Program, the leading organization that certifies coaches in the nation.

## Pastoral Ministry

## CHURCH LEADERSHIP MENTORING

### *PMIN 205*

Credit: 1

Grade: Pass/Fail

#### *Description:*

Church ministry is an experiential and practical approach to learning the essential dynamics and characteristics of leading local congregations and ministries. Students will observe, learn, and develop through active participation and designated responsibilities at a local church or ministry organization. Each student will be mentored by a College of Ministry professor, local pastor, or ministry director. This practicum experience will enhance preparation for ministry, ministerial credentialing, and connect academic theory, theology, and methodology with real-world experience. It will include structured reflection and evaluation.

## SEMINARS IN TECHNOLOGY

### *PMIN 215*

Credit: 1

#### *Description:*

This course provides an intensive seminar with hands-on training in a specific discipline of technology, computer application, software functions and/or electronic learning contexts. Students will learn specific skills in the concepts and techniques of a chosen technical application.

## BIBLICAL PRINCIPLES OF EVANGELISM

### *PMIN 222*

Credits: 3

#### *Description:*

Evangelism is looked at in a new and fresh way. This course is designed to help the student discover the power of the divine appointment and the value of a soul, as well as identify the principles for leading a person to Christ and establishing them in discipleship.

## PERSONAL FORMATION & THE SPIRITUAL LEADER

### *PMIN 231*

Credits: 3

#### *Description:*

This course is a study of human psychological, sociological, and spiritual growth. Special attention will be given to the personal disciplines and decisions of a spiritual leader, including the Christian traditions that influence and shape personal and spiritual formation. It will include an introduction to developmental practices, prayer habits, spiritual disciplines, goal-setting, and an evaluation of one's unique combination of strengths, gifts, talents, passions, and vision. Course requirements are designed to help the student



formulate a proper, balanced, and disciplined lifestyle that is necessary for leadership in a spiritual community.

## YOUTH & CHILDREN'S STUDIES

### *PMIN 250*

Credits: 3

#### *Description:*

This introductory course is designed to acquaint students with the planning and presentation methods available for communicating biblical truths to both Youth and Children. An emphasis on person-centered rather than event-centered ministries as well as an overview of youth and children's ministry will be addressed.

## HOMILETICS I

### *PMIN 252*

Credits: 3

#### *Description:*

Homiletics is the science of preparing sermons. The various forms of sermons are examined and the student is taught how to plan and construct each type.

## FOUNDATIONS FOR CHILDREN'S AND FAMILY MINISTRY

### *PMIN 261*

Credits: 3

Prerequisite(s): PMIN 250

#### *Description:*

This class provides students with the foundations necessary for leading an effective children and family ministry program. An emphasis is placed on developing, administering and evaluating the various aspects of children's and family ministries.

## INTEGRATED LEARNING EXPERIENCE I

### *PMIN 281*

Credits: 3

#### *Description:*

The Integrative Learning Experience an experiential learning opportunity. The student will commit to participating with an organization in their chosen field of church or church ministry. The internship church or ministry shall provide the student with the experience and application of theories, ideas, and skills accumulated through textbooks, classroom learning, and observation during their undergraduate studies. The emphasis of this course will be personal, spiritual, and leadership formation. Students are trained under

the care of mature and responsible church leaders in a local church setting, with additional oversight by NCU faculty and/or staff.

## INTEGRATED LEARNING EXPERIENCE II

### *PMIN 282*

Credits: 3

Prerequisite(s): PMIN 281

#### *Description:*

The Integrative Learning Experience an experiential learning opportunity. The student will commit to participating with an organization in their chosen field of church or church ministry. The internship church or ministry shall provide the student with the experience and application of theories, ideas, and skills accumulated through textbooks, classroom learning, and observation during their undergraduate studies. The emphasis of this integrative learning experience will be on public communication in an ecclesial context and will include preaching, teaching, and basic personal evangelism. Students are trained under the care of mature and responsible church leaders in a local church setting, with additional oversight by NCU faculty and/or staff.

## BRIDGING CHILDREN AND YOUTH MINISTRIES

### *PMIN 310*

Credit: 1

#### *Description:*

This course is designed to prepare students for effectively helping families transition from childhood to adolescence within church ministries. Emphasis will be placed upon the collaboration of children's and youth pastors to facilitate successful transitions.

## CURRENT PENTECOSTAL ISSUES

### *PMIN 328*

Credits: 3

Prerequisite(s): THEO 210 and either BIBL 243 or THEO 240

#### *Description:*

Over the past century, the Pentecostal movement has experienced many profound changes—some positive and some not so positive. During this time, the larger world has changed as well. While this course will have a somewhat different focus each time it is taught, it aims to be both contemporary and practical. It will address some of the theological and pastoral issues that Pentecostals currently face in the light of globalization, the changing religious landscape in America and new questions and attitudes from the unchurched world. Throughout the course, the nature and impact of Pentecostal spirituality will be assessed.

[Cross-listed as THEO 328]

## WOMEN IN MINISTRY

### *PMIN 333*

Credits: 3

#### *Description:*

This course provides practical spiritual applications to assist women preparing for ministry. The biblical dimensions of a woman's ministry in the role of a pastor/pastor's wife, her personal life and responsibilities are explored.

## CONFLICT RESOLUTION & NEGOTIATION

### *PMIN 335*

Credits: 3

#### *Description:*

This course develops a biblical and practical understanding of conflict. It examines the conflict cycle, styles of conflict management, and intervention and resolution strategies for resolving conflict. Special focus will be given to the leader's pivotal role in conflict and using conflict for positive change, and the cultural climate for conflict. Mediation, arbitration, and negotiation will also be examined.

## CHURCH ADMINISTRATION

### *PMIN 340*

Credits: 3

#### *Description:*

This course emphasizes the importance of leading ministries as intricate organizations that require practical business applications, including leadership, management, finance, human resources and organizational development. A goal is for the student to recognize that ministry impact increases when internal operations function at a level of excellence, integrity and with appropriate business application.

## PRAYER & WORSHIP IN THE POSTMODERN CHURCH

### *PMIN 342*

Credits: 3

Prerequisite(s): PMIN 250

#### *Description:*

The Pentecostal/Charismatic tradition has a strong emphasis in Prayer and Worship. An openness to the gifting and leading of the Holy Spirit in prayer and worship provides a powerful and persuasive witness of the presence of God, which is particularly effective in reaching postmodern individuals. The class will focus on the practical strategic elements integral to prayer and worship within the local church context, including spiritual warfare and spiritual gifts. The course contents will be valuable for any pastoral or lay ministry. Homiletics I

[Cross-listed with THEO 342]

## DISCIPLESHIP & MENTORING

### *PMIN 348*

Credits: 3

Prerequisite(s): PMIN 231

#### *Description:*

Christ's command and His example call all believers to a lifestyle of discipleship, beginning with investment in the life of the pre-Christian, and continuing through conversion and growth towards maturity. Topics such as accountability, release into areas of gifting, and leadership development will be discussed. It will be strongly stressed that this development occurs most effectively in a small group setting which promotes an atmosphere conducive to seeking God, studying scripture and building community. The course contents will be valuable for any pastoral or lay ministry.

## FAMILY MINISTRIES

### *PMIN 350*

Credits: 3

#### *Description:*

This course provides the foundations necessary for leading and forming both effective family ministries. Emphasis is placed on the formation, development, administration and evaluation of the various aspects of family ministries.

## HOMILETICS II

### *PMIN 352*

Credits: 3

Prerequisite(s): BIBL 126, BIBL 127, and PMIN 252

#### *Description:*

A continuation of Homiletics I, Homiletics II places emphasis upon exegetical preaching through the development of expository methodology, homiletical techniques, illustrations, storytelling, effective invitations and delivery. Students gain practical experience by presenting messages in class.

## MINISTRY OF THE YOUTH PASTOR

### *PMIN 373*

Credits: 3

Prerequisite(s): PMIN 231

#### *Description:*

The purpose of this course is to teach interpersonal relationship and leadership skills. The individual who plans to become a youth pastor will learn how to relate to pastors, church staff, church boards, parents, and people that he or she will be responsible to work with. Emphasis will also be placed on management skills, vision, the role and responsibilities of the youth pastor, personal growth, integrity, and legal issues in ministry.

## PASTORAL THEOLOGY

### *PMIN 378*

Credits: 3

Prerequisite: PMIN 231

#### *Description:*

The focus of this course is on the personal call and responsibilities of the pastor. Topics include personal preparation for spiritual leadership through the pastor's call, priorities, disciplines, relationships and planning in ministry. This course also focuses on the tasks of the pastor within the context of congregational and family systems. Pastors function in a variety of settings, therefore, topics will cover definitions, structures, and models of ministry along with the practical aspects of pastoral care, conducting special ceremonies, and leading the various services and ministries of the local church.

## INTEGRATED LEARNING EXPERIENCE III

### *PMIN 381*

Credits: 3

Prerequisite(s): PMIN 282

#### *Description:*

The Integrative Learning Experience an experiential learning opportunity. The student will commit to participating with an organization in their chosen field of church or church ministry. The internship church or ministry shall provide the student with the experience and application of theories, ideas, and expertise accumulated through textbooks, classroom learning, and observation during their undergraduate studies. The emphasis of this will be on practical and pastoral theology, helping the student gain a hands-on understanding of the sacerdotal functions of the church, and including discipleship and an orientation to pre-marital counseling. Students are trained under the care of mature and responsible church leaders in a local church setting, with additional oversight by NCU faculty and/or staff.

## INTEGRATED LEARNING EXPERIENCE IV

### *PMIN 382*

Credits: 3

Prerequisite(s): PMIN 391

#### *Description:*

This course is the fourth and final in a series of courses that make up the College of Church Leadership internship requirement for the Associate of Arts degree in the Integrative Learning Experience (ILE) track. The student prepares a church leadership portfolio from various materials created during PMIN 291, PMIN 292, and PMIN 391. This is a summative learning experience focused on reflection on and documentation of preparation for active ministry.

## CHILDREN'S MINISTRY MISSIONS TRIP

### *PMIN 392*

Credits: 1

#### *Description:*

This course will help prepare students for a cross-cultural summer ministry experience in Children's Ministry. The class will help the students enlarge their vision and will aid in the development of an active, biblical world view. Students will develop special skills and develop team building and team unity before the ministry experience occurs. The course is immediately followed by a cross-cultural experience helping to relate the academics of the program with real life.

## YOUTH PROGRAMMING

### *PMIN 416*

Credits: 3

Prerequisite(s): PMIN 231 and PMIN 250

#### *Description:*

This course is designed to help the prospective youth pastor to properly design a comprehensive youth ministry program. The fundamentals of preparing a mission statement, objectives, goal setting, troubleshooting problems, and evaluation techniques will be taught side-by-side with the practical aspects of church calendar logistics.

## TOPICS IN SEXUALITY, MARRIAGE, AND FAMILY ISSUES

### *PMIN 430*

Credits: 3

Prerequisite(s): PMIN 231 and PMIN 250

#### *Description:*

This course is designed to equip students to better understand the challenges they will experience when ministering to the unique needs of marriages and families in today's culture. This course will specifically deal with issues of gender and human sexuality. This course will also discuss ways to develop better tools to assist with healthy marriage and family programs within the context of the local church and non-profit organizations.

## PASTORAL COUNSELING

### *PMIN 431*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

The essential dynamics of the counseling process in a pastoral setting are stressed with special emphasis on premarital and marital counseling. Considerable emphasis is placed on fine character, skills, and attitudes of the pastoral counselor. The course will also cover some of the techniques of counseling that have developed in contemporary psychology.

## PASTORAL CARE OF FAMILIES

### *PMIN 432*

Credits: 3

Prerequisite(s): PMIN 231 and PMIN 250

#### *Description:*

This course emphasizes pastoral care ministry to children and families in various life situations. Special emphasis will be placed on the many psychological needs of children and practical ways of ministering to them through pastoral counseling and spiritual guidance. This course will identify social influences which affect families and bring understanding to the unique needs children have in times of crises. Additional focus will be on the unique issues concerning special needs children.

## GROUP DYNAMICS

### *PMIN 433*

Credits: 3

#### *Description:*

This experiential course involves a study of the principles and practices of group dynamics as applied to general group work and to group therapy.

## CONTEMPORARY PASTORAL TECHNIQUES

### *PMIN 443*

Credits: 3

Prerequisites: PMIN 378

#### *Description:*

This is an advanced study of current techniques as they relate to personal, administrative, counseling and formal responsibilities of the lead pastor. Guest lecturers, field trips and practical ministry experiences will be used to examine effective leadership and pastoral ministry principles and practices.

## MINISTRY TO YOUNG ADULTS

### *PMIN 446*

Credits: 3

#### *Description:*

This course focuses on reaching and ministering to 18 to 30-year-olds in western culture. There will be much discussion of the characteristics of this largely unreached and unchurched people group, as well as participation in their culture, reading of cutting-edge literature, surveys, and other experiential research.

## CONTEMPORARY YOUTH LEADERSHIP

### *PMIN 448*

Credits: 3

Prerequisite(s): PMIN 250

#### *Description:*

This course will define of the four main stages of generations. Boomers (born 1946 to 1964), Gen X (born 1965 to 1983), Millennials (born 1984 to 1998) and Gen Z (born from 1999-2018). Focus will include learning characteristic traits, evangelism and outreach methods and discipleship leadership traits for millennial leaders. Using certified research as well as field professionals from across the United States, the course will represent contemporary models of leadership for youth and young adult stages (Millennial and Gen Z).



## CHILDREN'S MINISTRY HOMILETICS

### *PMIN 450*

Credits: 3

Prerequisite(s): PMIN 250 and PMIN 252

#### *Description:*

This course specializes in preparing sermons for children and family audiences. Emphasis will be given to the preparation, critique, and delivery of sermons.

## YOUTH MINISTRIES HOMILETICS

### *PMIN 464*

Credits: 3

Prerequisite(s): PMIN 252

#### *Description:*

This course is the science of preparing sermons for adolescents. Methods, techniques, resources and delivery skills that address the needs and interests of teenagers will be used. The student will be taught how to plan and present sermons in church youth group settings, classrooms, youth services and assemblies. Experience will be gained by presenting sermons in class.

## LEADERSHIP IN PASTORAL STUDIES

### *PMIN 472*

Credits: 3

Prerequisite(s): PMIN 231 and PMIN 250

Course Fee: Required for Leadership Retreat participation (as applicable)

#### *Description:*

This course concentrates on leadership development, staff dynamics, and helping students improve their ability to organize and manage ministry processes. A study of various leadership styles will assist students in discovering their personal leadership style.

## INTRODUCTION TO CHURCH PLANTING

### *PMIN 482*

Credits: 3

#### *Description:*

This course introduces the student to the needs, methods and priority of planting new churches in the 21st century. The study focuses on universal principles and values that apply to church planting in all ethnic contexts. Emphasis is also given to the development of practical skills for church planters.

## COLLEGE OF CHURCH LEADERSHIP INTERNSHIP: PART ONE

### *PMIN 491*

Credits: 3

Prerequisite(s): PMIN 231 and PMIN 250

#### *Description:*

The first part of the series of 3-credit courses that make up the College of Church Leadership Internship requirement. An internship is an experiential learning opportunity. The student will commit to participate with an experienced professional or organization in their chosen field of church ministry, service, or community leadership. The internship church, ministry, or organization shall provide the student with the experience and application of theories, ideas, and expertise accumulated through textbooks, classroom learning, and observation during their undergraduate studies.

## COLLEGE OF CHURCH LEADERSHIP INTERNSHIP: PART TWO

### *PMIN 492*

Credits: 3

Prerequisite(s): PMIN 491 or

Co-prerequisite(s): PMIN 491

#### *Description:*

The second part of this series of 3-credit courses that make up the College of Church Leadership Internship requirement. An internship is an experiential learning opportunity. The student will commit to participate with an experienced professional or organization in their chosen field of church ministry, service, or community leadership. The internship church, ministry, or organization shall provide the student with the experience and application of theories, ideas, and expertise accumulated through textbooks, classroom learning, and observation during their undergraduate studies.

## COLLEGE OF CHURCH LEADERSHIP INTERNSHIP PART THREE

### *PMIN 493*

Credits: 3

Prerequisite(s): PMIN 491 and PMIN 492 or

Co-prerequisite(s): PMIN 491 and PMIN 492

#### *Description:*

The third part of this series of 3-credit courses that make up the College of Church Leadership Internship requirement. An internship is an experiential learning opportunity. The student will commit to participate with an experienced professional or organization in their chosen field of church ministry, service, or community leadership. The internship church, ministry, or organization shall provide the student with the experience and application of theories, ideas, and expertise accumulated through textbooks, classroom learning, and observation during their undergraduate studies.

## SENIOR PROJECT: COLLEGE OF MINISTRY

### *PMIN 495*

Credits: 3

Prerequisite Note(s): Senior status (minimum of 90 credits)

#### *Description:*

The Senior Project is a culminating, synthetic learning experience in which students apply the learning gained in the General Education Core, the Christian Studies Core and the major program core to a study project in their major. The Senior Project is designed to meet the unique and particular needs of the student's major. The class can take the form of a research project, forum, group study, or any other format considered appropriate. Specific requirements are listed in the course syllabus.

## Psychology

### GENERAL PSYCHOLOGY

#### *PSYC 125*

Credits: 3

#### *Description:*

This course is an overview of psychology. It involves a study of its fundamental concepts including development, heredity, environment, personality, motivation, emotion, stress and adjustments, sensation and perception, theory, psychological measurement, and psychotherapy.

### INTRODUCTION TO SOCIOLOGY

#### *PSYC 126*

Credits: 3

#### *Description:*

This course introduces the student to vocabulary, methods and concepts of sociology. It includes a study of the nature of the human group, the formation of personality, the role of culture in behavior, the meaning of racial differences, the function of the family, church, school and state, and the ways in which society changes and grows.

## INTRODUCTION TO CHEMICAL DEPENDENCY COUNSELING

### *PSYC 240*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

This course surveys the phenomenon of chemical dependency with discussion of diagnosis, treatment and different intervention approaches; various classes of drugs; their effects on mood, behavior and consciousness; their use, and abuse.

## SOCIAL PSYCHOLOGY

### *PSYC 312*

Credits: 3

Prerequisite(s): PSYC 125 or PSYC 126

#### *Description:*

This course involves an examination of interpersonal behavior as it is influenced by social processes, culture, face-to-face interactions, and personality characteristics. Included is the study of interpersonal and group behavior in relationship to social values, norms, attitudes, roles, and social needs.

## SOCIAL PROBLEMS

### *PSYC 320*

Credits: 3

Prerequisite(s): PSYC 126 or ICS 112

#### *Description:*

This course focuses on analysis of the major problems confronting American society with discussion of individual and social disorganization, poverty, urbanization, deviancy, effects of mass media, and other issues.

## DEVELOPMENTAL PSYCHOLOGY I

### *PSYC 256*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

This course provides a comprehensive overview of child growth and development from conception to early late childhood. The class will focus on the social, biological and psychological aspects influencing development. The study will include typical and atypical patterns of development in infants and children.

## DEVELOPMENTAL PSYCHOLOGY II

### *PSYC 257*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

Biological, psychological, and social characteristics of the maturing individual are examined, with special emphasis on the changes and problems that accompany the adolescent and adult years. Theory and empirical findings regarding personality, values, interests and vocational choices are also considered.

## MARRIAGE & THE FAMILY

### *PSYC 332*

Credits: 3

Prerequisite(s): PSYC 125 or PSYC 126

#### *Description:*

This course surveys marriage and family relationships. Topics include communication, parenting, divorce, and challenges of marriage.

## HISTORY & SYSTEMS OF PSYCHOLOGY

### *PSYC 334*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

This course involves an overall study of the development of psychological paradigms throughout history, including the emergence of its major systems of thought. Specific attention will be placed on the association of psychology with philosophy and theology. Studies include early philosophers, Wundtian psychology, Gestalt psychology, psychoanalysis, neobehaviorism, cognitive psychology, humanistic psychology and future projections.

## PSYCHOLOGY OF RELIGION

### *PSYC 340*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

This course deals with the application of psychological theory to the patterns of behavior, belief, and mental experience of religious phenomena. Topics such as religious belief, conversion, development of faith, mental health, and integration of psychology and theology are included.

## PSYCHOPATHOLOGY

### *PSYC 353*

Credits: 3

Prerequisite(s): PSYC 125

#### **Description:**

This course involves a systematic examination of maladjustment including description, patterns of development, and treatment methods. Specific topics studied include depression, anxiety, personality disorders, addictive disorders, schizophrenia, and dementia.

## MULTICULTURAL COUNSELING

### *PSYC 355*

Credits: 3

Prerequisite(s): PSYC 125

#### **Description:**

This course discusses the knowledge, skills, and attitudes necessary to work effectively with culturally diverse client populations. It also involves a study of relapse prevention, motivational interviewing, and family counseling.

## PSYCHOLOGICAL TESTING

### *PSYC 360*

Credits: 3

Prerequisite(s): MATH 260

#### **Description:**

This course is an introduction to the construction, administration, scoring and use of psychological tests. This includes a study of problems related to validity, reliability, and a survey of the major types of psychological tests.

## THEORIES OF PERSONALITY

### *PSYC 363*

Credits: 3

#### **Description:**

The theoretical development and nature of personality is studied. The course concentrates on the study of various major theories of personality including Freud, Jung, Adler, Allport, Rogers, Skinner, Maslow, and others.

## CRISIS COUNSELING

### *PSYC 370*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

This course is designed to provide the student with an approach to counseling that responds to crisis situations. The nature of crises in human experience is surveyed. Effective crisis intervention responses rooted in counseling theory and technique, pastoral care, and principles of performing triage will be analyzed. Students develop a crisis counseling approach which integrates best counseling practices with a Christian world view.

## LEARNING & COGNITION

### *PSYC 375*

Credits: 3

Prerequisite(s): PSYC 125

#### *Description:*

This course will address how we think and learn by introducing the student to the major theories of learning, cognition and memory, and their application to daily life. It will also address the biological, developmental, and social aspects that impact learning, cognition, and memory.

## THEORIES & TECHNIQUES OF COUNSELING

### *PSYC 430*

Credits: 3

Prerequisite(s): PSYC 353 and PSYC 363

#### *Description:*

The major theories of psychotherapy including psychoanalysis, person-centered therapy, rational-emotive therapy, behavioral therapies and reality therapy are examined. Specific practical issues related to counseling are also discussed.

## GROUP PROCESS & PRACTICE

### *PSYC 450*

Credits: 3

#### *Description:*

This experiential course involves a study of the principles and practices of group dynamics as applied to general group work and to group therapy.

## PHYSIOLOGICAL PSYCHOLOGY

### *PSYC 452*

Credits: 3

Prerequisite(s): PSYC 125 and SCI 114

#### *Description:*

This course is an examination of how psychological functioning impacts and is impacted by physiological functioning. Areas studied will include central and peripheral nervous systems, sensation, perception and neuropsychological functioning, with an emphasis on brain behavior relationships.

## RESEARCH METHODS

### *PSYC 460*

Credits: 3

Prerequisite(s): MATH 260

#### *Description:*

This research course is designed to facilitate the interpretation of professional research and the formulating of an individual research proposal that culminates in the Senior Project.

## PARENT/CHILD & ADOLESCENT RELATIONSHIPS

### *PSYC 462*

Credits: 3

Prerequisite(s): PSYC 125 or PSYC 126

#### *Description:*

This course is an examination of the parenting process, problems facing children today, competent parenting, discipline, parenting styles, and parental influence on child development.

## SEMINAR IN CONTEMPORARY ISSUES OF PSYCHOLOGY

### *PSYC 477*

Credit: 1-3

Prerequisite(s): PSYC 125

#### *Description:*

An intensive treatment of topics will be selected for each academic year. Possible topics include community psychology, integration of faith and psychology, perspectives of human sexuality, death, dying and grief.

[cross-listed with SWK 477]



## PSYCHOLOGY INTERNSHIP

### *PSYC 488*

Credits: 3

Prerequisite Note(s): Junior or senior status and 12 additional credits in Psychology

#### *Description:*

This course involves an off-campus field experience in a specific discipline of the behavioral sciences. The emphasis is tailored to the needs and interests of the student.

## SENIOR PROJECT

### *PSYC 495*

Credits: 3

Prerequisite(s): PSYC 460

Prerequisite Note(s): Senior status majoring in Psychology

#### *Description:*

The Senior Project is a culminating, synthetic learning experience in which students apply the learning gained in the General Education Core, the Christian Studies Core and the major program core to a study project in their major. The Senior Project is designed to meet the unique and particular needs of the graduate's major.

## Science

### BIOLOGY

#### *SCI 114*

Credits: 4

#### *Description:*

This course offers an integrated approach to understanding the living world and scientific principles as evidenced by life. Various forms of life and living systems are studied. Laboratory sessions are scheduled in addition to the lectures.

### PHYSICAL SCIENCE BY INQUIRY

#### *SCI 210*

Credits: 4

#### *Description:*

Physical science by inquiry is a hands-on course in which students learn science through exploration and investigation. The lab is composed of a set of laboratory based activities that provide a step-by-step

introduction to the physical sciences. Topics include the major areas of physical science: physics, chemistry and earth science. The content and teaching method emphasized in this course are considered to be basic in understanding the nature of science. Thus, the course is highly recommended for Elementary Education majors.

## ENVIRONMENTAL SCIENCE

### *SCI 230*

Credits: 3

#### *Description:*

This course enhances the students' understanding of the environment through different biological, physical, and chemical processes. Students will discover how environments are impacted both positively and negatively by nature causes and human causes. Students will identify the major challenges and concerns that the environment faces today and in the future.

## SCIENCE, TECHNOLOGY AND SOCIETY

### *SCI 280*

Credits: 3

#### *Description:*

This course includes concepts in biological, physical, Earth and space sciences as well as social issues and policies. Students will identify current science-technology-society (STS) issues that will be addressed in the course. Local, regional and global issues will be identified. They will define, research, synthesize and clarify the arguments related to the issues. They will conduct mock public meetings to debate the issues, come to a consensus, and plan to take necessary action. The course includes a set of laboratory activities designed to enhance students' understanding of science concepts.

## Social Work

### INTRODUCTION TO SOCIAL WORK

#### *SWK 200*

Credits: 3

#### *Description:*

This course introduces students to the social work profession. Students will explore the relevance of the profession to society highlighting poverty and the social welfare system, as well as other social systems and influences, such as mental health, family issues, aging, etc. The focus on social programs and social issues provides an opportunity to engage in critical thinking and integrate available knowledge from different perspectives that are essential to an informed citizenry. The course gives special attention to strengths perspective, empowerment, social work values and ethics, human diversity and social justice.

## HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: LIFE SPAN

### *SWK 220*

Credits: 3

#### *Description:*

The purpose of this course is to study human development from a life course perspective recognizing patterns in human behavior related to biological age, psychological age, and social age norms. It will also be a study of diversity in the life course related to historical time, gender, race, ethnicity, social class, current global trends, and other dimensions. In studying the life course perspective, emphasis will be given to the life stories of individuals as the unique configuration of specific life events and person-environment transactions over time. The application of the life course perspective as foundation knowledge to the professional practice of social work will be considered.

## HUMAN RIGHTS AND GLOBAL JUSTICE

### *SWK 250*

Credits: 3

Prerequisite(s): SWK 200

#### *Description:*

Human Rights and Global Justice provides a basic understanding of universal human rights and global justice. Social justice issues will be explored from a variety of perspectives, with special attention given to their connection to universal human rights.

## HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: THEORIES

### *SWK 310*

Credits: 3

#### *Description:*

In this course, we will examine the complexities of human behavior using a multi-dimensional theoretical approach. Theoretical perspectives emphasizing the personal dimensions are introduced that show how biology, psychology, spirituality, and society influence human behavior. Students will be introduced to environmental dimensions, as they explore how the physical environment, families, organizations, communities, and social movements influence human behavior.

## GENERALIST PRACTICE WITH INDIVIDUALS

### *SWK 320*

Credits: 3

Prerequisite(s): SWK 200 and SWK 220 or SWK 310

Prerequisite Note(s): **\*\*This course is for social work majors only.\*\***

#### *Description:*

This course is the first of two courses designed to provide students with the theory and skills needed to engage in generalist social work practice. This course focuses on the basic theories and methods of practice with the individual client. Theory and skills for working with families is also interwoven into the course. Students will learn to engage these systems through effective communication from a strengths perspective. Students will also learn the processes of engagement, assessment, intervention, evaluation, and termination. Special attention will be given to ethics in practice and multicultural competence.

## GENERALIST PRACTICE WITH COMMUNITIES AND ORGANIZATIONS

### *SWK 330*

Credits: 3

Prerequisite(s): SWK 200 and SWK 220 or SWK 310

#### *Description:*

This course will focus on the theories and skills needed to work with communities and organizations for social change. These skills and theoretical perspectives relate to the areas of advocacy, assessment, planning, program development, grant writing, and empowerment. Special attention will be given to issues of diversity and ethical practice.

The goal of macro level practice is the empowerment of those who are vulnerable and disenfranchised. Interventions are focused on creating change that will result in a more socially and economically just society. The problems of poverty, unemployment and underemployment, racism, sexism, violence, crime, discrimination, AIDS, unresponsive or inadequate schools, health and corrections and justice systems, homelessness, an inadequate supply of quality low income housing, and unresponsive or inadequate human services are among the social problems of which the macro level worker must be aware. These problems call out for a macro level response along with the more typical micro level response carried out by those serving individual clients and families.

## SOCIAL WELFARE SYSTEMS & POLICY

### *SWK 340*

Credits: 3

Prerequisite(s): Prerequisite(s): SWK 200 and SWK 220 or SWK 310

#### *Description:*

This course examines the history and philosophy of the American social welfare system and policies. Using a systems framework, we will examine how politics, economics, culture, values, etc. influence how we provide

welfare in this country. Special attention will be given to social work values and ethics, as well as at-risk populations and social justice. We will explore the role of the church in social welfare.

## CULTURALLY COMPETENT PRACTICE

### *SWK 350*

Credits: 3

Prerequisite(s): PSYC 126 or ICS 112

#### *Description:*

In order to be effective in a variety of professions, one needs to be comfortable working with and acting on behalf of populations that may have a worldview and/or cultural orientation that is different from one's own. The focus of this class is on the development of a culturally sensitive practice framework appropriate for use in our diverse society.

## CHILD WELFARE

### *SWK 385*

Credits: 3

Prerequisite(s): SWK 200 and SWK 310

#### *Description:*

This course is designed to familiarize the student with issues in our society that impact the welfare of children in the context of social justice and disproportionality. Particular attention will be paid to providing students with knowledge of the types of services available to dependent, neglected, abused, and delinquent children. Some of these services include daycare, foster care, juvenile justice, and protective services. Categories of "at risk" children will be examined, as well as the role of the community, the state, and the nation in the delivery of services. Discussion of family-focused supportive services, permanency planning, family preservation, and resiliency will also be included.

## SOCIAL WORK IN SCHOOLS

### *SWK 430*

Credits: 3

#### *Description:*

This course is designed to give students an in depth knowledge and understanding of social work practice in schools by helping them acquire knowledge, values, and skills appropriate for advanced practice work within primary and secondary school settings. In the school setting, the social worker is a member of the pupil personnel support team whose function is to facilitate pupils' maximum use of educational opportunities. The multiple roles of the school social worker will be explored, and special attention will be given to the use of evidence-based practice modalities. The course will examine the many issues facing children, families, and schools, and content will prepare students to work collaboratively with these diverse groups to build effective early childhood and K-12 learning environments Group Practice.

## GROUP PRACTICE

### *SWK 450*

Credits: 3

Prerequisite Note(s): SWK 320

#### *Description:*

The primary focus of the course is on the study of human behavior in groups with emphasis on the use of groups in generalist social work practice to accomplish individual, family, organizational and/or community goals. This course provides experiential learning opportunities to integrate knowledge, values, and skills as both a group leader and a group members. Students will learn the dynamics of task and process groups and will learn how to apply a systematic approach to the development, implementation, termination, and evaluation of groups. This course is open to seniors in the Social Work program.

## RESEARCH METHODS

### *SWK 460*

Credits: 3

Prerequisite(s): MATH 260

#### *Description:*

This research course is designed to facilitate the interpretation of professional research and the formulating of an individual research proposal that culminates in the Senior Project.

## SEMINAR IN CONTEMPORARY ISSUES OF SOCIAL WORK

### *SWK 477*

Credit: 1-3

Prerequisite(s): PSYC 125

#### *Description:*

Selected social work issues of current interest that affect practice.

## INTERNSHIP I

### *SWK 488*

Credits: 6

Prerequisite(s): SWK 320

#### *Description:*

This is part one of a two-part practicum course that provides students the opportunity to apply their knowledge of generalist social work practice in a real practice setting under the supervision of a licensed social worker. Students will be expected to integrate knowledge with practice and will be assessed on professional ethics, skills, and application of theory.

## INTERNSHIP II

### *SWK 489*

Credits: 6

Prerequisite(s): SWK 488

#### *Description:*

This is part two of a two-part practicum course that provides students the opportunity to apply their knowledge of generalist social work practice in a real practice setting under the supervision of a licensed social worker. Students will be expected to integrate knowledge with practice and will be assessed on professional ethics, skills, and application of theory.

## SENIOR PROJECT

### *SWK 495*

Credits: 3

Prerequisite(s): SWK 460

#### *Description:*

The Senior Project is a culminating, synthetic learning experience in which students apply the learning gained in the General Education Core, the Christian Studies Core and the major program core to a study project in their major. The Senior Project is designed to meet the unique and particular needs of the graduate's major.

# Sports Management

## INTRODUCTION & HISTORY OF SPORT & RECREATION MANAGEMENT

### *SM 151*

Credits: 3

***Description:***

This course will examine the history and development of Sport & Recreation and its role in our society. We will examine the development of management and administration practices with an emphasis on developments in the past 50 years in this field.

## ATHLETIC COACHING CERTIFICATION

### *SM 247*

Credits: 2

***Description:***

This course is a study into the methods, responsibilities, qualities, and practices of coaching. Special emphasis is made into identifying the dynamic role and ministry opportunity of coaching youth. A personal philosophy of coaching is developed outlining biblical principles, code of ethics, and core values important to the coaching profession. Contemporary issues and ethics associated with the coaching profession are covered in class to assist in preparing the student for potentially difficult situations. This course is part of the American Sport Education Program (ASEP) coaching certification program.

## ORGANIZATION & ADMINISTRATION OF SPORT, RECREATION & ATHLETICS

### *SM 253*

Credits: 3

***Description:***

This course presents standards and policies in the organization, supervision, and administration at all levels of sport programs, recreational activities and athletics. Organizational structures and common issues faced by sports organizations will also be discussed.

## CARE & PREVENTION OF ATHLETIC INJURIES

### *SM 318*

Credits: 3

Course Fee: \$60 for CPR/AED Certification

***Description:***

This course is designed to enhance the student's general knowledge of the treatment for athletic injuries. A general study of the basic practices, techniques, and first aid methods are presented, as well as many preventive measures to help reduce the number of athletic injuries. Practical applications are made through lab classes where the student will perform various techniques of bandaging, wrapping, and taping of athletic



injuries. This knowledge is necessary and beneficial to the overall effectiveness of a coach and the relationship he/she has with the student-athletes under their care.

## PSYCHOLOGY & SOCIOLOGY OF SPORT & RECREATION

### *SM 341*

Credits: 3

Prerequisite(s): SM 151 or SM 253

#### *Description:*

This course will examine the role that psychology and sociology play in the field of sport & recreation. Topics of study will include approaches and techniques that lead to success and failure. There will also be an emphasis placed on developing multicultural competency.

## STRATEGIC LEADERSHIP IN SPORT

### *SM 367*

Credits: 3

#### *Description:*

Leadership is a key component to every role. This course will discuss leadership challenges and issues in the context of sports and sports management.

## ADVANCED COACHING SEMINAR

### *SM 380*

Credits: 3

Prerequisite(s): SM 247

Course Fee: \$49.95 for sport specific test through ASEP (paid directly to ASEP)

#### *Description:*

This course is designed to expand the student's knowledge and skills as a coaching professional. This coaching seminar class will give both coaching education and training for all sports as well as in the specific sport chosen by the student. Students will also complete a field experience practicum with a youth sports team in the area.

## RECREATION & FITNESS MANAGEMENT

### *SM 435*

Credits: 3

Prerequisite(s): SM 151 or SM 253

#### *Description:*

Recreation and Fitness play a significant role in the lives of many people. This course will discuss the broad range of opportunities and facilities available to customers. Students will also visit local recreation and fitness organizations and discuss the various job opportunities available in this segment of sports management profession.

## SPORTS MANAGEMENT SENIOR PROJECT

### *SM 490*

Credits: 3

#### *Description:*

The senior project provides students with the opportunity to conduct signification research in one (plan A) or two (plan B) areas. The student and the advisor will work closely to determine the topic(s) and process for this project.

## SPORTS MANAGEMENT INTERNSHIP

### *SM 495*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

This internship is an active learning course designed to apply concepts and develop technical skills in a professional practical setting. The purpose of the internship is to provide a learning environment outside the classroom setting by establishing an actual work-related experience with industry professionals who will contribute to the educational experience of the student.

## Teaching English as a Foreign Language

### TEFL METHODS

#### *TEFL 370*

Credits: 4

#### *Description:*

This course introduces the concepts, methodology, and practice of teaching English as a foreign language. Components of this course will include: lesson planning, classroom management, cross-cultural issues, instructional methodologies, teaching grammar, receptive skills (listening, reading), productive skills

(speaking, writing), and teaching materials, presenting and practicing structures, and giving feedback to students/error correction.

## TEFL PRACTICS

### *TEFL 372*

Credits: 3

Prerequisite Note(s): Grade of "B" or better in TEFL 370 TEFL Methods, Grade of "C" or better in ENG 452 Structure of the English Language.

#### *Description:*

This class will focus upon the practice of teaching English as a foreign language. Students will teach non-native speakers from the community as they put into practice the methodological aspects of TEFL learned during the previous semester. Components of this course will include: lesson planning, teaching, peer observation and reflective exercises on teaching performance.

## Theology

### GOD & THE GOSPEL

#### *THEO 210*

Credits: 3

#### *Description:*

This course will explore the gospel as the foundation and primary concern of Christian theology. The central themes of this course are the nature of God, the person of Jesus, and the meaning of salvation. This course is designed to prepare students for the theological curriculum of North Central University.

### RELIGIONS WITHIN THE UNITED STATES

#### *THEO 239*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

This course is designed to cover the history, beliefs and practices of the religions of the United States, including Christian denominations, and sects. Non-Christian religions and offshoots from traditional Christianity will also be studied.

## PENTECOSTAL DISTINCTIVES

### *THEO 240*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

This course explores what it means to be Pentecostal. This is explored historically through an examination of the Azusa Street Revival, its antecedents, and the subsequent development of fellowships such as the Assemblies of God. It is explored biblically through an examination of key pneumatological texts in Acts and 1 Corinthians and the hermeneutical debate they have provoked. It is explored morally and sympathetically through an examination of the values, goals, and spirituality of Pentecostals past and present.

## CHRISTIAN APOLOGETICS

### *THEO 246*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

Christian Apologetics resembles the philosophy of religion, except that it is always conducted from a stance of faith. While traditionally the term apologetics signifies "a defense of the faith," it has a positive as well as a defensive side. Proofs for the existence of God, explanations of the human condition, and the problem(s) of evil fall under the purview of apologetics, as do the defense of miracles and belief in an afterlife.

[Cross-listed as CT 246]

## THEOLOGY OF CHRISTIAN WORSHIP

### *THEO 339*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

Beginning with a biblical and historical examination of Christian worship, this course helps students formulate a solid Pentecostal theology of worship.

## CONTEMPORARY THEOLOGY

### *THEO 341*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

Contemporary theological schools, trends, and figures from the nineteenth century to the present will be discussed. Each time the course is offered it may have a distinctive focus.

## PRAYER & WORSHIP IN THE POSTMODERN CHURCH

### *THEO 342*

Credits: 3

Prerequisite(s): PMIN 250

#### *Description:*

The Pentecostal/Charismatic tradition has a strong emphasis in Prayer and Worship. An openness to the gifting and leading of the Holy Spirit in prayer and worship provides a powerful and persuasive witness of the presence of God, which is particularly effective in reaching postmodern individuals. The class will focus on the practical strategic elements integral to prayer and worship within the local church context, including spiritual warfare and spiritual gifts. The course contents will be valuable for any pastoral or lay ministry. Homiletics I  
[Cross-listed with PMIN 342]

## NEW TESTAMENT THEOLOGY

### *THEO 344*

Credits: 3

Prerequisite(s): THEO 210 and BIBL 127

#### *Description:*

This course considers the great themes of the New Testament and the distinctive theological contributions of its various authors. Key biblical terms (e.g., the kingdom of God, the son of man, regeneration) will be examined, and special attention will be paid to identifying which issues and concepts animated the thinking of the New Testament authors.

## REVIVALS

### *THEO 345*

Credits: 3

Prerequisite(s): THEO 210

#### **Description:**

Evangelical revivals and spiritual awakenings within Christianity from the first century to the present are surveyed, especially noting their distinctive character, causes and effects, theological concepts and the unique role of the Holy Spirit in promoting revival.

## THE SPIRIT & THE CHURCH

### *THEO 360*

Credits: 3

Prerequisite(s): THEO 210

#### **Description:**

Theologians have often noted that the doctrine of the Spirit is closely linked to the doctrine of the church. Consequently, this course will examine church structure and practice along with theological reflection on the work of the Holy Spirit. The distinctive theology and practices of Pentecostalism will be explored, compared and contrasted with the theologies and practices of other branches of Christianity.

## TOPICS IN BIBLICAL JUSTICE

### *THEO 370*

Credits: 3

#### **Description:**

The notion of biblical justice is examined through a series of readings from Scripture and secondary sources. Specific topics are investigated by the student, who will engage in a participant/observer model of research and learning experience germane to justice issues. This course emphasizes the importance of application, not just understanding, biblical principles. Students explore biblical teaching on evil, sin and injustice. Topics vary from year to year with attention given to such justice issues as poverty, human trafficking, homelessness, HIV/ AIDS, and child labor.

## OLD TESTAMENT THEOLOGY

### *THEO 447*

Credits: 3

Prerequisite(s): THEO 210 and BIBL 126

#### **Description:**

This course considers the great themes of the Old Testament and the distinctive theological contributions of its various authors. Key biblical terms (e.g., covenants, law, election, holiness, exile and return) will be

examined, and special attention will be paid to identifying which issues and concepts animate differing types of Old Testament literature.

## TOPICS IN THEOLOGY

### *THEO 466*

Credits: 3

Prerequisite: BIBL 126 or BIBL 127 and BIBL 220

#### *Description:*

Through examination of focused topics, this course will expose students to major issues and methods of study used in theological studies. Intended for advanced students, the specific topic examined in this course will vary from semester to semester.

## Theatre

### INTRODUCTION TO THEATRE

#### *THTR 250*

Credits: 2

#### *Description:*

This course will cover the history, theory and practice of drama. The main objective of this course is to provide students with the basic knowledge of the experience, philosophy, theology and characteristics of theatre.

### VOICE & DICTION

#### *THTR 253*

Credits: 3

#### *Description:*

This course includes instruction in the use and improvement of the speaking voice, vocal technique and a study of phonetics incorporating vocal exercises.

### FUNDAMENTALS OF ACTING

#### *THTR 254*

Credits: 3

#### *Description:*

This course will cover the fundamental theories, craft and discipline of acting technique and characterization, through scene study, practice and observation.

## DEAF THEATRE

### *THTR 260*

Credits: 2

Prerequisite(s): MLAN 240

#### *Description:*

This course is designed to increase student awareness in the use and application of drama/worship in Deaf ministry. The presentation of the Gospel can be accomplished in a variety of dramatic forms that can be used for evangelism, outreach and education. The bulk of in-class time instruction will be used to train, apply, and develop these ministry skills.

## ACTING ENSEMBLE

### *THTR 265*

Credits: 1

#### *Description:*

The Acting Ensemble provides the opportunity for students to minister through drama in a variety of settings. Students will learn to adapt biblical themes through various techniques such as improvisation, creative writing and script adaptation. This course must be taken in three semesters for ongoing skill development and practice.

## TECHNICAL THEATRE PRODUCTION

### *THTR 275*

Credits: 3

#### *Description:*

This course will give students an introduction and overview of theory and practice in the design and use of scenic elements, stage properties, lighting, sound, costuming and makeup.

## THEATRE LITERATURE

### *THTR 355*

Credits: 3

Prerequisite(s): ENG 124 or ENG 126

#### *Description:*

Theatre literature both shapes and mirrors culture. Students examine plays and playwrights dating from the Greeks to the present. The course focuses on the ways literature affects and reflects social customs, religious institutions and theatrical conventions.

[Cross listed as ENG 355]



## DIRECTING

### *THTR 356*

Credits: 3

Prerequisite(s): THTR 275

#### *Description:*

This course provides a careful consideration of all the elements of dramatic production from the director's perspective. During the application of this class students will direct short scenes.

## TOURING ACTING ENSEMBLE

### *THTR 366*

Credits: 3

Prerequisite Note: Audition Only

#### *Description:*

This practicum course provides the opportunity for students to apply theatre technique through writing, rehearsal, and public presentation of drama in a variety of ministry settings. Students are admitted by audition and are typically involved in an extended travel schedule during the spring or summer.

## THEATRE PRODUCTION I

### *THTR 382*

Credits: 3

Prerequisite(s): THTR 275

#### *Description:*

Students are expected to make significant contribution in the University production. This may involve a major acting role or students will be involved in other ways in the drama production. This may be an assignment as an assistant director, a stage manager, or a crew head in other approved areas such as lights, set construction, makeup, or sound.

## ADVANCED THEATRE PRODUCTION

### *THTR 456*

Credits: 6

#### *Description:*

This practicum course will provide the opportunity for students to learn and apply aspects of theatre production through involvement in the North Central University fall musical. Students will participate in the creative process within each of the technical, organizational and production aspects of the musical. Students will also provide leadership and oversight within one or more of those aspects.

## ADVANCED ACTING & DIRECTING

### *THTR 458*

Credits: 3

Prerequisite(s): THTR 356

#### *Description:*

This course will cover contemporary and period dramatic analysis, the creative process of staging a play, communicating with and coaching actors, communicating the production concept to others and exploring various styles in acting and play production.

## ACTING STYLES

### *THTR 459*

Credits: 3

Prerequisite(s): THTR 250 and THTR 254

#### *Description:*

This course builds on the Fundamental of Acting with an emphasis on and exploration of acting styles.

## SCRIPTWRITING

### *THTR 485*

Credits: 3

#### *Description:*

Students learn aspects of writing scripts for dramatic ministries. Some of film or television scripts might be used to serve the chief end of learning to write effective dialogue and to think of story in terms of scenes. The final course project is a polished scene or one-act play, produced in conjunction with the Directing class. [Cross-listed as ENG 485]

## SENIOR PROJECT - THEATRE

### *THTR 495*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

The senior project is an apex endeavor, reflecting four years of academic and practical training. At the discretion of the professor, students prepare a final paper and/or project such as writing a play or producing a one-act play. Student consultation with the NCU advisor is essential during the project's formative and developmental stages. All course work must be completed for departmental assessment one month prior to graduation.

## INTERNSHIP - THEATRE

### *THTR 496*

Credits: 3

Prerequisite(s): Junior or Senior Status

#### *Description:*

Students are assigned to a professional and/or church setting where they are exposed to real-world applications of drama ministry or theatre production. Students are expected to spend a minimum of 20 hours per week on-the-job. Course descriptions are tailored to the students' interests and the institution's specifications. Students generally should plan on completing the internship during the summer before their senior year.

## Urban Studies

### URBAN STUDIES

#### *URBN 233*

Credits: 3

#### *Description:*

This course will provide an overview and orientation to the elements that form the complex background of the urban context: people and their relationships, city systems, unique challenges for life, and some successful solutions that have been implemented locally. The course will take an 'on the ground' approach, touring diverse areas of the city in order to develop understanding of the unique development and challenges of that area while appreciating that area's connection to the city system as a whole.

### URBAN STUDIES SEMINAR

#### *URBN 275*

Credit: 1

#### *Description:*

This course is conducted at the Christian Community Development Association (CCDA) Conference. During the five-day experience students will meet urban practitioners from various disciplines who are impacting the city both nationally and internationally. The students will attend Bible studies, seminars, and ministry tours conducted by urban leaders. The focus of this experience is to broaden perspective, deepen passion, and develop ministry networks of like-minded individuals.

## CRITICAL ISSUES IN URBAN STUDIES

### *URBN 380*

Credits: 3

Prerequisite(s): URBN 233 and URBN 386

#### *Description:*

This course will provide an orientation to the critical issues that confront those who work or live in an urban context. Many of these issues arise from “sick systems,” that is, improperly operating human interactive networks through which the life of the city is carried out: political, justice (including crime and judicial reform), housing, education, health care (including topics in mental illness and chemical dependency), economic, and immigration. Specific challenges such as individual and corporate racism, family fragmentation, gangs, HIV/AIDS and others will be addressed as they relate to each of these systems. Particular attention will be paid to research methodology, global trends, and the application of holistic theology.

[Cross-listed with SWK 380]

## URBAN SOCIOLOGY

### *URBN 386*

Credits: 3

Prerequisite(s): URBN 233

#### *Description:*

Students will study the sociological dimensions of the urban setting including problems in family structure, neighborhood and community, gangs, political and economic structures, racial and cultural inter-relationships and the impact of the church and community services within this multidimensional and complex need.

## TRANSFORMING URBAN SYSTEMS

### *URBN 405*

Credits: 3

Prerequisite(s): URBN 233

#### *Description:*

To build effective ministry organizations, urban practitioners need to develop skill in negotiating urban systems as well as a range of practical, professional, leadership, and managerial skills. The foundation of any successful work in the city is the ability to build and maintain relationships and partnerships. This course will explore how to correctly interpret the life of contemporary world class cities in order to make your service more effective. It will also identify some of the most important skills in three professional areas: Organizational Development, Organizational Leadership, and Relational Development.

## URBAN STUDIES PRACTICUM

### *URBN 475*

Credits: 3

#### *Description:*

Students will be involved on-site in a local, regional, or national urban community organization, parachurch ministry, or church. Experienced practitioners in the urban context will model, train, and supervise ministry experience over the course of several days. Student will meet with urban leaders and hear their personal philosophy of ministry, their leadership styles, and insights into the urban landscape. Classroom lectures will be enhanced by practical application in these urban contexts. The Urban Studies Practicum will take advantage of an extended immersion into an urban area.

## Worldview Theology

### GOD & RELIGION

#### *WTHE 220*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

This course is designed to help students faithfully represent Christian beliefs and values in a religiously diverse world. Varying belief systems, including major world religions as well as secular and scientific worldviews will be respectfully explored in dialogue with Christianity. A discussion of the Christian's role and responsibility in a democratic society will conclude the course.

### GOD & HUMANITY

#### *WTHE 230*

Credits: 3

Prerequisite(s): THEO 210

#### *Description:*

This course explores what it means to be human from a theological perspective. Topics shaping the course will include the debate over human origins, the nature of the soul, human sexuality, physical disability, human rights, free will and sinfulness.

## GOD & CULTURE

### *WTHE 240*

Credits: 3

Prerequisite(s): THEO 210

#### **Description:**

This course considers the Christian's role and responsibility as both a contributor and a consumer within culture. A theology of creation and sanctification will guide this consideration as we explore the nature of human community, the role of the church, and the power of the arts and entertainment within culture.

## GOD & VOCATION

### *WTHE 250*

Credits: 3

Prerequisite(s): THEO 210

#### **Description:**

This course explores the meaning of a theology of vocation. It will give students an appreciation of their Christian calling in light of the common good and the kingdom of God, with a special emphasis on the workplace extending beyond ministry in the church, and how the plan of God shapes the end to which all Christians work within and beyond their chosen profession.

## GOD & SCIENCE

### *WTHE 260*

Credits: 3

Prerequisite(s): THEO 210

#### **Description:**

This course examines the nature of scientific enterprise from a Christian perspective. Students will learn about the major developments in this history of science and significant debates within the philosophy of science. The course will conclude by examining specific intersections between the Christian faith and major scientific disciplines.

*\*Course coming for Fall 2020*

## Youth Development

## SOCIOLOGY OF AMERICAN YOUTH

### *YDEV 337*

Credits: 3

#### *Description:*

This class focuses on the present state of youth in America and on the numerous sociological subcultures resident on American middle school, secondary, and post-secondary school campuses. Students will develop their own surveys to sample the various sociological groups represented in local youth settings, identifying needs and devising approaches to reach and development the constituents of these subcultures. Emphasis will also be placed on developing the student's personal approach to reaching teenagers.

## DEVELOPING MENTORS

### *YDEV 350*

Credits: 3

#### *Description:*

This course is designed to assist in the development of community related mentor programming with the purpose of developing quality mentoring initiatives. Emphasis is placed upon creating measurable outcomes and effective evaluation. Course training focuses on past and present developments in the field of mentoring, in addition to examining rmentoring challenges in the modern social and cultural American context.

## EDUCATION AND DISCIPLESHIP OF YOUTH

### *YDEV 362*

Credits: 3

Prerequisite Note(s): Sophomore status (Minimum of 30 credits)

Field experience is required.

#### *Description:*

This course presents education and discipleship principles, methods, and resources which have been designed specifically for the various characteristics, needs, and developmental stages of adolescents. The focus of the course will be to help the student develop a praxis for measuring the fruit of spiritual growth that can be transplanted into local ministry settings.

## COMMUNITY DEVELOPMENT LEADERSHIP & ADMINISTRATION

### *YDEV 410*

Credits: 3

Prerequisite(s):

#### *Description:*

This course focuses upon leadership development and organizational leadership of non-profit based youth focused organizations. It considers such items as the following: the executive director as manager; working

with a policy board; volunteer/staff relations; personnel administration; budgeting and financial management; fund raising and sources of revenue; long-range planning; and community organization.

## YOUTH PROGRAMMING

### *YDEV 416*

Credits: 3

Prerequisite(s): YDEV 362 and PMIN 373

#### *Description:*

This course is designed to help the prospective youth pastor properly design a comprehensive youth ministry program. The fundamentals of preparing a mission statement, instructional objectives, goal setting, troubleshooting instructional problems, and measuring instructional intent will be taught side-by-side with the practical aspects of church calendar and planning logistics.



## ACADEMIC POLICIES

### Academic Calendar

#### CALENDAR

The standard academic year consists of two semesters; a fall semester of approximately 15 weeks and a spring semester of about the same length ending in early May. All credits are computed on a semester basis, including the summer session courses.

#### SUMMER SESSIONS

The dates for summer sessions are indicated on the university calendar with courses typically starting the Monday following spring commencement. The summer online classes will be 8 weeks in length. Other courses such as internships and senior projects extend the full 15 week summer semester. A maximum of 15 credits may be taken during the summer sessions. Classes with fewer than six students in summer sessions may be cancelled at the discretion of the professor. North Central University reserves the right to cancel any course for which enrollment is considered insufficient.

#### FINAL EXAMINATIONS

One week is provided for final examinations at the close of each semester. Two hours are allotted for each course exam. Final examinations must be taken at the designated times, except in the case of a life-threatening family emergency with documentation or a personal medical problem documented by a physician or health care professional. A student with 3 or more final exams scheduled for the same day may request an accommodation from the Provost's Office.

### Academic Advising

#### ADVISORS

Each student will be assigned an academic advisor who is a faculty member within the appropriate major. The advisor will assist in orientation to campus life, establishing educational goals and scheduling classes during registration. In addition, all faculty members hold regular office hours at which time students are encouraged to seek counsel.

While North Central University will provide as much help as possible in planning academic programs, each student is responsible for the proper completion of a program and, therefore, should be familiar with the requirements listed in this catalog, as well as all Academic Policies.

### EXPLORATORY STUDIES

Students have the option to spend their first two semesters exploring the different majors at North Central (30 credit limit). Students who select the Exploratory Studies Major will be assigned an advisor who specializes in career guidance to help them stay on track for graduation while they discover their strengths and explore their interests.

### DEGREE AUDIT SHEETS

The Registrar's Office provides each student with a Degree Audit sheet, indicating courses required and completed. The official record is kept in the Registrar's Office. Student and advisor can access the degree requirements at any time through Colleague Self Service. It is the responsibility of the student, with the assistance of the advisor, to see that all program requirements are accounted for before applying for graduation.

### CLASS STANDING

A student's class status is based on the number of credit hours successfully completed toward graduation (HG):

Freshman	0–29 Credits
Sophomore	30–59 Credits
Junior	60–89 Credits
Senior	90 or more Credits

### REGISTRATION- ADD/DROP PERIODS

Students are expected to register during the scheduled registration periods designated on the school calendar. The registration process is complete only after all classes have been scheduled, tuition and fees have been paid and registration forms have been submitted to the appropriate offices.

All freshmen, transfer students and returning students who have not been enrolled at North Central University for more than one semester are required to participate in the new student orientation for the semester in which they wish to re-enroll. Students may register online for courses through the Add Period during the first 2 weeks of the term. Students may drop classes on Self Service through the Drop Period, during the first 5 weeks of the term.

Online classes may be added only during the first 3 days of each session. Students must contact the Registrar's Office for assistance in adding or dropping a Session B online class.

# Program Length, Load, & Hours

## PROGRAM LENGTH

The university requires a minimum of 60 undergraduate credits for the associate degree, a minimum of 120 undergraduate credits for the bachelor's degree, and a minimum of 30 graduate credits for the master's degree. However, the degree requirements of some individual programs may demand more than the minimum number of credits. The curriculum is built around an expected program length of 4 years for a bachelor's degree and 2 years for an associate's degree.

## CREDIT HOURS

North Central University (NCU) operates on a traditional semester system and offers academic credit in terms of the semester credit hour.

The standard for 3-credit courses is as follows:

- "Hour" courses (50 minutes per day) will meet a minimum of 40 times per semester, not including final exam week.
- "Block" courses (75 minutes per day) will meet a minimum of 27 times per semester, not including final exam week.
- Slot and Evening classes (160 minutes per week, with a break) will meet a minimum of 14 times per semester, including a final exam during the final meeting.
- Weekend classes (Friday: 6:30 pm – 9:10 pm and Saturday: 8 am – 4 pm, with breaks, or 580 minutes per weekend) will meet a minimum of 4 weekends per semester, including a final exam during the final weekend of classes.

Each semester hour of one distance learning or hybrid course credit is defined as: an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

Departments, Schools, and Colleges follow this rule in establishing the number of credit hours awarded in nontraditional settings including Directed Research, Internships, Senior Projects, and accelerated courses. This standard is consistent with the credit hour definition found in Department of Education regulation 34 CFR §600.2.

NCU Credit Hour Policy states that for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time in class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three credit course, a typical student should expect to spend at least nine hours per week dedicated to the one course.

Over the 16 week term, a student should expect to complete at least 45 hours of concentrated attention on course-related work for each credit enrolled. This includes, but is not limited to, in-

class time (class attendance with associated learning activities) and out-of-class time (reading, reviewing/organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, etc.). Common examples of course types and related approximate workload structure include:

Course Type	"In-class" hours per course per week	"Out-of-class" hours per course per week	Total hours per week
Face-to-face, 3 credits, 16 weeks	3	6	9
Face-to-face, 2 credits, 16 weeks	2	4	6
Online, 3 credits, 8 weeks*	0	17	17
Online, 2 credits, 8 weeks*	0	11.25	11.25

The above examples are only representative, and the in-class/out-of-class ratio might differ depending on the nature of the specific course, as allowed under federal guidelines. Each course syllabus will outline specific expectations.

\*It is important to note that while online students may not necessarily meet at a specific time or geographical location, they will be expected to academically attend their courses on a weekly basis. Please see the Online Course Attendance section of this document for further details.

### SEMESTER COURSE LOAD

A student must be enrolled for a minimum of 12 credit hours per regular semester to be considered full-time. A minimum class load of 15 hours per semester is necessary to complete most bachelor's degrees in a four-year period.

A student may not enroll for more than 18 credit hours during enrollment at NCU in a semester unless he or she has maintained a cumulative GPA of 3.0 GPA or higher and has permission from the Registrar by submitting an Academic Petition for approval.

The maximum academic load possible to register for during a summer session is 15 credit hours for the undergraduate program.

Students who receive veteran's benefits or Pell Grants must take a minimum of 12 credits each semester to receive their maximum award. Full-time status for Minnesota State Grant eligibility is 15 credits.

Students are encouraged to work in order to meet their financial needs and commitments. North Central also desires to assist students in anticipating the demands that they will be experiencing in college life. Therefore, to maximize the probability that all students will succeed in their college courses, the following employment workloads have been suggested based upon the number of credits taken:

Number of Credits Per Semester	Maximum Number of Hours Per Week
9-12	20-29
13-16	15-24
17-18	10-19
Student Teaching (education majors)	0

## Course Structure

### COURSE NUMBERING SYSTEM

Class listings in this catalog give all the information needed for completing the registration forms. The course descriptions give the full title and course number.

Significance of the course numbers:

100-199	Freshman-level courses
200-299	Sophomore-level courses
300-399	Junior-level courses
400-499	Senior-level courses
500-higher	Graduate-level courses

### COURSE CODE DESIGNATIONS

ALAN	Ancient Languages
APST	Applied Studies
ARCH	Archeology
BIBL	Biblical Literature and Interpretation
BUS	Business
CDS	Carlstrom ASL-Interpreting
COMM	Communication Arts
CSCI	Computer Science
CT	Critical Thought
ECON	Economics
EDUC	Education
ELED	Elementary Education

ENG	English/Literature
FA	Fine Arts
GS	General Studies
GEOG	Geography
GLE	Graduate: Strategic Leadership
GOVT	Government
HLTH	Health
HIST	History
HULE	Humanitarian Leadership
ICS	Intercultural Studies
MATH	Mathematics
MLAN	Modern Languages
MUS	Music
PE	Physical Education
PMIN	Pastoral Ministry
PSYC	Psychology
SCI	Science
SM	Sports Management
SWK	Social Work
TEFL	Teaching English as a Foreign Language
THEO	Theology
THTR	Theatre
URBN	Urban Studies
WTHE	Worldview Theology
YDEV	Youth Development

### INTERNSHIPS

An internship is a requirement for graduation for most majors and may be involved in the curriculum of all majors. The internship is usually done on a full-time basis during the student's junior or senior years. Many students are able to take their internship during the summer before their senior year.

Students pursuing a double major must fulfill the internship requirements for each major. While this may be accomplished through one internship experience, this is only possible with the permission of the Department Director of both majors. If permission is granted, a Course Requirement Variance Petition must be submitted to the Registrar's Office for final approval and, if granted, recorded on the Degree Audit Sheet. If either Department Director is not in agreement that one internship experience will fulfill the educational objectives of each of the majors, then the student will need to register for and complete one internship per major.

## FACULTY ASSISTANTS

To promote interest in post-secondary academic teaching ministry, select students who demonstrate excellence within the college academic environment are provided the opportunity for involvement as a faculty assistant under the following guidelines:

1. With the approval of the department director, students in good academic standing (2.0 cum GPA) with at least 60 credits (HG) toward graduation may have the option of registering for a course as a Faculty Assistant.
2. Students may take GS-460 as a Faculty Assistant as often as they would like. This 0 credit course is graded on a Pass/Fail basis.
3. Students may petition to register as a Faculty Assistant for a maximum of 1-2 credits (GS-461) once during their time at NCU. They will pay tuition for those credits, and earn a letter grade.
3. Any credits earned will be applied only toward General Electives. These credits may not be used to meet a degree requirement in either the General Education or the Major Core.
4. Students registering as a Faculty Assistant must complete FERPA training. If they have not previously completed this training, students will be administratively enrolled in GS-220 FERPA Training for 0 credits. Any student who fails to earn a passing grade in GS-220 prior to the last day to add classes for the semester will be administratively dropped from GS-460 or GS-461.

## SENIOR PROJECTS

A Senior Project is a requirement for most majors, but the type of project differs. For example, for music majors, it is a recital, education students complete their student teaching, and psychology students do a research paper which has an oral defense. Many majors require synthesizing papers, and those majors with a global focus emphasize particular countries.

This challenging capstone course is a wonderful opportunity to utilize the many skills students have gained during their college career to produce a culminating project.

## DIRECTED RESEARCH

This independent study program is designed to enable seniors (more than 90 credits) in residency to complete degree requirements when suitable alternatives cannot be found. Students must be in excellent Academic Standing with a minimum cumulative GPA of 3.0 in order to be eligible for this independent study option. Students should work with their advisor and the Registrar's Office to find an alternate course substitution if the required course will not be offered again prior to graduation. Directed Research is intended only for circumstances when a course variance is not a viable option. For all directed research requests, the Dean's signature and the signature of the faculty member overseeing the course are required.

Students are limited to a maximum of 12 credit hours in their total program, and 6 credits in any single term. Juniors participating in NCU-sponsored Study Abroad programs may be permitted to complete courses via Directed Research while overseas, provided that on-site or online alternatives are not available to them.

Registration becomes official once the Directed Research application form, with all necessary signatures, is submitted to the Registrar's Office. Payment of the entire amount of tuition plus Directed Research fees of \$100 per credit is required before beginning course work. All course work must be completed within the time frame of the semester in which it is initiated. Directed Research fees are non-refundable.

## Course Policies

### PREREQUISITE COURSES

Course prerequisites must be completed. Prerequisites are listed with each course description in the catalog. See course descriptions for additional details. Prerequisite waivers require Dean approval.

### COURSE VARIANCES

*Variance* implies "a substitution of coursework taken at North Central University" whereby permission is granted by the Dean for one course to equivocally take the place of another in one's prescribed program. To be eligible, the course taken must meet the following requirements:

- The course taken must meet the minimum course level of the required courses. Only upper level courses (300-400) can be variances for upper level degree requirements, such as BIBL 335 for BIBL 472. Lower level courses (100-200) can be variances by any level course (100-400).
- Course variances within the General Education Core or Christian Studies Core require approval from the Dean of the required course. This is to ensure that North Central complies with all accreditation and Department of Education regulations.

"Course Variance Forms" are available in the Registrar's Office. Verbal agreements or promises to individuals are NOT sufficient to constitute a *Variance*. An approved Course Variance Form must be on file in the student's record in order for it to be considered valid.

Approved Variance Forms will be held on file in the Registrar's Office as part of the student's permanent record. Only courses with passing grades will be processed as variances. They will be indicated as such on the student's Degree Audit sheet by the Registrar's Office.

A Course Variance Form is valid for no more than one term past the approval date. If for any reason, a student is unable to register for the approved class within one term, the form will be shredded and a new form will have to be submitted to the Registrar's Office.



## REPEATED COURSES AND REPLACEMENT CREDITS

Students who wish to retake any NCU course may do so under the following provisions:

1. Courses that were previously failed may be repeated until a passing grade is earned and will count toward the determination of the student's financial aid enrollment status and will be eligible for financial aid;
2. Any course with a passing grade that is voluntarily repeated will not be eligible for financial aid;
3. Refunds for previously attempted courses will not be awarded or credited on retake attempts;
4. The most recent grade for a course voluntarily retaken will be the transcript grade used to factor the GPA; any earlier attempts will "show" but will not "count" toward factoring the GPA. This will be an automated process. Once a course is voluntarily retaken, the credits for the prior attempt of the same course (regardless of the grade earned previously) will be adjusted on the transcript as follows:
  - Hours Registered (HR) (same as HA)...will "accumulate"
  - Hours Earned (HE)...credits will "zero out"
  - Hours Toward Graduation (HG)...credits will "zero out".
5. Graduation credits (HG) for any course will count only once toward the required 124 credits.
6. This provision does not apply to those courses which are designed to be repeated; for example, Music Lessons, Choirs and Ensembles. Such coursework is designated as being "repeatable" and failing grades cannot be replaced.

## ONLINE COURSES

In compliance with the governing federal definitions ([34 CFR §600.2](#)) and the policy of the Higher Learning Commission (HLC) (<https://www.hlcommission.org/Monitoring/distance-delivery.html>), North Central University defines an online course as one in which 75% or more of course instruction and interaction occurs via some form of electronic communication, most typically via the university's internet-based learning management system, where the students and faculty are physically separated from each other. No course with this designation will require attendance in a traditional classroom.

## HYBRID COURSES

A course is designated "hybrid" when it is intentionally designed in such a way that a portion of the face-to-face, instructional time and interaction is replaced by online activities facilitated through an internet-based learning management system (LMS) or other designated distance education method. To fit this definition, the course must also require attendance in a traditional classroom, where more than 25% of the instructional time and interaction occurs. The university's approved course workload calculator metrics will help in making this determination.

## ONLINE PROGRAM

Pursuant to the above federal and HLC guidelines, North Central University defines an online program as one in which 50% or more of the courses required are taken as online courses.

## ONLINE COURSE POLICIES

A residential NCU student may register for a maximum of 6 credits of online courses in any one semester, and no more than 18 credits of online courses in any one academic year; i.e. fall, spring, and summer. During the fall and spring terms, a student is limited to one online class per 8 week session, while during the summer term, a student may take 6 credits per session for a total of 12 credits. A residential NCU student may not exceed 48 credits of online coursework taken through NCU in a typical baccalaureate program. Special permission is required from the Provost for a residential student to be enrolled exclusively in online classes.

Students accepted to take the majority of her/his coursework through NCU's distance education platform will follow the policies set forth in the "Policies and Guidelines for Online Learning" approved by Academic Affairs and published separately.

After demonstrating success in one online course at NCU, a PSEO student can then take up to nine (9) credits in online courses per semester in subsequent semesters, with no more than 18 credits of online courses in any one academic year; i.e. Fall and Spring. PSEO students are not allowed to take courses during the summer session.

Online courses offered during the fall and spring semesters may be in either an 8 week or 15 week format. All online undergraduate courses offered during the summer semester will be 8 weeks in length.

An NCU student should be in good academic standing in order to enroll in online courses. Students who are currently on Probation should only register for online courses with the approval of their Student Success Center advisor. Any student on a Provisional Admit or Provisional Continuance academic standing are ineligible to enroll in online courses. Once a student has raised their cumulative GPA to the level required for good academic standing, they may take online courses once again. Any residential student who has previously failed a course may not retake that course in an online format without permission from the Student Success Center and the Registrar's Office.

Normal tuition rates (Block pricing) apply for "Online" online courses as described above.

A course designated as "online" will be assessed a fee of \$80 for technical & program enhancement as part of the registration process. A course designated as "hybrid" (as described above) will be assessed a fee of \$40 for technical & program enhancement as part of the

registration process. Normal technology fees and all other course fees apply to registering students as is the current practice.

Attendance for an online course is recorded by student interaction with the course utilizing the designated online platform. In most cases, this will be the current learning management system (LMS) hosted by NCU. Each student enrolled in an online course *must log in and interact* with the LMS within 3 days of the start of the 8 week session. Each student login is evidence of attendance and thus can be used for financial aid regulations and federal/state required reporting. The last date of attendance will be the student's last log in for the course.

### SCHEDULE CHANGES

Course registration can be adjusted online through Colleague Self Service for all currently enrolled students through the Add/Drop period.

Only students who have properly dropped a class within the tuition refund period are entitled to a refund, if eligible. See the Tuition Refund Schedule online under the Student Financial Services pages. Proper withdrawal from a course also ensures the appropriate grade notation on the student's record. An individual course dropped during the four-week tuition refund period will not appear on the student's final transcript (See Withdrawal section for transcript policies if a student drops all courses, i.e. withdrawing completely from NCU for the semester). A grade of "W" will be assigned for a class dropped during the fifth through ninth weeks of the semester. Any course which is dropped after the beginning of 10th week of classes for any reason will receive a letter grade of 'WF'. Classes may not be changed from credit to audit or from audit to credit after the first day of the term.

### REINSTATEMENT POLICY

Late registration is not permitted after the end of the Add Period of each term. However, if circumstances justify it, a student may file a petition with the Registrar to receive special permission to register after the enrollment period is closed. Late registration for courses during the current term that exceed block pricing or have course fees will result in additional charges.

A student may petition for Prior Term Course Reinstatement for courses completed in the previous term. Tuition for prior term course reinstatement will not be covered under block pricing, and will be charged at the rate of \$600/credit and will include any other applicable fees in effect at the time of registration. Tuition must be paid in full at the time of reinstatement or registration will be voided. Courses completed prior to this reinstatement period will not be considered for enrollment.

## AUDITING CLASSES

Courses not needed to complete degree requirements may be taken on an audit or self-enrichment basis. Attendance is not kept, work is not graded, examinations or grades are not given and credit is not recorded. All students attending or participating in any course must officially register with the University. One-third of the regular tuition rate will be charged for audit courses, and will not be included in Block pricing. Audit-only students may not utilize campus services such as the Computer Lab, the Student Success Center, Student Development, etc. Students may not accumulate greater than 30 hours of audit credit. Enrollment status on any class (for example, from audit to regular credit) will not change after the last day to add a class for that semester. Online courses, music lessons, choirs, ensembles, languages and courses with a lab (science, and music theory) also cannot be audited.

## Policies

### CLASS ATTENDANCE

Class attendance is necessary for the ongoing process of education in the student's life. For Financial Aid purposes, attendance in a course will be established during the first two weeks of the semester. Any student who has not attended class during that time will be administratively dropped from that class.

There are no excused absences for any purpose. Absences will not be questioned nor will they affect the earned grade as long as they are not excessive. "Excessive absence" from a class means that a student has missed approximately 25 percent of the class period and, therefore, will be dropped from the class. Should the last date of attendance occur during the first 9 calendar weeks of the term, a grade of "W" will be placed on the student's transcript, meaning that the student forfeits any grade or earned credit for the course. Should the last date of attendance occur after the beginning 10th calendar week of the semester, a grade of "WF" will be assigned, meaning that the earned credit will affect the student's cumulative GPA. Being late for class on three occasions is equivalent to one absence.

For all 100 and 200 level courses, the following standards will apply:

<u>Class Meets</u>	<u>Credit Value</u>	<u>Absences Allowed</u>
MTTHF	4	15
M, TH	3-4	6
M, TH	2	4
M, Th	3-4	6
M, Th	2	4
1x/Week*	3	3
1x/Week*	1	2

\*A class that meets only once per week could be a Wednesday, Evening or Slot period.

For 300, 400 and graduate-level courses, the instructors shall have the right to set any policy they choose, as long as it is not more stringent than allowing one classroom hour of absence for each credit.

In order to maintain an atmosphere that is conducive to education and learning for all students, proper classroom etiquette must be observed. For this reason, infants and children will not be allowed in the classroom, and other disruptions such as cellular phones are also considered inappropriate for the classroom.

Upon arrival to a class where the professor is initially absent, students should not vacate the classroom for at least 15 minutes. Professors shall notify the class if they anticipate being absent. No instructor shall use attendance in any way for bonus points, penalties or exemptions from exams.

Any appeals regarding class attendance must be made to the Registrar's Office within one week of notification of withdrawal, and should include all required documentation at the time of submission. Appeal forms submitted on the last day of class will not be considered as this does not allow the Academic Dean time to review the request prior to finals week. Students must continue to attend class and submit all required work until the committee has issued a determination of the case. A student cannot continue to attend class once their appeal has been denied.

#### CLASS ATTENDANCE POLICY FOR EDUCATION MAJORS

Education Clinicals will be scheduled during the semester for 8 concurrent school days in order to meet state licensure requirements. In order to facilitate this for our Education students, an exception to the Attendance Policy will be granted for all students enrolled in EDUC-350, EDUC-351 and EDUC-450). The Education Majors Attendance Policy will contain the following provisions:

1. Students will be excused from attending daytime classes during established clinical days, with the exception of evening and online classes.
2. Students are responsible for completing all make up work in a timely manner and should not be penalized for missed due dates. Students should maintain their workload in evening and online classes during this period with no extensions on due dates.
3. The faculty member teaching the class will receive an Education Attendance Exception Form from each Education major currently enrolled in a clinical at the earliest date possible. Students must obtain the Professor's signature on a form and turn this in to the Education Office.

## CLASS ATTENDANCE POLICY FOR ATHLETES

The NCAA requires each member institution to have a policy which insures a Student-Athlete will have the opportunity to compete at a high level athletically without sacrificing the opportunity to excel academically. The NCAA desires to protect the integrity and validate the lessons students receive in both arenas. The North Central University Athletic Attendance Policy will contain the following provisions:

4. The faculty member teaching the class will receive a schedule, including departure times, from each Student-Athlete at the earliest date possible. Student-Athletes must obtain the Professor's signature on a form or schedule copy. This signature will aid the Athletic Department in tracking the responsibilities of each athlete.
5. The faculty member teaching the class must substitute an equal opportunity for the Student-Athlete who must miss a class due to athletic competition and an assignment for a grade or credit occurred (test, quiz, project, etc.).
6. Student-Athletes who must miss a class to represent NCU in an athletic event will not be penalized nor be in jeopardy of failing a class due to the absence or absences if all absences have been used for athletic events; however, an athlete is NOT entitled to any extra absences for a class beyond the written policy contained in the class syllabus.
7. Faculty members who encounter any difficulty with a Student-Athlete or have questions are encouraged to contact either the coach or athletics department. It is our desire to facilitate the complete education of the Student-Athlete and not create a sense of entitlement for athletes.

## ONLINE COURSE POLICIES

### AUTHORITY

In compliance with the definitions provided by 34 CFR §668.22 (l)(7), academic attendance and attendance of an academically-related activity in an online course at North Central University is assessed by student interaction utilizing the designated online platform. In most cases, this platform will be the university's current learning management system (LMS).

Academic attendance in online courses is defined in the section below. Student logins and electronic activity are used to measure this attendance. Consequently, the university utilizes records of this electronic activity to calculate student billing and financial aid, and for federal and state regulatory reporting. The last date of attendance for financial and reporting purposes will be the date of the student's last documented academic attendance to the course.

### PURPOSE

Student attendance must be tracked to ensure accurate student billing and to facilitate proper financial aid and other regulatory reporting. Student attendance is also tracked to assist with

student success and retention initiatives. It is the responsibility of both the student and faculty member to ensure attendance is recorded accurately.

#### DEFINITION OF ATTENDANCE

Students meeting any one of these three criteria in a given calendar week,\* will be deemed as having academically attended the course for that week if the student:

- a. submits an academic writing assignment due that week
- b. completes a required quiz or exam scheduled to be taken that week
- c. makes a meaningful discussion post that meets all of the following conditions:
- d. addresses the topic of the discussion for that week
- e. adds an additional academic aspect to the discussion by responding to another student or makes an original post relevant to the topic, and
- f. is submitted in the week for that week

\*Calendar weeks are counted from Monday to Sunday and include holidays.

Unless the student has been directed as such by the course syllabus, the student should assume the course is not self-paced, and that various activities and assignments will be required throughout the duration of the course.

#### *Non-Attendance*

Students who have not academically attended the course by midnight of day three of the course will be dropped administratively from the course.

#### *Excessive Absence*

Students whose absence from online activity totals more than two calendar weeks will be subject to mandatory withdrawal from the course, in accordance with university policies governing excessive absences.

If the excess absence determination occurs within the first four weeks of the semester, the grade assigned will be a W, which does not affect GPA calculations. For excessive absence determinations beginning at week 5 and beyond, a grade of "WF" will be assigned. A "WF" has the same impact as an "F" in GPA calculations.

#### *Academic Attendance Petitions for Reinstatement*

Students who have been administratively withdrawn from a course and have an extenuating circumstance must make a petition through the registrar's office within 48 hours of having been notified of their withdrawal.

#### ADD/DROP PERIOD

*For eight-week online courses:*

**Day 3:** If students have not academically attended their course by the end of day 3, they will be administratively dropped from the course. They will be classified as never attended.

**Day 3:** This is the last day that a class may be added.

**Day 10:** This is the last day a class may be dropped.

**Day 11 to the end of week 4:** During this period, students electing to leave a course will receive a grade of "W," which does not affect GPA calculations.

**Week 5:** From the first day of week 5 and following, students choosing not to continue in a course will receive a "WF," which has the same impact as an "F" in GPA calculations.

*For semester-long online courses:*

In instances where online courses are offered over an entire standard semester, the add/drop and refund policies governing semester-long, face-to-face courses will be followed.

## COMPLIANCE AND REPORTING

### *Student Responsibilities*

Students should academically attend to their courses in a manner that will maximize their chances for academic success. If they choose to stop taking a course, students are responsible for communicating their decision to drop/withdraw to the registrar as soon as that decision has been made. In any case, they remain financially responsible for all costs and expenses associated with the course.

### *Institutional and Faculty Responsibilities*

To assist with the execution of this policy and to ensure compliance with the relevant regulations, all online courses will be required to include a significant academic assignment within the first three days of the course commencement. In addition, all faculty will be required to monitor and report student absenteeism or lack of satisfactory meaningful participation to the registrar's office on a weekly basis.

### *Note:*

- All student participation check-ins and attendance requirements must be clearly spelled out in every online syllabus.
- All instructors of online courses will be required to implement the attendance policies and practices established by the E-learning committee, to track student attendance in online courses according to those policies, and to submit any required documentation of student attendance to the Registrar's Office.

## CHAPEL ATTENDANCE

Chapel services are regarded as central in the spiritual life of the school, and attendance is required. The complete chapel attendance policy is spelled out in detail in the Student Guide and Calendar. A satisfactory chapel attendance record is required for readmission.



## Grades

Effective as of the Fall 2018 term, the grades utilized by North Central, along with their point values are shown below:

<i>Score</i>	<i>Grade</i>	<i>Value</i>
93-100	A	4.0
90-92.9	A-	3.7
87-89.9	B+	3.4
83-86.9	B	3.0
80-82.9	B-	2.7
77-79.9	C+	2.4
72-76.9	C	2.0
70-71.9	C-	1.7
67-69.9	D+	1.4
62-66.9	D	1.0
60-61.9	D-	0.7
<59.9	F	0.0

Grade Point Average (GPA) is calculated by multiplying the appropriate grade value for grades earned by the number of credits for that class, and then dividing that number by the total number of credits earned (HE). This calculation appears on each transcript - both for the “term” and the “cumulative” enrollment periods. Only letter grades earned at NCU influence academic grade point average. A GPA of at least 2.0 is required for graduation from North Central University, with the exception of the Education majors, which require an overall (cumulative) GPA of 2.5, and the Social Work majors, which require a cumulative GPA of 2.25.

Grades are directly linked to “registration”. Unless a student is properly registered for a class, no credit or grade can be awarded.

Any coursework submitted after the scheduled final exam cannot be included in the calculations of the final grade for that course, unless there is an approved Incomplete Grade Request on file with the Registrar’s Office.

A student who attends a class and then officially drops it within the tuition refund period (week 1 thru week 4) will also have the class removed from his/her transcript. (In such cases, a student’s financial aid package may be adjusted.) However, if a student drops a class after the end of the 4<sup>th</sup> week of class, a grade of “W” or “WF” will be issued. A grade of “W” will not impact a student’s GPA. A grade of “WF” will be issued after the end of the 9<sup>th</sup> week, and will have the equivalent impact of an “F” in the GPA calculations.

The last date for a student to voluntarily withdraw from a course is the last day of seated classes, prior to Finals Week.

### INCOMPLETE GRADES

The grade of "I" (Incomplete) is a temporary grade which indicates that, for extenuating circumstances (i.e., serious illness, death in the family, etc.), the student was unable to complete the work by the end of the term. Any student requesting an extension must still be attending class through the end of the term and have completed a minimum of 60% of all coursework prior to finals week. The student must complete the Incomplete Grade Request prior to the end of the term. The form must be signed by the instructor and approved by the Dean and Registrar prior to the beginning of finals week.

*Students may not submit course work for grading after the final exam for that class without an approved Incomplete Grade Request.*

Any student receiving an "I" must work closely with his/her professor to successfully complete all outstanding work **within 6 weeks** of the last day of the term. This means that, together, a shared responsibility exists between student and professor for the fulfillment of course requirements and the submission of an appropriate earned grade within the 6 week period. In all cases, professors may require an earlier completion time frame. Requests to exceed the 6 week incomplete period will be reviewed and determined on a case-by-case basis.

Students will be assigned a due date within the 6 week period, and no work can be accepted for grading past that date. The instructor will be given a separate due date for the final grade to be submitted to the Registrar in order to allow sufficient time for grading all coursework.

All unresolved incompletes will become a failing grade once the established due date has passed. No student with an "I" for a given semester is eligible for school honors in that semester. Graduating seniors who end their last semester with an "I" must complete all course requirements within the given time-frame in order to receive a diploma.

### PASS/FAIL GRADING BASIS

Student teaching, international fieldwork, selected internships, and other courses approved by the Deans' Council may be graded on a Pass/Fail (P/F) basis. A grade of "P" is equivalent to a "C-" or better. A "P" grade fulfills the degree requirement but does not carry grade points and is not included in GPA calculations. Students may not request to take a regular course on a Pass/Fail basis.

### GRADE CHANGES

Grade changes will be accepted by the Registrar's Office only in the cases of documented clerical error, miscalculation or by appeal to the Provost as a result of extenuating circumstances. A faculty member cannot reassess previously submitted material and submit a new grade. Students may not submit course work for grading after the final exam for a course.

Final Grades must be calculated based on work submitted through the Final Exam, and work submitted after the exam cannot be the basis for a grade change request unless an Incomplete Grade Request has been approved.

Re-evaluation of a student's performance is not considered a legitimate reason for a change of grade. A student may appeal a grade with the faculty member involved through the end of the semester immediately following the one in question (i.e. a professor may only make a change for the preceding semester). A grade change form must be submitted to the Registrar's Office and will include the reason for the change. This policy will be outlined in the Faculty Manual. In extreme cases of extenuating circumstances or information that arises after the grade has been submitted, the appropriate dean, in conjunction with the faculty member, will review a petition for a change of grade.

## Academic Appeal Procedures

The faculty member is the main voice regarding individual course policies, course expectations, and the assignment of grades. Students who believe that a reported grade is in error or that they are treated unfairly in their academic experience should make every effort to resolve the issue first with the faculty member. If a student still feels that they have been treated improperly, they may then discuss the situation with the respective department director and, if necessary, the Dean of the College. Appeals to department directors or deans must be received within three weeks after making the attempt to resolve the issue with the faculty member.

## Honors

### DEAN'S LIST

Students with a minimum of 12 credit hours, a cumulative GPA greater than 2.0 and a term GPA of 3.5 or above are placed on the Dean's List for that semester. A grade of Incomplete disqualifies students from the Dean's List for that semester. PSEO students are eligible for the Dean's List so long as they are enrolled full-time.

### HONOR SOCIETIES

- Kappa Delta Pi is the International Honor Society in Education for education majors who have at least a sophomore status and a GPA of 3.0 or higher.
- Psi Chi is the national psychology honor society for students majoring or minoring in Social & Behavioral Sciences.
- Sigma Beta Delta is the international honors society for business, management and administration students, who are at least junior status and rank in the upper 20 percent of their class.
- Sigma Tau Delta is the International English Honor Society.

- Theta Alpha Kappa is the honor society for Bible and Theology
- Who's Who Among Students in American Universities and Colleges is a national publication devoted to academically outstanding juniors and seniors. Approximately 25 students are nominated annually from North Central University. Election is based on scholarship, citizenship, participation and leadership in academic and extracurricular activities. Who's Who is also recognized in the graduation program.

## Graduation

### GRADUATION REQUIREMENTS

The following are required for graduation:

- Satisfactory completion of a minimum of 120 credits for a Bachelor's Degree and 60 credits for an Associate of Arts Degree. Special requirements and required credit totals for each program are listed by the department offering the degree.
- A minimum overall grade point average of 2.0 ("C" average) is required for all degree or certificate candidates, with the following exceptions:
  - Education majors must earn a minimum cumulative GPA of 2.5.
  - Social Work majors must earn a minimum cumulative 2.25 GPA.
- To receive an Associate or Bachelor degree or a certificate, 27 of the final 33 credits must be taken in residency at North Central University.
- All students must meet faculty standards regarding Christian character and conduct. Conduct judged unworthy of the standards of Christian conduct at NCU will be deemed sufficient cause for removing a student's name from the annual graduation list.
- All candidates for Associate of Arts Degree and Bachelor's Degree must file an Application for Graduation with the Registrar's Office the semester before their intended Commencement ceremony participation/last semester of attendance (See current NCU website for exact dates).
- Students must meet the prescribed standards of assessment as established by the faculty.
- A student is subject to the academic requirements of the catalog for the year in which enrollment first occurred. If a student changes majors or leaves the University and is later readmitted, the academic requirements that are in effect at the time of the change or readmission must be met.
- All graduation requirements must be completed before a student may participate in Commencement activities or a degree is awarded.
- A student must earn a minimum of 125 credits towards graduation (HG) before any credits can be counted to meet a second degree requirement. Courses cannot be double-counted within the same requirement section (e.g. within the General Education Core or within the Major Core), nor can a single course be used to meet a third degree requirement. A Course Variance Form must be submitted and approved by the Dean in order for any course to be double- counted towards graduation.

- A student will receive a December graduation date if all course work is completed in the fall semester. The May graduation date exists for students completing their coursework in May. A student will receive a July or August graduation date if coursework is completed in the summer semester. All graduating students are encouraged to participate in Commencement ceremonies.
- Students may petition the Registrar's Office to participate in the May Commencement ceremony with up to 6 credits left to complete after participation. Student must provide their graduation application, petition, and proof that they are taking steps towards completing their final requirements within the semester following participation.
- Diplomas will be printed with the student's legal name as entered into the student record at the time the degree is conferred using the following format: first name, middle initial and last name. This will ensure that the name on the transcript and the diploma are identical.

### DOUBLE MAJORS

For students pursuing a double major, accreditation requires completion of 30 unique credits in order for both majors to be awarded upon graduation. Likewise, a minor of 18 credits must include 9 unique credits not counted towards the major in order to be awarded. There are some majors and minors that cannot be combined due to these requirements (e.g. Music Major and a Music Minor).

In order to declare a second major, students must have completed a minimum of 30 credits, earning a 3.0 cum GPA or higher. Any student who drops below the 2.0 cum GPA required for graduation will need to drop their second major until they improve their GPA. This will help ensure academic success and reduce the term workload until the student returns to Good Academic Standing.

### GRADUATION HONORS

Graduating students in bachelor programs who have completed no less than 45 credits in residence at North Central University will be awarded graduation honors based on cumulative grade point average as follows: 3.80-4.0, Summa Cum Laude; 3.65-3.79, Magna Cum Laude; 3.50-3.64, Cum Laude. Honors are based on the cumulative GPA after the semester preceding graduation. However, the final cumulative GPA will be used in the calculation of honors indicated on the diploma and permanent transcript. Full-time enrollment is required for consideration of graduation honors.

Students graduating with an Associates or Master's degree are not eligible for graduation honors.

## RESIDENCY REQUIREMENTS FOR FINAL 33 CREDITS

In order for a student to receive a degree or certificate, 27 of the final 33 credits of the program must be taken in residence at North Central University. This applies to both the Associate and Bachelor degrees.

## TRANSCRIPTS

Official transcripts are issued only upon the written authorization by the student, in accordance with the Family Educational Rights and Privacy Act (FERPA). Students can request their transcripts by following the step-by-step process found on the National Student Clearing House website listed below. The time frame for processing official transcript requests is five to seven business days.

National Student Clearinghouse website: [www.GetMyTranscript.com](http://www.GetMyTranscript.com)

Official transcripts will not be issued to or on behalf of any individual who has a past-due financial obligation (including federal loan programs) to the University. Transcript holds will be lifted by the Student Financial Services Office once the past-due balance has been paid.

Unofficial transcripts can be printed directly from Self Service by the student at any time. Access will not be restricted due to financial holds on the student's account.

## Academic Integrity

### *General Principles*

As Christians we must pursue holiness in all areas of our lives and thus consider academic honesty and ethical intellectual pursuit of primary importance in our walk with the Lord and consistent with the core values of the University.

### *Definitions*

Dishonesty in academic pursuits includes intentional plagiarism, cheating, or fabrication which includes, but is not limited to roster fraud and attendance deception. Academic dishonesty includes intentionally helping or soliciting another to commit an act of academic dishonesty.

Plagiarism is commonly defined as intentionally using the words, phrases, or ideas of another person as if they were your own. Direct quotations must be properly identified and cited. Standard protocols for acknowledgement of sources is required when material from another source is copied directly, paraphrased, or summarized in an academic assignment.

North Central University views plagiarism as a serious offense. It is against the broader rules of scholarship within the North American scholarly community to use the ideas or words of another person without giving that person credit. Whether the other source is a textbook, another book, an article, a friend, a blog, or a website, students should indicate clearly that

another source has been used and precisely what elements of the work being submitted are drawn from that source.

Fabrication is “intentionally falsifying or inventing any information or citation on any academic exercise” (UM Policy & Procedure Manual, 2003), therefore “invented” information may not be used in any laboratory experiment, assignment, or classroom exercise.

Roster Fraud and Attendance Deception is intentionally or knowingly signing or otherwise indicating another student’s presence in a class when he or she is not present. This is a form of “fabrication” or lying and constitutes academic dishonesty.

### *Multiple Submissions*

Students are prohibited from submitting parts or all of a paper in multiple classes. Students must not change and resubmit previous academic work without prior permission from the instructors over the course in which the work was previously submitted and the course in which the work, in whole or in part, will be submitted.

### *Violations and Response*

Any verified violation of the academic integrity policy will result in action fitting the gravity of the offense and may range from grade reduction to failure on an individual assignment to failure for an entire course. Compounding the situation with multiple occurrences, further dishonesty, or other violations may result in more serious consequences. In extreme cases, violations of academic integrity may result in dismissal from the University. All documented violations of academic integrity will be kept on record in the Office of the Provost and in the student’s conduct file.

### First Offense Procedures

The Office of the Provost should be notified of any documented violation of academic integrity. Determination of appropriate sanction for an individual violation will be left with the instructor in consultation with the program director and/or dean. In most cases, a grade of F will be given on the individual assignment and/or a requirement that the assignment be resubmitted. Should a student challenge the sanction, the dean of the college may convene an ad hoc “academic integrity committee” consisting of at least two faculty members (not including the original instructor) who shall review the specifics of the incident.

### Multiple or Repeated Offenses

If records kept by the Office of the Provost indicate that a student has committed multiple academic integrity violations within the same course or in multiple courses, the student’s program director and/or dean of the college will be notified so that appropriate intervention and disciplinary measures can be implemented.

A violation of the academic integrity policy more than once within the same course may result in a failure for the course. If a student commits a violation of academic integrity in multiple courses, the Office of the Provost in consultation with the student’s program director and/or

dean may convene an ad hoc “academic integrity committee” of at least three faculty members to review the incidents and submit a recommended course of action. Sanctions may vary from simple warning, to grade reductions, to dismissal. The Provost must approve the Committee’s decision before the University acts on it. If a student is dismissed, he/she is not able to return for one entire semester following the dismissal.

## Satisfactory Academic Progress

It is expected that a student will make satisfactory progress toward a degree, diploma or certificate. An Academic Warning, Academic Probation and Academic Provisional Continuance list is compiled each semester, based on the student’s academic achievement for the previous semester.

The following information states the required total cumulative grade point average (GPA) necessary for the student to remain in good academic standing based upon the total number of credit hours which the student has earned.

Minimum Requirement:

<u>Cumulative Credits Earned</u>	<u>Cumulative GPA</u>
0-59	1.8
60+	2.0

Students with a grade point average below 2.0 will be notified in writing by the Registrar's office and placed in one of the following categories:

- **Academic Warning**: When a student’s term GPA is lower than 2.0 or the cumulative GPA is lower than 2.0 but above the good standing requirement, the student will be placed on Academic Warning status for the following semester. There are no sanctions associated with a warning status.
- **Academic Probation**: When a student’s cumulative GPA falls below the level of good standing, as noted in the chart above, the student will be placed on Academic Probation status for the following semester. The maximum academic load for students on Academic Probation is 16 credit hours. Students on Academic Probation are limited to participation in one extra-curricular activity. In addition, students are required to take GS 143-Stragies for Success I or GS 144- Strategies for Success II.
- **Academic Provisional Continuance**: The student who does not attain a cumulative GPA above the level of good standing after being placed on Academic Probation (at any point in his or her academic career) will be placed on Academic Provisional Continuance. Any student with a cumulative GPA that is below 1.0 will be place on Academic Provisional Continuance. This is a heightened status meant to be more stringent than probation. A student on Academic Provisional Continuance will not be allowed to enroll in more than 16 credit hours or participate in extra-curricular activities such as campus leadership,



organizations, ministry teams or athletics to name a few. Enrollment in online courses is not recommended, and requires prior approval from the SSC. Students will be required to take one of the Strategies for Success courses, as determined by the SSC.

- Removal from Academic Warning/ Academic Probation/Academic Provisional Continuance: A student will be declared in Good Academic Standing at the end of any given semester when their cumulative GPA meets the requirements for good standing.
- Academic Dismissal: The student on Academic Provisional Continuance whose cumulative GPA at the end of the semester is lower than what is required for good standing can anticipate dismissal from the University. In addition, any student whose cumulative GPA is below 0.5 will be reviewed by committee and could face academic dismissal.

Academic Dismissal Appeals should be made in writing to the Registrar and will be reviewed by the Academic Progress Committee. They may also be considered by the Provost and others as needed. Individuals who have been dismissed for academic reasons may reapply after they have attended another college and earned at least 6 credits of “C” academic work that will transfer to NCU. The Admissions Committee will, upon receipt of a transcript from that institution, consider the reapplication request.

#### Academic Standing and Withdrawals from the University

Academic Standing Statuses remain in effect even if a student leaves North Central University. Upon readmission to the university, the student will be notified of the current requirements and restrictions of their academic standing in effect at the time of their last term of enrollment.

Any student who withdraws from North Central University during the “W” period will leave in Good Academic Standing. They will not be penalized for a “0” Term GPA. If a student leaves with any “WF” grades on their record and a 0 GPA, they will be placed on a Provisional Continuance status.

## Provisional Admittance

Students who do not meet the minimum GPA (2.2) and ACT (18) requirements are accepted provisionally. All students accepted provisionally must meet the following conditions during their first semester at North Central:

- Enroll and pass the required Strategies for Success course or seminar (GS142 or GS143). This course is designed to help a student develop and improve the study skills he or she will need for college-level work.
- Registration is limited to 16 credits for the first semester and enrollment in online courses must be approved by the SSC.

- Any student who does not meet the GPA required for good academic standing at the end of their first term will be placed on Academic Probation.

## Withdrawal

Voluntary: A student who finds it necessary to withdraw from the University after they have started attending classes must meet with the Dean of Student Advocacy in person to complete a Withdrawal Form & Exit Survey. The date on which a student notifies the University of their intent to withdraw will be the date used to calculate any available refund. Refunds of tuition, general fee, technology fee and room charges will be calculated according to the University's Refund Policy.

The student will receive a grade of 'WF' on his or her transcript for each class if a complete withdrawal is made after the beginning tenth week of the semester. Prior to the tenth week, a grade of 'W' will be listed on the transcript.

Disciplinary Action: If a student is dismissed for disciplinary reasons, a grade of 'W' or 'WF' will be listed on the transcript based on the date of withdrawal. The regular refund policy applies for a student who is dismissed for disciplinary reasons.

## Transfer Credit Information

### APPLICATION PROCESS FOR TRANSFER STUDENTS

In addition to the regular admissions requirements, transfer students applying to North Central must submit official college transcripts by completing their college's Transcript Request Form to have transcripts sent to the Registrar's Office at NCU.

### TRANSFER CREDIT EVALUATION PROCESS

The Transfer Credit Specialist located in the Registrar's Office will evaluate transcripts and communicate the results to accepted students within 14 business days. Questions regarding transcript evaluation should be directed to the Registrar's Office at 612.343.4409. Upon completion of courses, official transcripts should be sent to:

North Central University  
Attn: Registrar's Office  
910 Elliot Avenue  
Minneapolis, MN 55404

## RESIDENCY REQUIREMENTS

In order to graduate from North Central University, 27 of a student's final 33 credits must be taken in residence at NCU. This allows flexibility for students to transfer six of their last 33 credits if necessary. Advanced Standing credit is also included in this 6 credit limit if an exception to policy is approved and AS credit is processed after the first two semesters of enrollment at the university.

In addition, NCU requires that students in all degree programs complete a minimum of 50% of program-specific credits within that program through North Central University. The 50% program-specific residency requirement applies to credits within the major, minor, Interdisciplinary Field 1 and Field 2, as well as certificates.

The one exception to this policy is the Christian Studies Minor earned by all students at North Central University. Students can transfer in a maximum of 15 credits towards this minor, with the exception that at least one Worldview Theology elective must be taken at the university.

Credits will be transferred to NCU in the order that the official transcripts are received in the Registrar's Office. Credits that do not meet Residency Requirements will not be transferred to NCU. Approval of transfer requests on the Transfer Credit Request Form does not guarantee acceptance of credits.

## CLARIFICATION OF TERMINOLOGY

The purpose of this notification is to promote a more standardized approach to the usage of these terms within our Institution by publishing the meanings that the Registrar's Office is currently associating with this terminology. The terms under consideration are: "Exempt," "Transfer," "Portfolio Review" and "Advanced Standing." The distinguishing features of each term are as follows:

### **"Exempt"**

*Exempt* implies that one has met the requirements of a given program via placement exam or other criteria. Passing a placement exam (music theory or ASL language proficiency) allows a student to move into the next course, but does not earn credit towards a degree. Students must take major electives or general electives to make up for this credit deficiency, as approved by their advisor.

### **"Advanced Standing"**

*Advanced Standing* implies that one is eligible to receive college credit for life experiences gained prior to matriculation through unaccredited educational programs (YWAM) that "translate" into similar competencies gained through specific coursework at NCU. See the Transfer Credit Policy for a full explanation of Advanced Standing credit.

### **"Portfolio Assessment"**

*Portfolio Assessment* is reserved for students with professional competencies gained post-matriculation from career experience that "translate" into similar competencies for specific coursework at NCU. Examples include, but are not limited to certifications, work experience, and published works. Students must submit thorough portfolio documentation which will be subject to faculty review in order to determine the course equivalencies for demonstrated competencies. Portfolio Credits cannot exceed 21 credits towards a bachelor's degree.

### **"Transfer"**

To *transfer* credit means "to accept the qualified academic semester credits (Carnegie units) from another educational entity;" it also implies academic compatibility and equivalency of academic quality standards and competencies that are synonymous with at least "C-" (70%) at NCU. On the transcript, transfer credits appear as "TR" and do not affect GPA.

Please note that once transfer credit has been granted, it will not be removed or waived by a request from the student. Transcripts will be reviewed upon request when a student changes majors to evaluate additional credits that could be transferred to NCU. At no time will any processed transfer credits be deleted or removed from the student record.

Transfer credits come from accredited academic sources such as:

- Qualified Colleges or Universities
- CLEP (College Level Examination Proficiency) exam\*
- AP (Advanced Placement) exam\*
- IBE (International Baccalaureate Exams)\*
- DSST/DANTES Exams\*

*\*Please note that a maximum of **30 credits** will be accepted for transfer from CLEP, AP, IB DANTES and Advanced Standing combined.*

### **TRANSFER CREDIT POLICY**

- 1) Credit will be transferrable from institutions approved by one of the regional accrediting agencies recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA). These are:
  - ❖ Higher Learning Commission (HLC);
  - ❖ Middle States Commission on Higher Education (MSCHE);
  - ❖ New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE);
  - ❖ Northwest Commission on Colleges and Universities (NWCCU);
  - ❖ Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC);
  - ❖ Accrediting Commission for Community and Junior Colleges (ACCJC) - Western Association of Schools and Colleges;

- ❖ WASC Senior College and University Commission (WSCUC) - Western Association of Schools and Colleges.
- 2) CHEA (Council on Higher Education) recognized accrediting agencies will be accepted for transfer. All courses will be evaluated on a course-by-course basis.
  - 3) Only courses with a grade of “C-“ or better will be accepted for transfer. Transfer credit will be not awarded for courses graded on a pass/fail (P/F) or satisfactory (S) basis.
  - 4) Transferable credits are accepted to North Central University to the extent that they apply to a student’s declared program of study. Some programs, like Applied Studies, Education and Social Work, have program specific limitations on transfer credits based on accreditation standards or licensure requirements. Evaluation is done by the Registrar’s Office- in collaboration with the Deans and School Directors, if necessary- and relevant credits are articulated upon payment of the enrollment deposit and declaration of a major. The relevancy of general education courses are determined by course content and will be accepted for transfer corresponding to the equivalency requirements for the General Education Courses document.
    - a. Transfer limitations for Applied Studies majors are set at a maximum of 30 credits of General Education and upper-level general elective credits. This is limited to ensure that Residency Policy is met and all accreditation standards for bachelor degrees are adhered to.
  - 5) Current students must complete a Transfer Request Petition and submit the form to the Registrar’s Office for evaluation prior to registration for those classes at another institution. Registrar’s approval is required for transfer requests to the major core.
  - 6) Residency requirements for an Associate of Arts degree requires a minimum of 30 credits taken at NCU. For a Bachelors degree, a minimum of 50% of the major core must be taken at NCU. Residency policy permits a maximum of 6 credits that can be transferred within the final 33 credits towards a Bachelor’s degree, including both transfer and any advanced standing credit approved for acceptance outside of policy.
  - 7) Advanced Standing credits are restricted to document learning prior to matriculation to NCU. Credits will be accepted for transfer so long as official scores are submitted to the Registrar’s Office within the first two semesters of enrollment at North Central. A **maximum of 30 combined credits** will be accepted from the following sources:
    - a. CLEP (College Level Exam Proficiency) tests
    - b. AP (Advanced Placement) exams
    - c. IBE (International Baccalaureate Exams)
    - d. DSST/DANTES Exams
    - e. Advanced Standing Credit

- 8) Transfer credit accepted from another institution is reflected on the North Central transcript with a grade of "TR". Advanced Standing awarded for prior learning will be noted on the transcript with a grade of "AS". Neither TR or AS grades will be included in North Central GPA calculations.
- 9) Transfer implies the recognition of academic merit of a course or program of study. Advanced standing is not justified on the basis of the academic merit of a course or program, but rather the education achieved by the active, supervised participation of the individual in an applied or real-world setting. In some cases, advanced standing may be justified for education received in an unaccredited setting, where transfer credit would not be justified. Credits pre-approved for advanced standing from unaccredited discipleship programs will be awarded upon the successful completion of one semester at NCU where the student is in good academic standing (GPA 2.0 or higher).
- 10) All determinations regarding advanced standing will be made by North Central University. It should be understood that advanced standing credits from other institutions will not automatically be awarded or transferred to North Central University.
- 11) Continuing Education (CEU) Credits and StraighterLine exam scores are not accepted for transfer at NCU.
- 12) The Joint Services Transcript, which documents coursework taken in the military, is accepted as evidence equivalent to an academic transcript. The JST includes equivalent experience/ coursework from the Army, Navy, Coast Guard, and Marine Corps. Air Force veterans must submit an official transcript from the Community College of the Air Force (CCFA) or Air Force University (AU). Military service records will not be accepted as evidence equivalent to academic transcripts from a college or university. The JST can be requested by visiting: <https://jst.doded.mil/official.html>. Air Force Veterans can request a transcript by visiting: <http://www.au.af.mil/au/ccaf/transcripts.asp>
- 13) The Deans' Council will provide oversight for all transfer credit policies, and will review as needed to ensure compliance with all accreditation standards and requirements.

#### INTERNATIONAL TRANSFER CREDIT

Because of the great variety of types of educational institutions that exist around the world, as well as how difficult it is to assess foreign equivalencies to American terminology and standards, North Central University requires academic credit earned from institutions located outside of the United States not only to be documented with transcripts or similar official reports, but also to be evaluated using an agency approved by the American Association of

Collegiate Registrars and Admissions Officers (AACRAO) or the National Association of Credit Evaluation Services (NACES). Transfer credit will be assessed based on equivalency to collegiate work completed at regionally accredited institutions in the United States.

In addition, North Central University reserves the right to determine how such transfer credits might apply, or might not apply, to the specific requirements of a particular course of study. In other words, although NCU might recognize foreign academic coursework as being of acceptable academic quality, the University might also determine that the subject matter of this coursework is such that it will not meet any of the specific requirements of a particular academic program. International students must have their transcripts evaluated by an AACRAO or NACES-endorsed evaluation service and submitted directly to the admissions office.

Just as it is the responsibility of a student seeking transfer credit to provide NCU with relevant transcripts, it is also the responsibility of the student seeking foreign transfer credit to bear the cost of this evaluation.

## Academic Placement

### ACT AND SAT PLACEMENT

Because the ACT and SAT examinations are used nationwide and have proved to be reliable and valid measures of ability, the University uses the results to determine placement in Math and English courses. (See Placement Charts below.)

### MATH REQUIREMENT

To fulfill the math requirement, students are required to complete at least one of the following: MATH 115 Liberal Arts Math, MATH 125 College Algebra I, or MATH 250 College Algebra II & Trigonometry. Students also have the following options for meeting the math course requirements:

- Take the math CLEP exam and earn a qualifying score;
- Transfer an equivalent course from another college or university.

### *Math Placement Chart\**

ACT under 16 <i>or</i> SAT under 415	Must take MATH 115 – Liberal Arts Math
ACT 16-23 <i>or</i> SAT 415-555	May take MATH 125 – College Algebra I
ACT above 23 <i>or</i> SAT above 555	May take MATH 250 – College Algebra II and Trigonometry

### ENGLISH REQUIREMENT

All students are required to complete 6 credits of English in order to become eligible to receive a baccalaureate degree from NCU. ENG 124 Rhetoric and Research is considered the institution's foundational level English course, the skills of which are necessary for success in

most other NCU courses. Therefore, in an effort to ensure student success, baccalaureate degree-seeking students will be required to take ENG 124 or the transfer equivalent during their first or second semester of enrollment. Before the start of each semester, the enrollment will be checked to see that all students have one of the following on their student records: a successfully completed ENG 124 course from NCU, current registration for ENG 124 in the upcoming semester, or acceptable transfer credit from another school, CLEP, or AP exam. Any student who does not meet one of the above criteria within one (1) week prior to the start of semester two of full-time enrollment may have his/her schedule rebuilt around this academic requirement. Continual enrollment of this class is required of all full time students until it is successfully completed.

Successful completion of ENG124 requires a grade of “C-” or better, and students must retake Rhetoric if they have earned less than a “C-“. Students have the following options for meeting the English requirement:

- Take the appropriate English CLEP exam and earn a qualifying score;\*
- Transfer an equivalent course from another college or university.

\*To complete the CLEP College Composition Modular with Essay, please contact the testing center directly to request the essay portion of the exam.

### CLEP EXAM POLICY

The College Level Examination Program (CLEP) offers an opportunity to earn college-level credit for knowledge already acquired. North Central University accepts CLEP credits as transfer credits to meet the equivalent course requirements. Only exams listed under the currently approved CLEP transfer guide will be accepted for transfer.

All official transcripts with CLEP exam scores must be received by North Central within the first two semesters of a student’s enrollment at NCU to be accepted toward degree requirements. Approval of a Transfer Credit Request does not guarantee acceptance of the CLEP exam score if the transcript is not received within this credit limit.

Double credit may not be received by taking the course in addition to passing the CLEP test. CLEP credit will only be granted in areas where coursework has not been taken.

*Please note that a maximum of **30 credits** will be accepted for transfer from CLEP, AP, IB, DANTES and Advanced Standing combined.*

### *CLEP Testing Dates, Fees and Deadlines*

The CLEP test is administered at more than 1,300 locations throughout the United States. The institution administering the exam establishes the testing dates and fees. To find out when and where a CLEP test will be administered, please contact:

College Level Examination Program  
PO Box 6600



Princeton, NJ 08541-6600  
609.771.7865  
E-mail: [clep@ets.org](mailto:clep@ets.org)

When taking the exam, use CLEP code 6505 to have all scores forwarded to North Central University. Additional information about CLEP can be found at [www.collegeboard.org](http://www.collegeboard.org). Specific information regarding tests and course requirements can be found in the Registrar's Office.

## Academic Support Services

By providing a personalized one-on-one environment, the Student Success Center (SSC) staff strives to build professional and personal relationships with students in order to carefully assess their individual needs and offer appropriate academic support. Our services can help clarify and reinforce classroom learning, enhance specific skills (e.g., writing, test-taking, memory) or provide a network of support for academic aspirations.

Academic Services Include:

- One-on-one consultation to assess how the SSC can meet the student's needs
- Tutoring in general education subjects
- Academic Coaching a performance improvement program
- Writing consultations, support and feedback for class papers
- Assistance in breaking through writer's block when facing a paper
- Assistance to students who are studying with a learning disorder
- Study skills courses
- Study groups and test preparation strategies
- Workshops
- Exam proctoring

## Students with Disabilities

North Central University is committed to providing optimal educational opportunities for all students, including those enrolled or admitted who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

College policy provides for reasonable accommodations to be made for students with disabilities on an individual and flexible basis. It is the responsibility of students with disabilities to seek available assistance and make their needs known to the Director of the Student Success Center. In order to determine accommodations for special needs, North Central University asks students to submit a recent (within the last three years) professional assessment that documents the disability.

For assistance with special services, students should contact the director or assistant director of the Student Success Center at 612.343.3513 or 612.343.3510. We work to ensure equal access for students with documented disabilities. Services provided include equal access, academic advising, assistance and support.

## Title II Reporting

In accordance with Section 207 of Title II of the Higher Education Act, North Central is required to inform the public of the performance of completers of the teacher preparation program on teacher certification/licensure assessments used by the State of Minnesota.

For academic year 2017-2018, the most recent year for which reporting is available, the pass rate for those taking the MTLE exams were as follows:

Total Number of Program Completers: 21

### Summary Pass Rates

Group	Number taking tests	Number passing test	Pass Rate (%)
All program completers, 2017-18	17	14	82
All program completers, 2016-17	20	17	85
All program completers, 2015-16	27	19	70
All program completers, 2014-15	23	19	83

### The NCU Education 2017-2018 program statistics:

- 45 students formally admitted to the Education Program
- NCU's Education program requires 696 hours of supervised practice teaching
- The average student-faculty ratio for supervised practice teaching is 9:1
- Average placement rate for NCU Education graduates into a full-time teaching or education related field is 100%. *(Calculated based on those who completed our graduate survey and who actively sought a job in education.)*
- 2 NCU alumni have been named the Minnesota Teacher of the Year since 2000.

If anyone desires to examine the report, copies may be obtained by request. Contact the Registrar's Office at ext. 4409

# Notice of Student Rights under FERPA

## DISCLOSURE OF INFORMATION

North Central University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through formal and informal hearings.

### *Family Educational Rights and Privacy Act Notice*

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, provides certain rights to students regarding their educational records. All students are protected under this act from the time they begin attending classes at North Central University, regardless of age or minor status. Each year North Central University is required to give notice of the various rights accorded to students pursuant to FERPA. In accordance with FERPA, all students are notified of the following rights.

**Right to inspect and review educational records.** Students have the right to review and inspect substantially all of their education records maintained by or at North Central University within 45 days once the request for access has been received by the Registrar's Office.

A student who wishes to inspect education records should submit a written request to the Registrar identifying the record(s) the student wishes to inspect. The Registrar or appropriate designee will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's office, the Registrar shall advise the student of the correct University official to whom the request should be addressed.

**Right to request amendment of education records.** Students have the right to seek to have corrected any parts of an education record that are believed to be inaccurate, misleading or otherwise in violation of the student's right to privacy.

A student who wishes to ask the University to amend a record should submit a written request to the Registrar which clearly identifies the part of the record the student wants changed, and specifies why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If, after a hearing, the University decides not to amend the record as requested, the student has the right to submit a personal statement in which they contest the accuracy of the record, which will become a part of the student's academic file alongside the disputed record.

**Right to give permission for disclosure of personally identifiable information.** Students have the right to provide written consent before the University discloses personally identifiable

information from the student's records, except to the extent that FERPA and the regulations regarding FERPA authorize disclosure without the student's permission.

### FERPA Authorizations and the FERPA PIN

Students must complete the FERPA Authorization Form in order to notify the university in writing of their standing release to the university to disclose confidential student information from the Registrar's Office, Student Financial Services, Housing or Student Development.

Students must present their North Central University photo ID when requesting information in person at various university offices. Written requests for information must come from the student's secure NCU Email account. In order to request information over the telephone, a FERPA Pin will be required from both the student and any individuals authorized on the student's account. Parents or legal guardians authorized on the account will be required to provide their student's name, their name and relationship to the student, along with the FERPA Pin.

**Right to withhold disclosure of "Directory Information".** FERPA uses the term "directory information" to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of North Central University without notification of the request or disclosure to the student.

Under FERPA, the student has the right to withhold the disclosure of the directory information listed below, called a Directory Block. Students should consider very carefully the consequences of any decision to withhold directory information. Should a student decide to inform North Central University not to release directory information, any further request for such information from persons or organizations outside of North Central University will be refused without a written release of information from the student.

The Directory Block remains in effect, even after graduation or withdrawal from North Central University, unless revoked by the student in writing. The Block can be revoked at any time simply by updating the Directory Block Form with the Registrar's Office.

"Directory information" includes the following:

1. The student's name
2. The student's address and telephone number
3. The student's institution-issued e-mail address
4. The student's class standing (Freshman, Sophomore, Junior, Senior)
5. Current enrollment status (full-time or part-time)
6. The student's major
7. The student's participation in officially recognized activities and sports
8. The student's degrees, honors, and awards received
9. The weight and height of members of athletic team

10. The student's dates of attendance
11. The student's photograph

North Central University will honor the student's request to withhold all directory information, but cannot assume responsibility to contact the student for subsequent permission to release it. North Central University assumes no liability for honoring the student's instructions that such information be withheld. Forms for the directory block are available from the Registrar, and will be effective based on the date they are entered into the system.

North Central University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. School officials at NCU include the following; any person employed by NCU in an administrative, supervisory, academic or research, or support staff position, or a volunteer serving in one of these positions, companies with whom NCU has contracted (e.g. attorney, auditor, collection agency), Board of Regents, or students serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. Information will only be disclosed to school officials if they have a legitimate educational interest to access the information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

### *Release of Educational Information*

No additional educational information will be released, except to the extent that FERPA authorizes disclosure without consent, without the explicit written consent of the student. Requests for the University to release student educational information must be in writing and must explicitly indicate what information is to be released and to whom.

### *Right to complain to FERPA Office*

- Students have the right to file a complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 600 Independence Ave S.W. Washington D.C., 20202, if the student believes that North Central University has violated the Federal Educational Rights and Privacy Act.
- Students have the right to obtain a copy of the written North Central University policy regarding FERPA. A copy may be obtained in person from the Registrar's Office.

### *Notice of Possible Federal and State Government Data Collection and Use*

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which the student's education records and personally identifiable information (PII) contained in such records — including the Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student's

records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to the student's education records and PII without their consent to researchers performing certain types of studies, in certain cases even when the North Central objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military and migrant student records systems.