

NORTHWESTERN COLLEGE



2026-2027
Undergraduate Catalog

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Accreditation

Northwestern College is accredited by The Higher Learning Commission. Individual programs are accredited by the Iowa Department of Education, the Commission on Accreditation of Athletic Training Education, the International Assembly for Collegiate Business Education, the Council on Social Work Education and the Commission on Collegiate Nursing Education. The Nursing program is approved by the Iowa Board of Nursing. Accreditation documents are located in the Office of the President.

Catalog Changes

Northwestern College reserves the right to change academic requirements or policies, as stated in this catalog, at the beginning of each term, with proper notification of such changes to be distributed to all students and faculty.

Notice of nondiscrimination

Northwestern College adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education on the basis of race, color, national origin, sex (including pregnancy), age, disability, or other characteristics protected by law, in admission, access to, or employment in its programs and activities except as modified by the protections of Northwestern's religious identity, beliefs, and practices found in the First Amendment, the Religious Freedom Restoration Act, Title IX Religious Colleges Exemption, the Title VII Religious Employers Exemption, and other federal and state legal protections for religious freedom. Northwestern College complies with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, the Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973. To ensure compliance with these and other federal and state civil rights laws, Northwestern College has developed policies and procedures that prohibit discrimination in all of its forms.

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Northwestern mission and vision for learning

Mission statement

Northwestern College is a Christian academic community engaging students in courageous and faithful learning and living that empowers them to follow Christ and pursue God's redeeming work in the world.

Identity statement

Northwestern College is a Christian college in the Reformed tradition, founded in 1882 and affiliated with the Reformed Church in America. We are committed to providing a Christian liberal arts education in the context of community among learners on campus and online. We offer bachelor's degrees in traditional and professional programs, as well as graduate degrees and certificate programs.

Vision for learning

Northwestern College is a community rooted in Scripture and the confessions of Reformed theology and thus shaped by a robust integrative and transformative vision of the Triune God who creates, redeems and sustains. This theological background supports a framework within which students, staff, and faculty of various Christian traditions take up the task of loving, understanding, and serving the world whose Savior and Lord is Jesus Christ. We see the pursuit of liberal arts education as worship experienced in community and offered to the glory of God. Embracing this calling with a freedom that arises from confidence in God's saving grace and sovereignty, we are committed to cultivating virtues of heart and mind that will enable us to live out our shared vocation as participants in God's redemptive work. We respond to God's call to proclaim the message of the gospel, be stewards of creation, serve Christ in all persons, and bring all things under his lordship.

In keeping with this commitment, we intend Northwestern graduates to be person who

Trust, love and worship God

- Understanding that God is the center of life, learning about God through careful and rigorous study, and aspiring to trust, love, and worship God as the sovereign Lord of the universe.
- Recognizing that to love God is also to live joyfully as participants in a variety of communities, valuing the diversity of the human family and seeking opportunities for learning, growth, and transformation through intercultural relationships.

Engage ideas

- Demonstrating competence in navigating and contributing to the world of ideas and information, having learned to listen, read, question, evaluate, speak, write, create, and perform with a disciplined imagination.
- Gaining a comprehensive understanding of the theoretical foundations, methods, and products of the humanities, the social and natural sciences, and the fine arts.
- Pursuing truth faithfully in all aspects of life; developing, articulating, and supporting their own beliefs; and seeking meaningful dialog with those holding different convictions.
- Desire to continue a life of learning and contemplation.

Connect knowledge and experience

- Completing academic majors that enable acquisition of the narrower but deeper knowledge and skills that serve as the basis for mastery of a particular discipline and as preparation for meaningful life and work.
- Exhibiting a broad understanding of the current and historical interplay of different realms of knowledge and experience.
- Seeking opportunities for growth and reflection that integrate faith, learning, and living in community.
- Seeing beauty and finding joy in all pursuits.

Respond to God's call

- Discerning and developing their unique gifts in service to Christ, the church, and the world Christ loves and redeems.
- Regarding all persons as made in the image of God and thus deserving of understanding, love, and justice.
- Living a balanced and whole life in obedience to God.

Northwestern heritage

A brief history of Northwestern College

Northwestern is a Christian college in the Reformed tradition. That tradition goes back to the 16th-century Protestant Reformation and to the work of John Calvin. Calvinist churches spread throughout continental Europe and the rest of the English-speaking world, including North America, where their best-known representatives have been the Puritans and the Presbyterians. Reformed Christianity was the dominant religious influence in colonial America. In the early 17th century, Dutch Calvinist immigrants settled in what is now New York, where the first Reformed Church was organized in 1628. This makes the Reformed Church in America, Northwestern's founding denomination, the oldest Protestant denomination in North America with a continuous ministry.

A second Dutch migration to the New World-this time to the Midwest in the 19th century-brought immigrants who desired freedom of religious expression and opportunities for a better life in general. The best-known settlements of the Dutch Reformed immigrants of this time were Holland, Michigan, and Pella, Iowa, both begun in 1847. Most of these immigrants soon joined the Reformed Church in America. In the 1870s some Pella residents, led by Henry Hospers, moved to inexpensive, fertile land in northwestern Iowa, about forty miles north of Sioux City. They named their main settlement Orange City, after the Dutch royal house.

In 1872, the Reverend Seine Bolks became the first pastor of Orange City's First Reformed Church. One of the founders of what became Hope College in Holland, Michigan, he desired to establish a Christian classical academy in Orange City to prepare students for college and ultimately for ministry in the Reformed Church in America. Grasshopper scourges and intermittent floods, hailstorms and droughts delayed fulfillment of that dream. After considerable economic hardship, the area's Dutch Reformed people, led by Bolks and Hospers, incorporated the Northwestern Classical Academy on July 19, 1882, with the motto "Deus est lux" (God is light). The constitution called for establishing an institution of learning "for the promotion of science and literature in harmony with, and religion as expressed in, the doctrinal standards of the Reformed Church in America."

Hospers donated much of the land on which Northwestern is located. Zwemer Hall, the first permanent building, was erected in 1894; it is now the college's administration building and is listed in the National Register of Historic Places.

The academy grew from 25 students in the first year to around 70 within a decade. The curriculum expanded to embrace subjects such as education and business in addition to classical studies such as Latin. Soon academy graduates included educators and other professionals.

In 1928 the academy added a junior college. The Great Depression hit Northwestern hard, resulting in salary cuts for faculty. Despite the suggestion from the Reformed Church's Board of Education in 1932 that the junior college close temporarily, President Jacob Heemstra kept Northwestern afloat. After World War II, enrollment increased steadily. With that growth came the construction of a number of buildings in the 1950s.

Northwestern became a four-year teacher-training college, awarding its first bachelor's degrees in 1961, the same year the academy ceased operation. Four years later, the Board of Trustees approved the development of a liberal arts program. As enrollment doubled to more than 760 in the 1960s, three dorms and Ramaker Library were built.

The North Central Association granted the college full accreditation in 1970. The football team won the college's first NAIA national championship in 1973, and Northwestern began offering opportunities to intern in Chicago and study abroad a year later.

Northwestern's Christian dimension was strengthened in the 1980s as the institution joined the Council for Christian Colleges & Universities, began offering spring and summer short-term mission opportunities, and emphasized discipleship groups. The percentage of faculty who earned doctorates or the highest degree in their field increased from less than 50% to 75%. In addition, majors were added in accounting, Christian education, communication, computer science and social work. Despite Iowa's farm crisis, funds were raised to build Christ Chapel and enrollment grew to more than 1,000 by the end of the decade.

A number of building and renovation projects were completed by the end of the 20th century, and enrollment continued a steady incline. Northwestern's academic reputation was strengthened when faculty members were named Iowa's Professor of the Year in

2004 and 2006. The 2000s also saw an expansion of the study abroad program, construction of new facilities for art and theatre, five national championships in men's and women's basketball, and a campus-wide emphasis on helping students discover their calling by better integrating their academic, service and co-curricular experiences.

Adhering to its original mission of providing a Christ-centered education and still strongly connected to the Reformed Church in America, Northwestern has achieved recognition as a high-quality, genuinely Christian, liberal arts college. As in the past, Northwestern looks to the future with confidence and faith that God's light will continue to guide.

Northwestern and the liberal arts

Northwestern College claims the liberal arts tradition as its own. That tradition can trace its roots to ancient Rome and Greece, continuing through the Middle Ages in studies designed to develop the human intellect, with the focus on knowledge, reflection and understanding. The seven liberal arts originally included arithmetic, astronomy, geometry, grammar, logic, music and rhetoric. The Renaissance added the ancient languages and the classics, along with a new emphasis on the dignity of the individual. With the Reformation, theology and scriptural studies became central, and people were called upon not only to know God but also to serve him.

The scientific revolution and the Enlightenment ushered in a renewed interest in the natural world and a new approach to truth that stressed experience, observation and human reason. These developments brought both benefits and problems. Perhaps chief among the latter was the Enlightenment tendency to ignore the Christian theological presuppositions that informed previous intellectual efforts. Even Christian colleges have felt these effects, although many have remained committed to a Christ-centered view of life and to the important role of the liberal arts in developing such a view.

Throughout the development of the liberal arts tradition, the major purposes have been to understand the human and the humane; to liberate and enlarge the intellect; to develop, through study and contemplation over time, habits of thought and commitment that become part of a comprehensive world view; and to refine basic and liberating skills such as communication, critical thinking and decision-making. As a liberal arts college, infused with a distinctively Christian perspective, Northwestern seeks to teach and to practice the unity and universality of God's truth. Foundational to a Northwestern College education is our NWCore general education program. NWCore includes a First-Year Seminar, Core Courses in biblical and theological studies, a menu of courses in ten Integrative Learning Categories, and a Senior Seminar. Along with this solid foundation, Northwestern offers majors and professional programs that seek to broaden and deepen the understanding of truth, beauty and justice, and to prepare students for lives of service and work to the glory of God.

Academic requirements

Degree requirements

The Bachelor of Arts or Bachelor of Science degree is granted to students who:

1. Complete the general education requirements as listed in the Northwestern Core section of this catalog.
2. Complete an academic major as described later in this section.
3. Complete a minimum of 124 semester credits.
4. Achieve a minimum cumulative GPA of 2.00 in all course work attempted at Northwestern College and a minimum GPA of 2.00 in the courses comprising the major. Exceptions to the requirement of a cumulative 2.00 GPA will be made for programs in which an outside accrediting organization mandates a higher GPA.
5. Fulfill the residence requirement as described later in this section.
6. Fulfill chapel attendance requirement.

Student responsibility

While the faculty adviser participates actively in the student's academic planning and monitors his/her progress, final responsibility for recognizing and fulfilling graduation requirements rests with the student. Students should acquaint themselves with the various requirements set forth in this catalog and, beginning with their freshman year, should plan their college courses so as to fulfill their graduation requirements.

Major requirements

Each student is required to choose one academic major. The major enables the student to pursue in-depth study in one academic department. Students must have a minimum grade point average of at least 2.00 in the courses comprising their major for graduation. Students are required to file a Declaration of Academic Major form in the registrar's office by the end of the

sophomore year, prior to registering for classes as a junior. Sophomores registering for their junior term will be unable to register for classes until a form is on file in the registrar's office. See the section on college courses for descriptions of all available majors.

The number of credits that a student must take to meet the requirements for an academic major generally ranges between 28 and 36, depending on the major. No academic major will require more than 36 credits. Exceptions to the 36 credit requirement are majors needing an increased load in order to fulfill outside accreditation requirements and interdisciplinary majors. These credit hours do not include cognate requirements, and may or may not include the full credit load for practicums, internships, Northwestern College senior seminars, or student teaching. All majors must require students to take a minimum of 12 credits of 300-level or above courses, excluding cognates.

A student may not use more than 8 credits of the same course work between a double major or a major and a minor. This limit does not pertain to cognate requirements.

A minimum of one-half of major courses comprising an academic major, excluding cognates, must be completed in residency. (Note: Student may petition the respective Department Chair for an exception to this rule).

All approved majors must include a 2-4 credit Writing Intensive (WI) course that features writing to help students learn course content and ways of writing in the discipline. To be approved as WI, the course must enroll fewer than 26 students and meet the following standards:

1. Writing is comprehensively integrated into the course.
2. Writing is a significant part of the course work.
3. Writing is a significant part of the course grade.
4. Writing is learned through revision.
5. Writing is explained and practiced in the course.

Discipline-based Senior Seminars that fulfill the NWCore Senior Seminar requirement must be Writing and Speaking Intensive. These requirements are in addition to the WI required course within the major. To be approved as Speaking Intensive, the course features speaking to help students learn course content and ways of speaking in the discipline. To be approved as Speaking Intensive, the course must meet the following standards:

1. Speaking is integrated into the course as a means of learning content.
2. Speaking contributes to the course grade.
3. Speaking has clearly defined expectations.
4. Students receive feedback on elements of delivery.

Procedure for change of major

A student may officially change majors after the original declaration by means of a Change of Major form in the Registrar's Office at any time during the academic year. The student will be responsible for changing his/her academic advisor through an Advisor Change form from the Registrar's Office and by acquiring the signature of the new advisor. The registrar office will then change the student's advisor upon receipt of the signed form.

Interdisciplinary majors

An interdisciplinary major is a combination of two or more distinct fields of study into a single program. The following parameters will apply:

1. Approximately equal weight will be given to each discipline.
2. Interdisciplinary majors will generally not exceed 48 credits, excluding cognates.
3. A minimum of 16 credits must be numbered 300-level or above.
4. Traditional students should be able to complete the major in a 4-year period.

Academic minors

Northwestern College offers approximately forty academic minors, constituting a disciplinary area in which a student wishes to receive a broad introduction to complement their choice of major. Academic minors must include a minimum of 20 credits. There can be an overlap of no more than 8 credits with a student's academic major, not counting cognate courses. As with academic majors, a student cannot elect a pass/no pass option for courses in their minor. All course substitutions affecting the minor must be approved by the department offering the minor. A minimum of one-half of the academic minor courses, excluding cognates, must be completed in residency. No one may propose a student initiated minor.

Free elective courses

In addition to meeting Integrative General Education and major requirements, the student generally has a number of free elective credits available in the 124-credit total (depending on choice of major). The student may use these free elective credits in accordance with his or her own interests. In some cases a second major can be chosen, or a minor area of study may be elected (see the sections on college courses for descriptions of all available minors). The student may also use these free elective credits to pursue a pre-professional program or a career concentration (see the sections on pre-professional programs and career concentrations for descriptions of available options).

A student may not use more than 8 credits of the same course work between a double major or a major and a minor. This limit does not pertain to cognate requirements.

Course substitutions

All course substitutions intended to meet Northwestern Core requirements must be approved by the student's advisor and the registrar, in consultation with the Director of the Northwestern Core. All student course substitutions intended to meet the requirements of a major or minor must receive the written approval of the student, the faculty adviser, the department chairperson, and the registrar. The written approval must be filed with the registrar before the start of the student's last term prior to graduation. Forms for these course substitutions are available in the registrar's office.

Courses and classes

The academic calendar consists of two 16-week semesters in which most courses are either 4-credit courses meeting a full semester or 2-credit courses meeting a half semester. A student will take no more than 18 credit hours of coursework a semester. Exceptions to this limit require special approval by the Registrar. Regular class attendance is essential to scholarship. The latest day a faculty member may accept academic work from a student is the last date of the term as published in the academic calendar. Professors may set earlier deadlines as appropriate.

Class attendance

Northwestern College's residential undergraduate programs operate with the premise that in-class attendance is fundamental to effective, quality teaching and learning at the college level. Only registered students may attend class sessions, including onsite and online. A student who allows another student to establish or maintain attendance, participated in course activities, or complete coursework in their stead is subject to the college's Academic Dishonesty policy.

In general, each faculty member establishes their own attendance policy. Northwestern College does not require instructors to take attendance; however, the U.S. Department of Education requires the college to document whether or not a student begins attendance in enough credit hours to support the full-time or part-time enrollment status for which Title IV federal funds are awarded and disbursed. Students are expected to attend classes in person and follow the attendance requirements as outlined by individual professors in their respective class syllabi. Long-term absences from residential courses (authorized or unauthorized) may not be accommodated via remote or other learning for longer than two weeks. Remote learning is only permitted in courses specifically designed as online or hybrid courses.

Students who miss two weeks of attendance of any full-semester class (or an equivalent portion of a partial-semester class) may be administratively removed from the class. In such cases, the Vice President for Student Life and/or the Vice President for Academic Affairs will verify the student's attendance and performance prior to removal from class.

The U.S. Department of Education requires the college to determine if a student who received financial aid and failed to earn a passing grade in a course actually attended and/or completed the course, or if the student stopped attending a course without providing official notification to the college (34 CFR 668.22). In addition, the college is required to document that students who have gone through the official withdrawal process began attending the course(s) from which they withdrew in order to determine the type and amount of financial aid they may be eligible to retain. Since the instructor is the only person at the institution who can document whether or not a student attended class or participated in an academically-related activity, this documentation must come from the instructor.

As defined by the U.S. Department of Education, an "academically-related activity" includes, but is not limited to:

- Physically attending the class
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

If there is no documented attendance or academically-related activity, the student is considered to have not begun attendance. Faculty are required to certify their class lists by the 5th day of classes. Students who have not met the definition of attendance defined above will be contacted by the Registrar's Office and reminded to start attending class. Students who do not respond to the Registrar's Office or officially drop the class by the 7th day of classes will be administratively removed from the course by

the Registrar's Office. The Registrar's Office will notify the Financial Aid Office if the removal changes the student's enrollment status from full-time to part-time or from part-time to not eligible for federal aid.

Faculty are required to enter the last date of attendance for each final grade of "F" or "NP" submitted in Blackboard. Blackboard will not allow grades to be submitted if a faculty member has entered at least one "F" grade that does not have a corresponding last date of attendance. The Registrar's Office will notify the Financial Aid Office if the student never attended class and should have been classified as a part-time student or as an unofficial withdrawal.

Authorized and unauthorized class absences

A class absence shall be authorized by the Vice President for Academic Affairs if the following two conditions are satisfied: (1) the absence shall be due to the student's participation in an approved field trip for another class or an approved co-curricular activity and (2) the student shall have given prior notification to the faculty member whose class will be missed and shall have made arrangements for makeup work.

The granting of an authorized absence from class puts some responsibilities on the faculty or staff member who plans the activity, the student who misses a class, and the faculty member whose class is missed. These responsibilities are intended to emphasize the central importance of the classroom experience, to safeguard the integrity of that classroom experience, and to encourage dialogue between faculty (or staff members) in situations where conflicting demands are being made on the student. If such an agreement cannot be reached, then the case shall be referred to the Vice President for Academic Affairs.

Students shall inform instructors of any anticipated class absences. Penalties or makeup privileges shall be left to the discretion of the instructor. Instructors may reduce grades for absences, particularly if the nature of the class procedure depends on student participation. If such a reduction may be made, it shall be so stated in the course syllabus. Field trips and co-curricular activities Northwestern College recognizes the value of educational and co-curricular activities that take place outside the context of the regular classroom. These events include field trips designed for particular courses; concerts, theatre productions, and other programs of performing groups; intercollegiate athletic events; and attendance at outstanding lectures and conferences both on and off campus. To qualify as an excused absence, such an activity must be approved by the Vice President of Academic Affairs. Activities of this type shall be planned to minimize interference with each participating student's class schedule.

When academic classes and college-sponsored organizations such as performance groups or athletic teams schedule trips during vacation periods (midterm break, Christmas, spring break, or Easter break), the normal expectation is that the trips shall not require early departure or late return necessitating class absences. Request for exceptions to this expectation shall be directed to the Academic Affairs Committee.

The student on a field trip or a co-curricular experience

- A. The student is responsible to notify an instructor whose classes will be missed. Absences may not be considered authorized unless the student notifies the instructor prior to the trip or activity and makes suitable arrangements for making up appropriate work. Arrangements may include an additional assignment in lieu of class attendance.
- B. Students are responsible for all class work and assignments missed due to an authorized class absence.
- C. A student who would prefer not to miss a class due to participation in an approved field trip or co-curricular activity may consult with both the instructor for that class and the person planning the field trip or co-curricular activity. These two persons will then confer and arrive at a mutually agreeable solution that will not penalize the student.

The instructor whose class is missed

- A. The instructor's policy on the taking of quizzes or examinations or submitting other course requirements shall not directly penalize a student who misses a quiz, exam, or submission due to an authorized class absence. The instructor may permit a student to make up such a quiz or examination or may not allow such a makeup, provided that the student is not directly penalized as a result of the instructor's decision.
- B. If an instructor whose class will be missed due to an authorized absence has a prior unique learning activity scheduled on that class day, which if missed will significantly damage a student's learning, then it shall be the responsibility of the instructor whose class would be missed to confer with the faculty or staff member responsible for the approved field trip or co-curricular activity relative to this conflict. If such an agreement cannot be reached, then the case shall be referred to the Vice President for Academic Affairs.
- C. If an instructor judges that a student is performing so poorly in class that it would not be wise for the student to be absent from class, then the instructor shall discuss this judgment both with the student and the faculty or staff member in charge of the field trip or co-curricular activity with the goal of seeking agreement about whether or not the student will miss class. If such an agreement cannot be reached, then the case shall be referred to the Vice President for Academic Affairs.

Unauthorized physical and mental health related absences

Short term absences for minor physical and/or mental health reasons are considered unauthorized absences. In the case of a student missing a class in which an exam, quiz, or other major assignment is scheduled, the student should directly notify the instructor prior to the scheduled class, or at least within 24 hours of the absence. To verify legitimacy of illness claim, the instructor may ask the student to obtain a medical excuse from a medical doctor or clinic within 24 hours of absence notification. Unauthorized absences are subject to the attendance policies established by instructors and printed in the course syllabus.

Authorized physical and mental health related absences

Physical and/or mental health related circumstances that result (or are anticipated to result) in more lengthy absences may be formally authorized by submitting a medical excuse form from a licensed therapist or medical doctor to the Student Life Office. Instructors will be notified.

If the physical and/or mental health circumstances of a student require that the student is unable to attend class(es) for more than two weeks - at the discretion of the Vice President for Academic Affairs and/or the Vice President for Student life in consultation with the student's faculty members and advisor - the student may be removed from the class, or withdrawn from the college.

Remote instruction in the event of authorized or unauthorized absences

Northwestern College's traditional residential programs operate on the assumption that in-person attendance is central to the learning experience. Long-term absences from residential courses (authorized or unauthorized) may not be accommodated via remote or other learning for longer than two weeks without prior approval from the instructor and the VPAA. Remote learning is normally only permitted in courses specifically designed as online or hybrid courses.

Final Exams Policy

1. If the requirements for a course include the giving of any written examinations, then the last examination, whether comprehensive or not, whether in class or take-home, shall be given or due during the final examination period at the time scheduled for that course. A comprehensive final examination is encouraged.
2. Scheduling of testing activities (as well as co-curricular) during the week prior to semester examinations should be sensitive to end-of-semester demands on all members of the campus community.
3. The final examination period for full-semester courses consists of four days, with exams as evenly distributed among these days as is possible. Exam periods should be scheduled so that no student is likely to have more than two in-class exams on a given day. If more than two exams are scheduled for a given student, a request for change may be made to the registrar.
4. Requests for exceptions to the final exam schedule other than that noted in #3 above must be submitted in writing to the Vice President for Academic Affairs. Exceptions will be made only in cases of severe illness or emergency. No exceptions will be made due to conflicts with outside work commitments or transportation plans. All transportation plans must be built around the final exam schedule. You may go to the registrar's office to obtain a Final Exam Change form.

Prerequisite for courses

A student shall meet all stated course prerequisites for each course being taken or shall obtain special consent of the instructor or department chair.

Deadlines for student course changes

The final date for adding a course shall be the end of the fifth school day of the term full-semester courses and the third day for half-semester courses. The final date for dropping a 2-credit course shall be the end of the 25th school day of the term and for dropping a 3 or 4-credit course the end of the 50th school day. The latter ensures that students may base their decisions on midterm grades. The instructor shall advise a student, as early as possible in the semester, of inadequate performance and the likelihood of an unsatisfactory grade, i.e., a D or an F. The Registrar will notify both students and faculty 2 days prior to each deadline as a reminder of these important dates.

Procedures for student course changes

The registrar's office handles course changes with the approval of the advisor. Students shall learn return the "course change authorization" form to the registrar's office. The changes shall be processed immediately so students may know if the new course fits into their schedule and within the maximum course load. The Registrar will notify instructors to check course rosters for accuracy after the Add/Drop deadline each semester.

College withdrawal procedure (voluntary)

Students who wish to withdraw from college during a semester must obtain a withdrawal form from the Registrar's office and complete the withdrawal process by obtaining the necessary signatures. The completed form must be returned to the Student Life Office within two business days of notifying either the Registrar's office or the Student Life Office of the student's intent to withdraw from college. Students will be granted honorable dismissal and receive withdrawal status (W's) in their registered courses provided the withdrawal form is submitted to the office of the registrar within the time limit for dropping courses. Determination of tuition, room and board refunds is based upon the date the student initiates the withdrawal process.

A student who is unable to complete a semester's course work due to serious physical and/or mental distress after the official drop deadline may qualify for special consideration. Such students should obtain the late withdrawal form from the Registrar's office. Students with mental health concerns must be recommended by the director of counseling services to the Vice President for Student Life or the Vice President of Academic Affairs, who have the authority to make voluntary or involuntary medical leave decisions and to authorize other college officials (e.g., Financial Aid) to make decisions based on contextual circumstances. If withdrawal is granted, students receive a "W" for all courses.

Students who leave college without completing the official withdrawal process will not be granted honorable dismissal. A grade of "F" is given in each course in which they were registered.

Administrative withdrawal procedure (involuntary)

In order to provide a safe environment conducive to the achievement of the college mission, the college may require a student to withdraw involuntarily when his/her behavior or physical or psychological disorder is incompatible with minimal standards of academic performance and/or community life. Students to whom this policy applies include (but are not limited to):

1. Students who are deemed to be a significant risk to the health and safety of others. Danger to others is here defined to include a risk of assault substantially above the norm for college students, which necessitates unusual measures to monitor, supervise, treat, protect, or restrain the student to ensure his or her safety and the safety of others.
2. Students whose behavior is severely disruptive to others. Disruptive is defined to include behavior which causes emotional and/or physical distress to other students and/or staff substantially above that normally experienced in daily life. Such disruption may be in the form of a single incident or a pattern of behavior.
3. Students (a) who do not comply with assessment, treatment, or other behavioral guidelines required by college officials and/or (b) whose behavior or physical condition is likely to deteriorate to the point of permanent disability or dysfunction without such assessment and/or treatment.
4. Students whose physical or psychological disorder requires highly specialized services beyond those available locally and whose condition may deteriorate (as in #3 above) without additional resources and who are unwilling to request a voluntary late withdrawal. The Vice President for Student Life has the authority to make administrative withdrawal decisions and may authorize other college officials to make the decision based on contextual and individual circumstances. The Director of Student Counseling Services, the Disabilities Specialist, or a medical professional may be asked to evaluate the student and make a recommendation regarding the student's condition to the Vice President for Student Life.
5. Students who are failing to meet the minimal standards for academic performance. Such students are consistently missing classes (two consecutive weeks or more) and failing to advance in those classes (likely to fail most or all enrolled classes). In such instances, the Vice President for Student Life and/or Vice President for Academic Affairs will verify the student's attendance and performance prior to instituting the withdrawal. Withdrawal before drop deadline will result in "W's" on transcript. Withdrawal after drop deadline will result in a grade of "F" for courses.
6. Students who fail to abide by Northwestern's community life standards. Students who have a pattern of violating conduct codes and/or commit a serious conduct violation may be required to withdraw from Northwestern for a period of time or permanently. A student suspended from college for disciplinary reasons after the drop deadline will receive a grade of "W" in each course if they were passing the course at the time of suspension.
7. A student suspended from college for academic dishonesty will receive a grade of "F" for all current courses.

Last date of attendance

Northwestern College does not require instructors to take attendance; however, the U.S. Department of Education requires the college to document whether or not a student begins attendance in enough credit hours to support the full-time or part-time enrollment status for which Title IV federal funds are awarded and disbursed. The U.S. Department of Education requires the college to determine if a student who received financial aid and failed to earn a passing grade in a course actually attended and/or completed the course, or if the student stopped attending a course without providing official notification to the college. (34 CFR 668.22) In addition, the college is required to document that students who have gone through the official withdrawal process began attending the course(s) from which they withdrew in order to determine the type and amount of financial aid they may be eligible to retain. Since the instructor is the only person at the institution who can document whether or not a student attended class or participated in an academically-related activity, this documentation must come from the instructor.

As defined by the U.S. Department of Education, an "academically-related activity" includes, but is not limited to:

- Physically attending the class
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

If there is no documented attendance or academically-related activity, the student is considered to have not begun attendance.

Faculty are required to certify their class lists by the 5th day of classes. Students who have not met the definition of attendance described above will be contacted by the Registrar's Office and reminded to start attending class. Students who do not officially drop the class by the 7th day of classes will be administratively removed from the course by the Registrar's Office. The Registrar's Office will notify the Financial Aid Office if the removal changes the student's enrollment status from full-time to part-time or from part-time to not eligible for federal aid.

Faculty are required to enter the last date of attendance for each final grade of "F" or "NP" submitted in Blackboard. Blackboard will not allow grades to be submitted if a faculty member has entered at least one "F" grade that does not have a corresponding last date of attendance. The Registrar's Office will notify the Financial Aid Office if the student never attended class and should have been classified as a part-time student or as an unofficial withdrawal.

Academic consequences of dismissal/suspension for disciplinary reasons

- A. A student suspended from college for disciplinary reasons after the drop deadline will receive a grade of "W" in each course.
- B. A student suspended from college for academic dishonesty will receive a grade of "F" for all courses.

Academic calendar

Northwestern's academic calendar consists of two 16-week terms.

Course load

A student must be enrolled in 12 credit hours of coursework, taken for academic credit, to be considered full-time. (Audited credit hours do not count toward meeting this requirement.)

The maximum number of credits that a student may take during a given term is 18*. Exceptions for an overload may be granted if the student has the following cumulative GPA:

- 3.30 when registering for the sophomore year
- 3.15 when registering for the junior year
- 3.00 when registering for the senior year

Freshmen are not eligible for an academic overload

*Audit credits are not included when approving course overloads beyond 18 credits.

Credit hour definition

Northwestern College requires 124 credits for the Baccalaureate degree. Northwestern College assigns credits to courses per the federal credit hour definition:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or
- at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Accordingly, courses at Northwestern College vary in the amount of credit awarded from .25 to 16 credits. Courses during the academic year may run for either 8 or 16 weeks and may be either face-to-face or online. A credit represents at least 60 minutes of direct instruction, or its equivalent, per week over a semester of 16 weeks or at least 120 minutes of direct instruction, or its

equivalent, per week over a half-semester of 8 weeks. In the case of laboratory work, internships, practica, studio work, and similar activities, the assignment of credits shall consider the number of hours required, the nature of the learning experience, and common practices in the department, recognizing that such learning experiences generally carry less credit per hour.

Thus, the number of credit hours allowed for a course will consider the intended learning outcomes for the course, the number of hours of direct instruction or its equivalent during the semester or half-semester, and the nature and rigor of expectations for work done outside of class. Online and summer school offerings shall have the same learning outcomes and expectations as courses offered on campus, but schedules, assignments, and delivery modes may be different. Departments shall regularly review existing courses to ensure that courses carry the appropriate amount of credit, and that courses offered by different faculty or in different formats have similar outcomes, expectations, and evaluations of student learning. Proposals for new courses must be submitted to the Academic Affairs Committee with a rationale that demonstrates how the proposed credits meet the above criteria.

Residence requirement

Students who transfer 30 or more credits to Northwestern must complete the residence requirement by taking their last 30 credits at Northwestern. Before enrolling in course work at another institution, students must receive prior approval from the registrar.

Exception to this residence requirement is made for students majoring in medical laboratory science; students in the dual-degree program in chemistry/engineering or math/ engineering; and students in selected pre-professional programs in physical therapy, dentistry, medicine, optometry, and veterinary medicine where the professional school accepts students after three years provided their undergraduate institution will award them the B.A. degree following completion of the first year of their professional training.

Academic appeals

Students who wish to appeal academic program decisions or the decisions of a faculty member or an academic department concerning their academic progress must submit to the vice president for academic affairs a written appeal of the decision within 30 days following their notification of the decision. The vice president for academic affairs will provide a written acknowledgment of the appeal within seven days. The vice president for academic affairs will investigate the appeal and provide a decision which will be communicated in writing to the student within 15 days of this acknowledgment. This decision will be final.

If a student is unsatisfied with the resolution, the grievance may be filed with the:

Iowa College Student Aid Commission (Iowa College Aid)

lowacollegeaid.gov/StudentComplaintForm

1-877-272-4456

Individualized courses and programs

Northwestern values the individuality of each of its students and therefore provides the following individualized courses and programs as a complement to the regular college curriculum.

Honors program

Mission, goals and outcomes

The mission of the NWC Honors Program is to provide support for students who want to explore what it means to become a Christian scholar.

The program's goals are to:

- Reward intellectual curiosity-through limited enrollment courses, financial benefits, travel opportunities, and extra-curricular events that bolster community
- Foster interdisciplinary collaboration-through a core curriculum that bridges the gaps between multiple disciplines, faculty contributions from multiple departments, and an optional Summer Study Abroad course
- Enhance disciplinary expertise-through honors components within existing courses required for a student's major, a scholarship methods course, and an independent scholarly project appropriate to the student's discipline

Students who have completed the requirements of the Honors Program will be able to:

1. Collaborate across disciplinary lines in order to address cross-disciplinary topics
2. Conduct independent scholarly work appropriate to their discipline
3. Embrace scholarship as a means of pursuing God's redeeming work in the world

Required academic aspects of the program:

Honors NWCore curriculum

The Honors NWCore curriculum is comprised of a series of courses taught on a regular rotation that are open only to students who are members of the Honors Program. A distinguishing characteristic of these courses is their interdisciplinary nature. Not only do they focus on broad, foundational topics that overlap with multiple disciplines, they have been designed to fulfill the objectives of more than one NWCore category. Students are then allowed to choose which of these NWCore categories they would like the course to fulfill.

Each course in the curriculum will include at least one collaborative assignment which fosters interdisciplinary dialogue. The nature of the assignment will vary from course to course, provided that the assignment meets the following parameters:

- Time in class must be devoted to small or full-group discussion of an issue that crosses disciplinary boundaries.
- Guidelines for the assignment must direct students to approach the issue from more than one disciplinary perspective.
- The assignment should include some form of peer editing/review.
- Multidisciplinary reflection/practice must compose a substantial part (at least 20%) of the overall assignment grade.
- Note: This assignment may include, but does not require, a "group" grade. The method and criteria of evaluation are left up to the discretion of the instructor.

Honors components within existing courses

Academic culture, broadly speaking, relies heavily upon the notion that students will meet the expectations of assigned coursework. Honors components within existing courses reinforce the value of exceeding expectations in the development of disciplinary expertise. Students will choose one upper division (numbered 300 or higher) course required for their major and, in consultation with the instructor of that course, formulate a way to exceed the expectations of one particular assignment. The following guidelines provide parameters while ensuring a high degree of freedom in implementation:

- The method of exceeding assignment expectations will be student initiated and instructor, department chair and the honors director(s) approved.
- The method may be quantitative, qualitative, or creative in nature, depending on what is appropriate to the assignment and discipline.
- The honors component added to the existing assignment should be significant (the definition of "significant" is left to the discretion of the instructor) without being disproportionate to the assignment itself.
- The assignment chosen must represent a significant portion of the course grade (e.g., approximately 20%; if preferred, a collection of smaller assignments can be substituted for a single, larger assignment.) No change will be made to the weight of the assignment relative to the rest of the course requirements.

Exceeding assignment expectations does not guarantee a high grade on the assignment; as always, grading is at the discretion of the instructor. The student and the instructor should discuss grading expectations prior to the completion of the assignment.

Honors scholarship

Honors Scholarship involves the completion of an advanced-level, independent project that reflects strong intellectual and technical work appropriate to the student's discipline. The student will work with a 3-member faculty panel headed up by a primary faculty advisor. The project should make an original contribution to the field and will take a form that is representative of work done in that field (examples include a substantial research paper, extensive experimentation and collection of data, original artwork, etc.). Upon completion of the Honors Scholarship project, the student will give a formal, public presentation open to all members of the NWC community.

In order to be approved for Honors Scholarship, the student must:

1. Be a junior or senior during the time completing the proposed scholarship.
2. Have a minimum GPA of 3.5 in his or her major.
3. Have successfully completed HON498: Honors Scholarship Methods course prior to beginning scholarship.
4. Propose the number of credits awarded for their proposed scholarship. Honors Scholarship may be taken for 2 to 4 credits. The credit hours proposed for Honors Scholarship will depend on the nature of the project.
5. Organize a scholarship panel. This panel will include the student's scholarship advisor, one of the honors directors and at least one other faculty member. The role of this panel is to approve the quality of the scholarship proposed, agree to the appropriate number of credits awarded to the project, mentor the student during their work and evaluate whether the project is acceptable or unacceptable upon completion.
6. Receive final approval from (once approved by the scholarship panel) the Academic Dean. This must take place at least three weeks prior to the term in which the research is to begin.

A copy of each proposal and project will be catalogued by the Honors Program. These will be made available to future Honors students.

Optional academic aspects of the program:

NWC105: Honors First-Year Seminar

NWC105 is a course in place that allows potential Honors Scholars to experience a strong academic community. It functions as an Honors section of the First-Year Seminar, utilizing the same syllabus, texts, and course objectives as NWC101. In addition, the Honors First-Year Seminar aims: 1) to promote community among first-year students of demonstrated academic ability; 2) to create an environment in which these students can excel academically and nurture their innate intellectual curiosity; and 3) to provide students with an opportunity to learn from NWC faculty who have been recognized for their teaching excellence in the

classroom. Prospective students are invited to enroll based on their high school academic records. Completion of the Honors First-Year Seminar does not guarantee, nor is it required for, admission into the Honors Program. Students will have the opportunity to apply to the Honors Program in the second term of their freshman year.

Honors summer study abroad

In conjunction with the Global Education Center, the Honors Program currently sponsors a 3-week travel experience in Greece, where honors students are given the opportunity to explore the roots of western culture and their own academic discipline. The Honors SSA is optional, but participants earn four academic credits and fulfill the NWCore Cross Cultural Engagement requirement through this opportunity.

Additional aspects of the program

- The program occasionally sponsors events such as graduate school visits and workshops to assist students who are pursuing post-graduate education.
- The program administers two financial scholarships, which are awarded based on financial need and academic achievement.
- The program will provide limited reimbursement of fees incurred while pursuing scholarship beyond NWC. Students who are presenting papers at conferences may request that their travel expenses be covered by the program. Students who have completed or are in the process of completing Honors Scholarship may be reimbursed for graduate school exam and application fees up to \$100.
- The program sponsors occasional social events in order to foster community and collaboration among members.

Guidelines for admission to and retention in the Honors Program:

Northwestern's Honors Program welcomes qualified applicants at any point prior to the end of their sophomore year. The program strives to create a dynamic and well-rounded group of scholars who will contribute to every aspect of the Honors community. The admissions process is selective-not all students meeting the minimum requirements will be admitted. Incoming freshmen and incoming transfer students may apply as soon as they have been admitted to the college; currently enrolled students may apply as soon as they have completed one full term at Northwestern. Consideration for admissions to the Honors Program is based upon: cumulative GPA; standardized test scores (where applicable); a 200-300 word essay; and academic recommendations. For more information and a link to the online application, see www.nwciowa.edu/academics/honors-program.

Minimum requirements for applying to the Honors Program:

For incoming freshmen:

- 3.9 cumulative high school GPA
- 29 ACT/1350 SAT

OR

- Permission of Honors Co-Directors

For transfer students:

- 3.7 cumulative college GPA at previous institution(s)

OR

- Permission of Honors Co-Directors

For currently enrolled Northwestern students:

- 3.5 cumulative GPA at Northwestern

OR

- Permission of Honors Co-Directors

To be retained in the program, students must maintain a 3.5 cumulative GPA.

Requirements for completion of the program:

To fulfill the requirements of the program, honors students who are admitted must complete:

- 8 credits of Honors NWCore coursework (NWC105 does not count towards program coursework)
- 1 Honors Component
- Honors Scholarship Methods course (1 credit, HON498)
- Honors Scholarship (2 to 4 credits, HON499)
- Students must maintain a cumulative GPA of 3.5 in order to remain in the program.
- Honors students must attend a minimum of two of their peers' scholarship presentations each term.

Any honors student who completes these requirements will be designated an "Honors Scholar" on their academic transcripts and in the commencement program.

Courses by arrangement

All courses by arrangement must receive the written approval of the registrar. The deadline for submission for courses by arrangement is the second day of classes for fall and spring semesters. Summer school course by arrangement requests must be submitted no later than the first Wednesday in July and must be taught over a minimum of three weeks. Grades for summer school courses by arrangement must be submitted to the Registrar not later than August 15th. No faculty member may teach more

than one course by arrangement at a time. Faculty members may teach two courses by arrangement if one or both on the classes are being taught as a regularly scheduled class. Courses by arrangement must be taught in their entirety during the semester which they will be granted credit and grades are due by the deadline set for that specific semester.

Directed study

A directed study course is an individualized program of study designed in collaboration with a faculty member and intended to be either an extension of a previous course or the study of a topic not covered in the present curriculum (2, 3, or 4 credits). To qualify for a directed study, a student must be a sophomore, junior or senior with a minimum grade point average of 2.50. A student taking a directed study as an extension of a previous course must have received at least a grade of B in that course. A student may take up to 8 credits of directed study during his or her college career. Applications for directed study are available in the registrar's office and must be submitted to the division dean at least three weeks before the start of the term in which the course is to be taken. All directed study courses will have a 398 designation. A course listed in the present curriculum, a practicum, field experience or internship course cannot be taken as a directed study.

All assignments must be completed and handed in on a schedule which allows the supervising faculty member to submit the final grade at the regular time when grades are due in the registrar's office. A directed study course must be designed to insure that each credit hour being granted corresponds to approximately three hours of academic work per week. Each directed study course should include a reflective component that provides a student with significant exposure to the work of others in the discipline being studied, as well as opportunity to react to such work. It is expected that most courses will accomplish this purpose by means of a significant reading list. In courses having a "performance focus" (i.e. art, music, theatre) additional possible means include attendance at and reaction to museum exhibits, concerts or theatre productions. Each directed study course is to culminate in a significant final project (final research paper or other appropriate work).

Collaborative student exchange agreement

Northwestern College and Dordt University offer an agreement whereby each institution agrees to allow their respective students to enroll in the other institution free of charge for a given course when that regularly scheduled course in a student's own institution is not offered in a given year but is offered at the other institution. The student(s) will contact the Office of the Registrar at the respective institutions and fill out an Institutional Visitor Form (Dordt University) or a Collaborative Education Student Exchange Form (Northwestern College). Northwestern students must carry a full-time course load at Northwestern in order to receive approval to take the Dordt course. The Registrar at Northwestern College will notify the Vice President for Academic Affairs (VPAA) at the end of each term how many exchange students attended Northwestern. Coursework from Dordt University will be considered in residency, thus credits and grades will transfer in. (Note: Transportation and/or meals are not provided.)

Student-initiated major

Most students will pursue one of the regular academic majors offered by the college. However, an individual student may have special interest in pursuing in-depth study in a unique major that draws from different areas of the college curriculum. Such a student has the option of designing an individualized major in collaboration with his or her faculty adviser and submitting the proposal for this major to the Academic Affairs Committee for approval.

A student wishing to propose a student-initiated major must do so before completing 80 credits of course work. Courses which have already been completed must be indicated on the proposal for a student-initiated major, and these courses may comprise no more than 75 percent of the total package proposed. To ensure sufficient depth in the student-initiated major, a minimum of 14 credits must be courses numbered 300 or higher; this is in addition to internship credits. To ensure that the proposed major differs sufficiently from existing majors, there must be at least a 16-credit difference between the requirements of the proposed major and those of an existing major.

Credit-bearing internships

Northwestern offers credit-bearing internships under the direction of the Compass Center for Career & Calling. The major purpose of an internship is to give the student an opportunity to put into practice the theories, knowledge and skills learned in the classroom. Students secure internships with the assistance of the director of experiential education. All credit-bearing internships earn from 2-12 credits on a pass/no pass basis, with either two or four credits to apply toward the student's major (see the college course section, course 417, for the credits that apply toward the major). The number of credits earned will be generally based on a scale of one credit for each 40 hours of work. While participating in an internship, the student may apply to take other regular or directed study courses under the supervision of one or more Northwestern faculty members for a maximum of 18-credit hours for the term. Students are allowed to complete credit-bearing internships during more than one academic term; however, a maximum of 16 internship credits may apply toward graduation.

Credit-bearing internships are subject to approval and are generally limited to students in their junior or senior year. Students must submit learning contracts two weeks prior to the start of the term in which the internship is to be taken. No registration for internships will be allowed after the fifth class day. Summer internship registration is based upon beginning dates for summer school. Students must refer to the summer school schedule for registration deadlines.

In addition to the work experience, each internship requires the following reflective components:

1. The student shall submit weekly journals to the faculty supervisor. These journals should outline what they have done during the previous week, make connections between their internship work and coursework within the major, and give account of the hours worked in the previous week as well as the total amount of hours work thus far in the semester.
2. An on-site supervisor may give the student intern an appropriate reading assignment each week of the internship experience. The faculty member supervising the internship must assign at least one of the reading assignments and may assign all of the reading assignments. The student shall incorporate their assigned readings into their journals.
3. Each student intern shall write a reflective paper of three to seven pages. This paper should include insights into what they experienced and learned as well as how they anticipate this internship might influence their professional goals.

Faculty supervisors are encouraged to make at least one site visit during the first half of the internship. Internship placements shall be sought only with agencies and companies that are capable of and will commit themselves to providing meaningful work experiences that serve as an enhancement to the student's educational experience. This determination is made by the Director of Experiential Education in consultation with the appropriate academic department.

Learning assistance

Under the supervision of the director of academic support, Northwestern offers a number of learning assistance services designed to help each student to succeed in his/her college experience. These services include accommodations for students with learning disabilities, academic counseling, an academic alert system that identifies and provides support for students struggling with their studies, and a peer tutor program.

Accommodations for students with disabilities

Northwestern College seeks to operate in compliance with Section 504 of the Rehabilitation Act of 1973. A student will be eligible for protection under Section 504 if he/she has a mental or physical impairment that "substantially limits one or more major life functions and has a history of such impairment." If the student has met the academic standards required for admission to the college, then he/she will be ensured equal educational opportunity. In the case of students with disabilities, it is the responsibility of the academic support staff, working closely with faculty and students' academic advisers, to provide appropriate academic accommodations. Because these accommodations are based upon the student's diagnostic evaluations and past educational experiences, he/she will be expected to provide recent documentation (within three years) verifying the disability.

Writing center

Northwestern's writing center offers services designed to help all students become better writers. Using highly trained peer tutors, the center offers tutorial services to students who voluntarily drop in or are referred to the center by faculty. The Writing Center is located on the first floor of the DeWitt Learning Commons.

Programs for international students

Northwestern College has four study options for international students: a one-year English as a Second Language program; a complete baccalaureate program; a fifth-year program; and a transfer program. (See the admissions section of the catalog for further information about admissions for international students.)

English as a Second Language certificate program

Northwestern College's one-year English as a Second Language (ESL) certificate program is for non-native speakers who want to achieve the English skills necessary for success as degree-seeking students at Northwestern or other U.S. colleges and universities, or in business. Entrance into the program requires a minimum TOEFL score of 350 (63-computer). Students who complete the certificate program and achieve a TOEFL score of 550 (213-computer) or better will be eligible to apply for enrollment as degree-seeking students at Northwestern College or another U.S. institution. If accepted at Northwestern, courses taken as part of the certificate program would then be credited toward graduation requirements.

The one-year ESL certificate program can benefit:

- High school graduates who need an improved TOEFL score to enroll in undergraduate programs in U.S. colleges or universities
- Business persons who want to improve their English for better employment

- Professionals who need better English skills before acceptance into English-speaking graduate programs

One-year study program

Students may apply for one year of study at Northwestern either through their home institution or directly to the admissions office. These one-year students generally study at Northwestern for their sophomore or junior year and then return to graduate from their home institution. Most overseas cooperating or sister colleges accept all credits earned at Northwestern.

Baccalaureate program

Some international students come to Northwestern College directly from high school or after graduating from a junior college. These students work to complete Northwestern's graduation requirements for a bachelor's degree. It is often advisable for international students to take only 12 credits during their first term at Northwestern.

Fifth-year program

International students who have graduated from an accredited college or university may attend Northwestern for a year; this is an attractive option for those who want to upgrade their English proficiency in preparation for graduate school.

Online learning

A Northwestern education is for any student who believes an exploration of faith should be part of learning—even if you can't be a regular part of our campus community. That includes non-traditional, students who don't live on campus, and students for whom the flexibility of technology enables them to take all the classes they want, when they want.

Northwestern's online programs and courses are ideal for:

- Students who want to take classes in the summer
- Nontraditional students who are already working or pursuing a career change
- NWC students who prefer the diversity of taking some courses on campus and others online
- NWC students who require scheduling flexibility, like student-athletes or students studying or interning off campus
- Anyone who wants a Northwestern education without the limitations of living on or traveling to campus

Off-campus study programs

Because Northwestern desires to broaden the educational experience of its students, it extends the privilege of two forms of off-campus study. Returning students, sophomores through seniors can pursue a full semester in an approved off-campus program. A variety of short-term summer study abroad opportunities, led by Northwestern College faculty members, are offered each summer and are open to all students.

The purpose of off-campus study for Northwestern students is to provide qualified students with educational opportunities that are not available on Northwestern's campus and that complement and further enrich the academic programs available at Northwestern. The faculty considers it to be a valuable means for broadening the educational experience of students who have demonstrated their potential to benefit significantly from such experience.

Discipline field experiences in courses

An academic department may elect to offer a field experience for up to two credits as part of its regular department course offerings. Each such course requires approval of the Academic Affairs Committee, based on an appropriate course description and a detailed syllabus outlining the purposes of the course and the course design, including all requirements. The expectations that on-site supervisor shall place on the student shall be described in detail in the course syllabus, as well as the expectations placed on the study by the faculty supervisor.

Each discipline field experience course shall involve an appropriate combination of work experience with suitably designed reflective components, which may include activities such as the keeping of a daily journal, to be regularly discussed with either the on-site supervisor or the Northwestern faculty supervisor; regular conferences with either supervisor; or a reflective paper. All expectations for such reflective components shall be included in the syllabus for the course. Such a field experience course is graded on a pass/no pass basis.

The administration of a field experience course is the responsibility of the academic department offering such a course. A department faculty member is responsible for supervision, including the choice of an on-site supervisor, the scheduling of conferences, written evaluation of student performance, assignment of readings and determination of a final grade.

Off-campus semester options

Applicants must satisfy the following criteria for participation: significant promise for benefit and significant potential for exceptionally good performance; promise for exemplary representation of the goals of Northwestern as a Christian liberal arts college. The college requires a 2.5 GPA to be eligible for an off-campus semester; some programs have a higher requirement.

Participants in approved off-campus study programs register at Northwestern and are considered to be students of Northwestern College. The allocation of credits and grades toward academic requirements is determined by the registrar on the basis of recommendations from the off-campus study program. During their off-campus experience, students may continue to receive a portion of their regular financial aid from the college dependent on the program. These students will be considered enrolled at Northwestern for the purpose of applying for Title IV assistance. Students pay normal Northwestern costs for the term. All off-campus costs that exceed on-campus study costs are to be paid by the student. Off-campus programs fall into four different categories; Northwestern Signature Programs, Required Semester Abroad Programs, Preferred Partner Programs, and Custom Experiences.

Northwestern College Signature Programs

Romania Semester (Lupeni, Romania)

Northwestern College, in conjunction with the New Horizons Foundation of Romania, offers a unique fall term experience engaging the culture of post-communist Romania. New Horizons Foundation is a non-governmental organization working with Romanian youth using adventure education and service-learning experiences to help them develop responsibility, teamwork and trust, with the ultimate goal of building a sustainable civil society. Located in the city of Lupeni, nestled in the Jiu Valley of the Carpathian Mountains, the program offers students a semester of cross-cultural engagement, along with development theory in the classroom and practical application once outside. The four-course curriculum consists of:

- Romanian Culture and History (4 credits)
- Romanian Language (4 credits)
- Sustainable Development (4 credits)
- Experiential Education (4 credits)

The Romania Semester meets both the Northwestern College Cross-Cultural and Language NWCore requirements. Students will receive credit for the following courses at Northwestern: Eastern Orthodoxy is equivalent to REL385, Sustainable Development is equivalent to ECO305 and Experiential Education is equivalent to KIN345.

A backpacking trip in the mountains, a home stay with Romanian families, and excursions around the country punctuate the classroom experience and the service-learning work with Romanian youth (GEN352).

Preferred Partner Programs

Au Sable Institute

The Au Sable Trails Institute of Environmental Studies has been established to serve and support evangelical Christian colleges. Northwestern is one of 47 Christian colleges participating in this program. The institute's original Great Lakes campus is located on 65 wooded acres near Mancelona, Michigan. The Institute also offers study on campuses on the Pacific Rim in Washington State, Chesapeake Bay on the East Coast, the Florida Everglades, and Tamil Nadu, India.

The purpose of the Au Sable Institute is to provide a unique off-campus, environmentally oriented educational experience for qualified students from participating colleges. Students live in small, rustic dorms or cottages and utilize well-equipped classrooms and laboratories. Students have the opportunity to participate in two five-week sessions during the summer.

Participating students may elect to take the necessary sequences of courses that will meet the requirements for vocational certification in one of the following areas: environmental analyst, land resource analyst, water resource analyst or naturalist. (A list of approved Au Sable courses is posted in the biology department and available from the registrar).

Academic credit for all Au Sable Institute courses is granted through Northwestern College. Special fellowships and scholarships are available for qualified students (see the section on special scholarships and grants under the financial information section of this catalog).

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Middle East Studies Program

This program, based in Jerusalem, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of the Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations. This program is operated through Jerusalem University College.

Northwestern grants 16 credits upon completion of the program, with the credits distributed as follows: 4 credits for Arabic language instruction; 12 credits for the seminars (meeting the Language and Culture (LA) and NWCore Cross-Cultural requirement) (GEN310).

Scholarship and Christianity in Oxford (SCIO)

SSIO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. A minimum GPA of 3.7 is required for this program. This program fulfills the cross-cultural requirement.

Northwestern grants 17 hours of credits upon completion of the program (GEN333).

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Contemporary Music Center (Nashville, TN)

The Contemporary Music Program provides students the opportunity to live and work in a community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMP offers two tracks. The artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The executive track is designed for business, arts management, marketing, communications and other majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs.

Northwestern grants 16 credits upon completion of the program (GEN329).

Creation Care Study Program (Belize, New Zealand)

The Creation Care Study Program (CCSP) offers semesters in two locations: Central America (Belize) and New Zealand. The goal of CCSP is to develop and nurture, in Christian community, the knowledge, care and practical competence necessary to be caretakers of creation. The core curriculum is three 4-credit classes and the option of an internship in Belize. Home stays with national host families are included.

Northwestern grants a minimum of 13 credits upon completion of the program, with the credits distributed as follows: 4 credits each for God and Nature; Tropical Ecosystems (Belize) or Ecosystems of the South Pacific (Samoa/New Zealand) (either course meeting the Science and the Natural World (SN) requirement); Introduction to Sustainable Community Development (meeting the Integrative General Education Cross-Cultural requirement); and 1-4 credits for elective seminars/internships (GEN340).

Viaa Exchange (Netherlands)

Viaa Exchange offers several courses during the Spring Semester. These courses are designed to offer international students the opportunity to study abroad and explore Dutch culture, while developing new skills and gaining knowledge in their respective fields. Student live with host families and have many opportunities to interact with Dutch students as they study Dutch language, history, art, culture, philosophy and contemporary European society.

Northwestern grants 12-18 credits upon completion of this program, with credits distributed depending on courses of study (GEN336).

Irish Studies Program

The John Brown University Irish Studies Program, offered each fall and spring semester, is a transformative experience deeply rooted in the country's culture and history. As part of the Irish Studies Program, you'll take courses in peacemaking and reconciliation, Irish history and culture, and other electives of interest. While there, you will reside in the historic 19th-century Lakeside Manor on four acres overlooking Willis Lake in the quiet suburbs of South Belfast.

Northwestern grants 12-18 credits upon completion of this program, with credits distributed depending on courses of study (GEN385).

Los Angeles Film Studies Center

The Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The combination of the internships and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective.

Northwestern College grants 16 credits upon completion of the program, with the credits distributed as follows: 10 credits for the seminars (counting as communication studies, English, or theatre/speech electives); 6 credits for the internship (with either 2 or 4 credits to be applied toward the student's major, see the college course section, course 417, for the credits that apply toward the major) (GEN304).

Uganda Studies Program

Uganda Christian University (UCU) serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. The program includes home stays, travel and service learning opportunities.

Northwestern grants 16 credits upon completion of the program, with the credits distributed as follows: 4 credits for the Faith and Practice in the Ugandan Context seminar (meeting the NWCore Cross-Cultural requirement); 12 credits for elective seminars (GEN334).

Students International (STINT)

Students International - Costa Rica is located on the outskirts of San Jose and offers students the chance to earn 18 academic credits in either a fall or spring term. This program focuses on study, service, travel, and interacting with the local population to enhance each student's Spanish speaking ability. The program is designed for Spanish majors or minors and academic credits will be granted from Crown College (Saint Bonifacius, MN). (GEN380)

Semester in Spain

The semester in Spain is a semester in Seville, Spain, for students of any level of Spanish language ability from beginning to advance. The greatest variety of courses is offered at the advanced level, including literature, history, art, theatre and business. An autonomous program not connected with another university in Spain, it requires living with a Spanish family in an immersion experience. It also offers an optional voluntary service component.

Northwestern grants 16-18 credits upon completion of the program, with the credits distributed depending on courses of study (GEN328).

Required study abroad programs

The following programs are approved as options for students who are required to study abroad as a part of their Spanish Major at NWC.

Semester in Spain

The Semester in Spain is a semester in Seville, Spain, for students of any level of Spanish language ability from beginning to advance. The greatest variety of courses is offered at the advanced level, including literature, history, art, theatre and business. An autonomous program not connected with another university in Spain, it requires living with a Spanish family in an immersion experience. It also offers an optional voluntary service component.

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Social Work in Latin American Context

The Social Work in Latin American Context semester is sponsored by Augsburg College of Minneapolis, Minnesota. The program is located in Cuernavaca, Mexico, and offers a unique combination that may be of interest to students double-majoring in Spanish and Social Work (GEN315).

International Studies Abroad Program in Argentina

ISA semesters in Argentina are approved for Spanish language semesters. Courses are offered on the intermediate and advanced levels. The programs include home stays with host families as well as opportunities to study with national students in local universities.

Northwestern grants 12-18 credits upon completion of this program, with credits distributed depending on courses of study (GEN346).

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Summer study abroad programs

Summer study abroad has a rich history at Northwestern College. Since 1998, Northwestern College faculty members have led short-term programs to different countries around the world, teaching three-to four-week classes in their academic field. In addition to being taught by NWC faculty, the college's summer study abroad program is designed specifically for Northwestern students and features small class sizes. Participants encounter the "cultural other" in meaningful ways and experience places that are generally underrepresented in the college curriculum. They also have the unique opportunity to share intensive short-term study with Northwestern faculty and students.

While some programs are offered on an every year or every-other-year basis, new programs and locations may be offered each summer, depending on the interests and areas of expertise of the faculty leaders. Past programs have taken students to the Czech Republic, Ecuador, France, Great Britain, Germany, India, Ireland, Jamaica, Mexico, Oman, Romania, South Africa and Taiwan. Along with field trips to cultural sites, the courses often feature guest speakers who give insights into their native countries. Some courses also provide language instruction and the opportunity to live with host families.

Participants in summer study abroad programs receive Northwestern College credit. Courses generally fulfill the Integrative General Education Cross-Cultural requirement for cross-cultural studies (GEN350), and occasionally they may also provide departmental credit or fulfill other departmental requirements. Summer study abroad courses cannot be taken for audit.

Study abroad locations for the following summer are usually determined and announced in November. Most summer study abroad programs are open to all Northwestern College students who have a 2.5 GPA and are in good academic standing. Occasionally, prerequisite courses may be required. An interview may also be requested. Specific program application requirements are outlined in the application packet for each program.

Applications are due around February 1 and are facilitated through the Compass Center for Career & Calling. Students are informed of their acceptance in a timely manner. A deposit is due upon acceptance. Final program fees are set around April 1 based on tuition rates plus direct costs of students' housing, airfare, food and excursions. Final program fees are generally due around May 1, and in all cases, must be paid prior to departure. Additional financial aid in the form of loans may be available. Interested students should contact Northwestern's summer study abroad office for more information.

Academic standards and honors

Academic grades and points

The system of grading is as follows:

A - Superior, counts 4 grade points for each semester hour.

B - Good, counts 3 grade points for each semester hour.

C - Average, counts 2 grade points for each semester hour.

D - Below average, counts 1 grade point for each semester hour.

F - Failure, no grade points per semester hour.

The grading system allows for pluses and minuses. The computation is as follows:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	.7
B	3.0	C-	1.7	F	0

I - Incomplete: Given when some portion of the work is unfinished. "I" is to be given only when there are emergent circumstances beyond the control of the student, such as serious illness or family affliction. An incomplete must be removed within four weeks after the end of the course. After the four-week period, the grade will automatically become an "F" if the course work has not been made up.

P - Pass: Indicates at least "C"-level performance. The student receives credit for the course, but it does not affect grade point average.

- NP - No Pass: Indicates failure to meet class standards in a course taken on a pass/no pass basis. The student receives no credit for the course, and this grade does not affect grade point average.
- W - Withdrawal: Indicates dropping a course with permission, within the time limits and according to the procedures set forth by the registrar's office. Withdrawals or "drops" under other circumstances will be recorded as "F." (See the withdrawal procedure section concerning withdrawal from college.)
- AU - Audit: Indicates class participation. No credit is given for the course. This is available only for lecture courses. The student is responsible for any fees associated with the course lecture or lab.

If a student repeats a course for a letter grade, the last grade received is the grade earned. All courses and grades will be recorded; however, only the last grade will be used to determine the student's grade point average. Students may repeat a course as an audit. The audit grade will not replace the prior grade and will not affect a student's earned credits or cumulative grade point average. Repeat courses must be taken at Northwestern College. Reports on grades are made available to students twice each term.

Courses with different departmental prefixes within the same NWCore category are not equivalent for grade replacement purposes (i.e., HIS120HP will not automatically replace a previously earned grade for PSC120HP). Exceptions will be made on a case-by-case basis. Students desiring to pursue an exception must receive approval from the NWCore director prior to the start of the new course.

Students receiving federal financial aid may repeat courses for which they have previously received credit one time. This applies to courses that students voluntarily repeat and not to courses that are designated as repeatable (i.e., music lessons, special topics, etc.). For more information, please contact the financial aid office.

The U.S. Department of Education mandates that a class being repeated may be included when determining the student's enrollment status for Title IV purposes. However, if you repeat a previously passed course more than one time, it will not count towards full-time consideration for Federal Student Aid. If this drops you below full time, it will most likely cause a reduction or elimination of a Federal Pell Grant or SEOG Grant, if eligible. It could also impact the amount of Federal Work Study or Federal Student Loans you may be receiving.

Pass/no pass courses

Several off-campus courses (e.g., department internships, field experiences, practica and student teaching) are graded on a pass/no pass basis. This information is included in the course description for the course.

Pass/no pass option for elective courses

Students are advised to avoid electives on a pass/no pass basis in areas in which they intend to do graduate work because graduate school admissions officers will be interested in such grades. For example, premedical students should avoid the pass/no pass option in science courses; social work students should avoid the pass/no pass option in sociology and psychology.

Students wishing to choose the pass/no pass option in electives must make application with the registrar prior to the deadline for adding courses, 5 days after the start of the term. Pass/no pass status will not be changed after the deadline for the pass/no pass option. No grades will be available in the future for courses taken on a pass/no pass basis.

The instructor will not be informed if a student is taking the course on a pass/no pass basis. The instructor will turn in a letter grade for all students. At midterm, the letter grade shall appear on the student's grade report. For the final grade report, the Registrar's Office will translate the grades of C and above into P and C- and below will be recorded as NP.

Classification

Freshman	0-23 Credits
Sophomore	24-54 Credits
Junior	55-88 Credits
Senior	89 & Above

NEXT student courses

NEXT students have the option of taking up to two courses for credit per semester. Students who take a course for credits will be expected to complete the stated course assignments. They will be entitled to the same accommodations as traditional students; including extended time on exams, note takers and help from the Peer Learning Center, as well as NEXT mentors. Students have a choice of taking a course for letter grade or Pass/No Pass. Students must make the choice by the 5th day of classes. If a NEXT student feels a course is becoming too overwhelming, they have the option of taking the course as an audit as long as the decision

is made before the official drop date published in the academic calendar. The NEXT program director will let the Registrar's Office know when a student has permission from the program director and course instructor to take an undergraduate course for credit. Similar to when a NEXT student chooses to audit a course, the NEXT program will be in contact with course instructor to ensure the student has a reasonable chance of being successful in the course with the previously listed accommodations.

Incomplete grade policy

An incomplete grade is given only when there are extenuating circumstances beyond the control of the student (e.g. serious illness and/or family affliction) that make it impossible for the student to complete required coursework before the last day of the term. Students may request an incomplete from their instructor. Incomplete grades are a late-semester response to emergent circumstances in the life of a student, thus students may not pre-emptively request incomplete grades in anticipation of potential circumstances or to request an incomplete so early in the term that it would be impossible to meaningfully complete the requirements of the course. Students who receive incomplete grades must turn in all course work to the instructor by the incomplete deadline, which is four weeks from the last day of the term. The instructor must then submit the final grade to the Registrar no later than one week after the incomplete deadline. If the incomplete grade is not changed at that time, the final grade will automatically become an "F".

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), Northwestern College will provide, on a flexible and individual basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider to discuss their individual needs and accommodations.

Students with an existing ADA accommodation who require additional time to complete coursework beyond the last day of a session or term will be granted an incomplete grade if their accommodation specifies additional time for assignments. The student must notify their instructor that an incomplete is needed by the last day of the course. Instructors are required to award an incomplete, in accordance with the student's ADA accommodation. The instructor will verify the accommodation with the ADA compliance officer, and the student will be granted a four-week extension after the end of the session or term to complete the requirements of the course. The grade will automatically become an "F" if the final grade is not submitted to the registrar one week after the incomplete deadline unless another extension is requested by the student, provided for in the student's accommodation, and approved by the instructor.

Academic forgiveness

Students must specifically request an academic forgiveness option from the Vice President for Academic Affairs at the time of readmission, and at least five years must have elapsed since their last Northwestern attendance date. Under the policy, (1) All students' grades in their prior academic periods at Northwestern are excluded from the GPA calculation required for graduation. (2) All course work and grade information will be included on transcripts, with academic forgiveness so noted. (3) Graduation honors will be determined by considering the cumulative GPA of all course work attempted at Northwestern College.

Grade change policy

A reported grade, other than an incomplete, may be changed only through student petition to the faculty member. Grades will be changed only in cases of instructor error. Grades are not changed based on a student's request to submit additional work to raise a grade. No grade can be changed more than 30 calendar days after it has been reported to the registrar's office.

Classification

Freshmen standing: 0-23 semester hours
Sophomore standing: 24-54 semester hours
Junior standing: 55-88 semester hours
Senior standing: 89 and above

Course numbering

The courses offered at the undergraduate level at Northwestern are divided into four categories:

1. 100-level courses are primarily for freshman students.
2. 200-level courses are primarily for sophomore students and those students with essential prerequisites or backgrounds.
3. 300-level courses are primarily for junior students and those students with essential prerequisites or backgrounds.
4. 400-level courses are primarily for senior students and those students with essential prerequisites or backgrounds.

Courses numbered below 100 are designated for use by the NEXT program.

An "x" following a course number indicates that the course is cross-referenced in another department. The course description indicates which department the course is cross-referenced with.

Graduate credit for undergraduate students

An undergraduate student with senior standing and a minimum GPA of 3.0 may take up to 12 graduate credits with approval from the department chair. In general, no course may count toward both an undergraduate and a graduate degree unless approval is obtained by the department chair.

Students may not exceed 18 total credits (undergraduate and graduate) in a term without approval from the registrar's office. Undergraduate financial aid will only apply to undergraduate courses. Graduate financial aid will only apply to graduate courses. Graduate credits are billed at the graduate program tuition rate, and are separate from the full-time student undergraduate package of 12-18 credits.

Credit from other institutions

Credits will be accepted only for courses with grades of C or higher. See the section on admission of transfer students.

Students who transfer in 30 or more credits must complete their last 30 credits at Northwestern. Before enrolling in course work at another institution, students must receive prior approval from the registrar.

Satisfactory academic progress policy (SAP)

A student's progress is based on the number of credits attempted at Northwestern College and if applicable, any credits transferred in, and the cumulative grade point average. Students must earn at least a cumulative grade point average (GPA) of a 2.00 and successfully complete a minimum of 124 earned credit hours in order to graduate and earn a degree from Northwestern College. This SAP policy is the same for all students, regardless of whether they receive Title IV assistance, and whether they are full or part-time. Satisfactory academic progress is reviewed at the end of each academic term (including summer), regardless of whether a student received Title IV aid. A student is making satisfactory academic progress toward graduation if he or she has completed the attempted credits and earned the necessary cumulative grade point average as explained in (1) and (2) below.

Financial Aid SAP: Federal regulations require that students who receive federal financial aid must make satisfactory academic progress towards degree completion. Financial Aid SAP is defined by the federal government using both Grade Point Average and Pace measures:

1. Cumulative Grade Point Average (GPA)

Cumulative Grade Point Average Progress Chart

	Attempted hours	Placed on probation when minimum cumulative GPA is below:
Freshman	0-23.99	1.75
Sophomore	24-54.99	1.90
Junior/Senior	55 and up	2.0

*Also placed on Financial Aid warning (see Financial Aid warning and probation below).

Students must achieve a cumulative grade point average of 2.0 by the time they reach junior status, which is based on the total number of credit hours attempted. Students not making satisfactory academic progress (SAP) will be placed on academic probation and financial aid warning.

2. Pace

In order to maintain satisfactory progress towards degree completion at Northwestern College, students must successfully complete 67% of the cumulative credit hours attempted at all times. All courses taken toward the student's program of study are included as attempted hours. Students who successfully complete 67% of their attempted credits meet the quantitative measure for monitoring satisfactory academic progress. Students failing to complete 67% of their attempted credits will be placed on financial aid warning or probation.

Duration of financial aid eligibility or "Maximum Time Frame"

The maximum time period to complete a degree is no longer than 150% of the published length of the program measured in credit hours. Thus, students may attempt no more than 186 credit hours in order to maintain their financial aid eligibility. If a student is unable to complete his/her degree program in the 150% degree completion time frame (12 terms), financial aid eligibility will be terminated.

Students who enroll in a 2nd degree, additional minor or teacher certification may be eligible for financial aid and will have their SAP calculated using the credit hours beyond the first degree.

Incompletes, withdrawals, course repeats and transfer credits

- Incompletes: Students with incompletes at the end of a payment period will have their SAP calculation delayed until the Incompletes are converted to a grade (within 4 weeks of the end of the payment period).
- Withdrawals: If a student withdraws before the withdrawal deadline and receives a "W" for the class, the credits are not considered attempted while computing GPA or pace.
- Repeated Courses: All repeated courses count as attempted credits each time for pace calculations, but only the last grade is used for GPA calculations.
- Transfer Hours: All accepted transfer credits count as attempted and completed credits when calculating pace, but do not factor into the GPA calculation.

Academic probation/suspension

- Any student whose cumulative GPA is below the minimum standard, based on the total number of credits attempted, shall be placed on academic probation for the following term.
- Any student who would be on academic probation for a second consecutive term shall be suspended. An exception will be granted if the student's term GPA during the term on probation is above 2.00. In this case, the student shall be granted a second term on probation, and will be placed on financial aid probation (see Financial Aid Warning and Probation). A student may be granted this exception only one time.
- If the student (on probation) enrolls in summer school classes at Northwestern and earns a summer GPA below 2.0, the student will be suspended. If the student enrolls in summer school classes and earns a summer GPA of 2.0 or above, the new cumulative GPA will determine whether the student is back in good standing or whether the fall term counts as a second term of probation.
- Any student who would be on probation for a third term, whether or not any are consecutive, shall be suspended.
- Academic suspension means a student is suspended for a minimum of one term. Students wishing to return after one term must follow the reinstatement process (see below).

Reinstatement procedure for academically suspended students*

- A student is suspended for a minimum of one term. Students wishing to return after one term must submit a Reinstatement Application to the Registrar. Application deadline information is available from the Office of the Registrar.
- The Registrar shall provide a copy of the Reinstatement Application to the Director of Admissions, the Director of Residence Life, the Director of Academic Support and the Director of Financial Aid, who will provide immediate feedback concerning any specific issues that would prevent the student from being issued a Reinstatement Eligibility Contract.
- The student will complete a Reinstatement Eligibility Contract, which will specify the following:
 1. The student will provide the name of the institution, the course numbers, the course titles and the number of credits for each course. At a minimum, the student must take at least 12 credits (concurrently) at a regionally accredited college and attain at least a 3.0 grade point average in those courses. Type and level of difficulty of each course will also be factors.
 2. The student will provide a verifiable plan to reverse past academic and personal patterns that hindered the student's success at Northwestern College.
 3. The Registrar will provide various academic scenarios showing what courses and grades are needed at Northwestern College to attain good academic standing, should the student be readmitted.
- All reinstatement application materials (Reinstatement Application, Reinstatement Eligibility Contract, and any academic transcripts) should be in the hands of the Registrar by the appropriate deadline.
- Upon receipt of ALL reinstatement materials, the Registrar shall notify the chair of the Academic Appeals Work Group, who will schedule a meeting. The student has the option of meeting with the committee prior to its deliberation, but must request this option on the Reinstatement Application. The committee will make a decision within one week after the deadline. The committee decision is final.
- The student shall be promptly notified by a member of the Academic Appeals Work Group of its decision, which includes a phone call and an official letter providing details of the grounds for the group's judgment.
- *Students enrolled in the Bachelor of Arts in Early Childhood program and the RN to BSN program must submit a Reinstatement Application to the Registrar's Office. The Registrar shall provide a copy of the Reinstatement Application to the Dean of the Graduate School & Adult Learning, Director of Academic Support and Director of Financial Aid to provide adequate notification of the student's possible return. The student will be required to write a letter outlining the reason for their failure to remain in good academic standing and how they plan to succeed in their program of study if allowed to return. The Academic Appeals Work Group will then determine if re-admittance will be allowed.

Financial aid warning and probation

A student is placed on financial aid warning for failing to make the qualitative and/or quantitative measure of SAP, as outlined by the SAP guidelines above. If a student is placed on financial aid warning, the student may continue to receive Title IV assistance for one additional term despite the fact that they failed to make SAP. No appeal is granted or required.

If a student on financial aid warning fails to make SAP at the end of the term (or payment period), and if the student is not academically suspended, the student loses Title IV aid the following term unless they appeal (see Financial Aid Appeal Process below) to be placed on financial aid probation, or, to receive an individual academic plan. An individual academic plan could be established to assist a student who cannot meet SAP in one term. Progress in the plan will be evaluated at the end of each payment period. Failure to meet the terms of the academic plan will result in a loss of Title IV aid until SAP is re-established. A student on financial aid probation may receive Title IV funds for one payment period. At that point, the student must meet SAP or the requirements of an established individual academic plan in order to maintain Title IV eligibility.

Financial aid probation appeal process

Students who fail SAP may appeal based on any circumstances the student deems as difficult circumstances, such as family difficulties, illness/injury, roommate or dating issues, loss of balance between responsibilities, death in the family or financial struggles. The financial aid appeal (for students on financial aid warning who again fail to make SAP but are not academically suspended) will be handled in the same manner as academic suspension appeals. The student's appeal must be in written (letter) form and state why they failed to meet SAP as well as what will change to demonstrate SAP at the end of the next term. Students will be notified of the appeal decision via email and/or a letter in the mail. If an appeal is granted by the Financial Aid Director (who decides the appeal in consult with the Academic Support Director and the Registrar), the student will be placed on financial aid probation and allowed to receive Title IV funds for one additional term. If making SAP is not realistic in one term, the academic appeal committee may develop an academic plan in lieu of probation that, if followed, will ensure the student is able to meet SAP standards at a specified point in time. If the appeal is not granted, the student may not receive Title IV funds until they regain eligibility by taking actions that bring them back into SAP. These actions may include filing an appeal after attending classes at another institution or by taking classes at NWC without the assistance of Title IV aid.

For a returning student seeking reinstatement from a prior academic suspension, or for any re-registering student who does not meet SAP, if the academic appeal for reinstatement is granted, the student will re-enter on financial aid probation or an established academic plan.

Appeal procedure for students who have been academically suspended

Students may appeal their academic suspension only in cases of extenuating circumstances. An extenuating circumstance is defined as a disruptive, unavoidable circumstance beyond the student's control (e.g. chronic illness, medical emergency, family crisis, physical attack). Students may not appeal using the concept of academic amnesty, whereby only certain courses are excluded from GPA calculations.

Students wishing to appeal their academic suspension must submit, either by mail, fax or email attachment, a one-page typed letter, signed and dated, to the Registrar or to the Director of Academic Support within two weeks of the last day of final exams. The letter should outline 1) the extenuating circumstances that affected the student, 2) actions the student has taken to address those circumstances so that they will not influence future academic endeavors, and 3) whether or not the student wishes to attend the appeal meeting. Letters written by outside persons supporting the appeal must be sent to the Registrar or to the Director of Academic Support at this time.

Once the student has filed an appeal, the Registrar will notify the chair of the Academic Appeals Work Group, who will arrange a meeting as soon as possible. The student who is appealing may choose to be present when the committee considers the appeal; a request for an outside party to be present at the meeting must be approved by the committee prior to the meeting. If the Academic Appeals Work Group determines the appeal warrants review, committee will convene to consider the appeal. After the appeal meeting, the student will be notified of the work group's decision.

Extra-curricular sports eligibility

Probationary students are ineligible for participation in extra-curricular athletic contests. In order for a student to participate in any extra-curricular sports activity at Northwestern, he/ she must have passed at least 24 credits in the previous two terms of study, with summer school course work to be computed as part of the spring term.

Academic honors

Students who achieve excellence in their academic work will be awarded academic honors. A student who achieves a semester grade point average of 3.50 or above will be placed on the Academic Dean's List, and a student with a semester average of 3.75 or above will be designated as a Collegiate Scholar.

In order to be eligible for the Academic Dean's List, the student must carry a minimum of 12 graded hours. (Pass/no pass credits are not included.)

Credit hour definition

Northwestern College requires 124 credits for the Baccalaureate degree.

Northwestern College assigns credits to courses per the federal credit hour definition:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Accordingly, courses at Northwestern College vary in the amount of credit awarded from .25 to 16 credits. Courses during the academic year may run for either 8 or 16 weeks and may be either face-to-face or online. A credit represents at least 60 minutes of direct instruction, or its equivalent, per week over a term of 16 weeks or at least 120 minutes of direct instruction, or its equivalent, per week over a session of 8 weeks. In the case of laboratory work, internships, practica, studio work, and similar activities, the assignment of credits shall consider the number of hours required, the nature of the learning experience, and common practices in the discipline, recognizing that such learning experiences generally carry less credit per hour.

Thus, the number of credit hours allowed for a course will consider the intended learning outcomes for the course, the number of hours of direct instruction or its equivalent during the term or session, and the nature and rigor of expectations for work done outside of class. Online and summer school offerings shall have the same learning outcomes and expectations as courses offered on campus, but schedules, assignments, and delivery modes may be different. Departments shall regularly review existing courses to ensure that courses carry the appropriate amount of credit, and that courses offered by different faculty or in different formats have similar outcomes, expectations, and evaluations of student learning. Proposals for new courses must be submitted to the Academic Affairs Committee with a rationale that demonstrates how the proposed credits meet the above criteria.

Academic integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. In addition, as members of the campus community all students, faculty, and staff have a responsibility to help other members of the community to demonstrate integrity in their actions.

Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments.

Procedures for dealing with academic dishonesty

1. If an instructor suspects that cheating or plagiarism has occurred, the instructor will consult with the department chair (or another faculty member). In the case of plagiarism, the instructor will consult with the department chair or another colleague using a blind copy of the paper. If the violation is verified, or if the instructor believes that a student has cheated, the instructor shall confront the student with the charge. The student shall have an opportunity to confirm or deny the allegation. If the instructor is not able to confront the student, the instructor shall notify the student of the intent to take disciplinary action.
 - a. If the student confesses to the charge of academic dishonesty, the instructor shall assess the case, determine the penalty, and file an academic dishonesty report with the office of the Vice President for Academic Affairs; the student shall retain the right to appeal the penalty to the Vice President for Academic Affairs.
 - b. If the student denies the charge, but the instructor remains convinced of the accuracy of the charge, the instructor may yet enforce the penalty; the student shall have the right to appeal either the charge or the penalty to the Vice President for Academic Affairs.
 - c. If after confronting the student, the faculty member believes that academic dishonesty has occurred; the faculty member will inform the student of the details of the appeal process and file an academic dishonesty report with the Office of the Vice President for Academic Affairs.

- d. The ordinary penalty for a first offense shall be a failing grade for the assignment, test, or quiz in which the academic dishonesty occurred. The usual penalty may be modified, at the discretion of the instructor, to allow for greater or lesser penalties, ranging from a lower grade on the assignment to a failing grade in the course.
2. If the case of academic dishonesty represents a second offense for a student in his/her college career, the Vice President for Academic Affairs, after the challenge period is over or after all challenges have run their course, will meet with the student to discuss the penalty for a second offense. The penalty will normally result in a suspension from Northwestern College for the remainder of the term and the entire following term. However the penalty may be as severe as a permanent expulsion from the college. The student shall have the right to appeal the penalty to the Vice President for Academic Affairs.
3. A written record of all cases of academic dishonesty shall be maintained in the Office of the Vice President for Academic Affairs for the duration of the student's academic career at Northwestern College.
4. If a student is suspended for academic dishonesty, the transcript will permanently record that the student has been academically suspended and the effective date. After five years the student may request in writing to the Vice President for Academic Affairs for Academic Forgiveness to be noted on the transcript. If approved, the Academic Forgiveness notation will be listed on the transcript, along with the Academic Suspension notation, and the date that forgiveness was granted.

Appeals

1. The student shall have five school days to submit a written appeal of a faculty member's decision to the Vice President for Academic Affairs. The Academic Appeal Work Group (FHB 4. 3. 8. 1) will be convened within *five school* days of the receipt of the appeal.
2. The Work Group shall review both the charges of academic dishonesty and the penalty imposed. The Work Group shall hear testimony from the student and the instructor.
3. The Work Group shall vote on whether to sustain or dismiss the charge of academic dishonesty and whether to sustain, modify, or dismiss the penalty. The work group has 24 hours after the hearing of the appeal to make a decision. This decision will be final.

Rationale for preventing academic dishonesty

Northwestern College constitutes a Christian academic community, and any policy formulated to deal with plagiarism, cheating, and other kinds of academic dishonesty shall take that fact seriously. Because it is an academic community, all shall follow the practice of giving proper acknowledgment to others for their thoughts, ideas and words whenever we make use of them. Because it is a Christian community, it is necessary to obey God's commandment to respect and acknowledge the ownership of intellectual as well as material property. This formal policy is an expression of Northwestern College's commitment to integrity and honesty in all intellectual and academic matters.

Academic dishonesty: cheating and plagiarism defined

Cheating is the unauthorized use of sources or materials on exams, the use of prohibited material for assignments, or any attempt to deceive an instructor concerning assignments or activities which affect an assignment or course grade. Examples of cheating include, but are not limited to, the following:

1. Use of, or clear attempt to use, unauthorized materials for an examination or use of materials for completion of an assignment which the instructor has prohibited the students to use.
2. Providing unauthorized assistance to, or receiving unauthorized assistance from, another person on an exam.
3. Providing assistance to, or receiving assistance from, another person on an assignment where an instructor has clearly forbidden such assistance.
4. Re-submission of work previously or simultaneously submitted in another course, without the explicit permission of the instructor.
5. Falsifying data or other information for a course assignment.
6. The use of unauthorized electronic devices in the classroom during exams, tests or quizzes. Or the use of an authorized electronic device if such a device has transmitting capability and this ability has not been discussed and approved by the classroom instructor prior to the exam, quiz, or test.
7. Unauthorized acquisition of exams or other academic material belonging to an instructor.
8. Allowing another person to log into the college's learning management system to participate or complete course requirements posing as the registered student.

Plagiarism is the presentation of someone else's work, words, images or ideas as one's own. Examples of plagiarism include, but are not limited to, the following:

1. The unacknowledged use of words, ideas, or data from any published or unpublished source, including Internet sources and other students. Any ideas or information a student obtains from a source, whether or not directly quoted, must be appropriately acknowledged and referenced.
2. Improperly quoting a source. Any phrase directly taken from a source must be placed in quotation marks and cited. Any failure to indicate a direct quotation is considered plagiarism, even if the source is cited. Any paraphrase (restatement of an idea in one's own words) must be cited.

The instructor should clarify what constitutes plagiarism and correct citation within a given course.

Graduation

Application for graduation

Students who anticipate graduating at the spring commencement must file an application for graduation with the registrar. Upon submission of a graduation application, students will receive a degree audit review letter from the registrar confirming degree completion requirements. Students who intend to complete their degree requirements during the summer will participate in the preceding spring commencement and have until August 15 to complete their requirements. Students who anticipate completing their degree requirements in May or August will pay a graduation fee on their spring bill. Students who anticipate completing their degree requirements in December will pay a graduation fee on their fall bill.

Catalog governing graduation

Students in continuous enrollment must meet the degree requirements of the catalog in effect when they entered the college, unless arrangements have been made with the dean of the faculty and registrar to graduate under a later catalog. Students failing to complete degree requirements within a reasonable period of time (six years) may forfeit any right to graduate under the regulations in effect at the time of matriculation.

Students returning after discontinuing studies for two or more terms will come under the requirements of the newest Northwestern College catalog.

Graduating honors for B.A. or B.S. degree

A student will graduate with academic honors if his or her cumulative grade point average meets one of the following standards of excellence: Summa Cum Laude, 3.90 or above; Magna Cum Laude, 3.70-3.89; Cum Laude, 3.50-3.69. For transfer students, a minimum of 62 earned credits of course work must be taken at Northwestern College in order to graduate with honors.

Students meeting the requirements of the Honors Program shall be designated as Honors Program graduates (see the Honors Program section of this catalog).

Registration information

New students: Students who have been accepted for admission and paid the \$100 enrollment deposit will receive registration instructions in connection with the orientation program. Incoming freshmen are registered by their admissions counselor. New transfer students register via a registration worksheet for their first term and online thereafter. A faculty adviser will assist the student in planning a program of study.

Former students: Students returning to Northwestern College after a term or more of absence should complete the re-enrollment application, which is located at <https://www.nwciowa.edu/admissions/re-enrollment>.

Enrolled students: Pre-registration for enrolled students who plan to return for the next academic year is held in March/April for the fall term and in October/November for the spring term. Enrolled students who pre-register and later decide not to return to school in the fall must notify the registrar's office before July 1 of the school year. Students registered for spring term must notify the registrar's office of their cancellation before classes start in January. Failure to notify the registrar's office will result in forfeiting the \$200 enrollment deposit.

All students: Class attendance is not permitted until registration is completed with the registrar's office and financial arrangements made with the business office.

Generally, students must fulfill the academic requirements that were in effect when they first enrolled at Northwestern College (see graduation section of catalog). If requirements change, students may choose to fulfill the requirements of a subsequent catalog. The college reserves the right to change requirements and also has the right to cancel classes if registration is insufficient.

Change of registration - adding & dropping courses

All course changes can be made in the registrar's office or online through MyNorthwestern before the deadline listed in the academic calendar. Appropriate signatures must accompany the Change in Registration form. No refund will be given after the 5th day of classes.

Registration for a class that starts mid-term

This policy applies to any undergraduate or graduate student not already registered for the term.

After the first 5 days of the term have passed, a student may not register for classes unless the student is registering for a class that starts mid-term.

If registering for a class that starts mid-term (class begins after the first week of the term) the student must register on or before the Friday prior to the first day of class. Payment is due in full on or before the Friday prior to the first day of class. Students will not be allowed to start their class or have access to their class through Blackboard if this payment is not made in full. Students are allowed to register for a maximum of 5 undergraduate credits or 3 graduate credits. No financial aid is available.

Class attendance

Since a student benefits from regular class attendance and suffers if class is missed often, it is incumbent upon the student to attend regularly and to finalize their academic program as early in the term as possible. Regular class attendance is essential to scholarship. Each faculty member establishes their own attendance policy. Students shall inform instructors of any anticipated class absences. Penalties or makeup privileges shall be left to the discretion of the instructor. Instructors may reduce grades for absences, particularly if the nature of the class procedure depends on student participation. If such a reduction may be made, it shall be so stated in the course syllabus.

Only registered students may attend class sessions, including on site and online. A student who allows another to establish or maintain attendance, participate in course activities, or complete coursework in their stead is subject to the college's Academic Dishonesty policy.

In order to comply with the U.S. Department of Education regulations, the college is required to document whether or not a student begins attendance in enough credit hours to support the full-time or part-time enrollment status for which Title IV federal funds are awarded and disbursed. Students who have not begun attendance, or who have not participated in an academically-related activity, in a registered course by the 5th day of classes will receive notification from the registrar's office to either attend class or drop it. Students who have not established attendance in a registered course by the 7th day of classes will be administratively dropped from the course by the registrar's office. The registrar's office will notify the financial aid office if the schedule change affects a student's enrollment status.

As defined by the U.S. Department of Education, an "academically-related activity" includes, but is not limited to:

- Physically attending the class
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

Transcripts

The registrar's office at Northwestern College is using Parchment, which enables delivery of your official transcript electronically as well as through regular or overnight mail. The electronic option is recommended because it is quick, easy and environmentally friendly. Processing of transcript requests takes place during normal business hours. In accordance with federal law, your transcript cannot be released without your signature.

- If you have access to MyNWC, [login](#) and click on the Academics tab, Transcripts link, and go to the Official Transcript portlet.
- If you do not have access to MyNWC, you will first need to [set up your account with Parchment](#).

Transcript of credits earned in high school or other colleges are not available for distribution by Northwestern College. These transcripts must be requested from the school awarding the credit. For information on ACT or SAT scores, students should inquire at their high school. Transcripts may be held if there are unmet outstanding financial obligations to Northwestern College. Academic transcripts are not available for Continuing Education Units (CEUs), such as the non-credit coaching authorization.

Confidentiality of Student Records

Student records are protected under the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and state of Iowa statutes regarding freedom of information and privacy protection.

The following is a list of directory information that may be made available regarding students of the college without their prior consent and is considered part of the public record for their attendance:

- Student's name, local address, permanent address, e-mail address, photos and telephone numbers (including cell phone numbers)
- Date and place of birth
- Student photo (Campus Directory)
- Names and dates of previous high schools and colleges attended
- Classification (Fr/So/Jr/Sr), enrollment status (full time/part time)
- Major Field of study
- Dates of attendance and anticipated date of graduation
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees and awards granted (where and when received)
- Name, address and telephone number of parents, guardians and/or spouse

The student is entitled to request that any or all of this information not be made publicly available. Such a request must be made in writing to the college registrar during the first ten days of the semester. The non-disclosure hold on directory information shall remain in effect until the student requests the institution to remove it.

All requests for student directory information must be authorized by the college registrar who is the data steward for such information. A student's written permission is required for the release of any non-directory information. Examples of non-directory information include grade transcripts and student social security numbers. If you have a question concerning release of student information, contact the college registrar. (Note - In addition to the college's liability for knowingly violating the Buckley amendment, individuals are also held personally liable for knowingly violating this legislation.)

Consent by the student is not required when the disclosure is to other school officials within the college who have a legitimate educational interest. He or she must require the student's education records in the course of performing his or her instructional, supervisory, advisory, and administrative duties for the college.

The student also has the right to inspect and review his/her educational records in the office of the registrar and may do so by making an oral or written request to the college registrar. Students may be asked to present a valid college identification card or a valid photograph ID when making the request. Students do not have the right to view another student's records. The official must respond within forty-five days of the request by arranging an appointment for the student to review the records. The student has the right to an explanation of any information contained in the record.

Upon written request and for a set fee, an official grade transcript may be ordered by the student. No transcript will be released to a third party without the prior written consent of the student.

Requests for name changes

Northwestern College will update a student's last name upon written notification from the student of a legal name change. In most instances, the change will occur as a result of a marriage or divorce. Individuals wishing to have their first or middle name changed in Northwestern's records must provide documentation of a legal name change. Documentation could include, but is not limited to, a state issued driver's license or court order approving the name change. Northwestern maintains a student's birth sex in official records.

Financial information

Statements

Billing statements will be emailed to your Northwestern email address on a monthly basis until your balance is paid in full. Your bill may be viewed online at any time. Go to the Billing Information tab on My NWC and click on View/Pay Bill for the current

term to view your billing statement. There is an option to download a PDF of your bill or print a paper copy for your records. The college will no longer be sending out paper bills in an effort to go paperless.

Account payments

Students are required to pay the balance on their account in full by August 1 for the Fall term, by January 3 for the Spring term, and prior to the first day of class for the Summer term in order to keep their reservation in the residence halls as well as their registration for classes. To make a payment, go to the Billing Information tab on My NWC and click on View/Pay Bill for respective term. Click on Pay Online Now to make your payment online (by E-check or Credit/Debit card). Information on fees and additional payment options (checks or wires) can also be found under View/Pay Bill.

Automatic withdrawal monthly payment plan

Students who wish to set up a payment plan should complete the online payment plan application by July 1 for the Fall semester and by November 15 for the Spring semester. The student's balance on their Fall and Spring bills will be divided into five monthly payments, and two monthly payments for the Summer term. Once enrolled in the plan, it will automatically roll forward to future semesters unless you notify the business office you would like to be removed from the plan.

For the Fall semester, the first payment will be automatically withdrawn on July 25. The remaining four payments will be withdrawn on August 25, September 25, October 25 and November 25.

For the Spring semester, payments will be withdrawn on December 25, January 25, February 25, March 25 and April 25. No monthly interest will be charged to students who participate in the payment plan if their payment is withdrawn successfully on the withdrawal dates. Students on the payment plan will be assessed an administration fee of \$25 each term.

Late payments

If a payment is not made on the date it is due, the entire balance becomes due and interest of 1 percent per month (12 percent per year) will be charged to the student's account. Students who are delinquent in payment may be denied access to Blackboard, class registration, computer usage and campus facilities. Diplomas, transcripts, credentials, and recommendation for teacher licensure will be withheld until accounts are paid in full.

This late payment policy will not apply to students attending under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post 9/11) of the GI Bill for any portion of the delinquent balance caused by a delayed disbursement by the U.S. Department of Veterans Affairs.

Interest

Students not on a monthly payment plan will be assessed interest of 1 percent per month (12 percent per year) on the student's outstanding balance.

Electronic notifications

Northwestern College, its affiliates, agents and service providers will use written, electronic or verbal means to contact students as the law allows. The methods include, but are not limited to contact by manual calling methods, prerecorded or artificial voice messages, emails and/or automated telephone dialing systems. The College, its affiliates, agents and service providers may contact students by telephone at any telephone number associated with their account currently or in the future, including wireless telephone numbers, regardless of whether a charge is incurred as a result.

Tuition and related fees

Detailed information about costs and related fees can be found at www.nwciowa.edu/tuition.

Institutional refund/repayment policy

The refund policy applies when a student fails to complete the enrollment period for which he/she has been charged. When a student withdraws, drops out or is dismissed for disciplinary or academic reasons, this policy will apply.

The effective date used to calculate the student's refund or repayment is documented on the student's official college withdrawal form. It is the student's responsibility to initiate the completion of the appropriate withdrawal form:

- Complete the online withdrawal form if you are enrolled in all online courses or if you are attending summer school on-campus or online. Withdrawal forms are located online in MyNWC under Student Forms on the Academics tab.
- Complete the withdrawal form available in the Registrar office if you are a residential student taking all on-campus courses or a combination of on-campus/online courses.

Upon receipt of the completed withdrawal form, the business office will calculate the refund/repayment in a timely manner.

This policy does not apply to students who drop classes but remain enrolled at least on a part-time basis at Northwestern. For these students, no refund will be provided, and financial aid will not change after the fifth day of the Fall and Spring terms and after the fifth day of each summer session.

Tuition, room and board is refundable on a prorated basis if the student withdraws prior to completing 60% of the enrollment period. After 60% of the enrollment period has been completed, no refund is given. A 100% refund is given on or before the first day of classes. All fees are nonrefundable. Private or institutional student financial assistance programs will follow the same percentages when returning aid as calculated for tuition, room and board.

The percentage of the enrollment period completed represents the percentage of charges owed and aid earned by the student. This percentage is determined by dividing the number of days enrolled by the number of calendar days in the enrollment period. Weekends and holidays are included in the number of days, but breaks of five or more consecutive days are excluded.

Return of Title IV funds policy

Title IV funds are federal financial assistance in the form of Stafford Loans, Perkins Loans, Parent Loans for Undergraduate Students (PLUS), Pell Grants, Supplemental Educational Opportunity Grants (SEOG), and TEACH Grants. Federal regulations require the following treatment of Title IV funds when a student withdraws from an institution. The federal formula requires a return of the Title IV aid if the student received federal financial assistance as noted above and withdrew on or before completing 60 percent of the enrollment period. The percentage of Title IV aid to be returned is equal to the number of days remaining in the enrollment period divided by the number of calendar days in the enrollment period. Scheduled breaks of five or more consecutive days are excluded. If 60 percent or more of the enrollment period has been completed by the student, no Title IV aid needs to be returned.

Aid that must be refunded or repaid will be restored to the various financial assistance programs in the following order to the extent of the aid from each source:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grants (SEOG)
7. TEACH Grants
8. Other Title IV Aid

Please note that any other federal and student financial assistance programs will follow the same percentages when returning aid as calculated for the Title IV programs. To avoid repayment of your federal student aid during the Fall, Spring, or Summer terms, the student must be attending classes, taking exams, and completing required course work.

The return of Title IV program funds will be made by Northwestern College as soon as possible, but no later than 45 days after determining the student has withdrawn.

For a student who qualifies for a post withdrawal disbursement, the College will disburse grants to the student within 45 days and will offer loans to the student within 30 days of the date of the College's determination that the student withdrew, allowing the student at least 14 days to respond. All post-withdrawal disbursements will be applied to the student account first, and any resulting credit balance will be returned within 14 days.

Dropping Classes offered in Modules:

During the Fall, Spring, and Summer terms, Northwestern College offers courses that have different start and end dates within each term. These portions of the term (first-half and second-half courses during Fall and Spring or sessions during Summer) are referred to as "modules".

If a student wishes to drop a future module and the student doesn't want to be considered a withdrawal, they must drop that module while they are currently enrolled in another module. A student who drops a future module on a date that falls between the modules they are registered to attend is considered to have withdrawn. Unless a student provides written confirmation of future attendance in the payment period or period of enrollment, a student who drops all the future classes that he or she was scheduled to attend between modules (when the student is not attending classes) is considered to have withdrawn, and a Return of Title IV Funds calculation is required.

How to determine whether a student in a program offered in modules has withdrawn:

We can determine whether a student enrolled in a series of modules is a withdrawal by asking the following three questions.

1. After beginning attendance in the payment period or period of enrollment, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, go to question 2.
2. When the student ceased to attend or failed to begin attendance in a course he or she was scheduled to attend, was the student still attending any other courses? If the answer is yes, this is not a withdrawal; however, other regulatory provisions concerning recalculation may apply. If the answer is no, go to question 3.
3. Did the student confirm attendance in a course in a module beginning later in the period? If the answer is yes, this is not a withdrawal, unless the student does not return. If the answer is no, this is a withdrawal and the Return of Title IV Funds requirements apply.

Refund policy for students called to active military service

A student who withdraws from Northwestern College as a result of the student being called to active duty (or the spouse of a service-person that has a dependent child, if the spouse is the student) in a military service of the United States or a state military service shall receive a full refund of tuition and required fees for courses not completed.

Northwestern College offers the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the national guard or reserve forces of the United States and who is ordered to state military or federal service or duty.

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Financial assistance

Students seeking financial aid must submit the Free Application for Federal Student Aid (FAFSA). Be sure to list Northwestern College in the information release section. Northwestern's Title IV code is 001883. Application forms are available in high school guidance offices and on the Web (www.fafsa.gov).

Students selected for verification must submit the verification worksheet and either a signed copy of a tax return transcript or use the Data Retrieval function in the FAFSA. Financial aid packages for first-time students are estimates until verification is complete. No financial aid packages are awarded for returning students until verification is complete.

Veteran's and other military-related benefits

Any student who is eligible for financial assistance from the Veterans Administration should contact the registrar's office. This office will assist students in the certification process. Northwestern College is a Service Members Opportunity College Consortium member and welcomes active-duty, reserve, National Guard military personnel, veterans and their families to be a part of our student body. Veterans are required by the Veterans Administration to maintain satisfactory progress in their educational program.

Financial aid good standing and satisfactory progress policy

The Education Amendment of 1980, amended 1983, requires Northwestern College to define and monitor Standards of Satisfactory Progress for students receiving federal financial aid from one or more of the following programs: (1) Federal Pell Grant, (2) Federal Perkins Loan, (3) Federal Supplemental Educational Opportunity Grant (SEOG), (4) Federal Work-Study

Program, (5) Federal Direct Loan Programs. The Iowa Tuition Grant (ITG) is funded by the state of Iowa and has the same requirements.

Standards of satisfactory progress are established to encourage students to complete courses for which aid is received and progress satisfactorily toward the achievement of a degree. Completion of courses is defined as receiving one of the following grades: A, B, C, D, or Pass.

Duration of eligibility - It is expected that students will complete their undergraduate work within a time frame that does not exceed 150 percent of the published length of the program for a full-time student for satisfactory academic progress. Full-time students may receive federal financial aid for a maximum of 12 terms of full-time awards. Half-time students are eligible for a maximum of 24 terms of half-time awards.

Grade point average - To receive federal financial aid, a student must maintain the required minimum term grade point average based on credits attempted. See "Academic progress policy" in the academic life section of this catalog.

Satisfactory progress - Satisfactory progress is defined as successfully completing course requirements in the necessary time frame with a minimum term GPA. Incompletes, withdrawals and audits are considered unsatisfactory. However, incompletes which are later changed into A-D grades are satisfactory for good standing and satisfactory progress purposes. It is the student's responsibility to notify the financial aid office of any change.

Financial aid eligibility during probation or suspension terms- According to government regulations, every student who receives federal or state financial aid must be making satisfactory academic progress toward a degree program in order to continue to be eligible for federal, state or institutional funds. Thus, a student's progress is reviewed each term. Students on academic probation will continue to receive financial aid during the probationary term. However, they will need to earn the minimum grade point at the end of the term in order to qualify for these funds and to be considered as making satisfactory progress for the next term of enrollment. A student placed on academic probation will not be eligible to receive an activity scholarship during the probationary term.

Financial aid probation appeal process - Students who fail SAP may appeal based on any circumstances the student deems as difficult circumstances, such as family difficulties, illness/injury, roommate or dating issues, loss of balance between responsibilities, death in the family or financial struggles. The financial aid appeal (for students on financial aid warning who again fail to make SAP but are not academically suspended) will be handled in the same manner as academic suspension appeals. The student's appeal must be in written (letter) form and state why they failed to meet SAP as well as what will change to demonstrate SAP at the end of the next term. Students will be notified of the appeal decision via email and/or a letter in the mail. If an appeal is granted by the Financial Aid Director (who decides the appeal in consult with the Academic Support Director and the Registrar), the student will be placed on financial aid probation and allowed to receive Title IV funds for one additional term. If making SAP is not realistic in one term, the academic appeal committee may develop an academic plan in lieu of probation that, if followed, will ensure the student is able to meet SAP standards at a specified point in time. If the appeal is not granted, the student may not receive Title IV funds until they regain eligibility by taking actions that bring them back into SAP. These actions may include filing an appeal after attending classes at another institution or by taking classes at NWC without the assistance of Title IV aid.

For a returning student seeking re-instatement from a prior academic suspension, or for any re-registering student who does not meet SAP, if the academic appeal for re-instatement is granted, the student will re-enter on financial aid probation or an established academic plan.

Monitoring system - Those students placed on probation status or whose eligibility for aid has been terminated will have their progress monitored in the next term they are enrolled, whether or not they receive aid for that term. If satisfactory progress is resumed at the end of the term, full eligibility for aid consideration will be reinstated the following term, and the student's name will be removed from the monitoring system.

Scholarships and grants

Honor scholarships

Honor scholarships are awarded to high school graduates in the top quarter of their class who have satisfactory ACT or SAT scores, and to transfer students who have a 3.00 grade point average with a minimum of 24 hours. Honor scholarships vary in amount and are renewable each year for a total of eight terms, as long as the student maintains a 2.5 cumulative GPA for

Academic Achievement awards, 2.75 for Collegiate Honor scholarships or a 3.0 for Presidential/Peale awards. Full-time enrollment is required.

Activity scholarships

A limited number of activity scholarships are available through the art, theatre, music and athletic departments. Activity scholarships are based upon students' special achievements and their potential for further development. Activity scholarships are given for a year at a time and are reviewed at the end of each year. To be eligible for an activity scholarship, students must be full-time and meet the following requirements:

- New students must fulfill all entrance requirements at Northwestern.
- They must actively participate in the activity in which they seek an award.
- They must have been recommended by the department granting the award.
- Athletes must meet the eligibility rules of the Great Plains Athletic Conference (GPAC) and the National Association of Intercollegiate Athletics (NAIA). Check with the coach or athletic director for requirements.
- A student who is receiving an activity scholarship must be in good academic standing and meet eligibility requirements (see "Academic progress policy" in the academic life section of this catalog).

Legacy Grant

Legacy Grants are available to full-time students with a family or church connection to Northwestern. They are not given based on FAFSA information. Students are eligible for a Legacy Grant if they meet any of the following criteria:

- A parent or grandparent attended Northwestern full-time for at least three terms
- A sibling is currently enrolled or has graduated from NWC
- A parent is currently an ordained pastor/overseas missionary
- The student participated in a Reformed Church in America (RCA) congregation immediately prior to enrolling at Northwestern

Students receive a \$1,500 Legacy Grant if they meet any of the above criteria, and the grant remains in effect for up to four years.

Iowa Tuition Grant Program

The Iowa Tuition Grant Program provides funds to Iowa residents who attend a private college in the state. This money helps make up the difference between tuition at the private college and the average tuition at the three state universities. A student may receive up to \$6,200, provided state funding is available, depending on the student's financial need and enrollment. Application is made by filing the Free Application for Federal Student Aid (FAFSA) form by July 1 and listing Northwestern College as a recipient of the form. There is an eight-term limit on the Iowa Tuition Grant.

Federal Pell Grant

The Federal Pell Grant is a federal program that makes funds available to eligible students attending approved colleges. Application is made by filing the FAFSA. A student will receive a notification of eligibility in a Student Aid Report (SAR). This notification is also received by Northwestern's financial aid office, where the amount of the grant is then calculated.

Federal Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant (SEOG) is available to a limited number of undergraduate students with financial need.

TEACH Grant

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program. It provides grants of up to \$4,000 per year to students with a 3.25 GPA, who are pursuing a teaching degree, and who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

Northwestern College student employment

Campus employment is available to all students who wish to work on campus. Many students have been able to earn part of their tuition by doing necessary work in college offices, the library, residence halls, campus maintenance and the dining hall. Students are free to interview for open positions. Summer employment is also available in various departments.

Loans

Direct /Stafford Loan Program

This loan program is designed to assist families in the financing of higher education for their children. Repayment begins six months after a student graduates, leaves school or drops below half-time enrollment. During the repayment period, there is a fixed interest rate on the unpaid balance currently at 2.75% for unsubsidized and subsidized loans. Anyone who files the FAFSA is eligible for this loan. An origination fee of 1% percent is charged by the government.

Northwestern College McElroy Loan

A college-administered loan for non-athletes who best combine the qualities of leadership, citizenship, scholarship, and community and school service. During the repayment period, a rate of 7 percent interest is charged on the unpaid balance of the loan principal. A maximum of \$6,000 is available upon request annually.

Federal Parent PLUS Loans and Private Student Loans

These loans may be used to supplement the financial aid package if there is additional need. Additional information and applications for these loans can be obtained at www.nwciowa.edu/financialaid or www.studentaid.gov.

Student life

Campus life

Much of a student's time in college is spent outside the classroom. As a result, Northwestern College provides many activities that are organized by students and advised by faculty and staff members. These activities are co-curricular; they are designed to supplement the academic curriculum. They are also designed to provide opportunities for students to develop their individual talents. Because each student has different interests and talents, a variety of activities are offered.

Wellness center

The Wellness Center provides services designed to keep student healthy in mind and body, in order to equip you to succeed academically, live healthy and independent lives and to be fully ready for whatever God calls you to. We want to be a resource for whatever you need to know: how to prevent injuries, deal with disappointments, recover from an illness, or how to make stress work for you. Services will be provided with respect for the unique needs of the student in a safe, confidential setting. All services may be accessed by calling 707-7321 or by stopping during office hours: 8:00-4:30 Monday through Friday.

Counseling: The Wellness Center provides professional assessment and therapy at no cost for those students who are facing emotional, personal or relational difficulties and assists in developing strategies for handling problems of daily living. All full-time students are welcome to use these services, subject to availability. If all appointments are full, students may choose between going on a waiting list for NWC counseling services and being referred to off-campus services in the community. Students may choose to seek help during times of personal difficulty for issues such as depression, death of a loved one, traumatic family experiences, sexual assault, suicidal thoughts, eating disorders, body image issues, drug/alcohol abuse, adjustment difficulties, medical/health problems, identity issues, stress, relational/roommate issues, dating, violence, pornography, addiction, anxiety, or with any other personal concerns. The Wellness Center offers individual counseling, couples counseling, assessment and evaluation, information and referral, consultation, crisis intervention, and workshops on requested topics. Books and other printed resources are also available for students to borrow.

Physical Health: All full-time students are required to have a physical and report the dates for the following immunizations: TDAP within the last 10 years, MMR 1 and MMR 2. Meningitis if living in campus housing and Hepatitis B series are strongly recommended. A certified nurse practitioner is available on a part-time basis to students for their physical health concerns. The nurse practitioner is available for assessment and treatment of illness or injury, routine physical exams, women's gynecological exams, blood pressure checks, and is happy to provide information or programs regarding a wide variety of health related topics. Health services will be provided through an arrangement with Orange City Area Health System (OCAHS) as a satellite office located on campus. Regular clinic charges will apply to health visits. Because it is convenient, and geared toward student needs, students will generally want to seek assistance in the Wellness Center before going off-campus. However, off-campus referrals

are offered by the Wellness Center when students prefer an outside referral or when the Wellness Center schedule is filled to capacity.

If you are sick, injured, or have a psychological or an emotional crisis after regular office hours, contact your RA or RD. RD's have access to the on-call therapist. For medical emergencies, each RD maintains a first aid medical kit containing minor medical items for student use. Orange City also has a medical clinic that has served the college for many years. A community hospital and emergency room (located one mile east of the college on Highway 10) is available 24 hours a day. 9-911 access is available. In the event of a minor illness, the student should isolate him/herself as much as possible to prevent the spread of disease through the residence area. Sick tray requests may be obtained through the RA.

Students are not automatically covered by the college in case of illness or injury that requires off-campus medical attention or hospitalization. A student who is not fully covered by a family health care policy is strongly urged to purchase this coverage or purchase a medical policy on their own. This policy is not a blanket policy covering all expenses, but it does provide adequate coverage. An enrollment form and an information brochure for international students are available from Northwestern College's Business Office. Domestic students should review plan details and apply online at www.sas-mn.com.

Note to Students: Questions concerning your insurance coverage for these treatment programs should be directed to your health insurance provider. If you have the NW student health insurance, you may direct questions to: Student Assurance Services, Inc.

Career planning

As part of the Center for Spiritual Formation and Vocation, the Career Development Center seeks to assist students in discovering their unique calling and their fit as citizens in the kingdom of God. Staff members are dedicated to helping students understand their unique gifts, talent and DNA identity, as well as how they see the brokenness of the world. Where these two aspects meet is where vocation is born.

The Career Development Center provides personal professional service to both students and alumni in career planning and placement. Information on various businesses, social agencies, government associations and graduate schools is available in the center.

Many students know the uncomfortable feeling associated with a lack of direction, definite goals or meaning in their academic life as they look to the world of work and their identity within that world. Career planning assists students in developing an understanding of themselves and the world of work, and then builds on that understanding so that effective career decisions can be made.

Career development staff members provide personal career counseling. They administer the Strong Interest Inventory and the Meyers-Briggs Type Indicator to help students identify their interests and match those interests with various career areas. They offer a career planning workshop to help students with decision-making skills, values clarification and skills identification. They advise students interested in internships and off-campus study programs (see the section on off-campus study programs). They contact employers to arrange for quality internship experiences in numerous cities in Iowa and throughout the country and assist students with internship applications. (See department internships under the section. "individualized courses and programs.")

Career placement

In addition to working in career planning, the staff of the Career Development Center assists students with career placement, maintaining a professional credential file, giving notification of position vacancies and interview schedules.

Students are assisted with their job search through individual counseling, group meetings and publications. Skills in writing a resumé, identifying potential employers, interviewing and job-hunting are developed with students throughout the academic year.

Graduate school information is also available in the Career Development Center, as well as announcements and registration materials for the GRE, GMAT and LSAT.

Students are encouraged to register with the Career Development Center's career management website (www.nwcareerconnections.com).

Part-time and summer jobs

In addition to its work in career planning and placement, the Career Development Center assists students in locating part-time employment opportunities off campus, as well as summer employment.

Campus life guidelines

To enjoy life in any community, those participating need to know and accept the expectations and goals of the community. For the Northwestern community, that implies two things. Northwestern is an academic community. Therefore, those who come here should be committed to being students, wanting to develop skills and acquire knowledge that will stretch their minds. This means a student willingly commits a large portion of time to disciplined study and research. Northwestern is also a Christian community. Those who come here should seriously desire to live in a community that believes Jesus Christ is Lord of all areas of life. This means that lives and thoughts are to be guided by biblical principles. The effects of such a commitment are evident in all areas of college life.

Certain expectations of students enrolled at Northwestern have been established to promote freedom while encouraging personal responsibility. The following are basic guidelines and do not represent an exhaustive listing of lifestyle expectations. Please consult the current student handbook for more specific information.

1. Visitation in residence halls by members of the opposite sex is allowed only during specific hours (see handbook). Residence halls are open to visitors on a limited basis to ensure residents the privacy they need for study and personal development. Students are required to respect the visitation expectations.
2. The abuse of alcoholic beverages is contrary to the biblical principles that life, health and one's rational powers are sacred trusts not to be willfully destroyed or impaired. While recognizing Christian liberty, Northwestern has adopted a policy for all members of the campus community that calls for abstinence on campus, in college housing and at college-sponsored off-campus events. This policy was developed to ensure a campus climate in which abstinence is respected as a pattern for all of life, and to counteract the effect of peer pressures that lead some to engage in excessive drinking when alcohol is a part of campus life. Students are required to respect the college's stance on alcohol usage.
3. Possession, selling or use of illegal or hallucinogenic drugs or intoxicants, misuse of over-the-counter drugs, and misuse of drugs prescribed by a medical doctor for medical purposes is prohibited on and off campus.
4. Chapel is a gathering time for the community. All full-time students are required to accumulate 45 chapel credits per term.
5. All students are expected to live on campus unless they receive permission from the office of student development for commuter status.

If an expectation is violated, the student development staff uses a contract system designed to help the student make responsible decisions regarding future actions. The contract system is viewed as a method of redemptive instruction, which will encourage the student to grow and develop as a member of the college community. The contract system is based upon guidelines in the New Testament. Since discipline at Northwestern is a redemptive process and not a legal proceeding, lawyers are not necessary or allowed to participate in the process.

A student suspended from college for disciplinary reasons after the drop deadline will receive a grade of W in each course.

Residence life

Northwestern provides housing for students in residence halls, apartments and cottages adjacent to campus. Upperclassmen are given priority for living in apartments and cottages.

The residence life experience is an important part of a student's education. It provides an opportunity to live, interact and share with a variety of people who have differing backgrounds, interests and values. In Northwestern College's residence facilities, students are able to develop meaningful relationships and the socialization skills that are necessary to be an effective community member. They have the opportunity to develop moral and spiritual values within a supportive environment. In short, the experiences students have in the residence facilities form an integral part of their growth and development as individuals.

General policies concerning room and board

1. All students desiring room and board should correspond with the college as soon as possible. All non-commuting students must live in college housing. Any exceptions in housing arrangements must be submitted to the associate dean for residence life for approval.
2. Room and board rates are not reduced by absences and are payable in advance.
3. Residence hall rooms must be vacated within 24 hours of the student's last exam or commencement exercises in which they participate or before housing closes, whichever occurs first. Room and board will not be provided during Christmas break and spring break.
4. Students are responsible for leaving rooms in good condition and will be obligated to pay for any damages done to the room or its contents during occupancy.
5. Student teachers, interns, and those living in apartments or cottages are eligible to participate in a reduced meal plan.

Student organizations

Student activities at Northwestern enhance the learning each student receives in the classroom. Students are provided opportunities outside the classroom to integrate living and learning.

Students can choose from a variety of social and cultural activities available at Northwestern. Northwestern offers a wide range of clubs and organizations in which students can participate. For more information about student activities or the current clubs and organizations, refer to the college web page at www.nwciowa.edu/studentlife/clubs.

Intramurals

The intramural program at Northwestern is a vital part of campus life and was instrumental in the development of the DeWitt Physical Fitness Center. Approximately 40 percent of the people on campus are involved in the program throughout the academic year. The purpose of the intramural program is to provide a fun environment that stresses the development of positive lifelong attitudes toward recreational activity and personal fitness. A wide variety of activities are offered to appeal to the varied interests on campus. Many activities are offered by skill level to satisfy both the need of a student looking for a competitive league and the student who is looking for a league for enjoyment and involvement. Activities are offered for men, women, co-recreational, for singles and doubles play.

Over 20 different activities are offered each year. The activities include flag football, co- rec volleyball, pickleball, racquetball, badminton, softball, chess, tennis, golf, bowling, basketball, wallyball and other game room activities. The intramural program is a great way to get involved in the campus community and to stay fit.

Campus ministry

Spiritual formation-- the process of becoming transformed by God-- is essential to the integration of faith, learning and living. Spiritual development is the lifelong journey of following Jesus with openness to the Holy Spirit and responding to what God does and says. As we learn to love God with our whole heart, soul, mind and strength, and love our neighbors as ourselves, campus ministry provides opportunities for spiritual growth in worship, prayer, study and service.

Worship: We grow in faith as we worship God. We honor God with a variety of worship expressions, biblical instruction, a broad range of music, provocative exchange of ideas, and personal sharing of story. Generally, all of life is worship; specific places of worship include daily (almost) chapel, Sunday night Praise and Worship and participation in local churches.

Prayer: We grow in faith in the practice of prayer. Individually and community, contemplation and prayer permeate the learning environment at Northwestern College through prayer groups, centering prayer, devotional prayer, prayer retreats and a prayer chapel.

Study: We grow in faith as we study about God. Discipleship groups offer the opportunity to study the Bible, pray in community and engage in conversations that integrate faith into all aspects of life. Campus forums encourage discussion and awareness about issues of faith in our world, for example: evangelism, racial reconciliation, international justice, political oppression, hunger, disease, consumerism, poverty, relationships and stewardship.

Service: We grow in faith by loving, understanding and serving the world. Service is responding to God's love by showing love and seeking justice. There are programs for individuals or groups to participate in cross-cultural experiences locally, regionally or globally in the summer, in the midst of the academic calendar or during breaks. There are other service opportunities such as visiting prisons, feeding the hungry, building homes, tutoring, or simply being a friend.

Leadership Opportunities: We grow in faith as we learn to lead and be led in Christ-honoring ways. Leadership can be expressed informally as well as through designated leadership positions. We value practical leadership experience for students and therefore offer approximately 30 paid and 75 volunteer ministry leadership positions for students. These leadership positions are focused on engaging the campus in worship, prayer, study, and service.

Guidelines for admission

Northwestern College does not discriminate on the basis of race, national or ethnic origin, gender, age or disability in any of its policies or procedures. Each applicant is considered on the basis of probable success at Northwestern College as indicated primarily by high school record (minimum 2.00 high school GPA required) and standardized test scores (minimum composite score(s); 18 ACT/ 890 SAT/62 CLT required). Students meeting these minimum requirements may be fully admitted.

With submission of additional materials, students not meeting minimum admission standards may apply for competitive "conditional" enrollment (see following section for details).

Competitive conditional application process

Students admitted conditionally take 12-16 credits in their first term in consultation with their advisor.

A maximum of 20 conditional application slots are available each year. Conditional applications will be considered as they are received. Applications will be considered up to, but no later than, June 15. Each application must contain the following:

1. Cover letter that expresses:
 - why the student believes they should be granted conditional acceptance to Northwestern,
 - the student's specific plans to succeed academically at Northwestern,
 - acknowledgment/acceptance of the conditional admission terms.
2. Completed Insight Resume
3. Two letters of recommendation from high school teachers that testify to the student's academic potential and commitment.

Once a conditional application is received, the materials will be reviewed by the Director of Admissions and the Director of Academic Support to determine whether or not the student will be admitted conditionally.

Campus visits

Qualities of character are important at Northwestern College. Therefore, personal interviews and campus visits are encouraged, though not required, in determining admission. Appointments for interviews and campus visits should be made at least three days in advance by calling the admissions office at 1-800-747-4757 or by registering on-line at www.nwciowa.edu/visit. The admissions office is open from 8 a.m. to noon and from 1 to 5 p.m. Monday through Friday and Saturday morning by appointment.

Application

Students interested in attending Northwestern College can obtain application information from the admissions office or from Northwestern's website (www.nwciowa.edu/apply). Students are encouraged to submit an application early in their senior year of high school. Once accepted by the college, the applicant must maintain a satisfactory record through the completion of high school. A certificate of satisfactory health is also required before enrolling.

Preparation

Northwestern accepts students who demonstrate the ability to do satisfactory college work. Students seeking admission to Northwestern College must have a completed secondary school transcript or received a High School Equivalency Certificate (GED). The following preparatory courses are *recommended*:

- Four years of English
- Three years of mathematics
- Three years of social studies
- Three years of foreign language
- Two years of natural science

How to apply for admission

Application for Admission forms, available from the Northwestern College admissions office or from the college website, may be submitted at any time. However, students are encouraged to apply early in their senior year. To apply for admission:

- Submit to the Northwestern College admissions office a paper copy or online application for admission.
- Arrange to have a current high school transcript sent to the admissions office. A counselor's evaluation is also required.
- Take either the American College Test (ACT code: 1346), the Scholastic Aptitude Test (SAT code: 6490), or the Classic Learning Test (CLT) designating Northwestern College to receive the test results. Information about these tests and application forms can be obtained at high school counseling offices or online at ACT.org, collegeboard.com or cltexam.com.
- A deposit of \$100 is required prior to registering for classes and being placed in student housing. The housing form should accompany the deposit. Registration information is mailed to new students in mid-April. Room and roommate assignments are usually made by mid-July. The deposit is refundable until May 1. Once students conclude their education at Northwestern, the deposit is refunded provided the student has no outstanding bills.
- A medical history shall be submitted prior to enrollment.

Non-degree seeking student admission policy

Non-degree seeking students should complete the appropriate application for admission. Application instructions are located on the admissions website at www.nwciowa.edu/apply. Non-degree seeking students will be allowed to attempt up to 12 total credits, though this does not apply to students participating in Post-Secondary Enrollment Options (PSEO). Non-degree seeking students are not required to submit academic records (final high school/college transcripts and standardized test scores) to gain non-degree admission. However, students seeking non-degree (PSEO) admission while they are concurrently enrolled in high school must furnish appropriate approval documentation from the high school along with a copy of the most current high school transcript. Certain non-degree endorsements and certifications require additional documentation, depending on the specific program.

Non-degree seeking students generally are not eligible for financial aid. If a non-degree student would like to pursue a degree, the student will need to complete a traditional application. New students wishing to audit a course are subject to the above documentation requirements.

Students taking all of their courses online are not required to pay an enrollment deposit. Students completing any face-to-face courses will need to submit a \$100 enrollment deposit.

Guest students from other colleges who are interested in studying abroad through one of Northwestern's semester long or summer study-abroad programs must meet admissions criteria specific to those programs. For more details, please go to the study abroad website at www.nwciowa.edu/study-abroad. Typically, these students are required to provide unofficial high school or college transcripts along with two recommendations from college faculty members.

Previous preparation

Northwestern College grants college credit toward a degree on the basis of performance in the following examinations or for transfer course work completed via correspondence or the Internet. The amount and distribution of credit shall be determined by the registrar in conjunction with the chairperson in the department in which the credit is given. The maximum amount of credit awarded for examinations listed below may not exceed 4 credits. A grade of "Pass" will be listed on the transcript for examination credit and for only those courses numbered in the 100s or 200s. Correspondence/Internet-based course work from another institution will be recorded on the transcript as transfer work. For details, refer to the college web page at www.nwciowa.edu/registrar/transferecredits.

CLEP Credit is given for performance in "subject examinations," but not in "general examinations," and only if an analogous course is offered at Northwestern. Credit is given if a student's numerical score on the CLEP examination is the equivalent of a college grade of "C" or better as determined by CEEB norms. Students should consult the academic department for the discipline being tested if the student is majoring in that area. Students should also be aware that most graduate schools do not accept CLEP credits.

Advanced Placement Students who wish to receive credit for advanced placement on the basis of college-level courses taken in high school must present the examination scores from the College Entrance Examination Board. Credit will be granted for scores of 4 or 5. A score of 3 will be considered for credit depending upon the exam taken.

International Baccalaureate Program Students who score a 4, 5, 6, or 7 on the Advanced Level Examinations of the International Baccalaureate Program may receive credit equal to the credit offered for equivalent introductory courses at Northwestern.

Correspondence/Internet course work Students completing course work by means of correspondence or the Internet will be granted credit for courses with grades of C or higher. The allocation of credits is determined by the registrar on the basis of the transcripts and course descriptions. See the section on admission of transfer students.

Admission of transfer students

Students who have satisfactorily completed academic courses at other accredited institutions may apply to Northwestern College as transfer students by sending to the admissions office: an application for admission, an official college transcript from each college or university attended, a high school transcript, and ACT or SAT scores. Transfer students are admitted based on their college work to date. To be accepted and to begin course work, transfer students must be in good standing and must have a 2.25 or higher cumulative GPA on a 4.00 scale (or equivalent) at the institution from which they are transferring. If they are considered in good standing but do not have a 2.25 GPA on a 4.00 scale, they may be accepted conditionally. Conditional acceptance may require, among other things, a contract approved by the director of academic support to include developmental courses or workshops and a limit of 13 credits for the first term in attendance.

Students with a completed baccalaureate degree, Associate of Arts, Associate of Science, or Associate Degree Nursing from a regionally accredited college will have met the requirements for the Northwestern Core upon the completion of BTS150, BTS250 or equivalent 3-4 credit transfer course and a senior seminar (SR).

The allocation of transfer credit toward academic requirements at Northwestern is determined by the registrar on the basis of transcripts and course descriptions. If necessary, the registrar will consult with the appropriate department chairperson for the transfer of credits in the student's major.

Students transferring to Northwestern College from TRACS (Transnational Association of Christian Colleges & Schools) accredited institutions may receive full or partial acceptance of completed coursework upon review by the registrar and department chair in the appropriate discipline for which credits apply.

Northwestern College will accept credits, not grades, from regionally accredited institutions. Transfer grades will not be calculated into the Northwestern grade point average. Northwestern grants transfer credits for courses with grades of C or higher. Credits for vocational/technical courses or remedial courses numbered below 100 will not be accepted.

Students transferring to Northwestern College from a non-regionally accredited institution, but one that has been accredited by the Association for Biblical Higher Education, may receive provisional credit from the transfer institution. An evaluation by the registrar's office, in conjunction with the appropriate academic departments, will determine how many credits, if any, may transfer in as provisional. The provisional transfer credit then becomes official transfer credit upon successful completion of two terms at Northwestern College. This is acquired by the student enrolling in 12 or more credit hours each term and achieving a cumulative grade point average of 2.00 each respective term.

In order to be eligible for graduation, students who transfer 30 or more credits to Northwestern must complete the residence requirement by taking their last 30 credits at Northwestern.

Transfer student documentation policy

In addition to an application for admission, the following official documents are required for transfer students and those pursuing education endorsements or other certifications (note: there are certain endorsements and certifications for which additional documentation is not required for admission). This is based upon college coursework completed at the time of application:

Transfer Credits-Documentation Requirements

Fewer than 55 transferable credits: Official college and high school transcripts, ACT/SAT test results are desired

55 or greater transferable credits or a completed degree: Official college transcripts

Note: Students who wish to participate in NWC intercollegiate athletics may be required to furnish ACT or SAT scores to comply with NAIA eligibility requirements. An application for admission will not be considered until the most recent college transcript (showing a minimum of one full-time semester) has been received.

Students transferring to Northwestern College with an earned degree from a regionally accredited institution are not required to submit a high school transcript and ACT/SAT scores.

Admission of international students

This school is authorized under Federal law to enroll nonimmigrant students.

All international students seeking admission to Northwestern College must submit an international student application for admission, a declaration of finances, appropriate school transcripts (in English), and a report of either ACT/SAT or an English proficiency test (TOEFL, IELTS or GTEC) score, or both (SAT/ACT scores are very helpful in qualifying for academic honors scholarships). Completed health forms and a deposit are also required following notification of admission.

For those students whose native language is not English, and who do not already demonstrate proficiency via an admissible ACT/SAT score, a report of an appropriate English proficiency test is required. Northwestern will accept TOEFL, IELTS or GTEC (TOEIC is also accepted with recommendation from sister institutions). These scores help to determine which program path will be the best suited to the applicant's level of English proficiency: 1) Full Degree Admit, 2) ESL + Degree Admission - assuring admission to the degree program, but requiring some initial ESL work provided by the college, with credits counting toward degree achievement, or 3) ESL Certificate - limiting admission to one year of ESL study only. Exemptions to the English proficiency test requirement may be made on a case-by-case basis.

	TOEFL (iBT)	IELTS	GTEC (Japan only)
Full Degree Admit	79	6.5	1185
ESL + Degree Admit	61	5.5	1080

Northwestern Core

Introduction

An education at Northwestern College prepares students both to embrace the complexity of God's creation and to actively participate in God's redemption of all things. We believe that equipping students for this call is as much about who they are becoming as it is about what they can do. The Northwestern Core curriculum introduces students to a broad array of spheres of inquiry while intentionally cultivating the knowledge, skills, and dispositions needed to respond to God's call upon all facets of their lives.

At Northwestern College, integrative learning is our educational vision for all students. Integrative learning is holistic learning. It asks students to consider their relationship to and responsibility toward God's many-faceted world and to reflect on how their learning shapes who they are becoming. The Northwestern Core embodies the goals of the college's Vision for Learning: that graduates will trust, love, and worship God, engage ideas, connect knowledge and experience, and respond to God's call. By encouraging connections across courses, time, communities, and learning environments, integrative learning reflects an interconnected view of education. Above all, at Northwestern College, integrative learning means the integration of faith and learning. Integrative learning encourages students to connect knowledge gained from many academic disciplines, engage this knowledge in dialogue with biblical and theological understanding, and apply their knowledge and understanding in the context of their calling.

NWCore Goals

1. Integrate Learning

The overarching goals of NWCore are to:

- Integrate faith and learning
- Connect knowledge across disciplines
- Connect knowledge to life outside the academy, including personal and communal calling

2. Demonstrate Understanding and Skill

Students will practice integrative habits of mind by engaging research questions and issues that demand multidisciplinary thinking, including dialogue with biblical and theological understanding. In particular, students will:

- Engage the major themes of the Bible, Reformed theology, and the broader Christian tradition to discern how these themes challenge and inform the breadth of human thought and activity.
- Explore the mosaic of human cultures, human nature, and what it means to be a person.
- Investigate the interdependencies and interconnections of the natural world
- Demonstrate creative and effective abilities in listening, speaking, writing, and visual communication
- Develop effective quantitative and qualitative reasoning
- Engage, interpret, and respond to complex texts and problems

3. Live Responsibly

Students will participate in God's redeeming work by developing a view of ethical responsibility that encompasses both individual behavior and responsible action in community. In particular, students will:

- Demonstrate an understanding of the needs of the world and issues of justice, mercy, and humility consonant with God's redemptive activity in Scripture
- Articulate and support personal beliefs and engage in respectful dialogue with those who hold different beliefs
- Identify their personal and communal commitments and callings through engagement with a Christian understanding of multiple facets of our responsibility to God, others, and the natural world

NWCore Requirements

To graduate with a B.A. or B.S., Northwestern students must complete the NWCore requirements, which include a common Integrative Learning Core and a menu of courses in ten Integrative Learning Categories.

Integrative Learning Core

- First-Year Seminar: Speaking and Writing in Community (4 credits)
- Christian Story I: Biblical Tradition (4 credits)
- Christian Story II: Theological Tradition (4 credits)
- Senior Seminar: Vocation and Social Responsibility (2-4 credits)

Integrative Learning Categories

- Aesthetic Experience (AE) (3-4 credits)
- Choose courses from two different categories: (8 credits)
 - Belief and Reason (BR) (4 credits)
 - Historical Perspectives (HP) (4 credits)
 - Literary Contexts (LC) (4 credits)
- Cross-Cultural Engagement (CC) (3-4 credits)
- Language and Culture (LA) (0-8 credits)
- Physical Wellness (PW) (2-3 credits)
- Quantitative Reasoning (QR) (3-4 credits)
- Science and the Natural World (SN) (4 credits)
- Self and Society (SS) (4 credits)

Total NWCore Credits: 41-55

Students with Earned Degree

Students with a completed baccalaureate degree, Associate of Arts, Associate of Science, or Associate Degree Nursing from a regionally accredited college will have met the requirements for the Northwestern Core upon completion of:

- BTS150 or BTS250 (4 credits)
- Senior Seminar (SR) (2-4 credits)

Students with Earned Associate of Applied Science Degrees

Students who transfer to Northwestern with an Associate of Applied Science degree from a regionally accredited college or university must meet the following modified NWCore requirements, with these courses to be taken either at the original institution or at Northwestern. (This does not apply to students who completed an ADN program.)

- BTS150 or BTS250 (4 credits)
- Aesthetic Experience (AE) (3-4 credits)
- Choose courses from two different categories:
 - Historical Perspectives (HP)
 - Literary Contexts (LC)
 - Belief and Reason (BR)
- Physical Wellness (PW) (2-3 credits)
- Fulfill one category: (3-4 credits)
 - Cross-Cultural Engagement (CC)
 - Language and Culture (LA)
- Quantitative Reasoning (QR) (3-4 credits)
- Science and the Natural World (SN) (4 credits)
- Self and Society (SS) (4 credits)
- Senior Seminar (2-4 credits)

Total NWCore Credits: 33-39

Northwestern Core

NWC101/105 First-Year Seminar

NWC101/105 First-Year Seminar is a writing and speech intensive course designed to help first-year students better understand the meaning and significance of a Christian liberal arts education. In this course, students can expect to develop effective practices of reading, writing, and speaking as they analyze various texts through a Christian liberal arts framework.

After completing the First-Year Seminar, students will be able to:

- Articulate Northwestern College's identity as a Christian liberal arts institution.
- Use a Christian liberal arts framework to engage ideas in a variety of texts.
- Employ effective practices of writing and speaking for an audience.

Students are invited to enroll in honors sections of FYS (NWC105) based on high school GPA and ACT or SAT scores.

NWC100 Writing Studio

Writing Studio provides additional writing instruction and feedback for students taking NWC101 (FYS: Speaking and Writing in Community). The studio engages students in essential practices of college writing through mini-lessons and workshop activities.

BTS150 Christian Story I: Biblical Tradition

Through Christian Story I, students learn skills and biblical content that prepare them for a lifetime of critical thinking and faithful living from a biblical-theological perspective. Students should complete this course by the end of their second term.

After completing Christian Story I, students will:

- **Know and understand the Biblical Story** in relation to (a) God and key historical characters, places, and events from the biblical world; (b) the literary contexts of the biblical writings; and (c) the thematic development of God's story with Israel and the church, through the unfolding of the covenants and their implications for worship, holiness, justice, wisdom, and the kingdom of God.
- **Think critically about and appreciate the Biblical Message** through an examination of (a) the significance of the biblical canon in terms of the historical process by which the Bible developed and became authoritative; (b) the contextual nature of the Bible's historical and literary "worlds" behind, within, and in front of the text; (c) the scholarly methods and tools that strengthen authentic study of the Bible; and (d) the contribution of the experiences of faith communities in responding to God's revelation in Jesus Christ.
- **Respond to God through Biblical Application** as (a) individuals in a manner that promotes Christian virtues such as love, justice, peace, and truth; (b) members of a learning community studying scripture together; and (c) the church empowered by the Spirit to be the presence of Christ in the world.

BTS250 Christian Story II: Theological Tradition

Through Christian Story II, students learn skills and theological content that prepare them for a lifetime of critical thinking and faithful living from a biblical-theological perspective. Students should complete this course by the end of their fourth term.

After completing Christian Story II, students will:

- **Know and understand Christian theology** in relation to (a) God, the people of God and the redemptive gospel of Jesus Christ; (b) the traditions, councils, and theologians; (c) the cultural contexts of theological reflection from the first century until now; and (d) the mission and growth of the Church as the people of God since the apostolic era.
- **Think critically about and appreciate the content and context of Christian theology** through an examination of (a) the significance of Christian theology in terms of the historical process by which it developed within the Church and culture; (b) the nature of Christian theology's historical, social, economic context; (c) the scholarly methods and tools that strengthen authentic study of theology; and (d) the contribution of Christian communities and experience in responding to God's revelation in Jesus Christ.
- **Respond to God through theological application** as (a) individuals in a manner that responds in faith to the gospel and promotes Christian virtues such as love, justice, peace, and truth; (c) the church empowered by the Spirit for mission and witness to the gospel of Christ in the world.

Senior Seminar: Vocation and Social Responsibility

The Senior Seminar serves as the capstone to the entire Northwestern education. Through course materials, oral presentations, and formal and informal writing assignments, students reflect on their learning and connect it to life after college. In all Senior Seminars students will:

- Demonstrate the ability to synthesize facets of their curricular and co-curricular learning experiences.
- Articulate their personal commitments and calling(s) through engagement with a Christian understanding of one or more facets of our responsibility to God, others, and the world.

In some Senior Seminars students may also

- Evaluate their success in meeting the goals of their major(s), and
- Produce a substantial original project.

Writing Across the Curriculum

Following consistent findings of writing research, Northwestern College embraces a longitudinal approach to writing instruction through Writing Intensive (WI) courses that form a rigorous Writing Across the Curriculum (WAC) program. Writing intensive courses incorporate frequent writing activities and assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. These courses all share the assumption that writing facilitates learning and that writing is a process.

Components

- FYS/Writing Studio 4-5 credits
 - Historical Perspectives 4 credits
 - Literary Contexts 4 credits
 - Course in Major 2-4 credits
 - Senior Seminar 2-4 credits
- TOTAL 16-21 credits

Features of Writing Intensive Courses

In courses designated as writing intensive:

- Writing is comprehensively integrated into the course.
- Writing is a significant part of the course work.
- Writing is a significant part of the course grade.
- Writing is learned through revision.
- Writing is explained and practiced in the course.

Northwestern Core Learning Categories

Integrative learning is our educational vision for all students at Northwestern College. Courses proposed within the Integrative Learning Categories should therefore ideally be accessible to a general audience of Northwestern College students. As a rule, 300-level courses designed to service a specific major and/or courses with pre-requisites are not considered suitable courses within the Integrative Learning Categories. These restrictions do not apply to courses previously approved within the Integrative Learning Categories.

No course may count toward meeting more than one NWCore requirement. Courses with different departmental prefixes within the same NWCore category are not equivalent for grade replacement purposes (i.e., HIS120HP will not automatically replace a previously earned grade for PSC120HP). Exceptions will be made on a case-by-case basis. Students desiring to pursue an exception must receive approval from the Director of the Northwestern Core prior to the start of the new course.

Aesthetic Experience (AE)

The following courses fulfill the Aesthetic Experience category requirement:

- ART 105AE - Introduction to Studio
- ART 142AE - World Art History
- ENG 238AE - Literature and Film
- HON 210AE - The Art of Advocacy
- HON 240AE - The Greek Legacy
- MUS 113AE - Exploring Music
- MUS 115AE - Music of the Church
- MUS 318AE - History of Music II
- THE 110AE - The Theatre Experience
- THE 160AE - Film Aesthetics and Criticism

Note:

Aesthetic Experience (AE) courses include a group of individual public speaking assignment. The assignment is graded and integrated into the course as a means of learning content. Expectations for the assignment are explained and taught in class. Feedback on organization and delivery is provided through rubrics developmentally linked to those used in FYS. The Aesthetic Experience requirement may also be met by new NWCore courses as they become available.

Aesthetic Experience courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
- C. Demonstrate skill
 1. Demonstrate creative, effective, and sophisticated abilities in communication (3.1)
- D. Live responsibly
 1. Gain an understanding of the needs of the world and the issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
 2. Discern a calling in which individual abilities and passions serve the church and the needs of the world (4.4)

After completing the Aesthetic Experience (**AE**) requirement, students will be able to:

- Respond critically to works of art using appropriate tools and vocabulary.
- Advocate for the value of the arts in society.
- Express a thoughtful Christian perspective on the arts.

AE courses include at least one individual or group public speaking assignment which

- is integrated into the course as a means of learning content,
- contributes to the course grade,
- has clearly defined expectations,
- receives feedback on elements of delivery, and
- employs rubrics with connections to the FYS public speaking rubrics.

Belief and Reason (BR)

The following courses fulfill the Belief and Reason category requirement:

- HON 250BR - Magic, Science and Religion from Antiquity to the Scientific Revolution
- PHI 204BR - Mind, Knowledge and Reality
- PHI 208BR - Reason and Christian Faith
- PHI 210BRx - Introduction to Political Philosophy
- PHI 214BR - Contemporary Moral Issues
- PHI 226BR - Great Philosophers
- PHI 244BR - C.S. Lewis
- PHI 219BR - Philosophy and Science Fiction
- PSC 210BRx - Introduction to Political Philosophy

Note:

The Belief and Reason requirement may also be met by new NWCore courses as they become available. Approved courses in this category will bear the suffix **BR** and fulfill the following requirements.

Belief and Reason courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
 2. Investigate the interdependencies and interconnections of the natural world (2.3)
 3. Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning (2.4)
- C. Demonstrate skill
 1. Develop effective quantitative and qualitative reasoning (3.2)
 2. Engage, interpret, and respond to complex texts and problems (3.3)
- D. Live responsibly

1. Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)
2. Develop a Christian ethic that informs individual choices, a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Believe and Reason (**BR**) requirement, students will be able to:

- Demonstrate their skill in critical and creative reasoning and writing.
- Participate knowledgeably in ongoing conversations about significant philosophical questions.
- Display intellectual virtues such as humility and charity in thinking about their own beliefs and the beliefs of others.

Cross-Cultural Engagement (CC)

The following courses fulfill the Cross-Cultural Engagement category requirement:

- BTS 390CC - World Religions
- CRJ 304CCx - Ethnicity, Power and Identity
- EDU 340CC - Human Relations
- GEN 150CC - Transformational Cross-Cultural Leadership
- GEN 350CC - Topics in Cross-Cultural Studies
- GEN 352 - NWC Romania Semester
- GEN 354 - Oman Semester
- KIN 360CC - Sport in Societies
- MUS 320CC - World Musics
- NWC 210CC - Different Together: Living & Learning Interculturally
- PSC 235CC - Comparative Politics
- PSC 260CC - Human Geography
- PSY 250CC - Cross-Cultural Psychology
- SOC 290CC - Cultural Anthropology
- SOC 304CCx - Ethnicity, Power and Identity
- an approved off-campus, residential course involving immersion in a different culture

Note:

Cross-Cultural Engagement courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
 2. Investigate the interdependencies and interconnections of the natural world (2.3)
- C. Demonstrate skill
 1. Engage, interpret, and respond to complex texts and problems (3.3)
- D. Live responsibility
 1. Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
 2. Articulate and support personal beliefs and engage in respectful dialogue with those who hold differing beliefs (4.2)
 3. Discern a calling in which individual abilities and passions serve the church and the needs of the world (4.4)

After completing the Cross-Cultural Engagement (CC) requirement, students will be able to:

- Analyze the reciprocal relationship between self and culture, with particular attention to privilege, power, and marginality.
- Demonstrate curiosity and empathy while suspending judgment, asking complex questions through engagement with people from other cultural frameworks.

- Articulate ways Christians can heed the scriptural call to love and respect others, value diversity, seek justice and reconciliation.

The Cross-Cultural Engagement requirement can also be met by an NWCore Committee-approved, semester-long, off-campus, residential course involving immersion in a different culture. The Cross-Cultural Engagement requirement may also be met by new NWCore courses as they become available.

International students are required to take ESL101, Introduction to American Culture.

Historical Perspectives (HP)

The current options for meeting the Historical Perspectives requirement are:

- HIS 201HP - United States History to 1865
- HIS 202HP - United States History from 1865
- HIS 203HP - City, Empire, and Church: Antiquity and the Middle Ages
- HIS 204HP - Search for a Useful Past II: Historical Narratives and the Modern World
- HON 240HP - The Greek Legacy
- HON 250HP - Magic, Science and Religion from Antiquity to the Scientific Revolution
- PSC 250HP - The Cold War and Beyond: International History 1945-2000

Note:

The **HP** requirement may also be met by new NWCore courses as they become available. Options will vary by term and instructor. Approved courses in this category will bear the course suffix **HP** and fulfill the following requirements.

Writing-intensive HP courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
- C. Demonstrate skill
 1. Engage, interpret, and respond to complex texts and problems (3.3)
- D. Live responsibly
 1. Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Historical Perspectives (**HP**) requirement, students will be able to:

- Demonstrate familiarity with a body of historical knowledge defined by reliable historical evidence.
- Develop a thesis-based argument using properly cited evidence.
- Evaluate the nature and reliability of historical evidence.
- Articulate how faith obliges Christians to pursue historical truth while acknowledging preconceptions, ideologies, and myths.

Language and Culture (LA)

Students have three options for fulfilling the Language and Culture category requirement:

OPTION 1: Achieve 112 proficiency in a modern foreign language:

- SPA 112LA - Beginning Spanish Language and Culture

OPTION 2: Achieve 102 proficiency in an ancient foreign language:

- GRE 102LA - Elementary Biblical Greek and Culture
- HEB 102LA - Elementary Biblical Hebrew and Culture
- LAT 102LA - Elementary Latin II

OPTION 3: Participate in an NWCore Committee-approved semester-long immersion experience in a non-English-speaking country.

- GEN 352 - NWC Romania Semester
- GEN 354 - Oman Semester

Notes:

Initial placement into the modern foreign language sequence will be determined according to prior high school study of Spanish as per the following chart. Students will have attained at least a C in the last two semesters of Spanish language coursework to qualify for any placement above SPA111.

# of full semesters of high school Spanish	placement at NWC
0, 1, or 2	SPA111
3, 4, or 5	SPA112LA
6	SPA201 (the student has already met the requirement; 201 is the suggested placement if the student would like to continue studying Spanish)
7 or 8	SPA202 (the student has already met the requirement; 202 is the suggested placement if the student would like to continue studying Spanish)

If a student has studied any other foreign language in high school for three years with at least a C in the last two semesters of foreign language coursework, that student has met the requirement.

Some students may have acquired foreign language facility through means outside of traditional high school coursework (e.g., extensive time living abroad). Such students who claim proficiency at a 112-level in a modern foreign language not taught at Northwestern College may take an approved standardized placement test to determine if the student has the level of proficiency needed for exception from the foreign language requirement. If 112-proficiency is not indicated by the exam, the student may meet the requirement by taking and transferring credits from a college or university offering that language.

The Registrar makes final determinations regarding the interpretation and validity of high school transcripts, placement exams, and transfer credits. For more information about these options, please contact the Registrar's Office.

Exception: Students who are non-native speakers of English have no additional language requirement.

The Language and Culture requirement may also be met by new NWCORE courses as they become available. Approved courses in this category will bear the suffix **LA** and fulfill the following requirements.

Language and Culture courses address the following NWCORE outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
- C. Demonstrate skill
 1. Develop effective quantitative and qualitative reasoning (3.2)
- D. Live responsibly
 1. Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Language and Culture (**LA**) requirement, students will be able to:

1. Demonstrate novice high proficiency in another language
2. Demonstrate linguistic humility through the process of second language acquisition
3. Articulate how culture is reflected in language
4. Express a personal view of the relationship between Christian faith and language study

Literary Contexts (LC)

The current options for meeting the Literary Contexts requirement are:

- ENG 250LC - Literary Contexts
- ENG 251LC - Literature, Disney, & Popular Culture
- ENG 252LC - American Literature and the Rhetoric of Freedom

- ENG 253LC - British Literature: Death
- ENG 254LC - Literature in the World: Rivers
- HON 270LC - Patterns and Structure: Mathematics in Literature

Note:

This requirement may also be met by new NWCore courses as they become available. Options will vary by instructor and term. Approved courses in this category will bear the course suffix **LC** and fulfill the following requirements.

Writing-intensive Literary Contexts courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
- C. Demonstrate skill
 1. Engage, interpret, and respond to complex texts and problems (3.3)
- D. Live responsibly
 1. Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)

After completing the Literary Contexts (**LC**) requirement, students will be able to:

- Apply knowledge of genres, time periods and literary tools to interpret text.
- Analyze stories from different cultures to understand and appreciate diverse cultural norms and identities.
- Articulate how language and storytelling can illuminate God in and through human experience.

Physical Wellness (PW)

Students have two options for fulfilling the Physical Wellness category requirement:

Option 1:

- HON 230PW - Wellness
- KIN 100PW - Body Stewardship

Option 2:

- NUR 280 - Lifespan Health Assessment and
- NUR 290 - Geriatric Nursing

Note:

The Physical Wellness requirement may also be met by new NWCore courses as they become available. Approved courses in this category will bear the suffix **PW** and fulfill the following requirements.

Physical Wellness courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Investigate the interdependencies and interconnections of the natural world (2.3)
- C. Live responsibly
 1. Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Physical Wellness (**PW**) requirement, students will be able to:

- Describe the integral role of physical wellness in human flourishing as it relates to healthful nutrition, sleep, stress management and other lifestyle choices.
- Demonstrate the skills necessary to plan and participate in physical activities, active leisure pursuits, and/or exercise programs.
- Articulate a Christian perspective on faithful stewardship of the human body.

Quantitative Reasoning (QR)

The following existing courses fulfill the Quantitative Reasoning category requirement:

- CSC 171QR - Computer Science I
- HON 270QR - Patterns and Structure: Mathematics in Literature
- MAT 105QR - Topics in Contemporary Mathematics
- MAT 107QR - Mathematical Reasoning for Elementary & Middle School Teachers I
- MAT 109QR - College Algebra
- MAT 111QR - Calculus for Management, Life and Social Sciences
- MAT 112QR - Calculus I
- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management
- MAT 208QR - Biostatistics

Note:

Students with Math ACT 19 or below (SAT 510 or below) or no ACT or SAT math score must pass the ALEKS placement exam with a score of 46 or above in order to take a **QR** course at Northwestern College. Additional prerequisite requirements apply to some mathematics courses.

The Quantitative Reasoning requirement may also be met by new NWCore courses as they become available. Approved courses in this category will bear the suffix **QR** and fulfill the following requirements.

Quantitative Reasoning courses address the following NWCore outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Demonstrate skill
 1. Develop effective quantitative and qualitative reasoning (3.2)
 2. Practice effective use of electronic tools and technology in communication and research (3.4)

After completing the Quantitative Reasoning (**QR**) requirement, students will be able to:

- Form valid arguments supported by numerical or symbolic reasoning.
- Accurately evaluate arguments supported by numerical or symbolic reasoning.
- Use quantitative problem-solving skills to develop solutions to real-world problems.
- Articulate a connection between mathematics and the order in God's creation.

Science and the Natural World (SN)

The following laboratory science courses fulfill the Science and the Natural World category requirement:

- BIO 101SN - Introduction to Environmental Science
- BIO 102SN - Introduction to Human Anatomy and Physiology
- BIO 110SN - Introduction to Life Science
- BIO 115SN - General Biology: Molecular and Cellular Biology
- CHE 101SN - College Chemistry
- CHE 105SN - Topics in Chemistry
- CHE 108SN - General, Organic, and Biological Chemistry
- CHE 108SNA - General, Organic, and Biological Chemistry
- PHY 111SN - General Physics I
- PHY 160SN - Astronomy
- PHY 211SN - Classical Physics I

Note:

The Science and the Natural World requirement may also be met by new NWCORE courses as they become available. Approved courses in this category will bear the suffix SN and fulfill the following requirements.

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Investigate the interdependencies and interconnections of the natural world (2.3)
 2. Establish and nurture a sense of intellectual curiosity as a foundation for lifelong learning (2.4)
- C. Demonstrate skill
 1. Develop effective quantitative and qualitative reasoning (3.2)
 2. Practice effective use of electronic tools and technology in communication and research (3.4)
- D. Live responsibly
 1. Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Science and the Natural World (SN) requirement, students will be able to:

- Demonstrate an understanding of basic principles, structures, and processes of the natural world.
- Apply methods of scientific inquiry to the natural world.
- Evaluate the reliability of scientific practices and information.
- Articulate how scientific reasoning and an understanding of the natural world equip them to pursue God's redeeming work in the world.

Self and Society (SS)

The following courses fulfill the Self and Society category requirement:

- ECO 101SS - Everyday Economics
- HON 210SS - The Art of Advocacy
- HON 230SS - Wellness
- PSC 101SS - American Government
- PSC 305x - Political Ideologies
- PSC 230SS - International Relations
- PSY 100SS - Exploring Psychology
- PSY 221SS - Developmental Psychology: Childhood
- SOC 101SS - Principles of Sociology
- SOC 210SS - Marriage and Family

Note:

The Self and Society requirement may also be met by new NWCORE courses as they become available. Approved courses in this category will bear the suffix SS and fulfill the following requirements.

Self and Society courses address the following NWCORE outcomes in particular:

- A. Integrate learning
 1. Integrate faith and learning (1.1)
 2. Connect knowledge across disciplines (1.2)
 3. Connect knowledge to life outside the academy (1.3)
- B. Seek knowledge
 1. Explore the mosaic of human cultures, human nature, and what it means to be a person (2.2)
- C. Live responsibly
 1. Gain an understanding of the needs of the world and issues of justice, mercy, and humility in keeping with the biblical narrative showing God's concern for the last, the least, and the lost (4.1)
 2. Develop a Christian ethic that informs individual choices; a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3)

After completing the Self and Society (SS) requirement, students will be able to:

- Evaluate claims about the causes and consequences of human beliefs or actions.
- Explain some of the major forces that shape the diversity of human experience.
- Articulate how systematic study of humans informs their own views and actions.
- Describe ways that Christian thought and the social sciences shed light on each other.

Departments

Art and Design

www.nwciowa.edu/art

The B.A. degree in art is designed to provide a strong foundation in studio art and art history. The liberal arts student with a B.A. in art will be qualified upon graduation to seek a vocation in art education, the broad field of graphic design, or to seek admittance to a graduate program in art studio, art history or art therapy. Since our emphasis is on individual creative thinking and activity, the art graduate will be well prepared to deal successfully with a rapidly changing society in the future.

The art major and minor programs allow students to explore their individual ideas, feelings and approaches to life in studio courses such as drawing, printmaking, painting, ceramics, design, computer design sculpture and photography. The newly constructed Thea G. Korver Visual Arts Center has fourteen well-equipped studios in which art is made in a variety of media and processes including a fully equipped graphic design lab, and sculpture and ceramic studios. The intaglio printmaking program has some of the better equipped studios of any small college department in the Midwest. Several thousand art history slides, videos, etc. are part of the college's audio-visual collection. The art gallery features monthly exhibitions of works by student and professional artists. The visiting artist program allows students to work with professional artists who often conduct workshops and seminars.

Art Major

Program Learning Goals. Upon completion of the program:

- 1: Students will demonstrate a sophisticated and intentional revision strategy through the physical reworking of art pieces.
- 2: Students create aesthetically engaging art pieces through the use of the principles of design.
- 3: Students will identify and connect their work's relationship to contemporary and/or historical design and artistic practices.
- 4: Students will present work in a professional manner through verbal, written, and display methods
- 5: Students will meaningfully express, through writing, the relationship between faith and their created artworks

Requirements:

- ART 142AE - World Art History
- ART 164 - Photography I
- ART 206 - Drawing
- ART 215 - Ceramics I
- ART 244 - Painting
- ART 265 - Photography II
- ART 317 - Sculpture I
- ART 331WI - Art Since 1940
- ART 342 - Printmaking

Total credits required: 36

Notes:

A portfolio review by the art faculty is required of art majors in their junior and senior years. Students will produce a portfolio of their work and submit a final portfolio prior to graduation.

An art major can receive a teaching endorsement in elementary education and secondary education. Students must also complete the education requirements. See education department listing for requirements.

Art Therapy Major

Art therapy practice requires knowledge of and skills in visual art (drawing, painting, etc.), as well as the application of theories/techniques of human development, psychology, and counseling. Art therapists are master's level clinicians who work with people of all ages across a broad spectrum of needs. Their education and supervised training prepare them to work with diverse populations in a variety of settings. Honoring individuals' values and beliefs, art therapists work with people who are challenged with medical and mental health problems, as well as individuals seeking emotional, creative, and spiritual growth. Program Learning Goals. Upon completion of the program:

- 1: Students will gain facility with a variety of visual arts processes that will be needed for application to art therapy graduate programs.
- 2: Students will have taken the essential coursework in art and psychology required for application to graduate degree programs in art therapy.
- 3: Students will be able to articulate connections among art, psychology, faith, and the vocational calling to serve others.
- 4: Students will demonstrate foundational knowledge in the areas of developmental psychology, abnormal psychology, and psychopathology.
- 5: Students will have a professional and digitized portfolio of visual work to be used toward graduate school applications, internships, or other pursuits.

Art requirements:

- ART 206 - Drawing
- ART 215 - Ceramics I
- ART 244 - Painting
- ART 317 - Sculpture I
- ART 331WI - Art Since 1940
- ART 342 - Printmaking
- ART 417 - Internship

Psychology requirements:

- PSY 100SS - Exploring Psychology
- PSY 360 - Psychopathology

Choose 8 credits:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 225 - Developmental Psychology: Adulthood

Total credits required: 42

Portfolio requirement:

Student must meet with the art faculty during the first week of the fall semester for a portfolio tutorial. Student must submit a digitized portfolio of 15 examples of visual work to the art faculty by November 15 of the student's senior year.

Creative Industries - Visual Art Major

The Creative Industries - Visual Art Major offers an interdisciplinary education combining business, design, and art. Students will gain technical proficiency in their visual art track of choice and develop business expertise, with opportunities to specialize in areas like entrepreneurship or management. The curriculum includes experiential learning through internships, collaborative projects, and service-oriented workshops, equipping students with valuable industry experience. Students will be well-prepared to innovate and lead in their chosen creative industries.

Art Core:

- ART 105AE - Introduction to Studio
- ART 220 - Graphic Design I
- ART 331WI - Art Since 1940
- ART 410 - Applied Design
- ART 417 - Internship
- ART 450SRx - Aesthetic Experience and the Christian Faith

Choose one track:

Image Making and Design - Choose 12 credits:

- ART 164 - Photography I
- ART 206 - Drawing
- ART 244 - Painting
- ART 265 - Photography II
- ART 320 - Graphic Design II
- ART 342 - Printmaking

Object Design and Expanded Media - Choose 12 credits:

- ART 215 - Ceramics I
- ART 315 - Ceramics II
- ART 317 - Sculpture I
- ART 418 - Sculpture II

Cognate 1: Choose one (4 credits)

- ACC 215 - Principles of Financial Accounting
- ECO 101SS - Everyday Economics

Cognate 2: Choose two (4-5 credits)

- BUS 200 - Principles of Marketing
- BUS 205 - Project Management
- BUS 210 - New Venture Innovation
- BUS 327WI - Fundraising for Mission
- PRL 230 - Principles of Public Relations

Business Core: Choose two (7-8 credits)

- BUS 400 - Entrepreneurship
- BUS 401 - Consumer Behavior
- BUS 432 - Small Business Management
- PRL 332 - Advertising Campaigns

Total credits required: 45-47

Graphic Design Major

Program Learning Goals. Upon completion of the program:

- 1: Students will demonstrate a sophisticated and intentional revision strategy to digital works
- 2: Students will apply principles of design to create original and aesthetically engaging digital works.
- 3: Students will use contemporary and historical design and art practices to inform their digital works
- 4: Students will present work in a professional manner.
- 5: Students will meaningfully express, through written online content, the relationship between faith and their created artworks.
- 6: Students will produce a professional and digitized portfolio of visual work to be used toward internship applications or other pursuits.

Requirements:

- ART 206 - Drawing
- ART 220 - Graphic Design I
- ART 244 - Painting
- ART 320 - Graphic Design II
- ART 331WI - Art Since 1940
- ART 342 - Printmaking
- ART 417 - Internship

Cognate requirements:

- THE 202 - Video Production
- PRL 263 - Layout and Design
- ENG 316 - Writing and Design for the Web
- THE 245 - Motion Graphics

Choose one course:

- BUS 200 - Principles of Marketing
- BUS 210 - New Venture Innovation

Total credits required: 38-40

Notes:

Students will produce a portfolio of their work in ART320 and will submit a final portfolio prior to graduation.

An art major can receive a teaching endorsement in elementary education and secondary education. Students must also complete the education requirements. See education department listing for requirements.

Art Minor

(Satisfies state secondary teaching endorsement requirements in art. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- ART 142AE - World Art History
- ART 206 - Drawing
- ART 215 - Ceramics I
- ART 342 - Printmaking
- ART 244 - Painting
- ART 317 - Sculpture I

Total credits required: 24

Arts Administration Minor

The Arts Administration Minor requires students to major in a fine arts program (Art, Music or Theatre). This minor builds on a student's existing artistic base earned from their fine arts major. It is intended to equip students with the direction and practical skills needed to help art flourish in the larger culture. Possible applications might include entry-level administrative positions in theatre companies, art galleries, symphonies and other community-based arts organizations.

Requirements:

- ACC 215 - Principles of Financial Accounting
- BUS 200 - Principles of Marketing
- PRL 185WI - Media Writing
- PRL 230 - Principles of Public Relations
- PRL 263 - Layout and Design

- PRL 355 - Organizational Communication

Internship: 4 credits

- ART 417 - Internship
- MUS 417 - Internship
- THE 417 - Internship

Total credits required: 26

Note:

Students must also complete a major in Art, Music or Theatre. The internship must be for a minimum of 4 credits.

Biblical and Theological Studies

www.nwciowa.edu/bible-theology

Religion is about the ultimate issues of life, dealing with three essential concerns: 1) our faith relationship to God; 2) our desire to discover meaning based on that faith relationship; and 3) our effort to live a life that glorifies and enjoys God forever. For this to happen, we need to take the study of religion seriously, and thus scholarly examination is appropriate.

The Religion department grounds students in the academic study of the Christian faith tradition for the purpose of promoting and nurturing reflective Christian life, service, and mission in the world.

1. *By grounding students* we intend to guide them to base their lives and service on the authority of the Christian scriptures and through theological reflection on the Christian faith from a Reformed, evangelical and ecumenical perspective.
2. *By promoting and nurturing reflection* we intend to train students to critically engage the best in the academic study of religion in the areas of biblical studies, theology, church history and missions.
3. *By Christian life and service* we mean to train and equip students to serve God's people, the church and the world by cultivating deeper growth in personal spirituality which is expressed in the inseparable combination of proclaiming and living the gospel of Jesus Christ.

In order to meet these goals, the religion department offers several program options for students.

1. The religion major includes courses in Bible, theology, church history and other practical areas related to service, such as missions. It is designed for students who plan to pursue advanced degrees in seminary or graduate school.
2. The religion minor is an excellent option for students majoring in other disciplines. It allows students to deepen their understanding of the Christian faith and to integrate their faith into their field of study.
3. Religion courses constitute a central component of several other academic programs including the Christian education and ministry major, the mission service career concentration and the youth ministry and adolescent studies minor.
4. Students interested in exploring a variety of disciplines in the humanities yet concentrating in religion can complete a humanities major with religion as their primary discipline.

All students at Northwestern are required to take the Core Religion courses as part of their Integrative General Education requirement. These courses are BTS150 Christian Story I: Biblical Tradition and BTS250 Christian Story II: Theological Tradition. These courses do not count toward the religion major or minor.

Biblical and Theological Studies Major

The Biblical and Theological Studies major is designed to prepare students for Christian ministry in church, para-church, and missions. The focus of this program is to help students see how God is at work in the world through the interdisciplinary study of the Bible, theology, spirituality and missions. Students take courses in Old and New Testament studies, theology, spiritual formation, history of Christianity, and missions and justice. The major culminates in an integrated field experience that gives students the opportunity to apply what they have learned as they discern a sense of call and vocation.

Program Learning Goals. Upon completion of the program students will be able to:

1. Demonstrate a foundational understanding of key biblical, theological, missional, and practical principles in light of the primary sources of Christianity. Graduates will exhibit an accurate knowledge of a) major biblical events, persons, and themes; b) major doctrines, historical figures, and important movements and themes in the history of Christian theology, mission, and practice.

2. Demonstrate critical-thinking skills within the core religious disciplines. Graduates will be able clearly to explain the similarities and differences between major proposals for biblical, historical, missional, and practical theologies and be able to articulate their own viewpoints in light of diverse contexts, cultures, and perspectives.
3. Participate in scholarly research, writing, and speaking in light of the standards of both academic and faith communities. Graduates will be able to make effective written and oral presentations that exhibit careful research in both primary and secondary sources representing the range of classical and contemporary thought. They will be able to identify, understand, and analyze the arguments and viewpoints within those sources.
4. Express a personal sense of their participation in God's redeeming work in the world. Graduates will articulate their study of the Christian faith tradition as an act of worship, discipleship, and service to God's kingdom. They will demonstrate a beginning effort to describe their sense of vocation and ways they might respond to that call with love, justice, proclamation, and mission.

Requirements:

- BTS 280 - Topics in the History of Christianity
- BTS 290 - Mission and Justice
- BTS 317 - Topics in Old Testament Studies
- BTS 322 - Topics in New Testament Studies
- BTS 328WI - Biblical Interpretation
- BTS 345 - Theology of Worship
- BTS 375 - Topics in Theology
- BTS 390CC - World Religions
- BTS 472SR - Bible, Theology and Vocation: Exploring Texts and Contexts
- YCF 215 - Spiritual Formation
- YCF 401 - Integrated Field Experience I

Choose one course:

- GRE 101 - Elementary Biblical Greek and Culture
- HEB 101 - Elementary Biblical Hebrew and Culture

Total credits required: 36

Social Enterprise Major

The focus of this study is to explore the intersection of business, entrepreneurship, and theology in a way that prepares students to use business leadership for social change and transformation. Students will be prepared for positions in non-profit and para church organizations, as well as positions in community development and mission organizations.

Program Learning Goals. Upon completion of the program students will be able to:

- 1: Know the basic principles, skills, and methods necessary for business and entrepreneurship
- 2: Articulate biblical and theological insight for social change and transformation
- 3: Explain the different leadership models within non-profit work and social enterprise
- 4: Understand social issues addressed through non-profit work and social enterprise
- 5: Demonstrate practical insight through internships/practicums

Requirements:

- Senior seminar from any major
- BUS 210 - New Venture Innovation
- BUS 310x - Servant-Leadership or
- YCF 310x - Servant-Leadership
- BUS 327WI - Fundraising for Mission
- BUS 400 - Entrepreneurship
- BTS 290 - Mission and Justice
- BTS 335x - Theology and Church Ministry
- YCF 215 - Spiritual Formation

Choose one course:

- BUS 305 - Organizational Behavior and Theory
- BUS 309 - Human Resource Management
- BUS 330 - Customer Relationship Management
- BUS 360 - Organizational Leadership
- BUS 415 - International Business

Choose one course:

- ACC 215 - Principles of Financial Accounting
- ECO 101SS - Everyday Economics

Choose one course:

- YCF 401 - Integrated Field Experience I
- YCF 402 - Integrated Field Experience II

Cognate requirements:

- PRL 230 - Principles of Public Relations

Choose one course:

- CRJ 202x - Social Problems
- SOC 202x - Social Problems
- CRJ 304CCx - Ethnicity, Power and Identity
- SOC 304CCx - Ethnicity, Power and Identity
- PSY 214x - Social Psychology
- SOC 214x - Social Psychology

Total credits required: 41-43

Youth Ministry and Christian Formation Major

The Youth Ministry and Christian Formation major is designed to prepare students for Christian ministry in church and para-church organizations. The focus of this program is to help students see how God is at work in the world through the interdisciplinary study of the bible, theology, and the social sciences. Students take courses in practical theology, popular culture, and the practical aspects of teaching and leadership. The major culminates in a yearlong internship that gives students the opportunity to apply what they have learned as they discern a sense of call and vocation. The Youth Ministry and Christian Formation major prepares students for immediate employment, while also preparing them for further graduate education. Program Learning Goals. Upon completion of the program students will be able to:

1. Identify the important biblical and theological theories within the field of Practical Theology
2. Describe the spiritual practices associated with faith formation and discipleship
3. Demonstrate the skills needed for effective leadership, teaching, and pastoral care
4. Articulate the theological, philosophical, and cultural foundations of relational youth ministry
5. Cultivate a philosophy of ministry and vocation

Requirements:

- YCF 401 - Integrated Field Experience I
- YCF 402 - Integrated Field Experience II
- BTS 472SR - Bible, Theology and Vocation: Exploring Texts and Contexts

Biblical and Theological Studies Core:

- BTS 290 - Mission and Justice
- BTS 328WI - Biblical Interpretation
- BTS 375 - Topics in Theology
- YCF 215 - Spiritual Formation

Choose one course:

- BTS 317 - Topics in Old Testament Studies
- BTS 322 - Topics in New Testament Studies

Youth Ministry and Christian Formation Core:

- BTS 350 - Theology and Popular Culture
- YCF 315 - Philosophy of Youth Ministry
- YCF 320 - Teaching and Leadership
- YCF 335x - Theology and Church Ministry

Choose one course:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 225 - Developmental Psychology: Adulthood

Total credits required: 46

Christian Education and Youth Ministry Minor

Requirements:

- YCF 210 - Foundations of Practical Theology
- YCF 215 - Spiritual Formation

Choose sixteen credits:

- YCF 310x - Servant-Leadership
- YCF 315 - Philosophy of Youth Ministry
- YCF 320 - Teaching and Leadership
- YCF 330 - Special Topics in CE/YM
- YCF 335x - Theology and Church Ministry
- YCF 380 - Narrative and Spiritual Formation
- YCF 401 - Integrated Field Experience I
- YCF 402 - Integrated Field Experience II
- BTS 310 - Christian Spirituality
- BTS 350 - Theology and Popular Culture

Total credits required: 24

Mission and Justice Minor

The Mission and Justice minor prepares students for intercultural competence in Christian ministry. Demographic changes in North America coupled with globalization have enormous implications for how we engage in mission and justice. This integrative and interdisciplinary minor equips Christians to bear witness, do justice, and participate in God's plan of restoration and reconciliation by using critical analysis of social, political, economic, and spiritual poverty in order to wholistically develop communities towards self-sufficiency and spiritual renewal. The minor helps you understand your calling and employ your gifts in loving God and your neighbor through any chosen occupational field. Students will participate in a service learning component as part of capstone course BTS392: Topics in Mission and Justice.

Requirements:

- BTS 290 - Mission and Justice
- BTS 295 - Intercultural Communication
- BTS 392 - Topics in Mission and Justice

Choose four credits:

- BTS 317 - Topics in Old Testament Studies
- BTS 322 - Topics in New Testament Studies
- BTS 328WI - Biblical Interpretation
- BTS 375 - Topics in Theology
- BTS 390CC - World Religions

Cognate requirements:

Choose ten credits:

- BUS 210 - New Venture Innovation
- SOC 290CC - Cultural Anthropology
- SOC 304CCx - Ethnicity, Power and Identity
- SWK 225 - Diverse Populations and Social Justice

Total credits required: 24

Religion Minor

Requirements:

Choose 24 credits:

- BTS 260 - Christian Ethics
- BTS 280 - Topics in the History of Christianity
- BTS 290 - Mission and Justice
- BTS 295 - Intercultural Communication
- BTS 310 - Christian Spirituality
- BTS 317 - Topics in Old Testament Studies
- BTS 322 - Topics in New Testament Studies
- BTS 328WI - Biblical Interpretation
- BTS 345 - Theology of Worship
- BTS 370 - Calvin and Calvinism
- BTS 375 - Topics in Theology
- BTS 382 - Religion in America
- BTS 384 - Topics in the History of Christianity
- BTS 385 - Topics in Religion
- BTS 390CC - World Religions
- BTS 392 - Topics in Mission and Justice
- BTS 472SR - Bible, Theology and Vocation: Exploring Texts and Contexts
- GRE 101 - Elementary Biblical Greek and Culture
- GRE 102LA - Elementary Biblical Greek and Culture
- GRE 201 - Intermediate Biblical Greek and Culture
- GRE 202 - Intermediate Biblical Greek and Culture
- HEB 101 - Elementary Biblical Hebrew and Culture
- HEB 102LA - Elementary Biblical Hebrew and Culture

Total credits required: 24

Note:

Take any combination of BTS courses (excluding BTS150 and BTS250) to equal 24 credits. Up to eight credits of GRE and HEB may be taken.

Biochemistry

Biochemistry Major

Biochemistry is the study of living organisms at the molecular level. It draws on the techniques of analytical, organic, inorganic, and physical chemistry in determining the molecular basis of vital processes. This major is appropriate for students who are interested in attending graduate school in Biochemistry or related areas. It also satisfies many of the requirements of pre-medical and other pre-professional schools.

Program Learning Goals. Upon completion of the program students will be able to:

1: Demonstrate foundational understanding of key biochemical principles and their underlying chemical or physical basis.

Graduates will exhibit a working knowledge of (i) structure and function of biomolecules, (ii) kinetics in biochemical systems, (iii) bioenergetics and equilibria, (iv) metabolism and regulation, and (v) supramolecular assemblies.

2: Demonstrate quantitative reasoning skills. Graduates will be able to (i) competently solve quantitative problems, (ii) collect and statistically analyze numerical data, and (iii) employ numerical data to make valid scientific arguments.

3: Effectively participate in scientific communication. Graduates will be able to (i) clearly describe laboratory experiments, (ii) convey experimental results, (iii) engage with scientific literature.

4: Demonstrate competency and independence in the laboratory. Graduates will be able to design, execute, and critically analyze experiments in the laboratory.

5: Articulate a personal perspective relating science and faith. Graduates will (i) engage the academic interface between science and faith and (ii) describe their own journey relating faith and science. *Rubric included

BIO/CHE Requirements:

- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 203 - Microbiology
- BIO 326x - Biochemistry: Proteins and Metabolism
- BIO 327WI - Biochemistry: Molecular Genetics
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 211 - Quantitative Analysis
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- CHE 330 - Biochemistry: Macromolecular Interactions
- CHE 433Wix - Introductory Physical Chemistry

Cognate requirements:

- MAT 112QR - Calculus I

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 211 - Calculus II

Choose one sequence:

- PHY 111SN - General Physics I
- PHY 112 - General Physics II
- or
- PHY 211SN - Classical Physics I *
- PHY 212 - Classical Physics II *

Total credits required: 60

Note:

*Recommended option

Research experience:

All biochemistry majors are required to complete an independent research project, pre-approved by the biochemistry advisory committee. Submission of a form requesting approval must be submitted to the department chair at least 45 days prior to the initiation of the experience. Experiences will not be approved retroactively.

Biology

www.nwciowa.edu/biology

The biology majors provide a broad background in the life sciences equipping students with knowledge and skills to serve God's creation. Required courses introduce the student to the created order of life, and advanced courses permit students to concentrate in areas of particular interest. The biology department focuses on preparing students for graduate and professional studies and for careers in ecological science, medicine and related health professions, teaching, and research.

Biology Ecological Science Major

Program Learning Goals. Upon completion of the program: students will be able to:

- 1: Communicate effectively as a biologist. Students will demonstrate written (general and discipline-specific) and oral communication skills and the ability to communicate via figures and tables.
- 2: Demonstrate Content Knowledge. Students will demonstrate that they have acquired knowledge and understanding of subject matter introduced in the foundational courses and built upon in subsequent courses relevant to their intended career field or field of graduate study. Major-specific subject matter is delineated as follows: Ecological Science: genetics, organismal biology, population ecology, community ecology, ecosystem ecology
- 3: Demonstrate Critical Thinking. Students will demonstrate that they have acquired the analytical skills that will allow them to derive thoughtful solutions to biological problems. Students will demonstrate their abilities to design experiments, obtain meaningful data, and interpret those data appropriately to arrive at meaningful conclusions.
- 4: Articulate an interaction of Christian beliefs and biology. Students will be able to articulate their current worldview integrating Christian theology with biology.

Requirements:

- Au Sable or biology electives: 4 credits
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 450SR - Science and Christian Faith

Choose one course:

- AUS 361 - Field Biology in Spring
- BIO 205 - Ecology

Choose one course:

- BIO 202WI - Genetics and Genomics
- BIO 327WI - Biochemistry: Molecular Genetics

Choose one course:

- AUS 311 - Field Botany
- BIO 309 - Plant Taxonomy

Choose one course:

- AUS 365 - Insect Ecology of Streams, Forests and Fields
- BIO 312 - Invertebrate Zoology

Choose 8 credits:

- BIO 330 - Topics in Ecology
- BIO 331 - Aquatic Ecology
- BIO 332 - Vertebrate Ecology

Cognate requirements:

Choose one sequence:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Choose one:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 208QR - Biostatistics

Total credits required: 50-51

Field experience:

All Biology Ecological Science majors are required to complete at least one field experience. This requirement can be met in one of two ways:

Option 1: Completion of a pre-approved Au Sable or other experiential ecology course.

Option 2: Complete an approved summer field research or professional employment experience. Submission of a form requesting approval of a summer experience must be submitted to the department chair at least 60 days prior to the initiation of the experience. Experiences will not be approved retroactively.

Biology Health Professions Major

Program Learning Goals. Upon completion of the program: students will be able to:

1: Communicate effectively as a biologist. Students will demonstrate written (general and discipline-specific) and oral communication skills and the ability to communicate via figures and tables.

2: Demonstrate Content Knowledge. Students will demonstrate that they have acquired knowledge and understanding of subject matter introduced in the foundational courses and built upon in subsequent courses relevant to their intended career field or field of graduate study. Major-specific subject matter is delineated as follows: genetics, other subject matter specific to their field and preprofessional track [e.g., pathophysiology, cell biology]

3: Demonstrate Critical Thinking. Students will demonstrate that they have acquired the analytical skills that will allow them to derive thoughtful solutions to biological problems. Students will demonstrate their abilities to design experiments, obtain meaningful data, and interpret those data appropriately to arrive at meaningful conclusions.

4: Articulate an interaction of Christian beliefs and biology. Students will be able to articulate their current worldview integrating Christian theology with biology.

Requirements:

- Biology electives: 20 credits
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 450SR - Science and Christian Faith

Choose one course:

- BIO 202WI - Genetics and Genomics
- BIO 327WI - Biochemistry: Molecular Genetics

Cognate requirements:

- Chemistry, biochemistry or physics electives: 8 credits
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Total credits required: 51

Note:

All Biology Health Professions majors are required to take at least 12 credits of 300-level (or above) biology courses, at least 6 credits of which must have a laboratory.

Biology Major

Program Learning Goals. Upon completion of the program: students will be able to:

1: Communicate effectively as a biologist. Students will demonstrate written (general and discipline-specific) and oral communication skills and the ability to communicate via figures and tables.

2: Demonstrate Content Knowledge. Students will demonstrate that they have acquired knowledge and understanding of subject matter introduced in the foundational courses and built upon in subsequent courses relevant to their intended career field or field of graduate study. Major-specific subject matter is delineated as follows: Biology: genetics, microbiology, organismal biology, ecology

3: Demonstrate Critical Thinking. Students will demonstrate that they have acquired the analytical skills that will allow them to derive thoughtful solutions to biological problems. Students will demonstrate their abilities to design experiments, obtain meaningful data, and interpret those data appropriately to arrive at meaningful conclusions.

4: Articulate an interaction of Christian beliefs and biology. Students will be able to articulate their current worldview integrating Christian theology with biology.

Requirements:

- Au Sable or biology electives: 4 credits
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 203 - Microbiology
- BIO 450SR - Science and Christian Faith

Choose one course:

- BIO 202WI - Genetics and Genomics
- BIO 327WI - Biochemistry: Molecular Genetics

Choose one course:

- AUS 361 - Field Biology in Spring
- BIO 205 - Ecology

Choose one course:

- AUS 311 - Field Botany
- BIO 309 - Plant Taxonomy

Choose one course:

- AUS 365 - Insect Ecology of Streams, Forests and Fields
- AUS 322 - Aquatic Biology
- BIO 221 - Human Anatomy
- BIO 312 - Invertebrate Zoology

Cognate requirements:

Choose one sequence:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Total credits required: 43

Notes:

All Biology majors are required to take at least 12 credits of 300-level (or above) biology courses.

Genetics, Molecular Biology, and Cellular Biology Major

Program Learning Goals. Upon completion of the program: students will be able to:

1: Communicate effectively as a biologist. Students will demonstrate written (general and discipline-specific) and oral communication skills and the ability to communicate via figures and tables.

2: Demonstrate Content Knowledge. Students will demonstrate that they have acquired knowledge and understanding of subject matter introduced in the foundational courses and built upon in subsequent courses relevant to their intended career field or field of graduate study. Major-specific subject matter is delineated as follows: Genetics, Molecular Biology, and Cell Biology: genetics, molecular biology, cell biology

3: Demonstrate Critical Thinking. Students will demonstrate that they have acquired the analytical skills that will allow them to derive thoughtful solutions to biological problems. Students will demonstrate their abilities to design experiments, obtain meaningful data, and interpret those data appropriately to arrive at meaningful conclusions.

4: Articulate an interaction of Christian beliefs and biology. Students will be able to articulate their current worldview integrating Christian theology with biology.

Requirements:

- Biology electives: 4 credits
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 202WI - Genetics and Genomics
- BIO 310WI - Cell Biology
- BIO 326x - Biochemistry: Proteins and Metabolism
- BIO 327WI - Biochemistry: Molecular Genetics
- BIO 450SR - Science and Christian Faith
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Choose one course:

- BIO 203 - Microbiology
- BIO 222 - Human Physiology

Cognate requirements:

- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry

Choose one course:

- CSC 170 - Statistical Programming
- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 208QR - Biostatistics

Total credits required: 54-55

Research experience:

All GMBCB majors are required to complete an independent research project, pre-approved by the department. Submission of a form requesting approval must be submitted to the department chair at least 45 days prior to the initiation of the experience. Experiences will not be approved retroactively.

Biology Minor

Requirements:

- Biology electives: 12 credits*
- BIO 115SN - General Biology: Molecular and Cellular Biology

- BIO 116 - General Biology: Ecology and Organismal Biology

Choose one course:

- BIO 202WI - Genetics and Genomics
- BIO 327WI - Biochemistry: Molecular Genetics

Total credits required: 24

Note:

* At least 6 credits must come from courses with labs. Of these 6 credits, at least 2 credits must be from a 300-level course or above.

Alternative Secondary Teaching Endorsement Program in Biology

Requirements:

- Related natural science courses: 14-16 credits*
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 205 - Ecology

Choose one course:

- BIO 202WI - Genetics and Genomics
- BIO 310WI - Cell Biology

Total credits required: 30-32

Note:

*Related courses may be taken from chemistry or physics. If at least 15 credits are taken in one of these related areas, then teaching endorsement requirements are satisfied in that second area, (in addition to endorsement in biology).

Business and Economics

www.nwciowa.edu/business

Northwestern's business and economics department is committed to a broad program of Integrative General Education as the basis for valid career and life choices. We offer majors in accounting; business administration with options in agri-business, finance, general, human resources, management and marketing; business education; and economics. The department offers minors in accounting, business administration, business education and economics.

Accounting Major

A major in accounting is built upon a liberal arts approach and is recommended for those students who wish to pursue a career in public, private or governmental accounting. As a department, we recommend experience in the field through credited internships. Program Learning Goals. Upon completion of the program:

- 1: Students will be able to distinguish the principal concepts, theories, and practices in accounting.
- 2: Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.
- 3: Students will be able to apply accounting-related quantitative methods and tools to the formulation of management decisions.
- 4: Students will be able to construct coherent oral and written forms of communication and present them in a professional context.
- 5: Students will be able to work effectively with colleagues in team situations.
- 6: Students will be able to articulate their personal commitments and calling(s) through engagement with a Christian understanding of one or more facets of our responsibility to God, others, and the world in their area of business.

Requirements:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- ACC 306 - Cost Accounting
- ACC 307 - Individual Income Tax
- ACC 310 - Non-Profit and Governmental Accounting
- ACC 315 - Intermediate Accounting I
- ACC 316 - Intermediate Accounting II
- ACC 415 - Auditing
- ACC 418 - Advanced Accounting
- ACC 430WIX - Entity Tax and Law
- ACC 490SR - Senior Seminar in Accounting
- BUS 321 - Business Law

Cognate requirements:

- BUS 312 - Business Analytics
- CSC 120 - Business Data Analysis using Spreadsheets
- CSC 301 - Accounting Information Systems
- MAT 112QR - Calculus I

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management

Total credits required: 55

Business Administration Major

Majors in business administration are built upon a strong liberal arts basis and are recommended for those students who are interested in careers in a wide variety of occupations or for students who plan to attend graduate school in business. As a department, we recommend experience in the field through credited internships.

Program Learning Goals. Upon completion of the program:

- 1: Students will be able to distinguish the principal concepts, theories, and practices in business.
- 2: Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.
- 3: Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.
- 4: Students will be able to apply business-related quantitative or qualitative methods and tools to the formulation of management decisions.
- 5: Students will be able to construct coherent oral and written forms of communication and present them in a professional context.
- 6: Students will be able to work effectively with colleagues in team situations.
- 7: Students will be able to articulate their personal commitments and calling(s) through engagement with a Christian understanding of one or more facets of our responsibility to God, others, and the world in their area of business.

Requirements:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- BUS 200 - Principles of Marketing
- BUS 201 - Principles of Management
- BUS 221 - Introduction to Legal Environment *
- BUS 300 - Principles of Finance **
- BUS 312 - Business Analytics
- BUS 315WI - Business Writing

- BUS 403SR - Strategic and Ethical Management

Choose one course:

- BUS 205 - Project Management
- BUS 210 - New Venture Innovation

Cognate requirements:

- CSC 120 - Business Data Analysis using Spreadsheets
- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management

Note:

*BUS221 is waived for students who have taken BUS321

**BUS300 is waived for students who have taken ACC315 and 316

Business administration options:

Choose and complete the requirements of one or two of the following options, with no more than 8 credits of the same course work between options:

Business administration/agricultural business option

- AGR 101 - Introduction to Agricultural Business
- AGR 210 - Practicum in Agricultural Business
- AGR 330 - Agricultural Technology Systems
- AGR 340 - Agricultural Issues & Ethics
- AGR 410 - Agricultural Risk & Cost Management
- AGR 417 - Agricultural Internship
- BUS 432 - Small Business Management

Business administration/finance option

- BUS 304 - Investments
- BUS 404 - Advanced Corporate Finance
- ECO 301 - Money and Banking
- MAT 112QR - Calculus I

Choose one course:

- ECO 314 - Intermediate Macroeconomics
- ECO 315 - Intermediate Microeconomics
- ECO 375x - Econometrics with Regression Analysis

Business administration/general option

Choose a minimum of 17 credits:

- ACC, AGR, BUS, or ECO (must be numbered 300-level or above)
- No more than 4 credits combined of ACC417, AGR417, BUS417, ECO417 or BUS418 may count toward this option.

Business administration/international business option

- BUS 415 - International Business
- BUS 418 - International Internship
- ECO 333 - International Economics

Choose two courses:

- BUS 350 - Topics in International Business
- PSC 230SS - International Relations

- PSC 235CC - Comparative Politics
- PSC 260CC - Human Geography
- PSY 250CC - Cross-Cultural Psychology
- Courses included with semester abroad (4 credits) (Must be pre-approved by the business department)

Business administration/management option

- BUS 305 - Organizational Behavior and Theory
- BUS 309 - Human Resource Management
- BUS 323 - Operations Management
- BUS 360 - Organizational Leadership
- ECO 430 - Managerial Economics

Business administration/marketing option

- BUS 325 - Integrated Marketing Communications
- BUS 401 - Consumer Behavior
- BUS 406 - Marketing Research

Choose a minimum of 7 credits:

- ART 164 - Photography I
- ART 265 - Photography II
- ART 220 - Graphic Design I
- ART 320 - Graphic Design II
- BUS 328 - Sales
- BUS 330 - Customer Relationship Management
- THE 202 - Video Production
- PRL 263 - Layout and Design
- ENG 316 - Writing and Design for the Web
- PRL 332 - Advertising Campaigns

Total credits required: 55-59

Business Education Major

A major in business education is designed to prepare individuals to teach a variety of business subjects at the secondary school level or to pursue graduate work in business education. Students majoring in business education must also complete the requirements of the secondary education major. (See Education Department listing for requirements)

This major satisfies state teaching endorsement requirements in business.

Program Learning Goals. Upon completion of the program:

- 1: Students will be able to distinguish the principal concepts, theories, and practices in business.
- 2: Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.
- 3: Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.
- 4: Students will be able to articulate their personal commitments and calling(s) through engagement with a Christian understanding of one or more facets of our responsibility to God, others, and the world in their area of business.

Required Courses:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- BUS 200 - Principles of Marketing
- BUS 201 - Principles of Management
- BUS 312 - Business Analytics
- BUS 315WI - Business Writing

- BUS 321 - Business Law
- BUS 401 - Consumer Behavior
- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics

Choose one track:

- BUS 210 - New Venture Innovation
- BUS 400 - Entrepreneurship
- or
- BUS 432 - Small Business Management

Cognate Requirement:

- CSC 120 - Business Data Analysis using Spreadsheets

Total credits required: 37-39

Economics Major

A major in economics is built upon a strong liberal arts basis and is recommended for those students who are interested in careers in government, business, or who plan to attend graduate school in economics.

Program Learning Goals. Upon completion of the program:

- 1: Students will be able to distinguish the principal concepts, theories, and practices in economics.
- 2: Students will be able to evaluate evidence-based public policy using economic analysis.
- 3: Students will be able to apply economic-related quantitative methods and tools to the formulation of management decisions.
- 4: Students will be able to construct coherent oral and written forms of communication and present them in a professional context.
- 5: Students will be able articulate their personal commitments and calling(s) through engagement with a Christian understanding of one or more facets of our responsibility to God, others, and the world in their area of business

Requirements:

- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics
- ECO 314 - Intermediate Macroeconomics
- ECO 315 - Intermediate Microeconomics
- ECO 375x - Econometrics with Regression Analysis

Choose two courses:

- ECO 301 - Money and Banking
- ECO 305 - Current Economic Problems
- ECO 333 - International Economics
- ECO 390 - Game Theory
- ECO 430 - Managerial Economics

Cognate requirements:

- BUS 315WI - Business Writing
- MAT 112QR - Calculus I

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management

Choose one option:

Option 1:

- BUS 312 - Business Analytics

- CSC 120 - Business Data Analysis using Spreadsheets

Option 2:

- CSC 170 - Statistical Programming

Option 3:

- CSC 171QR - Computer Science I

Total credits required: 36-39

Accounting Minor

Requirements:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- ACC 306 - Cost Accounting
- ACC 307 - Individual Income Tax
- ACC 315 - Intermediate Accounting I
- ACC 316 - Intermediate Accounting II

Total credits required: 22

Business Administration Minor

Requirements:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- BUS 200 - Principles of Marketing
- BUS 201 - Principles of Management
- BUS 300 - Principles of Finance

Choose one course:

- ECO 101SS - Everyday Economics
- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics

Choose two courses:

- BUS 205 - Project Management
- BUS 221 - Introduction to Legal Environment
- BUS 315WI - Business Writing

Total credits required: 21

Economics Minor

Requirements:

- Economics electives: 4 credits
- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics
- ECO 314 - Intermediate Macroeconomics
- ECO 315 - Intermediate Microeconomics

Total credits required: 20

Entrepreneurship Minor

Requirements:

- ACC 215 - Principles of Financial Accounting
- BUS 201 - Principles of Management
- BUS 210 - New Venture Innovation
- BUS 400 - Entrepreneurship

Choose at least eleven credits:

- ACC 216 - Principles of Managerial Accounting
- ACC 306 - Cost Accounting
- ACC 307 - Individual Income Tax
- BUS 200 - Principles of Marketing
- BUS 221 - Introduction to Legal Environment
- BUS 225 - Practicum in Business
- BUS 309 - Human Resource Management
- BUS 323 - Operations Management
- BUS 325 - Integrated Marketing Communications
- BUS 328 - Sales
- BUS 330 - Customer Relationship Management
- BUS 401 - Consumer Behavior
- ECO 101SS - Everyday Economics
- PRL 230 - Principles of Public Relations

Total credits required: 23

Multimedia Minor

Requirements:

- PRL 101x - Mass Media and Society
- PRL 185WI - Media Writing
- PRL 225 - Media Law and Ethics

Choose two credits:

- PRL 215 - Practicum in Public Relations
- ENG 222 - Communication Practicum in Print Media

Choose ten credits:

- ART 164 - Photography I
- ART 220 - Graphic Design I
- ART 265 - Photography II
- ART 320 - Graphic Design II
- THE 202 - Video Production
- PRL 263 - Layout and Design
- ENG 316 - Writing and Design for the Web

Choose one course:

- PRL 230 - Principles of Public Relations

- PRL 332 - Advertising Campaigns
- THE 160AE - Film Aesthetics and Criticism

Total credits required: 25-26

Nonprofit Management Minor

The Nonprofit Management Minor is designed to guide students in becoming effective nonprofit leaders, equipped with knowledge, skills, and passion to increase impact. Students explore the technical skills, behavioral competencies, management theories, and theological concepts necessary to become highly effective Christ-centered nonprofit leaders.

Requirements:

- ACC 215 - Principles of Financial Accounting
- BTS 290 - Mission and Justice
- BUS 201 - Principles of Management
- BUS 205 - Project Management
- BUS 310x - Servant-Leadership or
- YCF 310x - Servant-Leadership
- BUS 327WI - Fundraising for Mission
- BUS 432 - Small Business Management
- ECO 101SS - Everyday Economics

Choose one course:

- BUS 225 - Practicum in Business
- BUS 417 - Internship

Total credits required: 25-26

Project Management Minor

The Project Management Minor is designed to guide students in becoming effective project managers, equipped with knowledge, experience, and skills to deliver successful projects in today's ever-changing and team-based global business environment. Students explore the technical skills and behavioral competencies necessary to become high-performing project leaders undergirded by servant-leadership as a way of living and leading.

Requirements:

- BUS 201 - Principles of Management
- BUS 205 - Project Management
- BUS 225 - Practicum in Business
- BUS 310x - Servant-Leadership
- BUS 340 - Advanced Project Management
- BUS 341 - Risk Management

Choose one course:

- BUS 305 - Organizational Behavior and Theory
- BUS 360 - Organizational Leadership

Choose one course:

- BUS 309 - Human Resource Management
- BUS 323 - Operations Management

Total credits required: 23

Alternative Secondary Teaching Endorsement Program in

Economics

Requirements:

- Related social science courses: 16-18 credits*
- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics
- ECO 301 - Money and Banking

Choose one course:

- ECO 314 - Intermediate Macroeconomics
- ECO 315 - Intermediate Microeconomics

Total credits required: 32-34

Note:

*Related courses may be taken from political science, sociology, psychology, world history or American history. If at least 15 credits are taken in one of these related areas, then teaching endorsement requirements are satisfied in the second area (in addition to endorsement in economics).

Chemistry

www.nwciowa.edu/chemistry

Nobel Laureate Glenn Seaborg stated, “Middle Ages man could not ignore the church, nor Renaissance man ignore the arts, nor could Eighteenth Century man ignore political thought. Likewise, modern man cannot ignore science.” Advances in chemistry have contributed to the extension of our knowledge of God’s creation — both his physical universe and we his people. A liberal arts major in chemistry contributes not only to the expansion of the student’s mind, but also provides the student with a broad spectrum of career opportunities. During the past decade nearly one-half of Northwestern’s chemistry majors have attended graduate or professional schools in chemistry, biochemistry or medicine, while the remainder have pursued careers in business, industry or education.

Chemistry has two principal goals: to determine and understand the properties of matter and its transformations (pure chemistry), and to develop processes to transform matter for useful purposes (applied chemistry). Northwestern’s chemistry curriculum seeks to provide the student with a rigorous and comprehensive understanding of the fundamentals of modern chemistry.

Chemistry Major

Program Learning Goals. Upon completion of the program students will be able to:

- 1: Demonstrate foundational chemical principles in theory and in practice. Graduates will exhibit a working knowledge of (i) atoms, (ii) bonding, (iii) structure and function, (iv) intermolecular interactions, (v) reactions, (vi) visualizations, (vii) experiments, measurements, and data, (viii) equilibrium, (ix) kinetics, and (x) energy and thermodynamics.
- 2: Demonstrate quantitative reasoning skills. Graduates will be able to (i) competently solve quantitative problems, (ii) collect and statistically analyze numerical data, and (iii) employ numerical data to make valid scientific arguments.
- 3: Effectively participate in scientific communication. Graduates will be able to (i) clearly describe laboratory experiments, (ii) convey experimental results, (iii) engage with scientific literature.
- 4: Demonstrate competency and independence in the laboratory. Graduates will be able to design, execute, and critically analyze experiments in the laboratory.
- 5: Articulate a personal perspective relating science and faith. Graduates will (i) engage the academic interface between science and faith and (ii) describe their own journey relating faith and science.

Requirements:

- Chemistry elective: 4 credits

- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- CHE 433Wix - Introductory Physical Chemistry

Choose one course:

- CHE 211 - Quantitative Analysis
- CHE 315 - Instrumental Analysis

Cognate requirements:

- MAT 112QR - Calculus I

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 211 - Calculus II

Choose one sequence:

- PHY 111SN - General Physics I
- PHY 112 - General Physics II
- PHY 211SN - Classical Physics I *
- PHY 212 - Classical Physics II *

Total credits required: 44

Note:

*Recommended option

For those students intending to pursue professional careers in chemistry

The following courses are strongly recommended:

- CHE 315 - Instrumental Analysis
- CHE 326x - Biochemistry: Proteins and Metabolism
- CHE 436x - Intermediate Physical Chemistry
- CSC 170 - Statistical Programming
- MAT 211 - Calculus II
- MAT 212 - Calculus III
- MAT 312 - Differential Equations
- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II

Chemistry Minor

(Satisfies state secondary teaching endorsement requirements in chemistry. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- Chemistry elective: 4 credits
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry

Choose one course:

- CHE 211 - Quantitative Analysis

- CHE 315 - Instrumental Analysis

Total credits required: 24

Alternative Secondary Teaching Endorsement Program in Chemistry

Requirements:

- Related natural science courses: 14-16 credits*
- CHE 211 - Quantitative Analysis
- CHE 321 - Organic Chemistry

Choose one sequence:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Total credits required: 30-32

Note:

*Related courses may be taken from biology or physics. If at least 15 credits are taken in one of these related areas, then teaching endorsement requirements are satisfied in that second area, (in addition to endorsement in chemistry).

Computer Science

www.nwciowa.edu/computer-science

Computer science continues to be a dynamically growing discipline. Today's treasured techniques quickly become tomorrow's castoffs. Therefore, Northwestern's computer science curriculum emphasizes the basic fundamentals of the field and hands-on experiences which make use of a collection of state-of-the-art hardware and software systems.

Computer science also continues to be a broadening field affecting more and more areas of life. Therefore, Northwestern's computer science department offers two distinct majors: computer science and software engineering. The two separate majors give students flexibility and the option to choose the specialization that best fits them.

Computer science is a study of the structure, theory and application of computers and computer programs. It includes the study of algorithms, the representation and organization of information, the management of complexity, and the relationship between computers and their users. Computer science is a mathematical discipline. It utilizes mathematical techniques for abstraction and representation of complex systems. From another perspective, computer science is an engineering discipline concerned about the design and construction of systems in order to solve complex problems.

Northwestern teaches all aspects of computer science in the context of a Christian liberal arts education. Consequently, the curriculum includes coverage of the historical and societal impact of computers. Students are challenged to consider how their Christianity will impact them in a highly technical discipline. By studying both the technical aspects of computer science and its integration with our Christian faith, a quality, well-balanced curriculum is attained.

Students are encouraged to take internships, which allow them to learn "how it's really done" at the same time that they enjoy a semester in a different environment. Through its memberships in various consortia, Northwestern is able to offer excellent internships in Chicago, Washington, D.C. and elsewhere. Internships in the Orange City area have also been arranged.

Northwestern's computer laboratory includes a wide array of equipment suitable for providing a broad background and for

supporting a large variety of activities. A network of workstations and a large collection of associated software are readily accessible to students.

Computer Science Major

Program Learning Goals. Upon completion of the program students will be able to:

- 1: Understand algorithms and well-known programming constructs.
- 2: Understand the concepts underlying existing programming languages and apply that knowledge to learn new, unfamiliar languages.
- 3: Adhere to recognized coding standards, including naming conventions, effective commenting and documentation.
- 4: Assess the relative merits of competing algorithms and approaches.
- 5: Understand and respond to the ethical concerns associated with software development and advanced computation.
- 6: Express a developed view of programming as co-creation and computer science as Kingdom work.

Requirements:

- CSC 171QR - Computer Science I
- CSC 172WI - Computer Science II
- CSC 270 - Computer Organization
- CSC 351 - Data Structures
- CSC 371 - Concurrency and Parallelism
- CSC 381 - Programming Languages
- CSC 480SR - Computing: Practice and Philosophy

Choose one course:

- CSC 220 - Web Development
- CSC 291 - Database Management Systems
- CSC 321 - Principles of Software Engineering

Choose two courses:

- CSC 331 - Cybersecurity
- CSC 341 - Data Mining and Machine Learning
- CSC 361 - Networking

Cognate requirements:

- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics

Total credits required: 47

Cybersecurity Major

Cybersecurity involves protecting computer systems, networks, and data from unauthorized access. In this major, students will learn both the theory and practice behind many commonly attacked systems such as websites and databases. Practice will focus both on how attacks are carried out for the purpose of seeing how attackers think and on the defense of those attacks allowing students to apply their knowledge immediately on the job. Understanding theory will help students adapt as new threats arise in the ever-changing field of cybersecurity. Aside from technical aspects, students with this major will also take classes in psychology and business to better understand the vulnerabilities associated with our human nature.

Program Learning Goals. Upon completion of the program students will be able to:

- 1: Understand the process of programming and how programming without a security mindset can introduce bugs and security vulnerabilities into software.
- 2: Understand the importance of cryptography, the different ways it should be used, and how it is implemented
- 3: Be able to set up a secure computer system and evaluate the security of systems that are already set up.
- 4: Understand the contribution users of computer systems have in the security of that computer system and the network the system is connected to.

5: Understand and respond to the ethical concerns associated with software development, advanced computation, and cybersecurity.

6: Express a developed view on the relationship between technology and God's kingdom with a plan to foster that position.

Requirements:

- CSC 171QR - Computer Science I
- CSC 172WI - Computer Science II
- CSC 220 - Web Development
- CSC 270 - Computer Organization
- CSC 280 - Linux Server Administration
- CSC 291 - Database Management Systems
- CSC 311 - Digital Forensics
- CSC 331 - Cybersecurity
- CSC 361 - Networking
- CSC 480SR - Computing: Practice and Philosophy

Cognate requirements:

- MAT 116QR - Statistics for the Natural and Social Sciences
- PSY 100SS - Exploring Psychology
- PSY 214x - Social Psychology
- BUS 205 - Project Management
- BUS 341 - Risk Management

Total credits required: 57

Software Engineering Major

Software engineering is the study of systematic approaches to the development, operation and maintenance of software. In this major, students will learn how to write code in a variety of programming languages and develop efficient algorithms to solve problems. Additionally, students will study best practices for project management, design, testing, documentation, verification, and quality assurance. Large-scale projects and teamwork are integrated throughout the curriculum to provide hands-on experiences simulating real-world practices.

Program Learning Goals. Upon completion of the program students will be able to:

1. Understand algorithms and well-known programming constructs.
2. Understand similarities between commonly used programming languages and apply that knowledge to learn new, unfamiliar languages.
3. Employ coding standards and software development best practices, including effective design, documentation, testing, and source code control.
4. Complete a full software development life cycle, from planning to implementation and beyond in team-based projects.
5. Understand and respond to the ethical concerns associated with software development and advanced computation.
6. Express a developed view of programming as co-creation and computer science as Kingdom work.

Requirements:

- CSC 171QR - Computer Science I
- CSC 172WI - Computer Science II
- CSC 220 - Web Development
- CSC 291 - Database Management Systems
- CSC 321 - Principles of Software Engineering
- CSC 331 - Cybersecurity
- CSC 480SR - Computing: Practice and Philosophy

Choose one course:

- CSC 270 - Computer Organization

- CSC 351 - Data Structures

Choose two courses:

- CSC 341 - Data Mining and Machine Learning
- CSC 361 - Networking
- CSC 371 - Concurrency and Parallelism

Cognate requirements:

- BUS 201 - Principles of Management
- BUS 205 - Project Management

Choose one course:

- MAT 111QR - Calculus for Management, Life and Social Sciences
- MAT 112QR - Calculus I

Total credits required: 47-48

Computer Programming Minor

Requirements:

- Any elective CSC course at the 200 level or higher (4 credits)
- CSC 171QR - Computer Science I
- CSC 172WI - Computer Science II

Choose one course:

- CSC 220 - Web Development
- CSC 291 - Database Management Systems
- CSC 321 - Principles of Software Engineering

Choose one course:

- CSC 270 - Computer Organization
- CSC 351 - Data Structures

Total credits required: 20

Education

www.nwciowa.edu/education

The teacher education program at Northwestern College commits itself to a Christ-centered holistic development of teachers called to serve Christ and society in diverse classroom settings. The model for the program is "Teacher as Servant." The goal is to serve students in the name of Jesus Christ with the expectation that they, too, will seek to offer themselves in Christian service as they teach others.

In order to serve effectively as teachers, Northwestern College students need a well-formed, whole educational experience. Northwestern emphasizes this wholeness in its liberal arts program by stressing intellectual, physical, spiritual/moral and social/emotional wholeness. Within this context, the teacher education program believes that effective teaching results from foundational knowledge of the profession along with knowledge and skills in learning, teaching and reflection. This body of knowledge and performances, in conjunction with the college's emphasis on teaching the whole person and developing intercultural competencies, is put into practice in diverse pre-teaching opportunities that students experience in and outside of the P-12 classroom.

The objectives of the professional education unit that reflect the model of "Teacher as Servant" are located in the education department policy manual which may be found at www.nwciowa.edu/education.

The Northwestern College teacher education program is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Iowa Department of Education.

The Northwestern College teacher education department offers the following basic programs leading to licensure:

1. Elementary endorsement
2. Secondary endorsement that also requires an approved major in secondary education
3. Coaching authorization (see kinesiology department for requirements)

Other available specialized programs include:

(all require the completion of the elementary or secondary endorsement)

1. An early childhood endorsement
2. A birth through grade three inclusive settings endorsement
3. An instructional strategist I elementary endorsement
4. An instructional strategist I secondary endorsement
5. A reading elementary endorsement
6. A middle school endorsement
7. A teaching English as a second language endorsement

Admission and retention in the education program

Every student who plans to complete a program at Northwestern College leading to teacher licensure must make formal application. Application for admission to the program is completed through Livetext and notification should be given to the education office as soon as the student knows he/she wants to become a teacher. Transfer students who are classified as juniors or seniors must make formal application during their first term in residence.

The following specific requirements must be met by all applicants:

1. A cumulative grade point average of 2.50; Major GPA of 2.5 for secondary
2. Basic skills proficiency as demonstrated through ACT scores or course success.
3. Completion of the entrance portfolio (see education department policy manual for requirements)
4. A written recommendation from the department of the student's major subject field. Elementary education majors will be interviewed by a member of the education department.
5. Earned grades of C- or higher for EDU102, Foundations of Education, and EDU206, Survey of Exceptional Individuals.

On the basis of these criteria, the teacher education committee will grant the candidate approval, deferment of approval or disapproval. Before the candidate will be permitted to student teach, the candidate must be admitted into the teacher education program and successfully meet established benchmark performances. However, students may take courses in the education department prior to admission into the program. If admission is deferred, the candidate will be notified of specific knowledge, performances or dispositions that must be satisfactorily demonstrated before being approved for entrance into the program. If the application is disapproved, the candidate will be encouraged to consult with the department chairperson for re-planning his/her educational program and major.

A student majoring in elementary education may not enroll in the five restricted courses (EDU 323, 328, 329, 343WI and 409SR) or student teaching until admitted into the teacher education program. A student earning a secondary education endorsement may not enroll in either EDU307WI or student teaching until admitted into the program.

The status of a student in the education program is under constant review by the committee. Retention in the program may be revoked if the student's GPA drops below the required 2.50, the student fails to successfully meet established benchmark performances, or any time the committee feels that a student is not maintaining other qualifications for admission. In reviewing the student's status, the committee may ask that his/her adviser sit in on the discussions.

In the academic year prior to the year in which a student plans to do his/her student teaching, he/ she must notify the education office to apply for student teaching and provide information for the placement.

Requirements for admission into the student teaching semester require maintaining a cumulative grade point average of 2.50 and completion of 100 clock hours of pre-student teaching field experience in school settings. Students will also earn a minimum of 2 professional badges, each of which requires 50 hours of professional development and service. All students will be required to earn the diversity badge and one additional badge. Students will also successfully perform all pre-student teaching

performance benchmarks.

A student admitted to student teaching is expected to make satisfactory progress during the teaching phase of this program. If satisfactory progress is not maintained after the student has had adequate notification and opportunity to meet the standards, a committee composed of the cooperating teacher, the college supervisor and other members of the teacher education committee will determine whether or not the student will be allowed to complete student teaching and under what conditions.

Students who wish to appeal Education program decisions or the decisions of a faculty member must submit to the Teacher Education Committee (via the department chair) a written appeal of the decision within 30 days following their notification of the decision. TEC will investigate the appeal and provide a decision which will be communicated in writing to the student within 15 days of this acknowledgment.

Students are typically placed in area schools for a traditional student teaching experience. A non-traditional student teaching assignment is defined as any placement outside of an approximate 60-mile radius from the Northwestern College campus. Any non-traditional assignment may require the student to assist in providing information for the student teaching coordinator in making the placement.

For students seeking non-traditional placements:

Students interested in a non-traditional placement must go through an approved program (i.e. Chicago Semester, Denver Urban Semester, STAGE/overseas). Interested students must have a minimum 3.0 cumulative grade point average.

Appeals for exceptions to the policy must be presented to and approved by the Teacher Education Committee.

If a student desires a non-traditional placement (defined as over 60 miles from campus) the student must make a formal request via an email or letter submission to the Student Teacher Placement Supervisor by February 1 the academic year prior to the student teaching date. You must state how you meet the required criteria for a non-traditional placement (see below).

Requirements for licensure

1. Satisfactory completion of all degree and benchmark performance requirements
2. Minimum cumulative grade point average of 2.50. Secondary education majors (grades 5-12) must also have a minimum of 2.50 in their major.
3. Exit portfolio approval (see education department policy booklet) and successful student teaching.
4. Passing scores on both the PRAXIS II content exam and the PLT Exam for their area.

Bachelor of Arts in Early Childhood (BAEC)

The Bachelor of Arts (BA) in Early Childhood (EC) is designed for practitioners with an Early Childhood Associate of Arts (AA) degree, Associate of Science (AS) degree or Associate of Applied Science (AAS) degree who wish to complete a bachelor's program in early childhood online. The Bachelor of Arts in Early Childhood Program (BAEC) has two career and course pathways: a BA degree in early childhood (BAEC) or a BA degree in Early Childhood with an Iowa state teaching licences (BAEC+L). Participants will acquire the knowledge and skills in early childhood development and early learning necessary to work in the professional field. As a professional degree, the Bachelor of Arts in Early Childhood program is intended for students who wish upon graduation to assume careers in early learning, childcare and policy. The Bachelor of Arts in Early Childhood licensure program (BAEC+L) is intended for students who wish to work as an early childhood teacher in schools for children preschool-3rd grade.

The BAEC degree provides instruction on childhood development and curricula. Practitioners learn about effective strategies and ways to create meaningful learning experiences for young children. The Bachelor of Arts in Early Childhood consists of 33-39 NWCore credits, and a 32 credit area emphasis from the specific early childhood requirements. Students will come to the program with approximately 62 credits from their AA, AS, or AAS degree and will complete elective credits to reach the required total of 124 credits for an undergraduate BA degree.

The BAEC+L degree provides instruction in early childhood development and meets all the state licensure requirements for students to be certified early childhood teachers seeking licensure in teaching preschool, kindergarten, pre-kindergarten, and inclusive special education through 3rd grade. The BAEC+L consists of coursework in the professional core, licensure methods courses, and 14-weeks of student teaching with 67 credits after their AA, AS, or AAS degree. The program is set up online to be flexible with completion of one course per 8-week term for a 3-year completion or shorter depending upon course load.

Program Learning Goals. Goals 1 - 10 align with InTASC standards

- 1: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- 2: The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- 3: The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- 4: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- 5: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6: The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- 7: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- 8: The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- 9: The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 10: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- 11: Spiritual Integration: Personalizes the departmental "teacher as servant" motto, linking their past educational experiences and future calls as educators to Christ's embodiment of humble servant.

BAEC Requirements:

- ECE 305 - Child Observation and Assessment
- ECE 310 - Resilience and Wellness
- ECE 220 - Positive Supports and Professional Beginnings
- ECE 325 - Positive Behavior Support for Young Children II
- ECE 330 - Supporting Language and Literacy Development in Preschool
- ECE 340 - Highly Individualized Teaching & Learning in Early Childhood
- ECE 400 - Supporting Dual Language Learners
- ECE 420 - Engaging Interactions and Environments
- ECE 425WI - Children's Health and Well Being
- ECE 430 - Learning with Digital Media in Early Childhood
- ECE 450SR - The Early Childhood Professional Portfolio

Total credits required: 33

General education requirements:

(Based on students holding an earned college degree)

- BTS150 or BTS250 (4 credits)
- Senior Seminar (4 credits)

Total NWCore credits: 8

BAEC + Licensure Requirements:

Professional core:

- EDU 229 - Introduction to Early Childhood
- EDU 230 - Organization and Administration of Early Childhood Programs

- EDU 240 - Integrating the Arts for the Elementary Classroom Teacher
- EDU 300 - Characteristics of Young Children with Diverse Needs
- EDU 301 - Methods for Working with Young Children with Diverse Needs
- EDU 317 - Collaborative Partnerships with Parents and the Community
- EDU 340CC - Human Relations

Student teaching & seminar:

- EDU 429 - Birth through Grade Three Inclusive Settings Student Teaching
- ECE 450SR - The Early Childhood Professional Portfolio

Licensure requirements:

- ECE 228 - Young Children's Literature and Literacy
- ECE 220 - Positive Supports and Professional Beginnings
- ECE 323 - Methods of Early Numeracy
- ECE 326 - Methods of Teaching Reading & Language Arts for Young Children
- ECE 328 - STEM Methods for Young Children
- ECE 329 - Methods for Teaching Social Sciences to Young Children
- ECE 425WI - Children's Health and Well Being
- PSY 221SS - Developmental Psychology: Childhood

NW requirement:

- BTS 150 - Christian Story I: Biblical Tradition

Additional requirement:

- First Aid/CPR certification

Total credits required: 67

Education Studies Major (non-licensure)

Education Studies is a major for those who wish to pursue a degree in education, but do not intend to pursue an initial teaching license at this time. Some will want to teach, but not necessarily in a full classroom setting. Others may want to pursue an aspect of education that is not primarily instructional.

Students majoring in Education Studies will take a core group of education classes but will be able to specialize in certain fields by taking the track(s) that best suit their needs. Each of these tracks will allow students to specialize in a field that has professional options that extend in a direction other than state licensure and traditional classroom settings.

Students completing this major can obtain a sub license, but may not be licensed as a "teacher of record." Completers will be well-positioned to work in camps, churches, museums, schools, and other fields requiring education expertise but not education licensure. Students wishing to pursue a graduate program in educational counseling should also consider majoring in Psychology. Program Learning Goals. Upon completion of the program students will be able to:

- 1: Understand the history of education theory and what current education policies and programs are considered advantageous for certain levels of development.
- 2: Identify how each child is fearfully and wonderfully made in the image of their creator which impacts the way each learner relates to the world around them, including but not limited to the classroom, their classmates, and their teachers.
- 3: Know how to seek opportunities to advance learning and student well-being in formal and/or informal education spaces specific to the graduate's chosen track(s) of study.
- 4: Personalize the departmental "teacher as servant" motto, linking their past educational experiences and future call in education to help "train up a child in the way they should go."

Requirements:

- EDU 102 - Foundations of Education
- EDU 206 - Survey of Exceptional Individuals
- EDU 227 - Instructional Technology
- EDU 243WI - Diagnosis and Correction of Reading Problems

- EDU 304 - Educational Psychology
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 340CC - Human Relations
- EDU 409SR - Philosophy of Education

Tracks - Choose at least one of the tracks below:

Diversity Track:

- PSY 250CC - Cross-Cultural Psychology
- TSL 225 - Linguistics and Second Language Acquisition

Choose two courses:

- BTS 390CC - World Religions
- CRJ 304CCx - Ethnicity, Power and Identity
- NWC 210CC - Different Together: Living & Learning Interculturally
- PSC 260CC - Human Geography
- SOC 290CC - Cultural Anthropology
- SWK 225 - Diverse Populations and Social Justice

Guidance Track:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 240 - Helping Skills
- PSY 402 - Introduction to Clinical and Counseling Psychology

Choose one course:

- NWC 210CC - Different Together: Living & Learning Interculturally
- PSY 250CC - Cross-Cultural Psychology
- SOC 290CC - Cultural Anthropology

Early Childhood Track (All online courses):

- ECE 425WI - Children's Health and Well Being
- EDU 229 - Introduction to Early Childhood
- EDU 230 - Organization and Administration of Early Childhood Programs
- EDU 300 - Characteristics of Young Children with Diverse Needs
- EDU 317 - Collaborative Partnerships with Parents and the Community

Library Track:

- EDU 317 - Collaborative Partnerships with Parents and the Community
- EDU 247 - Reading in the Content Area
- EDU 228 - Children's Literature and Literacy
- ENG 277 - Young Adult Literature

Choose two courses:

- ENG 250LC - Literary Contexts

Technology Track:

- CSC 171QR - Computer Science I
- THE 202 - Video Production
- EDU 205 - Directed Field Experience
- THE 245 - Motion Graphics
- WOR 350 - Worship Technology

TESL Track:

- EDU 247 - Reading in the Content Area

- ENG 283 - Structures and Functions of English Grammar
- TSL 215 - History, Culture and Policy for TESL Education
- TSL 222 - Practicum in TESL
- TSL 225 - Linguistics and Second Language Acquisition
- TSL 230 - Curriculum and Assessment for TESL Teaching

Total credits required: 34-36

Elementary Education Major - Grades K-6

Program Learning Goals. Goals 1-10 align with InTASC standards

1: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2: The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3: The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6: The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8: The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9: The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11: Spiritual Integration: Personalizes the departmental "teacher as servant" motto, linking their past educational experiences and future calls as educators to Christ's embodiment of humble servant.

Requirements for certification:

Professional/methodology requirements:

- EDU 102 - Foundations of Education
- EDU 202 - Early Field Experience: Elementary Education
- EDU 206 - Survey of Exceptional Individuals
- EDU 227 - Instructional Technology
- EDU 240 - Integrating the Arts for the Elementary Classroom Teacher
- EDU 243WI - Diagnosis and Correction of Reading Problems
- EDU 304 - Educational Psychology
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 323 - Teaching Mathematics
- EDU 326 - Teaching Reading and Language Arts
- EDU 328 - Teaching Science in the Elementary Classroom

- EDU 329 - Teaching Social Studies in the Elementary Classroom
- EDU 340CC - Human Relations
- EDU 409SR - Philosophy of Education
- EDU 413 - Elementary Student Teaching *

Note:

*If seeking certification in special education, birth through grade three inclusive settings, early childhood or reading, complete 8 credits of student teaching in elementary education and 4-8 credits of student teaching in special education, early childhood or reading. The number of weeks/credits required for student teaching will be determined by the coordinator of student teaching and the chair of the department.

Liberal arts cognate requirements:

Science:

- Biological science course
- Physical science course

Math:

- MAT 107QR - Mathematical Reasoning for Elementary & Middle School Teachers I
- MAT 127 - Mathematical Reasoning for Elementary & Middle School Teachers II

Social sciences:

- HIS 201HP - United States History to 1865
- PSC 101SS - American Government
- PSY 221SS - Developmental Psychology: Childhood

Language arts:

- EDU 228 - Children's Literature and Literacy
- ENG 250LC - Literary Contexts

Total credits required: 68-80

Secondary Education Major - Grades 5-12

A major in education designed for those individuals interested in becoming high school or middle school teachers. The secondary education major cannot be taken alone, but will require the completion of one of these academic majors: Art, Biology, Business Education, Chemistry, English, History, Mathematics, Music, Physical Education, Physics Education, Psychology or Spanish.

Program Learning Goals. Goals 1-10 align with InTASC standards

1: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2: The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3: The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6: The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8: The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9: The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10: The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11: Spiritual Integration: Personalizes the departmental "teacher as servant" motto, linking their past educational experiences and future calls as educators to Christ's embodiment of humble servant.

Requirements:

- EDU 102 - Foundations of Education
- EDU 206 - Survey of Exceptional Individuals
- EDU 209 - Early Field Experience: Secondary Education
- EDU 227 - Instructional Technology
- EDU 304 - Educational Psychology
- EDU 307WI - General Methods in Secondary Education
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 340CC - Human Relations
- EDU 247 - Reading in the Content Area
- EDU 409SR - Philosophy of Education
- EDU 415 - Secondary Student Teaching

Choose one course (must have methods course in each endorsed subject area):

- ART 308 - Methods of Teaching Secondary Art
- BUS 308 - Methods of Teaching Secondary Business
- ENG 308x - Methods of Teaching English Language Arts
- KIN 318 - Methods of Secondary Physical Education and Health
- SPA 308 - Methods of Teaching Foreign Language
- MAT 308 - Methods of Teaching Secondary School Mathematics
- MUS 310 - Secondary Music Methods
- NSC 308 - Methods of Teaching Secondary Natural Science
- SSC 308 - Methods of Teaching Secondary Social Science

Choose one course:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence

Total credits required: 41

Special Education Teaching Major

This major works towards earning an initial teaching license in special education. This major combines special education (instructional strategist) endorsements including: Strat I: mild and moderate (K-12), Strat II: Behavioral Disabilities/Learning Disabilities (K-12), and Strat II: Intellectual Disabilities (K-12). Students will need to complete a semester of student teaching and will be working towards an Iowa initial teaching license.

Program Learning Goals.

1: The teacher candidate practices within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

2: The teacher candidate uses their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs

3: The teacher candidate applies their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities

4: The teacher candidate assesses students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

5: The teacher candidate uses knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning

6: The teacher candidate creates and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

7: The teacher candidate applies team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families

8: The teacher candidate personalizes the departmental "teacher as servant" motto, linking their past educational experiences and future call as educator to Christ's embodiment of humble servant.

Required Courses:

- EDU 102 - Foundations of Education
- EDU 202 - Early Field Experience: Elementary Education
- EDU 206 - Survey of Exceptional Individuals
- EDU 227 - Instructional Technology
- EDU 235 - Characteristics of Learners with Mild and Moderate Disabilities
- EDU 304 - Educational Psychology
- EDU 309 - Transition for Students with Disabilities
- EDU 314 - Working with Parents
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 318 - Diagnostic Assessment, Teaching and Evaluation of Special Education Students
- EDU 319 - Communication and Collaborative Partnerships for Special Educators
- EDU 337 - Methods and Strategies for Learners of Mild/Moderate Disabilities
- EDU 338 - Methods & Strategies of Learners with Learning Disabilities/Behavior Disorders
- EDU 339 - Methods & Strategies of Learners with Intellectual Disabilities
- EDU 340CC - Human Relations
- EDU 409SR - Philosophy of Education
- Student teaching in Special Education (14-16 weeks)

Required Reading Courses:

- EDU 243WI - Diagnosis and Correction of Reading Problems
- EDU 345 - Language Learning and Reading Disabilities

Cognate Requirements:

- PSY 221SS - Developmental Psychology: Childhood

Total credits required: 61

TESL (teaching English as a second language) Minor

The TESL minor is designed for non-education majors who plan to teach ESL outside the United States, and/or in a church or community-based program in the United States.

Requirements:

- Foreign language: 0-9 credits*
- ENG 283 - Structures and Functions of English Grammar
- TSL 222 - Practicum in TESL
- TSL 225 - Linguistics and Second Language Acquisition
- TSL 307 - Methods in TESL (Teaching English as a Second Language)

Total credits required: 20-29

Note:

*201 proficiency in modern foreign languages

Birth through Grade Three Inclusive Settings Endorsement

Requirements for certification for preschools, kindergarten and special education through grade 3. (Also requires the completion of the elementary education major.)

Requirements:

(The online endorsement requirements can be found at <http://online.nwciowa.edu/>.)

- EDU 229 - Introduction to Early Childhood
- EDU 230 - Organization and Administration of Early Childhood Programs
- EDU 300 - Characteristics of Young Children with Diverse Needs
- EDU 301 - Methods for Working with Young Children with Diverse Needs
- EDU 314 - Working with Parents
- EDU 319 - Communication and Collaborative Partnerships for Special Educators
- ECE 425WI - Children's Health and Well Being
- EDU 429 - Birth through Grade Three Inclusive Settings Student Teaching

Cognate requirement:

- KIN 104 - First Aid

Total credits required: 23-28

Notes:

- The program outlined above meets requirements for the state of Iowa. Students who are teaching elsewhere should check with their state's department of education to determine if NWC's birth through grade three endorsement is comparable to and can be substituted for an endorsement in their state. The endorsement enhances your teaching license but does not lead to licensure for un-licensed educators; it is for teachers who have or are working toward a degree in elementary education.
- The birth through grade three endorsement authorizes you to teach in integrated settings for children from birth to age 8. It varies from the early childhood special education endorsement, which authorizes the holder to teach in contained special education settings from birth to age 8.
- Requires certification in Infant CPR and First Aid.

Early Childhood Education Endorsement - PK-Kindergarten

The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. Candidate is also required to successfully complete the elementary education major. An online option of the Birth through Grade Three Inclusive Settings

endorsement is available for those who hold or are eligible to hold certification in Elementary Education. Please contact the Education department for details.

Requirements:

- EDU 229 - Introduction to Early Childhood
- EDU 230 - Organization and Administration of Early Childhood Programs
- EDU 314 - Working with Parents
- EDU 319 - Communication and Collaborative Partnerships for Special Educators
- EDU 407 - Early Childhood Student Teaching

Cognate requirements:

- KIN 100PW - Body Stewardship
- KIN 104 - First Aid

Total credits required: 16-17

Note:

- Requires certification in Infant CPR and First Aid.

Elementary Endorsement in Basic Science - Grades K-8

(For elementary education majors who want a subject specialty in science) It includes course work in all science areas (biology, chemistry, physics and earth science) and requires a minimum of 12 credits of elementary student teaching (EDU413).

Requirements:

- EDU 328 - Teaching Science in the Elementary Classroom
Biology (6-8 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
Physical Science (12 credits)
- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- PHY 112 - General Physics II
- PHY 111SN - General Physics I
Earth Science (6-8 credits)
- NSC 101 - Introduction to Earth Science
- PHY 160SN - Astronomy

Total credits required: 27-31

Elementary Endorsement in English - Grades K-8

(For elementary education majors who want a subject specialty in English)
Requires a minimum of 12 credits of elementary student teaching (EDU413).

Professional/methodology requirements:

- EDU 247 - Reading in the Content Area
- EDU 345 - Language Learning and Reading Disabilities

Cognate requirements:

- ENG 176WI - Foundations of Multimedia Storytelling
- ENG 238AE - Literature and Film
- ENG 277 - Young Adult Literature

- ENG 283 - Structures and Functions of English Grammar
- NWC 101 - First-Year Seminar

Choose one course:

- ENG 251LC - Literature, Disney, & Popular Culture
- ENG 346 - Seminar in American Literature

Total credits required: 25

Elementary Endorsement in History - Grades K-8

(For elementary education majors who want a subject specialty in history)

Requires a minimum of 12 credits of elementary student teaching (EDU413).

American history courses required:

- American history electives: 2 credits

World history courses required:

- European/world history electives: 5 credits
- American and European/world history electives: 5 credits

Total credits required: 12

Elementary Endorsement in Mathematics - Grades K-8

(For elementary education majors who want a subject specialty in mathematics)

Requires a minimum of 12 credits of elementary student teaching (EDU413).

Requirements:

- CSC 171QR - Computer Science I
- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 317 - Linear Algebra
- MAT 411 - College Geometry

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management

Total credits required: 24

Elementary Endorsement in Social Studies - Grades K-8

(For elementary education majors who want a subject specialty in social studies)

Requires a minimum of 12 credits of elementary student teaching (EDU413).

Requirements:

- PSC 101SS - American Government
- PSC 260CC - Human Geography
- PSY 100SS - Exploring Psychology
- SOC 101SS - Principles of Sociology

Choose one course:

- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics

Total credits required: 20

Instructional Strategist I: Mild and Moderate Elementary and Secondary Endorsement - Grades K-12

Requires completion of the elementary education major. This endorsement authorizes instruction in all Elementary and Secondary mild and moderate instructional programs to support students with mild to moderate learning and behavioral needs.

Requirements:

- EDU 206 - Survey of Exceptional Individuals
- EDU 235 - Characteristics of Learners with Mild and Moderate Disabilities
- EDU 309 - Transition for Students with Disabilities
- EDU 314 - Working with Parents
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 318 - Diagnostic Assessment, Teaching and Evaluation of Special Education Students
- EDU 319 - Communication and Collaborative Partnerships for Special Educators
- EDU 337 - Methods and Strategies for Learners of Mild/Moderate Disabilities
- EDU 243WI - Diagnosis and Correction of Reading Problems
- EDU 345 - Language Learning and Reading Disabilities
- EDU 247 - Reading in the Content Area
- EDU 409SR - Philosophy of Education
- EDU 426 - Elementary Special Education Student Teaching
- EDU 428 - Secondary Special Education Student Teaching

Total credits required: 42-50

Instructional Strategist I: Mild and Moderate Elementary Endorsement - Grades K-8

Requires completion of the elementary education major. This endorsement authorizes instruction in all Elementary mild and moderate instructional special education programs.

Requirements:

- EDU 206 - Survey of Exceptional Individuals
- EDU 235 - Characteristics of Learners with Mild and Moderate Disabilities
- EDU 314 - Working with Parents
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 318 - Diagnostic Assessment, Teaching and Evaluation of Special Education Students
- EDU 319 - Communication and Collaborative Partnerships for Special Educators
- EDU 243WI - Diagnosis and Correction of Reading Problems
- EDU 345 - Language Learning and Reading Disabilities
- EDU 426 - Elementary Special Education Student Teaching

Total credits required: 29-33

Instructional Strategist I: Mild and Moderate Secondary

Endorsement - Grades 5-12

Requires the completion of the secondary education endorsement and a secondary academic major. This endorsement authorizes instruction in all secondary mild and moderate instructional special education programs.

Requirements:

- EDU 206 - Survey of Exceptional Individuals
- EDU 235 - Characteristics of Learners with Mild and Moderate Disabilities
- EDU 309 - Transition for Students with Disabilities
- EDU 314 - Working with Parents
- EDU 315 - Behavior Management and Classroom Instruction
- EDU 318 - Diagnostic Assessment, Teaching and Evaluation of Special Education Students
- EDU 319 - Communication and Collaborative Partnerships for Special Educators
- EDU 337 - Methods and Strategies for Learners of Mild/Moderate Disabilities
- EDU 243WI - Diagnosis and Correction of Reading Problems
- EDU 247 - Reading in the Content Area
- EDU 428 - Secondary Special Education Student Teaching

Total credits required: 31-35

Middle School Endorsement - Grades 5-8

Requirements for certification to teach all subjects in grades 5 through 8 with the exception of art, industrial arts, music, reading, kinesiology and special education. (Also requires completion of the elementary education major OR completion of an approved major in secondary education and the secondary education endorsement program.)

Requirements:

- EDU 203 - Early Field Experience: Middle School
- PSY 224 - Developmental Psychology: Adolescence
- EDU 312 - Middle School Methods and Curriculum
- EDU 247 - Reading in the Content Area

Cognate requirements:

- NWC 101 - First-Year Seminar

Holders of this endorsement must complete the course work in two of the following content areas:

Mathematics Sequence:

(Complete 12 credits)

- MAT 107QR - Mathematical Reasoning for Elementary & Middle School Teachers I
- MAT 109QR - College Algebra
- MAT 127 - Mathematical Reasoning for Elementary & Middle School Teachers II
Choose one course:
- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management

Science Sequence:

(Complete 12 credits)

- NSC 101 - Introduction to Earth Science *
Choose one course:
- BIO 102SN - Introduction to Human Anatomy and Physiology
- BIO 110SN - Introduction to Life Science

- BIO 115SN - General Biology: Molecular and Cellular Biology
 - BIO 116 - General Biology: Ecology and Organismal Biology
- Choose one course:
- CHE 101SN - College Chemistry
 - PHY 111SN - General Physics I

Social Studies Sequence:

(Complete 12 credits)

- PSC 101SS - American Government
- PSC 260CC - Human Geography

Language Arts Sequence:

(Complete 12 credits)

- ENG 176WI - Foundations of Multimedia Storytelling
 - ENG 277 - Young Adult Literature
 - ENG 283 - Structures and Functions of English Grammar
- Choose one course:
- ENG 238AE - Literature and Film
 - ENG 250LC - Literary Contexts
 - ENG 251LC - Literature, Disney, & Popular Culture
 - ENG 252LC - American Literature and the Rhetoric of Freedom
 - ENG 253LC - British Literature: Death
 - ENG 346 - Seminar in American Literature
 - ENG 375 - Seminar in British Literature

Total credits required: 40

Notes:

*Students must complete NSC101, Intro to Earth Science, or an approved Au Sable course (AUS217, Field Geology of the Pacific NW; or AUS301, Land Resources, are acceptable options).

Reading Endorsement - Grades K-8

Requirements for elementary certification for teaching Title I reading or reading/language arts for over half the school day. (Also requires the completion of the elementary education major.)

Requirements:

- EDU 125 - Foundations of Literacy
- EDU 226 - Encoding & Decoding in Early Literacy
- EDU 228 - Children's Literature and Literacy
- EDU 243WI - Diagnosis and Correction of Reading Problems *
- EDU 326 - Teaching Reading and Language Arts *
- EDU 345 - Language Learning and Reading Disabilities
- EDU 352 - Literacy Field Experience
- ENG 283 - Structures and Functions of English Grammar
- NWC 101 - First-Year Seminar
- TSL 225 - Linguistics and Second Language Acquisition

Total credits required: 25

Notes:

*Part of the elementary education major

Secondary Endorsement in Basic Science - Grades 5-12

This endorsement leads to licensure to teach general science, physical science, basic integrated science and middle school science. This endorsement requires secondary certification in a science specific content area (biology or chemistry).

Requirements:

- NSC 308 - Methods of Teaching Secondary Natural Science
Earth/Space Science (6-8 credits)
- NSC 101 - Introduction to Earth Science
- PHY 160SN - Astronomy
Life Science/Biology (6-8 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
Physical Science (6-8 credits)
- PHY 111SN - General Physics I
- PHY 112 - General Physics II
Chemistry (6-8 credits)
- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry

Total credits required: 28-36

TESL (Teaching English as a Second Language) Endorsement Grades K-12

The TESL endorsement is designed to equip students with the necessary skills to teach English as a second language (ESL). The endorsement is designed for students who are education majors and are interested in teaching ESL in a K-12 setting within the United States (see education section in this catalog). The TESL minor is for non-education students who will not be teaching ESL with a state teaching license. TESL students are encouraged to combine their TESL studies with a major or minor in Spanish for increased competence and enhanced employment possibilities.

Requirements:

- TSL 215 - History, Culture and Policy for TESL Education
- TSL 225 - Linguistics and Second Language Acquisition
- TSL 230 - Curriculum and Assessment for TESL Teaching
- TSL 307 - Methods in TESL (Teaching English as a Second Language)
- EDU 247 - Reading in the Content Area
- EDU 314 - Working with Parents
- ENG 283 - Structures and Functions of English Grammar
Choose one course:
- EDU 410 - TESL Student Teaching
- TSL 222 - Practicum in TESL

Total credits required: 19-22

Engineering

Engineering Major

Engineering is a discipline that applies sciences and mathematics to solve real-world problems through design, construction, and maintenance of structures, systems, and devices. Engineers utilize their knowledge to innovate, enhance efficiency, and resolve a variety of challenges in our contemporary environment. The engineering program at Northwestern strives to provide standout learning experiences for students that lead to courageous and faithful participation in God's redeeming work in the field of engineering. Graduates will exhibit excellent technical proficiency in terms of fundamental knowledge and hands-on skills, with creative minds and the ability to both collaborate and lead. All engineering students are required to complete the General Math and Science courses (26 credits), the Engineering Math and Science courses (10 credits), and General Engineering Courses (33). Students must also select one of the following concentrations and complete its requirements (30 credits):

- Mechanical
- Civil
- Electrical
- Computer

Program Learning Goals. Upon completion students will demonstrate:

- 1: An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- 2: An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- 3: An ability to communicate effectively with a range of audiences.
- 4: An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- 5: An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- 6: An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- 7: An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
- 8: A recognition of engineering knowledge, design, and purpose as reflections of God's creation and His character.

Requirements:

- ECO 101SS - Everyday Economics
- ENGR 200 - Introduction to Engineering and Design
- ENGR 220x - Statics
- ENGR 230 - Engineering Graphics and Visualization
- ENGR 240 - Introduction to Artificial Intelligence for Engineers
- ENGR 250 - Matlab for Problem Solving
- ENGR 300 - Electric Circuits and Instrumentation
- ENGR 320 - Thermodynamics
- ENGR 350 - Engineering Ethics
- ENGR 470 - Senior Design Project I
- ENGR 480WI - Senior Design Project II
- ENGR 490SR - Senior Seminar in Engineering

Cognate Requirements:

General Math and Science

- CHE 111 - General Chemistry
- MAT 112QR - Calculus I
- MAT 211 - Calculus II
- MAT 312 - Differential Equations
- MAT 317 - Linear Algebra
- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II

Engineering Math and Science

- CSC 171QR - Computer Science I
- ENGR 210 - Probability and Statistics for Engineers
- MAT 180WI - Logic and Discrete Mathematics

Choose One Concentration:

Mechanical Engineering

- ENGR 260 - Engineering Materials with Lab
- ENGR 330 - Dynamics
- ENGR 340 - Mechanics of Solids
- ENGR 400 - Fluid Mechanics with Lab
- MAT 212 - Calculus III
- MECH 400 - Manufacturing Engineering
- MECH 410 - Machine Element Design
- MECH 420 - Heat Transfer with Lab

Choose 2 credits from:

- BUS 205 - Project Management
- CIV 465 - Special Topics in Civil Engineering
- ENGR 417 - Engineering Internship
- MECH 435 - Advanced CAD
- MECH 445 - Ergonomics
- MECH 455 - Mechatronics
- MECH 465 - Signals and Control Systems
- MECH 475 - Mechanical Vibrations
- MECH 485 - Numerical Methods
- MECH 495 - Special Topics in Mechanical Engineering
- MECH 496 - Independent Study in Mechanical Engineering

Civil Engineering

- CIV 300 - Geomatics
- CIV 310 - Analysis of Structure
- CIV 320 - Design of Concrete Structures
- ENGR 260 - Engineering Materials with Lab
- ENGR 330 - Dynamics
- ENGR 340 - Mechanics of Solids
- ENGR 400 - Fluid Mechanics with Lab
- MAT 212 - Calculus III

Choose 2 credits from:

- BUS 205 - Project Management
- CIV 330 - Civil Engineering Materials
- CIV 405 - Transportation Engineering
- CIV 415 - Design of Steel Structures
- CIV 425 - Construction Engineering
- CIV 435 - Geotechnical Engineering
- CIV 445 - Environmental Engineering
- CIV 455 - Foundation Engineering
- CIV 465 - Special Topics in Civil Engineering
- CIV 475 - Independent Study in Civil Engineering
- ENGR 417 - Engineering Internship

- MECH 495 - Special Topics in Mechanical Engineering

Electrical Engineering

- CSC 172WI - Computer Science II
- ELEC 300 - Analysis and Design of Linear Circuits
- ELEC 400 - Electromagnetic Field and Waves
- ELEC 410 - Control Systems
- ENGR 270 - Digital Systems
- ENGR 360 - Signal and Systems
- ENGR 410 - Microprocessor Systems
- ENGR 420 - Electronic Devices and Circuits

Choose 4 credits from:

- BUS 205 - Project Management
- COMP 445 - Special Topics in Computer Engineering
- ELEC 435 - Electrical Machines
- ELEC 445 - Special Topics in Electrical Engineering
- ELEC 455 - Independent Study in Electrical Engineering
- ENGR 417 - Engineering Internship

Computer Engineering

- COMP 300 - Computer and Network Architecture
- COMP 400 - Operating Systems
- CSC 172WI - Computer Science II
- CSC 351 - Data Structures
- ENGR 270 - Digital Systems
- ENGR 360 - Signal and Systems
- ENGR 410 - Microprocessor Systems
- ENGR 420 - Electronic Devices and Circuits

Choose 3 credits from:

- BUS 205 - Project Management
- COMP 445 - Special Topics in Computer Engineering
- COMP 455 - Independent Study in Computer Engineering
- ELEC 435 - Electrical Machines
- ELEC 445 - Special Topics in Electrical Engineering
- ENGR 417 - Engineering Internship

Total credits required: 69

English

www.nwciowa.edu/english

The English department faculty invites students who love stories, words, and writing to consider one of our majors: Literature, English Teaching or Writing and Rhetoric.

The Literature major provides a substantial background in the history of British, American, and world literature, literary theory, and cultural studies. It can easily be combined with other majors and minors, and is compatible with off-campus and study abroad programs. This major provides excellent preparation for graduate study in literary or cultural studies.

Students who want to teach English will complete an English education major and take classes in Northwestern's NCATE-

accredited education department. They will graduate ready to be licensed to teach secondary English in almost every state. Students can complete the program in four years.

Our interdisciplinary major in writing and rhetoric must be paired with a minor or an additional major. The combination prepares students to pursue goals such as business writing, environmental writing, technical writing or graduate study. If you're interested in creative writing, you can tailor a writing and rhetoric major to include study in poetry, fiction, narrative nonfiction, playwriting and screenwriting.

English Teaching Major

This is a teaching major designed to meet state requirements for a licensed teacher to teach secondary education (Grades 5-12) and to become endorsed in Speech, Writing, Literature, Theatre, and Journalism. Students must double major in Secondary Education.

Program Learning Goals. Students in the English Teaching major will foster in themselves for the sake of their future students:

- 1: Competence in written and spoken communication.
- 2: Knowledge of language development and reading comprehension strategies.
- 3: Critical and creative thinking skills about both traditional and non-traditional texts.
- 4: Knowledge of trends and themes in young adult, American, and world literatures.
- 5: Recognition of language as a gift of God that can be used to worship the creator and edify our neighbor.

Requirements:

Reading and Writing (8 credits):

- EDU 247 - Reading in the Content Area
- ENG 277 - Young Adult Literature
- PRL 185WI - Media Writing

Choose at least one sequence from the following (6 credits):

World Literature Emphasis:

- ENG 252LC - American Literature and the Rhetoric of Freedom
- ENG 360 - Seminar in World Literature

American Literature Emphasis:

- ENG 254LC - Literature in the World: Rivers
- ENG 346 - Seminar in American Literature

Speech, Argumentation, and Multi-Modality (20 credits):

- ENG 176WI - Foundations of Multimedia Storytelling
- PSC 325x - American Political Thought

Choose one course:

- ENG 370 - Multimodal Composition Theory in a Digital Age
- ENG 490 - Literary Studies and Multimodal Book History

Choose one course:

- NWC 101 - First-Year Seminar
- THE 112 - Performance Studies

Choose one course:

- ENG 251LC - Literature, Disney, & Popular Culture
- THE 110AE - The Theatre Experience

Pedagogy (8 credits):

- ENG 283 - Structures and Functions of English Grammar
- ENG 308x - Methods of Teaching English Language Arts
- TSL 225 - Linguistics and Second Language Acquisition

Total credits required: 42

Note:

This is a teaching major designed to meet state requirements for a licensed teacher to teach secondary education (Grades 5-12) and to become endorsed in Speech, Writing, Literature, Theatre, and Journalism. Students must double major in Secondary Education.

Public Relations Major

A major in public relations prepares students for dynamic careers in public relations, advertising, and corporate communications. Graduates are equipped with the skills to manage media relations, develop strategic communication plans, and handle crisis communication. The program emphasizes practical experience and business acumen, ensuring students are ready to excel in various roles such as PR specialists, media coordinators, and communication managers.

Program Learning Goals. Upon completion of the program:

- 1: Students will apply and analyze key elements within public relations. Key concepts: historical context, theoretical framework, principles and current industry standards, legal issues.
- 2: Students will illustrate an understanding of biblical integration with the profession. Key concepts: knowledge of ethics and philosophical approaches to the industry.
- 3: Students will demonstrate creative and analytical expertise in writing, visual design, presentations, and public speaking. Key concepts: critical thinking and excellence in communicating in multiple forms.
- 4: Students will develop projects that utilize multiple mediums to strategically reach target audiences. Key concepts: expertise in communication mediums, media awareness, audience understanding.
- 5: Create, analyze and critique the public relations process in PR campaigns. Key concepts: strategic planning, relationship building, societal trends, organizational change and development and management of concepts.
- 6: Develop a personal brand expected of entry-level professionals. Key concepts: internship for professional experience, portfolio development, preparation for career search.

Requirements:

- PRL 101x - Mass Media and Society
- PRL 185WI - Media Writing
- PRL 215 - Practicum in Public Relations *
- PRL 225 - Media Law and Ethics
- PRL 230 - Principles of Public Relations
- PRL 415SR - Advanced Public Relations: Strategy and Implementation
- PRL 332 - Advertising Campaigns
- PRL 355 - Organizational Communication
- PRL 417 - Internship

Choose eleven credits:

- ART 164 - Photography I
- ART 220 - Graphic Design I
- ART 320 - Graphic Design II
- ENG 221 - Responding to Writing
- ENG 261 - Feature Writing
- PRL 263 - Layout and Design
- PRL 310 - Advanced Topics in Communications *
- ENG 340 - News Writing and Editing
- ENG 316 - Writing and Design for the Web

Cognate Requirements:

- BUS 200 - Principles of Marketing
- BUS 201 - Principles of Management

Choose one course:

- BUS 309 - Human Resource Management
- BUS 401 - Consumer Behavior
- ECO 101SS - Everyday Economics

Total credits required: 52

Notes:

*PRL310 must be a topic in Public Relations. PRL215 is a 1 credit course to be taken twice.

Internships range from 2-12 credits. The maximum credits applied to the major are noted under the 417 course designation.

Writing and Digital Media Major

Modern academic and corporate spaces often conflate the digital with the physical: what the eye sees, the ear hears, the mind computes, the hand writes, and our technology circulates. To know how to effectively write for multiple audiences, purposes, and digital platforms is a highly valued skill, and one that our Writing and Digital Media major emphasizes throughout its required coursework in social media writing, digital storytelling, web design, and other forms of multimodal composing. This major will train students to create and communicate effectively across a variety of digital media, and with this degree, students can feel equipped but not pigeon-holed in pursuing a future career, whether as communication specialists, social media managers, digital reporters, content strategists, etc.

Requirements:

- ENG 176WI - Foundations of Multimedia Storytelling
- ENG 251LC - Literature, Disney, & Popular Culture
- ENG 261 - Feature Writing
- ENG 316 - Writing and Design for the Web
- ENG 350 - Reading and Writing Short Fiction
- ENG 370 - Multimodal Composition Theory in a Digital Age
- ENG 490 - Literary Studies and Multimodal Book History

Cognate Requirement:

- PRL 185WI - Media Writing

Choose 6 Credits:

- ART 164 - Photography I
- ART 220 - Graphic Design I
- CSC 171QR - Computer Science I
- ENG 252LC - American Literature and the Rhetoric of Freedom
- ENG 253LC - British Literature: Death
- ENG 254LC - Literature in the World: Rivers
- ENG 283 - Structures and Functions of English Grammar
- ENG 340 - News Writing and Editing
- PRL 225 - Media Law and Ethics
- THE 202 - Video Production
- THE 235 - Sound Design
- THE 245 - Motion Graphics

Total credits required: 33

Journalism Minor

Requirements:

- PRL 101x - Mass Media and Society
- PRL 185WI - Media Writing
- ENG 222 - Communication Practicum in Print Media *
- PRL 225 - Media Law and Ethics
- ENG 340 - News Writing and Editing

Choose one course:

- ENG 261 - Feature Writing
- PRL 263 - Layout and Design

Cognate Requirement:

- ART 164 - Photography I

Total credits required: 20-21

Note:

*ENG222 is a 1 credit course to be taken twice.

Literature Minor

Required ENG Courses: (22-24 credits)

- ENG 176WI - Foundations of Multimedia Storytelling
- ENG 283 - Structures and Functions of English Grammar

Literary Contexts: Choose three courses (12 credits)

- ENG 251LC - Literature, Disney, & Popular Culture
- ENG 252LC - American Literature and the Rhetoric of Freedom
- ENG 253LC - British Literature: Death
- ENG 254LC - Literature in the World: Rivers

Creative Writing: Choose one course (2 credits)

- ENG 352 - Reading and Writing Poetry
- ENG 350 - Reading and Writing Short Fiction
- ENG 351 - Reading and Writing Creative Nonfiction
- THE 206 - Playwriting: The One-Act

Seminar in Literature: Choose one course (2-4 credits)

- ENG 346 - Seminar in American Literature
- ENG 360 - Seminar in World Literature
- ENG 375 - Seminar in British Literature
- ENG 480 - Special Topics in Literature and Culture
- ENG 490 - Literary Studies and Multimodal Book History

Public Relations Minor

Requirements:

- PRL 101x - Mass Media and Society
- PRL 185WI - Media Writing
- PRL 225 - Media Law and Ethics
- PRL 230 - Principles of Public Relations
- PRL 332 - Advertising Campaigns

Choose two credits:

- PRL 215 - Practicum in Public Relations
- ENG 222 - Communication Practicum in Print Media

Choose eight credits:

- ART 220 - Graphic Design I
- ENG 261 - Feature Writing
- PRL 263 - Layout and Design
- PRL 310 - Advanced Topics in Communications *
- ENG 316 - Writing and Design for the Web
- ENG 340 - News Writing and Editing
- PRL 355 - Organizational Communication

Total credits required: 26

Note:

*PRL310 Must be a topic in Public Relations

Alternative Secondary Teaching Endorsement Program in American History

Requirements:

- American history electives: 10 credits
- Related social science courses: 14-16 credits*

Total credits required: 22-24

Note:

*Related courses may be taken from political science, sociology, psychology, world history or economics. If at least 15 credits are taken in one of the related areas, then teaching endorsement requirements are satisfied in that second area (in addition to endorsement in American history).

History and Philosophy

www.nwciowa.edu/history

History, as a discipline at Northwestern, aims to assist the student in the development of an informed perspective on the human past. Such a perspective is integral to a Christian liberal arts education. Lacking a sense of history, a person skims through life on the thin surface of the present. With the study of history, however, one can begin to comprehend the deep currents of culture which shape our lives and those of others today. With this comprehension one is well poised not only to reflect on the past, but also to apply insights gained thereby to resolving the problems of the present and future. History is therefore a discipline which looks backward in order to move forward; it is, in the words of one distinguished historian, "the search for a usable past."

At Northwestern, history is taught consciously from a Christian perspective. Recognizing that there is no such thing as history written or studied from a "neutral" point of view, the department attempts to study history in the light of the Christian faith while appreciating and drawing on the aid of history written out of other commitments.

Students naturally are concerned about vocational opportunities beyond graduation. Students of history at Northwestern have a wide variety of options open to them because the study of history provides both basic training in disciplined thought and expression as well as a rich framework of knowledge within which to deal with contemporary challenges. Those who concentrate on the study of history therefore may pursue careers in education at every level. Others may go on to full-time historical research or archive management (whether in the business sector or in public institutions). Still others will find the study of history to

provide a desirable foundation for graduate studies in law, pastoral ministry, and business, as well as for careers in political, civil, and diplomatic service.

Northwestern College believes, however, that the serious study of history should not be confined to those who major in the field and so introduces it to all students. The history department agrees with this emphasis, and goes beyond it to welcome all students, regardless of major, to extend their understanding of history through further courses taken as electives.

History Major

Program Learning Goals: Upon completion of the program students will be able to:

1. Demonstrate familiarity with a body of historical knowledge as a context for political, social and cultural events and movements.
2. Develop thesis-based arguments that evaluate the reliability of historical evidence and properly cite this evidence.
3. Model a humble self-awareness of the myths, ideologies, and preconceptions that hamper a meaningful narration of historical people as image-bearers of God.

Requirements:

- HIS 180 - The American Experience: Historical Inquiry and Public Memory
- HIS 201HP - United States History to 1865
- HIS 202HP - United States History from 1865
- HIS 203HP - City, Empire, and Church: Antiquity and the Middle Ages
- HIS 204HP - Search for a Useful Past II: Historical Narratives and the Modern World
- HIS 365 - Seminar in American History
- HIS 375 - Seminar in European/World History
- HIS 435SR - Philosophy of History and Historiography

Total credits required: 32

Notes:

For the history teaching major, students must take 16 credits of American history and 16 credits of European/World history. Students majoring in history education must also complete the requirements of the secondary education major (see education department listing for requirements).

Social Studies Teaching Major

This is a teaching major designed to meet state requirements for a licensed teacher to teach secondary education (grades 5-12) and to become endorsed in several core areas of the social sciences. Students must double major in secondary education.

Program Learning Goals: Upon completion of the program students will be able to:

1. Demonstrate familiarity with a body of historical knowledge as a context for political, social and cultural events and movements.
2. Develop thesis-based arguments that evaluate the reliability of historical evidence and properly cite this evidence.
3. Model a humble self-awareness of the myths, ideologies, and preconceptions that hamper a meaningful narration of historical people as image-bearers of God.
4. Use disciplinary concepts to understand and analyze the American political system.
5. Demonstrate knowledge of traditions of political thought and their continuing relevance to contemporary American politics including their intersection with Christian commitments
6. Connect concepts of a social science discipline and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
7. Use a variety of instructional strategies to encourage learners to develop deep understanding in a social science discipline, and to build skills to apply knowledge in meaningful ways.

Requirements:

American History (12 credits):

- HIS 180 - The American Experience: Historical Inquiry and Public Memory
 - HIS 365 - Seminar in American History
- Choose one course:
- HIS 201HP - United States History to 1865
 - HIS 202HP - United States History from 1865

World History (12 credits):

- HIS 203HP - City, Empire, and Church: Antiquity and the Middle Ages
- HIS 204HP - Search for a Useful Past II: Historical Narratives and the Modern World
- HIS 375 - Seminar in European/World History

American Government (12 credits):

- PSC 101SS - American Government
- PSC 305x - Political Ideologies
- PSC 325x - American Political Thought

Cognate requirements:

Methods (3 credits):

- SSC 308 - Methods of Teaching Secondary Social Science

Choose at least one sequence from the following:

Sociology (8 credits):

- SOC 101SS - Principles of Sociology
- SOC 202x - Social Problems

Psychology (8 credits):

- PSY 100SS - Exploring Psychology
- PSY 221SS - Developmental Psychology: Childhood

Economics (8 credits):

- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics

Total credits required: 47

History Minor

General history option

(Does not satisfy state teaching endorsement requirements in history and should not be pursued by students in secondary education. Secondary education students should select from the American or world history options.)

- History electives: 16 credits
- HIS 180 - The American Experience: Historical Inquiry and Public Memory

Total credits required: 20

American history option

(Satisfies state secondary teaching endorsement requirements in American history. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

- American history electives: 4 credits
- HIS 180 - The American Experience: Historical Inquiry and Public Memory
- HIS 201HP - United States History to 1865
- HIS 202HP - United States History from 1865
- HIS 365 - Seminar in American History

Total credits required: 20

Notes:

- The topic and content of HIS365 changes every year, so students may take HIS365 twice to fulfill their elective credit for the minor.
- The American History minor partially satisfies the Iowa 5-12 American History endorsement. See the Education Department for full requirements.

World history option

(Satisfies state secondary teaching endorsement requirements in world history. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

- European/World history electives: 4 credits
- HIS 203HP - City, Empire, and Church: Antiquity and the Middle Ages
- HIS 204HP - Search for a Useful Past II: Historical Narratives and the Modern World
- HIS 375 - Seminar in European/World History
- HIS 435SR - Philosophy of History and Historiography

Total credits required: 20

Notes:

- The topic and content of HIS375 changes every year, so students may take HIS375 twice to fulfill their elective credit for the minor.
- The World History minor partially satisfies the Iowa 5-12 World History endorsement. See the Education Department for full requirements.

Alternative Secondary Teaching Endorsement Program in World History

Requirements:

- European/world history electives: 16 credits
- Related social science courses: 12 credits*

Total credits required: 30

Note:

*Related courses may be taken from political science, sociology, psychology, American history, or economics. If at least 15 credits are taken in one of the related areas, then teaching endorsement requirements are satisfied in that second area (in addition to endorsement in world history).

Humanities

www.nwciowa.edu/humanities

The student seeking a liberal education may wish to investigate a variety of disciplines in the humanities, without majoring exclusively in any one of these disciplines. The interdisciplinary major in humanities provides broad exposure to these various disciplines.

The humanities include the following disciplines: art, English, Spanish, history, music, philosophy, religion, theatre and speech. Courses that do not count toward a department's major cannot count toward the humanities major.

Humanities Major

Requirements:

Primary humanities discipline:

Choose 27-28 credits from one primary discipline; courses must be selected from the following list.

Secondary humanities discipline:

Choose 12 credits from one secondary discipline; courses must be selected from the following list.

Electives:

Choose 12 credits in humanities from courses other than your chosen primary or secondary discipline; courses must be selected from the following list.

Total credits required: 51-52

Art as primary discipline

- ART 142AE - World Art History
- ART 206 - Drawing
- ART 215 - Ceramics I
- ART 342 - Printmaking
- ART 244 - Painting

Total credits required: 28

English as primary discipline

- English electives: 8 credits
- ENG 346 - Seminar in American Literature
- ENG 375 - Seminar in British Literature
- ENG 480 - Special Topics in Literature and Culture *

Choose one course:

- ENG 238AE - Literature and Film
- ENG 350 - Reading and Writing Short Fiction
- ENG 352 - Reading and Writing Poetry

Choose four credits:

- ENG 380 - Special Topics in Writing
- ENG 480 - Special Topics in Literature and Culture *

Total credits required: 28

Note:

*This course has varying subject matter and may be taken twice; the humanities major with English as the primary discipline must take it at least once.

History as primary discipline

- HIS 201HP - United States History to 1865
- HIS 202HP - United States History from 1865
- HIS 203HP - City, Empire, and Church: Antiquity and the Middle Ages
- HIS 204HP - Search for a Useful Past II: Historical Narratives and the Modern World
- HIS 435SR - Philosophy of History and Historiography

Choose one:

- HIS 365 - Seminar in American History
- HIS 375 - Seminar in European/World History

Total credits required: 28

Music as primary discipline

- Class or private instruction: 2 credits
- Ensemble participation: 2 credits
- Music electives: 5 credits
- MUS 111 - Music Theory I
- MUS 112 - Music Theory II
- MUS 318AE - History of Music II

Choose one course:

- MUS 211 - Music Theory III
- MUS 317WI - History of Music I

Choose one course:

- MUS 301 - Basic Conducting
- MUS 320CC - World Musics

*Choose one course:

- MUS 133 - Piano Class Intermediate II
- MUS 251 - Piano Lessons

Total credits required: 27-28

Note:

*Students with a piano emphasis must substitute 1 credit of class or private lessons in a secondary area.

Philosophy as primary discipline

- Philosophy electives: 20 credits
- PHI 214BR - Contemporary Moral Issues
- PHI 226BR - Great Philosophers

Total credits required: 28

Note:

Majors are required to take at least 8 credits of 300-level (and above) in elective courses.

Religion as primary discipline

Take any combination of BTS courses (excluding BTS150 and BTS250) to equal 28 credits. Up to eight credits of GRE and HEB may be taken.

- BTS 260 - Christian Ethics
- BTS 280 - Topics in the History of Christianity
- BTS 290 - Mission and Justice
- BTS 295 - Intercultural Communication
- BTS 310 - Christian Spirituality
- BTS 317 - Topics in Old Testament Studies
- BTS 322 - Topics in New Testament Studies
- BTS 328WI - Biblical Interpretation
- BTS 370 - Calvin and Calvinism
- BTS 375 - Topics in Theology
- BTS 382 - Religion in America
- BTS 384 - Topics in the History of Christianity
- BTS 385 - Topics in Religion
- BTS 390CC - World Religions
- BTS 392 - Topics in Mission and Justice
- BTS 472SR - Bible, Theology and Vocation: Exploring Texts and Contexts
- GRE 101 - Elementary Biblical Greek and Culture

- GRE 102LA - Elementary Biblical Greek and Culture
- GRE 201 - Intermediate Biblical Greek and Culture
- GRE 202 - Intermediate Biblical Greek and Culture
- HEB 101 - Elementary Biblical Hebrew and Culture
- HEB 102LA - Elementary Biblical Hebrew and Culture

Total credits required: 28

Spanish as primary discipline

- Literature courses numbered 300 or above: 6 credits
- Electives: courses numbered 202 or above, taught in Spanish: 21 credits

Total credits required: 27

Note:

A maximum of 18 credits may be from approved study-abroad programs, in language, culture, literature or other humanities courses, numbered 202 or above and taught in Spanish.

Theatre and speech as primary discipline

- THE 112 - Performance Studies
- THE 215 - Acting I: Introduction to Acting
- THE 312 - Directing
- THE 406 - Topics in Dramatic Literature

Choose four credits:

- THE 343WI - History and Theory I
- THE 344WI - History and Theory II

Choose eight credits:

- THE 114 - Stagecraft
- THE 133 - Ballet
- THE 135 - Jazz Dance
- THE 206 - Playwriting: The One-Act
- THE 226 - Scene Design
- THE 227 - Lighting Design
- THE 230 - Costume Design
- THE 260 - Drama Ministries Ensemble
- THE 305 - Story and Worship
- THE 407 - Playwriting: The Full-Length
- THE 465 - Selected Topics in Theatre and Speech

Total credits required: 28

Interdisciplinary

Leadership Studies Minor

The Leadership Studies Minor is an interdisciplinary course of study for students from all majors and programs who want to learn the basic principles of leadership theory, while engaging contemporary issues related to leadership within institutions and organizations. The minor provides students the opportunity to deepen their understanding of leadership theory informed by biblical principles and servant-leadership as a way of living and its application to their field of study and career goals.

Requirements:

- GEN 150CC - Transformational Cross-Cultural Leadership
- GEN 210 - Leadership Practicum
- BUS 310x - Servant-Leadership or
- YCF 310x - Servant-Leadership
- BUS 360 - Organizational Leadership

Choose one course:

- BUS 201 - Principles of Management
- BUS 205 - Project Management

Choose one course:

- PRL 230 - Principles of Public Relations
- CRJ 202x - Social Problems or
- SOC 202x - Social Problems
- PSY 214x - Social Psychology or
- SOC 214x - Social Psychology
- CRJ 304CCx - Ethnicity, Power and Identity or
- SOC 304CCx - Ethnicity, Power and Identity

Choose one course:

- BTS 290 - Mission and Justice
- YCF 215 - Spiritual Formation
- KIN 229 - Leadership in Sport Management
- NUR 460WI - Nursing Leadership

Total credits required: 20-22

Kinesiology

www.nwciowa.edu/kinesiology

The philosophical underpinnings of the kinesiology department are rooted in the premise that all people are made after the image of God, and that for Christians, the body is the very residence of the Holy Spirit. These beliefs have profound implications for the relationships Christians have with God, with others, with their own body, and with creation. The required, elective and professional programs in the kinesiology department seek to help students develop and maintain distinctively Christian relationships in their lives.

The kinesiology department strives to provide an education that plays a vital role in the holistic development of students at Northwestern College. Through the academic programs provided through kinesiology, students have the opportunity to: increase their knowledge, understanding and application of the concepts of healthy living through the required Integrative General Education course; develop physical skills and improve organic fitness through elective activity courses; and become prepared to serve in any number of kinesiology related fields through a variety of professional programs.

The kinesiology department is a broad-based discipline offering educational opportunities in many diverse areas including teaching, coaching, fitness, recreation, athletic training, as well as preparing students for graduate studies. Majors are offered in physical education and exercise science. Career concentrations are offered in fitness management and sport management; minors in health and physical education; and a coaching authorization.

Exercise Science Major

The exercise science major consists of a science-based curriculum with specific emphasis on applications to exercise and health. This major is intended primarily for those students interested in non-teaching careers in exercise science, health, wellness, fitness, and for those who wish to pursue graduate studies in an exercise science related field.

Program Learning Goals: Upon completion:

- 1: Content Knowledge; Students will demonstrate foundational knowledge related to the field of exercise science.
- 2: Skills; Students will demonstrate effective communication and critical thinking skills.
- 3: Perspectives; Students will demonstrate appropriate perspectives related to professionalism and the valuing of physical activity.
- 4: Integration of Faith; Students will articulate a biblical worldview that integrates faith with learning, personal and professional behaviors, and service to others in their field.

Requirements:

- KIN 180 - Introduction to Kinesiology
- KIN 233 - Anatomical Kinesiology
- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 241 - Directed Field Experience in Kinesiology I
- KIN 325WI - Physiology of Exercise
- KIN 330 - Exercise Testing and Prescription
- KIN 333 - Biomechanics
- KIN 403 - Motor Learning
- KIN 417 - Internship
- KIN 450SR - Moving Forward: Seminar in Kinesiology

Choose one course:

- KIN 341 - Directed Field Experience in Kinesiology II
- KIN 381 - Strategies and Tactics of Athletic Movement and Capacity

Choose one course:

- KIN 370 - Nutrition for Health Care Professions
- KIN 371 - Sports Nutrition

Competency requirements:

- Physical fitness competency
 - Meet the physical fitness competency requirement as established by the kinesiology department
 - The physical fitness competency requirement consists of an initial assessment and exit assessment. The initial assessment will be completed in KIN180-Introduction to Kinesiology and the exit assessment will be computed during KIN330-Exercise Testing and Prescription.
- First aid and CPR certification:
 - Option 1: First aid and CPR certifications through American Heart Association or American Red Cross
 - Option 2: CPR certification and KIN234-Prevention and Care of Athletic Injuries
 - Option 3: Complete one of the following courses:
 - KIN104-First Aid
 - KIN152-Emergency Care
 - KIN260-Coaching Endorsement

Cognate requirements:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry

Choose one option:

Option 1:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology

Option 2:

- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology

Choose one course:

- BIO 102SN - Introduction to Human Anatomy and Physiology
- BIO 115SN - General Biology: Molecular and Cellular Biology

Total credits required: 49-58

Note:

Internships range from 2-12 credits. The maximum credits applied to the major is noted under the 417 course designation.

Physical Education Major

A major in physical education is designed primarily to prepare individuals to teach physical education in school settings. Students can receive teaching certification in elementary physical education and/or secondary physical education. See the education department section for the elementary and secondary education major requirements.

Program Learning Goals: Upon completion:

- 1: Content Knowledge; Students will demonstrate foundational knowledge related to the field of physical education.
- 2: Skills; Students will demonstrate effective communication and critical thinking skills.
- 3: Perspectives; Students will demonstrate appropriate perspectives related to professionalism and the valuing of physical activity.
- 4: Integration of Faith; Students will articulate a biblical worldview that integrates faith with learning, personal and professional behaviors, and service to others in their field.

Requirements:

- KIN 180 - Introduction to Kinesiology
- KIN 202 - Organization and Administration of Physical Education
- KIN 206 - Teaching of Sports
- KIN 233 - Anatomical Kinesiology
- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 281 - Principles and Techniques in Strength and Conditioning
- KIN 317 - Methods of Elementary Physical Education and Health
- KIN 318 - Methods of Secondary Physical Education and Health
- KIN 338WI - Adapted Physical Education
- KIN 360CC - Sport in Societies
- KIN 402 - Assessment in Physical Education
- KIN 403 - Motor Learning

Choose one course:

- EDU 409SR - Philosophy of Education
- KIN 450SR - Moving Forward: Seminar in Kinesiology

Cognate requirement:

- BIO 102SN - Introduction to Human Anatomy and Physiology

Competency requirements:

Swimming

- Pass swimming competency examination

Physical fitness competency

- Meet the physical fitness competency requirement as established by the kinesiology department
- The physical fitness competency requirement consists of an initial assessment and exit assessment. The initial assessment will be completed in KIN180-Introduction to Kinesiology and the exit assessment will be completed during KIN402-Assessment in Physical Education.

First aid and CPR certification:

- Option 1: First aid and CPR certifications through American Heart Association or American Red Cross

- Option 2: CPR certification and KIN234-Prevention and Care of Athletic Injuries
- Option 3: Complete one of the following courses:
 - KIN104-First Aid
 - KIN260-Coaching Endorsement

Total credits required: 42-45

Sport Management Major

Sport management prepares students for a wide variety of careers in sport-related positions. The program is interdisciplinary and has required course work from the disciplines of Kinesiology, Accounting, Business, Economics, Mathematics and Computer Science. The courses will provide foundational and applied areas of study, in addition to practical experiences and internships.

Program Learning Goals: Upon completion:

- 1: Content Knowledge: Students will demonstrate foundational knowledge related to the field of sport management.
- 2: Skills; Students will demonstrate effective communication and critical thinking skills.
- 3: Perspectives; Students will demonstrate appropriate perspectives related to professionalism and the valuing of physical activity.
- 4: Integration of Faith; Students will articulate a biblical worldview that integrates faith with learning, personal and professional behaviors, and service to others in their field.

Requirements:

- KIN 182 - Introduction to Sport Management
- KIN 229 - Leadership in Sport Management
- KIN 241 - Directed Field Experience in Kinesiology I
- KIN 320WI - Legal and Ethical Issues in Sport
- KIN 341 - Directed Field Experience in Kinesiology II
- KIN 360CC - Sport in Societies
- KIN 415 - Topics in Sport Management
- KIN 417 - Internship

Choose one course:

- BUS 403SR - Strategic and Ethical Management
- KIN 450SR - Moving Forward: Seminar in Kinesiology

Cognate requirements:

- ACC 215 - Principles of Financial Accounting
- BUS 200 - Principles of Marketing
- BUS 201 - Principles of Management
- BUS 312 - Business Analytics
- CSC 120 - Business Data Analysis using Spreadsheets
- MAT 117QR - Applied Statistics for Management

Sport management options (Choose one or more options):

Choose a minimum of 14 credits from one of the following options, with at least 4 credits numbered 300 or higher.

Business option

The selection of courses for the Business option is intended to create opportunities for sport management students to emphasize sport event management, sport operational management, and sport entrepreneurship.

- ACC 216 - Principles of Managerial Accounting
- BUS 205 - Project Management
- BUS 309 - Human Resource Management
- BUS 325 - Integrated Marketing Communications
- BUS 360 - Organizational Leadership

- BUS 400 - Entrepreneurship
- BUS 432 - Small Business Management
- PRL 355 - Organizational Communication

Leadership option

The selection of courses for the Leadership option is intended to create opportunities for sport management students to emphasize sports instruction, coaching and sports administration.

- BUS 305 - Organizational Behavior and Theory
- BUS 360 - Organizational Leadership
- YCF 310x - Servant-Leadership
- PRL 355 - Organizational Communication
- KIN 202 - Organization and Administration of Physical Education
- KIN 206 - Teaching of Sports
- KIN 236 - Nutrition for Life
- KIN 237 - Substance Abuse
- KIN 260 - Coaching Endorsement
- KIN 300 - Coaching Methods
- KIN 302 - Coaching Topics
- KIN 317 - Methods of Elementary Physical Education and Health
- KIN 338WI - Adapted Physical Education
- KIN 403 - Motor Learning

Media/Marketing option

The selection of courses for the Media/Marketing option is intended to create opportunities for sport management students to emphasize areas of sports information, writing, visual media production, and sports marketing.

- ART 164 - Photography I
- ART 220 - Graphic Design I
- BUS 325 - Integrated Marketing Communications
- BUS 328 - Sales
- BUS 330 - Customer Relationship Management
- BUS 401 - Consumer Behavior
- BUS 406 - Marketing Research
- PRL 185WI - Media Writing
- THE 202 - Video Production
- PRL 230 - Principles of Public Relations
- ENG 261 - Feature Writing
- PRL 263 - Layout and Design
- ENG 316 - Writing and Design for the Web
- PRL 332 - Advertising Campaigns

Total credits required: 51-53

Note:

Internships range from 2-12 credits. The maximum credits applied to the major is noted under the 417 course designation.

Strength and Conditioning Major

The strength and conditioning major is designed for students pursuing careers in the area of strength and conditioning and/or seeking the professional Certified Strength and Conditioning Specialist (CSCS) certification through the National Strength and Conditioning Coaches Association (NSCA).

Program Learning Goals: Upon completion of the program:

- 1: Content Knowledge. Students will demonstrate foundational knowledge related to the field of strength and conditioning, as based on CASCE curricular standards.
- 2: Skills. Students will demonstrate effective communication, critical thinking and professional practice skills related to the field of strength and conditioning.
- 3: Perspectives. Students will demonstrate appropriate perspectives related to professionalism and the valuing of physical activity.
- 4: Integration of Faith. Students will articulate a biblical worldview that integrates faith with learning, personal and professional behaviors, and service to others in the field of strength and conditioning.

Requirements:

- KIN 180 - Introduction to Kinesiology
- KIN 233 - Anatomical Kinesiology
- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 281 - Principles and Techniques in Strength and Conditioning
- KIN 325WI - Physiology of Exercise
- KIN 330 - Exercise Testing and Prescription
- KIN 333 - Biomechanics
- KIN 371 - Sports Nutrition
- KIN 381 - Strategies and Tactics of Athletic Movement and Capacity
- KIN 382 - Advanced Theory and Methods of Strength and Conditioning
- KIN 417 - Internship
- KIN 450SR - Moving Forward: Seminar in Kinesiology
- KIN 481 - Strength and Conditioning Integrated Field Experience I
- KIN 482 - Strength and Conditioning Integrated Field Experience II

Cognate requirements:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- PSY 226 - Sport and Performance Psychology

Choose one course:

- PSY 100SS - Exploring Psychology
- PSY 221SS - Developmental Psychology: Childhood

Choose one option:

Option 1:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology

Option 2:

- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology

And choose one course:

- BIO 102SN - Introduction to Human Anatomy and Physiology
- BIO 115SN - General Biology: Molecular and Cellular Biology

Total credits required: 65-69

Health Minor

Completion of the health minor and completion of a 30-hour teaching major meets the Iowa Department of Education guidelines for a health specialist, which permits the instruction of health in the Iowa public schools.

Requirements:

- KIN 100PW - Body Stewardship
- KIN 210 - Personal and Community Health
- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 237 - Substance Abuse
- PSY 221SS - Developmental Psychology: Childhood
- SOC 210SS - Marriage and Family

Complete:

- BIO 102SN - Introduction to Human Anatomy and Physiology
OR complete both courses:
- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology

Choose one course:

- KIN 230 - Physiological Adaptations to Exercise
- KIN 325WI - Physiology of Exercise

Choose one course:

- KIN 236 - Nutrition for Life
- KIN 370 - Nutrition for Health Care Professions
- KIN 371 - Sports Nutrition

Competency requirement:

First aid and CPR certification:

- Option 1: First aid and CPR certifications through American Heart Association or American Red Cross
- Option 2: CPR certification and KIN234-Prevention and Care of Athletic Injuries
- Option 3: Complete one of the following:
 - KIN104-First Aid
 - KIN152-Emergency Care
 - KIN260-Coaching Endorsement

Total credits required: 36

Physical Education Minor

(Satisfies state secondary teaching endorsement requirements in physical education. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- KIN 180 - Introduction to Kinesiology
- KIN 202 - Organization and Administration of Physical Education
- KIN 206 - Teaching of Sports
- KIN 233 - Anatomical Kinesiology
- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 338WI - Adapted Physical Education
- KIN 402 - Assessment in Physical Education
- KIN 403 - Motor Learning

Choose one course:

- KIN 230 - Physiological Adaptations to Exercise
- KIN 325WI - Physiology of Exercise

Cognate requirement:

- BIO 102SN - Introduction to Human Anatomy and Physiology

Competency requirements:

Swimming

- Pass swimming competency examination

Physical fitness competency

- Meet the physical fitness competency requirement as established by the kinesiology department
- The physical fitness competency requirement consists of an initial assessment and exit assessment. The initial assessment will be completed in KIN180-Introduction to Kinesiology and the exit assessment will be completed during KIN402-Assessment in Physical Education.

First aid and CPR certification:

- Option 1: First aid and CPR certification through American Heart Association or American Red Cross
- Option 2: CPR certification and KIN234-Prevention and Care of Athletic Injuries
- Option 3: Complete one of the following courses:
 - KIN104-First Aid
 - KIN260-Coaching Endorsement

Total credits required: 29-33

Coaching Endorsement/Authorization

Northwestern's coaching endorsement and authorization meet requirements for the state of Iowa. The coaching endorsement is intended for students pursuing a teaching license. A current teaching certificate is not required for the coaching authorization. Students can receive an athletic coaching authorization by completing the requirements below.

OPTION 1:

- KIN 260 - Coaching Endorsement
- KIN 300 - Coaching Methods

OPTION 2:

- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 300 - Coaching Methods

Choose one course:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence

Choose one course:

- BIO 102SN - Introduction to Human Anatomy and Physiology
- KIN 233 - Anatomical Kinesiology
- KIN 325WI - Physiology of Exercise

OR complete both courses:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology

Mathematics

www.nwciowa.edu/math

Mathematics has long been regarded as a natural component of a liberal arts education because of its strongly analytical, problem-solving emphasis. More recently, our technological and data-driven society has brought increased recognition of the importance of mathematical and statistical reasoning, making a math or actuarial science major - or a math, math teaching, or

statistics minor - an excellent choice for anyone considering a career in industry, scientific research, data analysis, predictive modeling, engineering, or education.

At Northwestern, we believe that the utility of mathematics for those and other fields follows from its power as a universal language. Mathematics and statistics courses offered here are designed to develop and sharpen your skills in this language in part because increased mathematical understanding can bring an increased awareness of and appreciation for the order behind God's creation and for the attributes of God reflected in creation.

We also believe that mathematics is one and eternal, shining forth from the mind of God. That we can comprehend some part of mathematics is evidence that human beings are created in the image of God. That the one and eternal God has enabled our mathematical discovery is an excellent reason to deepen our understanding of mathematics.

Actuarial Science Major

Program Learning Goals. Upon completion of the program:

- 1: Students will demonstrate a working knowledge of principles in accounting, finance, economics, probability, statistics, and actuarial modeling.
- 2: Students will demonstrate effective communication of mathematical knowledge and ideas.
- 3: Students will display an appreciation for mathematical sciences as creative disciplines.
- 4: Students will recognize mathematical structure as a reflection of God's character that is present in God's creation.
- 5: Students will articulate real-world applications of mathematical concepts.
- 6: Students will articulate their own sense of calling to use their analytical training in service to the world.

Requirements:

- Mathematics electives: 3 credits*
(excluding 090, 105, 107, 109, 111, 117 and 308)
- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 212 - Calculus III
- MAT 316 - Probability and Statistics I
- MAT 317 - Linear Algebra
- MAT 416 - Probability and Statistics II
- MAT 430 - Actuarial Modeling: Life Contingent Risk Models
- MAT 431 - Actuarial Modeling: Loss Models
- MAT 450SR - Mathematical Minds

Cognate requirements:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- BUS 300 - Principles of Finance
- BUS 304 - Investments
- BUS 404 - Advanced Corporate Finance
- BUS 473 - Advanced Derivatives
- ECO 314 - Intermediate Macroeconomics
- ECO 315 - Intermediate Microeconomics

Total credits required: 62

Data Science and Statistics Major

Mathematics has long been regarded as a natural component of a liberal arts education because of its strong analytical, problem-solving emphasis. More recently, our technological and data-driven society has brought increased recognition of the importance of mathematical and statistical reasoning, making a mathematics, data science and statistics, or actuarial science major - or a

math, math teaching, or stats minor - an excellent choice for anyone considering a career in industry, scientific research, data analysis, predictive modeling, engineering, or education.

At Northwestern, we believe that the utility of mathematics for those and other fields follows from its power as a universal language. Mathematics and statistics courses offered here are designed to develop and sharpen your skills in this language in part because increased mathematical understanding can bring an increased awareness of and appreciation for the order behind God's creation and for the attributes of God reflected in creation.

We also believe that mathematics is one and eternal, shining forth from the mind of God. That we can comprehend some part of mathematics is evidence that human beings are created in the image of God. That the one and eternal God has enabled our mathematical discovery is an excellent reason to deepen our understanding of mathematics.

Program Learning Goals. Upon completion of the program:

- 1: Students will demonstrate a working knowledge of data collection, organization, visualization, analysis, and interpretation.
- 2: Students will demonstrate effective communication of mathematical knowledge and ideas.
- 3: Students will display an appreciation for mathematical sciences as creative disciplines.
- 4: Students will recognize mathematical structure as a reflection of God's character that is present in God's creation.
- 5: Students will articulate real-world applications of mathematical concepts.
- 6: Students will articulate their own sense of calling to use their analytical training in service to the world.

Requirements:

- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 212 - Calculus III
- MAT 270 - Introduction to Data Science
- MAT 316 - Probability and Statistics I
- MAT 317 - Linear Algebra
- MAT 330 - Data Validation
- MAT 375x - Econometrics with Regression Analysis
- MAT 416 - Probability and Statistics II
- MAT 445 - Statistical Design
- MAT 450SR - Mathematical Minds

Cognate requirements:

- CSC 170 - Statistical Programming
- CSC 172WI - Computer Science II
- CSC 291 - Database Management Systems
- CSC 310 - Data Visualization
- CSC 341 - Data Mining and Machine Learning
- CSC 351 - Data Structures

Total credits required: 63

Mathematics Major

Program Learning Goals. Upon completion of the program:

- 1: Students will demonstrate a working knowledge of mathematical structures, operations, and transformations.
- 2: Students will demonstrate effective communication of mathematical knowledge and ideas.
- 3: Students will display an appreciation for mathematical sciences as creative disciplines.
- 4: Students will recognize mathematical structure as a reflection of God's character that is present in God's creation.
- 5: Students will articulate real-world applications of mathematical concepts.
- 6: Students will articulate their own sense of calling to use their analytical training in service to the world.

Requirements:

- Mathematics electives: 9 credits
(excluding 090, 105, 107, 109, 111, 117 and 308)
- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 212 - Calculus III
- MAT 317 - Linear Algebra
- MAT 450SR - Mathematical Minds

Choose one course:

- MAT 316 - Probability and Statistics I
- MAT 375x - Econometrics with Regression Analysis
- MAT 411 - College Geometry

Choose one course:

- CSC 310 - Data Visualization
- MAT 312 - Differential Equations
- PHY 212 - Classical Physics II
- PHY 370 - Modern Physics

Choose one course:

- MAT 412 - Real Analysis
- MAT 419 - Introduction to Abstract Algebra

Cognate requirements:

Choose one course:

- CSC 170 - Statistical Programming
- CSC 171QR - Computer Science I

Choose one course:

- CHE 433Wix - Introductory Physical Chemistry
- PHY 211SN - Classical Physics I

Total credits required: 46-48

Notes:

Students may choose to count CHE433, Introductory Physical Chemistry and/or CHE436, Intermediate Physical Chemistry toward mathematics electives in the mathematics major. CHE433, Introductory Physical Chemistry may not count as both the cognate and a mathematics elective.

Students pursuing secondary education certification in mathematics need to include MAT411, MAT419, and either MAT316 or MAT116QR.

Mathematics Minor

Requirements:

- Mathematics electives: 3 credits*
(excluding 090, 105, 107, 109, 111, 117 and 308)
- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 317 - Linear Algebra

Cognate requirement:

Choose one course:

- CSC 170 - Statistical Programming
- CSC 171QR - Computer Science I

Total credits required: 21

Note:

* ECO390, Game Theory, or CHE433, Introductory Physical Chemistry, may be used a mathematics elective course.

Mathematics Teaching Minor

(Satisfies state teaching endorsement requirements in mathematics for students completing the secondary education endorsement. Also satisfies state teaching endorsement requirements in mathematics for students majoring in elementary education.)

Requirements:

- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 317 - Linear Algebra
- MAT 411 - College Geometry

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management

Cognate requirement:

Choose one course:

- CSC 170 - Statistical Programming
- CSC 171QR - Computer Science I

Total credits required: 24

Statistics Minor

Requirements:

- MAT 316 - Probability and Statistics I
- MAT 375x - Econometrics with Regression Analysis

Choose one course:

- MAT 111QR - Calculus for Management, Life and Social Sciences
- MAT 112QR - Calculus I

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 117QR - Applied Statistics for Management
- MAT 208QR - Biostatistics

Cognate requirements:

- CSC 170 - Statistical Programming

Choose one course:

- MAT 330 - Data Validation

- PSY 216WI - Research Design and Advanced Statistics
- NUR 420 - Nursing Research and Informatics
- SOC 340x - Research Methods
- ***398 Directed Study (approved by the mathematics/physics department)

Total credits required: 20-23

Note:

Students may complete a mathematics major and a statistics minor if none of MAT/ECO375, MAT316 and MAT330 are used as an elective in the major.

Medical Laboratory Science

Medical Laboratory Science Major

www.nwciowa.edu/medical-laboratory-science-major

The medical laboratory science program is designed to furnish the student with a liberal arts education and with the skills required to serve as a medical laboratory scientist. The program is based upon three years of college preparatory work and one year in clinical, professional training at one of several hospital-based programs affiliated with Northwestern College. Upon satisfactory completion of the four years of study, the student will receive the Bachelor of Arts degree with a major in medical laboratory science. (Students may instead elect to spend four years at Northwestern before entering the clinical year, a so-called 4+1 program.) At the conclusion of the program, a national registration examination is taken, leading to certification in medical laboratory science. A certificate of completion will be issued by the affiliated hospital-based school.

The medical laboratory science student must fulfill all of Northwestern College's Bachelor of Arts degree requirements. A minimum of 96 credits must be earned at Northwestern. Additionally, between 30 and 40 credits are received for the course work completed while enrolled in the hospital-based clinical program. Only the credits for the clinical year are accepted; the grades for the clinical courses do not calculate into the student's cumulative GPA at Northwestern College.

A minimum of 96 credits must be earned with a minimum grade point average of 2.80 for admission into the clinical year. The clinical year of professional study at an affiliated hospital includes the following courses:

- Clinical Microscopy/Urinalysis, 2 semester hours
- Clinical Hematology/Coagulation, 8 semester hours
- Clinical Microbiology, 10 semester hours
- Clinical Serology/Immunology, 2 semester hours
- Clinical Chemistry/Immunoassay/Body Fluids, 11 semester hours
- Clinical Immunohematology, 6 semester hours
- Management and Supervision, 1 semester hour
- Educational Methodologies, Included in management
- Introduction to Research, Included in management

Applications to the Sanford Health program are made early in the academic year preceding the clinical year. The application deadline is October 1. Students must register at Northwestern in order to receive financial aid. An administrative fee is charged for this program. Tuition is charged at Northwestern College's rates for two terms. Students must complete a commuter form for the Student Development office in order to avoid room and board charges.

Requirements:

- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 203 - Microbiology
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology
- BIO 315WI - Immunology
- CHE 111 - General Chemistry

- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 326x - Biochemistry: Proteins and Metabolism
- MAT 208QR - Biostatistics

Choose one course:

- BIO 202WI - Genetics and Genomics
- BIO 327WI - Biochemistry: Molecular Genetics

Math Elective:

One College level Math course in addition to the Statistics Course listed above.

Total credits required: 47-48

Modern Foreign Languages

www.nwciowa.edu/foreignlanguages

The modern foreign languages program is designed to meet the wide range of needs of our student body. The program has the dual goals of communicative competence and cultural awareness. The curriculum is designed so that the students can enter the program in a course that matches their own level of proficiency.

Students with no previous experience in foreign language study begin with a 111 course; those who have already studied Spanish should consult the Language and Culture section under Northwestern Core Learning Categories. For further information, contact the modern foreign languages department.

Students who are already bilingual in Spanish and English can major in Translation and Interpretation, developing their skills in these two interrelated fields.

The department offers a major and a minor in Spanish, a major in Translation and Interpretation: Spanish-English, and a one-year ESL certificate for international students.

A major in Spanish can be used as preparation for teaching, graduate study, library science, foreign language education, comparative literature study, employment in Latin America and for a career in translating and interpreting. In conjunction with another major, the Spanish major can lead to enhanced employment possibilities in business, social work, teaching ESL, medical work, travel, missions, the legal profession or library science. A Spanish major can also be combined with a secondary education endorsement (see education section in this catalog).

All students majoring in Spanish are required to study at least one semester in an approved study abroad program. Northwestern College, in cooperation with other colleges and programs, provides the opportunity to study in different locations throughout Latin America and Spain. The student must be accepted into the program both by the department and the off-campus study committee. Students who study abroad in our program remain Northwestern students and are able to maintain most of their financial aid. Students majoring in humanities with Spanish as their primary discipline, although encouraged to study abroad, are exempt from the study abroad requirement (see humanities section in this catalog).

Although students majoring in a foreign language are required to study abroad, the Spanish minor is designed so that the student may begin the study of the language as a first-semester freshman and still complete the minor on Northwestern's campus. However, summer study opportunities are available, and are recommended for all minors. Students majoring in humanities may elect to have Spanish as their secondary discipline (see humanities section in this catalog).

The ESL Certificate of English Language studies is designed for international students seeking to improve their English language skills.

Spanish Major

Program Learning Goals. Upon completion of the program students will

1: Be able to articulate an understanding of God as an omnilingual being, the Creator and Lord of languages.

2: Be able to maintain spontaneous spoken or written conversations and discussion across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions, as well as deliver detailed and organized presentations in paragraphs and using various time frames through spoken or written language [equivalent to an Advanced Proficiency Benchmark]

3: Be capable of understanding the main message and supporting details on a wide variety of familiar and general interest topics across various time frames, and to explain some diversity among products and practices and how it relates to perspectives. [equivalent to an Advanced Proficiency Benchmark]

4: Have the ability to demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Requirements:

- Spanish electives (beyond Spanish 202): 6 credits **
- Semester Abroad: 12 credits ***
- SPA 202 - Intermediate Spanish Language and Culture
- SPA 311 - Advanced Spanish Conversation *
- SPA 312WI - Advanced Grammar and Composition
- SPA 314 - Introduction to Reading Hispanic Literature
- SPA 376 - Study Abroad Cross-Cultural Preparation
- SPA 377 - Enhancing the Study Abroad Experience

Choose one course:

- SPA 351 - Survey of Hispanic Literature from Spain
- SPA 352 - Survey of Hispanic Literature from the Americas

Total credits required: 35

Notes:

*1 credit course, repeated a minimum of 3 different terms. Additional credits may be applied towards Spanish electives.

**Students may substitute 3 credits from either French or German languages.

***Students must study Spanish abroad in a *Spanish-speaking* country through an approved program (the list of approved programs to complete the semester abroad requirement for the Spanish major is available from the chair of the Modern Foreign Languages department, Registrar's Office or Compass Center for Career and Calling).

For students seeking the secondary teaching endorsement in Spanish:

1. LAN308, Methods of Teaching Secondary Foreign Language is required
2. TESL307, Methods in TESL is recommended

Translation and Interpretation Major: Spanish-English

The closely related fields of translation and interpreting are becoming increasingly important in today's society. With the growing importance of Spanish, the need for qualified interpreters and translators continues to rise. The translation and interpreting program at Northwestern College has been developed to equip the student with the necessary knowledge, tools and abilities to become a competent medical and legal interpreter and translator.

Successful professional interpreters and translators have a wide range of knowledge in many subject areas. As such, a liberal arts education is key to future success in the field, and interpreting and translation students are encouraged to take additional courses in different subject areas. Furthermore, the nine specific courses in translation and interpretation are designed to give the necessary theoretical platform for successful translation and interpreting. As students advance through the program, they will learn to apply the theoretical principles as well as the knowledge acquired in other Liberal Arts courses in order to achieve superior translation and interpreting outcomes.

The translation and interpreting major is intended for incoming bilingual students (those students who are seeking to improve their knowledge of Spanish should enroll in the Spanish major) and requires a minimum of four semesters to complete. During one year the program focuses on legal interpreting, and during the other year the focus will be on medical interpreting. The overall goal of the program is to prepare students to successfully complete a medical and/or legal certification exam.

Not only is it one of a handful of programs at the baccalaureate level in the United States, the Northwestern program has also invested in the necessary training resources for its students. For the residential students participating in the program, the college has a dedicated interpreting laboratory with 13 professional interpreting booths, an interpreting booth as part of the college's main venue for many public events, as well as portable equipment.

Program Learning Goals. Upon completion:

1. That 75% of those students who achieve a 70% or higher in the courses will successfully pass the mock legal verbal certification exams (testing their skills of sight-translation, consecutive interpreting, and simultaneous interpreting).
2. That 75% of those students who achieve a 70% or higher in the courses will successfully pass the mock medical verbal certification exams (testing their skills of sight-translation, consecutive interpreting, and simultaneous interpreting).
3. That 75% of the students will score 3 or above on the faith integration assignment(s), demonstrating that they understand how their faith and beliefs impact everything they do, including translation and interpreting.

Requirements:

- SPA 361 - Legal Interpreting I: Practice & Translation
- SPA 362 - Legal Interpreting II: Practice & Ethics
- SPA 363 - Legal Interpreting III: Practice & Technology
- SPA 364 - Legal Interpreting IV: Practice & the Profession
- SPA 371 - Medical Interpreting I: Practice & Translation
- SPA 372 - Medical Interpreting II: Practice & Ethics
- SPA 373 - Medical Interpreting III: Practice & Technology
- SPA 374 - Medical Interpreting IV: Practice & the Profession
- SPA 375WI - Advanced Spanish Translation

Choose one course:

- SPA 312WI - Advanced Grammar and Composition
- SPA 327 - Hispanics in the United States

Total credits required: 36

Note:

Internships range from 2-12 credits. The maximum credits applied to the major is noted under the 417 course designation.

Interpreting Minor: Spanish-English

The interpreting minor is intended for incoming bilingual students who are interested in becoming professional interpreters in either the field of medical interpreting or legal interpreting, but who are unable to complete all the requirements of the major. The minor requires a minimum of three semesters to complete. Students will either focus on medical interpreting or legal interpreting, plus one course in the other specialty. The overall goal of the program is to prepare students to successfully complete a medical or legal certification exam.

Students will have two options to complete the minor:

Requirements:

- SPA 361 - Legal Interpreting I: Practice & Translation
- SPA 362 - Legal Interpreting II: Practice & Ethics
- SPA 363 - Legal Interpreting III: Practice & Technology
- SPA 364 - Legal Interpreting IV: Practice & the Profession
- SPA 371 - Medical Interpreting I: Practice & Translation

Choose one course:

- SPA 312WI - Advanced Grammar and Composition
- SPA 327 - Hispanics in the United States

Total credits required: 22

Or

Requirements:

- SPA 371 - Medical Interpreting I: Practice & Translation
- SPA 372 - Medical Interpreting II: Practice & Ethics
- SPA 373 - Medical Interpreting III: Practice & Technology
- SPA 374 - Medical Interpreting IV: Practice & the Profession
- SPA 361 - Legal Interpreting I: Practice & Translation

Choose one course:

- SPA 312WI - Advanced Grammar and Composition
- SPA 327 - Hispanics in the United States

Total credits required: 22

Spanish Minor

(Satisfies state teaching endorsement requirements in Spanish. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- SPA 202 - Intermediate Spanish Language and Culture
- SPA 311 - Advanced Spanish Conversation *
- SPA 312WI - Advanced Grammar and Composition
- SPA 314 - Introduction to Reading Hispanic Literature

Choose one course:

- SPA 351 - Survey of Hispanic Literature from Spain
- SPA 352 - Survey of Hispanic Literature from the Americas

Electives: 10-12 Credits

- GEN 350CC - Topics in Cross-Cultural Studies

Total credits required: 25-27

Note:

* 1 credit course, taken 3 different terms.

Students may substitute GEN350 for SPA351 or SPA352 by completing a course substitution form, obtaining the appropriate signatures and submitting it to the Registrar's Office.

Certificate in Legal Interpreting

The certificate in legal interpreting is intended for adult bilingual students who are interested in becoming professional interpreters in the field of legal interpreting. All courses are offered online and students can complete the courses in two semesters. The overall goal of the program is to prepare students to successfully complete a legal certification exam.

Requirements:

- SPA 361 - Legal Interpreting I: Practice & Translation
- SPA 362 - Legal Interpreting II: Practice & Ethics
- SPA 363 - Legal Interpreting III: Practice & Technology
- SPA 364 - Legal Interpreting IV: Practice & the Profession

Total credits required: 15

Certificate in Medical Interpreting

The certificate in medical interpreting is intended for adult bilingual students who are interested in becoming professional interpreters in the field of medical interpreting. All courses are offered online and students can complete the courses in two semesters. The overall goal of the program is to prepare students to successfully complete a medical certification exam.

Requirements:

- SPA 371 - Medical Interpreting I: Practice & Translation
- SPA 372 - Medical Interpreting II: Practice & Ethics
- SPA 373 - Medical Interpreting III: Practice & Technology
- SPA 374 - Medical Interpreting IV: Practice & the Profession

Total credits required: 15

ESL (English as a second language) Certificate of English Language Studies

The one-year ESL Certificate Program offers a distinctive experience for international students who wish to study English in the United States. The requested courses are sequenced and integrated such that students who wish to study for a year and then return to their homes have substantially improved English proficiency, a greater understanding of American culture, and practical skills. Another unique feature of the certificate program is the tutoring aspect: each ESL student will be paired with an American student for one hour of daily individual tutoring. They also will have had the experience of close interaction with American students through shared experiences, e.g. dorm life and other college activities.

For those students who wish to pursue the B.A. or B.S. degree, the program is intended to improve English proficiency so they will be able to take regular courses. Upon acceptance into the B.A. or B.S. program (contingent on meeting TOEFL and all other requirements for admission), they will receive regular academic credit for the ESL courses, which will count toward the 124 required for graduation. They will then take the required Integrative General Education courses, complete the requirements for a major, and fulfill any other requirements needed for graduation. Students receive the full benefit of the Christian liberal arts education Northwestern College offers, plus a Northwestern College Certificate of English as a Second Language.

Requirements:

- Elective: 3-4 credits
- ESL 101 - Introduction to American Culture
- ESL 201 - Oral English
- ESL 202 - ESL Bible
- ESL 203 - ESL Writing
- ESL 205 - Business English
- ESL 206 - English for Academic Purposes
- ESL 251 - Advanced Oral English

Total credits required: 27-28

Music

www.nwciowa.edu/music

Northwestern's music department is dedicated to a Christ-centered and holistic educational process that draws students toward musical maturity so they might transform the world around them.

The music department has the following goals:

1. Students will develop a greater understanding of the integration of the Christian faith and their lives as musicians.
2. Students will grow in musical maturity through development in critical thinking, creative self-expression, musical sensitivity and artistry. This growth will enable them to transform the world around them through their work in music

education, ministry-related positions, other music-related career work, graduate school, further professional or technical training, and/or a vocational positions.

- A. Students will develop musical and academic skills necessary for cognition in the structure, history, theory and techniques of music.
- B. Students will demonstrate musical understanding and growth through active music making and listening.

The music department offers two majors to which a career concentration or pre-professional program may be added.

Piano Proficiency

Music Major, Modified Music Major and Music Minor - Students must complete the piano proficiency exam, which is used to assess keyboard facility in the areas of scales, chord progressions, sight reading, solo performance and accompanying. Students must enroll in class or private piano beginning in their first term until all parts of the piano proficiency exam are passed. The piano proficiency should be completed by the end of the sophomore year. Music education and music ministry majors must complete all parts of the piano proficiency exam prior to scheduling their student teaching experience.

Juries

Performance examinations are given each term to all majors and minors who are enrolled in applied music. These allow the music faculty to evaluate student progress in the areas of musical expression and technical facility.

Recital Attendance

All students enrolled in applied music lessons are required to attend a specified number of on-campus recitals, concerts and applied performance labs each term.

Performance Requirement

Students who are enrolled in applied music lessons will be expected to perform in applied performance labs at the discretion of the instructor.

Modified Music Major with Elementary Education

(Double major: elementary music and elementary education)

Program Learning Goals. Upon completion:

- 1: Faith and Synthesis: Students will be able to express a thoughtful Christian perspective on the arts, and how they can-through their calling as musicians-enrich their communities through music making.
- 2: Knowledge: Students will be able to demonstrate competence and critical thinking skills in functional music theory and form, history of western music, and music in non-western cultures.
- 3: Musicianship/Performance: Students will be able to perform in a professional manner with excellence. They will be able to demonstrate musical collaboration and communication in ensemble music making.
- 4: Students will be able to demonstrate skills in planning, organizing, and leading choral, instrumental, and general music programs.

Requirements:

- Class or private instruction (must include 2 credits of vocal): 3 credits
- Ensemble participation: 2 credits
- MUS 111 - Music Theory I
- MUS 112 - Music Theory II
- MUS 121 - Aural Skills I
- MUS 122 - Aural Skills II
- MUS 211 - Music Theory III
- MUS 301 - Basic Conducting
- MUS 307 - Teaching Elementary Music
- MUS 310 - Secondary Music Methods
- MUS 317WI - History of Music I
- MUS 318AE - History of Music II
- MUS 320CC - World Musics

Choose one course:

- MUS 133 - Piano Class Intermediate II
- MUS 251 - Piano Lessons

Total credits required: 35

Note:

Following a music placement exam, students will either be placed in Music Theory I (MUS111) or Music Fundamentals (MUS101). MUS101 does not count toward a music major, music ministry minor or music minor.

Music Major

Program Learning Goals. Upon completion:

- 1: Faith and Synthesis: Students will be able to express a thoughtful Christian perspective on the arts, and how they can-through their calling as musicians-enrich their communities through music making.
- 2: Knowledge: Students will be able to demonstrate competence and critical thinking skills in functional music theory and form, history of western music, and music in non-western cultures.
- 3: Musicianship/Performance: Students will be able to perform in a professional manner with excellence. They will be able to demonstrate musical collaboration and communication in ensemble music making.

Requirements:

- Class or private instruction in major area: 4 credits
- Ensemble participation: 2 credits
- MUS 111 - Music Theory I
- MUS 112 - Music Theory II
- MUS 121 - Aural Skills I
- MUS 122 - Aural Skills II
- MUS 211 - Music Theory III
- MUS 212 - Music Theory IV
- MUS 234 - Aural Skills III
- MUS 301 - Basic Conducting
- MUS 317WI - History of Music I
- MUS 318AE - History of Music II
- MUS 320CC - World Musics

***Choose one course:**

- MUS 133 - Piano Class Intermediate II
- MUS 251 - Piano Lessons

Total credits required: 33

Notes:

*Students with a piano emphasis must substitute 1 credit of class or private lessons in a secondary area.

All music majors must complete the Piano Proficiency Exam, and are required to take piano class/lessons each term until passing the Piano Proficiency requirements.

Following a music placement exam, students will either be placed in Music Theory I (MUS111) or Music Fundamentals (MUS101). MUS101 does not count toward a music major, music ministry major or minor.

Recommended course for voice emphasis: MUS217 (Vocal Pedagogy) or MUS218 (Vocal Diction).

Recommended course for piano emphasis: MUS214 (Piano Pedagogy) or MUS216 (Survey of Piano Literature).

Recommended course for organ emphasis: MUS222 (Survey of Organ Literature).

Arts Administration Minor

The Arts Administration Minor requires students to major in a fine arts program (Art, Music or Theatre). This minor builds on a student's existing artistic base earned from their fine arts major. It is intended to equip students with the direction and practical

skills needed to help art flourish in the larger culture. Possible applications might include entry-level administrative positions in theatre companies, art galleries, symphonies and other community-based arts organizations.

Requirements:

- ACC 215 - Principles of Financial Accounting
- BUS 200 - Principles of Marketing
- PRL 185WI - Media Writing
- PRL 230 - Principles of Public Relations
- PRL 263 - Layout and Design
- PRL 355 - Organizational Communication

Internship: 4 credits

- ART 417 - Internship
- MUS 417 - Internship
- THE 417 - Internship

Total credits required: 26

Note:

Students must also complete a major in Art, Music or Theatre. The internship must be for a minimum of 4 credits.

Music Minor

Requirements:

- Class or private instruction in major area: 2 credits
- Ensemble participation: 2 credits
- MUS 111 - Music Theory I
- MUS 112 - Music Theory II
- MUS 121 - Aural Skills I
- MUS 122 - Aural Skills II
- MUS 211 - Music Theory III
- MUS 301 - Basic Conducting
- MUS 318AE - History of Music II

Choose one course:

- MUS 317WI - History of Music I
- MUS 320CC - World Musics

Choose one course:

- MUS 133 - Piano Class Intermediate II
- MUS 251 - Piano Lessons

Total credits required: 24-25

Note:

Following a music placement exam, students will either be placed in Music Theory I (MUS111) or Music Fundamentals (MUS101). MUS101 does not count toward a music major or music ministry minor.

Music Education - Secondary Endorsement - Grades 5-12

(Double major: music and secondary education)

Students majoring in secondary music education must complete the requirements of the secondary education major, the requirements of the music major, and the courses in instrumental and/or vocal music. Students desiring certification in both instrumental and vocal music education must complete 2 credits in their major instrumental area and 2 credits in voice.

Music Teaching: Instrumental Music

Music requirements:

- Private instruction in primary instrumental area: at least 2 credits
- Secondary instrumental area: at least 1 credit
- MUS 111 - Music Theory I
- MUS 112 - Music Theory II
- MUS 121 - Aural Skills I
- MUS 122 - Aural Skills II
- MUS 211 - Music Theory III
- MUS 212 - Music Theory IV
- MUS 217 - Vocal Pedagogy
- MUS 224 - Methods of Teaching Brass Instruments
- MUS 225 - Methods of Teaching Woodwind Instruments
- MUS 226 - Methods of Teaching Percussion Instruments
- MUS 227 - Methods of Teaching String Instruments
- MUS 234 - Aural Skills III
- MUS 301 - Basic Conducting
- MUS 302 - Advanced Conducting
- MUS 307 - Teaching Elementary Music
- MUS 310 - Secondary Music Methods
- MUS 317WI - History of Music I
- MUS 318AE - History of Music II
- MUS 320CC - World Musics
- MUS 325 - Recital

Choose one course:

- MUS 133 - Piano Class Intermediate II
- MUS 251 - Piano Lessons

Total credits required: 45

Notes:

Following a music placement exam, students will either be placed in Music Theory I (MUS111) or Music Fundamentals (MUS101). MUS101 does not count toward a music major or music ministry minor.

Recommendation: two terms in vocal ensembles.

Music Teaching: Vocal Music

Music requirements:

- Private instruction in voice: at least 2 credits
- Ensemble participation: at least 1 credit in vocal ensemble
- MUS 111 - Music Theory I
- MUS 112 - Music Theory II
- MUS 121 - Aural Skills I
- MUS 122 - Aural Skills II
- MUS 211 - Music Theory III
- MUS 212 - Music Theory IV
- MUS 217 - Vocal Pedagogy
- MUS 218 - Vocal Diction

- MUS 220 - Survey of Vocal Literature
- MUS 234 - Aural Skills III
- MUS 301 - Basic Conducting
- MUS 302 - Advanced Conducting
- MUS 307 - Teaching Elementary Music
- MUS 310 - Secondary Music Methods
- MUS 317WI - History of Music I
- MUS 318AE - History of Music II
- MUS 320CC - World Musics
- MUS 325 - Recital

Choose one course:

- MUS 133 - Piano Class Intermediate II
- MUS 251 - Piano Lessons

Choose two courses:

- MUS 224 - Methods of Teaching Brass Instruments
- MUS 225 - Methods of Teaching Woodwind Instruments
- MUS 226 - Methods of Teaching Percussion Instruments
- MUS 227 - Methods of Teaching String Instruments

Total credits required: 48

Notes:

Following a music placement exam, students will either be placed in Music Theory I (MUS111) or Music Fundamentals (MUS101). MUS101 does not count toward a music major or music ministry minor.

Recommendation: two terms in instrumental ensembles.

Nursing

www.nwciowa.edu/nursing

The Northwestern College Bachelor of Science in Nursing (BSN) program is a 128-semester hour program designed for students who are interested in practicing as a professional nurse. A cumulative grade point average (CGPA) of 2.70 is required for admission, progression and graduation from the BSN program. Related program fees are listed on the college website (www.nwciowa.edu/tuition/fees). The BSN program is approved by the Iowa Board of Nursing. The board can be contacted as follows: Iowa Board of Nursing, 400 SW 8th St., Suite B, Des Moines, IA 50309-4685. Tel: (515)281-3255 or www.iowa.gov/nursing. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001. Phone: (202)887-6791 Fax: (202)887-8476.

The mission of the department of nursing is to promote shalom (health, wholeness and peace from a biblical perspective), hope and healing by developing practitioners who are committed to continuing Jesus' healing ministry and who advocate for social justice, healthy environments and healthy communities. It is based on a biblical framework of health and healing as described in Matthew 25:35-40, by other accounts of Jesus' healing ministry and supported by other scholarly works. This mission is accomplished through collaborative partnerships with colleagues, other educational organizations, health care facilities, social and faith-related organizations, and the larger community. This mission is lived primarily, but not exclusively, in educating bachelors-prepared nurses within a Christian academic community and by accomplishing the following purposes:

1. Facilitating personal, interpersonal and professional development;
2. Preparing nurses who are committed to Jesus' healing ministry as they promote, restore and maintain the holistic health of persons in a variety of settings;
3. Developing nurses grounded in a Christian worldview and ethic, who serve as servant leaders as they advocate for local, national and global health policies and practices that promote shalom for the public;
4. Promoting critical thinking and the development, integration and evaluation of new or expanded knowledge into practice;

5. Providing a foundation for life-long learning and graduate education in nursing.

The philosophical underpinnings of the nursing department are rooted in a theology of nursing as a healing ministry, human science and performing art including the concepts of person, environment and health.

The person is created in God's image to glorify God, reflect his love and mercy and to enjoy being in God's presence for all of eternity. Persons are dependent on God, even if they do not recognize this aspect of their nature. A client may be an individual, family, group or community and is viewed holistically and respected and honored as an image-bearer of God.

The environment includes all factors or influences surrounding and interacting with the person. Environmental influences can contribute to health and healing or to the development of disease.

Health is a holistic process in which all dimensions are centered in and in harmony with a transcendent relationship with God. *Shalom* is a dynamic experience of health, wholeness and peace that pervades all aspects of life and is lived in relationship to the Triune God. *Shalom* is experienced personally, but this experience is lived in community. The faculty believes access to health care is a human right, persons have a moral obligation to care for their health as faithful stewards, and nurses have a sacred duty to advocate for healthy environments and for just allocation of health and social-related resources. In this way, nurses are able to be partners in promoting *Shalom*.

Nursing is identified as a professional practice discipline and is characterized by a unique body of knowledge oriented to the facilitation of a client's health and wholeness, hope and healing by health promotion/risk reduction/disease prevention (primary prevention), health restoration/illness and disease management (secondary prevention), and/or maintenance of health and wholeness (tertiary prevention). The concept of health is described as the Biblical concept of *Shalom*: health, wholeness and peace in a living relationship with God.

Nursing as a healing ministry is anchored in Christian compassion and in pursuing *Shalom* and sees Jesus in the face of all persons. It seeks to promote health, hope and healing, alleviate distress and live in a ministry of presence to persons in need. Nursing relationships include relationships with clients and their families, other health care, faith-based and social service providers, and governmental and non-governmental socio-political structures.

Nursing as a human science is the unique body of abstract knowledge pertaining to the relationships between persons, the environment and their health. It is discovered by conceptual development and scientific inquiry.

The performing art of nursing relates to the application of nursing and related knowledge in the care of persons. Specifically, nursing as art is the creative and distinctive application of this scholarship in service to individuals, families, groups and communities within a context of Christ-center compassionate care.

BSN PROGRAM POLICIES

Northwestern College does not discriminate on the basis of race, color, national origin, sex, age or handicap in admission to the nursing program. Admission criteria do not discriminate against persons with disabling conditions except that all applicants for admission to the nursing major must meet minimum standards to provide safe nursing care. The following general abilities have been identified at Northwestern College as necessary to meet the standard to provide safe nursing care:

1. The student must possess the functional use of sense of sight, touch, hearing and smell.
2. He/she must possess a sense of equilibrium along with sufficient motor function to carry out activities required in nursing.
3. The student must possess the ability to perform the assessment and intervention activities required in providing safe nursing care.

These general abilities will be required to achieve the outcomes of nursing courses and the Bachelor of Science degree in nursing program outcomes. The student abilities will be evaluated by the faculty throughout the program. Appropriate auxiliary aids and services for persons with impaired sensory, physical or speaking abilities will be provided unless providing the same would fundamentally alter the course or program or would result in an undue burden for Northwestern College.

I. Pre-Licensure BSN Program Admission Guidelines and Policies

The Pre-licensure nursing major is designed to prepare students to practice Christian nursing and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for the purpose of becoming a registered nurse (R.N.)

- A. The admission capacity for the program is thirty students.

- B. Students admitted to the college may formally apply for admission to the nursing major. Application is made by April 10 of the freshman year. Application forms are posted in MyNWC or they may be obtained from the department of nursing.
- C. The Nursing Faculty Organization will assess admission to the program based on a holistic review of applicants. Decisions regarding acceptance to the nursing major will be made by the Nursing Faculty Organization (NFO). The NFO will formally act on the applications upon registrar's office notification of final grades. The student will receive official written notification of admission status from the nursing department.
- D. Requirements for admission to the nursing major are:
 - 1. Completion of the following prerequisite courses:
 - BIO121, Introduction to Human Anatomy
 - BIO122, Introduction to Human Physiology
 - CHE108SN, General Organic Biological Chemistry
 - 2. A cumulative grade point average (CGPA) of at least 2.70.
 - 3. Submission of the following documents:
 - Application to the nursing program form and approval by the department of nursing faculty;
 - Signed intent to adhere to the professional conduct standard;
 - Statement of the student's ability to provide safe nursing care;
 - A satisfactory national criminal background check and adult and child abuse record. Any felony convictions or abuse findings will be evaluated by the department of nursing faculty using the Iowa Board of Nursing guidelines for initial licensure. The failure to provide the chair the results and/or falsification of any required documentation are grounds for dismissal from the nursing program. Students are responsible for the cost;
 - A complete Northwestern College health form and a signed HIPPA release form prior to beginning the first clinical nursing course. The student must submit the following:
 - 1. A record of immunization including a 2nd MMR (or MMR titer), a 2nd Varicella (or a Varicella titer), tetanus (within the past 5 years), and Hepatitis B series (or waiver)
 - 2. Mantoux test or chest x-ray within the last 12 months (annual Mantoux tests required)
 - 3. An annual seasonal influenza vaccination.
 - 4. Covid vaccination and any other facility requirements.
 - American Heart Association CPR for health care providers certification (BLS or ACLS) prior to beginning clinical experiences. CPR certification must be maintained for all clinical experiences;
- E. Pre-admission testing may be offered to academically at-risk students before they begin the nursing sequence. The extent of the testing will be based on the student's academic needs.
- F. The student will receive official written notification of admission status from the nursing department. The department of nursing requires that all nursing students hold a CNA certificate prior to NUR220, Nursing and Shalom.

II. Transfer Policies

- A. The department of nursing follows all transfer/previous preparations policies found in the Northwestern College catalog.
- B. The department of nursing will accept college level non-nursing courses, provided they cover the same breadth and depth of content.
- C. Transfer nursing students who have successfully completed a 3- or 4-semester hour lifespan human development course need to complete PSY225, Developmental Psychology: Adulthood; but not PSY221, Developmental Psychology: Childhood.
- D. Northwestern College awards elective credit for a CNA course completed at regionally accredited institutions with a grade "C" or better and is required for admittance.
- E. The chairperson of the department of nursing evaluates transcripts of transfer students and can grant departmental approval for cognate courses. Official Northwestern College approval for all transfer courses is at the discretion of the registrar.

III. Retention, Progression and Graduation Policies

The program outcomes of the curriculum shall be the basis for evaluating student achievement in each course of study. Each course carrying clinical credit includes learning experiences in the classroom, as well as in the clinical laboratory on/or off-campus clinical setting.

A. Retention:

1. A GPA of 2.70 on a 4.00 scale must be maintained.
2. The department of nursing grading scale is used for nursing courses (see below)
3. The student must earn an average examination score of at least 75%. Failure to meet the 75% on exams will constitute a D for final course grade.
4. Students must achieve a C in the theory portion and pass in the clinical portion of a nursing course in order to receive a C or better in the course. A student functioning below the C level in theory or is at risk for failing in clinical will receive an academic alert and he/she must comply with the instructions on the academic alert.
5. The clinical portion of the course is graded on a pass/fail basis. Failure to successfully complete the clinical component of any nursing course constitutes failure in the course and the student will receive a grade of D for the course.
 - a. For clinical, required immunizations must be completed.
6. All pre-licensure nursing students will be assessed using standardized nationally-normed exams. Students will be responsible for the costs associated with test administration (funded by the nursing program deposit/fees). All such exams will be reflected in the final course grade.

Nursing Program Grading Scale

A	95 - 100	C+	79 - 81
A-	92 - 94	C	75 - 78
B+	89 - 91	D+	72 - 74
B	85 - 88	D	68 - 71
B-	82 - 84	F	00 - 67

B. Progression:

1. A GPA of 2.70 on a 4.00 scale must be maintained for progression. A Grade of C or above must be attained in all cognate and nursing courses.
2. Pre-licensure students who fail to obtain a C in a nursing course shall not be allowed to progress to a higher level nursing course which has a prerequisite of the course in which a C was not received. RN-BSN students are allowed to take additional coursework but must repeat any courses with a grade less than a C.
3. As students register for nursing courses, pre-requisites must be completed by the first class period of each subsequent course. If not, the student will be dropped from the class by the professor. Because some courses are taught sequentially, a period of one year may lapse before re-enrollment is possible.
4. Students who fail to attain a C in a nursing course are permitted to repeat the course only one time. Failure to attain a C in a nursing course when taken a second time shall constitute dismissal from the nursing major. Dishonesty, cheating or plagiarism shall result in an automatic failure of the course.
5. Students who fail to maintain a 2.70 CGPA will be placed on department of nursing academic probation. The student's CGPA will be reviewed at the end of each term and students who do not meet the 2.70 CGPA will be notified in writing that they are being placed on department of nursing academic probation. If a nursing student is placed on department of nursing academic probation, the student must meet (within one month following the start of the next academic term) with their academic advisor or the chair of the nursing department to develop a written academic success plan. Pre-licensure students may only be on departmental probation for one term before stopping out of the major. The pre-licensure student may re-apply for admission once their CGPA is 2.70 or greater. However, re-admittance is on a space available basis.
6. Any student placed on departmental probation or dismissed from the nursing program shall receive written notification.
7. The student has the right to appeal decisions on any of the above matters by following the department of nursing and Northwestern College academic appeal process.

C. Graduation:

1. Students must achieve a C or better in all cognate courses prior to graduation. The Nursing Faculty Organization or the Nursing Department Chair can grant waivers of this requirement.
2. All nursing majors are required to complete:
 - a. Pre-licensure: A minimum of 700 hours of clinical, RN-BSN: a minimum of 120 hours of practicum experience;
 - b. Oral and written communication competencies;
 - c. Recorded in NUR490SR or NUR490ASR (senior capstone):

- i. An electronic portfolio including the BSN program's philosophy, conceptual framework, program outcomes, and capstone projects across the curriculum and the student's associated reflection;
- ii. The health-related service learning/mission (HRSLM) experience. Students will complete a thirty hour (30) service/mission experience approved by the Department of Nursing. Students will submit a HRSLM proposal to their advisor for approval prior to beginning the experience.

IV. Degree Completion Policy

The pre-licensure BSN is designed to be completed in a typical 8-term sequence including all course work and clinical experiences. A 5-year BSN plan of study is also available. Students must complete the requirements for the BSN degree within 6 years of enrolling in NUR 220, Nursing and Shalom.

Nursing Major

Program Learning Goals. Upon Completion:

- 1: Christ-Like Caring - Consistently demonstrates a commitment to Christ-like empathetic and compassionate caring by respecting the sanctity and dignity of created life, living a physical, intellectual, affective and spiritual attentiveness to clients moment by moment as they live their health and illness and as they make meaning in situation.
- 2: Shalom- Consistently demonstrates a commitment to Jesus' healing ministry by promoting Shalom in relationship with diverse individuals, families and groups across the lifespan and in living as a servant leader in promoting Shalom for the public.
- 3: Critical Thinking- Within a personalized Christian philosophy of nursing, synthesizes breadth and depth of knowledge from the humanities, natural and social sciences in providing wholistic nursing care to diverse individuals, families and groups across the lifespan and in analysis of professional and social and ethical issues.
- 4: Ethics/Social Justice- Within a personalized Christian Philosophy of nursing, lives as a servant leader in conforming character and practice to the ANA Code of Ethics, the Code of Christian Nursing Ethics, the Statement of Professional Conduct, and in advocating for local, national, and global health care policy that practices Shalom for all people.
- 5: Nursing Process/Levels of Prevention- Utilizes the nursing process in promoting Shalom for diverse individuals, families and groups across the lifespan in structured and unstructured settings by promoting prevention (health education and risk reduction), secondary prevention (restoration), and tertiary prevention (maintenance of wholistic health) in promoting quality and patient-centered nursing care. The nursing process includes relational, diagnostic, therapeutic and evaluative dimensions.
- 6: Communication Abilities-Oral and Written- Consistently and effectively communicates orally and in writing with clients, families, other health and social-service providers and the public to promote, restore and maintain the wholistic health of diverse individuals, families and groups across the lifespan.
- 7: Relationship with Diverse Others- Develops and sustains therapeutic working relationships with diverse clients across the lifespan which respect cultural, racial, socioeconomic and spiritual diversity and integrate knowledge of these influence's impact on the experience of health and illness in planning, providing and evaluating patient-centered nursing care in a variety of settings.
- 8: Research/Informatics- Integrates nursing theory, research evidence and information technology in providing wholistic nursing care to diverse individuals, families and groups across the lifespan and in analysis of professional, ethical, and social issues.
- 9: Member of a Professional/Leadership- Demonstrates a commitment to lifelong learning in living the multi-dimensional roles as a professional nurse in designing, providing, managing, and improving quality and safety-based patient centered, coordinated nursing care, and contributing to the development of nursing as a profession.

Requirements:

- NUR 160 - Nursing: Discerning Your Vocation
- NUR 220 - Nursing and Shalom
- NUR 260 - Fundamentals of Nursing
- NUR 280 - Lifespan Health Assessment
- NUR 290 - Geriatric Nursing
- NUR 320 - Medical/Surgical Nursing
- NUR 350A - Cross-Cultural Nursing
- NUR 360 - Maternal/Newborn Nursing
- NUR 380 - Mental Health Nursing

- NUR 420 - Nursing Research and Informatics
- NUR 430 - Pediatric Nursing
- NUR 440 - Public/Community Health Nursing
- NUR 460WI - Nursing Leadership
- NUR 480 - Critical Care Nursing
- NUR 490SR - Living Shalom

Cognate requirements:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology
- BIO 203 - Microbiology
- BIO 320 - Pharmacology
- BIO 360 - Pathophysiology
- CHE 108SN - General, Organic, and Biological Chemistry
- KIN 370 - Nutrition for Health Care Professions
- MAT 208QR - Biostatistics
- PHI 214BR - Contemporary Moral Issues
- PSY 221SS - Developmental Psychology: Childhood
- PSY 225 - Developmental Psychology: Adulthood
- PSY 360 - Psychopathology
- SOC 101SS - Principles of Sociology

Total credits required: 100

Note:

Students must complete a certified nurse aid (CNA) course prior to matriculating at Northwestern or in conjunction with Northwest Iowa Community College during the student's first term.

Total credits required: 124

Physics

www.nwciowa.edu/physics

Physics has long been a liberal arts field of study. The physics minor is specifically designed for the student who plans to teach high school physics. At the same time, it is a component of a liberal arts education. The courses within this minor, along with the completion of a chemistry major, prepare the student to take physics course work on the upper-undergraduate level and graduate courses that lead to a master's degree in the teaching of physical science. Since a physics/chemistry combination is the combination most common for teachers who teach physics in Iowa, this minor especially provides a good preparation for the student who chooses this minor in conjunction with a chemistry major.

Mathematics is important in the study of physics as physical concepts are usually formulated mathematically. The study of physics allows for a wide application of the mathematics learned by students. A student majoring in mathematics, preparing to teach, recognizing that the second most common combination for teachers who teach physics in Iowa is mathematics/physics, may be interested in making course work in physics a part of his/her program of study.

Biophysics Major

Biophysics (also known as Biological Physics, Statistical Physics of Biological Matter, Quantitative Biology or Computational Biology) is an interdisciplinary field that investigates science on the boundaries between physics, biology, and mathematics. Biophysics utilizes analytical problem solving skills cultivated through study of physics and mathematics to describe theoretically the mechanisms of biological processes. A biophysics degree will prepare students for a graduate program in

biophysics or related areas. Further, there are many opportunities within the medical field for a student with a background in biophysics, with or without a graduate degree (medical technology, radiology, etc.).

Program Learning Goals. Upon completion:

- 1: Students will connect key biophysical principles to their knowledge of biological and physical systems.
- 2: Students will demonstrate quantitative reasoning skills.
- 3: Students will effectively participate in scientific communication.
- 4: Students will apply principles of biophysics to theoretical and practical models of biological systems.
- 5: Students will articulate a Christian worldview on how the study of biophysics is impacted by the philosophical premise of being created in the image of God.

Requirements:

- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II
- PHY 350 - Fundamentals of Optics
- PHY 370 - Modern Physics
- PHY 433Wix - Introductory Physical Chemistry
- PHY 436x - Intermediate Physical Chemistry
- PHY 450 - Biophysics

Choose one course:

- BIO 326x - Biochemistry: Proteins and Metabolism
- BIO 327WI - Biochemistry: Molecular Genetics

Cognate requirements:

- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 202WI - Genetics and Genomics
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Total credits required: 48

Notes:

- The biophysics major requires the completion of a minor in mathematics.
- Students can choose whether to complete the program with or without Organic Chemistry depending on the student's goals.
 - BIO326 has pre-requisites CHE321 and CHE322
 - BIO327WI can be taken without CHE321 and CHE322 if BIO115SN and BIO202WI have been completed.
 - Students wishing to use the biophysics degree to apply for an MD program should take CHE321 and/or take BIO326 over BIO327
- Students interested in graduate school should take an additional course (CHE, BIO or PHY) in an area that most pertains to the direction they wish to pursue upon degree completion.
- Students wishing to pursue either a PhD in biophysics or an MD should also complete a statistics course. This will count toward the math minor.

Physics Teaching Major

Physics teaching is a program designed to prepare effective high school physics teachers. Physics utilizes analytical problem solving skills cultivated through the study of physics and mathematics to describe theoretically the fundamental principles of the universe. A degree in physics teaching will prepare a student to be a secondary (7th - 12th grades) physics teacher, an area with high demand.

Program Learning Goals. Upon completion:

- 1: Students will be able to apply the principles of physics theory and mathematically describe physical systems.
- 2: Students will demonstrate quantitative reasoning skills.

- 3: Students will effectively participate in scientific communication.
- 4: Students will apply physics principles in practical lab settings, including experiment design and data collection.
- 5: Students will articulate a Christian worldview on how the study of physics is impacted by the philosophical premise of being created in the image of God.

Requirements:

- Physics electives: 4 credits (PHY200 or above)
- PHY 160SN - Astronomy
- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II
- PHY 350 - Fundamentals of Optics
- PHY 370 - Modern Physics

Cognate requirements:

- BIO 115SN - General Biology: Molecular and Cellular Biology
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- MAT 112QR - Calculus I
- MAT 180WI - Logic and Discrete Mathematics
- MAT 211 - Calculus II
- MAT 317 - Linear Algebra

Total credits required: 50

Recommended courses:

- MAT 212 - Calculus III
- MAT 312 - Differential Equations

Notes:

- Students majoring in physics education must also complete the secondary education major. See the education department listing for requirements.
- To fulfill the requirements for a mathematics teaching minor, students must take three additional courses: MAT116QR or MAT117QR, MAT411, and CSC170 or CSC171QR.
- To fulfill the requirements for a science endorsement in chemistry, students must take two additional courses: CHE211 and CHE321.
- To fulfill the requirements for an endorsement in basic science, students must take two additional courses: BIO116 and NSC101.

Physics Minor

Requirements:

- Physics electives: 8 credits*
- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II
- PHY 370 - Modern Physics

Total credits required: 20

Note:

* Elective courses at 200-level (and above).

Physics Teaching Minor

The physics education minor satisfies state secondary teaching endorsement requirements in physics. Students must also complete the requirements of the secondary education major and another major. See the education department listing for requirements and for a list of acceptable additional majors.

Requirements:

- Physics electives: 8 credits*
- PHY 160SN - Astronomy
- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II
- PHY 370 - Modern Physics

Total credits required: 24

Note:

* Elective courses at 200-level (and above).

Alternative Secondary Teaching Endorsement Program in Physics

Requirements:

- Physics electives: 3 credits*
- Related natural science courses: 15 credits**
- PHY 211SN - Classical Physics I
- PHY 212 - Classical Physics II
- PHY 370 - Modern Physics

Total credits required: 30

Note:

* Elective courses at 200-level (and above).

**Related courses may be taken from biology or chemistry. If at least 15 credits are taken in one of these related areas, then teaching endorsement requirements are satisfied in that second area (in addition to endorsement in physics).

Political Science

<http://www.nwciowa.edu/political-science>

Government, according to the Bible, is intended to restrain evil, secure justice and promote order in society.

The political science department strives to understand governments and political phenomena as well as discover what a just and stable political system might look like.

The goal of this department is to provide a consciously Christian political science education which is academically sound and firmly grounded in an understanding of government and politics.

The courses offered by the department afford the student the opportunity to explore many dimensions of government, politics, and policy in the United States, relations between nations, issues of global importance, and different political systems of several nations.

Courses in political science help all students prepare to assume their responsibilities and rights as Christian citizens. A broader study of political science prepares students for careers in public service, law, journalism, politics, teaching and for advanced work at the graduate level.

Political Science Major

Program Learning Goals. Upon completion of the program students will be able to

1. Use disciplinary concepts to understand and analyze political systems.
2. Explicate the thought of classic thinkers and ideological traditions in the history of political thought and their continuing relevance to contemporary politics
3. Draw upon both disciplinary knowledge and the Christian tradition to articulate a vision of the common good (i.e., a political philosophy, theology of public life) and one's own citizenship responsibility.

Requirements:

- Political science electives: 16 credits. At least 4 elective credits must be 300-level or above.
- PSC 101SS - American Government
- PSC 235CC - Comparative Politics
- PSC 310WIx - History of Political Thought
- PSC 320 - Christians and the Political Order

Total credits required: 32

Note:

*Political science majors who wish to receive their secondary education endorsement must take 24 credit hours of course work with an American politics emphasis.

Students must complete 12 credits of 300-level or above courses.

Political Science Minor

(Satisfies state secondary teaching endorsement requirements in American government, if all elective hours are in classes designated American politics. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- Political science electives: 4 credits
- PSC 101SS - American Government
- PSC 320 - Christians and the Political Order

Choose one course:

- PSC 230SS - International Relations
- PSC 235CC - Comparative Politics

Choose one course:

- PSC 310WIx - History of Political Thought
- PSC 325x - American Political Thought

Total credits required: 20

Alternative Secondary Teaching Endorsement Program in American Government

Requirements:

- Political science electives in American politics: 6-8 credits
- Related social science courses: 10 credits *
- PSC 101SS - American Government
- PSC 305x - Political Ideologies

Choose one course:

- PSC 220 - Politics and Public Policy
- PSC 225WI - Introduction to Law

Choose one course:

- PSC 230SS - International Relations
- PSC 235CC - Comparative Politics

Total credits required: 30-32

Note:

*Related courses may be taken from economics, American history, world history, psychology or sociology. If at least 15 credits are taken in one of these related areas, then teaching endorsement requirements are satisfied in that second area (in addition to endorsement in American government).

Psychology

www.nwciowa.edu/psychology

Psychology is the scientific study of behavior and mental processes. Psychologists study the very essence of being human, such as how we think and learn, how we develop, and how we relate to others. Our psychological functioning is understood given our biological embodiment and the social world in which we live. At Northwestern, we take a scientifically rigorous approach to psychological inquiry and intentionally integrate our faith with the field of psychology. The insights of psychology are applied to areas critical to the human condition, ranging from our mental health, to our vocational pursuits, to our Christian experience.

Psychology majors have numerous vocational options: research for private or educational institutions, or government agencies; person-related areas such as business management, sales and personnel; areas such as advertising, public opinion measurement, and job analysis or improvement; and areas of mental health, counseling and guidance, and community and social services.

Psychology Major

Program Learning Goals. Upon completion:

- 1: Knowledge Base in Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology, be able to apply this knowledge to personal, social, and community issues, and explore a particular area of interest within the field.
- 2: Scientific Inquiry: Students will be able to design, conduct, and interpret basic psychological research, and use scientific reasoning to interpret psychological phenomena.
- 3: Values and Ethics in Psychology: Students will be able to apply ethical standards to psychological research and understand the various philosophical values that underlie psychology as a discipline.
- 4: Faith and Learning: Students will demonstrate an ability to relate issues of personal faith, theology, and psychological theory to begin to develop an internalized integration of faith and learning that will strengthen their self-understanding and enhance their responses to the world and others.
- 5: Career Skills and Planning Students will emerge from the major with the ability to use psychological knowledge and skills and values in occupational pursuits in a variety of settings.

Requirements:

- PSY 100SS - Exploring Psychology
- PSY 215 - Research Design and Introductory Statistics
- PSY 216WI - Research Design and Advanced Statistics
- PSY 310 - History of Psychology
- PSY 406 - Psychology Senior Thesis
- PSY 418SR - Senior Capstone: Psychology, Faith and Values

Choose twelve credits:

- PSY 214x - Social Psychology

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 225 - Developmental Psychology: Adulthood
- PSY 226 - Sport and Performance Psychology
- PSY 230 - Industrial/Organizational Psychology
- PSY 240 - Helping Skills
- PSY 250CC - Cross-Cultural Psychology
- PSY 260 - Psychology of Personality
- PSY 360 - Psychopathology
- PSY 390 - Psychology Seminar
- PSY 402 - Introduction to Clinical and Counseling Psychology

Choose one course:

- PSY 315 - Learning and Cognition
- PSY 319 - Motivation and Emotion
- PSY 350 - Brain and Behavior

Cognate requirements:

- One course from the Belief and Reason NWCore requirement

Choose one option:

- BIO 102SN - Introduction to Human Anatomy and Physiology
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology
- BIO 121 - Introduction to Human Anatomy and
and
- BIO 122 - Introduction to Human Physiology

Total credits required: 46

Developmental Psychology Minor

(Satisfies state secondary teaching endorsement requirements in psychology. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- Psychology electives: 4 credits*
- PSY 100SS - Exploring Psychology
- PSY 215 - Research Design and Introductory Statistics
- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 225 - Developmental Psychology: Adulthood

Total credits required: 24

Notes:

*Note: at least 4 credits must be at the 300-level or above, excluding PSY390 and PSY420.

(Students completing a major in sociology or criminal justice who have completed SOC340, Sociological Research, and who complete a developmental psychology minor may complete a different 4-credit psychology course in place of PSY215-Research Methods I.)

Psychology Minor

(Satisfies state secondary teaching endorsement requirements in psychology. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- Psychology electives: 16 credits*
- PSY 100SS - Exploring Psychology
- PSY 215 - Research Design and Introductory Statistics

Total credits required: 24

Notes:

*Note: at least 4 credits must be at the 300-level or above, excluding PSY390 and PSY420.

(Students completing a major in sociology or criminal justice who have completed SOC340, Sociological Research, and who complete a psychology minor may complete a different 4-credit psychology course in place of PSY215, Research Methods I.)

Alternative Secondary Teaching Endorsement Program in Psychology

Requirements:

- Related social science courses: 14-16 credits*
- PSY 100SS - Exploring Psychology
- PSY 215 - Research Design and Introductory Statistics

Choose four credits:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 225 - Developmental Psychology: Adulthood

Choose four credits:

- PSY 216WI - Research Design and Advanced Statistics
- PSY 260 - Psychology of Personality
- PSY 315 - Learning and Cognition
- PSY 360 - Psychopathology
- PSY 390 - Psychology Seminar
- PSY 402 - Introduction to Clinical and Counseling Psychology

Total credits required: 30-32

Note:

*Related courses may be taken from economics, sociology, American history, world history or political science. If at least 15 credits are taken from one of these related areas then teaching endorsement requirements are satisfied in that second area (in addition to endorsement in psychology).

Social Work

www.nwciowa.edu/socialwork

"The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social

work's purpose is to actualize through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons." (CSWE, EPAS, 2008)

The social work program at Northwestern prepares students in the generalist perspective for entry-level professional positions and for advanced graduate training in social work. The generalist perspective means that social workers are trained in a holistic-interactionist paradigm for work with individuals, families, groups, organizations and communities. Social Workers work within a distinct value orientation including service, social justice, the dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and scientific inquiry.

Social work students at Northwestern College are equipped for the profession through a curriculum of courses in social work theory and practice built on a broad foundation in the liberal arts and in the social and behavioral sciences. The signature pedagogy for social work is the field practicum experience in a professional setting. "The intent of the field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting." (CSWE, EPAS, 2008) The course requirements of the social work program are extensive due to the broad spectrum of knowledge required to become an effective social work practitioner. Northwestern's social work program is accredited by the Council on Social Work Education (since 1986).

The social work faculty is committed to the preparation of graduates who have integrated their faith into all areas of their life: competent professionals, whose integrity is centered in Christ-like compassion and whose spiritual strength enables them to enter with confidence the varied contexts of human need.

Social Work Major

Every student who plans to complete the social work major at Northwestern College must make formal application as described in the Social Work handbook. The application will be submitted to the Program Director during the second semester of the student's sophomore year. Applications should be completed by the 4th Friday in February. Transfer students who are classified as juniors must make formal application by November 1st (if missed the spring deadline). The admission process includes a formal application, academic criteria, prerequisite coursework, reading of background materials including NASW Code of Ethics, acknowledgment of Academic & Professional Standards for Admission, Retention, and Graduation form, a letter of interest, and two letters of recommendation. Upon receipt of the full application and ancillary materials, a formal interview is conducted. The student is interviewed by the Social Work faculty. Upon review of the application, the social work faculty notify the student of their admission into the social work major. Students receive an official notice from the Program Director about the status of their application. The department issues three types of admission status: Full, Provisionary, and Denied.

Council on Social Work Education Program Learning Goals. Upon completion of the program students will be able to:

- 1: Demonstrate Ethical and Professional Behavior
- 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- 4: Engage in Practice-Informed Research and Research-Informed Practice
- 5: Engage in Policy Practice
- 6.: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- 10: Faith Integration and Spiritual Engagement

Social work core courses:

- SWK 100 - Introduction to Social Work
- SWK 200 - Human Behavior and the Social Environment (HBSE)
- SWK 225 - Diverse Populations and Social Justice
- SWK 300 - Direct Helping Skills
- SWK 320WI - Qualitative Research
- SWK 360 - Social Policy and Advocacy
- SWK 370 - Individual Client Systems: Theory and Practice
- SWK 400 - Family Systems: Theory & Practice

- SWK 420 - Community Systems: Theory and Practice
- SWK 440 - Ethics in Social Work
- SWK 460SR - Social Work Professional Seminar
- SWK 462 - Social Work Practicum

Cognate requirements:

- PSY 100SS - Exploring Psychology
- PSY 215 - Research Design and Introductory Statistics
- SOC 101SS - Principles of Sociology

Choose one course:

- BIO 101SN - Introduction to Environmental Science
- BIO 102SN - Introduction to Human Anatomy and Physiology

Total credits required: 64

Note:

SWK460SR and SWK462 must be taken together during the second term of the senior year and ordinarily will constitute a full load for that term. These courses will usually be taken at Northwestern College. SWK370, 400, 420, 440, 460SR, and 462 are courses open only to social work majors.

Sociology and Criminal Justice

www.nwciowa.edu/sociology

Sociologists study the social causes and consequences of human behavior, ranging from the intimate family to the angry mob, from crime to religion, from the divisions of race and social class to the shared beliefs of a common culture, from the why and how of social control to movements against oppressive social control, from the why and how of production to problems of inequitable distribution of resources, from abundance and health to poverty and pollution. Few fields have such broad scope and relevance as sociology.

For the student, sociology provides assistance in values, model and tool development for looking at one's self and the world, and generates new ideas for problem-analysis and problem-solving. In addition, it offers a range of research techniques which can be applied to many areas, such as crime and criminal justice, personnel management and business, urban and community planning, the provision of health care, problems of poverty and welfare, student development and Christian ministry.

A sociology major provides numerous career opportunities: teaching in high schools, colleges, and universities; researching for business, government, or research institutes; working in health care and social service programs; working in industry as personnel managers and quality control analysts; working in policy implementation and planning for various communities and agencies; working in the criminal justice system as law enforcement personnel and probation or parole officers; working in urban and community planning. In addition, sociology is a popular major for students planning careers in such professions as law, business, education, urban planning, social work, student development, counseling, politics, public administration and the ministry, with graduate or professional training required or advised in most cases.

The sociology faculty provide opportunities for study of cultures and cultural groups both in North America and abroad. They offer exposure to practicing sociologists in various fields; provide field trips, internships, career guidance; and challenge the student to integrate "book learning" with practical involvement in contemporary social problems.

Cultural anthropology studies what it means to be human by investigating the diverse ways human groups have solved universal problems: how to communicate, approach the sacred, form families, and physically survive. This perspective fosters an understanding of other cultural groups' social structures and the values that motivate them. In addition to traditional research, the techniques and insights of cultural anthropology and cultural studies can be a valuable asset to anyone working directly with people in business, counseling, management, ministry, teaching, development or social service. Our cultural studies minor can be combined with any major and can be completed on-campus or with a semester of studies abroad.

Criminal Justice Major

Located within the sociology department, the criminal justice major prepares students for a future career in law enforcement and related professional fields. Its instructors train students to think critically about the criminal justice system and to understand and implement evidence based practices. The department encourages students to apply these skills toward the pursuit of restorative justice as they live out their calling.

The criminal justice major is designed to assist students in entering an area of expanding need. The need is for professionalization and better prepared personnel in law enforcement, the court system, and in diverse areas in the corrections system. This major is also good preparation for graduate school, providing a knowledge and understanding of theory, social organization, methods and techniques. An internship of one semester is part of the major in order to provide additional practical experience in the field.

Program Learning Outcomes. Upon completion:

- 1: Criminal Justice System - Criminal Justice majors will be able to: Articulate an understanding of law enforcement, the court system, and the corrections system; Articulate the processes in each area which shape an individual's or group's interaction with law enforcement, the court system, and the corrections system and the potential outcome of such interactions.
- 2: Criminological Theory - Criminal Justice majors will be able to: Define a theory and describe how it contributes to an understanding of the criminal justice system; Apply a theoretical perspective to a specific issue or topic.
- 3: Variety of Human Experience: Students will be able to: Articulate how social processes give rise to a variety of lived experiences, including experiences that vary by ethnicity, class, and gender; Recognize how their own experiences shape how and what they know about other groups' experiences.
- 4: Evidence Based Reasoning: Students will be able to: Demonstrate critical thinking skills in relation to evidence, reasoning, and analysis; Articulate ways in which evidence-based reasoning can inform decision making.
- 5: Faith Integration: Students will be able to: Bring ideas and perspectives from their major into conversation with religions insights; Articulate how respective traditions of reflective thought seek truth about the human condition.

Requirements:

- CRJ 202x - Social Problems
- CRJ 218 - Deviance and Social Control
- CRJ 220 - The Criminal Justice System
- CRJ 304CCx - Ethnicity, Power and Identity
- CRJ 305 - Policing & Law Enforcement
- CRJ 307 - Corrections
- CRJ 310 - Criminology
- CRJ 340x - Research Methods
- CRJ 410 - Restorative Justice
- CRJ 450SRx - Justice as a Skill and Commitment

Cognate requirements:

- PSC 101SS - American Government
- PSC 225WI - Introduction to Law

Total credits required: 48

Note:

CRJ417x - Internship. An internship is highly recommended for students completing the Criminal Justice major.

Sociology Major

Program Learning Outcomes. Upon completion:

- 1: Self And Society - Sociology majors will be able to: Articulate the relationship between their own biographical history and the structural and cultural processes that have shaped their lives and articulate how these processes have shaped individuals whose experiences are very different from their own.

2: Sociological Theory: Students will be able to: Define a theory and describe how it contributes to sociological knowledge; Apply a theoretical perspective to a specific issue or topic.

3: Variety of Human Experience: Students will be able to: Articulate how social processes give rise to a variety of lived experiences, including experiences that vary by ethnicity, class, and gender; Recognize how their own experiences shape how and what they know about other groups' experiences.

4: Evidence Based Reasoning: Students will be able to: Demonstrate critical thinking skills in relation to evidence, reasoning, and analysis; Articulate ways in which evidence-based reasoning can inform decision making.

5: Faith Integration: Students will be able to: Bring ideas and perspectives from their major into conversation with religions insights; Articulate how respective traditions of reflective thought seek truth about the human condition.

Requirements:

- SOC 101SS - Principles of Sociology
- SOC 202x - Social Problems
- SOC 210SS - Marriage and Family
- SOC 290CC - Cultural Anthropology
- SOC 304CCx - Ethnicity, Power and Identity
- SOC 340x - Research Methods
- SOC 401WI - Sociological Theory
- SOC 417x - Internship
- SOC 450SRx - Justice as a Skill and Commitment

Cognate requirements:

Choose one course:

- PSY 100SS - Exploring Psychology
- PSY 214x - Social Psychology

Total credits required: 40

Criminal Justice Minor

Requirements:

- CRJ 218 - Deviance and Social Control
- CRJ 220 - The Criminal Justice System
- CRJ 310 - Criminology

Choose one course:

- CRJ 202x - Social Problems
- CRJ 304CCx - Ethnicity, Power and Identity

Choose one course:

- CRJ 305 - Policing & Law Enforcement
- CRJ 307 - Corrections

Choose one course:

- PSC 225WI - Introduction to Law
- CRJ 410 - Restorative Justice

Total credits required: 24

Cultural Studies Minor

Requirements:

- SOC 290CC - Cultural Anthropology

- SOC 304CCx - Ethnicity, Power and Identity

Electives: 16 Credits

- Up to 16 credits from a semester abroad from an accredited institution.
- GEN 316 - Cross-Cultural Preparation
- GEN 350CC - Topics in Cross-Cultural Studies
- KIN 360CC - Sport in Societies
- MUS 320CC - World Musics
- PSC 260CC - Human Geography
- BTS 390CC - World Religions
- SPA 202 - Intermediate Spanish Language and Culture
- SPA 351 - Survey of Hispanic Literature from Spain
- SPA 352 - Survey of Hispanic Literature from the Americas

Total credits required: 24

Sociology Minor

(Satisfies state secondary teaching endorsement requirements in sociology. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- Sociology or criminal justice electives: 16 credits*
- SOC 101SS - Principles of Sociology
- SOC 340x - Research Methods

Total credits required: 24

Notes:

*For students seeking teaching endorsement: SOC202, Social Problems is required; SOC210SS, Marriage and Family and SOC304CC, Ethnicity, Power and Identity are strongly recommended.

(Students completing a major in psychology who have completed PSY215, Research Design and Introductory Statistics, and who complete a sociology minor may complete any 4-credit sociology course in place of SOC340, Research Methods.)

Alternative Secondary Teaching Endorsement Program in Sociology

Requirements:

- Sociology electives: 4 credits*
- Related social science courses: 16 credits**
- SOC 101SS - Principles of Sociology
- SOC 202x - Social Problems
- SOC 340x - Research Methods

Total credits required: 32

Notes:

*A total of 16 sociology credits is required. It is strongly recommended that sociology electives include SOC210SS, Marriage and Family and SOC304CC, Ethnicity, Power and Identity.

** Related courses may be taken from economics, psychology, political science, American history or world history. If at least 15 credits are taken in one of these related areas, then teaching endorsement requirements are satisfied in that second area (in addition to endorsement in sociology).

Theatre

www.nwciowa.edu/theatre

Our goal is to equip theatre artists for the task of developing their creative gifts for service in the Kingdom of Christ.

The annual theatre season includes four faculty-directed productions and many student productions. The department sponsors guest artists each year and participates in the Kennedy Center/American College Theatre Festival.

The department moved into the new DeWitt Theatre Arts Center in 2004. This state-of-the-art building houses two theatres of equal size (a proscenium theatre and a black box theatre). Scenery, costume and prop shops are also in this building that showcases a department with a national reputation for theatrical excellence. Our fully equipped dance studio is a short walk away in the Bultman Center.

The department also has a national theatre touring ensemble. The ensemble prepares a repertoire of plays to be performed in churches and schools. The ensemble is faculty-directed, with members being selected by auditions at the beginning of the academic year.

Theatre Major

Program Learning Goals. Upon completion of the program:

- 1: Equip-Students build a substantial knowledge base in history, theory and dramatic literature. This knowledge grounds students as they demonstrate skills in acting, directing, design and playwriting. Our program aspires to create "theatre generalists."
- 2: Theatre- Students know the elements of theatre very well and can dissect various choices made in a production, articulate their purpose, and critique their effectiveness. Student shows comprehensive and interconnected knowledge and understanding of history and theory of theatre, including non-western and non-European forms.
- 3: Artist-Students devise a thoughtful definition of what it means to be a Christian theatre artist and practice the lifestyle disciplines necessary to realize this definition.
- 4: Creative- Students develop imagination and ability to view life from a range of perspectives.
- 5: Service- Students practice ensemble-based theatre for the benefit of all, guided by biblical standards of excellence and truth.
- 6: Kingdom- Students integrate their Christian beliefs with the institution of theatre and pursue how these connections might further God's Kingdom on earth.

Requirements:

- THE 114 - Stagecraft
- THE 117 - Performing Literature
- THE 206 - Playwriting: The One-Act
- THE 215 - Acting I: Introduction to Acting
- THE 217 - Community-Based Drama
- THE 226 - Scene Design
- THE 227 - Lighting Design
- THE 230 - Costume Design
- THE 235 - Sound Design
- THE 312 - Directing
- THE 325 - Acting II: Acting Laboratory
- THE 343WI - History and Theory I
- THE 344WI - History and Theory II
- THE 406 - Topics in Dramatic Literature
- THE 490SR - Senior Seminar in Theatre

Total credits required: 40

Worship Arts Major

The major in Worship Arts is for those who are called to plan and lead Christian worship. These leaders empower other servants of worship, especially in the areas of communication and the arts.

The Worship Arts major prepares students for entry-level positions in local churches and parachurch organizations as well as continuing the study of worship at graduate school. By the conclusion of this major, students are equipped to articulate a biblical theology of worship, plan and lead a season of worship services, and organize a team of fellow servant artists.

Worship Arts leaders are called to be well-rounded visionaries, and Northwestern Core program is a vital part of the preparation of our future leaders for the church. The Worship Arts curriculum is built on courses in biblical theology, Christian history, worship theory, and artistic tasks specifically related to leading worship within the twenty-first century evangelical church. In addition, students are encouraged to choose electives or even a second major in an area of their particular giftedness.

Program Learning Goals. Upon completion of the program:

- 1: VALUE: Students value and explain the history of each element of Christian worship in the life of the local church
- 2: ENVISION: Students envision and craft a series of worship services for a particular congregation or body of worshipers.
- 3: ARTICULATE: Students articulate clearly and communicate effectively about worship and during worship
- 4: EQUIP: Students equip and empower other worship leaders and worshipers
- 5: SYNTHESIZE: Students synthesize the artistry of corporate worship in service of a single story.
- 6: ASSESS: Students assess the planning, fulfillment and impact of a past worship service to inform future worship services.

Requirements:

Theology

- BTS 335x - Theology and Church Ministry
- BTS 345 - Theology of Worship
- THE 305 - Story and Worship

Artistry

- MUS 115AE - Music of the Church
- WOR 220WI - Worship Words
Art making course (Select 1 option)
- ART 164 - Photography I
And
- ART 265 - Photography II
- ART 206 - Drawing
- ART 215 - Ceramics I
- ART 220 - Graphic Design I
- ART 244 - Painting
- ART 317 - Sculpture I
- ART 342 - Printmaking

Practice

- MUS 101 - Music Fundamentals
- WOR 233x - Leading Worship Teams
- WOR 350 - Worship Technology
- YCF 215 - Spiritual Formation
- YCF 401 - Integrated Field Experience I

Total credits required: 38

Arts Administration Minor

The Arts Administration Minor requires students to major in a fine arts program (Art, Music or Theatre). This minor builds on a student's existing artistic base earned from their fine arts major. It is intended to equip students with the direction and practical skills needed to help art flourish in the larger culture. Possible applications might include entry-level administrative positions in theatre companies, art galleries, symphonies and other community-based arts organizations.

Requirements:

- ACC 215 - Principles of Financial Accounting
- BUS 200 - Principles of Marketing
- PRL 185WI - Media Writing
- PRL 230 - Principles of Public Relations
- PRL 263 - Layout and Design
- PRL 355 - Organizational Communication

Internship: 4 credits

- ART 417 - Internship
- MUS 417 - Internship
- THE 417 - Internship

Total credits required: 26

Note:

Students must also complete a major in Art, Music or Theatre. The internship must be for a minimum of 4 credits.

Theatre Education Minor

(Satisfies state secondary teaching endorsement requirements in theatre and speech. Students must also complete the requirements of the secondary education program. See the education department listing for requirements.)

Requirements:

- THE 101x - Mass Media and Society
- THE 112 - Performance Studies
- THE 114 - Stagecraft
- THE 312 - Directing

Choose eight credits:

- THE 133 - Ballet
- THE 135 - Jazz Dance
- THE 215 - Acting I: Introduction to Acting
- THE 226 - Scene Design
- THE 227 - Lighting Design
- THE 230 - Costume Design
- THE 260 - Drama Ministries Ensemble
- THE 305 - Story and Worship
- THE 343WI - History and Theory I
- THE 344WI - History and Theory II
- THE 406 - Topics in Dramatic Literature
- THE 407 - Playwriting: The Full-Length
- THE 465 - Selected Topics in Theatre and Speech

Total credits required: 24

Theatre Minor

Requirements:

- THE 114 - Stagecraft
- THE 215 - Acting I: Introduction to Acting
- THE 312 - Directing
- THE 406 - Topics in Dramatic Literature

Choose one course:

- THE 343WI - History and Theory I
- THE 344WI - History and Theory II

Choose six credits:

- THE 117 - Performing Literature
- THE 133 - Ballet
- THE 135 - Jazz Dance
- THE 206 - Playwriting: The One-Act
- THE 217 - Community-Based Drama
- THE 226 - Scene Design
- THE 227 - Lighting Design
- THE 230 - Costume Design
- THE 235 - Sound Design
- THE 245 - Motion Graphics
- THE 260 - Drama Ministries Ensemble
- THE 325 - Acting II: Acting Laboratory
- THE 465 - Selected Topics in Theatre and Speech

Total credits required: 24

Worship Arts Minor

The minor in worship arts is for those who are called to plan and lead Christian worship. These leaders empower other servants of worship, especially in the areas of communication and the arts.

This minor prepares you to lead worship in a part-time or volunteer capacity. This program would also be a fantastic pairing for someone planning for a vocation in ministry, students hoping to attend seminar, or anyone studying youth ministry, religion, music, art, theatre, or more. By the conclusion of this minor, you will be equipped to articulate a biblical theology of worship, plan and lead a season of worship services, and organize a team of fellow servant artists.

Worship arts leaders are called to be well-rounded visionaries, and the Northwestern Core program is a vital part of the preparation for our future leaders for the church. The worship arts curriculum is built on courses in biblical theology, worship theory, and artistic tasks specifically related to leading worship within the 21st century evangelical church.

Requirements:

- BTS 345 - Theology of Worship
- MUS 101 - Music Fundamentals
- MUS 233x - Leading Worship Teams
- THE 305 - Story and Worship
- WOR 220WI - Worship Words
- WOR 350 - Worship Technology
- WOR 405 - Practicum in Worship Arts

Total credits required: 22

Courses

ACC 215 - Principles of Financial Accounting

(4 credits) This course covers the basic introduction to financial management and financial accounting, including an understanding of the concepts, principles and practices in these areas.

ACC 216 - Principles of Managerial Accounting

(3 credits) This course covers the basic concepts, principles and practice in managerial accounting, including the use of accounting in management decision- making.

Prerequisite: ACC215.

ACC 306 - Cost Accounting

(3 credits) This course involves the study of cost systems and their use in decision-making by management. Emphasis is placed on the areas of cost-volume-profit analysis, job-order and process costing systems, budgets and standards, cost allocation and capital budgeting.

Prerequisites: ACC215 and 216.

ACC 307 - Individual Income Tax

(4 credits) This is an introduction to current federal and state taxation laws and practices. The emphasis is on the federal income tax and its impact on accounting procedures and management decision-making.

Prerequisites: ACC215 and 216, or permission of chair of the business department.

ACC 310 - Non-Profit and Governmental Accounting

(2 credits) This course provides coverage of accounting and reporting standards for not-for-profit organizations and state and local governments. It includes accounting for hospitals, college and universities, voluntary health and welfare organizations, and others. Coverage will also be provided for governmental, propriety and fiduciary type funds used in governments.

Prerequisites: ACC215 and ACC216 or permission of instructor.

ACC 315 - Intermediate Accounting I

(4 credits) This course is a study of the development of accounting principles and practices as they apply to financial statements. Emphasis is placed on the development of the theory used in accounting practice.

Prerequisites: ACC215 and 216.

ACC 316 - Intermediate Accounting II

(4 credits) This course is a continuation of the accounting principles and practices covered in Intermediate Accounting I. Special emphasis is on stockholders' equity and dilutive securities, special issues related to income measurement, and preparation and analysis of financial statements.

Prerequisite: ACC315.

ACC 398 - Directed Study

ACC 415 - Auditing

(4 credits; alternate years, consult department) This course studies the internal control procedures in modern business, the development of auditing standards and procedures, the theory behind the development of such auditing standards and procedures, and how these auditing standards and procedures are applied to the public accountancy field. Special emphasis is on the auditor's decision-making process.

Prerequisites: ACC315 and 316, or permission of chair of the business department.

ACC 417 - Internship

ACC 418 - Advanced Accounting

(4 credits; alternate years, consult department) This course is a study of accounting for partnerships, business combinations, affiliated companies, government entities and nonprofit organizations.

Prerequisites: ACC315 and 316, or permission of chair of the business department.

ACC 420 - CPA Review

(1 credit) This course will be a comprehensive review of material for the CPA exam, using a computerized review package.

Note: Graded on a pass/no pass basis.

Prerequisites: ACC415 and 418, or permission of the instructor.

ACC 430Wlx - Entity Tax and Law

(4 credits) (Writing intensive) This course is a continuation of Individual Income Tax and Business Law. This course will focus on the legal and tax differences between partnerships, LLC's and the corporate business structure as well as how those differences impact management decision-making. Other topics covered may include federal regulation of business, estate planning and bankruptcy.

Prerequisites: ACC307 and BUS321 or permission of instructor.

Cross-Referenced: Cross-referenced in business.

ACC 490SR - Senior Seminar in Accounting

(2 credits) This course serves as the capstone to the accounting major at Northwestern College. Through readings, journals, papers and oral presentations, students will reflect on their learning and connect it to their life after college as an accountant. Senior accounting students will have the opportunity to evaluate their success in meeting the goals of NWCORE, synthesize their curricular and co-curricular learning experiences, and articulate the distinctives of being a Christian accountant.

Prerequisites: Senior status, ACC315 and ACC316, and the student's last year at NWC; or permission of the instructor.

AGR 101 - Introduction to Agricultural Business

(4 credits) This course will examine the foundational principles in livestock and crop production systems utilized in the Midwest. Basic cultural, management, scientific, and business principles used in the production of food and fiber will be covered. In addition, the course will incorporate agricultural safety and occupational hazards for developing competencies needed for agricultural work site.

AGR 210 - Practicum in Agricultural Business

(1 credit) This course will provide practical work experience for students in the field of agricultural business.

Prerequisite: AGR101.

AGR 330 - Agricultural Technology Systems

(4 credits) This course will provide exposure to many of the current technology advances utilized in modern agricultural production. Topics will include drones, global positioning systems, auto steer, variable rate technology, soil grid sampling, cloning, embryo transfer, robotic milking, laser cutting, and data analysis. This course will include numerous tours, demonstrations, and presentations.

Prerequisite: AGR101.

AGR 340 - Agricultural Issues & Ethics

(2 credits) This course will examine many of the current issues and ethical arguments facing the agricultural industry today. Topics will include livestock production practices, animal rights issues, genetically modified crops, organic foods, water quality issues, climate change, conservation, energy use, food safety, land acquisition, and government farm programs.

Prerequisites: AGR101 and sophomore standing.

AGR 410 - Agricultural Risk & Cost Management

(4 credits) In this course, we will analyze and review commodity marketing, marketing costs, governmental regulations, marketing information sources, pricing, distribution, competition, and retailing. In addition to marketing, we will examine the risk factors on the production side of agricultural products.

Prerequisites: AGR101 and ACC 216.

AGR 417 - Agricultural Internship

(2 credits may apply toward the major) Prerequisite: approval by business department.

ART 105AE - Introduction to Studio

(4 credits) (NWCORE option under Aesthetic Experience) This course introduces students to studio art media and the basics of two and three-dimensional design. Art terms and concepts will be explained, and essential vocabulary will be utilized. Basic problems of aesthetics and the nature of art will be explored throughout the course. Emphasis is upon learning creative problem solving using visual media. Art history is introduced in the presentation of projects. Studio projects, discussions and criticism of art works are features of the course.

Note: A fee is associated with this course.

ART 142AE - World Art History

(4 credits; alternate years, consult department) (NWCORE option under Aesthetic Experience) ART 142AE provides a survey of art from across the globe. Students will study the development of art and artistic styles by examining key visual works and pertinent social, political, and philosophical ideas and events. We explore the connections between art and religion throughout aesthetic history. Through written responses, quizzes, and projects, students will explore the impact of art, and learn how to articulate thoughts clearly and tactfully.

ART 164 - Photography I

(2 credits) Taught as a medium of creative expression or as an art form and as a journalistic tool. Film processing and printing are taught as well as camera techniques, darkroom procedures and presentation of work for exhibitions.

Note: A fee is associated with this course.

ART 176WI - Foundations of Multimedia Storytelling

(4 credits) (Writing intensive) This course is specifically designed to emphasize multimodal composition and to help students engage with writing, design, and meaning making in more diverse ways. The assignments students do for this class draw upon communication strategies used by institutions outside of universities, such as museums, since their mission is to promote understanding of diverse knowledges among diverse people groups by facilitating effective and strategic multimedia storytelling. As a result, this course is scaffolded so that each unit assignment adds two modes of communication. The first unit emphasizes linguistic and visual modes. The second unit highlights auditory and gestural, and the final unit focuses on all modes by adding spatial and material modes. Ultimately then, this course is about storytelling and the many rhetorical choices a speaker, writer, and digital content creator must make along the way.

Cross-Referenced: Cross-referenced in English.

ART 206 - Drawing

(4 credits) Drawing will emphasize learning how to perceive the three-dimensional world and render it on paper using the most simple and direct drawing media. Drawing will form the foundation of work in other media. Design fundamentals will be a significant part of the course.

Note: Class critiques are used to learn formal vocabulary, find content in drawings and understand fine art. A fee is associated with this course.

ART 215 - Ceramics I

(4 credits) The art of working with clay and other ceramic materials. Emphasis will be upon learning the fundamentals of three-dimensional design and achieving an understanding of clay as a unique art form. Techniques include hand-building sculptural and functional forms, and learning the basics of throwing on the wheel and glazing.

Note: A fee is associated with this course.

ART 220 - Graphic Design I

(4 credits) Graphic Design I is an introduction to the computer applications used in the communication, design and publishing fields. There will be an introduction to graphic design problems and projects in order to learn how these applications all work together.

ART 230 - Design: Theory and Practice

(4 credits; alternate years, consult department) Study of the language of visual art including the elements and principles of design. Emphasis on learning creative problem solving and activities that focus upon the making and criticism of design projects in response to specific problems. The ethics and stewardship of design, and its influence on society and culture are considered.

ART 235 - Integrating Art for Elementary Classroom Teachers

(1 credit) Methodology of teaching art concepts to elementary-aged students integrated into the elementary curriculum. Studio projects, textbook study, and lectures are included.

Note: Does not count toward an art major or minor.

Prerequisite: EDU326.

ART 244 - Painting

(4 credits) Introduces students to the techniques of oil, acrylic and water color painting. Students will learn to understand compositional form and color relationships. Historical examples of painting are examined and different methods of painting are demonstrated. Class critiques are used to learn formal vocabulary and achieve an understanding of subject style and content in painting.

Note: A fee is associated with this course.

ART 265 - Photography II

(2 credits) The fundamentals of photography as an art medium and a journalistic tool are used to develop an individual style or method of composing and printing photographs. This individual aesthetic approach will be seen in all the work presented at the end of the course.

Note: A fee is associated with this course.

Prerequisite: ART164.

ART 308 - Methods of Teaching Secondary Art

(2 credits; alternate years, consult department) The content, techniques and media for teaching art at the secondary education level. This course requires a 30 hour practicum and is required of each candidate seeking an endorsement in this content area.
Note: Does not count toward an art major or minor.

ART 315 - Ceramics II

(4 credits) This course is a continuation of ceramics instruction including intermediate hand building, wheel throwing, and mold making techniques. Students will be introduced to advanced ceramics topics such as clay formulation, glaze chemistry, and photographing ceramic work. Students will learn through both instructor demonstrations and lectures. Projects involve critiques, which are designed to constructively affirm and challenge student progress.

Note: A fee is associated with this course.

Prerequisite: ART215.

ART 317 - Sculpture I

(4 credits) Students will use a variety of three-dimensional materials and methods to explore the question: What makes good design? Stressing practice before theory, students will manipulate and construct designs that reveal and embody the principles underlying good design. Students will focus on the development of strong ideas, creativity, and problem solving skills. Work must demonstrate effective execution and conceptual clarity, and students must be able to articulate their process and concept.

Note: A fee is associated with this course.

ART 320 - Graphic Design II

(4 credits) Graphic Design II is a course for students to gain the understanding of what good design is and how to clearly communicate with it. Students will produce finished examples of graphic design with a specific use in mind such as advertising, public information, business communication, etc.

Prerequisite: ART220.

ART 325 - Special Topics in Art

(2 credits; alternate years, consult department) A course providing the opportunity to do a concentrated study in the field of art, art history and/or design.

Note: May be taken more than once provided a different topic is studied.

Prerequisites will be determined by instructor and department according to the topic of the course.

ART 331WI - Art Since 1940

(4 credits; alternate years, consult department) (Writing intensive) A survey of contemporary art and the art of the second half of the 20th century. The course will focus on studying the development of artists and their works by examining their works and identifying the artistic, social, political and philosophical ideas and events that may have been influential. In the process, artistic styles and movements will be defined and compared.

ART 342 - Printmaking

(4 credits) This course will provide an introduction to the foundational printmaking techniques of: intaglio, lithography, relief and monotype. Demonstrations and individual assistance will help you gain technical proficiency, while in-class discussions and critiques will help you cultivate unique visual ideas. Reading assignments and responsive essays will allow you to consider questions inherent in printmaking and hone your ability to put visual phenomena into words.

Note: A fee is associated with this course.

ART 398 - Directed Study

ART 410 - Applied Design

(2 credits) This is a project-based experience for students within the Arts. Discipline-specific projects will be designed by students in consultation with a faculty advisor. Students will integrate concepts and skills learned throughout their program of study alongside an exploration of what it means to respond to God's call vocationally and personally.

Prerequisites: Art, Graphic Design, Art Therapy or Creative Industries-Visual Art major, or permission of instructor; junior class standing.

ART 417 - Internship

(2 credits may apply toward the major) An internship to provide the student with opportunities to learn and to apply the knowledge, principles, and abilities gained from the curriculum. Opportunities are available in professional art studios, graphic design studios, galleries, museums and printing houses.

ART 418 - Sculpture II

(4 credits) This course expands on 3D design and sculptural techniques alongside the development of conceptual ideas. Students will create projects that explore each student's personal interests in both material and concept, considering technical skill, creative problem-solving, innovation, and creative ideation.

Note: A fee is associated with this course.

Prerequisite: ART317

ART 450SRx - Aesthetic Experience and the Christian Faith

(2 credits) In this Senior Seminar, students will explore how aesthetic philosophy and theology connect their creative and analytical work in the arts, and how such ideas and practices are mutually formative. Building on philosophical and theological frameworks, students will compose aesthetic philosophy statements and curate portfolios that demonstrate aspects of their statements. Students will examine how their interests and talents in the arts relate to faith, calling, and vocation.

Prerequisite: Art and Design or English department major or permission of instructor.

Cross-Referenced: Cross-referenced in English.

AUS 311 - Field Botany

AUS 315 - Woody Plants

AUS 322 - Aquatic Biology

AUS 322 - Aquatic Biology

AUS 361 - Field Biology in Spring

AUS 365 - Insect Ecology of Streams, Forests and Fields

BIO 101SN - Introduction to Environmental Science

(4 credits) (NWCORE option under Science and the Natural World) An introduction to an understanding of Earth's basic life support systems, the impact of human activity on such systems, and the ethical basis and strategies for human response to environmental degradation.

Note: Includes 1 1/2 hours of lab per week. Does not count toward a biology major or minor. A fee is associated with this course.

BIO 102SN - Introduction to Human Anatomy and Physiology

(4 credits) (NWCORE option under Science and the Natural World) An introduction to the structure and function of the human body.

Note: Includes 1 1/2 hours of lab per week. Does not count toward a biology major or minor. A fee is associated with this course.

BIO 110SN - Introduction to Life Science

(4 credits) (NWCORE option under Science and the Natural World) This course explores life processes common to plants, animals, and protists; cell structure and function; biodiversity; an introduction to genetics; biochemistry and development; evolution and ecology. Laboratory exercises will help students explore each topic using the scientific method. Hypothesis forming, data analysis and reporting are essential components of the laboratory. Accompanying materials introduce students to Christian perspectives on current issues in molecular genetics, evolutionary theory and creation stewardship.

Note: Does not count toward a biology major or minor. A fee is associated with this course.

BIO 115SN - General Biology: Molecular and Cellular Biology

(4 credits) (NWCORE option under Science and the Natural World) An introduction to molecular and cellular biology, with an examination of the processes common to living organisms and an introduction to the diversity of life, emphasizing unicellular organisms. This introduction will provide students with a basic understanding of macromolecules, cell structure and function, respiration and photosynthesis, the cell cycle, meiosis, genetics, mechanisms of evolutionary change, and Christian perspectives on evolutionary biology.

Note: Three lectures and 3 hours of laboratory work per week. A fee is associated with this course.

Prerequisite: Combined Math + Science ACT of at least 44, sophomore standing, or permission of instructor.

BIO 116 - General Biology: Ecology and Organismal Biology

(4 credits) An introduction to organismal biology and ecology. Structure and function of representatives from the plant and animal kingdom are emphasized. In addition, students will be introduced to basic ecological concepts and Christian perspectives on stewardship.

Note: Three lectures and 3 hours of laboratory work per week. A fee is associated with this course.

BIO 121 - Introduction to Human Anatomy

(4 credits) An introduction to the anatomical structures of the human body. The focus of the course will be on structures of: cells, tissues, organs and organ systems. The systems studied will include (but not necessarily limited to) integument, bone, skeletal system (including joints), muscle, cardiovascular, nervous, lymphatic, endocrine, respiratory, renal, reproductive and gastrointestinal.

Note: Includes 3 hours of lab per week as well as lab practical examinations using either dissected organs from an animal source or A.D.A.M. interactive anatomy. Does not count toward a biology major or minor. A fee is associated with this course.

BIO 122 - Introduction to Human Physiology

(4 credits) An introduction to the physiology of the human body. The focus of the course will be on homeostasis and the function of: biomolecules, cells and tissues, organs and organ systems. The contribution of each of the following organ systems to physiologic homeostasis will be examined: nervous, muscle, cardiovascular, endocrine, respiratory, renal, reproductive and gastrointestinal.

Note: Includes 3 hours of lab per week which will emphasize the measurement of organ system function. Does not count toward a biology major or minor. A fee is associated with this course.

BIO 200 - SEA-PHAGES: Discovery

(2 credits) Discovery is a laboratory-only course focused upon the discovery and characterization of bacteriophages, viruses which infect bacteria, also known as phages. It includes the isolation, purification and amplification of new phages from environmental samples using a specific bacterial host. Characterization of each phage includes DNA isolation and electron microscopic visualization of the isolated virus. This course represents the first component of Northwestern participation in the Science Education Alliance - Phage Hunters Advancing Genomics and Evolutionary Science (SEA-PHAGES) project. The course will provide students an authentic scientific research by discovering bacterial viruses which have never been isolated before.

Note: A fee is associated with this course.

Prerequisites: BIO115SN and CHE101SN or CHE111.

BIO 201 - Bioethics

(4 credits; non-yearly, consult department) A seminar which applies Christian perspectives to selected problems in the field of biology.

Note: Does not count toward a biology major or minor.

BIO 202WI - Genetics and Genomics

(4 credits) (Writing intensive) An introduction to the principles of heredity and their practical applications.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115 or 116.

BIO 203 - Microbiology

(4 credits) A study of the morphology and physiology of microorganisms with special emphasis on bacteria and viruses. Those organisms that have an economic or medical importance will be highlighted, and basic laboratory techniques will be stressed.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115SN or BIO122 and CHE102 or CHE108SN or CHE112.

BIO 205 - Ecology

(4 credits) A study of the processes determining the distribution and abundance of organisms in space and time, their exchange of matter and energy with their environment, the measurement of these phenomena, and the application of ecological knowledge in the care of creation.

Note: Course includes required field trips and 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115 and 116

BIO 221 - Human Anatomy

(4 credits) A study of the gross structure of the systems of the human body.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisite: BIO102SN, 115 or permission of instructor.

BIO 222 - Human Physiology

(4 credits) A study of the mechanisms by which the human body functions. Emphasis will be given to nerve and muscle function, and thereafter to hormonal control and the integrated systems that allow for respiratory, digestive, excretory and reproductive activities.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO102SN or 115 and CHE101SN, 102 or CHE111, 112 or permission of instructor.

BIO 250 - Special Topics

(2-4 credits; non-yearly, consult department) Courses and topics not taught on a regular basis are assigned to this category.

Extended field trips for which credit is offered also fall into this category.

BIO 307 - Histology

(4 credits; alternate years, consult department) A study of the microscopic structure of cells, tissues and organs in vertebrate animals with special emphasis on human tissues. An effort is made to correlate structure and function and highlight important

pathologies.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115 and 116.

BIO 309 - Plant Taxonomy

(4 credits; alternate years, consult department) An introduction to principles of classification of plants and characteristics of major plant families with emphasis on the plants of the Midwest. Includes field study and laboratory practice in identifying, collecting and preserving plants.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO116 or permission of instructor.

BIO 310WI - Cell Biology

(4 credits; alternate years, consult department) (Writing intensive) A study of the structure and function of cells and of their subcellular organelles. Structural detail will be described to the level of macromolecular assemblages. Wherever possible, function will be described in terms of the molecular mechanisms that underlie biological processes.

Note: Includes three lectures and 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115, 116, and CHE101SN, 102, or CHE111, 112.

BIO 312 - Invertebrate Zoology

(4 credits; alternate years, consult department) A survey of the structure, function, classification and behavior of animals without backbones. Special attention is given to those which are parasitic in nature.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115 and 116.

BIO 315WI - Immunology

(4 credits; alternate years, consult department) (Writing intensive) The basis of the immune system throughout the animal kingdom is the ability to recognize "self" from "not-self". This course will investigate the molecular and cellular mechanisms that allow organisms to recognize, control and eliminate such not-self entities as bacterial pathogens, foreign tissue grafts and even transformed cells.

Note: Includes three lectures and 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115, 116 and CHE101SN, 102 or CHE111, 112.

BIO 320 - Pharmacology

(4 credits) A survey of the pharmacologic basis of therapeutics beginning with an introduction to the principles of pharmacology. This is followed by a survey of the more important drugs used in medicine with emphasis on mechanism of action, clinical use, and adverse effects.

Prerequisites: BIO122 or BIO222 and CHE102 or CHE108SN or CHE112.

BIO 326x - Biochemistry: Proteins and Metabolism

(4 credits) A fundamental course surveying biomolecules, catabolism, bioenergetics and biosynthesis.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisite: CHE321.

Cross-Referenced: Cross-referenced in chemistry.

BIO 327WI - Biochemistry: Molecular Genetics

(4 credits) (Writing intensive) This course focuses on the structure and function of nucleic acids and examines the biochemical techniques involved in gaining knowledge regarding replication, transcription and translation of genetic information, and control of gene expression.

Note: Includes 3 hours of lab per week. A fee is associated with this course.

Prerequisites: BIO115SN and CHE321 and CHE322, or BIO202WI.

BIO 330 - Topics in Ecology

(1-4 credits; a minimum of 4 credits will be offered per year) Advanced studies of the function and structure of local ecological communities and/or life forms. Courses will emphasize the use of fieldwork, research projects and/or primary literature.

Note: Course may include required field trips and 3 lab hours per week. A fee is associated with this course.

Prerequisites: BIO205 or permission of instructor.

BIO 331 - Aquatic Ecology

(4 credits) Advanced study of the function and structure of marine, lentic, and lotic environments. The study of these interactions occurs at many scales and includes a wide variety of disciplines (i.e. mathematics, physics, chemistry, hydrology, biology). This course is an overview of aquatic ecology emphasizing a field-oriented, experimental approach to ecological analysis. The

fieldwork will focus on local stream communities.

Prerequisite: BIO205. With instructor approval, juniors and seniors may enroll in Aquatic Ecology and BIO205 concurrently.

BIO 332 - Vertebrate Ecology

(4 credits) Advanced ecological study of vertebrate populations, communities, ecosystems, and behavior. Course emphasizes fieldwork, research projects, and primary literature. Course includes 3 hours of laboratory per week.

Prerequisites: BIO116 and BIO205 or approval of instructor.

BIO 335 - SEA-GENES

(2 credits) In this course, students will design, implement, and interpret experiments that will uncover the function of phage genes. Students will generate a gene expression library for a phage genome collaboratively. Then, each student will test the ability of a subset of phage gene products to modulate bacterial host phenotypes. Students will screen genes of interest against the bacterial host proteome to identify putative host target(s) using a two-hybrid assay. Putative interactions revealed by the two-hybrid assay will represent phage-host interaction pairs, linking phage genes to host phenotypes, proteins, and processes. SEA-GENES is part of the Howard Hughes Medical Institutes's (HHMI) Science Education Alliance (SEA).

Note: A fee is associated with this course.

Prerequisites: BIO115SN/BIO116, CHE101SN/102 or 111/112, BIO202WI or BIO200 with preference given to students who have completed (or are taking concurrently) both BIO202WI and BIO200 and/or are in the Honors Program and are taking this course with an honors component.

BIO 350 - Special Topics

(2-4 credits; non-yearly, consult department) Courses and topics which are of special interest to faculty and students but which are not offered on a regular basis may be assigned this number.

Prerequisites: appropriate 200-level biology courses.

BIO 351 - Physical Therapy Field Experience

(2 credits) The experience acquaints the student more fully with the profession of physical therapy. Most professional schools of physical therapy require applicants to have had practical experience.

Note: Graded on a pass/no pass basis.

Prerequisites: sophomore class standing, physical therapy pre-professional, minimum cumulative GPA of 3.00.

BIO 352 - Veterinary Medicine Field Experience

(2 credits) Under the overall supervision of the pre-veterinary advisory committee the student will spend time in clinic and on call observing the work of local veterinarians. An attempt will be made to expose the student to as many different veterinary specializations as possible.

Note: Graded on a pass/no pass basis.

Prerequisites: junior class standing, veterinary medicine pre-professional.

BIO 353 - Conservation of Natural Resources Field Experience

(2 credits; non-yearly, consult department) The student would work under the supervision of persons involved in conservation work at the site of the cooperating agency.

Note: Graded on a pass/no pass basis.

Prerequisite: junior class standing and prior arrangement.

BIO 354 - Developmental Biology

(2 credits)

The wonder of a fertilized egg directing its own development into an adult organism is nearly unfathomable in its complexity. However, technological advances have begun to shed light on the fundamental biochemical mechanisms that guide development. This course is designed to introduce students to these discoveries. This course will allow a student to gain an understanding of how a single fertilized cell develops into a complex multicellular organism by examining the overall structure of the embryo as well as what is occurring at the molecular level. Course topics include the fundamental processes of development, including fertilization, cleavage, gastrulation, and select organogenesis. Students will also gain an appreciation for the historical, philosophical, and ethical perspectives in developmental biology.

Prerequisites: BIO115SN and either BIO202WI or BIO203.

BIO 355 - Biochemical and Molecular Foundations of Cancer

(4 credits) An introduction to the biochemical foundations and molecular biology of cancer. The focus of this course will be on the cellular alterations that enable the development and progression of cancer. Specific attention will be given to relevant protein pathways, metabolic alterations, genetic modifications, and the subsequent impact on cellular behavior. Specific case studies of

cancer types and emerging therapeutics will also be discussed.

Prerequisites: CHE111 & CHE112 and BIO122 or BIO222; BIO202 or BIO327 recommended.

BIO 360 - Pathophysiology

(4 credits) An introduction to the pathophysiology associated with the disease states of the human body. The focus of the course will be on disruptions in homeostasis as the result of organ system malfunction or failure. The pathophysiology associated with the following systems will be examined: blood, cells and cell growth, nervous, muscle, cardiovascular, endocrine, respiratory, renal, reproductive and gastrointestinal.

Prerequisites: BIO122 or BIO222 and CHE102 or CHE108SN or CHE112.

BIO 398 - Directed Study

BIO 417 - Internship

(4 credits may apply toward the major)

BIO 420 - Directed Research

(1-4 credits) Faculty-mentored research within the Biology Department. Students will learn empirical research techniques through hands-on data collection and analysis. Projects may include laboratory or field-based research on a wide range of biological topics such as cancer, genomics, ecology, immunology, etc. Credit hours and time commitment vary depending on the scope of the project and are determined in consultation with the faculty mentor. Departmental approval required.

BIO 425x - Biology/Chemistry Research Seminar

(1/4 credit; non-yearly, consult department) A research seminar of in-progress studies in chemistry and biology by Northwestern students, faculty and selected invited guests from other institutions. Features presentation, discussion, analysis and critique of original research.

Note: Course may be repeated. Graded on a pass/no pass basis. Student must attend 90% of the total number of seminars offered during the term to receive a passing grade.

Prerequisite: permission of instructor.

Cross-Referenced: Cross-referenced in chemistry.

BIO 450SR - Science and Christian Faith

(3 credits) Science and Christian Faith is a senior seminar course designed for biology and chemistry majors. The course revisits the three FYS course questions: Who am I? Who are my neighbors? How will we live in the world? Our thoughtful examination of these three questions will draw on knowledge gained from your biology and chemistry courses, but also integrates broadly with your liberal arts education (religion, philosophy, etc.) as we explore questions of origins, creation care, and bioethics and through the lens of Christian faith and theology. The readings, written assignments, oral presentations, and discussions will lead us to consider how God calls us, as scientists and people of faith, to be agents of redemption in our world.

Prerequisites: senior biology or chemistry major. Junior biology or chemistry majors who cannot take this course during their senior year may request permission from their advisor who will consult with the department chairs to register.

BTS 150 - Christian Story I: Biblical Tradition

(4 credits) This course presents an overview of and orientation to the Bible, focusing on its content, character, role in the Christian faith, and covenant themes of creation, fall, redemption, and new creation. This course begins the development of theological thinking for academic study in the liberal arts and equips students for the task of integrating faith and learning in their academic work. Students should complete this course by the end of their second term.

Note: Does not count toward a religion major or minor.

BTS 250 - Christian Story II: Theological Tradition

(4 credits) This course presents an overview and orientation to Christian theology focusing on its formation, content, role in the Christian faith throughout Church history, and its interpretation of key biblical subjects such as God, Christ, creation, sin, redemption, church, and new creation. This course completes the Christian Story sequence and prepares students for a lifetime of critical thinking and faithful living from a biblical-theological perspective. Students should complete this course by the end of their fourth term.

Note: Does not count toward a religion major or minor.

Prerequisite: BTS150.

BTS 260 - Christian Ethics

(2 credits, offered at the discretion of the department, consult department) A biblically based, theologically and historically informed study of both personal and social moral issues from a Christian perspective.

BTS 280 - Topics in the History of Christianity

(4 credits) A survey of the development of Christianity from the apostolic period to the contemporary world. Themes examined will include the separation of Church and Synagogue, Christianity in the Roman Empire, ecumenical councils, missionary expansion of the church in Europe and Asia, monasticism, the church in the High Middle Ages, the Protestant and Catholic Reformations, Confessionalism and the Wars of Religion, Puritanism, Pietism, The Enlightenment, Christianity and European Colonialism, Revivalism, Modernism and Evangelicalism, modern missionary expansion, the ecumenical movement, and Christianity as a global religion.

BTS 290 - Mission and Justice

(4 credits) A general overview of the biblical-theological foundations and historical context of whole Christian mission, with special emphasis upon the modern cross-cultural mission theories, international and community development, and the theory and practice of restorative justice.

Prerequisite: BTS250 or permission of instructor.

BTS 295 - Intercultural Communication

(2 credits) Christian ministry and mission is essentially an ongoing process of interacting effectively with others in ways appropriate to one's message and global/local contexts. By providing a progressively integrated understanding of intercultural issues, this course will enable students to apply principles of communication through their particular vocation or ministry so that they connect theory with models and practice to appropriately communicate the Gospel message across cultures and micro-cultures.

BTS 310 - Christian Spirituality

(2 credits) A study of the meaning, purpose and practices of Christian spirituality as this has been understood in the Christian tradition. The course emphasizes the practice of spiritual disciplines and the relevance of spirituality in our contemporary world.

Prerequisite: BTS250.

BTS 317 - Topics in Old Testament Studies

(2 credits) A study of a single book or larger section of the Old Testament or a current area of critical inquiry concerning the Old Testament. Possible topics include, but are not limited to, the Pentateuch, the Historical Writings, the Prophets, and the Poetic and Wisdom books.

Note: May be taken more than once provided a different topic is studied.

Prerequisites: BTS150 and sophomore class standing.

BTS 322 - Topics in New Testament Studies

(2 credits) A study of a single book or larger section of the New Testament or a current area of critical inquiry concerning the New Testament. Possible topics include the Synoptic Gospels, the Book of Acts, the Johannine Literature, the Epistolary Literature, and the Apocalypse.

Note: May be taken more than once provided a different topic is studied.

Prerequisite: BTS150 and sophomore class standing.

BTS 328WI - Biblical Interpretation

(4 credits) (Writing intensive) An examination of the past and present methods and proposals for Biblical Interpretation and Biblical Theology. The course will analyze and critique various models for hermeneutics and theological interpretation and also assist students in constructing exegetical methods that are biblically based, theologically informed and culturally relevant. In this Writing Intensive course for Religion and CE/YM majors, students will develop research and writing skills that will benefit them in a variety of vocational paths within the field of religion.

Prerequisite: BTS150.

BTS 335x - Theology and Church Ministry

(4 credits; alternate years, consult department) In this course, students will explore the identity of the church by engaging biblical, historical, cultural, and missional perspectives, grounding the life and ministry of the church in God's ministry to the world in Jesus Christ. More specifically, this course will focus on the nature and role of youth ministry as an expression of this ministry as students are called to enter into the experiences of young people within contemporary Western culture.

Prerequisite: BTS250.

Cross-Referenced: Cross-referenced in Christian education.

BTS 345 - Theology of Worship

(4 credits; alternate years, consult department) The purpose of this course is to thoughtfully examine the biblical, theological, and historical foundations of Christian worship, as well as the contemporary issues facing pastors and worship leaders in the 21st century. An important part of this discussion will be the exploration of worship skills and practices through reflection and

participation, as well as the creation of liturgies for a variety of worship services.

Prerequisite: BTS250.

BTS 350 - Theology and Popular Culture

(4 credits; alternate years, consult department) This course explores the relationship between Christian faith and culture. It will begin by establishing a biblical and theological approach to cultural engagement, as well as a brief historical survey of how the Christian community has engaged issue of faith and culture in different historical and cultural moments. An important part of this course will be interdisciplinary exploration of the fields of "cultural theory" and "popular culture", specifically focusing upon what they have to contribute to different forms of Christian ministry. Finally, this course will prove the opportunity for students to begin to articulate what it means to live faithfully with a diversity of cultural contexts.

Prerequisite: BTS250.

BTS 370 - Calvin and Calvinism

(4 credits, alternate years, consult department) A study of John Calvin's INSTITUTES OF THE CHRISTIAN RELIGION, as well as a survey of other varieties of Reformed theology, including later Calvinism.

Prerequisite: BTS250.

BTS 375 - Topics in Theology

(4 credits, alternate years, consult department) A study of one or more standard areas of theology, (such as the doctrines of Revelation, God, Christ, the Holy Spirit, Humanity, Salvation, the Church, and Last Things) from a classical as well as a contemporary perspective.

Note: The course may be repeated for credit provided a different topic is studied.

Prerequisites: BTS150 and BTS250.

BTS 382 - Religion in America

(4 credits) Focusing on the Christian tradition, this course will examine the individual, institutions, movements and faith traditions which have shaped and contributed to the American religious experience. To understand both the variety of and unity within the pluralist religious landscape, the course will seek to evaluate the interrelationship between religion and the broader social, cultural and political aspects of the American experience.

BTS 384 - Topics in the History of Christianity

(2 credits, offered on demand or discretion of department, consult department) A historical study of a religious group, theological movement or important leader in the history of the Christian church.

Note: This course may be repeated for credit provided a different topic is studied.

BTS 385 - Topics in Religion

(2-4 credits, alternate years, consult department) A study of an interdisciplinary area of religion, not sufficiently covered by other courses, in response to student or faculty interests.

Note: This course may be repeated for credit provided a different topic is studied.

Prerequisite: BTS250 or permission of instructor.

BTS 390CC - World Religions

(4 credits) (NWCORE option under Cross-Cultural Engagement) The major religions of the world are examined in the light of the Christian faith. This course emphasizes the interaction of religion and culture with a view to cross-cultural understanding. In-depth research into a specific topic related to world religions is required.

BTS 392 - Topics in Mission and Justice

(4 credits, alternate years, consult department) A topical and selective study of major missional themes, including justice and development, permitting students to read and reflect intensively upon the nature and challenge of Christian mission. Topics may vary from year to year. Sample topics might include Reconciliation, The Finality of Christ in a Pluralistic World, Interfaith Dialogue, Contextualization, Postmodern Apologetics. A missional service learning component is required, consisting of at least 20 hours of student engagement in meeting an identified missional community need.

Note: This course may be repeated for credit provided a different topic is studied.

Prerequisite: BTS290 or permission of instructor.

BTS 398 - Directed Study

BTS 417 - Internship

(2 credits may apply toward the major)

BTS 472SR - Bible, Theology and Vocation: Exploring Texts and Contexts

(4 credits) This disciplinary capstone course fulfills both the NWCORE Senior Seminar (SR) requirement and a requirement for Religion and CE/YM majors. Building on the basic FYS questions (Who am I? Who are my neighbors? How will we live in the

world?), this course will explore the intersection of biblical theology with one's vocation in light of scripture and Christian theological reflection. Students will complete weekly writing assignments, participate in seminar leadership through presiding and lecturing, and complete a major final paper in which they reflect on their college curricular and co-curricular experiences, engage biblical and theological texts in light of a variety of ancient and modern cultural contexts, and reflect on their faith development and sense of vocation.

Prerequisites: BTS150, BTS250 and senior class standing. The course is open to students of other majors.

BUS 200 - Principles of Marketing

(2 credits) This course introduces students to marketing terminology; defines the elements and activities necessary to create, communicate and deliver value through beneficial exchanges; and enables students to understand and replicate the marketing process at any entry level.

BUS 201 - Principles of Management

(2 credits) This course introduces the student to the basic principles of management. It includes the understanding of managers' actions in the work place, on the organization and employees. It includes the study of basic management tools and techniques.

BUS 205 - Project Management

(2 credits) This course is an introduction to the field of project management. The main objective is to gain a basic overview of how project management is an art, a science, and a practice. Students will gain technical skills but even more importantly soft skills. Projects are about people, working with people, using skills like communication, working effectively in teams, interpersonal skills, time management, critical thinking, and organizational skills that are all highly valued by employers. The course will emphasize experiential learning and collaborative learning.

Prerequisite: Sophomore standing.

BUS 210 - New Venture Innovation

(2 credits) This course is a foundational course designed to inspire and engage students in dimensions that drive new ideas as well as the methods and tools to develop innovation and problem solving. Students will address practical problems associated with starting a business, including a feasibility analysis. The focus is to empower learning through entrepreneurial thinking and immerse students in experiences that will develop skills for new ventures. This course will be of value to students of all majors and requires no specialized knowledge.

BUS 221 - Introduction to Legal Environment

(2 credits) The goal of this course is to provide the student with an introduction to the American legal system from a Christian perspective. Emphasis is placed on those topics which are particularly relevant to business and business transactions.

BUS 225 - Practicum in Business

(1 credit) This course is a directed practicum in business for students and is by arrangement with instructor and on-site supervisor(s). The course will provide initial practical work experience in the field of business.

Note: Requires 25 clock hours of work experience. Graded on a pass/no pass basis. Course may be repeated one time.

Prerequisites: ACC215, BUS200 or BUS201.

BUS 300 - Principles of Finance

(2 credits) This course covers the basic principles, theory and techniques of financial decision-making in the structure of a corporation.

Prerequisites: ACC215 and ACC216; and either MAT109QR, MAT116QR or MAT117QR.

BUS 304 - Investments

(4 credits) Models of risk and return are carefully developed to provide a basis for assessing investment opportunities and to enhance our understanding of the role and importance of financial markets. A considerable portion of the course will be devoted to the pricing of derivative securities including options, forward contracts and futures contracts.

Prerequisite: BUS300 or ACC315.

BUS 305 - Organizational Behavior and Theory

(4 credits, alternate years, consult department) This course will review the major historical and contemporary themes and phases of organizational theory and behavior. The class will examine and discuss the evolution and practice of the modern organization. The course will provide an understanding of the key concepts and principles of organization theory and behavior. This course will provide an opportunity for critical analysis of practical application of the concepts identified through the readings and lecture.

Prerequisite: BUS201.

BUS 308 - Methods of Teaching Secondary Business

(3 credits; alternate years, consult department) This course is the study of the content, techniques, materials and theory for teaching business at the secondary level. This course requires a 30 hour practicum and is required of each candidate seeking an endorsement in this content area.

Note: The course does not count toward a major or minor in business education, business administration, accounting or economics.

BUS 309 - Human Resource Management

(4 credits) Students study the development of human resources management, including history, policies, practices and applications. Specific attention is paid to the study of the processes involving the management of human resources and its legal environment.

Prerequisite: Sophomore standing.

BUS 310x - Servant-Leadership

(2 credits; alternate years, consult department) This course invites students to explore the philosophy of servant-leadership, identify its characteristics, and discover its broad applications. The purpose of this course is to provide students with a deeper understanding of the paradox of being a servant-leader and to empower students to practice servant-leadership and to serve and love God's world.

Prerequisite: Must be sophomore standing or higher.

Cross-Referenced: Cross-referenced in Christian education and youth ministry.

BUS 312 - Business Analytics

(2 credits) This course introduces students to the fundamental concepts and practices of business analytics. Students examine the key characteristics of data and data management, and the role of business analytics in data-driven problem-solving and decision-making in modern organizations. Students develop the basic knowledge and skills to apply business analytics to real-world business problems and decisions. The course incorporates Christian and biblical principles, preparing students for professional and redemptive roles in contemporary business analytics projects.

Prerequisites: Sophomore standing, MAT116QR/MAT117QR and CSC120, or permission of instructor.

BUS 315WI - Business Writing

(2 credits) (Writing intensive) Business Writing is an interdisciplinary writing course designed to provide instruction on writing skills relevant to the workplace. The course focuses on the practice and study of methods of written communication that are utilized in the professional world. This course explores techniques and strategies specific to business writing through in-class lectures and exercises, a group project, and individual writing assignments.

Prerequisites: sophomore standing and two ACC, AGR, BUS or ECO courses.

BUS 321 - Business Law

(4 credits) This course is designed to acquaint students with the legal principles which, when followed, allow business transactions to run smoothly and with predictability. The topics include contracts, agency and property law, plus criminal law, torts, the Uniform Commercial Code, the litigation process and alternatives to litigation. Both business and non-business students can benefit from this basic course on Anglo-American law.

BUS 323 - Operations Management

(4 credits) This course integrates the theory, scope and practice of operations in industrial and service settings and the importance of supply chain management as a recent development in operations management. It includes the study of quality, lean management, supply chain management, capacity, scheduling, inventory control, logistics, forecasting and coordination. A strong emphasis is placed on practical and behavioral aspects of operations management.

Prerequisite: BUS201.

BUS 325 - Integrated Marketing Communications

(4 credits) This course will examine promotional and integrated communication strategies which include various marketing communication functions: sales promotion, personal selling, branding, event promotion, public relations, advertising, and interactive marketing. Students will learn to utilize this information in developing effective marketing communication strategies and programs.

Prerequisite: BUS200.

BUS 327WI - Fundraising for Mission

(2 credits; alternate years, consult department) (Writing intensive) The course serves as an introduction to the art and science of fundraising. After completion, you will be familiar with the multiple facets of fundraising, including topics such as major gifts, planned giving, capital campaigns, direct response fundraising, grants, special events, online giving strategies, and how to make

the "ask". The course will also cover the back office of fundraising, including moves management, creation of case statements, and fundraising planning.

BUS 328 - Sales

(4 credits) This course is a study of the skills needed to develop and manage long-term relationships with customers and suppliers. Emphasis is placed on relationship selling, presentation, prospecting, handling objectives and closing techniques with consideration given to differences in the global marketplace.

Prerequisite: Sophomore standing.

BUS 330 - Customer Relationship Management

(4 credits) This course examines customer relationship management (CRM) and its application in marketing, sales, and service. Effective CRM strategies help companies align business process with customer centric strategies using people, technology, and knowledge. Companies strive to use CRM to optimize the identification, acquisition, growth and retention of desired customers to gain competitive advantage and maximize profit. Anyone interested in working with customers and CRM technology and would like to be responsible for the development of any major aspect of CRM will find this course beneficial.

Prerequisite: Sophomore standing.

BUS 340 - Advanced Project Management

(4 credits) This course builds upon waterfall methodology of project management and considers advanced project management topics necessary for implementation of and excellence in project management. It provides students with experience using agile and hybrid project management methodologies. Students will explore the best practices in the management of international projects in terms of scope, schedule, cost, procurement, quality, resource, stakeholder, communication, and ethics.

Prerequisite: BUS205 Project Management

BUS 341 - Risk Management

(4 credits) This course provides a framework for approaching, evaluating and implementing project risk principles to obtain optimal project results. Students will understand a variety of methods deployed in the project management industry to identify, manage, and respond to risks in projects, including a variety of components that integrate into a complete risk attitude and appetite for an organization.

Prerequisite: BUS205 Project Management.

BUS 350 - Topics in International Business

(3-5 credits; non-yearly, consult department) This is an upper-level course that will involve an international trip. Students will observe business principles as practiced in other countries. It will explore concepts from management, marketing, finance, and accounting, as well as economic implications. Tours of businesses in other countries will play a prominent role in this course.

Note: This course will not meet the NWCore requirements for Cross-Cultural Engagement.

Prerequisites: Approved application and sophomore standing.

BUS 360 - Organizational Leadership

(4 credits) This course offers students an extensive examination of leadership in organizations and provides a set of experiences that are designed to enhance self-awareness and capacity for effective leadership. As such, students will explore both how organizations function and leadership and followership choices within organizations. The coursework will allow individuals to begin to develop a vision of their leadership practice within a perspective of how organizations work in God's world. It will include an overview of issues related to organizational leadership, including the definition of organizations, theories of leadership, characteristics and behaviors of leaders as well as varying contexts under which leaders must perform.

Prerequisites: Junior standing or permission of instructor.

BUS 398 - Directed Study

BUS 400 - Entrepreneurship

(4 credits) This course presents and develops a process to follow in order to successfully navigate entrepreneurship. Students will expand upon their development of a business idea into an entrepreneurial firm and then learn how to manage and grow the firm. It also includes interaction with successful Christian entrepreneurs from a broad spectrum of businesses. Students will learn the theories of entrepreneurship, meet entrepreneurs who will share their journey, and focus on crafting their own business plan.

Prerequisite: BUS210 and junior class standing.

BUS 401 - Consumer Behavior

(4 credits) This course explores the cultural, social, personal and psychological factors influencing buyer behavior; buying-decision processes and stages; and learning theory integrated with consumer beliefs and attitudes.

Prerequisite: BUS200.

BUS 403SR - Strategic and Ethical Management

(4 credits) This capstone management course is designed to assist students in analyzing and synthesizing the material covered in other courses throughout their studies along with integrating their faith with that of their business education. It focuses on an integrated approach to management decision-making using all of the functional areas of business with an emphasis on strategic thinking.

Prerequisite: completion of business core and senior class standing.

BUS 404 - Advanced Corporate Finance

(4 credits) This course is a continuation of Principles of Finance. We will explore topics such as the cost of capital, capital structure and dividend policy, and analyze their significance in long-term financing decisions. We will also examine international aspects of corporate finance and the management of risk with derivative securities.

Prerequisite: BUS300 or ACC315.

BUS 406 - Marketing Research

(4 credits; alternate years, consult department) This course develops students' ability to conduct primary marketing research via hands-on experiences. Students learn to identify research needs, select research techniques, design research projects, develop research instruments and understand descriptive statistical methods. The goal is to equip them for reading, interpreting and conducting business research.

Prerequisites: MAT116QR or MAT117QR, and BUS401 (or taking BUS401 concurrently).

BUS 415 - International Business

(4 credits) This course is designed to assist students in applying what they have learned in other courses to the international business environment. An emphasis on culture and the interconnections of management functions in global commerce provide an integrated approach to international management decision-making, using all of the functional areas of business.

Prerequisite: junior or senior class standing.

BUS 417 - Internship

BUS 418 - International Internship

(4 credits may apply toward the major) Domestic students (from the United States) are required to complete an internship in a country outside of the United States, or in a U.S. branch or subsidiary of a non-U.S. company, or in the international trade or operation area of a U.S. company. This may be done in conjunction with a Semester Study Abroad when available. International students are required to complete an internship in a country that is not their home (passport-issuing) country. For international students, this may be completed by working with a business involved in international trade that is located in the United States.

Prerequisite: approval by department chair.

BUS 430Wlx - Entity Tax and Law

(4 credits) (Writing intensive) This course is a continuation of Individual Income Tax and Business Law. This course will focus on the legal and tax differences between partnerships, LLC's and the corporate business structure as well as how those differences impact management decision-making. Other topics covered may include federal regulation of business, estate planning and bankruptcy.

Prerequisites: ACC307 and BUS321 or permission of instructor.

Cross-Referenced: Cross-referenced in accounting.

BUS 432 - Small Business Management

(4 credits) This course focuses on current theory and practice relating to starting and continuing management of small and family businesses. As such, it is designed for students contemplating management or ownership of a small business. The course will focus on leadership, decision-making, management, marketing, financial controls and other necessary processes to ensure the successful start-up and long-term health of a small business enterprise. It will include identifying the particularities of small business management, analyzing process and life cycle, focusing on growth, and taking an emphasis on total quality management.

Prerequisite: junior standing.

BUS 473 - Advanced Derivatives

(3 credits; alternate years, consult department) This is an advanced course in derivative markets. A basic understanding of derivative pricing as would be found in an undergraduate investments text is assumed. Topics will include binomial option pricing, the Black-Scholes-Merton model, Brownian motion and Ito's Lemma, and interest rate models. Material corresponding to the Society of Actuaries Exam MFE: Actuarial Models and Finance Economics will be covered.

Prerequisites: MAT116QR or MAT117QR, MAT112QR, MAT211, BUS304 or permission of instructor.

CHE 101SN - College Chemistry

(4 credits) (NWCore option under Science and the Natural World) This course is an introduction to inorganic chemistry, with an emphasis on the health sciences. It is well suited for students whose programs require one year of chemistry.

Note: Three lectures and one 1.5 hour laboratory period per week. Open to all students. A fee is associated with this course.

CHE 102 - College Chemistry

(4 credits) An introductory course in organic and biological chemistry. The content is especially suited to meet the needs of students whose programs require only one year of chemistry.

Note: Three lectures and one 1.5 hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE101SN.

CHE 105SN - Topics in Chemistry

(4 credits) (The topic of Forensics is an NWCore option under Science and the Natural World) This course offers an introductory level chemical exploration of interdisciplinary scientific, cultural, or theological topics. Possible topics include energy and environment, forensic chemistry, chemistry and art, nanotechnology, and medicinal chemistry.

Note: A fee is associated with this course.

CHE 108SN - General, Organic, and Biological Chemistry

(4 credits) (NWCore option under Science and the Natural World)

General, Organic, and Biological Chemistry (GOB) is a one-semester survey of inorganic, organic, and biological principles. Topics include atomic and molecular structure, chemical reactions, organic and biological molecules, solutions, acid-based chemistry, and metabolism. The treatment of topics is predominantly descriptive and the course is recommended for programs that require one semester of chemistry. This course does not count toward a chemistry major or minor.

This course is offered concurrently online and on-campus. The online course includes online lectures and one laboratory per week; it is only open to RN-BSN students. The on-campus course includes three lecture periods and one 1.5 hour laboratory per week and is open to students who are in a pre-nursing cohort.

Note: Students with math ACT scores below 19 are strongly encouraged to take Mathematics Lab prior to enrolling in this course.

CHE 111 - General Chemistry

(4 credits) An introductory course in chemistry that emphasizes physical and inorganic concepts, problems and calculations.

Topics include chemical reactions, stoichiometry, properties of gases, thermochemistry, theories of atomic structure, and chemical bonding. The general chemistry sequence (Chemistry 111 and Chemistry 112) is recommended for students with good math / science preparations who intend to proceed to advanced courses in chemistry, the biological sciences or engineering.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisites: high school chemistry and ACT math score of at least 24 (SAT 570 or above) or sophomore status.

CHE 112 - General Chemistry

(4 credits) A continuation of Chemistry 111. Topics covered include kinetics, thermodynamics, chemical equilibria, acid-base chemistry and nuclear chemistry.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE111 or consent of the instructor.

CHE 211 - Quantitative Analysis

(4 credits; alternate years, consult department) The theory and practice of volumetric and gravimetric analysis, including the use of oxidation-reduction reactions and spectrophotometry.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE112 or CHE102 and permission of instructor.

CHE 315 - Instrumental Analysis

(4 credits; alternate years, consult department) A study of the theory and operation of common laboratory instruments. Topics include: infrared, visible and ultraviolet spectroscopy; atomic absorption and emission spectroscopy; nuclear magnetic resonance spectroscopy; mass spectrometry; gas and liquid chromatography; electrochemical methods.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE112 or permission of instructor.

CHE 321 - Organic Chemistry

(4 credits) The study of carbon compounds and their functional groups, including nomenclature, synthesis, reactions, structures, mechanisms and spectroscopic analysis.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisites: CHE112 or permission of instructor.

CHE 322 - Organic Chemistry

(4 credits) A continuation of the study of carbon compounds and their functional groups, including nomenclature, synthesis, reactions, structures, mechanisms and spectroscopic analysis.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE321.

CHE 326x - Biochemistry: Proteins and Metabolism

(4 credits) A fundamental course surveying biomolecules, catabolism, bioenergetics and biosynthesis.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE321.

Cross-Referenced: Cross-referenced in biology.

CHE 330 - Biochemistry: Macromolecular Interactions

(4 credits) This course is a study of the thermodynamic, kinetic, and structural parameters that facilitate interactions between macromolecules, including protein-protein, protein-DNA, and protein-ligand interactions. It emphasizes the principles of biophysical techniques used to study macromolecules, such as molecular spectroscopy, x-ray crystallography, and mass spectrometry.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisites: BIO326, CHE326

CHE 398 - Directed Study

CHE 411 - Advanced Inorganic Chemistry

(3 credits; alternate years, consult department) A study of the chemistry of metals and nonmetals with an emphasis on periodicity, chemical bonding, structure and reaction mechanisms.

Prerequisite: CHE322.

CHE 417 - Internship

(4 credits may apply toward the major)

CHE 425x - Biology/Chemistry Research Seminar

(1/4 credit; non-yearly, consult department) A weekly research seminar of in-progress studies in chemistry and biology by Northwestern students, faculty and selected invited guests from other institutions. Features chemistry: Proteins and Metabolism A fundamental course surveying biomolecules presentation, discussion, analysis and critique of original research.

Note: Course may be repeated. Graded on a pass/no pass basis. Student must attend 90% of the total number of seminars offered during the term to receive a passing grade.

Prerequisite: permission of instructor.

CHE 433W1x - Introductory Physical Chemistry

(4 credits; alternate years, consult department) (Writing intensive) An introductory course in chemical thermodynamics, quantum chemistry and chemical kinetics.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisites: MAT112QR; and CHE112 or PHY212.

Cross-Referenced: Cross-referenced in physics.

CHE 436x - Intermediate Physical Chemistry

(4 credits; alternate years, consult department) An intermediate course in chemical thermodynamics, quantum chemistry, and chemical kinetics.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: CHE433W1x.

Cross-Referenced: Cross-referenced in physics.

CHE 450SR - Science and Christian Faith

(3 credits) Science and Christian Faith is a senior seminar course designed for biology and chemistry majors. The course revisits the three FYS course questions: Who am I? Who are my neighbors? How will we live in the world? Our thoughtful examination of these three questions will draw on knowledge gained from your biology and chemistry courses, but also integrates broadly with your liberal arts education (religion, philosophy, etc.) as we explore questions of origins, creation care, and bioethics and through the lens of Christian faith and theology. The readings, written assignments, oral presentations, and discussions will lead us to consider how God calls us, as scientists and people of faith, to be agents of redemption in our world.

Prerequisite: senior biology or chemistry major. Junior biology or chemistry majors who cannot take this course during their senior year may request permission from their advisor who will consult with the department chairs to register.

CIV 300 - Geomatics

(4 credits) This course focuses on geospatial data collection, analysis, and management. It covers surveying, GIS, remote sensing, and spatial data analysis for engineering applications like infrastructure design and environmental monitoring. Students learn to work with geospatial technologies and data to solve engineering problems.

Prerequisite: ENGR230

CIV 310 - Analysis of Structure

(3 credits) This course transforms students' understanding of the physical world by moving beyond basic statics into the sophisticated mechanics of modern infrastructure. Students will master the fundamental tools such as shear and moment diagrams and influence lines to visualize how forces flow through beams, trusses, and frames. By bridging the gap between classical energy techniques (virtual work and computational matrix methods), students will develop the analytical rigor needed to solve both determinate and indeterminate systems, ensuring the structures are safe and efficient.

Prerequisites: ENGR220 and ENGR260.

CIV 320 - Design of Concrete Structures

(3 credits) This course teaches students the principles and methods for designing safe and durable concrete structures, including beams, columns, slabs, and foundations. Topics include concrete properties, reinforcement, structural analysis, and compliance with building codes. Students gain practical skills for real-world projects in construction and structural engineering.

Prerequisite: CIV310

CIV 330 - Civil Engineering Materials

(2 credits)

CIV 405 - Transportation Engineering

(2 credits)

CIV 415 - Design of Steel Structures

(2 credits)

CIV 425 - Construction Engineering

(2 credits)

CIV 435 - Geotechnical Engineering

(2 credits)

CIV 445 - Environmental Engineering

(2 credits)

CIV 455 - Foundation Engineering

(2 credits)

CIV 465 - Special Topics in Civil Engineering

(1 or 2 credits)

CIV 475 - Independent Study in Civil Engineering

(1 or 2 credits)

COMP 300 - Computer and Network Architecture

(3 credits) This course covers computer hardware design, architecture, and network principles. Topics include CPU design, memory systems, network protocols, and security. Students learn to design efficient computer systems and networks, preparing them for roles in computer engineering, network management, and cybersecurity.

Prerequisites: CSC351, ENGR270

COMP 400 - Operating Systems

(3 credits) This course provides an introduction to computer operating systems and analysis of operating system architectures. Included are consideration of the topics of processes, inter-process communication and synchronization; CPU job scheduling, memory and input/output device management; file system management; virtual memory; and mutual exclusion and deadlocks.

Prerequisite: CSC351

COMP 445 - Special Topics in Computer Engineering

(1 or 2 credits)

COMP 455 - Independent Study in Computer Engineering

(1 or 2 credits)

CRJ 202x - Social Problems

(4 credits) This course is about learning to critically think about society and various problems in society. This course will examine a number of social issues as we wrestle with how we can decide if an issue is a social problem, decide which social problems might be more significant than others, and evaluate potential solutions for social problems. We are going to wrestle with some challenging questions with the goal of helping us to think deeply about how we might seek justice on an individual level and within society. Cross-Referenced: Cross-referenced in sociology.

CRJ 218 - Deviance and Social Control

(4 credits) In this course, we are going to explore a number of questions about the boundaries of acceptability within societies. Instead of just taking such boundaries for granted, we will look at how the creation of normality and deviance is a process of social construction. We will examine how society can influence or constrain people to live within or outside of the socially constructed boundaries. As we explore this subject, we will be challenged to reexamine our own understanding of what is deviant and what is normal, to reflect on how definitions of deviance shape our identities and values, and to wrestle with how definitions of deviance and attempts at social control affect others.

CRJ 220 - The Criminal Justice System

(4 credits; alternate years, consult department) This course provides an introduction to the criminal justice system. The primary goal of this course is to develop a general understanding of the criminal justice system's response to crime in society. It is important to note the general theme of this course involves the delicate balance between community interests and individual rights that criminal justice decision making requires. This theme is explored by examining the criminal justice process in some detail, focusing on how the system is structured to respond to crime. This requires an understanding of the core elements of the criminal justice system: police, courts, and corrections.

CRJ 304CCx - Ethnicity, Power and Identity

(4 credits) (NWCORE option under Cross-Cultural Engagement) This course develops a sociological perspective on ethnicity, power, and identity. Sociologists frequently seek to balance an emphasis on both the general patterns that we observe across social phenomena and the uniqueness of each specific case. The primary goal of this course is not simply learn the characteristics of specific historically marginalized populations. Instead, this course will seek to answer the question: What is the relationship between power, ethnicity, and identity? Our readings and discussions will shed light upon this question from different perspectives. Along the way, we will also draw upon learning materials that address the unique historical situations of specific groups as they endure and struggle against power imbalances (for example, the African American Civil Rights Movement). Cross-Referenced: Cross-referenced in sociology.

CRJ 305 - Policing & Law Enforcement

(4 credits; alternate years, consult department) This course will provide an introduction to policing and law enforcement and will include a history of policing, police-community relations, police operational and administrative practices and an examination of important trends, issues, and limitations issues facing law enforcement today. The course will also examine police behaviors and attitudes, police culture, and how officers exercise discretion.

CRJ 307 - Corrections

(4 credits; alternate years, consult department) This course offers students the opportunity to learn the role of community-based corrections in the criminal justice system. The course will address all aspects of probation and parole supervision, the current prison systems, and evidence based practices in working within the criminal justice system. Critical thinking, reflective decision-making and collaboration will be emphasized.

CRJ 310 - Criminology

(4 credits; alternate years, consult department) This course is a survey of the field of criminology. It examines the nature, location, and impact of crime in the United States by exploring a broad range of issues related to criminology. Topics include the theoretical underpinnings of criminality, how we measure criminal acts, the development of criminal careers, the various typologies of offenders and victims, and a critical analysis of public policies concerning crime control in society.

CRJ 340x - Research Methods

(4 credits; alternate years, consult department) Evidence-based reasoning is central to professional leadership, public life, and everyday decision-making. This course trains students to design, analyze, and evaluate quantitative research. Students develop these skills by using survey and statistical software to carry out hands-on projects that matter to them and their community. Cross-Referenced: Cross-referenced in sociology.

CRJ 410 - Restorative Justice

(4 credits; alternate years, consult department) This course focuses on restorative conceptions of justice related to the criminal justice system. It places justice in the context of social health rather than only in relation to punishment or criminality. Prominent is the concept of restoring social rights and order threatened by harm to victims, society, and offender. A key goal of restorative

justice is to repair harm and restore relationships broken by crime and other wrongdoings. It also recognizes the perspective of the survivors of various crimes and seeks to bring about healing through attempted reconciliation. Crucial conversations are core to the change process through both victim offender dialogue and motivational interviewing.

CRJ 417x - Internship

(4 credits may apply toward the major) Cross-Referenced: Cross-referenced in sociology.

CRJ 450SRx - Justice as a Skill and Commitment

(4 credits) This course is the senior capstone to a student's entire Northwestern education. The course challenges students to thoughtfully reflect on and integrate their education in their major and across the curriculum with their personal, intellectual, spiritual, and vocational life. In particular, the class will consider the challenge of determining what it means to pursue justice in one's life and vocation. Through reading, discussing, writing, oral presentations, and a capstone research project students will address the questions: Who have I become? To whom am I responsible? How will we live in the world?

Cross-Referenced: Cross-referenced in sociology.

CSC 120 - Business Data Analysis using Spreadsheets

(2 credits) This course teaches students to use spreadsheets to organize, calculate, analyze, and report on business data. Topics include using built-in statistical, logical, lookup, and financial functions, writing custom formulas and conditional formulas, using built-in data analysis tools, presenting information with charts and graphs, creating Pivot Tables and Pivot Charts, exporting and importing data to and from other applications, sharing data on the World Wide Web, and using macros to automate tasks. The course will culminate by developing key performance indicators (KPIs) and dashboards.

CSC 170 - Statistical Programming

(4 credits) In today's data-driven world, statistical literacy and data analysis are increasingly important skills. This course introduces students to the fundamental aspects of programming, such as data types, procedural abstraction, control structures, and iteration, with a focus on the application of these concepts to statistics and data analysis. Topics will include the programmatic implementation of summary statistics, correlation, linear modeling, and clustering. A statistics-focused language, such as R, is covered in-depth for the purpose of gaining mastery of these principles.

Prerequisites: Math ACT subscore of 20 or above (SAT 510 or above)

CSC 171QR - Computer Science I

(4 credits) (NWCore option under Quantitative Reasoning) This is the first in a two-semester sequence of courses that introduces students to fundamental aspects of the field of computing; focusing on problem-solving, software design concepts and their realization as computer programs. Topics include procedural abstraction, control structures, iteration, data types and their representation. An introduction to a high-level language, for the purpose of gaining mastery of these principles, will be provided in lectures and hands-on laboratory experiences.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, or concurrent enrollment in MAT100.

CSC 172WI - Computer Science II

(4 credits) (Writing intensive) This course moves students into the domain of software design, introducing principles that are necessary for solving large problems. Here, the classical software design process serves as a basis for treating such topics as abstract data types, specifications, complexity analysis and file organization. Basic data structures and transformations are introduced as representative of the fundamental tools that are used to aid in this process. A high-level language will be used for the purpose of gaining mastery of these principles through lectures and independent hands-on laboratory experiences.

Prerequisite: CSC170 or CSC171QR.

CSC 220 - Web Development

(4 credits; alternate years, consult department) This course will introduce the basics of web development. Various languages will be used to design and develop a front-end web page including HTML, CSS, and JavaScript. This will include a discussion of website accessibility requirements and other legal and ethical considerations. The basics of interacting with a back-end server and database may also be explored.

Corequisite: CSC172WI.

CSC 270 - Computer Organization

(4 credits; alternate years, consult department) This course explores architecture and computer design issues in modern computers. Part of the course is spent looking at the basic building blocks used to design and build a computer. The rest of the course deals with how to work with the computer at the level of the central processing unit, main memory and registers.

Programming assignments are done in assembly language to see what commands the computer really understands.

Corequisite: CSC172WI.

CSC 280 - Linux Server Administration

(4 credits; alternate years, consult department) This course provides a practical introduction to the management and administration of computer systems. This course covers the different systems needed to run a computer network and how to ensure users can and do use the network efficiently. Topics covered include managing users, managing networks, hardware, operating systems and software management, developing administration policy, security, ethics and various related topics. A current version of a Linux and Windows server operating system will be used to provide a practical demonstration of topics covered.

Prerequisite: CSC171QR

CSC 291 - Database Management Systems

(4 credits; alternate years, consult department) This course examines database concepts, theory, design and management. Emphasis will be on the relational model. Topics will also include normalization, query languages, database recovery and security aspects. This course will include experience with a relational database system and programming database access into computer applications via a high-level programming language.

Prerequisite: CSC170 or CSC171QR.

CSC 301 - Accounting Information Systems

(2 credits) This course explores the concepts of information systems support for accounting applications. AIS introduces conceptual data modeling, transaction processing systems, enterprise resource planning systems, business processes, documentation, computer security, internal control systems and cyber ethics from an accountant's perspective.

Prerequisites: ACC215 and CSC120, or permission of instructor.

CSC 310 - Data Visualization

(4 credits; alternate years, consult department) Data visualization provides insight into unfamiliar data sets, identifies issues in statistical models, and helps effectively communicate results. This course will focus on all of these aspects, starting with exploratory and evaluative techniques and progressing to creating professional, publication-quality visualizations. The classroom experience will alternate between discussion of best practices and case studies and hands-on learning of industry-standard visualization programming libraries, and culminate with a comprehensive visualization project.

Prerequisites: CSC170 or CSC171QR.

CSC 311 - Digital Forensics

(4 credits; alternate years, consult department) This course introduces the topic of digital investigation. This will apply basic principles of forensic science for collecting and examining digital evidence as well as topics from information technology to aid in collecting digital evidence. Various tools and techniques used to complete a forensic investigation involving a computer will be used. The ethical and legal aspects of collecting digital evidence will also be examined.

Prerequisite: CSC172WI

CSC 321 - Principles of Software Engineering

(4 credits; alternate years, consult department) Software engineering is the process used to gather requirements for a software solution from a user and develop a piece of software to meet the needs of that user. Several things usually contribute to a successful project including proper version control, requirements gathering, software design, software lifecycles, code reviews as well as testing and maintenance of the software. This course will cover those topics and ask students to work on a team to create a large software project to demonstrate mastery of the topics covered in class.

Prerequisite: CSC172WI.

CSC 331 - Cybersecurity

(4 credits; alternate years, consult department) This course will introduce the topic of computer security. Topics covered will include user authentication and access control, malicious software, firewalls, intrusion detection, buffer overflows, and website security. The human aspects of security including legal and ethical concerns will also be examined.

Prerequisite: CSC172WI.

CSC 341 - Data Mining and Machine Learning

(4 credits; alternate years, consult department) Data mining is the practice of analyzing large data sets using automated computational methods to discover patterns and generate knowledge that would not be detected by human inspection alone. Machine learning is the use of algorithms and statistical models to analyze and draw inferences from the patterns found in large data sets. Other closely related terms include artificial intelligence, statistical learning, data science, and predictive data analytics. This course will present the basic theories and foundational mathematics behind machine learning. Students will implement these concepts using an appropriate programming language and develop their own machine learning project. Specific attention will be

paid to the ethical and social issues arising from the use of this technology.

Prerequisite: CSC172WI.

CSC 351 - Data Structures

(4 credits; alternate years, consult department) This course deals with data structures and their algorithms. Emphasis is given to good data abstraction and efficiency. The data structures covered include arrays, linked lists, trees, graphs and strings. Other topics covered may include design patterns, analysis of algorithms, and complexity classes. Programming is done in an object-oriented language.

Prerequisite: CSC172WI.

CSC 361 - Networking

(4 credits; alternate years, consult department) This course introduces the student to the field of computer networking. Students will develop an understanding of the general principles of computer communication as they are worked out in an appropriate protocol suite. Specific attention will be paid to principles of architecture, layering, multiplexing, addressing and address mapping, routing and naming. Problems considered include the writing of network software, the physical construction of networks, the Internet and its future development, and network security.

Prerequisite: CSC172WI.

CSC 371 - Concurrency and Parallelism

(4 credits; alternate years, consult department) Modern computing architectures utilize multiple processing cores to improve performance by executing multiple commands concurrently. IN order to effectively take advantage of this paradigm shift, programmers must adapt their thinking, algorithm design, and coding practices. This class will cover the basic principles of parallel algorithms, the analysis of parallel and sequential algorithm efficiency, testing and debugging techniques, and development tools for parallel programs. Mutlicore desktop processors, massively parallel GPUs, and cloud computing architectures will be considered.

Prerequisite: CSC172WI.

CSC 381 - Programming Languages

(4 credits; alternate years, consult department) This course discusses programming languages from a general viewpoint-what are the properties of all successful programming languages? Also discussed are various programming paradigms: iterative programming, object-oriented programming, functional programming, logic programming, concurrent programming, etc. Programming may be done all in one language (emulate other paradigms), in a few select languages (one for each paradigm), or in a large variety of languages.

Prerequisites: CSC270 and 351.

CSC 398 - Directed Study

CSC 417 - Internship

(2 credits may apply toward the major)

CSC 420 - Special Topics

(3 or 4 credits; alternate years, consult department) This course is for upper-level computer science majors to cover current topics in computer science. Possible topics for this course include computer graphics, compiler construction, parallel processing, high-performance computing, and artificial intelligence.

Prerequisite: junior or senior class standing or permission of instructor.

CSC 480SR - Computing: Practice and Philosophy

(4 credits) This course will give students a chance to reflect on their experiences at Northwestern as members of the computer science department while prompting them to thoughtfully consider their future careers. Time will be spent considering how past courses have shaped their faith as well as their programming abilities. We will discuss the role of technology as redemptive work and will attempt to articulate when it is and is not a vehicle for positive change. We will also spend time looking at some of the advantages and pitfalls that exist for professionals in the technology sector. Finally, students will be required to complete, either individually or as a team, a large project to add to their portfolios and give them industry-like experience.

Prerequisites: Senior status, CSC172WI

ECE 220 - Positive Supports and Professional Beginnings

(3 credits) In this introductory course, students will produce a professional portfolio as a system used for documenting and tracking student mastery of program competencies through the continued completion of the required courses in the BAEC majors. The portfolio will address professional standards, ethical standards, clinical expectations and a faith reflection. This course also highlights evidence-based strategies for promoting social and emotional development, development of classroom management systems, and the prevention and reduction of challenging behaviors in preschool and early elementary-aged

children.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 228 - Young Children's Literature and Literacy

(3 credits) This course supports literacy, language, reading, and early childhood preservice educators in developing a deep and comprehensive understanding of literacy development. Course emphasis will be placed on learners at various stages of literacy development, how the brain learns to read, theoretical frameworks and models, and the language processing requirements for proficient reading and writing. This course provides an introduction to the criteria and selection and curriculum integration of children's literature for infants, toddlers, preschool and early elementary-aged children.

Note: Five clinical hours in a reading setting working with children of your choice are required for this course.

ECE 305 - Child Observation and Assessment

(3 credits) In this course, participants will learn how to implement a system of ongoing child assessment that is systematic, comprehensive and feasible in order to make sure that children make the progress necessary to be ready for kindergarten. Participants will first understand the importance of and strategies for planning and preparing for an effective system of ongoing child assessment. Participants will learn about and practice using four methods of effective ongoing assessment to inform their teaching and improve children's learning. This course will also provide information and implementation opportunities for individualizing ongoing assessment strategies for children who are dual language learners and children with special needs.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 310 - Resilience and Wellness

(3 credits) The purpose of this course is to teach you how to be a resilient educator. Resilience is the ability to survive and thrive. It is not only about your ability to positively adapt in the face of adverse or challenging circumstances (that is, survive), but it is also about learning the positive skills, strategies, and routines that enable you to live a happy, fulfilling, and successful life (in other words, thrive). This course will help give you the permission to take care of yourself in order to optimize your effectiveness as an early childhood educator. This captures the notion of teaching from the inside out - a phrase that highlights the importance of promoting core resilience skills, strategies, and routines among early childhood educators. In turn, resilient educators are more capable of creating and maintaining nurturing, supportive, and effective learning environments while optimizing their own well-being and love of the profession.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 315 - Culturally Thriving & Socially Just Early Childhood Education

(3 credits) Candidates will explore the concept of multicultural education; reflect on individual, collective, and institutional biases, prejudices, and systematic oppression; and critically apply culturally responsive instructional practices in a manner that promotes academic achievement, emotional wellness, and healthy identity development within young children. Candidates will engage in experiential learning activities in which they will review, reflect, and respond to matters of culture, equity, and race in early learning settings.

ECE 323 - Methods of Early Numeracy

(3 credits) Candidates will learn how to support children's numeracy learning by developing ageappropriate content, numeracy-rich environments, technology, and scaffolded learning experiences. Additionally, participants will develop learning experiences that incorporate classification, data analysis, spatial sense, measurement, number and operations, patterns and relationships, and estimation. Emphasis will be on developing an integrated math curriculum which includes play-based learning and child-centered choices. (10 hour practicum)

Prerequisite: Admission into the teacher education program.

ECE 325 - Positive Behavior Support for Young Children II

(3 credits) This course utilizes evidence-based strategies for promoting social and emotional development and preventing and addressing challenging behaviors in a preschool-aged children. Through course readings, discussions, activities, and related experiences, participants will learn about a variety of these research-based practices.

Prerequisite: ECE320.

ECE 326 - Methods of Teaching Reading & Language Arts for Young Children

(3 credits) A foundational course for the teaching of reading at the pre-primary and primary school levels. Candidates will understand and utilize materials, lesson design, methods, technology, assessment, and procedures to teach reading and language arts. Emphasis will be on lesson plan development, methodologies, and assessment for instruction in the areas of early childhood reading and language arts. Additionally, candidates will explore various educational psychology paradigms; this course emphasizes the use of learning principles related to creating and adapting instruction. The importance of aligning learning objectives and creating valid assessments will also be discussed. To inform future planning, candidates will learn how to systematically monitor and evaluate progress. Developmentally appropriate practice and interdisciplinary instruction will be

explored. (10 hour practicum)

Prerequisite: Admission into the teacher education program.

ECE 328 - STEM Methods for Young Children

(3 credits) This course integrates science, technology, engineering, and math (STEM) concepts, strategies, learning experiences, and instruction for young children, with a focus on activating children's innate curiosity, modeling habits of the mind, and fostering students' belief in their ability to learn. Students will explore creative problem-solving, inquiry based learning, and critical thinking. The course will focus on curriculum, instruction and assessment that are developmentally appropriate for young children. (10 hour practicum)

Prerequisite: Admission into the teacher education program.

ECE 329 - Methods for Teaching Social Sciences to Young Children

(3 credits) This course focuses on the methodologies for teaching young children's social studies, including the relevance of history and geography, the study of people, and children's roles as world citizens. Based on research and current pedagogy, candidates will devise developmentally appropriate learning experiences, technology, and assessments for young children. This class emphasizes the knowledge and skills children require as they identify and solve problems, perceive diversity and inequality, and promote positive relationships. (10 hour practicum)

Prerequisite: Admission into the teacher education program.

ECE 330 - Supporting Language and Literacy Development in Preschool

(3 credits) This course is designed with two key learning objectives in mind. First, this course will increase learners' knowledge about how children's language and literacy skills develop between ages 3 to 5 and the ways in which these skills lay a foundation for later reading success. Second, learners will be introduced to key practices that promote explicit and systematic instruction. Learners will also participate in field-based assignments where they apply this learning in their own settings.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 340 - Highly Individualized Teaching & Learning in Early Childhood

(3 credits) This course covers evidence-based research and practices for fostering the social emotional, cognitive, and motor development of young children with varying needs and abilities in inclusive settings. Students learn to individualize instructional strategies, design learning environments with appropriate accommodations and adaptations, and understand IEPs and IFSPs.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 345 - Cognition & General Knowledge - Math, Science, and Logic & Reasoning

(3 credits) Candidates will increase their knowledge of and ability to implement instructional strategies aimed at promoting the following: (a) cognition skills including reasoning and problem-solving, and symbolic representation; (b) mathematical skills in specific domains including number and operations, geometry, and measurement, and data; and (c) science knowledge (understanding of core ideas and science concepts in life, physical and earth sciences) as well as key science skills or practices (such as observing and asking questions, planning and conducting investigations, collecting data and constructing explanations, and reporting and reflecting on findings). The course is designed to increase participant's knowledge of, and ability to implement, high-quality strategies that support children's learning in developmentally appropriate ways.

ECE 400 - Supporting Dual Language Learners

(3 credits) This course focuses on the language, reading, writing, and communication development of children who are dual language learners (DLLs), ages birth-to-five years. Connections are made between assessment and instruction that promote early language and literacy learning for children who are DLLs. Emphasis throughout the course is placed on fostering language and literacy learning by building on the family and community connections of young children who are DLLs.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 420 - Engaging Interactions and Environments

(3 credits) This course will increase learners' skill in creating effective classroom environments and interactions by providing rich opportunities to learn about and see examples from other classrooms. Learners will also complete field-based assignments where they apply this learning in their own settings and receive feedback focused on ensuring they can enact the practices they are learning about.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 425WI - Children's Health and Well Being

(3 credits) (Writing intensive) This course explores topics related to health and well-being and focuses on teaching practices, classroom activities, partnerships with families, and program policies to ensure that all children are healthy and ready to learn.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 430 - Learning with Digital Media in Early Childhood

(3 credits) Although infants and very young children do not learn from digital media such as television and media, there is evidence that preschool-aged children can. Young children can learn basic literacy skills, mathematics skills, and develop interest in science from engaging with digital media. Instructional practices can enhance learning from media. Specifically, young children's learning is enhanced when adults co-view or co-engage with young children in ways that foster sustained attention to aspects of media that are intended to promote learning.

Prerequisite: Admission into the Bachelor of Arts in Early Childhood program.

ECE 450SR - The Early Childhood Professional Portfolio

(3 credits) In this course, students will produce a professional portfolio, a culmination of the knowledge from the required ECE courses in the BAEC major. The portfolio will address professional standards, ethical standards, and a faith reflection.

Prerequisites: ECE305, ECE310, ECE320, ECE325, ECE330, ECE340, ECE400, ECE420, ECE425 and ECE430.

ECO 101SS - Everyday Economics

(4 credits) (NWCORE option under Self and Society) What is the economy? What drives the boom and bust of the market? Why do people choose what they choose? How should I think about money? What is the role of our government? How do I view inequality? Every decision we make and everything we see in the modern society has something to do with economics. In this course, we will cover the ABC's of micro and macroeconomics that are most relevant to our everyday life. We will also learn a brief history of economic thought, and build our foundation on the Christian principles.

Note: The course is not intended for business or economics majors.

ECO 213 - Principles of Microeconomics

(4 credits) Microeconomics deals with price determination and how the price system functions. Supply and demand, output, competition, monopoly, resource pricing, international trade and finance will be studied.

ECO 214 - Principles of Macroeconomics

(4 credits) Macroeconomics concerns itself with economic aggregates such as inflation, unemployment, recessions, national debt, and income inequality. Macroeconomic models will be introduced. These models will be used to understand the application of monetary and fiscal policy.

ECO 301 - Money and Banking

(4 credits) This course is designed to increase understanding of how banks and the banking system fit into the entire economic system. The functions of money, the federal reserve system, monetary theory, inflation and the international financial system will be taught.

Prerequisites: ECO213 and 214.

ECO 305 - Current Economic Problems

(3 credits; non-yearly, consult department) This is an upper-level discussion course designed to require students to apply economic principles and policies to issues confronting economists in business and government. Both micro and macro concepts are explored. Controversial issues to be confronted include the extent of government involvement in the economy, energy, employment, inflation, deficits and world trade.

Prerequisites: ECO213 and 214.

ECO 314 - Intermediate Macroeconomics

(4 credits; alternate years, consult department) Builds on the concepts of inflation, unemployment and economic growth learned in principles level macroeconomics. Introduces models with which the student will become more proficient in understanding how the economy works.

Prerequisite: ECO214 and MAT111QR or 112QR.

ECO 315 - Intermediate Microeconomics

(4 credits; alternate years, consult department) This course will examine economic theory and methodology with emphasis on the principles of price determination, consumer behavior, market equilibrium, optimality of resource allocation, production and costs, comparison of market structures, and the behavior of firms in nonperfect competition.

Prerequisite: ECO213 and MAT111QR or 112QR.

ECO 333 - International Economics

(4 credits) This course is a study of the theory and practice of international trade, international economic and monetary activity, balance of trade international payment mechanisms, exchange rate systems, functions of the International Monetary Fund, and the World Bank.

Prerequisites: ECO213 and 214.

ECO 375x - Econometrics with Regression Analysis

(4 credits) This course, which is required for finance, economics, and actuarial science majors, is designed to introduce students to the fundamentals of econometric analysis. To this end, the primary focus is on simple and multiple linear regressions using cross-sectional data and time series regressions. We will also discuss highly useful extensions including regression with binary dependent variables, and regression analysis using panel data if time. The course will put a heavy emphasis on empirical applications, econometric theory will be discussed where necessary but will not be the central focus. Instead, we focus on estimating regression models using statistical packages such as R, SPSS, or Stata, and on interpreting the results. Both estimation and interpretation are highly marketable skills. The coverage of this course will be sufficient for SVEE Applied Statistics (SOA) and useful for CFA exams. More broadly, what you learn from this course will be valuable for a career in consulting, banking, insurance, and other related fields.

Prerequisites: C- or better in MAT112QR and MAT116QR or MAT117QR.

Cross-Referenced: Cross-referenced in mathematics.

ECO 390 - Game Theory

(4 credits; non-yearly, consult department) This course is an introduction to and survey of the theory of games (multiperson decision theory) and its applications, primarily in economics. The Nash equilibrium concept will be carefully developed to provide a basis for analyzing various forms of strategic interaction. Areas of application will include oligopolistic markets, common resource markets, stock market microstructure and corporate takeovers. In addition to economic applications, we will use game theory to explore selected political, social and religious issues.

Prerequisites: MAT111QR or 112QR, or permission of instructor.

ECO 398 - Directed Study

ECO 417 - Internship

ECO 430 - Managerial Economics

(4 credits) Success in business depends on the positioning of the firm and the management of its resources. Through the lens of economics, students will learn to think systematically and strategically about critical management issues concerning consumer demand, costs, pricing, market competition, and organizational incentives. This course is an advanced economics course focusing on economic reasoning and decision-making in everyday life of a manager or an entrepreneur. Emphasis will be placed on case studies and quantitative data analysis.

Prerequisites: ECO213 and MAT116QR or MAT117QR.

EDU 102 - Foundations of Education

(2 credits) This course provides philosophical, historical, social and economical foundational background for students considering the teaching profession.

Note: This course includes a field experience. Students must earn a C- or better in order to fulfill program requirements for elementary licensure.

EDU 125 - Foundations of Literacy

(2 credits) This course supports literacy, language, reading, and elementary preservice educators in developing a deep and comprehensive understanding of literacy development. Course emphasis will be placed on learners at various stages of literacy development, how the brain learns to read, theoretical frameworks and models, and the language processing requirements for proficient reading and writing.

EDU 202 - Early Field Experience: Elementary Education

(1 credit) This course requires 30 clock-hours of field experience with a certified teacher in an area school.

Note: Graded on a pass/no pass basis.

Prerequisite: EDU102.

EDU 203 - Early Field Experience: Middle School

(1 credit) This course requires 30 clock-hours of field experience with a certified teacher in an area middle school.

Note: Graded on a pass/no pass basis.

Prerequisite: EDU102

EDU 205 - Directed Field Experience

(1 credit) This elective class requires 30 clock-hours of field experience with a certified teacher in an area school. The candidate will be required to teach four lessons and debrief/reflect on those experiences.

Note: Graded on a pass/no pass basis.

Prerequisite: EDU202 and recommendation by the department chair.

EDU 206 - Survey of Exceptional Individuals

(3 credits) This course provides an overview of the history of special education up to and including present day trends and practices in education students with exceptionalities. Various areas of exceptionality are explored, including ways to support students with diverse learning and behavioral needs in inclusionary environments.

Note: This course includes a field experience. Students must earn a C- or better in order to fulfill program requirements for elementary licensure.

EDU 209 - Early Field Experience: Secondary Education

(1 credit) This course requires 30 clock-hours of field experience with a certified teacher in an area school.

Note: Graded on a pass/no pass basis.

Prerequisite: EDU102

EDU 226 - Encoding & Decoding in Early Literacy

(2 credits) This course provides opportunities for literacy, language, reading, and elementary preservice educators to practice, apply and gain competency in teaching phonological literacy skills including: phonemic awareness concepts, phoneme & grapheme mapping, and phonics & orthography approaches in teaching learners writing and reading.

EDU 227 - Instructional Technology

(2 credits) This course enables students to develop proficiency with a variety of technologies available for classroom instruction. It also provides insights and tools that would apply to 1:1 classrooms, flipped classrooms and online learning. Most of the coursework is based as students demonstrate basic working knowledge of various tools and equipment.

EDU 228 - Children's Literature and Literacy

(2 credits) This course supports literacy, language, reading, and elementary preservice educators in developing a deep and comprehensive understanding of literacy development. Course emphasis will be placed on learners at various stages of literacy development, how the brain learns to read, theoretical frameworks and models, and the language processing requirements for proficient reading and writing. This course provides an introduction to the criteria and selection and curriculum integration of children's literature for elementary-aged children.

Note: This course includes field experience.

EDU 229 - Introduction to Early Childhood

(3 credits; alternate years, consult department) This course examines both the typical and atypical growth and development of children ages birth through grade three in the areas of cognition, language development, physical motor, social-emotional, mental health and adaptive behavior. Candidates will learn how these areas impact development and learning in the first years of life and will use this knowledge to plan, develop, implement and evaluate integrated learning experiences from home, center and school environments based on knowledge of the child, the family, and the community. Candidates will also use relevant national and state professional standards for designing content and informing and improving practices for children and their families.

Note: This course includes field experience.

EDU 230 - Organization and Administration of Early Childhood Programs

(3 credits; alternate years, consult department) This course examines the principles of administration and operation of programs for children ages birth through grade three and their families, including program development, supervision, staff evaluation, and continuing improvement of programs and services. Candidates will understand the significance of lifelong learning by participating in professional activities relevant to early childhood education, special education and early intervention. Candidates are required to complete pre-student teaching experiences in at least three settings that offer early childhood education.

Note: This course includes field experience.

EDU 235 - Characteristics of Learners with Mild and Moderate Disabilities

(3 credits) This course will include various causes of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming.

Prerequisite: EDU206.

EDU 240 - Integrating the Arts for the Elementary Classroom Teacher

(3 credits) This course is designed to provide basic skills for integrating music, theatre, art and physical education in the elementary school classroom, as well as strategies for cooperative opportunities with specialized teachers. We will concentrate on effective teaching strategies, which include planning, implementing and evaluating the teaching process. Course content will include practicing teaching techniques and learning pedagogy related to the integration of these specials in the elementary classroom.

EDU 243WI - Diagnosis and Correction of Reading Problems

(3 credits) (Writing intensive) Diagnosis and Correction of Reading Problems focuses both on the role of formative and summative assessment in the teaching of reading. In addition, significant attention is paid to the identification and remediation of reading problems including dyslexia. Students will study the design, development, implementation and evaluation of remediation for students with reading problems, including diagnostic and prescriptive procedures for individuals and groups of students. Students will be required to write and revise their work for professional audiences. Formal and informal assessment procedures will be examined. Writing is a significant part of each assignment. Students will be expected to complete the Dyslexia Overview module offered through the Iowa Reading Research Center during this course.

Note: This course includes a field experience.

EDU 247 - Reading in the Content Area

(2 credits) This course addresses skills necessary in teaching students to read in social studies, math, science, and other content areas. This course offers strategies for vocabulary, comprehension, study skills, writing, assessment, and more.

Prerequisite: EDU102.

EDU 300 - Characteristics of Young Children with Diverse Needs

(3 credits; alternate years, consult department) This course will examine the nature of child growth and development for children ages birth through grade three in areas of language development, social-emotional, aesthetics, cognition and adaptive behavior and how these impact development in the first years of life. Candidates will demonstrate a range of appropriate assessment and evaluation strategies to support the strengths, interests and needs of students with a range of abilities and disabilities. Candidates are required to complete a pre-student teaching experience working in at least three settings that offer early childhood education and with students that reflect diverse family systems and other differentiating factors, like urban/rural, socioeconomic status, and cultural/linguistic diversity.

Note: This course includes field experience.

EDU 300A - Characteristics of Young Children with Diverse Needs

(3 credits, for non-traditional students) This course will examine the nature of child growth and development for children ages birth through grade three in the areas of language development, social-emotional, aesthetics, cognition and adaptive behavior and how these impact development in the first years of life. Candidates will demonstrate a range of appropriate assessment and evaluation strategies to support the strengths, interests and needs of students with a range of abilities and disabilities. Candidates are required to complete a pre-student teaching experience working in at least three settings that offer early childhood education and with students that reflect diverse family systems and other differentiating factors, like urban/rural, socioeconomic status, and cultural/linguistic diversity.

Note: This course includes field experience.

EDU 301 - Methods for Working with Young Children with Diverse Needs

(3 credits) This course examines the central concepts, structures and tools used to develop meaningful learning progressions for all learners, individuals with exceptionalities ages birth through grade three and students with dyslexia. Candidates will develop, implement and evaluate individualized plans (IFSPs and IEPs) and utilize a range of appropriate assessment and evaluation tools and strategies to support individual learners. strengths, interests and needs. Specific assessments (screening, progress-monitoring, diagnostic, formative and summative) will be applied related to the literacy skills of phonemic awareness, decoding, oral reading proficiency, spelling, comprehension, and writing. By the end of the course, candidates will be able to design curricula, assessments and intervention strategies that align with learner and program goals as required by a Multi-Tiered System of Support (MTSS) framework. Candidates will also understand the role of families in the assessment process and assist them in identifying resources, priorities and concerns in relation to the child's development.

Note: This course includes field experience.

Prerequisite: EDU300 and Admission into the teacher education program.

EDU 304 - Educational Psychology

(2 credits) The application of psychological principles to the learner, the learning process and the learning situation. This course not only explores learning theories that impact education today, but also has an emphasis on developing appropriate motivation techniques, creating developmentally appropriate and productive learning environments, developing classroom management, as well as developing authentic and appropriate evaluation and assessment.

Prerequisites: EDU102 and PSY221SS or 224.

EDU 307WI - General Methods in Secondary Education

(3 credits) (Writing intensive) The principles and methods of teaching at the secondary level, including lesson plans, teaching skills, reading in the content area, classroom management, evaluation and school law.

Note: This course includes field experience. Students must earn a "C" or better in this course in order to fulfill program

requirements for secondary licensure.

Prerequisite: sophomore class standing and admission to the teacher education program.

EDU 308 - Special Methods in Major

(2 credits, alternate years, consult department) A study of the content, techniques, and materials in the student's major field needed to qualify for secondary teacher certification. Biology, chemistry and natural science majors see course offering under NSC308. Economics, history, political science, social science and sociology majors see course offering under SSC308.

Kinesiology majors see course offering under KIN318. All other majors see course offering, number 308, under your major department.

Note: Students must earn a "C" or better in the special methods course in order to fulfill program requirements for secondary licensure.

EDU 309 - Transition for Students with Disabilities

(2 credits, alternate years, consult department) The purpose of this course is to provide an introduction and overview of programs and services for youth with disabilities that focus on post school outcomes including employment, personal and social skills development, post-secondary education, and community living. The focus is on techniques, resources, and models at all levels of service delivery. Transition planning (e.g., self-determination, education/training, family involvement, full participation in the community, etc.) will be highlighted.

Prerequisites: EDU206 and 235.

EDU 312 - Middle School Methods and Curriculum

(3 credits, alternate years, consult department) This course focuses on the philosophy of the middle school, organization of the curriculum, effective teaching strategies, and assessment. This course includes a 5 hour field experience.

Prerequisite: junior class standing.

EDU 314 - Working with Parents

(2 credits; alternate years, consult department) This course examines the theories and knowledge of dynamic roles and relationships within and between families, schools and communities and how they can influence and support learning. Candidates will engage in intentional practices that value diversity and demonstrate understanding in how language, culture and family background can impact development. In addition, candidates will also learn to recognize how children are best understood in the context of family and how linguistic diversity, biological and environmental factors, and family strengths can influence development and learning at all stages of life.

Prerequisite: EDU206.

EDU 314A - Working with Parents

(2 credits, for non-traditional students) This course examines the theories and knowledge of dynamic roles and relationships within and between families, schools and communities and how they can influence and support learning. Candidates will engage in intentional practices that value diversity and demonstrate understanding in how language, culture and family background can impact development. In addition, candidates will also learn to recognize how children are best understood in the context of family and how linguistic diversity, biological and environmental factors, and family strengths can influence development and learning at all stages of life.

EDU 315 - Behavior Management and Classroom Instruction

(2 credits) This course is designed to provide an overview of various models for classroom and behavior management. The course will emphasize both theoretical and practical dimensions of behavior and social concerns.

Note: This course includes a 10 hour field experience.

Prerequisite: EDU206.

EDU 317 - Collaborative Partnerships with Parents and the Community

(3 credits; alternate years, consult department) This course examines how successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies. Candidates will understand the theories and dynamic roles within and between families, schools, and communities and how to create a community of support for children and families through interagency collaboration. Candidates will learn how to collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice and to advocate for developmentally and individually appropriate practice. Utilizing collaborative partnerships, candidates will learn how to create safe, inclusive, culturally responsive learning environments that engage learners in meaningful activities and interactions. Candidates will engage in intentional practices that value diversity and demonstrate understanding in how language, culture, and family background can impact development. In addition, candidates will learn to recognize how children are best understood in the context of family and how linguistic diversity, biological and environmental factors, and family strengths can influence development and learning at all states of life.

EDU 318 - Diagnostic Assessment, Teaching and Evaluation of Special Education

Students

(3 credits, alternate years, consult department) A study in the purposes, procedures and issues related to screening, testing and evaluation of special needs students. The course will include a study of diagnostic instruments used by the profession.

Prerequisite: EDU206.

EDU 319 - Communication and Collaborative Partnerships for Special Educators

(2 credits; alternate years, consult department) This course examines how successful early childhood education depends upon reciprocal and respectful partnerships with families, communities and agencies. Candidates will understand the dynamic roles within and between families, schools and communities and how to create a community of support for children and families through interagency collaboration. Candidates will learn how to collaborate with supervisors, mentors and colleagues to enhance professional growth within and across disciplines to inform practice and to advocate for developmentally and individually appropriate practice. Utilizing collaborative partnerships, candidates will learn how to create safe, inclusive, culturally responsive learning environments that engage learners in meaningful activities and interactions.

Prerequisite: EDU206.

EDU 319A - Communication and Collaborative Partnerships for Special Educators

(2 credits, for non-traditional students) This course examines how successful early childhood education depends upon reciprocal and respectful partnerships with families, communities and agencies. Candidates will understand the dynamic roles within and between families, schools and communities and how to create a community of support for children and families through interagency collaboration. Candidates will learn how to collaborate with supervisors, mentors and colleagues to enhance professional growth within and across disciplines to inform practice and to advocate for developmentally and individually appropriate practice. Utilizing collaborative partnerships, candidates will learn how to create safe, inclusive, culturally responsive learning environments that engage learners in meaningful activities and interactions.

EDU 323 - Teaching Mathematics

(3 credits) A foundational course for the teaching of mathematics at the elementary and middle school levels. Candidates will understand and utilize materials, lesson design, methods and procedures to teach basic math properties, functions and formulas. Note: This course includes a field experience. Students must earn a "C" or better to fulfill program requirements for elementary licensure.

Prerequisite: Admission to the Teacher Education Program.

EDU 326 - Teaching Reading and Language Arts

(3 credits) A foundational course for the teaching of language arts at the elementary and middle school levels. Candidates will understand and utilize materials, lesson design, methods and procedures to teach reading, writing, spelling, handwriting and grammar.

Note: This course includes a field experience. Students must earn a "C" or better in order to fulfill program requirements for elementary licensure.

Prerequisite: EDU206.

EDU 327 - Classroom Management for Secondary Teachers

(1 credit) The objective of this course is to teach students effective strategies for organizing and managing an effective classroom. Included in this course are guidelines for organizing your classroom and materials, choosing rules and procedures, maintaining appropriate student behaviors, managing student work and planning and conducting instruction. Students will interview classroom teachers to discover management strategies that have worked effectively for them.

EDU 328 - Teaching Science in the Elementary Classroom

(2 credits) A foundational course for the teaching of science at the elementary and middle school levels. Candidates will understand and utilize materials, lesson design, methods and procedures to teach earth and space science.

Note: Candidates must earn a "C" or better to fulfill program requirements for elementary licensure.

Prerequisites: Admission to the Teacher Education Program.

EDU 329 - Teaching Social Studies in the Elementary Classroom

(2 credits) A foundational course for teaching social studies at the elementary and middle school levels. Candidates will understand and utilize materials, lesson design, methods and procedures to teach economics and civic literacy.

Note: This course includes a field experience. Students must earn a "C" or better in order to fulfill program requirements for elementary licensure.

Prerequisite: Admission to the Teacher Education Program.

EDU 334 - Advanced Field Experience for Elementary

(1 credit) This course requires 30 clock hours of field experience with a certified Elementary Education teacher in the general education classroom for practice teaching the subject areas of mathematics, science and social studies in grades K-8.

Prerequisite: EDU202

EDU 337 - Methods and Strategies for Learners of Mild/Moderate Disabilities

(4 credits, alternate years, consult department) This course is designed to prepare pre-service teachers to develop and implement specially designed instruction as well as appropriate accommodations and modifications to address students' exceptional learning needs at the elementary and secondary levels. Pre-service teachers will also learn how to select and implement curricula materials; identify technology and assistive technology that aligns with student needs; and develop and refine skills in IEP writing.

Note: This course includes a clinical experience.

Prerequisites: EDU206 and 235.

EDU 338 - Methods & Strategies of Learners with Learning Disabilities/Behavior

Disorders

(2 credits) This course is designed to prepare pre-service teachers to adapt and implement age-appropriate curriculum and instruction for students with LD/BD in the general education setting and other educational environments. Instruction will also focus on various ways to assess behaviors, plan and implement positive behavior interventions for elementary and secondary (5-12) LD/BD.

Note: This course includes a clinical/practicum experience.

Prerequisites: EDU206 and EDU235.

EDU 339 - Methods & Strategies of Learners with Intellectual Disabilities

(2 credits) This course is designed to prepare pre-service teachers to adapt and implement age-appropriate curriculum and instruction for students with ID in the general education setting and other educational environments. Instruction will also focus on accommodations and modifications, assistive technology, functional and adaptive skills, methods and strategies, and integration of related services for elementary and secondary (5-12) students with intellectual disabilities.

Note: This course includes a clinical/practicum experience.

Prerequisites: EDU206 and EDU235.

EDU 340CC - Human Relations

(3 credits) This course addresses major issues and concepts associated with living in a culturally diverse society and/or teaching in culturally diverse settings. Students will consider ways in which ethnicity, gender/sexuality, social class, and religion intersect and influence beliefs and behaviors.

Note: This course includes field experience.

EDU 345 - Language Learning and Reading Disabilities

(3 credits) This course focuses on learning oral language and the implications that has for learning written language. A major part of the course is devoted to designing effective remedial education programs for Title I and special education. Special attention is paid to early intervention programs. This is an upper level course, designed for students completing reading and special education endorsements.

Note: This course includes field experience.

Prerequisites: EDU243WI and EDU326.

EDU 352 - Literacy Field Experience

(1 credit) This course requires 30 clock hours of supervised field experience with a certified teacher in the area of reading grades K-8. Students will complete a reading case study as part of this field experience.

Note: Graded on a pass/no pass basis.

Prerequisite: EDU243WI.

EDU 398 - Directed Study

EDU 406 - Student Teaching in Reading

(1-6 credits) This experience will include the observation, engagement and instruction of an elementary or secondary classroom for 4-6 weeks while under the supervision of a licensed, certified reading teacher. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing

grade for student teaching does not guarantee licensure recommendation from department.

Prerequisites: EDU343WI and EDU347.

EDU 407 - Early Childhood Student Teaching

(1-6 credits) This experience will include the observation, engagement and instruction in both pre-kindergarten and kindergarten classrooms for 4 weeks while under the supervision of a licensed, qualified teacher. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the elementary education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

Prerequisites: EDU229 and EDU230, and KIN104 or current first aid and infant child CPR certification.

EDU 408 - Paraprofessional Practicum

(4-8 credits) This experience will include the observation, engagement and instruction of an elementary classroom for 4-16 weeks while under the supervision of a licensed, qualified teacher. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assess throughout the elementary education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards completing the elementary education major, but candidate will not be recommended for teacher licensure.

EDU 409SR - Philosophy of Education

(2 credits) The liberally educated Christian teacher is the knowledgeable servant of God and society and this course examines the reasoning behind policies and methods of teaching, learning and schooling. Various schools of thought are discussed, including a distinctively Christian perspective, to prepare students to serve as professional teachers. This course is the NWCORE course for education students.

Note: Advised to be taken the term before student teaching.

EDU 410 - TESL Student Teaching

(1-4 credits) This experience will include the observation, engagement and instruction of a K-12 classroom for 4 weeks while under the supervision of a licensed, qualified teacher. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the ESL program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 411 - Student Teaching in the Middle School

(4-8 credits) This experience will include the observation, engagement and instruction of a middle school classroom (grades 6th-8th) for 4-8 weeks while under the supervision of a licensed, qualified teacher. Exact number of weeks/credits required will be determined by student teacher coordinator and department chair. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 413 - Elementary Student Teaching

(4-16 credits) This experience will include the observation, engagement and instruction of an elementary classroom for 4-16 weeks while under the supervision of a licensed, qualified teacher. Exact number of weeks/credits required will be determined by student teacher coordinator and department chair. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the elementary education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 415 - Secondary Student Teaching

(4-16 credits) This experience will include the observation, engagement and instruction of a secondary classroom for 4-16 weeks while under the supervision of a licensed, qualified teacher. Exact number of weeks/credits required will be determined by student teacher coordinator and department chair. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the secondary education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 416 - Vertical Student Teaching

(4-16 credits) This experience will include the observation, engagement and instruction of a K-12 classroom in art, music, kinesiology or Spanish for 4-16 weeks while under the supervision of a licensed, qualified teacher. Exact number of weeks/credits required will be determined by student teacher coordinator and department chair. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 417 - Internship

(2-12 credits) Prerequisite: Permission of the education department chair.

EDU 426 - Elementary Special Education Student Teaching

(4-8 credits) This experience will include the observation, engagement and instruction of an elementary special education classroom for 4-8 weeks while under the supervision of a licensed, qualified teacher. Exact number of weeks/credits required will be determined by student teacher coordinator and department chair. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 428 - Secondary Special Education Student Teaching

(4-8 credits) This experience will include the observation, engagement and instruction of a secondary special education classroom for 4-8 weeks while under the supervision of a licensed, qualified teacher. Exact number of weeks/credits required will be determined by student teacher coordinator and department chair. Candidates will draw from and develop the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the education program. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis. Successful completion of student teaching is a necessary step towards licensure; a passing grade for student teaching does not guarantee licensure recommendation from department.

EDU 429 - Birth through Grade Three Inclusive Settings Student Teaching

(4-8 credits) This experience will include the observation, engagement and instruction of a multi-categorical elementary resource program for children from birth to grade three while under the supervision of a licensed, qualified teacher. During this practicum, candidates are required to complete supervised student teaching experience in two different settings, which can include registered child development homes, home visiting programs, state-accredited child care centers, or classrooms that include both children with and without disabilities in two of three age levels: infant and toddler, preprimary and primary. Using the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the education program, candidates will be able to schedule, evaluate, collaborate, write IEPs and IFSPs, and develop strategies to address special needs of children. Candidates are expected to model "Teacher as Servant" throughout the experience by serving God and society in diverse classroom settings.

Note: Graded on a pass/no pass basis.

Prerequisite: KIN104 or current first aid and infant child CPR certification.

ELEC 300 - Analysis and Design of Linear Circuits

(3 credits) Continuation of ENGR 300 Electric Circuits and Instrumentation with emphasis on frequency response analysis and design of linear circuits. Operational amplifiers, RLC circuits, transformers, circuit analysis with Laplace transforms, and filter

analysis and design are among the topics covered. Includes the use of software for circuit analysis.

Prerequisite: ENGR300

ELEC 400 - Electromagnetic Field and Waves

(3 credits) This course covers the fundamentals and engineering applications of electromagnetic waves and fields. Vector analysis, transmission lines, static electric and magnetic fields, dielectrics and magnetic materials, Maxwell's equations for time-varying fields, and wave propagation are among the topics covered.

Prerequisites: ENGR300, MAT211, MAT312, MAT317, PHY212

ELEC 410 - Control Systems

(3 credits) This course introduces students to continuous and discrete-time linear control system analysis and design. The course focuses on the modeling of plant and closed-loop systems, transfer functions and system response, the fundamentals of feedback control, and root locus and frequency design methods. The course also introduces computer modeling of discrete-time feedback systems and digital microcontrollers.

Prerequisite: ENGR360

ELEC 435 - Electrical Machines

(2 credits)

ELEC 445 - Special Topics in Electrical Engineering

(1 or 2 credits)

ELEC 455 - Independent Study in Electrical Engineering

(1 or 2 credits)

ENG 176WI - Foundations of Multimedia Storytelling

(4 credits) (Writing intensive) This course is specifically designed to emphasize multimodal composition and to help students engage with writing, design, and meaning making in more diverse ways. The assignments students do for this class draw upon communication strategies used by institutions outside of universities, such as museums, since their mission is to promote understanding of diverse knowledges among diverse people groups by facilitating effective and strategic multimedia storytelling. As a result, this course is scaffolded so that each unit assignment adds two modes of communication. The first unit emphasizes linguistic and visual modes. The second unit highlights auditory and gestural, and the final unit focuses on all modes by adding spatial and material modes. Ultimately then, this course is about storytelling and the many rhetorical choices a speaker, writer, and digital content creator must make along the way.

Cross-Referenced: Cross-referenced in art.

ENG 221 - Responding to Writing

(4 credits; alternate years, consult department) This course will enable students to develop a theorized practice for responding to writing. Students will study methods of response, conferencing strategies, approaches to revision, English as a Second Language (ESL), interpersonal dynamics, and the ethics of text intervention. They will also explore contemporary research in the composition field, which will help them better respond to writing and improve their own writing skills. As a course requirement, students must satisfy a practicum commitment by working a minimum of one hour per week (for pay) in the Writing Center.

Prerequisite: Declared English teaching major, declared public relations major, or permission of instructor.

When Offered: Every fall.

ENG 222 - Communication Practicum in Print Media

(1 credit) Practical experience working on the campus newspaper, the Beacon, or the college yearbook, the Cornerstone.

Note: Graded on a pass/no pass basis. Course may be repeated.

Prerequisite: students must be accepted for membership on one of these publications before signing up for the practicum.

ENG 238AE - Literature and Film

(4 credits) (NWCORE option under Aesthetic Experience) Literature and Film is an introduction to the art of adaptation. Although we are frequent viewers of film, we are not always good readers and interpreters of visual texts. We will read original literary texts and view adaptations. Through class discussions, writing, and practice students will learn the visual language of film and understanding the nature of adaptation.

ENG 250LC - Literary Contexts

(4 credits) (NWCORE option under Literary Contexts)

ENG250LC offers students an introduction to literary study. The topics of individual sections vary by instructor and term. After completing this writing-intensive course, students will be able to imagine other lives, times, and places by reading a variety of texts; empathize with characters who have diverse stories and perspectives; analyze different genres of literature using the tools of literary study; craft a coherent essay with a clear thesis and careful textual analysis; articulate ways that literature speaks to and

informs their own lives; express delight in God through the beauty of language and literary text; and witness God's presence in the world through literature. Topics include:

American Literature and the Rhetoric of Freedom: Americans often regard freedom as the defining characteristic of both their nation and themselves. This course examines how the rhetoric of freedom has been a force in American literature. We will complicate our understanding of American freedom by examining how it has been continually redefined throughout the nation's literary history. We will consider how minority and oppressed groups have used the rhetoric of freedom to advance their own liberation and how Christian religious concepts and language have contributed to this rhetoric. Students will practice reading and writing critically and become familiar with a variety of literary genres, including historical narrative, autobiography, poetry, drama, essays, short stories, and novels.

Literature in the World: This course teaches students to appreciate the aesthetic value of literature and consider its cultural contexts. The course explores the beauty of language, the importance of understanding the self and others, and invites readers to consider how literature contributes to our contemporary culture. The course is arranged thematically and content varies from year to year. Themes may include, but are not limited to: immigration, war, poverty, the power of metaphor, and visual art and literature.

Literary Imaginations: For literature to be more than ink stains on white paper, we must use our imaginations to give it life. In this course we shall read works from throughout human history and around the world (India, Greece, Italy, England, Russia, Nigeria, Ireland, Japan) to imagine and understand the world that people have believed in, created, and inhabited.

The Lives of Others: This course explores 4000 years of stories, from ancient Mesopotamia to the American South. Plays, poems, epics, and autobiographies broaden our perspective on the world and deepen our understanding of being human. Two central themes of the course are perceptions of difference and expressions of faith.

Strangers, Gods, and Monsters: As careful, critical readers, we will come face to face with all sorts of strangers, gods and monsters (both mythic and modern) as we journey through New Mexico deserts, English monasteries, modern day American prisons, contemporary Nigerian villages, Aboriginal healing ceremonies, and deep into the heart of Japan's 17th century Samurai culture.

ENG 251LC - Literature, Disney, & Popular Culture

(4 credits) What do a pocket-sized dragon, a talking willow tree, and a confused rooster have in common? Their characters debuted in film. Disney's Mushu, Grandmother Willow, and HeiHei were not in the original stories from which Disney drew inspiration. This course is an introduction to the art of adaptation and explores many of the literary contexts upon which the Disney's storytelling empire was built. Students will learn how to research, analyze, and discuss written and visual texts, and to create their own adaptations of literature through papers, storyboards, and multimedia projects.

ENG 252LC - American Literature and the Rhetoric of Freedom

(4 credits) (NWCORE option under Literary Context) Americans often regard freedom as the defining characteristic of both their nation and themselves. This course examines how the rhetoric of freedom has been a force in American literature. We will complicate our understanding of American freedom by examining how it has been continually redefined throughout the nation's literary history. We will consider how minority and oppressed groups have used the rhetoric of freedom to advance their own liberation and how Christian religious concepts and language have contributed to this rhetoric. Students will practice reading and writing critically and become familiar with a variety of literary genres, including historical narrative, autobiography, poetry, drama, essays, short stories, and novels.

ENG 253LC - British Literature: Death

(4 credits) (NWCORE option under Literary Context) In this course, we will trace death throughout British Literature. We will explore how medieval theologians and romancers alike wrestled with Memento Mori; we will consider the *carpe diem* approach of the Early Modern period; we will engage with the realities of death in the new science and technology of the long nineteenth century; lastly, we will reflect on how representations of death in twentieth- and twenty-first-century literature shape our contemporary culture. While this class may sound macabre, the theme will give us a chance to learn how others, including many Christian writers, have dealt with death - a topic often pushed to the periphery of modern life.

ENG 254LC - Literature in the World: Rivers

(4 credits) (NWCORE option under Literary Context)

Literature in the World teaches students to appreciate the aesthetic value of literature and consider its cultural contexts. The course explores the beauty of language, the importance of understanding the self and others, and invites readers to consider how literature contributes to our contemporary culture.

We will navigate world literature through some of the world's major waterways: rivers. This course theme will help us explore texts with geographical and cultural diversity, as well as provide frameworks for analysis such as human geography and ecology. We will consider rivers as sacred spaces, as sources of both life and death, and as both border and passageway.

ENG 261 - Feature Writing

(2 credits; non-yearly, consult department) Study of interviewing practices, research methods, organization, and interest-gathering techniques necessary for writing longer articles, profiles, columns and consumer affairs writing.

Prerequisite: COM185WI or permission of instructor.

ENG 277 - Young Adult Literature

(2 credits, alternate years, consult department) This course examines the field of young adult literature in its various genres: realistic fiction, historical fiction, fantasy, nonfiction and poetry. Students will develop criteria for book selection and learn ways to respond ethically to young adult literature.

ENG 283 - Structures and Functions of English Grammar

(2 credits) Most middle schools and high schools expect their English teachers to teach writing and grammar. What are the goals of teaching grammar? What grammar should young writers know? This course takes a rhetorical approach to the study of grammar and to its use in the teaching of writing.

ENG 290WI - The Art of the Essay

(2 credits) (Writing intensive) A study of some of the best contemporary American non-fiction writing on such subjects as politics, the arts, religion, natural science and medicine. Students write on similar topics and develop their own style by emulating such models.

Prerequisites: sophomore class standing or permission of instructor.

ENG 292WI - Introduction to Narrative and Verse

(4 credits) (Writing Intensive) Students will be introduced to the foundations of reading and writing narrative and verse (fiction and poetry) and will, through an exploration of a wide range of styles, come to understand both the historical aspects of each genre (i.e. how the art's been practiced and done before) and how those genres are currently practiced (i.e. what's poetry and fiction look like today?). Students will learn to read work closely and actively, as writers, and will learn how to be in communication (both written and oral) with text.

ENG 308x - Methods of Teaching English Language Arts

(3 credits, alternate years, consult department) Students will study and practice methods for teaching English and speech in middle school and high school. Pre-service teachers will examine national standards for English/Language Arts and develop their pedagogy for teaching writing, literature, speaking and listening. This course requires a 30-hour practicum.

Note: Does not count toward an English major or minor.

Prerequisites: EDU102 and ENG250LC. EDU307 is strongly recommended.

Cross-Referenced: Cross-referenced in theatre/speech.

ENG 316 - Writing and Design for the Web

(3 credits; non-yearly, consult department) Study of writing and design for a Web environment. Students will analyze Internet sites and design sites of their own, using a standard program for Web design.

Prerequisites: any of the following: PRL263, ART220, ART230, or permission of instructor.

ENG 340 - News Writing and Editing

(4 credits, non-yearly, consult department) Principles of clear and forceful journalistic writing. Includes fact gathering, story planning, lead and head writing. Attention to editing for improved copy, headline writing, and selection of photographs and art work.

Prerequisite: PRL185WI or permission of instructor.

ENG 346 - Seminar in American Literature

(2 credits, alternate years, consult department) Specific subject matter of this course will vary from term to term but will always focus on a thematic or chronological era of American literature. Different schools of critical theory will be employed to better understand the authors, poets, playwrights, and essays studied, as well as the cultural context in which they were written.

Prerequisite: Any Literary Context course.

ENG 350 - Reading and Writing Short Fiction

(2 credits, alternate years, consult department) Students will explore the nature and design of fiction by studying and analyzing a range of short fictional genres, learning to read fiction the way its writers read it, and participating in a fiction writing workshop. Attention will be given to purposes of language, to relationships between reading and writing, and to narrative as a mode of thinking and an expression of culture.

ENG 351 - Reading and Writing Creative Nonfiction

(2 credits; alternate years, consult department) Students will explore the broad and flexible genre of creative nonfiction through both attentive reading and creative writing workshops. Attention will be given to the use of language voice, pushing narrative beyond surface description to deeper meaning.

ENG 352 - Reading and Writing Poetry

(2 credits; alternate years, consult department) Students will actively explore the nature and design of poetry by studying a range of poetic genres and styles, learning to read poetry as writers do, and writing poetry in a writing workshop. Attention will be given to the purposes of language, to relationships between reading and writing, and to poetry as a mode of thinking and an expression of culture.

ENG 360 - Seminar in World Literature

(2 credits)

In a Literature Seminar class, students will explore literary history through studying poetry and prose. In addition to the literature itself, students will engage with historical contexts and concepts from literary theory to further develop their critical reading and analysis skills.

In this Seminar in World Literature class, students will explore cultures throughout the world and throughout history through the genre of the epic. By considering how the genre took on various forms in the ancient world and how early modern and contemporary writers adopted it, students will develop a greater understanding of narrative poetry and cultural conceptions of heroes.

Prerequisite: Any Literary Context course.

ENG 370 - Multimodal Composition Theory in a Digital Age

(4 credits, alternate years, consult department) Multimodal composing is the creation and adaptation of messages using linguistic, visual, auditory, gestural, spatial, and material modes. As the definitions of literacy continue to expand, so do the materials and mechanisms used for composing. In this course, students will examine and apply theory that situates composing as a means for active and intentional participation through designing, making, crafting, tinkering, hacking, and remixing.

Prerequisite: ENG/ART176WI

ENG 375 - Seminar in British Literature

(4 credits; alternate years, consult department) Specific subject matter of this course will vary from term to term but will always focus on a thematic or chronological era of British literature. Different schools of critical theory will be employed to better understand the authors, poets, playwrights, and essays studied, as well as the cultural context in which they were written.

Prerequisite: ENG250LC.

ENG 380 - Special Topics in Writing

(2-4 credits) Specific subject matter of this course will vary from term to term, but will always focus on an issue in composition studies or a genre of writing. Courses will include both readings and student writing within the genre and will be designed to welcome both majors and non-majors.

Note: The course may be taken more than once as long as the topic of study is different, and will count toward the advanced writing course general education requirement.

Prerequisite: ENG176WI or permission of the instructor.

ENG 398 - Directed Study

ENG 417 - Internship

(4 credits may apply toward the major)

ENG 450SRx - Aesthetic Experience and the Christian Faith

(2 credits) In this Senior Seminar, students will explore how aesthetic philosophy and theology connect their creative and analytical work in the arts, and how such ideas and practices are mutually formative. Building on philosophical and theological frameworks, students will compose aesthetic philosophy statements and curate portfolios that demonstrate aspects of their statements. Students will examine how their interests and talents in the arts relate to faith, calling, and vocation.

Prerequisite: Art and Design or English department major or permission of instructor.

Cross-Referenced: Cross-referenced in art.

ENG 480 - Special Topics in Literature and Culture

(4 credits, non-yearly, consult department) In this seminar we analyze interpretive problems in literature and their relation to cultural theories and conditions. Particular attention is given to questions germane to Christian experience and thought.

Note: Specific subject matter will vary from year to year and might include such topics as a literary period, a national literature, a specific author, or literary genre. This course may be taken more than once provided a different topic is studied.

ENG 490 - Literary Studies and Multimodal Book History

(4 credits, alternate years, consult department) Where do books come from? How do texts go from scrolls, medieval manuscripts, or written drafts to paperback editions? In this class we will examine literature through the study of book history. We will think about texts not just as words on a page but also consider how audiences have received those words throughout time, from oral tradition, performance, print history, and digital books. Throughout our study of book history, we'll explore how the physical medium of the text shapes composition and reception. For the final project, students will research the book history of a literary work of their choice and present that history through a digital exhibit.

Prerequisite: Any Literary Context course.

ENGR 200 - Introduction to Engineering and Design

(3 credits) An introduction to the engineering profession and design. This course will introduce students to the fundamentals of engineering design and analysis through involvement in solving problems in a project team approach as well as individual study/lab sessions. The course will also cover engineering from the perspective of the Christian faith, and the importance of mathematics and communication. A review of basic math necessary for continued success in the engineering program is included.

Prerequisites: C- or higher in MAT109QR, or an ACT math score of at least 24 (SAT 570 or above), or permission of engineering department chair.

ENGR 210 - Probability and Statistics for Engineers

(3 credits) This is a foundational course that introduces engineering students to key concepts in probability theory and statistical analysis. Students learn to collect, analyze, and interpret data, enabling them to make informed decisions and apply statistical methods to solve engineering problems. Topics include probability, distributions, sampling, hypothesis testing, regression, and real-world engineering applications. This course equips students with essential skills for data-driven decision-making in engineering.

Prerequisite: MAT112QR

ENGR 220x - Statics

(3 credits) Statics is a foundational engineering course that focuses on the analysis of stationary objects and structures. It covers concepts like forces, moments, equilibrium equations, truss analysis, and basic structural principles. This course provides essential knowledge for understanding how to design and analyze structures and systems at rest, serving as a basis for more advanced engineering courses.

Prerequisites: ENGR200, MAT112QR, and PHY211SN or ENGR200, MAT112QR, and corequisite of PHY211SN with program chair approval.

Cross-Referenced: Cross-referenced in physics.

ENGR 230 - Engineering Graphics and Visualization

(3 credits) This course is an introduction to the concepts and instruments of graphical communication utilized by engineers. It covers visualization and technical sketching skills, manufacturing process implications, computer-aided design methods, and the creation and interpretation of civil engineering structure drawings.

Prerequisite: ENGR200

ENGR 240 - Introduction to Artificial Intelligence for Engineers

(2 credits) This foundational course introduces engineering students to the core concepts and practical implementation of Artificial Intelligence and Machine Learning. The course first builds a strong, intuitive understanding of AI algorithms and data logic without heavy mathematical proofs. Students then transition to hands-on, beginner-friendly Python programming to preprocess data, train models, and execute machine learning workflows. By bridging plain-English theory with practical scripting, this course equips students with the skills to apply AI tools to physical and analytical engineering challenges, preparing them for AI-integrated roles in modern industry.

Prerequisites: ENGR200 and CSC171QR.

ENGR 250 - Matlab for Problem Solving

(2 credits) This course equips engineering students with practical skills in using MATLAB for problem-solving in their field. Topics include MATLAB basics, programming, data visualization, numerical analysis, simulations, and engineering applications. Students learn to analyze data, model systems, and solve real-world engineering problems using MATLAB, preparing them for their engineering careers.

Corequisite: CSC171QR

ENGR 260 - Engineering Materials with Lab

(4 credits) This course examines the mechanical behavior of engineering materials and the relationships between material structure, processing, and performance. Topics include stress and strain, elastic and plastic deformation, strengthening mechanisms, hardness, fracture, fatigue, and corrosion. Laboratory experiments reinforce theoretical concepts through hands-on

testing of metals, polymers, ceramics, and composites. Emphasis is placed on understanding how material properties influence design decisions and failure prevention in engineering applications.

Prerequisites: MAT211 and PHY211SN or corequisites of MAT211 and PHY211SN with program chair approval.

ENGR 270 - Digital Systems

(3 credits) This course explores the design and analysis of digital electronic systems. Information representation, logic gates, design and minimization of combinational logic, sequential circuits, arithmetic operations, memory devices and organization, finite state machines, and synchronization and communication issues in digital system organization are covered. The course also briefly covers the hardware description language (HDL).

Prerequisites: C- or higher in MAT109QR, or an ACT math score of at least 24 (SAT 570 or above), or permission of engineering department chair.

ENGR 270 - Digital Systems

(3 credits) This course introduces students to the analysis and application of linear electrical circuits and modern measurement systems. Topics include mesh and nodal analysis, source transformation, transient response in RLC circuits, sinusoidal steady-state analysis, AC power, and three-phase systems. The course also examines common transducers and sensors, such as strain gauges and thermocouples, and their integration into instrumentation systems. The accompanying laboratory emphasizes hands-on experience in building and testing prototype circuits, using electronic measurement instruments, analyzing experimental data, and developing technical reports. Students will gain practical skills essential for engineering practice in experimental design, system troubleshooting, and quantitative analysis.

Prerequisites: C- or higher in MAT109QR, or an ACT math score of at least 24 (SAT 570 or above).

ENGR 300 - Electric Circuits and Instrumentation

(4 credits) This course introduces students to the analysis and application of linear electrical circuits and modern measurement systems. Topics include mesh and nodal analysis, source transformation, transient response in RLC circuits, sinusoidal steady-state analysis, AC power, and three-phase systems. The course also examines common transducers and sensors, such as strain gauges and thermocouples, and their integration into instrumentation systems. The accompanying laboratory emphasizes hands-on experience in building and testing prototype circuits, using electronic measurement instruments, analyzing experimental data, and developing technical reports. Students will gain practical skills essential for engineering practice in experimental design, system troubleshooting, and quantitative analysis.

Prerequisites: MAT211, PHY212

ENGR 320 - Thermodynamics

(3 credits) This course introduces the fundamental principles of classical thermodynamics, focusing on energy, heat, work, and the First and Second Laws. Students will analyze closed systems and control volumes, evaluate the properties of pure substances and gas mixtures, and assess the performance of major power and refrigeration cycles.

Prerequisites: CHE111 and PHY212.

ENGR 330 - Dynamics

(3 credits) This is an engineering course that covers the study of motion and the forces and torques that cause it. Topics include kinematics, kinetics, Newton's laws, particle and rigid body dynamics, work, energy, impulse, momentum, and rotational dynamics. This course equips students with skills to analyze and solve engineering problems related to motion and forces in various applications.

Prerequisite: ENGR220

ENGR 340 - Mechanics of Solids

(3 credits) This course introduces students to the basic principles of engineering mechanics, including statics and deformable body mechanics. Statics of particles and rigid bodies, equivalent force-couple systems and equilibrium in 2D and 3D, frames and machines; centroids; stress, strain, tension, compression, torsion, bending, shear, design and deflection of beams.

Prerequisite: ENGR260

ENGR 350 - Engineering Ethics

(2 credits) This course explores the moral, social, and professional responsibilities of engineers in a global context. Moving beyond simple compliance, students will examine the tension between technical innovation, public safety, and corporate interests.

Prerequisite: ENGR200

ENGR 360 - Signal and Systems

(3 credits)

This course introduces students to the time and frequency domain analysis of linear time-invariant (LTI) continuous and discrete-time systems. Convolution and impulse response, Fourier series and Fourier transform, Laplace transform, sampling, z-transform, state variable analysis, and transfer functions are also covered. The course explores both analytical and computer-based solutions and makes connections to engineering applications.

Prerequisite: ENGR300

Corequisites: MAT312, MAT317

ENGR 400 - Fluid Mechanics with Lab

(4 credits)

This is an introductory course to fluids and transportation. Fluid properties, fluid statics, fluid dynamics, continuity, momentum (Bernoulli Equation), and energy principles, laminar and turbulent flow, boundary layers, dimensional analysis and similarity, closed conduit flow, free surface flow, and turbomachinery design are a few of the topics covered. Labs are incorporated.

Prerequisites: ENGR320, MAT212, MAT317

Corequisite: MAT312

ENGR 410 - Microprocessor Systems

(3 credits) This course examines the functionality of microprocessors and their application in system design. Introduction to computer organization, microprocessor instruction sets, assembly language and/or C programming, peripheral interfaces, relationships between hardware and software design, and system control. Students are able to apply concepts to actual hardware devices in the associated laboratory.

Prerequisite: ENGR270

ENGR 417 - Engineering Internship

(2 credits) This is an experiential learning course where engineering students gain hands-on work experience in engineering-related settings. They work on real projects, receive mentorship, and develop professional skills, preparing them for future engineering careers.

Prerequisite: Junior or Senior status

ENGR 420 - Electronic Devices and Circuits

(4 credits) This course covers the fundamentals of electronic components and their use in circuits. Topics include diodes, transistors, amplifiers, logic gates, and circuit design. Students learn to analyze, design, and work with electronic systems, preparing them for careers in electronics, telecommunications, and control systems.

Prerequisite: ENGR300

ENGR 470 - Senior Design Project I

(2 credits) The first of two senior-level courses that culminate in a capstone engineering project involving the theoretical or experimental investigation of design issues. The student determines the nature and scope of the assignment in consultation with a faculty advisor. A preliminary written technical report is required. All seniors meet weekly with their supervisors to discuss their assignments in teams or individually.

Prerequisite: Senior status

ENGR 480WI - Senior Design Project II

(3 credits) The second of two senior-level courses that includes a culminating engineering project involving the theoretical or experimental investigation of design issues. The student determines the nature and scope of the assignment in consultation with a faculty advisor. A final technical report and presentation must be submitted and will be counted towards the Writing Intensive requirement at Northwestern. All seniors meet weekly with their supervisors to discuss their assignments in teams or individually.

Prerequisite: ENGR470

ENGR 490SR - Senior Seminar in Engineering

(2 credits) This is a course for senior engineering students. It covers advanced topics, engineering ethics, professional development, and technical communication. Students may engage in capstone projects and gain career insights through guest speakers. This course prepares students for their engineering careers or further studies while emphasizing ethics and real-world applications.

Prerequisite: Senior status

ESL 101 - Introduction to American Culture

(2 credits) An introduction to American cultural traits and social and religious customs for international students beginning their studies in the United States. Special focus will be given to local Midwestern culture and rural issues.

Note: This course is limited to students studying English as a second language.

ESL 201 - Oral English

(4 credits) Extensive training and practice in speaking English and comprehending spoken English. Emphasis upon the development of listening comprehension strategies, idiomatic vocabulary, and skills in rephrasing, interrogation, and verification. Each student will be pretested in pronunciation, listening comprehension, speaking and vocabulary. Tutorials and materials appropriate to the student's present proficiency will be utilized, as well as large group presentations and activities.

Prerequisite: This class is open only to ESL students with a concurrent enrollment in ESL101, or permission of instructor.

ESL 202 - ESL Bible

(4 credits) The Bible is the foundation for the Jewish and Christian traditions, and has powerfully influenced every dimension of Western Civilization. By studying the Bible, students gain access to the heart of the Judaic-Christian traditions and build a foundation for better understanding Western philosophy, literature, art, music, law and history. In this course, ESL students read selections from the English Bible as well as short excerpts from pieces of Western Literature that have been inspired by the Bible. The aim is both to improve English reading, writing, and speaking skills and also better appreciate the cultural importance of the Jewish and Christian scriptures. Time permitting, students may rehearse and perform in English a short one-act drama based upon a classic Bible story.

Prerequisites: ESL101, 201, and 203, or permission of instructor.

ESL 203 - ESL Writing

(4 credits) The study and practice of formal and informal modes of written communication accepted in American academic work. Intensive work will be done to develop fluency in writing and reading, expand vocabulary, diagnose and remediate grammatical deficiencies and train students to identify and correct their own mistakes.

Prerequisite: this class is open only to ESL students with a concurrent enrollment in ESL201 or ESL251, or permission of instructor.

ESL 204 - ESL Literature

(4 credits) A study at the intermediate level of English language literature, emphasis will be placed on the development of reading skills and reading strategies through an introduction to literature in the English language. Students will learn how to effectively read a literary text in English, including the development of vocabulary and grammar recognition.

Prerequisites: ESL101, 201, and concurrent enrollment in ESL203, or permission of instructor.

ESL 205 - Business English

(2 credits) This course is designed to meet the needs of international students who intend to study business at an American institution or whose primary reason in learning English is for conducting business. The course focuses on learning business concepts and terminology as well as improving communication skills.

Prerequisites: ESL251 or 201, and concurrent enrollment in ESL203, or permission of instructor.

ESL 206 - English for Academic Purposes

(4 credits) This course is designed to meet the needs of international students who intend to pursue undergraduate and/or graduate studies in the United States. The course focuses on preparing students for the demands of academic lecture comprehension, note-taking, and also on improving writing skills in evaluating and organizing material as well as predicting upcoming information. In addition, students will practice reading strategies to improve textbook comprehension.

Prerequisites: ESL101, 201, and 203, or permission of instructor.

ESL 251 - Advanced Oral English

(4 credits) Continued training and practice in speaking English and comprehending spoken English. Emphasis upon the development of listening comprehension strategies, development of idiomatic vocabulary, skills in paraphrasing, initiating conversation, interrogation, note taking and verification, and the writing of short essays on comparative-cultural topics. Training and practice in college reading strategies toward the dual goal of increased speed and comprehension. Individual work on pronunciation problems.

Note: Required of students with TOEFL scores under 525.

Prerequisite: This class is open only to ESL students with the prerequisite of ESL201 or permission of instructor.

GEN 150CC - Transformational Cross-Cultural Leadership

(4 credits) (NWCore option under Cross-Cultural Engagement) This course will introduce students to the multiple dimensions of leadership. Students will come to understand the critical influence of Christ-centered transformational leadership in diverse cultural contexts. Transformational leadership offers Christians a powerful means to work for restoration in today's global society. Transformational leaders provide followers with an inspiring mission and an influence that fosters passion. These leaders challenge their followers to identify problems and think in new and unique ways about solutions. They motivate by being visionary and showing love and care for others. They encourage and support followers. They empower them. Transformational

leadership is essential in our global world today as we confront racism, hunger, poverty, disease and a number of other societal ills. We need leadership that can embrace difference, foster respect and dignity for people everywhere, and nurture a systemic change that encourages thriving in every community. In this course, students will explore and compare major theories of leadership as well as the Biblical narrative and begin to discover how they can flourish as a gifted human being at work in the Kingdom. This seminar will foster a sensitive social conscience and seek to develop dynamic transformational servant leaders who will work intentionally and passionately toward restoration and transformation in today's global society.

Note: GEN150CC is a requirement for the recipients of the James L. Franken Servant Leadership Scholarship. It is also a recommended course for second year Bridge Scholars and students involved in student leadership positions on campus.

GEN 205 - Interdisciplinary Honors Seminar

(2 credits) A seminar designed to expose Honors Program students to significant issues by means of interdisciplinary study of selected topics chosen on a year-to-year basis.

Note: May be taken more than once provided a different seminar is offered. Must be taken twice to fulfill graduation requirements for the Honors Program. Students may elect to take this course on an "A"/pass/no pass basis. Up to four credits of GEN205 may be substituted for non-Core Integrative General Education requirements.

Prerequisite: membership in the Honors Program or special permission from Honors Program directors.

GEN 210 - Leadership Practicum

(1 credit) This course is a directed practicum in leadership for students and is by arrangement with instructor and on-site supervisor(s). The course will provide initial practical leadership experience.

Note: Requires 25 clock hours of work experience. Graded on a pass/no pass basis. Course may be repeated one time.

Prerequisites: GEN150CC, BUS/YCF310, or BUS360.

GEN 310 - Middle East Studies Program

(16 credits)

This program, based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo.

Northwestern grants 16 credits upon completion of the program, with the credits distributed as follows: 4 credits for Arabic language instruction; 12 credits for the seminars (meeting the language and Integrative General Education Language and Culture requirement).

GEN 312 - Foundations for Media Involvement

GEN 312 - Reporting in Washington

GEN 312 - Washington, News & Public

GEN 313 - Area Studies

(4 credits; non-yearly, consult department) Course designed to introduce students to the phenomenon of a particular culture(s).

Note: Topics covered will vary, depending on subject interest of faculty.

GEN 315 - Social Work in a Latin American Context

This program is located in Cuernavaca, Mexico, and offers a unique combination that may be of interest to students double-majoring in Spanish and Social Work.

GEN 316 - Cross-Cultural Preparation

(1-4 credits; may be repeated; non-yearly, consult department) This course is designed specifically for students planning to engage in an approved for-credit off-campus, cross-cultural experience of two weeks or more during the summer and winter intersessions. The course introduces students to the structures of culture in general and the specificities (historical, political, social, religious, etc.) that inform particular groups of people, their ways of thinking, as well as behavioral patterns. Students learn skills in cross-cultural communication and gain insight into the target culture with which they will be interacting during their off-campus study experience, whether domestic or study abroad.

GEN 335 - Denver Urban Semester

The Denver Urban Semester is designed to provide a three-pronged experience of classroom instruction, living in community, and internships. The program will consist of 2-3 classes and an internship for a total of 15-16 credits. The following courses will be offered:

- Race and Ethnicity in American Society (3 credits) or Intercultural Communication (3 credits)
- Global Urbanization (City of Joy) (3 credits)

- Incarnational Spirituality (3 credits)
- Cross Cultural Urban Integration Seminar (3 credits)

GEN 350CC - Topics in Cross-Cultural Studies

(2-6 credits; summer; may be repeated) (NWCore option under Cross-Cultural Engagement) Northwestern College offers a variety of off-campus opportunities with Northwestern faculty in various countries around the world. These courses offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. Students are given an opportunity to examine a particular culture through various experiences, such as home stays, ethnographic observation/research, and placement in various social institutions. Past programs have taken students to Austria, China, the Czech Republic, France, Great Britain, Ecuador, Germany, Greece, Ireland, Italy, Japan, Jamaica, Mexico, Oman, Romania, Russia, South Africa and Taiwan.

Note: Open to all students.

GEN 352 - NWC Romania Semester

GEN 354 - Oman Semester

GEN 365 - Study Abroad Italy, Florence University of the Arts

GEN 370 - Cross-Cultural Reflection

(1 credit)

GEN 375 - Off-Campus Preparation

(1-4 credits) This course is designed for students planning to enroll in an off-campus summer course and is intended to prepare students academically for their off-campus experience. Course requirements will vary by discipline.

GEN 376 - Oman: Cross-Cultural Preparation

(1 credit) This course prepares students for their study abroad semester at Al Amana Centre in Muscat, Oman. Topics range from practical and administrative issues related to study abroad (e.g., health and safety issues) to cultural sensitivity and coping strategies in a new environment to a brief overview of Oman's geography, history, culture, and literature. Student assessment includes oral presentations and portfolio with self-reflections. The course is only offered in the fall, and to be taken the term prior to the Oman semester in the spring.

Prerequisite: acceptance into the Oman semester program.

GRE 101 - Elementary Biblical Greek and Culture

(4 credits, alternate years, consult department) This course will focus on learning the basics of koine Greek grammar and vocabulary as well as the cultural backgrounds of the New Testament writings. Readings and translation will focus on the Gospel and Letters of John. The New Testament writings will be examined in light of their social-historical and literary settings within Hellenistic Judaism and the broader Greco-Roman world.

Note: The Greek program is offered at Northwestern College primarily as preparation for those students who plan to continue their education through seminary training. The ancient Greek taught here prepares students for biblical study in that language.

GRE 102LA - Elementary Biblical Greek and Culture

(4 credits, alternate years, consult department) (NWCore option under Language and Culture) This course (a continuation of Greek 101) will focus on learning the basics of koine Greek grammar and vocabulary as well as the cultural backgrounds of the New Testament writings. Readings and translation will focus on the Gospel and Letters of John. The New Testament writings will be examined in light of their social-historical and literary settings within Hellenistic Judaism and the broader Greco-Roman world.

Note: The Greek program is offered at Northwestern College primarily as preparation for those students who plan to continue their education through seminary training. The ancient Greek taught here prepares students for biblical study in that language.

Prerequisite: GRE101.

GRE 201 - Intermediate Biblical Greek and Culture

(1 credit; alternate years, consult department) This course is designed to facilitate the acquisition and retention of Greek grammatical, exegetical, and interpretive skills through the reading of ancient Greek texts. Primary focus will be on the Gospel of Mark and its context.

Prerequisite: GRE102LA.

GRE 202 - Intermediate Biblical Greek and Culture

(1 credit; alternate years, consult department) This course is designed to facilitate the acquisition and retention of Greek grammatical, exegetical, and interpretive skills through the reading of ancient Greek texts. Primary focus will be on the Letters of

Paul and selections from other Greco-Roman authors. Students will also be introduced to the sub-discipline of Textual Criticism.
Prerequisite: GRE201

HEB 101 - Elementary Biblical Hebrew and Culture

(4 credits, alternate years, consult department) This course will focus on learning the basics of biblical Hebrew (vocabulary and grammar) and the cultural and linguistic backgrounds of the Old Testament. Readings from the different types of literature in the Hebrew Bible will be incorporated into the course work. The Old Testament writings will be studied against the historical and social backgrounds of the ancient Near East.

HEB 102LA - Elementary Biblical Hebrew and Culture

(4 credits; alternate years, consult department) (NWCore option under Language and Culture) This course will build on the foundation laid in Hebrew 101 by equipping students to grasp the basics of biblical Hebrew grammar in light of its cultural and linguistic background. Readings from the different types of literature in the Hebrew Bible will be incorporated into the coursework as students develop confidence in speaking Hebrew and interpreting these writings. As a course that satisfies the NWCore Language and Culture requirement, students will also explore what it means to read biblical Hebrew with sensitivity toward scholarship, culture, and faith.

Prerequisite: HEB101.

HIS 180 - The American Experience: Historical Inquiry and Public Memory

(4 credits) An introduction to the theory, method, and practice involved in the study of history and the discipline of public history. By focusing on select events and periods of American history and by engaging related primary and secondary sources, the course addresses two main topics. First, it introduces students to the theory of history and a Christian philosophy of history, what professional historical research entails, and the problems and questions with which all students of history must engage. Second, it explores the principles and practices of public history, the challenges, usually political challenges, inherent in American public memory, and the possibility of a Christian posture towards engaging in history outside of the classroom.

HIS 201HP - United States History to 1865

(4 credits) (NWCore option under Historical Perspectives) This course surveys United States history until the Civil War. It gives students a broad exposure to significant trends and competing narratives in the first half of U.S. history through an integration of lectures, discussions, readings and activities with primary and secondary sources. We will examine the encounter between people from the Americas, Europe and Africa, the creation and development of the American nation state, immigration, ethnicity, and the shifting definitions of what constitutes an 'American', movements promoting reform and social justice along the lines of race, class, and gender, and demographic and economic changes. We will also consider how Christians in America challenged and critiqued American life, culture, and policy.

HIS 202HP - United States History from 1865

(4 credits) (NWCore option under Historical Perspectives) This course surveys United States history from the Civil War to the present. It gives students a broad exposure to significant trends and competing narratives in the second half of U.S. history through an integration of lectures, discussions, readings and activities with primary and secondary sources. We will examine the development of the American nation state, shifting definitions of what constitutes an 'American', movements promoting rights and social justice along the lines of race, class, and gender, the creation and growth of a consumer culture, patterns of urbanization, suburbanization, and the role of print and electronic media in creating a national mass culture. We will also consider how Christians in America challenged and critiqued American life, culture and policy.

HIS 203HP - City, Empire, and Church: Antiquity and the Middle Ages

(4 credits) (NWCore option under Historical Perspectives) "The Search for a Useful Past: Antiquity and the Middle Ages" explores the intersection of religion, political organization, cultural expression, and human community through a historical investigation of the ancient Greek city-state, the Roman Empire and early Christianity, and medieval society. We begin with the culture, politics, and history of the ancient Greek polis. From there, we move to the culture, politics, and history of the Roman Empire, attending to how Rome appropriated the ideas of the Greeks and the development of Christianity as a deviant religious subculture within the empire. The course concludes with medieval and early modern Europe: a world of developing cities, political empires, and the cultural dominance of the Christian church.

HIS 204HP - Search for a Useful Past II: Historical Narratives and the Modern World

(4 credits) (NWCore option under Historical Perspectives) This course runs from the medieval world to the present. Students will trace a basic outline of European history from the emergence of early Europe through the Middle Ages, out of which the modern West evolved, treating the breakup of Christendom, the development of modern science, Europe's colonization outside its borders, the Atlantic revolutions, and the evolution of modern society through the 20th century. We will especially concentrate on non-Western portraits of European colonization. Students will learn to work with basic documents in European history as well as a few significant arguments with historians. The student's primary work will be document studies and essays using such

documents to test explanations by historians. In this way, students should be able to express their understanding of primary documents and relevant historian's arguments.

HIS 205HP - Medieval Worlds: Caliphate, Byzantine, Christendom

(4 credits) Medieval Worlds: Caliphate, Byzantine, Christendom explores the Mediterranean, the sea in the middle, as a meeting ground for political, religious, military, and cultural encounters between Catholic Christians, Orthodox Christians, and Sunni and Shia Muslims. Moving chronologically from late antiquity through the late medieval period, we begin with the early medieval rise of Islam and the formation of Muslim polities, the distinct religious and political community of the Byzantine Empire, and the creation of western Christendom. From there we turn to the central Middle Ages and the Mediterranean encounters between Christians and Muslims, with particular attention on the Crusades. The course concludes with the simultaneous decline and renewal evident in all three communities at the end of the medieval period.

HIS 240 - Issues in American History

(2 credits) (American history) A topical and selective study in American history providing the opportunity to focus on a particular era or issue important to the understanding of the American past. Topics will vary according to professor and student interest. Sample topics have included Cold War America, The Sixties, and History of American Women.

Note: May be taken more than once provided a different topic is studied.

Prerequisite: HIS120HP.

HIS 250 - Issues in European/World History

(2 credits, non-yearly, consult department) (European/world history) A study of selected, issue-oriented topics in both European and world history more generally. Sample topics have included: The Early Middle Ages, The Scottish Highlands and The Millennium in Historic Perspective.

Note: May be taken more than once provided a different topic is studied.

Prerequisite: HIS120HP.

HIS 265 - Colloquium in American History

(4 credits) (American history) This course allows students to investigate broadly a period of history or a historical issue or problem in American history. Students will develop skills necessary to recognize and evaluate the arguments contemporary historians deploy when discussing the topic of the colloquium and to read critically the primary sources related to the topic of the colloquium.

Note: May be taken more than once provided a different topic is studied.

Prerequisite: Historical Perspectives course or permission of instructor.

HIS 275 - Colloquium in European/World History

(4 credits) (European/World history) This course allows students to investigate broadly a period of history or a historical issue or problem in European or world history. Students will develop skills necessary to recognize and evaluate the arguments contemporary historians deploy when discussing the topic of the colloquium and to read critically the primary sources related to the topic of the colloquium.

Note: May be taken more than once provided a different topic is studied.

Prerequisite: Historical Perspectives course or permission of instructor.

HIS 317x - American Indian Societies and Cultures

(4 credits, non-yearly, consult department) This course surveys the historical development of American Indian peoples, particularly during the period of contact and conquest by Euro-Americans and particularly in the trans-Mississippi West region of what became the U.S. Topics include pre-contact life, oral literature, Indian accommodation and selective adaptation to Euro-American societies, Spanish, French and U.S. Indian policies, Native American religion, Christian mission work among American Indians, activism by and on behalf of American Indians, and reservation life.

Cross-Referenced: Cross-referenced in sociology.

HIS 325x - American Political Thought

(4 credits, non-yearly, consult department) (American history) A survey of the historical development of American political thought with attention to significant American political thinkers from the colonial period to the present. Special emphasis will be given to the uneasy relationship between liberalism and democracy and the interaction between American political institutions and culture.

Prerequisites: junior standing, or permission of the instructor.

Cross-Referenced: Cross-referenced in political science.

HIS 365 - Seminar in American History

(4 credits) (American history) Building on the skills students developed in the Colloquium in American history, the Seminar in American history invites students to do the work of a historian. Seminars focus more deeply on some period or issue or question, and students will write a significant research paper related to the seminar topic that demonstrates advanced familiarity with the historiography and advanced skills at analyzing and using primary sources.

Note: This course may be taken more than once provided a different topic is studied.

Prerequisite: HIS201HP or HIS202HP or permission of instructor.

HIS 375 - Seminar in European/World History

(4 credits) (European/world history) Building on the skills students develop in the Colloquium in European/World history, the Seminar in European/World history invites students to do the work of a historian. Seminars focus more deeply on some period or issue or question, and students will write a significant research paper related to the seminar topic that demonstrates advanced familiarity with the historiography and advanced skills at analyzing and using primary sources.

Note: This course may be taken more than once provided a different topic is studied.

Prerequisite: HIS203HP or HIS204HP or permission of instructor.

HIS 398 - Directed Study

HIS 417 - Internship

(2 or 4 credits may apply toward the major)

HIS 435SR - Philosophy of History and Historiography

(4 credits) (European/world history) A study of problems relevant to history as a scientific and humanistic discipline. Among the questions considered are the following: What sorts of meaning have philosophers of history ascribed to the overall process of history? What approaches have historians taken to questions of objectivity, causation, and moral values in the study of history? How does philosophy of history relate to the Christian faith?

Prerequisite: HIS120HP or an NWCORE Belief and Reason (BR) course.

HIS 436 - The Research Seminar

(2 credits) (American or European/world history) The research Seminar permits students to develop, research, write and defend a major essay of original historical research on a topic of their choice. This course is the culmination of their major and builds on training and writing completed in the earlier history courses. They will work closely with one member of the history department, but others will contribute to their work by reading and commenting on drafts. The student will defend and discuss their thesis in a public setting.

Prerequisite: HIS435.

HON 210AE - The Art of Advocacy

(4 credits) (NWCORE option under Aesthetic Experience) Students in this Honors Course examine the tension and opportunities that exists between beauty, Christianity, and social responsibility. This course begins with a survey and examination of theorists whose work is aimed towards an enhanced understanding of the roles that art plays in God's Kingdom. The course moves to an application of some of these theorists to iconic artistic texts that reflect injustice and/or promote social activism. The course culminates with student-devised projects that make use of forms of artistic expression to address social problems affecting the lives of NWC community.

Prerequisite: Membership in the Honors Program.

HON 210SS - The Art of Advocacy

(4 credits) (NWCORE option under Self and Society) Students in this Honors Course examine the tension and opportunities that exists between beauty, Christianity, and social responsibility. This course begins with a survey and examination of theorists whose work is aimed towards an enhanced understanding of the roles that art plays in God's Kingdom. The course moves to an application of some of these theorists to iconic artistic texts that reflect injustice and/or promote social activism. The course culminates with student-devised projects that make use of forms of artistic expression to address social problems affecting the lives of NWC community.

Prerequisite: Membership in the Honors Program.

HON 230PW - Wellness

(4 credits; alternate years, consult department) (NWCORE option under Physical Wellness) Human beings feel well when they have positive physical, mental, and spiritual health and health social relationships. But the science studying wellness is sometimes difficult to unpack and wellness itself is not always easy to achieve. In this course we discuss how to sort through the confusing and contradictory advice about wellness. We explore what health means for people in different communities. We

consider what we must do to achieve our greatest physical, mental, and spiritual health and promote the wellness of others.

Prerequisite: Membership in the Honors Program or permission of instructor.

HON 230SS - Wellness

(4 credits; alternate years, consult department) (NWCore option under Self and Society) Human beings feel well when they have positive physical, mental, and spiritual health and health social relationships. But the science studying wellness is sometimes difficult to unpack and wellness itself is not always easy to achieve. In this course we discuss how to sort through the confusing and contradictory advice about wellness. We explore what health means for people in different communities. We consider what we must do to achieve our greatest physical, mental, and spiritual health and promote the wellness of others.

Prerequisite: Membership in the Honors Program or permission of instructor.

HON 240AE - The Greek Legacy

(4 credits) (NWCore option under Aesthetic Experience) Virtually every academic discipline—from art to politics, theater to athletics, science to philosophy—can trace its roots, in some fashion, back to the ancient Greeks. In this honors course, students will explore their own discipline's historic and aesthetic expression, particularly through Greece's extensive archaeological remains, and reflect upon Greece's legacy as one of the most significant and enduring cradles of western civilization.

Prerequisite: Membership in the Honors Program.

HON 240HP - The Greek Legacy

(4 credits) (NWCore option under Historical Perspectives) Virtually every academic discipline—from art to politics, theater to athletics, science to philosophy—can trace its roots, in some fashion, back to the ancient Greeks. In this honors course, students will explore their own discipline's historic and aesthetic expression, particularly through Greece's extensive archaeological remains, and reflect upon Greece's legacy as one of the most significant and enduring cradles of western civilization.

Prerequisite: Membership in the Honors Program.

HON 250BR - Magic, Science and Religion from Antiquity to the Scientific Revolution

(4 credits) (NWCore option under Belief and Reason) This course explores two problems that engage the disciplines of history and philosophy: (1) the nature of magic as a theoretical and practical world view that was dominant in pre-modern Europe and (2) the origin and development of science from ancient and medieval natural philosophy to the scientific revolution of the early modern period. Further, both of these phenomena are inseparable from religion, and consequently the course also attends carefully to how the church responded to both magic and science in three historical periods: antiquity, the middle ages, and early modern Europe.

Prerequisite: Membership in the Honors Program.

HON 250HP - Magic, Science and Religion from Antiquity to the Scientific Revolution

(4 credits) (NWCore option under Historical Perspectives) This course explores two problems that engage the disciplines of history and philosophy: (1) the nature of magic as a theoretical and practical world view that was dominant in pre-modern Europe and (2) the origin and development of science from ancient and medieval natural philosophy to the scientific revolution of the early modern period. Further, both of these phenomena are inseparable from religion, and consequently the course also attends carefully to how the church responded to both magic and science in three historical periods: antiquity, the middle ages, and early modern Europe.

Prerequisite: Membership in the Honors Program.

HON 260AE - Re-Imagining the Middle Ages

(4 credits) (NWCore option under Aesthetic Experience)

The term "Gothic" has many meanings and connotations, but its use beginning in the late seventeenth century was intended to designate a chronological Other. Likewise, "medieval" and "Middle Ages" suggest that the period is both after something significant and before the present, specifically the Classical Age and the Modern Age. Throughout the long nineteenth century, writers used these terms to set apart both a "Dark Age" and an age of chivalry and order. In this Aesthetic Experience and Literary Contexts course, we will look at British art, architecture, and literature from the mid-eighteenth to the mid-twentieth centuries and explore how the artists and writers of the Modern Age portrayed and romanticized the Middle Ages.

This Honors course can fulfill either Aesthetic Experience or Literary Contexts Core Requirements. This course is designed around a trip to Oxford over Spring Break; participation in this trip is strongly encouraged though alternate assignments will be available for those unable to travel.

Prerequisite: Membership in the Honors Program.

HON 260LC - Re-Imagining the Middle Ages

(4 credits) (NWCore option under Aesthetic Experience)

The term "Gothic" has many meanings and connotations, but its use beginning in the late seventeenth century was intended to designate a chronological Other. Likewise, "medieval" and "Middle Ages" suggest that the period is both after

something significant and before the present, specifically the Classical Age and the Modern Age. Throughout the long nineteenth century, writers used these terms to set apart both a "Dark Age" and an age of chivalry and order. In this Aesthetic Experience and Literary Contexts course, we will look at British art, architecture, and literature from the mid-eighteenth to the mid-twentieth centuries and explore how the artists and writers of the Modern Age portrayed and romanticized the Middle Ages.

This Honors course can fulfill either Aesthetic Experience or Literary Contexts Core Requirements. This course is designed around a trip to Oxford over Spring Break; participation in this trip is strongly encouraged though alternate assignments will be available for those unable to travel.

Prerequisite: Membership in the Honors Program.

HON 270LC - Patterns and Structure: Mathematics in Literature

(4 credits) (NWCORE option under Literary Contexts) A study of mathematical concepts, imagery, and/or themes in literature, including topics such as dimension, infinity, and logic.

Prerequisite: Membership in the Honors Program.

HON 270QR - Patterns and Structure: Mathematics in Literature

(4 credits) (NWCORE option under Quantitative Reasoning) A study of mathematical concepts, imagery, and/or themes in literature, including topics such as dimension, infinity, and logic.

Prerequisite: Membership in the Honors Program.

HON 280CC - The Power of Place

(4 credits) (NWCORE option under Cross-Cultural Engagement) This course introduces the study of political, physical and cultural features of space and place around the world. Familiarity with major physical and political features of the world's regions will be stressed. In addition, the course will raise various issues connected with the cultural aspect of geography, e.g., perceptions of place, changes in space over time, the interactions of human communities, the natural environment and patterns of human presence on the land.

Prerequisite: Membership in the Honors Program.

Cross-Referenced: HON280SS

HON 280SS - The Power of Place

(4 credits) (NWCORE option under Self and Society) This course introduces the study of political, physical and cultural features of space and place around the world. Familiarity with major physical and political features of the world's regions will be stressed. In addition, the course will raise various issues connected with the cultural aspect of geography, e.g., perceptions of place, changes in space over time, the interactions of human communities, the natural environment and patterns of human presence on the land.

Prerequisite: Membership in the Honors Program.

Cross-Referenced: HON280CC

HON 498 - Honors Scholarship Methods

(1 credit) Scholarship takes many forms. Research is often associated with the sciences and humanities. Creative activities are often associated with the arts, but scholarship is a unifying standard underlying all forms of academic inquiry. This course is designed so students can explore what qualifies as scholarship in several disciplines, including their own. At the end of this course, students will have synthesized a proposal for their Honors Scholarship.

Prerequisites: Students must be members of the Honors Program and have a minimum of junior standing at the time of course completion.

HON 499 - Honors Scholarship

(2-4 credits)

Honors Scholarship is an integral part of the NWC Honors experience as completion of acceptable scholarship is one of the requirements to be designated an Honors Scholar at graduation. Honors Scholarship involves the completion of scholarship that reflects strong intellectual and technical work appropriate for a 400-level Honors scholarship in the student's respective discipline.

In order to be approved for Honors Scholarship, the Honors student must:

1. Be a junior or senior during the time completing the proposed scholarship.
2. Have a minimum GPA of 3.5 in his or her major.
3. Have successfully completed HON498: Honors Scholarship Methods course prior to beginning scholarship.
4. Organize a scholarship panel. This panel will include the student's scholarship advisor, one of the honors directors and at least one other faculty member. The role of this panel is to approve the quality of the scholarship proposed, agree to the appropriate number of credits awarded to the project, mentor the student during their work and evaluate whether the project is acceptable or unacceptable upon completion.

5. Propose the number of credits awarded for their proposed scholarship. Honors Scholarship may be taken for 2 to 4 credits. The credit hours allowed for the Honors Scholarship will depend on the nature of the project and the agreement of the scholarship panel.
6. Receive approval from their scholarship panel.
7. Receive final approval from (once approved by the scholarship panel) the Academic Dean. This must take place at least three weeks prior to the term in which the research is to begin.

A copy of each proposal and project will be catalogued by the Honors Program. These will be made available to future Honors students. Work will be evaluated by a scholarship panel who examine the work completed and the quality of presentation.

KIN 100PW - Body Stewardship

(2 credits) (NWCORE option under Physical Wellness) A critical examination of physical wellness within the context of a Christian commitment to the biblical principle of body stewardship and being made in the image of God. Particular emphasis will be placed on developing a Christian perspective on the stewardship of the human body.

KIN 104 - First Aid

(1 credit) An intensive course in first aid, including lectures, demonstrations and practice in accident prevention and treatment of injuries. American Heart Association Heartsaver First Aid and Adult/Child/Infant CPR/AED certification will be secured upon successful completion of this course.

Note: Graded on a pass/no pass basis. A fee is associated with this course.

KIN 111 - Badminton

(1 credit) When Offered: Fall semesters

KIN 113 - Golf

(1 credit)

KIN 114 - Tennis

(1 credit)

KIN 115 - Personalized Physical Fitness

(1 credit)

KIN 116 - Volleyball Activity

(1 credit)

KIN 117 - Basketball Activity

(1 credit)

KIN 118 - Aerobic Running

(1 credit)

KIN 119 - Ultimate Frisbee Activity

(1 credit)

KIN 120 - Soccer Activity

(1 credit)

KIN 121 - Pickleball

(1 credit)

KIN 124 - Racquetball

(1 credit)

KIN 125 - Aerobic Activity

(1 credit)

KIN 127 - Weight Training

(1 credit)

KIN 128 - Outdoor Adventure

(1 credit)

KIN 133 - Ballet

(1 credit)

A study of the form and techniques of ballet.

Note: Dance courses may be repeated up to a maximum of 4 credits.

Cross-Referenced: THE133

KIN 135 - Jazz Dance

(1 credit)

A study of the form and techniques of jazz dance. Emphasis will be on the integration of modern musical performance.

Note: Dance courses may be repeated up to a maximum of 4 credits.

Cross-Referenced: THE135

KIN 180 - Introduction to Kinesiology

(3 credits) Introduction to the field of kinesiology including aims, objectives, history, philosophy, programs, principles, basic concepts of organization and administration, professional organizations, and the relationship of Christian commitment to the field.

KIN 182 - Introduction to Sport Management

(2 credits) This course introduces students to the sport and fitness industry, the wide range of career opportunities involving sport, and the social and economic impact of sports on our culture. The course content includes theoretical and applied foundations of sport management. Topics include history of the profession, the need for management and organizational skills, current trends, and future issues.

KIN 202 - Organization and Administration of Physical Education

(2 credits) A study of philosophy, objectives, curricular development, and organization and administration of programs of instruction used in physical education.

KIN 206 - Teaching of Sports

(3 credits, alternate years, consult department) Knowledge of and skill development in individual, dual and team sports with emphasis on unit plan formulation and teaching methods for various grade levels.

Prerequisite or concurrent requisite: KIN202.

KIN 210 - Personal and Community Health

(2 credits; alternate years, consult department) A foundational course designed for students to become informed about health as well as becoming responsible and active participants in the maintenance of their personal health and affecting the health of their community. The course is intended to provide a comprehensive coverage of health promotion, mental health, stress management, afflictions and diseases, aging, dying and death, safety and accident prevention, environmental health, consumerism and health care and promotion.

Prerequisite: KIN100PW.

KIN 215 - Principles of Personal Training

(3 credits; alternate years, consult department) Introductory knowledge and practice in the area of personal fitness training, focusing on the principles of client consultation, goal-setting, screening and risk-stratification, education-based client training, exercise program development, facility management, and liability.

Prerequisite: KIN180.

KIN 229 - Leadership in Sport Management

(3 credits) This course introduces students to the management and leadership opportunities and skills required in the sport and fitness industry. The applied skills of organizational planning, human resource management, problem solving, communication and motivation in a sport leadership context are the primary focus in this course.

KIN 230 - Physiological Adaptations to Exercise

(3 credits; alternate years, consult department) The study of the physiological effects of exercise on the human body.

Prerequisite: BIO102SN or 115.

KIN 233 - Anatomical Kinesiology

(3 credits) The study of human movement based on anatomical and mechanical principles. Emphasis is placed on the application of these principles in the analysis of human sports performance. Prerequisite: BIO102SN, 115, 121 or permission of the instructor.

KIN 234 - Prevention and Care of Athletic Injuries

(3 credits) An introduction to athletic injury prevention, recognition, evaluation, care and rehabilitation: including basic wrapping and taping techniques. Adult first aid certification will be secured upon successful completion of the course.

Note: Includes one lab period per week. A fee is associated with this course.

Prerequisite: BIO102SN, 115, 121 or permission of instructor.

KIN 236 - Nutrition for Life

(2 credits; alternate years, consult department) The study of principles of nutrition and the application of these principles to a healthy lifestyle.

KIN 237 - Substance Abuse

(2 credits; alternate years, consult department) The study of the history, composition and use of drugs, alcohol and tobacco, including their reactions relative to therapeutic values, their known and potentially injurious effects on the human body, and methods for prevention, intervention and rehabilitation of those who would use, or have used, these substances.

KIN 240 - Topics in Kinesiology

(1-3 credits, non-yearly, consult department) A topical and selective study of issues and/or trends in kinesiology.

Note: May be taken more than once provided a different topic is studied.

KIN 241 - Directed Field Experience in Kinesiology I

(1 credit) Provides exposure to a variety of careers related to fitness, therapy, or sport management.

Note: Requires 25-clock hours of work experience. Graded on a pass/no pass basis.

Prerequisite: KIN180 or 182.

KIN 242 - Medical Terminology

(2 credits) This Medical Terminology Course is designed to introduce students to the building blocks of medical terminology including word roots, prefixes and suffixes. Students will learn how medical terms are formed and will be introduced to many of the most common terms used in medicine. The first part of this course will teach students the basic elements of medical terminology. After students understand how medical terms are built, they will be guided through each body system where students will learn the most common terms that relate to each system including anatomical terms, medical conditions, diagnostic terms, therapeutic procedures, pharmacology terms, and abbreviations. This course will be delivered entirely online with no face-to-face meetings. All assignments and tests will be submitted through Blackboard, the online course management system.

KIN 260 - Coaching Endorsement

(4 credits) This course meets the Iowa Department of Education requirements for three of the four coaching authorization areas: Child Development (15 instructional hours), Anatomy and Physiology for Coaches (15 instructional hours) and the Care and Prevention of Injuries (30 instructional hours). Emphasis will be placed on the practical application of educationally sound strategies for caring for the needs of youth involved in sport. American Heart Association Heartsaver First Aid and Adult CPR certification will be secured upon successful completion of this course.

Note: Includes one 45-minute lab per week. A fee is associated with this course.

Prerequisite: sophomore standing or permission of instructor.

KIN 281 - Principles and Techniques in Strength and Conditioning

(4 credits) Introduces students to the scientific principles and adaptations of strength and conditioning, entry-level techniques and programming in resistance training and conditioning, and assessment of athletic performance parameters. Through experiential learning, students will develop skills and multi-faceted approaches for evaluating, prescribing, and coaching exercise for physical fitness and performance.

Note: Course includes one 45-minute lab period per week. Additionally there is a 25-hour Strength and Conditioning observation requirement in conjunction with this class.

Prerequisite or corequisite: KIN233

KIN 300 - Coaching Methods

(2 credits) A study of organization skills, interpersonal relations and psychological approaches to coaching athletes and teams in contemporary society.

KIN 302 - Coaching Topics

(2 credits) This course examines the fundamental techniques and strategies in coaching specific sports. The sport to be studied will vary each term. Practice and contest skills and strategies for coaching will be emphasized for the appropriate sport.

Note: This course may be repeated provided a different sport is studied.

Prerequisite: sophomore class standing.

KIN 317 - Methods of Elementary Physical Education and Health

(3 credits; alternate years, consult department) The methods of teaching elementary physical education and health including: program planning and implementation, emphasizing effective instructional procedures through the use of educational movement, fundamental and specialized motor skills.

Note: Students must earn a "C" or better in the special methods course in order to fulfill program requirements for secondary licensure.

Prerequisite: KIN202.

KIN 318 - Methods of Secondary Physical Education and Health

(3 credits; alternate years, consult department) The methods of teaching physical education and health at the secondary level, emphasizing curriculum theory, instructional pedagogy, and practical applications. This course requires a 30-hour practicum and is required of each candidate seeking an endorsement in this content area.

Note: Students must earn a "C" or better in the special methods course in order to fulfill program requirements for secondary licensure.

Prerequisite: KIN202 and KIN206.

KIN 320WI - Legal and Ethical Issues in Sport

(3 credits; alternate years, consult department) (Writing intensive) This course presents legal and ethical issues in sport through a topical approach. The course will provide an overview of the American legal system and provide future sport managers with relevant examples of sport law.

Prerequisite: KIN182

KIN 325WI - Physiology of Exercise

(4 credits) (Writing intensive) The study of the physiological effect of exercise on the human body. Emphasis will be given to metabolism, neuromuscular physiology, cardiopulmonary physiology, and the integration of all physiology systems.

Note: Course includes one 90-minute laboratory period per week. A fee is associated with this course.

Prerequisites: BIO121 and 122 or BIO221 and 222, CHE101 and 102 or CHE111 and 112, or permission of instructor.

KIN 330 - Exercise Testing and Prescription

(3 credits, alternate years, consult department) Provides knowledge and practical experience in physical fitness assessments, interpretation of assessment results, and exercise prescription. Emphasis is placed on assessments within a clinical or research setting.

Note: Three lectures and one 90-minute laboratory period per week. A fee is associated with this course.

Prerequisite: KIN325WI or permission of instructor.

KIN 333 - Biomechanics

(3 credits) Mechanical principles and concepts governing human movement are examined, with an emphasis on analyzing sport skills.

Note: Three lectures and one 90-minute laboratory period per week. A fee is associated with this course.

Prerequisite: KIN233.

KIN 338WI - Adapted Physical Education

(3 credits; alternate years, consult department) (Writing intensive) Developing increased knowledge and understanding of the uniqueness of individuals with special needs, acquiring the ability to select and modify tasks and experiences for selected populations, and to adjust learning opportunities to meet varied needs.

Prerequisite: sophomore class standing.

KIN 341 - Directed Field Experience in Kinesiology II

(1 credit) Provides practical work experience in fitness, therapy, or sport management settings.

Note: Requires 25-clock hours of work experience. Graded on a pass/no pass basis.

Prerequisite: KIN241.

KIN 345 - Outdoor Recreation

(2 credits; non-yearly, consult department) Knowledge and skill in outdoor recreation activities including backpacking, camping, climbing, hiking and orienteering. Safety rules, survival and compass/ map reading are emphasized.

Prerequisite: sophomore class standing.

KIN 355 - Psychosocial Aspects of Sport for Health Care Professions

(2 credits, alternate years, consult department) This course will introduce those entering into a health care profession how to cope with various psychosocial aspects of injury, psychology of injury, and counseling techniques. Students will also learn various mechanisms to cope with psychosocial issues among those they are caring for as well as themselves.

Prerequisites: KIN234, PSY100SS, or permission of instructor.

KIN 360CC - Sport in Societies

(4 credits) (NWCORE option under Cross-Cultural Engagement) A cross-cultural comparison of the relationship between sport and society. The primary emphasis will be the comparison of sport in the United States with sport in selected cultures, while attempting to develop a Christian worldview of sport.

Prerequisite: sophomore class standing.

KIN 370 - Nutrition for Health Care Professions

(3 credits) The study of the fundamental principles of normal nutrition and the importance of nutrition in promoting growth and health. Emphasis will be given to the basic food constituents and their physiological relationships within the body. Consideration will also be given to family and community needs across the lifespan.

Prerequisites: CHE101SN/102, CHE108SN, or CHE111/112; BIO121/122 or BIO221/222.

KIN 371 - Sports Nutrition

(3 credits; alternate years, consult department) An introduction to the concepts of sports nutrition and the study of applications to health, exercise and sports performance. Focus is on the analysis of functions, deficiencies, sources and utilization of nutrients.

Prerequisites: CHE101/102 or CHE111/112, BIO121/122 or BIO221/222.

KIN 381 - Strategies and Tactics of Athletic Movement and Capacity

(2 credits) Students will add to previously gained knowledge and experience in the area of Strength and Conditioning by gaining hands-on experience, specifically in examining the application of field-based movement techniques essential for athletic performance. Students will explore theoretical concepts and develop practical skills and techniques for speed, agility, change of direction, and plyometric training. Strategies to enhance aerobic work capacity, metabolic conditioning and repeated sprint ability will also be emphasized.

Note: This course includes a 40-hour Strength and Conditioning field experience requirement.

Prerequisite: KIN281.

KIN 382 - Advanced Theory and Methods of Strength and Conditioning

(3 credits) Students will add to previously gained knowledge and experience in the area of strength and conditioning, specifically in the advanced study of scientific principles, theories, and methods related to strength and conditioning. The primary emphasis will be in-depth analyses of various programming and periodization models, helping students become adept at designing appropriate athletic performance programs for individual and team-sport athletes.

Note: This course includes a 40-hour strength and conditioning field experience requirement.

Prerequisites: KIN381 or permission of the instructor (will need to have completed KIN281).

KIN 393 - Advanced Topics in Strength and Conditioning

(3 credits; alternate years, consult department) Advanced study of the scientific principles and theories related to strength and conditioning. Discussions related to applications and concepts in exercise sciences, testing and evaluation, program design, and strength and conditioning administration and facility organization will be emphasized.

Prerequisite: KIN250.

KIN 398 - Directed Study

KIN 402 - Assessment in Physical Education

(2 credits, alternate years, consult department) Introduction to measurement theory and basic statistical analysis, and practical experience in measuring physical fitness, motor skills, social development, knowledge and test construction.

KIN 403 - Motor Learning

(3 credits) Understanding of theoretical constructs of learning and knowledge of motor learning principles relating to response mechanisms, feedback, motivation, stress anxiety factors, and the influence of psycho-social elements in the acquisition of complex movements.

KIN 415 - Topics in Sport Management

(2 credits; alternate years, consult department) A project-based course for the sport management major and career concentration that examines selected contemporary sport management topics.

KIN 417 - Internship

(4 credits may apply toward the major) Prerequisites: KIN241 and KIN341 or KIN381.

KIN 450SR - Moving Forward: Seminar in Kinesiology

(2 credits) A capstone course to the entirety of your Northwestern education and the Northwestern Kinesiology programs. In this course you will integrate the various components of your college experience by evaluating your success in meeting the Northwestern Core goals and synthesizing your curricular, co-curricular and extra-curricular learning experiences. You will connect the whole of your undergraduate education to life after college by identifying your personal commitments and articulating your sense of vocation. This reflection and projection will be accompanied by reflecting on assigned readings, class discussion, formal and informal writing assignments and oral presentations.

KIN 481 - Strength and Conditioning Integrated Field Experience I

(2 credits) The intention of KIN481 and KIN482 is to facilitate a comprehensive year-long strength and conditioning coaching experience, over two consecutive terms. The practical experience will be supervised by an NSCA-CSCS certified strength and conditioning coach. Students will continue to refine and apply their professional competencies by designing and implementing a

thorough strength and conditioning program for a given Northwestern College sports team or a sub-group of a larger team. The year-long training program must include all facets of strength and conditioning previously learned. KIN481 will include weekly classroom seminars and discussions that address the areas of professional development. Emphasis will be given to the oversight of strength and conditioning programmatic organization and administration. In this course students will initiate the development of a major topical presentation and personal strength and conditioning philosophy.

Note: This course includes an 80-hour (minimum) strength and conditioning field experience requirement.

Prerequisites: KIN381, KIN382 and permission of the instructor.

KIN 482 - Strength and Conditioning Integrated Field Experience II

(2 credits) The intention of KIN481 and KIN482 is to facilitate a comprehensive year-long strength and conditioning coaching experience, over two consecutive terms. The practical experience will be supervised by an NSCA-CSCS certified strength and conditioning coach. Students will continue to refine and apply their professional competencies by continuing the design and implementation of a thorough strength and conditioning program for a given Northwestern College sports team or a sub-group of a larger team. The year-long training program must include all facets of strength and conditioning previously learned.

KIN482 will include weekly classroom seminars and discussions that address the areas of professional development. Emphasis will be given to preparation for the Certified Strength and Conditioning Specialist (CSCS) credential, available through the National Strength and Conditioning Association (NSCA). In this culminating strength and conditioning course students will finalize and articulate their major topical presentation and personal strength and conditioning philosophy.

Note: This course includes an 80-hour (minimum) strength and conditioning field experience requirement.

Prerequisites: KIN481 and permission of the instructor.

LAT 101 - Elementary Latin I

(4 credits, non-yearly) Latin 101, the first part of the elementary Latin sequence (continued in Latin 102) is designed to prepare students to read Latin. The course emphasizes mastery of grammar, syntax, morphology, and vocabulary.

LAT 102LA - Elementary Latin II

(4 credits, alternate years) (NWCore option under Language and Culture) Latin 102 is a continuation of Latin 101. As in the case of Latin 101, this course emphasizes mastery of grammar, syntax, morphology, and vocabulary. In addition, Latin 102 focuses more broadly on what the Latin language reveals about Roman culture and late antique Christian culture.

Prerequisites: LAT101.

LAT 200 - Latin Authors

(2 credits, non-yearly, consult department) Latin Authors is an intermediate level Latin language course that introduces students to a variety of ancient and medieval Latin writers. Authors may include Livy, Cicero, Virgil, Catullus, Augustine of Hippo, Jerome and others. Students may retake the course provided the topics covered are different.

Prerequisite: LAT102LA.

MAT 100 - Mathematics Lab

(1 credit) Mathematics Lab meets 3 hours per week and provides instruction in and practice with the tools of basic algebra. The practice portion of the course includes one-on-one help as students work through ALEKS tutorials. Mathematics Lab may be taken as a QR corequisite only if the student earns an ALEKS score between 20 and 45 prior to or during the first week of class.

Note: Required for (and restricted to) students who have NOT placed into a QR course by earning an ALEKS placement score of 46 or above, an ACT math score of 20 or above, or an SAT math score of 510 or above. Also: Some QR courses have stronger prerequisites than MAT100 or the equivalent exam scores listed here.

MAT 105QR - Topics in Contemporary Mathematics

(3 credits) (NWCore option under Quantitative Reasoning) This course will explore a variety of mathematical topics arising in today's technological society and include a historical component of mathematical developments. Possible topics include exposure to both symbolic and verbal logic, set notation, statistics and finance. A primary goal will be to introduce, view, and gain a deeper appreciation for a broad panorama of mathematical fields and how each field has been utilized to help shape today's culture.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, or concurrent enrollment in MAT100.

MAT 107QR - Mathematical Reasoning for Elementary & Middle School Teachers I

(3 credits) (NWCore option under Quantitative Reasoning) MAT107QR is a study of the topics most relevant for competent and effective teaching of mathematics in the elementary and middle school. The course topics include: Numbers and Operations, Number Theory, Ratio & Proportions. The goal of the course is to develop conceptual understanding of these topics through mathematical processes such as reasoning and problem solving. This course will help you to analyze and understand children's ways of thinking, effective communication of mathematical ideas, and use of appropriate manipulatives and technology for

teaching. Course enrollment is limited to Education majors and does not count toward a math major or a math minor.

Note: Course enrollment is limited to elementary education majors only and does not count toward a math major or minor.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, ALEKS placement exam score of 30 or above and concurrent enrollment (or grade of C- or above) in MAT100.

MAT 109QR - College Algebra

(3 credits) (NWCORE option under Quantitative Reasoning) This course covers algebraic material prerequisite to middle school mathematics teaching and to the study of calculus. Topics include a thorough study of functions (linear, polynomial, exponential, and logarithmic, as well as combinations of functions through addition/subtraction, multiplication/division, and composition), inverse functions, solving equations and systems of equations, matrices, and conic sections.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, or concurrent enrollment in MAT100.

MAT 111QR - Calculus for Management, Life and Social Sciences

(3 credits) (NWCORE option under Quantitative Reasoning) This course is a study of functions, limits, derivatives and integrals with an emphasis on techniques and applications in business, biology, health and social sciences.

Note: Does not count toward a math major or minor.

Prerequisite: C- or higher in MAT109QR, or an ACT math score of at least 22 (SAT 550 or above), or permission of mathematics department chair.

MAT 112QR - Calculus I

(4 credits) (NWCORE option under Quantitative Reasoning) This course is a study of functions, limits, derivatives and integrals with a strong emphasis on both theory and applications.

Note: Meets four times per week.

Prerequisite: C- or higher in MAT109QR, or an ACT math score of at least 24 (SAT 570 or above), or permission of mathematics department chair.

MAT 116QR - Statistics for the Natural and Social Sciences

(3 credits) (NWCORE option under Quantitative Reasoning) This course is designed to introduce topics in probability and statistics with an emphasis on problems in the sciences. We will study discrete and continuous distributions, estimation and hypothesis testing, p-values, correlation, and simple linear regression. There will be three main sections in this course, examining descriptive statistics (the nature of data and how to summarize it), basic probability concepts (the mathematical study of uncertainty), and inferential statistics (making claims or decisions based on one or more sets of data).

Note: Students may receive credit for only one course among MAT116QR, MAT117QR and MAT208QR.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, concurrent enrollment in MAT100, or permission of instructor.

MAT 117QR - Applied Statistics for Management

(3 credits) (NWCORE option under Quantitative Reasoning) The course is designed to study statistical methodology commonly used in business including descriptive statistics (the nature of data and how to summarize it), basic probability concepts, and inferential statistics (making claims or decisions from one or more sets of data using confidence intervals and multiple types of hypothesis testing).

Note: Students may receive credit for only one course among MAT116QR, MAT117QR and MAT208QR.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, concurrent enrollment in MAT100, or permission of instructor.

MAT 127 - Mathematical Reasoning for Elementary & Middle School Teachers II

(3 credits) MAT127 is a study of the topics most relevant for competent and effective teaching of mathematics in the elementary and middle school. The course topics include: Algebra, Geometry & Measurement, Data Analysis & Probability. The goal of the course is to develop conceptual understanding of these topics through mathematical processes such as reasoning and problem solving. This course will help you to analyze and understand children's ways of thinking, effective communication of mathematical ideas, and use of appropriate manipulatives and technology for teaching.

Note: This course is limited to elementary education majors only. Does not count toward a math major or minor.

Prerequisites: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, concurrent enrollment in MAT100, or grade of C- or better in MAT100 (taken concurrently with MAT107QR in a prior semester).

MAT 180WI - Logic and Discrete Mathematics

(3 credits) (Writing intensive) An introduction to the language and logic of mathematical proof via topics in discrete mathematics. Topics will include logic, elementary number theory, basic set theory and methods of mathematical proof (direct proof, indirect proof, induction).

Note: Other topics will be chosen from counting, functions, relations, recursion and graph theory.

Prerequisite: C- or better in MAT112QR or permission of instructor.

MAT 208QR - Biostatistics

(4 credits) (NWCORE option under Quantitative Reasoning) This course is a study of statistical methodology commonly used in the biological and health sciences. Material includes basic descriptive methods in statistics, foundational concepts in probability, confidence intervals, hypothesis tests involving one or two samples, correlation and regression including multiple regression, contingency tables, and ANOVA. Students will also complete a substantial project.

Note: Students may receive credit for only one course among MAT116QR, MAT117QR and MAT208QR.

Prerequisite: ACT math score of 20 or above (SAT 510 or above), ALEKS placement exam score of 46 or above, or concurrent enrollment in MAT100.

MAT 211 - Calculus II

(4 credits) A study of transcendental functions, techniques of integration, improper integration, sequences, series, polar coordinates and conic sections.

Note: Meets four times per week.

Prerequisite: C- or better in MAT112QR or permission of instructor.

MAT 212 - Calculus III

(4 credits) A study of the cylindrical and spherical coordinate systems, vectors in two dimensions and three dimensions, vector valued functions, functions of several variables, multiple integration, and vector calculus.

Note: Meets four days per week.

Prerequisite: C- or better in MAT211 or permission of instructor.

MAT 270 - Introduction to Data Science

(2 credits; alternate years, consult department) This course builds on and extends student skills in gaining insights from data with special emphasis on analysis and interpretation.

Prerequisites: CSC170 and MAT116QR.

MAT 308 - Methods of Teaching Secondary School Mathematics

(3 credits, alternate years, consult department) Content, techniques and materials for teaching mathematics at the secondary or junior high level. This course requires a 30 hour practicum and is required of each candidate seeking an endorsement in this content area.

Note: This course does not count toward a major or minor in mathematics.

Prerequisite: junior or senior class standing.

MAT 312 - Differential Equations

(3 credits) A study of the elementary theory, methods of solution, and applications of differential equations, which may include topics such as first order ordinary differential equations, linear equations with constant coefficients, series solutions, variation of parameters, Laplace Transforms, linear systems, partial differential equations, and Fourier Series.

Prerequisite: C- or better in MAT211 or permission of department chair.

MAT 316 - Probability and Statistics I

(3 credits, alternate years, consult department) A post-calculus course in probability and statistics, which develops the theory of discrete and continuous distributions, expected value, random variables and inferential statistics.

Prerequisites: C- or better in MAT116QR, 117QR, or 208QR and MAT112QR or permission of instructor.

MAT 317 - Linear Algebra

(3 credits) A study of the algebra of matrices and vector spaces including matrix operations, systems of equations, determinants, properties of real vector spaces, eigenvalues and eigenvectors.

Prerequisite: C- or better in MAT112QR and MAT180 or permission of instructor.

MAT 325 - Topics in the History of Mathematics

(3 credits, alternate years, consult department) In this course, students will gain an appreciation for the development of mathematical thought through exploration of some of the fascinating and critical ideas in the history of mathematics.

Topics include historical proofs of results students have encountered in previous mathematical study; along with some results, which will be new.

Prerequisites: MAT180WI and MAT211.

MAT 330 - Data Validation

(3 credits; alternate years, consult department) A course building student skills in working with large data sets gathered from real-world studies and experiments. Students will learn and experience best practices for data-type, range, constraint, code, cross-

reference, structured, and textual validation.

Prerequisites: CSC170 and one of the following: MAT116QR, MAT117QR, MAT208QR or PSY215.

MAT 375x - Econometrics with Regression Analysis

(4 credits) This course, which is required for finance, economics, and actuarial science majors, is designed to introduce students to the fundamentals of econometric analysis. To this end, the primary focus is on simple and multiple linear regressions using cross-sectional data and time series regressions. We will also discuss highly useful extensions including regression with binary dependent variables, and regression analysis using panel data if time. The course will put a heavy emphasis on empirical applications; econometric theory will be discussed where necessary but will not be the central focus. Instead, we focus on estimating regression models using statistical packages such as R, SPSS, or Stata, and on interpreting the results. Both estimation and interpretation are highly marketable skills. The coverage of this course will be sufficient for SVEE Applied Statistics (SOA) and useful for CFA exams. More broadly, what you learn from this course will be valuable for a career in consulting, banking, insurance, and other related fields.

Prerequisites: C- or better in MAT112QR and MAT116QR or MAT117QR.

Cross-Referenced: Cross-referenced in economics.

MAT 385 - Advanced Regression Analysis

(3 credits; alternate years, consult department) A course building on simple and multiple linear regression analysis to introduce multivariable analysis, logistic regression, moderation, matrix formulation, residual analysis, transformations, regression diagnostics, multicollinearity, and variable selection techniques.

Prerequisite: MAT375.

MAT 398 - Directed Study

MAT 411 - College Geometry

(3 credits, alternate years, consult department) A study of topics in Euclidean geometry as well as axiomatic systems, non-Euclidean geometry, and projective geometry.

Prerequisite: C- or better in MAT180WI or permission of instructor.

MAT 412 - Real Analysis

(3 credits, alternate years, consult department) A study of real-value functions including such topics as continuity, sequences and series, differentiation and integration. Students will also be introduced to the concept of a general metric space.

Prerequisite: C- or better in MAT180WI and MAT211 or permission of instructor.

MAT 416 - Probability and Statistics II

(3 credits, alternate years, consult department) A continuation of Probability and Statistics I. Emphasis will be placed on functions of random variables and sampling distributions.

Prerequisite: MAT316.

MAT 417 - Internship

(2 credits may apply toward the major)

MAT 419 - Introduction to Abstract Algebra

(3 credits, alternate years, consult department) A study of groups, normal groups and factor groups, Cayley's Theorem, rings, ideals, homomorphisms, integral domains, fields, polynomial rings, field extensions and zeros of polynomials.

Prerequisite: C- or better in MAT317 or permission of instructor.

MAT 420 - Actuarial Exam Review

(1 credit) This course is a comprehensive review of all materials for SOA/CAS exams. The course is tailored to the specific exam the student is planning on taking.

Note: Graded on a pass/no pass basis. Course may be repeated.

Prerequisite: permission of chair of department.

MAT 425 - Advanced Topics in Mathematics

(3 credits, offered as needed) This course will explore in more depth some of the mathematics that has been introduced in earlier courses. Topics will vary depending on the interests of students and faculty, but include complex analysis, graph theory and combinatorics, math modeling, number theory, topology, and measure theory.

Prerequisites: MAT180WI, 212, and 317; or permission of instructor.

MAT 430 - Actuarial Modeling: Life Contingent Risk Models

(3 credits, alternate years, consult department) This course is an introduction to the study of contingent payment models. Topics include: economics of insurance, individual risk models, survival distributions and life tables, benefit reserves, multiple life

functions, multiple decrement models and introductory loss models.

Prerequisite: MAT316, with corequisite MAT416.

MAT 431 - Actuarial Modeling: Loss Models

(3 credits; alternate years, consult department) This course concentrates on loss models. Topics include: frequency and severity, aggregate loss models, discrete and continuous time ruin models, construction of empirical models, parameter estimation, and model selection.

Prerequisite: MAT316, with corequisite MAT416.

MAT 435 - Bayesian Analysis

(3 credits; alternate years, consult department) An introduction to Bayesian statistical modeling and inference and related computational strategies and algorithms, including posterior and predictive inference; Bayesian models in applications; methods of prior elicitation; and computation, visualization, and analysis of real-world data.

Prerequisites: MAT116QR and MAT180WI.

MAT 445 - Statistical Design

(3 credits; alternate years, consult department) A course focusing on the theory and objectives critical to the design and implementation of sound statistical experiments and surveys, including survey and experimental methods. Emphasis on sampling techniques, instrument design, reliability and validity.

Prerequisites: CSC170QR, MAT112QR and MAT116QR or MAT117QR.

MAT 450SR - Mathematical Minds

(3 credits) This course will provide you with a survey of some of the fascinating and critical ideas in mathematics, including historical proofs of some results which are familiar to you through your previous mathematical study as well as some results which will be new to you. We will also spend a significant amount of time discussing connections between mathematics and the Christian faith, and we'll take a look into the background of the mathematically and scientifically significant number 0, which has had its own theological issues. And you'll explore the contributions of the various parts of your college experience to the goals of the NWCORE program and your progress in establishing personal commitments and a sense of vocation.

Prerequisites: C- or better in MAT211 or permission of instructor.

MECH 400 - Manufacturing Engineering

(3 credits) This course covers the principles and methods of producing mechanical components and products. Topics include manufacturing processes, materials, machine tools, quality control, automation, and sustainability. Students learn how to plan, optimize, and manage manufacturing operations for efficient production.

Prerequisite: ENGR260

MECH 410 - Machine Element Design

(3 credits) This course introduces the design of machine components. Typical topics include deflection and spring rates, combinatory springs and equivalent stiffness calculations, deflection of beams, Euler column buckling and elastic instability, failure theories, safety factors and reliability, impact and fatigue, surface damage, and detailed studies of major mechanical components including springs, bearings, gears, and shafts.

Prerequisite: ENGR340

MECH 420 - Heat Transfer with Lab

(4 credits) Introduction to conduction, convection, and radiation heat transmission. Applications to heat exchangers, pipelines and ducts, surfaces, phase exchanges, and mass transfer. Dimensional analysis and numerical methods are utilized to solve heat transfer problems. Equipment design incorporating thermal transfer processes.

Prerequisites: ENGR320, MAT212, MAT312, MAT 317

MECH 435 - Advanced CAD

(2 credits)

MECH 445 - Ergonomics

(2 credits)

MECH 455 - Mechatronics

(2 credits)

MECH 465 - Signals and Control Systems

(2 credits)

MECH 475 - Mechanical Vibrations

(2 credits)

MECH 485 - Numerical Methods

(2 credits)

MECH 495 - Special Topics in Mechanical Engineering

(1 or 2 credits)

MECH 496 - Independent Study in Mechanical Engineering

(1 or 2 credits)

MUS 101 - Music Fundamentals

(2 credits) This course provides training in basic musical skills including concepts of pitch, rhythm and time signatures, scales and key signatures, intervals, triads and seventh chords and rules for part writing. It also provides an introduction to aural skills and to understanding Christian approaches to music and music-making.

Note: Includes 1 1/2 hours of lab per week. Does not count toward a music major or minor.

MUS 111 - Music Theory I

(2 credits) This course will teach the fundamentals necessary for performing, composing/arranging, teaching, directing, writing about, and recording/producing music. Related topics such as music history, performance practice and music technology are also explored and an in-depth study is made of the Christian perspective on music and music-making.

Prerequisite for 111: MUS101 or passing score on diagnostic placement exam.

MUS 112 - Music Theory II

(3 credits) This course will teach the fundamentals necessary for performing, composing/arranging, teaching, directing, writing about, and recording/producing music. Related topics such as music history, performance practice and music technology are also explored and an in-depth study is made of the Christian perspective on music and music-making.

Prerequisite for 112: MUS111 or passing score on diagnostic placement exam.

MUS 113AE - Exploring Music

(3 credits) (NWCORE option under Aesthetic Experience) The student will survey the role of both music and musician in relation to the intellectual, religious and social conditions of the Renaissance, Baroque, Classical, Romantic and Contemporary periods. Through listening and by examination of the elements and forms of music, the student will study the nature of the creative process in the context of a Christian perspective.

MUS 115AE - Music of the Church

(3 credits) (NWCORE option under Aesthetic Experience) This course provides an introduction to the fascinating and frustrating history of how Christians have used, created, manipulated, or avoided music in their worship of God. Although each of us comes from our own denominational, geographical, and cultural backgrounds, we will seek to understand the whole historical sweep of Christian church music, as well as our own place in that history.

MUS 116 - Jazz Exploration and Understanding

(3 credits, non-yearly, consult department) This course will explore the development, history and music of jazz from its roots to today. Students will learn how culture has affected its development and how it has impacted and changed culture. Students will look closely at the music and those who have been leaders in its development. This multimedia course will focus on an aural and a historical understanding of the nature of the creative process in jazz within the context of a Christian perspective.

MUS 121 - Aural Skills I

(1 credit) This course is designed to develop the student's musical eyes and ears, the ability to translate what is seen/read into heard notes in the mind and the ability to translate what is heard into visual notation. The skills performed in this class broaden the student's musicianship by enhancing their listening experience through application of music theory.

MUS 122 - Aural Skills II

(1 credit) This course is designed to develop the student's musical eyes and ears, the ability to translate what is seen/read into heard notes in the mind and the ability to translate what is heard into visual notation. The skills performed in this class broaden the student's musicianship by enhancing their listening experience through application of music theory.

MUS 130 - Piano Class Beginners I

(1 credit) This class is designed for students with limited experience in piano. Beginning class is for the student with no piano background or very little prior instruction. Intermediate class is for the student who reads melodic lines and has some previous keyboard experience. Advanced class is for the student who has had a few years of keyboard instruction and wishes to broaden repertoire. Placement in appropriate level is by permission of instructor.

Note: Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 131 - Piano Class Beginners II

(1 credit) This class is designed for students with limited experience in piano. Beginning class is for the student with no piano background or very little prior instruction. Intermediate class is for the student who reads melodic lines and has some previous keyboard experience. Advanced class is for the student who has had a few years of keyboard instruction and wishes to broaden repertoire. Placement in appropriate level is by permission of instructor.

Note: Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 132 - Piano Class Intermediate I

(1 credit) This class is designed for students with limited experience in piano. Beginning class is for the student with no piano background or very little prior instruction. Intermediate class is for the student who reads melodic lines and has some previous keyboard experience. Advanced class is for the student who has had a few years of keyboard instruction and wishes to broaden repertoire. Placement in appropriate level is by permission of instructor.

Note: Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 133 - Piano Class Intermediate II

(1 credit) This class is designed for students with limited experience in piano. Beginning class is for the student with no piano background or very little prior instruction. Intermediate class is for the student who reads melodic lines and has some previous keyboard experience. Advanced class is for the student who has had a few years of keyboard instruction and wishes to broaden repertoire. Placement in appropriate level is by permission of instructor.

Note: May be repeated. Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 164 - Heritage Singers

(1/4 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 168 - Percussion Ensemble

(1/4 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 170 - A Cappella Choir

(1/2 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 175 - Women's Choir

(1/4 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 176 - Orchestra

(1/4 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 177 - Jazz Band

(1/4 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 179 - Percussion Class

(1 credit, non-yearly, consult department) This class is designed for non-majors and for majors who desire class instruction in areas of secondary emphasis. The classes deal with ensemble literature, technical development and sight-reading.

Note: This class may be repeated. Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 180 - Symphonic Band

(1/2 credit) Membership in each ensemble is by auditions held in the fall during the first week of classes.

Note: Ensembles may be repeated. Chamber Ensembles may be taken in lieu of private instruction for one term in either the junior or senior year to meet scholarship requirements.

MUS 181 - Voice Class

(1 credit) This class is designed for the beginning singer and addresses the processes and mechanics of singing such as posture, breathing, tone production and diction. A rudimentary knowledge of note reading is expected.

Note: This class may be repeated and must be taken prior to private voice instruction. Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 189 - Brass Class

(1 credit, non-yearly, consult department) This class is designed for non-majors and for majors who desire class instruction in areas of secondary emphasis. The classes deal with ensemble literature, technical development and sight-reading.

Note: This class may be repeated. Class instruction is offered in piano, voice, guitar, percussion, brass and woodwind performance.

MUS 211 - Music Theory III

(3 credits) This course will teach the fundamentals necessary for performing, composing/arranging, teaching, directing, writing about, and recording/producing music. Related topics such as music history, performance practice and music technology are also explored and an in- depth study is made of the Christian perspective on music and music-making.

MUS 212 - Music Theory IV

(2 credits, alternate years, consult department) This course will teach the fundamentals necessary for performing, composing/arranging, teaching, directing, writing about, and recording/producing music. Related topics such as music history, performance practice and music technology are also explored and an in- depth study is made of the Christian perspective on music and music-making.

MUS 214 - Piano Pedagogy

(2 credits, alternate years, consult department) This course is designed to prepare students for studio teaching by introducing the fundamental principles of private teaching, knowledge of methods, and materials suitable for pre-school and elementary school level students as well as to provide a broad understanding and perspective on piano teaching through teaching beginning students and observing professional teaching.

MUS 216 - Survey of Piano Literature

(1 credit, alternate years, consult department) This course is a survey of selected composers and keyboard compositions since 1750. Elements of musical style, keyboard writing, favored genres, and performance practice will be included in the discussions. Reading and listening assignments will supplement the in- class lectures.

Prerequisite: MUS251.

MUS 217 - Vocal Pedagogy

(2 credits; alternate years, consult department) Vocal Pedagogy is a course designed for music education and vocal majors who expect to teach applied voice in an educational setting or a private studio. The course deals with the vocal processes, the anatomy and physiology of the vocal tract, and practical application of this knowledge to successfully train students to sing in a free and healthy manner. This course is required for all Secondary Vocal Education and Instrumental Education majors.

Prerequisite: MUS261 or permission of instructor.

MUS 218 - Vocal Diction

(2 credits, alternate years, consult department) This course is designed to acquaint the student with the singer's pronunciation of English, French, German, Italian and Latin, using the standard International Phonetic Alphabet.

Prerequisite: applied voice or permission of instructor.

MUS 220 - Survey of Vocal Literature

(1 credit, alternative years, consult department) A survey of solo vocal literature from 1585 to the present. This course provides students with repertoire lists suitable for teaching studio and for high school solo vocal contests.

Prerequisite: MUS261.

MUS 222 - Survey of Organ Literature

(1 credit, alternate years, consult department) This course is a survey of organ literature suitable for use in churches and future teaching purposes. Students interested in organ pedagogy are advised to take MUS214.

MUS 224 - Methods of Teaching Brass Instruments

(1 credit; alternate years, consult department) This course is required for students who have selected a career concentration in instrumental music education. Students will acquire a basic playing facility for at least two instruments in each generic category. The course will familiarize students with concepts and procedures that will enable them to teach wind, percussion, and string instruments to students at the elementary and secondary levels.

MUS 225 - Methods of Teaching Woodwind Instruments

(1 credit; alternate years, consult department) This course is required for students who have selected a career concentration in instrumental music education. Students will acquire a basic playing facility for at least two instruments in each generic category. The course will familiarize students with concepts and procedures that will enable them to teach wind, percussion, and string instruments to students at the elementary and secondary levels.

MUS 226 - Methods of Teaching Percussion Instruments

(1 credit; alternate years, consult department) This course is required for students who have selected a career concentration in instrumental music education. Students will acquire a basic playing facility for at least two instruments in each generic category. The course will familiarize students with concepts and procedures that will enable them to teach wind, percussion, and string instruments to students at the elementary and secondary levels.

MUS 227 - Methods of Teaching String Instruments

(1 credit; alternate years, consult department) This course is required for students who have selected a career concentration in instrumental music education. Students will acquire a basic playing facility for at least two instruments in each generic category. The course will familiarize students with concepts and procedures that will enable them to teach wind, percussion, and string instruments to students at the elementary and secondary levels.

MUS 228 - Brass

(1/2 credit)

MUS 228 - Strings

(1/2 credit)

MUS 228 - Woodwind

(1/2 credit)

MUS 230 - Song of the Church

(2 credits, alternate years, consult department) This course is a study of the development and use of music for worship, with emphasis on music for congregational singing. Metrical psalms, Lutheran Chorales, English hymns, Global song, Taize chants, contemporary worship songs, and Emerging offerings will all be surveyed. Students will also become familiar with the craft of writing and choosing good texts and good tunes for congregation song.

MUS 231 - Church Music Administration

(1 credit, alternate years, consult department) An examination of several areas of organizational structure for a church setting. Students will gain knowledge in order to work effectively in a Christian community, while exercising a servant model of leadership.

Prerequisite: MUS115AE.

MUS 232 - Music Technology

(2 credits, alternate years, consult department) This course is designed to give students a basic understanding of some of the most common technologies in music, both digital and analog. The course is theoretical as well as practical. Hands-on experience and training will comprise a significant element in the class. Midi, digital technology, computers and analog sound amplification comprise broad subjects covered. Students will gain understanding and experience in each of these areas.

Prerequisite: MUS111 or permission of instructor.

MUS 233x - Leading Worship Teams

(3 credits, alternate years, consult department) This course covers several interconnected practical aspects of music ministry, built upon an articulate and sound personal philosophy of arts in worship. This course explores leadership skills necessary for working with volunteers, providing pastoral care for team members, preparing for and leading rehearsals, and handling budgets and copyright issues. Students will practice planning, leading, and then evaluating worship services. The course includes methods of teaching and coaching the various instruments (including singers) used in music worship bands, with an introduction to the technical aspects of each instrument and the roles these instruments play within a properly functioning band.

Cross-Referenced: Cross-referenced in theatre.

MUS 234 - Aural Skills III

(1 credit) This course is designed to develop the student's musical eyes and ears, the ability to translate what is seen/read into heard notes in the mind and the ability to translate what is heard into visual notation. The skills performed in this class broaden the student's musicianship by enhancing their listening experience through application of music theory.

MUS 235 - Integrating Music for Elementary Classroom Teachers

(1 credit) This course is designed to equip elementary majors with methods and materials for incorporating music in their educational curriculum.

Note: KIN338 is an acceptable substitute for those seeking an elementary education major and birth through grade three inclusive settings endorsement. Does not count toward a music major or minor.

Prerequisite: EDU326.

MUS 243 - String Bass

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 245 - Classical Guitar

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 246 - Music Ministry Guitar

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 247 - Harp

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 250 - Aural Skills Lessons

(0.5-1 credit)

MUS 251 - Piano Lessons

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 252 - Lead Sheet Piano

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: MUS133 or MUS251

MUS 253 - Organ

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 255 - Piano Ensemble

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 257 - Oboe

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 261 - Voice

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 265 - Percussion

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 267 - Tuba

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 271 - Violin

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 273 - Cello

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 277 - Viola

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 281 - Trumpet

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 283 - Trombone

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 285 - French Horn

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 287 - Baritone Horn

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 291 - Clarinet

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 293 - Saxophone

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 295 - Flute

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 297 - Bassoon

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: permission of instructor.

MUS 301 - Basic Conducting

(2 credits, alternate years, consult department) This course is designed to assist students in developing a basic conducting technique. Skills are taught which enable the student to direct vocal and instrumental groups. Included in the course are studies in transposition, clef reading and score preparation.

Prerequisite: MUS112.

MUS 302 - Advanced Conducting

(2 credits, alternate years, consult department) This course is designed to further develop the student's basic conducting skills. The student will learn how to interpret stylistically the intentions of a composer and how to rehearse effectively. Compositions for band, choir and orchestra are studied. Included in the course are studies in score preparation, clef reading, transposition,

rehearsal techniques, and error detection.

Prerequisite: MUS301.

MUS 307 - Teaching Elementary Music

(2 credits, alternate years, consult department) This course is designed to prepare students who are music majors or minors for teaching in the elementary school. Students, who anticipate becoming specialists, will learn how to teach music to children through traditional methods, as well as through innovations of leading European and American educators. Students will learn how to establish curriculum's for music education that utilize learning strategies encompassed by the conceptual approach. State INTASC Standards, as well as National Music Standards, will be reviewed and applied. Four areas of musical study will be emphasized: historical, philosophical, content and methodology. Students will do guided practice in class teaching assignments.

Prerequisite: MUS112.

MUS 310 - Secondary Music Methods

(4 credits; alternate years, consult department) This course deals primarily with philosophy, techniques, literature and materials used in teaching instrumental and vocal music at the secondary levels. Activities include the study of educational music philosophy, organization of various music ensembles, discussion of rehearsal procedures, classroom environment, and professional responsibilities. The class will understand criteria for evaluating quality music and will learn how to select level-appropriate literature.

MUS 312 - Counterpoint

(2 credits, alternate years, consult department) The study of species counterpoint and 18th century fugues.

Note: This course is strongly recommended for all students anticipating graduate school.

Prerequisite: MUS211.

MUS 317WI - History of Music I

(4 credits; alternate years, consult department) (Writing intensive) Music history courses present a summary of the chronological development of music in western civilization. Music from Antiquity through the late 18th century is covered.

Prerequisite: MUS112 or permission of instructor.

MUS 318AE - History of Music II

(4 credits; alternate years, consult department) (NWCORE option under Aesthetic Experience) Music history courses present a summary of the chronological development of music in western civilization. Music from the late 18th century through the present is covered.

Prerequisite: MUS112, junior class standing or permission of instructor.

MUS 320CC - World Musics

(3 credits, alternate years, consult department) (NWCORE option under Cross-Cultural Engagement) Music is an integral part of every culture. By studying the music of other cultures, including the way music relates to faith, power, societal structure, and daily life, students will be able to better understand, love, and treat people from other cultures with justice. This class will give students tools from the field of ethnomusicology to engage with the music of the world's people through listening, observing, researching, and music-making.

MUS 325 - Recital

(1 credit) This course is to be taken along with one credit of applied instruction during the term in which the degree recital is given. The student will be required to select music of representative styles and periods, research and write program notes, pass the pre-recital jury one month prior to the recital, and give the public performance.

Note: Minimum recital length is 30 minutes for music education majors and 60 minutes for music performance majors. Course may be repeated.

Prerequisite: junior class standing or after four term of applied study.

MUS 334 - Composition

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: MUS112 or permission of instructor

MUS 335 - Private Conducting

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an

hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: MUS302

MUS 337 - Choral/Instrumental Arranging

(1-2 credits) Private instruction is offered in keyboard, voice, brass, woodwind, percussion and string performance.

Note: Lessons are 30 minutes in length. Lessons are offered every term and may be repeated. MUS252, Lead Sheet Piano does not count toward class or private instruction in piano requirement for majors or minors. An advanced student may elect to take an hour lesson each week in his/her major area of performance. Practice and repertoire requirements are doubled.

Prerequisite: MUS112 or permission of instructor

MUS 398 - Directed Study

MUS 417 - Internship

(4 credits may apply toward the Arts Administration minor) Prerequisite: MUS212.

MUS 420 - Chamber Opera

(1/2 credit, non- yearly, consult department) The study of a selected chamber opera (operas) scene(s) from all periods. The course will involve rehearsal and performance. Students will present their product in the context of recitals or performances.

Prerequisite: permission of instructor.

NSC 101 - Introduction to Earth Science

(4 credits, alternate years, consult department) An introduction to an understanding of Earth's geological, hydrological, atmospheric, and environmental systems, the impact of human activity on such systems, and the ethical basis and strategies for human response to environmental degradation. Course includes required field trips and 90 minutes of lab per week.

Note: This course is restricted to students pursuing a Middle School endorsement. Students may NOT receive credit for both BIO101SN and NSC101. A fee is associated with this course.

NSC 308 - Methods of Teaching Secondary Natural Science

(3 credits, alternate years, consult department) A study of the techniques and materials for teaching natural science at the secondary school level (for biology and chemistry majors). This course requires a 30 hour practicum and is required of each candidate seeking an endorsement in this content area.

Note: Credit does not count toward the major or minor. See also course offerings under biology, chemistry and physics.

Prerequisite: upperclassman.

NUR 160 - Nursing: Discerning Your Vocation

(1 credit) Based on a Christian worldview, this course considers dimensions of nursing specifically related to nursing as a healing ministry, human science, and performing art. This exploration includes a historic, current and future perspective. Students reflect on their call to nursing and develop a success plan for completing their major. Current societal, health-related and professional issues are also explored. Learning experiences include lecture and directed discussion, journaling, interviews, guest lectures, multimedia learning technology and library research.

NUR 220 - Nursing and Shalom

(2 credits) Based on a Christian worldview, this course investigates the theoretical, scientific and ethical foundation of nursing as a human science, performing art and healing ministry specifically as an approach to promote shalom (health, peace and wholeness from a Biblical perspective) and social justice. The program's mission, philosophy, conceptual framework and program outcomes are examined. Service-learning experiences, faith reflection and the creation of an electronic portfolio are integrated in meeting course objectives.

Prerequisite: Admission to the BSN program. Concurrent requisite: NUR260.

NUR 260 - Fundamentals of Nursing

(3 credits, 2:1) Based on a Christian worldview and the framework of nursing as a healing ministry, human science and performing art, this course provides the foundation for application of the nursing process with diverse pediatric and adult clients in acute and chronic illness. On-campus laboratory precedes clinical experiences and as a means to promote shalom. These experiences provide opportunity to develop knowledge and beginning nursing aptitudes in intervening with the care of individual clients across the lifespan.

Prerequisites: Admission to the BSN program and BTS150. Concurrent requisites: NUR220, BIO203 and PHI214BR.

NUR 280 - Lifespan Health Assessment

(3 credits, 2:1) Based on a Christian worldview, this course provides an opportunity for students to develop their understanding and use of the nursing process, with a focus on the relationship development and assessment phases. Informed by a Christian world view, emphasis is placed on performing holistic assessment of pediatric and adult clients including the physiological, psychological, sociocultural, spiritual and moral/ethical dimensions. Laboratory practice precedes clinical application in a variety

of health care and community settings. In the clinical component, students develop aptitudes in relationship development and holistic assessment of pediatric and adult individual clients to develop clinical judgment and promote shalom.

Prerequisite: NUR220 and NUR260. Concurrent requisite: NUR290.

NUR 290 - Geriatric Nursing

(3 credits, 2:1) Based on a Christian worldview, this course explores multidimensional aging processes and the holistic health experience of older individuals from the perspective of a Christian worldview. Emphasis is placed on nursing as a healing ministry, human science and performing art to promote shalom with older adults. Application of the nursing process in health promotion and care of common geriatric care concerns is accentuated. Service-learning experiences, faith reflection, and literature and the arts are integrated as strategies to more fully understand (a) the experience of older adults with diverse backgrounds, and (b) personal values, attitudes, practices and ethics, as well as those evident in government policies, community planning and the health care and social service delivery system. The clinical component provides an opportunity for nursing practice in community-based and acute care settings with older adults, assisting students to integrate knowledge, aptitudes and compassionate care in health promotion, restoration and maintenance, and living the three nursing practice dimensions (illuminating meaning, synchronizing rhythms and participating in transcendence).

Prerequisites: NUR220, NUR260 and BIO203. Concurrent requisite: NUR280.

NUR 320 - Medical/Surgical Nursing

(6 credits, 4:2) Based on a Christian worldview, this course examines the theoretical, scientific and ethical basis for the application of the nursing process with diverse clients in their experience of health and illness across the lifespan. Emphasis is placed on nursing as a human science, performing art and healing ministry to promote shalom with children and adults. The clinical component provides an opportunity for nursing practice in acute care and selected community-based settings, assisting students to integrate knowledge, aptitudes and Christ-like compassion in all levels of prevention, with a focus on health restoration and in living the three practice dimensions.

Prerequisites: NUR220, 260, 280, 290, BIO320 and PSY225. Concurrent requisite: BIO360.

NUR 350 - Cross-Cultural Nursing

(1 credit) Based on a Christian worldview, this 1-credit seminar examines transcultural nursing theory from a theoretical, scientific and ethical perspective, dimensions of global health care and social justice. Emphasis is placed on cultural values, beliefs, norms and practices and their influence on the lived experience of health and illness. Within a context that honors nursing as a human science, performing art and healing ministry to promote shalom with diverse clients in acute care and/or community-based settings, the course provides students opportunities to explore another culture and the nursing and health care delivery system. Learning experiences include faith and program outcome reflections.

Prerequisite: Admission to the BSN program or NUR310A.

NUR 360 - Maternal/Newborn Nursing

(3 credits, 2:1) Based on a Christian worldview, this course examines the theoretical, scientific and ethical basis for the application of the nursing process with diverse normal and high-risk childbearing families. Emphasis is placed on nursing as a human science, performing art and healing ministry to promote shalom with parents and children. The clinical component provides an opportunity for nursing practice in acute care and selected community-based settings, assisting students to integrate knowledge, aptitudes and compassionate care in health promotion and restoration activities and in living the three nursing practice dimensions. Learning experiences include service-learning, faith reflection, laboratory practicum and clinical experiences.

Prerequisite: NUR320. Concurrent requisites: NUR380.

NUR 380 - Mental Health Nursing

(3 credits, 2:1) Based on a Christian worldview, this course examines the theoretical, scientific and ethical basis for the application of the nursing process in promoting shalom with diverse individuals across the lifespan who are experiencing mental illness. Emphasis is placed on nursing as a healing ministry, human science and performing art to promote shalom with pediatric and adult mental health clients in acute and community-based settings. The person is considered from a holistic perspective and application of the nursing process utilizing all levels of prevention is emphasized, with a focus on the therapeutic use of self, health restoration and maintenance. The clinical component provides an opportunity for mental health nursing practice in institutional and selected community-based settings, assisting students to integrate knowledge, aptitudes and compassionate care in living the three nursing practice dimensions.

Prerequisites: NUR320 and PSY360. Concurrent requisites: NUR360.

NUR 420 - Nursing Research and Informatics

(3 credits, 2:1) Based on a Christian worldview, this course examines the epistemological (theoretical, scientific and ethical) foundation of nursing as a human science, specifically as an approach to promote shalom and social justice. It surveys the types,

methods and uses of research and informatics to enhance client outcomes and to deliver holistic nursing care for all clients and at all levels of prevention. The course emphasizes the knowledge and aptitudes needed by professional nurses to manage and utilize health care information and related technologies, critically evaluate research studies and integrate evidence in all phases of the nursing process. In the practicum, students analyze a variety of health care technologies and present an evidence-based practice project.

Prerequisites: Nursing major with senior class standing, KIN370, MAT208QR and SOC101SS. Concurrent requisite: NUR440.

NUR 430 - Pediatric Nursing

(2 credits) Based on a Christian worldview, this course examines the theoretical, scientific and ethical basis for the application of the nursing process with diverse normal and higher-risk children and their families. Emphasis is placed on nursing as a human science, performing art and healing ministry to promote shalom with children and their families. The content builds upon the child and adolescent content in NUR280 *Lifespan Health Assessment*, NUR360 *Promoting Shalom with Childbearing Families* and NUR380 *Promoting Shalom and Mental Health*. Learning experiences include service-learning, case studies and faith reflection. Related clinical experiences are integrated throughout the nursing course sequence and provide an opportunity for nursing practice in acute care and selected community-based settings, assisting students to integrate knowledge, aptitudes and compassionate care in health promotion and restoration activities and in living the three nursing practice dimensions.

Prerequisites: NUR360 and 380. Concurrent requisites: NUR420 and 440.

NUR 440 - Public/Community Health Nursing

(5 credits, 3:2) Based on a Christian worldview, this course examines the theoretical and scientific basis for the application of the nursing process with diverse families and groups in the community. All levels of prevention are considered, focusing on health promotion and maintenance. Grounded in a synthesis of public health and nursing science and arts, the course emphasizes nursing as a healing ministry, human science and performing art to promote shalom and enhance the health of the population as a whole. The clinical component provides an opportunity for nursing practice in the community, assisting students to integrate knowledge, aptitudes and compassionate care in living the three nursing practice dimensions with families and groups. Learning experiences include service-learning, faith reflection and clinical experiences.

Prerequisites: Nursing major with senior class standing, ENG288, KIN370, and SOC101SS. Concurrent requisite: NUR420.

NUR 460WI - Nursing Leadership

(4 credits, 3:1) (Writing intensive) Based on a Christian worldview, this course explores the leadership, management, role development and clinical scholarship dimensions of professional nursing practice, with a distinctive emphasis on promoting shalom, servant leadership, social justice and sociopolitical change. Students will analyze the health care system at a microsystem, macrosystem and chronosystem level, focusing on national health care but also exploring global health issues. Foundational to this exploration is an analysis of the relationship of personal, professional and organizational values and ethics to health care leadership roles and activities. Clinical scholarship is emphasized as a moral duty of Christian nurses committed to continuing Jesus' healing ministry. The practicum component provides an opportunity for students to observe (a) the role played by a nurse servant leader and (b) engage in a leadership project as a basis for clinical scholarship. Learning experiences include service-learning, faith reflection and practicum experiences.

Prerequisites: NUR420, NUR430 and NUR440. Concurrent prerequisites: NUR480 and NUR490.

NUR 480 - Critical Care Nursing

(5 credits, 2:3) Based on a Christian worldview, this course expands the theoretical, scientific and ethical basis for the application of the nursing process with diverse clients who experience complex health problems across the lifespan. Emphasis is placed on nursing as a healing ministry, human science and performing art to promote shalom with children and adults in acute care and community-based settings experiencing life-altering illness. The clinical component, which includes a 120-hour preceptorship, provides opportunity for (a) beginning-level professional nursing practice in acute care and selected community-based settings, (b) the integration of knowledge from nursing and related disciplines in clinical decision-making, (c) enhancing aptitudes in all levels of prevention, but with a focus on health restoration, and (d) practicing compassionate care in living the three practice dimensions.

Prerequisites: NUR420, NUR430 and NUR440. Concurrent requisites: NUR460 and NUR490.

NUR 490SR - Living Shalom

(2 credits) Based on a Christian worldview, this course explores finding one's place in God's kingdom for now and eternity, living vocation, integrating values and ethics in personal and professional realms and living shalom. Within this capstone seminar, students assess their knowledge and aptitudes related to the program outcomes and integrate them in their philosophy of Christian nursing. Supported by a vocation-based philosophy, the course also prepares graduating seniors to live their vocation, write the NCLEX-RN examination, secure their first professional nursing position and practice in their first nursing position.

Prerequisites: NUR420, NUR430 and NUR440. Concurrent requisites: NUR460WI and NUR480.

NWC 100 - Writing Studio

(1 credit) Writing Studio provides additional writing instruction and feedback for students taking NWC101 (FYS: Speaking and Writing in Community). The studio engages students in essential practices of college writing through mini-lessons and workshop activities.

Note: Required for conditionally accepted students or students entering with an English ACT of 19 or below (SAT Reading below 26) and no college-level writing course.

NWC 101 - First-Year Seminar

(4 credits)

NWC 101 First-Year Seminar is a writing and speech intensive course designed to help first-year students better understand the meaning and significance of a Christian liberal arts education. In this course, students can expect to develop effective practices of reading, writing, and speaking as they analyze various texts through a Christian liberal arts framework.

After completing the First-Year Seminar, students will be able to:

- Articulate Northwestern College's identity as a Christian liberal arts institution.
- Use a Christian liberal arts framework to engage ideas in a variety of texts.
- Employ effective practices of writing and speaking for an audience.

NWC 105 - Honors First-Year Seminar

(4 credits) NWC105 is an Honors section of the First-Year Seminar, utilizing the same syllabus, texts, and course objectives as NWC101. In addition, the Honors First-Year Seminar aims: 1) to promote community among first-year students of demonstrated academic ability; 2) to create an environment in which these students can excel academically and nurture their innate intellectual curiosity; and 3) to provide students with an opportunity to learn from NWC faculty who have been recognized for their teaching excellence in the classroom. Completion of the Honors First-Year Seminar does not guarantee admission into the Honors Program. Students will have the opportunity to apply to the Honors Program at the end of their Freshman year. For additional course information, see the course description under "First-Year Seminar".

NWC 120 - Research Essentials

(2 credits) This course is designed to help students consume information in today's world. Students will use a cross-disciplinary approach and apply hands-on projects to analyze and evaluate information.

NWC 210CC - Different Together: Living & Learning Interculturally

(3 credits) (NWC Core option under Cross-Cultural Engagement) This interdisciplinary and experiential course will guide students in developing their critical understanding, attitudes, and skills for living effectively with others in our multicultural world. Readings from religion, social science, and professions will inform discussion of observations and questions from students' own interactions. Students will explore complex intersectional group identities, learn to distinguish between cultural and personal differences, and how to respectfully engage differences as well as similarities. Students will select a particular culture to explore and engage in depth, applying their learning and reflecting with others on those experiences. They will better understand themselves as cultural persons interacting with other cultural persons everywhere all the time.

Prerequisite: NWC101 or NWC105.

NWC 220 - Navigating Your Future

(2 credits) Navigating Your Future provides a classroom setting in which sophomores, juniors, and seniors can explore their vocation, or God's call on their lives. By combining instruction, exercises, and reflections, this class will lead students through a vocation discernment process that will help them gain greater awareness of how they can pursue God's redeeming work in the world. The class will also guide students in building competencies critical for their ongoing professional development.

Prerequisite: Sophomore standing.

NWC 400SR - Faith, Culture and Public Life

(2 credits) This interdisciplinary Senior Seminar is open to all majors. In this course, drawing upon their entire Northwestern experience, students will develop answers to the following questions: How has my NWC education changed me? How will I draw on its resources as I go forth to live in the world? In particular, how will my education shape my role as a citizen? What role does Christian witness play in democratic culture? What does a healthy democratic culture look like?

NWC 410SR - Apply Yourself

(2 credits; alternate years, consult department) In this project-based capstone, students craft effective application materials for graduate school, professional school, and the job market. Course readings cover Christian vocation, the contemporary marketplace, and curating a professional web presence. Students participate in a mock interview and create persuasive application materials and a Vocational Autobiography based on personal, academic, and spiritual reflection.

NWC 420SR - Truthiness: Fact, Fiction, or Feeling?

(2 credits) This course is designed to create critical thinkers in today's digital world where it can be difficult to determine whether information is grounded in fact, designed as fiction, or motivated by feelings. The course will use a cross-disciplinary approach in presenting course content while employing digital literacy skills to analyze and evaluate online information. This course will help integrate an academic understanding about the flow of information so that students will be able to apply that knowledge as they contemplate how they best can live in this digital age. This course is open to all majors.

NWC 450SR - The Meaning of Life

(2 credits) In this interdisciplinary Senior Seminar, open to students of all majors, we will explore and evaluate various answers to some of our most puzzling and enduring questions: Who are we? Why are we here? How should we live our lives? What makes a life worth living?

Prerequisite: at least junior class standing.

PHI 204BR - Mind, Knowledge and Reality

(4 credits) (NWCore option under Belief and Reason) An introduction to the main metaphysical and epistemological questions of philosophy. Issues addressed include the existence of God, the problem of evil, the mind-body problem, knowledge and skepticism, and personal identity and resurrection.

PHI 208BR - Reason and Christian Faith

(4 credits; alternate years, consult department) (NWCore option under Belief and Reason) An introduction to some of the main philosophical problems faced by Christians. Possible topics include apologetics, arguments for and against the existence of God, the attributes of God, the problem of evil, and the relationship between faith and reason.

PHI 210BRx - Introduction to Political Philosophy

(4 credits, alternate years, consult department) (NWCore option under Belief and Reason) This course introduces the student to philosophy by means of an examination of the main questions of normative social and political theory. It examines such matters as the justification and purpose of government, anarchism, justice, equality and human rights.

Cross-Referenced: Cross-referenced in political science.

PHI 214BR - Contemporary Moral Issues

(4 credits) (NWCore option under Belief and Reason) A philosophical exploration of contemporary moral issues. Possible topics include self-defense, war, terrorism, capital punishment, suicide, euthanasia, global poverty, factory farming and experimenting on animals, abortion, and others.

PHI 219BR - Philosophy and Science Fiction

(4 credits) (NWCore option under Belief and Reason) An exploration of some central philosophical problems through the medium of science fiction.

PHI 226BR - Great Philosophers

(4 credits, non-yearly, consult department) (NWCore option under Belief and Reason) An introduction to philosophy through the work of several influential figures in the history of philosophy.

PHI 244BR - C.S. Lewis

(4 credits, alternate years, consult department) (NWCore option under Belief and Reason) An exploration of the philosophical themes found in the writings of C.S. Lewis, with some consideration of his place in the writing group known as the Inklings.

PHI 250 - Special Topics

(2 or 4 credits, non-yearly, consult department) A study of special topics in philosophy which are not adequately covered in other courses as a response to student or faculty needs or interests.

Note: May be taken more than once for credit provided that a different topic is studied.

PHI 305x - Political Ideologies

(4 credits) (American politics) A survey of contemporary political ideologies such as liberalism, conservatism, socialism, and others. Students will seek to understand the relevance of these ideologies for public policy, and will seek to develop a Christian perspective on, and critique of, contemporary ideologies.

Cross-Referenced: Cross-referenced in political science.

PHI 310Wix - History of Political Thought

(4 credits, alternate years, consult department) (Writing intensive) A survey of the history of Western political thought, through study of selected major thinkers in the tradition. Emphasis will be placed both on each thinker's political theory and how it fits in the broader history of Western political thought.

Prerequisites: junior class standing, or permission of the instructor.

Cross-Referenced: Cross-referenced in political science.

PHI 398 - Directed Study

PHY 101 - Conceptual Physics

(3 credits) The course includes a study of linear and non-linear motion, Newton's Laws of Motion, momentum, energy, properties of matter, heat, sound, electricity and magnetism, light, and atomic and nuclear physics. These topics are studied in a conceptual manner that includes little mathematics (beginning high school algebra level). The historical perspective on these concepts and the way in which they were developed is included.

PHY 107 - The Physics of Everyday Life

(4 credits, alternate years, consult department) A one-semester physics course for students seeking a physical science course to fulfill their natural science general education requirement and those students needing a one-semester physics course for a graduate school program. The primary goal of the course is to introduce students to the basic principles of physics that are at work in creation, as well as how they have been implemented technologically. Specific topics may vary somewhat, but will always focus on the foundational aspects of physics: mechanics, electromagnetism, wave behavior and thermodynamics. There will be some discussion of the historical development of physics and its relationship to faith.

Note: There is a laboratory component to this course.

Prerequisite: MAT109QR or higher, or ACT math score of 24 or better (SAT 570 or above), or consent of department chair.

PHY 111SN - General Physics I

(4 credits) (NWCORE option under Science and the Natural World) This is the first in a two-course algebra-based sequence. Topics include kinematics, Newtonian mechanics, energy, momentum, gravity, atomic physics, thermodynamics, and simple harmonic oscillations.

Note: There is a laboratory component to this course.

Prerequisite: C- or higher in MAT109QR, or ACT math score of 24 or better (SAT 570 or above), or consent of the department chair.

PHY 112 - General Physics II

(4 credits) This is the second in a two-course algebra-based sequence. Topics will include electricity, magnetism, electromagnetic waves, electromagnetism, and optics.

Note: There is a laboratory component to this course.

Prerequisite: successful completion of PHY111SN with a grade of C- or better, or consent of department chair.

PHY 150 - Introduction to Astronomy

(3 credits; alternate years, consult department) This course covers several topics in the field of astronomy chosen from our solar system, stellar lifecycle, astronomical observations and measurements, and a basic introduction to cosmology and relativity. The basic tools, concepts, physics, and mathematical models in astronomy are discussed. Students are expected to be able to articulate a Christian perspective of our place in the universe.

Note: There is no laboratory component to this course, and it does not count as an option under Science and the Natural World. However, the course does count toward the Elementary and Secondary Endorsements in Basic Science.

Prerequisites: C- or higher in MAT109QR or MAT127, ACT math score of 22 (SAT 520) or above, or permission of instructor.

PHY 160SN - Astronomy

(4 credits) (NWCORE option under Science and the Natural World) This course covers several topics in the field of astronomy chosen from our solar system, stellar lifecycle, astronomical observations and measurements, and a basic introduction to cosmology and relativity. The basic tools, concepts, physics, and mathematical models in astronomy are discussed. Students are expected to be able to articulate a Christian perspective on our place in the universe.

Note: There is a laboratory/observation component to this course.

Prerequisite: C- or higher in either MAT109QR or MAT127, or ACT math score of 22 (SAT550 or above) or permission of instructor.

PHY 211SN - Classical Physics I

(4 credits) (NWCORE option under Science and the Natural World) This is the first in a two-course calculus-based sequence. Topics include kinematics, Newtonian mechanics, energy, momentum, gravity, atomic physics, thermodynamics, and simple harmonic oscillations.

Note: There is a laboratory component to this course.

Prerequisite: C- or higher in MAT112QR or consent of the department chair.

PHY 212 - Classical Physics II

(4 credits) This is the second in a two-course calculus-based sequence. Topics include electricity, magnetism, electromagnetic waves, electromagnetism, and optics.

Note: There is a laboratory component to this course.

Prerequisite: successful completion of PHY211SN with a grade of C- or better.

PHY 213 - Electronics and Instrumentation

(3 credits, alternate years, consult department) For students seeking a minor in physics. Topics will include analog and digital electronics components, basic analog and digital theory of circuit operation, and interfacing recording instruments to experimental apparatus.

Prerequisite: PHY212 or permission of department chair.

PHY 220x - Statics

(3 credits) This course introduces the fundamental principles of mechanics dealing with bodies at rest. Topics include forces; moments; equilibrium of articles and rigid bodies; analysis of trusses, frames, and machines; friction, centroids, and moments of inertia. Emphasis is placed on free-body diagrams, vector methods, and problem-solving techniques essential for subsequent courses in mechanics and design.

Prerequisites: MAT112QR and PHY211SN.

Cross-Referenced: Cross-referenced in engineering.

PHY 250 - Special Topics

(2 or 4 credits, alternate years, consult department) A study of topics in physics which are not fully covered in other courses.

Note: May be repeated provided a different topic is studied.

Prerequisites: PHY111SN, 112 or 211SN, 212.

When Offered: Offered to accommodate student or faculty interests.

PHY 350 - Fundamentals of Optics

(4 credits; alternate years, consult department) This course will cover an introduction to classical and modern theories in optics and their applications. Students will learn topics in geometric optics including lens, ray tracing, reflection, and refraction and in physical optics including interference, diffraction, polarization and lasers.

Prerequisites: C- or higher in PHY212 and MAT211, or permission of instructor.

PHY 370 - Modern Physics

(4 credits, alternate years, consult department) An introduction to the physics of the 20th century. Topics include special relativity, introduction to quantum theory, Schrödinger equation, the hydrogen atom and many-electron atoms.

Note: There is a laboratory component to this course.

Prerequisites: successful completion of PHY212 & MAT211 with grades of C- or higher, or permission of department chair.

PHY 398 - Directed Study

PHY 417 - Internship

PHY 433W1x - Introductory Physical Chemistry

(4 credits, alternate years, consult department) (Writing intensive) An introductory course in chemical thermodynamics, quantum chemistry and chemical kinetics.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisites: MAT112QR, and CHE112 or PHY212.

Cross-Referenced: Cross-referenced in chemistry.

PHY 436x - Intermediate Physical Chemistry

(4 credits, alternate years, consult department) An intermediate course in chemical thermodynamics, quantum chemistry and chemical kinetics.

Note: Three lectures and one three-hour laboratory period per week. A fee is associated with this course.

Prerequisite: PHY433W1x.

Cross-Referenced: Cross-referenced in chemistry.

PHY 450 - Biophysics

(4 credits; alternate years, consult department) Biophysics utilizes analytical problem solving skills cultivated through the study of physics and mathematics to describe theoretically the mechanisms of biological processes. Students will learn to analyze biographical data using MatLab. This course is intended to be taken by Biophysics majors towards the end of their program of study.

Prerequisites: C- or higher in PHY370, MAT317, and BIO326 or BIO327, or permission of instructor.

PRL 101x - Mass Media and Society

(4 credits) Examines the historical development, organization and structure of the mass media in contemporary society, as well as related issues and problems. Suggests Christian perspectives on use of and participation in the mass media.

Cross-Referenced: Cross-referenced in theatre/speech.

PRL 185WI - Media Writing

(4 credits) (Writing intensive) Students learn genres of writing for print and broadcast journalism and video, as well as for public relations and advertising. They learn these genres in relation to each other and in relation to their organizational contexts and audiences. Included are reporting, organizing and writing, as well as basic legal and ethical guidelines for reporters and writers in journalism and PR.

PRL 210 - Topics in Communications

(2-4 credits; alternate years, consult department) An exploration of an area or genre of communication not adequately covered in the current curriculum. See the professor listed for details about the current topic.

PRL 215 - Practicum in Public Relations

(1 credit) Practical experience in public relations related projects such as publicity, promotions, employee and customer relations, special events, advertising, Web design, corporate research, grant writing, and human resources development and training.

Project sites and sponsors may be campus departments and organizations, community businesses, and non-profit organizations.

Note: Graded on a pass/no pass basis. Course may be repeated.

Prerequisites: completion of any of the following courses: PRL230, ENG261, PRL263, ENG316, PRL332, PRL355, or permission of instructor.

PRL 225 - Media Law and Ethics

(2 credits) This class explores the ethical and legal judgments of media professionals both past and present in an attempt to reveal the process by which important communications decisions are made. By exploring the successes and failures of others, students will learn to hone their own decision-making skills. They will also learn how the law affects their field and ultimately the decision-making processes of members of the media. Finally, this course will show students there is no such thing as a universal ethic and that their own principles will not always agree with the principles of others. Students will come to understand the differences between secular ethical considerations and their own Christian values.

Prerequisite: PRL101.

PRL 230 - Principles of Public Relations

(3 credits) Introduction to the field of public relations. Its focus is on public relations theory and practice with an emphasis on emerging trends. This course is offered as an overview covering public relations history, theories, strategies and tactics.

PRL 263 - Layout and Design

(3 credits) Covers basic principles of design as they apply to a wide variety of publications. Emphasis on selecting type, art and graphics appropriate to subject matter, purpose and audience.

PRL 310 - Advanced Topics in Communications

(2-4 credits; alternate years, consult department) This course is designed to be an upper-level course providing in-depth and additional knowledge and/or skill in specific discipline areas that are not well covered in the current curriculum. Topics will vary according to students' interests and needs, changes and developments in the communication discipline and practice, and faculty skills and interest. Potential topics may include additional instruction in advertising, public relations, magazine writing, advanced news writing and editing, advanced video editing, digital video directing, and international and intercultural communication.

Prerequisites: to be determined by department.

PRL 332 - Advertising Campaigns

(3 credits; alternate years, consult department) The primary objectives of this course are knowledge integration skills application. By conceiving, researching, creating, executing, and evaluation a comprehensive advertising communication plan that incorporates research, creative, media, and promotions, students will understand how various components work together to provide a client with a cohesive campaign that communicates their message. Students will give a formal oral presentation to their client that includes a usable campaign and all the creative materials needed to execute the campaign.

PRL 355 - Organizational Communication

(4 credits; alternate years) Examination of the role of communication within and between organizations. Attention to communication tasks within an organization such as news releases, memo writing, conducting meetings, and communicating to an organization's constituencies.

PRL 398 - Directed Study

PRL 415SR - Advanced Public Relations: Strategy and Implementation

(4 credits) This course is designed to further define the ethical practice of public relations, to reflect on the student's study of communications and the NWCore, to examine the student's role in the vocation of public relations, to provide experience in the research, design, presentation, and evaluation of a communications campaign for a client, and to examine individual and corporate responsibility to the greater world. There is considerable emphasis on writing and speaking.

Prerequisites: PRL101, PRL185WI, PRL230, and PRL263 or permission of instructor.

PRL 417 - Internship

(4 credits may apply toward the major) Experience in an approved internship.

PSC 101SS - American Government

(4 credits) (NWCore option under Self and Society) (American politics) A broad survey of the major political and governmental institutions in the United States, this course examines how citizens attempt to influence their government and how the government responds. The course also develops the foundations for a biblical perspective on the role of government and the role of citizens.

PSC 210BRx - Introduction to Political Philosophy

(4 credits, alternate years, consult department) (NWCore option under Belief and Reason) This course introduces the student to philosophy by means of an examination of the main questions of normative social and political theory. It examines such matters as the justification and purpose of government, anarchism, justice, equality and human rights.

Cross-Referenced: Cross-referenced in philosophy.

PSC 220 - Politics and Public Policy

(4 credits, alternate years, consult department) (American politics) A general examination of domestic and foreign policies of the United States. Education, health care, civil rights and economic policy are among the various policies explored. Particular attention is given to the differences between Christian liberal and Christian conservative policy perspectives of problems such as crime, discrimination, poverty, degradation of the environment and others.

PSC 225WI - Introduction to Law

(4 credits, alternate years, consult department) (Writing intensive) (American politics) This course briefly surveys the landscape of the American legal system. Most of the course, however, is devoted to examining significant constitutional issues, such as government powers, civil rights and civil liberties.

PSC 230SS - International Relations

(4 credits, alternate years, consult department) (NWCore option under Self and Society) This course investigates war and terrorism in a globalized world. We will examine possible causes of international conflict and the obstacles to peaceful solutions, as well as studying the various aspects of globalization (political, economic, social, etc.) as the context in which these issues take place.

PSC 235CC - Comparative Politics

(4 credits) (NWCore option under Cross-Cultural Engagement) A survey of the politics of several countries from different continents. Special attention is paid to historical development and ideological, religious, and cultural factors affecting a country's politics.

PSC 250HP - The Cold War and Beyond: International History 1945-2000

(4 credits) (Fulfills NWCore Historical Perspectives requirement) A survey of international history from 1945 to 2000, with a focus on the Cold War and its global impact. The major aim of this course is for students to understand the time we live in now by exploring recent international history. A major theme is the interaction between power politics and ideology. We will also note the various possible historical narratives that can be told about the same time period.

PSC 260CC - Human Geography

(4 credits) (NWCore option under Cross-Cultural Engagement) This course introduces the study of political, physical and cultural features of space and place around the world. Familiarity with major physical and political features of the world's regions will be stressed. In addition, the course will raise various issues connected with the cultural aspect of geography, e.g., perceptions of place, changes in space over time, the interactions of human communities, the natural environment and patterns of human presence on the land.

PSC 295 - Electoral Politics Field Experience

(2 credits, alternate years, consult department) (American politics) This course provides an opportunity to explore elections as the central mechanism of democratic accountability in American government, by means of supervised reading and reflective involvement in an election campaign.

Note: Graded on a pass/no pass basis.

Prerequisite: PSC101SS.

PSC 305x - Political Ideologies

(4 credits) (American politics) A survey of contemporary political ideologies such as liberalism, conservatism, socialism, and others. Students will seek to understand the relevance of these ideologies for public policy, and will seek to develop a Christian perspective on, and critique of, contemporary ideologies.

Cross-Referenced: Cross-referenced in philosophy.

PSC 310Wix - History of Political Thought

(4 credits, alternate years, consult department) (Writing intensive) A survey of the history of Western political thought, through study of selected major thinkers in the tradition. Emphasis will be placed both on each thinker's political theory and how it fits in the broader history of Western political thought.

Prerequisite: junior class standing, or permission of the instructor.

Cross-Referenced: Cross-referenced in philosophy.

PSC 320 - Christians and the Political Order

(4 credits, alternate years, consult department) (American politics) This course centers on the implications of the Christian faith for Christians in the political order. We will explore historical and current Christian interpretations of the role of government in society, distilling biblical values which undergird them.

Prerequisite: junior standing, or permission of the instructor.

PSC 325x - American Political Thought

(4 credits, non-yearly, consult department) (American politics) A survey of the historical development of American political thought with attention to significant American political thinkers from the colonial period to the present. Special emphasis will be given to the uneasy relationship between liberalism and democracy and the interaction between American political institutions and culture.

Prerequisites: junior standing, or permission of the instructor.

Cross-Referenced: Cross-referenced in history.

PSC 350 - Special Topics

(2 or 4 credits, non-yearly, consult department) A study of political themes or issues not fully covered in other courses in response to student or faculty interests.

Note: May be taken more than once, provided a different topic is studied.

PSC 398 - Directed Study

PSC 417 - Internship

(4 credits may apply toward the major)

PSY 100SS - Exploring Psychology

(4 credits) (NWCore option under Self and Society) In this course students learn how, using methodologies such as observation, survey and experimentation, psychological science explores the causes and consequences of human action. An overview of major findings from the field of psychology such as biological bases of behavior, learning and memory, motivation and emotion, human development, personality, intelligence, psychopathology and therapy, the effect of others on individuals will be discussed and students will be encouraged to apply this knowledge to their own views and actions. Students will consider why the integration of faith and science in understanding humans is important and will explore ways of accomplishing this integration.

PSY 214x - Social Psychology

(4 credits) This course involves the study of the way individuals think about, influence and relate to one another. Topics include: attitude change, social thinking, conformity, obedience, persuasion, prejudice, aggression, altruism, roles, norms and environmental influences on social behavior. The major aim of the course is to encourage an appreciation of the relationship between personal and situational determinants of social behavior.

Prerequisite: PSY100SS, 221SS, or SOC101SS.

Cross-Referenced: Cross-referenced in sociology.

PSY 215 - Research Design and Introductory Statistics

(4 credits) This course acquaints the student with basic empirical research techniques in the behavioral sciences including political science, psychology, social work and sociology. The course aims to enable the student to function as a conductor and a consumer of behavioral science research. Techniques include: observation, questionnaire and survey, interview, single-subject designs, qualitative research, and experimental and quasi-experimental methodologies. Topics include: descriptive and basic inferential statistics, sampling methods and research ethics.

Prerequisites: PSY100SS, SOC101SS, PSC101SS, or PSC105SS, and fulfillment of the Quantitative Reasoning requirement.

PSY 216WI - Research Design and Advanced Statistics

(4 credits) (Writing intensive) Skills in statistical analysis and interpretation of psychological research are developed in this course with emphasis on correlation, regression and analysis of variance. Basic skills learned in Research Methods I are extended through practice in conducting, analyzing and reporting research using statistical software such as SPSS.

Prerequisite: PSY215.

PSY 221SS - Developmental Psychology: Childhood

(4 credits) (NWCORE option under Self and Society) This course explores the development of the child from the prenatal period into adolescence. Children's physical, cognitive, emotional, personality, social, moral and faith development is examined.

Psychological research methods for studying children are covered.

PSY 224 - Developmental Psychology: Adolescence

(4 credits) Adolescents experience many changes in a few short years as they transition from childhood to adulthood. This course explores the major psychological issues and theories in adolescent development with emphasis on cognitive development, self-concept, peer relationships and sexuality, among others.

PSY 225 - Developmental Psychology: Adulthood

(4 credits) This course explores psychological issues and theories in normal adult development, with emphasis on cognitive, social and personality functioning from young adulthood to old age.

PSY 226 - Sport and Performance Psychology

(4 credits) This course acquaints the student with theory and research surrounding sport and exercise and its role for individuals, coaches and teams, and larger society. The course covers the topics of athletic preparation, performance and performance states, anxiety, energy management, attention, focus and motivation, as well as acquisition and learning in relation to motor skills.

Prerequisites: PSY100SS or PSY221SS

PSY 230 - Industrial/Organizational Psychology

(2 credits, alternate years, consult department) This course covers the psychological issues of the work place such as personnel selection and development, organizational psychology and the work environment. The professional activities of I/O psychologists are examined including selection and the placement of new employees, staff training and development, performance management, organizational development, analysis of the quality of work life and ergonomics.

PSY 240 - Helping Skills

(2 credits; alternate years, consult department) This course provides a first exposure to the practice of counseling/helping. A major emphasis will be the skilled helper model, an introductory model of active helping/counseling. This model focuses on helping clients understand and manage their problems and develop their unused opportunities and resources. Students will learn and practice the skilled helper model in a workshop setting that requires a great deal of active participation, self-reflection, journaling, and listening to peers in pseudo-counseling role-plays.

Prerequisites: PSY100SS or PSY221SS.

PSY 250CC - Cross-Cultural Psychology

(4 credits) (NWCORE option under Cross-Cultural Engagement) As human beings we live our lives within the context of culture. Although many aspects of human life are similar across cultures, differences are also evident in a variety of dimensions. In this course, we examine the ways humans differ across cultures and how culture impacts the way humans think and feel, as well as the way culture changes how we understand ourselves and our stories. Christian faith requires love and respect for others in the midst of challenges culture can present. Ways Christians can learn from and love others will be discussed.

PSY 260 - Psychology of Personality

(4 credits) Includes theories about the dynamics and structure of personality and current research on personality. The course emphasizes psychoanalytic, trait, humanistic and behavioral views of personality.

Prerequisites: PSY100SS, 221SS, or both PSY224 and 225.

PSY 310 - History of Psychology

(2 credits) This course provides an overview of the history and theories which have shaped contemporary psychology with attention on the assumptions and presuppositions underlying the discipline, as well as the nature of the discipline.

Prerequisite: At least eight credits of previous psychology courses.

PSY 315 - Learning and Cognition

(4 credits, alternate years, consult department) An introduction to the topics of learning, memory and cognition within the field of experimental psychology. An emphasis will be placed on approaching problems as an "experimental psychologist." Advantages and limitations of the experimental approach and applications of the knowledge base of experimental psychology will be highlighted.

Prerequisites: PSY100SS and 215.

PSY 319 - Motivation and Emotion

(4 credits, alternate years, consult department) Why do we do what we do? How do we know what we want and what we need? How do we set goals for ourselves and act to achieve them? These are some of the questions that the psychology of motivation and emotion attempt to answer. This course will examine universal and specific motivations and emotions in the context of physiological, cognitive and affective systems. It will also pursue applications of motivation and emotion to the psychology of addiction, health, coping and optimal functioning.

Prerequisites: PSY100SS and 215.

PSY 350 - Brain and Behavior

(4 credits; alternate years) Why do we do what we do? This course discusses what is currently understood about the functioning of the human brain. Brain and Behavior will cover the basics of brain anatomy and physiology; it will also provide in-depth explorations of biological mechanisms of specific behaviors, such as sleep, addiction, and mental health.

Prerequisites: PSY100SS and PSY215

PSY 360 - Psychopathology

(4 credits) This course will provide a broad survey of what is considered to be disordered in behavior, emotional expression, and cognition in adults. Emphasis will be placed on a scientific view of psychopathology. The two main foci of the course are the (a) description of various behaviors, symptoms, syndromes and illnesses as described in the most recent edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association, and (b) research and theories concerning etiology including discussion of environmental, biological, social and interactive perspectives. While intervention and childhood disorders will be discussed, they are not the primary focus of this course.

Prerequisite: 4 credits of psychology courses.

PSY 390 - Psychology Seminar

(2 or 4 credits, alternate years, consult department) A study of a selected topic.

Note: The course may be repeated on different topics for a total of 8 credits.

Prerequisites: PSY100SS and four additional credits in psychology.

PSY 398 - Directed Study

PSY 402 - Introduction to Clinical and Counseling Psychology

(2 credits, non-yearly, consult department) This advanced seminar provides a first exposure to the theory and practice of clinical and counseling psychology. This exposure will include the history of clinical psychology and counseling psychology, the current state of the profession, ethical dilemmas, and controversies within the field. We will also touch on theories of psychotherapy, as well as the integration of Christian faith with clinical practice.

Prerequisites: PSY100SS and four additional credits in psychology.

PSY 406 - Psychology Senior Thesis

(4 credits) As a culminating experience, senior students conduct a semester-long empirical research project and produce an APA-formatted report. This is substantive project that allows the student to individually explore a self-selected research topic in depth and to experience the research process from initial idea to finished publication-ready manuscript. It challenges the student to think creatively, to integrate knowledge and skills obtained throughout the psychology curriculum, and to produce a worthwhile contribution to the field.

Prerequisites: 20 credits of psychology courses including PSY215 and 216.

PSY 417 - Internship

(4 credits may apply toward the major)

PSY 418SR - Senior Capstone: Psychology, Faith and Values

(4 credits) This course is the senior capstone to the psychology major as well as one's entire Northwestern education. The course challenges students to thoughtfully reflect on and integrate their education in psychology and across the curriculum with their personal, intellectual, spiritual and vocational life. In particular, a sizeable literature has developed which focuses on the relationship between Christian faith, philosophical assumptions and psychology. Through reading, discussing, writing and oral presentation, students will examine some of this literature and ask: How can a scientific psychology be compatible with a person-oriented Christianity? How can I integrate my view of the world with psychological theory and methods? Where do I go from here to serve God and neighbor?

Prerequisites: 12 credits of psychology courses, including PSY310: History of Psychology, one course from the Belief and Reason NWC Core requirement, and at least junior status.

PSY 420 - Directed Research

(1-4 credits) Directed research involves students in research projects conducted under the supervision of department faculty. Note: Encouraged for those students with expectations of graduate study. With the approval of the department, students may register for more than one term.

Prerequisites: 8 credits of psychology, approval of the research director and the department chair.

SOC 101SS - Principles of Sociology

(4 credits) (NWCORE option under Self and Society) An introduction to sociology, its major concepts, tools and perspectives. This course provides an understanding of societies; of culture; of major social institutions such as the family, religion and education; of social inequality; and of social change.

SOC 202x - Social Problems

(4 credits) This course is about learning to critically think about society and various problems in society. This course will examine a number of social issues as we wrestle with how we can decide if an issue is a social problem, decide which social problems might be more significant than others, and evaluate potential solutions for social problems. We are going to wrestle with some challenging questions with the goal of helping us to think deeply about how we might seek justice on an individual level and within society.

Cross-Referenced: Cross-referenced in criminal justice.

SOC 210SS - Marriage and Family

(4 credits; alternate years, consult department) (NWCORE option under Self and Society) This class employs the sociological imagination to think about what "family" is and how the social world has shaped both families and the images and ideals that suggest what families or marriage should be. This class will use the tools of sociology to think critically about "family" as a social institution. We will wrestle with various ways of defining what family is, work to understand how families are shaped by the social world, and ask if using the sociological imagination can help us to look at current debates about family in a new and productive way.

SOC 214x - Social Psychology

(4 credits) This course involves the study of the way individuals think about, influence and relate to one another. Topics include: attitude change, social thinking, conformity, obedience, persuasion, prejudice, aggression, altruism, roles, norms and environmental influences on social behavior. The major aim of the course is to encourage an appreciation of the relationship between personal and situational determinants of social behavior.

Prerequisite: PSY100SS, 221SS, or SOC101SS.

Cross-Referenced: Cross-referenced in psychology.

SOC 272 - Selected Topics in Sociology

(2 or 4 credits, non-yearly, consult department) A study of selected topics in sociology which are not adequately covered in other courses. Offered as a response to student or faculty needs or interests. Possible topics include: social change, social reform movements, the sociology of unconventional lifestyles, sociology of women, sociology of education, medical sociology, sociology of war and terrorism, and Native American issues.

Note: May be taken more than once provided a different topic is studied.

SOC 290CC - Cultural Anthropology

(4 credits) (NWCORE option under Cross-Cultural Engagement) This course is about learning a way of seeing and understanding other cultures and our own culture(s) - introducing and drawing on ideas and insights from the field of Cultural Anthropology. In a globalizing and increasingly interconnected world these ideas and insights can serve a critical need in helping us understand and learn how to live in with cultural diversity and complexity. Thus the value of this course is in learning a new way of seeing and understanding, a way that helps us think about what it means to be human, a way that helps us understand and live with our neighbors - locally and globally.

SOC 304CCx - Ethnicity, Power and Identity

(4 credits) (NWCORE option under Cross-Cultural Engagement) This course develops a sociological perspective on ethnicity, power, and identity. Sociologists frequently seek to balance an emphasis on both the general patterns that we observe across social phenomena and the uniqueness of each specific case. The primary goal of this course is not simply learn the characteristics of specific historically marginalized populations. Instead, this course will seek to answer the question: What is the relationship between power, ethnicity, and identity? Our readings and discussions will shed light upon this question from different perspectives. Along the way, we will also draw upon learning materials that address the unique historical situations of specific groups as they endure and struggle against power imbalances (for example, the African American Civil Rights Movement).

Cross-Referenced: Cross-referenced in criminal justice.

SOC 317x - American Indian Societies and Cultures

(4 credits, non-yearly, consult department) This course surveys the historical development of American Indian peoples, particularly during the period of contact and conquest by Euro-Americans and particularly in the trans-Mississippi West region of what became the U.S. Topics include pre-contact life, oral literature, Indian accommodation and selective adaptation to Euro-American societies, Spanish, French and U.S. Indian policies, Native American religion, Christian mission work among American Indians, activism by and on behalf of American Indians, and reservation life.

Cross-Referenced: Cross-referenced in history.

SOC 340x - Research Methods

(4 credits; alternate years, consult department) Evidence-based reasoning is central to professional leadership, public life, and everyday decision-making. This course trains students to design, analyze, and evaluate quantitative research. Students develop these skills by using survey and statistical software to carry out hands-on projects that matter to them and their community.

Cross-Referenced: Cross-referenced in criminal justice.

SOC 398 - Directed Study

SOC 401WI - Sociological Theory

(4 credits; non-yearly, consult department) In this course, we are going to consider a number of sociological theorists and ideas. We will not attempt a comprehensive examination of theory, either classic or contemporary. Rather, we will dive deeply into a number of texts to explore how theory can give us unique insights into the social world and the ways in which the social world shapes the lives of individuals. And we will contemplate if, instead of just interpreting the world in various ways, these theories suggest ways in which to change it.

Prerequisites: SOC101SS, sociology major or permission of instructor.

SOC 417x - Internship

(4 credits may apply toward the major) Cross-Referenced: Cross-referenced in criminal justice.

SOC 450SRx - Justice as a Skill and Commitment

(4 credits) This course is the senior capstone to a student's entire Northwestern education. The course challenges students to thoughtfully reflect on and integrate their education in their major and across the curriculum with their personal, intellectual, spiritual, and vocational life. In particular, the class will consider the challenge of determining what it means to pursue justice in one's life and vocation. Through reading, discussing, writing, oral presentations, and a capstone research project students will address the questions: Who have I become? To whom am I responsible? How will we live in the world?

Cross-Referenced: Cross-referenced in criminal justice.

SPA 111 - Beginning Spanish Language and Culture

(4 credits) Combined study of language and culture. Students will compare and contrast dominant US culture with major themes of Hispanic culture and gain insight in how culture infuses both life and language alike. Novice study of the language in a communicative context. Emphasis upon integration of developing language skills with cultural understanding and sensitivity in oral communication settings.

Prerequisite: No previous study of Spanish, or placement as per the information under the Language and Culture section of the Northwestern Core Learning categories.

SPA 112LA - Beginning Spanish Language and Culture

(4 credits) (NWCORE option under Language and Culture) Combined study of language and culture. Building on their previously acquired learning of Spanish, students will compare and contrast dominant US culture with major themes of Hispanic culture and gain insight in how culture infuses both life and language alike. Novice study of language in a communicative context. Emphasis upon integration of developing language skills with cultural understanding and sensitivity in oral communication settings.

Prerequisite: SPA111, or placement as per the information under the Language and Culture section of the Northwestern Core Learning categories.

SPA 201LA - Intermediate Spanish Language and Culture

(3 credits) (NWCORE option under Language and Culture) Combined study of intermediate language and culture. Study of primary sources in print, audio and visual forms to develop appreciation for the ways culture in general and the language's culture in particular shape a variety of social contexts. Building on previously acquired ability in Spanish, continued study of language in a communicative context with considerable emphasis upon precision and expansion of linguistic skills.

Prerequisite: SPA112LA, or placement by the foreign language placement exam.

SPA 202 - Intermediate Spanish Language and Culture

(3 credits) Combined study of intermediate language and culture. Study of primary sources in print, audio and visual forms to develop appreciation for the ways culture in general and the language's culture in particular shape a variety of social contexts. Building on previously acquired ability in Spanish, continued study of language in a communicative context with considerable

emphasis upon precision and expansion of linguistic skills.

Prerequisite: SPA201LA, or placement by the foreign language placement exam.

SPA 308 - Methods of Teaching Foreign Language

(4 credits; alternate years, consult department) Study of the methods and approaches most commonly used in K-12 foreign-language teaching. Discussion of recent research and methodology in child and adolescent foreign-language acquisition. This course requires a 30-hour practicum and is required of each candidate seeking an endorsement in this content area.

Note: Does not count toward the major or minor.

Prerequisites: SPA202 or equivalent proficiency.

SPA 311 - Advanced Spanish Conversation

(1 credit) The main goal of this course is to improve oral communication, which includes speaking as well as listening, comprehension. Since successful communication also involves cultural awareness of the Spanish speaker's feelings, thoughts and attitudes, part of this course involves studying sources of these important underlying constructs.

Note: Taught in Spanish. Course repeated a minimum of 3 terms. Graded on a pass/no pass basis.

Prerequisite: SPA201LA or equivalent proficiency.

SPA 312WI - Advanced Grammar and Composition

(3 credits) (Writing intensive) Advanced development of writing skills and a review of difficult grammar concepts. Students will be expected to write in a variety of contexts. Emphasis will be on the writing process. The majority of the assignments will be completed in steps including multiple drafts. Additionally, students will be expected to review grammar and complete some grammar exercises.

Note: Taught in Spanish.

Prerequisite: SPA202 or equivalent proficiency.

SPA 314 - Introduction to Reading Hispanic Literature

(3 credits) Advanced development of reading skills and strategies and an introduction to Hispanic literature and literary topics. Students will learn how to effectively read a literary text in Spanish. Attention will be paid to strategies for understanding context through vocabulary and grammar recognition. Additionally students will be introduced to the literary genres and cultural contexts of the texts they study as well as pertinent critical commentary.

Note: Taught in Spanish.

Prerequisite: SPA202 or equivalent proficiency.

SPA 326 - The Sounds of Spanish

(3 credits, alternate years, consult department) An in-depth study of Spanish phonetics. Topics include techniques and rules of Spanish articulation, analysis of the sounds of vowels and consonants in Spanish and their differences from English pronunciation, syllabication, rhythm, stress, pitch and intonation.

Note: Taught in Spanish.

Prerequisites: SPA202 and one 3-credit 300-level course.

SPA 327 - Hispanics in the United States

(3 credits, alternate years, consult department) A wide-ranging study of the current situation of Hispanics in the United States. After an historical overview, a thematic approach will be taken to better understand the role of Hispanics in the United States and their growing influence. Possible topics include demographics, voting tendencies, purchasing power, Hispanic media, religion, labor laws, immigration, Spanglish and bilingualism, among others. Using interviews and research, the course will conclude with a study of our Hispanic neighbors here in northwest Iowa.

Note: Taught in Spanish.

Prerequisites: SPA202 and one 3-credit 300-level course.

SPA 331 - Introduction to Translation and Interpreting

(3 credits) An introduction to the related fields of translation and interpreting. Students will be introduced to the different theories and techniques of translation and interpreting, the differences between the two fields and within each field, ethical and moral considerations for translators and interpreters, the role of translating and the translator as well as interpreting and the interpreter, and the modes of interpreting including consecutive, simultaneous and sight-translation. Students will apply the theoretical principals by working primarily from their B language to their A language for both translation and interpreting.

Prerequisites: SPA202 and two 3-credit 300 level Spanish courses, or by permission of instructor.

SPA 332 - Interpreting I

(3 credits, alternate years, consult department) An in-depth study of interpreting at the introductory level between Spanish and English, with both theoretical background knowledge and applied practice included. Specific topic areas covered involve legal,

medical and religious interpreting.

Prerequisites: SPA331.

SPA 333 - Interpreting II

(3 credits; alternate years, consult department) An intermediate level course taken after completion of Interpreting I, students will continue to strengthen their skills in sight-translation and short and long consecutive interpreting while beginning in-depth study of simultaneous interpreting. Students will reinforce their interpreting techniques by applying consecutive interpreting strategies to simultaneous interpreting. Course material will broaden from legal, medical and religious interpreting to include other areas such as science and politics, and will include continued discussion of moral, ethical and Christian considerations for interpreters. Although primarily from Language B to A, students will also begin to interpret from their A language into their B language more and more.

Prerequisites: SPA331 & 332

SPA 334 - Interpreting III

(3 credits; alternate years, consult department) An advanced level course taken after completion of Interpreting II, students will consolidate their skills in sight-translation and short and long consecutive interpreting while primarily focusing on simultaneous interpreting. Students will deepen and reinforce their simultaneous interpreting abilities with the addition of new strategies, skills building exercises and practice techniques. Course material will include a broad range of materials from the legal, medical, religious, scientific, political and other fields and will increasingly be from real-world situations. Continued discussion of moral, ethical and Christian considerations for interpreters. Students will interpret both from their B language into their A language as well as A to B.

Prerequisites: SPA 331, 332 & 333.

SPA 336 - Translation I

(3 credits, alternate years, consult department) This course is an introduction to the theory, methods, techniques and problems involved in basic translation. The first half of the term will focus mostly on translating from Spanish to English. The second half of the course will involve general material from specific areas of life: popular culture, music, social sciences, education, business, medicine, the legal profession, etc., with translation exercises from both Spanish to English and English to Spanish.

Prerequisites: SPA331.

SPA 337 - Translation II

(3 credits; alternate years, consult department) An intermediate level course taken after completion of Translation I, students will continue to strengthen their skills in translation by becoming more adept at applying the theory, methods and techniques first introduced in earlier courses. Course material will come from a broad array of legal, medical, religious, scientific and political sources, as well as materials stemming from community needs. Although primarily from Language B to A, students will also increasingly translate from their A language into their B language more and more.

Prerequisites: SPA 331 & 336.

SPA 338 - Translation III

(3 credits, alternate years, consult department) An advanced level course taken after completion of Translation II, students will consolidate their skills in translation. Students will learn how to improve earlier translations (either from their own translation or from others) as they target their translations for specific audiences. Course material will come from a broad array of legal, medical, religious, scientific and political sources, as well as materials stemming from community needs. Course material will be longer in nature and more challenging than that of Translation II. Students will translate both from their Language B into their Language A as well as A to B.

Prerequisites: SPA331, 336 & 337.

SPA 344 - Practicum in Spanish

(2 credits) Designed for advanced Spanish students, this practicum gives students the opportunity to practice their Spanish on a daily basis in a Spanish speaking environment. Emphasis is placed on the development of oral communication, both speaking and listening. Placement opportunities include, but are not limited to, living in the Northwestern College Spanish house or with a Spanish speaking Hispanic family.

Note: Minimum 14 week placement to receive credit. Graded on a pass/no pass basis. May be repeated. Up to four credits may be applied to the major.

Prerequisite: SPA202. Enrollment through permission of modern foreign languages department.

SPA 345 - Practicum in Translation and Interpreting

(2 credits, consult department) Designed for advanced translation and interpreting students, this practicum gives students the opportunity to practice their professional skills in a real world environment.

Note: Graded on a pass/no pass basis.

Prerequisites: SPA334, 338 & permission of the MFL department.

SPA 351 - Survey of Hispanic Literature from Spain

(3 credits, alternate years, consult department) A study of peninsular Spanish literature from El Cid to the present. Emphasis upon major literary movements and their representative masterpieces.

Note: Taught in Spanish.

Prerequisite: SPA314 or permission of instructor.

SPA 352 - Survey of Hispanic Literature from the Americas

(3 credits, alternate years, consult department) A study of Spanish Latin-American literature from the colonial period to the present. Emphasis upon major literary movements and their representative masterpieces.

Note: Taught in Spanish.

Prerequisite: SPA314 or permission of instructor.

SPA 361 - Legal Interpreting I: Practice & Translation

(4 credits, alternate years, consult department) An advanced level course introducing the students to the complex field of legal interpreting. The first of four courses, students will become familiar with the three interpreting modes - sight-translation, consecutive interpreting and simultaneous interpreting - and will then focus on sight-translation; in addition, students will also learn the methods, techniques and problems involved in written legal translation. Students will work from English into Spanish and Spanish into English. All source materials will be legal/court related in nature.

Prerequisite: Acceptance into the T&I program as demonstrated by a high level of fluency in both English and Spanish.

SPA 362 - Legal Interpreting II: Practice & Ethics

(4 credits, alternate years, consult department) An advanced level course building on the skills developed in the introductory course for the complex field of legal interpreting. The second of four courses, students will focus on the consecutive interpreting, involving extensive note-taking and memory skills; in addition, students will also learn the intricacies of ethics for legal interpreters. Students will work from English into Spanish and Spanish into English. All source materials will be legal/court related in nature.

Prerequisite: SPA361.

SPA 363 - Legal Interpreting III: Practice & Technology

(4 credits, alternate years, consult department) An advanced level course building on the skills developed in the first two courses for the complex field of legal interpreting. The third of four courses, students will focus on the highly complicated skill of simultaneous interpreting, involving input and output at the same time; in addition, students will also learn about the different technologies and remote interpreting platforms that professional court interpreters use. Students will work from English into Spanish and Spanish into English. All source materials will be legal/court related in nature.

Prerequisite: SPA362.

SPA 364 - Legal Interpreting IV: Practice & the Profession

(3 credits, alternate years, consult department) An advanced level course building on the skills developed in the previous courses for the complex field of legal interpreting. The fourth of four courses, students will consolidate their skills of sight-translation, consecutive interpreting and simultaneous interpreting as they prepare for certification exams; in addition, students will also learn about the intricacies and challenges of working as a professional, certified court interpreter. Students will work from English into Spanish and Spanish into English. All source materials will be legal/court related in nature.

Prerequisite: SPA363.

SPA 365 - Special Topics in Language

(2-4 credits) A study of topics in Spanish language and culture not fully covered in other Spanish courses in response to student or faculty interests.

Note: May be taken more than once, provided a different topic is studied.

SPA 371 - Medical Interpreting I: Practice & Translation

(4 credits, alternate years, consult department) An advanced level course introducing the students to the complex field of medical interpreting. The first of four courses, students will become familiar with the three interpreting modes - sight-translation, consecutive interpreting and simultaneous interpreting - and will then focus on sight-translation; in addition, students will also learn the methods, techniques and problems involved in written medical translation. Students will work from English into Spanish and Spanish into English. All source materials will be medical in nature.

Prerequisite: Acceptance into the T&I program as demonstrated by a high level of fluency in both English and Spanish.

SPA 372 - Medical Interpreting II: Practice & Ethics

(4 credits, alternate years, consult department) An advanced level course building on the skills developed in the introductory course for the complex field of medical interpreting. The second of four courses, students will focus on consecutive interpreting, involving extensive note-taking and memory skills; in addition, students will also learn the intricacies of ethics for medical interpreters. Students will work from English into Spanish and Spanish into English. All source materials will be medical in nature.

Prerequisite: SPA371.

SPA 373 - Medical Interpreting III: Practice & Technology

(4 credits, alternate years, consult department) An advanced level course building on the skills developed in the first two courses for the complex field of medical interpreting. The third of four courses, students will focus on the highly complicated skill of simultaneous interpreting (involving input and output at the same time) and continue their practice of consecutive interpreting; in addition, students will also learn about the different technologies and remote interpreting platforms that professional medical interpreters use. Students will work from English into Spanish and Spanish into English. All source materials will be medical in nature.

Prerequisite: SPA372.

SPA 374 - Medical Interpreting IV: Practice & the Profession

(3 credits, alternate years, consult department) An advanced level course building on the skills developed in the previous courses for the complex field of medical interpreting. The fourth of four courses, students will consolidate their skills of sight-translation, consecutive interpreting and simultaneous interpreting as they prepare for certification exams; in addition, students will also learn about the intricacies and challenges of working as a professional, certified medical interpreter. Students will work from English into Spanish and Spanish into English. All source materials will be medical in nature.

Prerequisite: SPA373.

SPA 375WI - Advanced Spanish Translation

(3 credits, alternate years, consult department) An advanced level course, in which students will consolidate their skills in translation. Students will learn how to improve on earlier translations (either from their own translations or from others) as they target their translations for specific audiences. Course material will come from a broad array of religious, scientific, political and sociocultural sources, as well as materials stemming from community needs. Students will translate from English into Spanish.

Prerequisites: Successful completion of either SPA361 & SPA362, Legal Interpreting I & II, or SPA371 & SPA372, Medical Interpreting I & II, or permission by instructor.

SPA 376 - Study Abroad Cross-Cultural Preparation

(1 credit) Lack of cross-cultural competence and sensitivity is a prominent cause of much frustration and anger between visitors to a country and the individuals living in that country. In preparation for their semester study abroad, in this course students will learn common cross-cultural skills and become aware of the joys and challenges they will face in those months. They will also spend time learning about the country in which they will be studying so they are well-versed in the basic historical, political, economic, social and cultural issues that country has dealt with and is dealing with.

Prerequisite: Acceptance into a study abroad program approved by Northwestern College for Spanish majors.

SPA 377 - Enhancing the Study Abroad Experience

(1 credit) Semester study abroad trips have two interweaving tracks: the external experience, where we encounter the new world in which we are living, and the internal experience, where we visit new places with ourselves. Writing a journal affords the student the opportunity to wrap these two journeys together and end up with a vibrant account of his/her experience - a keepsake that helps him/her remember and learn from the semester study abroad. Thus, a travel journal is the ultimate souvenir. To complete the requirements for this course, students will write a journal during their semester study abroad experience as well as write a final essay reflecting on both the semester abroad and their entire foreign-language collegiate experience.

Prerequisite: Acceptance into a study abroad program approved by Northwestern College for Spanish majors

SPA 398 - Directed Study

SPA 417 - Internship

(2 credits may apply toward the major or minor)

SSC 308 - Methods of Teaching Secondary Social Science

(3 credits, alternate years, consult department) The content, technique and materials for teaching social science at the secondary level (for economics, history, political science, social science and sociology majors). This course requires a 30 hour practicum and is required of each candidate seeking an endorsement in this content area.

Note: This course does not count toward a major or minor in economics, history, political science or sociology.

SWK 100 - Introduction to Social Work

(4 credits) This course presents a history of the social work profession and social work practice. It incorporates the major fields of social work and the concepts and theories needed to understand the social, cultural, political, ethical and religious context that provides the ecological framework of social work practice, and it enables a thorough understanding of at-risk populations and of the problems which social work must address. Included are visits to agencies and guest lectures by social workers from the field. A central concern is the Christian's individual and collective responsibility for the health and welfare of fellow human beings. Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

SWK 200 - Human Behavior and the Social Environment (HBSE)

(4 credits) HBSE focuses on interaction between an individual's development and the functioning of groups, organizations and communities. This course is the foundation course in the human behavior and the social environment sequence to prepare baccalaureate students for general practice. It utilizes the person-in-the-environment perspective to integrate theoretical knowledge and research from the human, biological, psychological and social sciences in understanding human behavior. Human development across the life span within the context of the influence of ethnicity, race, culture, gender, social class, age, sexual orientation and disability is specifically addressed in an attempt to understand human behavior.

Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: PSY100SS, or SOC101SS, or permission of instructor.

SWK 225 - Diverse Populations and Social Justice

(4 credits) Examines theoretical foundations for understanding dynamics of social inequity, privilege, and oppression; focus on diversity and on populations at risk due to racism, sexism and classism; self-assessment of students' racial and cultural heritage as it shapes their attitudes and biases toward different cultural and racial groups; emphasis on helping students become culturally competent social workers who are grounded in their faith and who identify with the profession's respect for diversity and commitment to social and economic justice. Open to non-majors.

Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: PSY100SS, SWK200, SOC101SS, or permission of instructor.

SWK 240 - Topics in Social Work

(2-4 credits) A study of selected topics in social work which are not adequately covered in other courses. This course would be offered as a response to student or faculty needs and/or interests. Possible topics could include: child welfare, grief and loss, crisis intervention, gerontology, disabilities, mental health, violence/abuse, health care issues and policy, international social work, substance abuse and diversity issues.

Note: This course may be taken more than once provided a different topic is studied. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience.

SWK 300 - Direct Helping Skills

(3 credits) This course is designed to help students develop basic interviewing skills and techniques in the area of social work. This course will provide foundational skills in interviewing so that students can work effectively with individuals, families and groups from all diverse populations. Different techniques of interviewing and theoretical principles of interviewing will be investigated. Students will increase their practical skills through the use of an interactive learning environment and through intensive use of video feedback and role playing.

Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisite: SWK225.

SWK 320WI - Qualitative Research

(2 credits) (Writing intensive) The course prepares students to engage in qualitative inquiry and research designs, including narrative research, phenomenology, grounded theory, case study, participatory action research, focus groups, and ethnography. Comparative analysis of approaches, paradigmatic controversies, and mixed model designs are discussed. The course reviews strategies of inquiry, sampling methods, data collection, and analysis. Students will learn conventions of qualitative research writing in the field of social work.

Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: SOC101SS, PSY100SS, SWK300, PSY215 and be at the junior level.

SWK 360 - Social Policy and Advocacy

(3 credits) Examines social policy development and the political process, with special attention to the poor and disadvantaged. This course will assist students in acquiring skills to see the inadequacies, gaps and inequities in social policies in the past and present and help them develop critical thinking and advocacy skills, plus a commitment to change.

Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: SWK200, SWK225 and be at the junior level; or permission of instructor.

SWK 370 - Individual Client Systems: Theory and Practice

(4 credits) This course examines therapeutic theories and models of directed practice with individual clients. Emphasis is on etiology, diagnosis, and assessment with the application of psychosocial history, treatment plans, crisis intervention plans, and use of diagnostic tools, such as the Diagnostic and Statistical Manual (current edition). The course reviews evidence-based research for generalist practice with diverse individuals.

Note: Open to social work majors only. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: SWK200, SWK300, SWK320WI and be at the junior level.

SWK 398 - Directed Study

Note: Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience.

SWK 400 - Family Systems: Theory & Practice

(4 credits) This course is designed to help students develop basic skills in working with diverse families at varying family life stages and composition. Concepts of family-centered practice, including strategies of engagement, problem analysis/assessment, evidence-informed intervention for change strategies, theoretical approaches, and evaluative effectiveness are studied and practiced.

Note: Open to social work majors only. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisite: SWK370 and be at the senior level.

SWK 420 - Community Systems: Theory and Practice

(4 credits) Examines generalist Social Work practice theories and skills with organizations and communities. Students will develop competencies related to larger system practice, such as networking, community needs assessment, organizational theory and dynamics, larger system planned change processes, program evaluation, social action, community planning, grant writing, and supervision.

Note: Open to social work majors only. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C"

or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisite: SWK370 and be at the senior level.

SWK 440 - Ethics in Social Work

(3 credits) The intent of this course is to introduce students to the philosophical issues related to social work practice. Areas of study include a critical analysis of the profession's role in society, and the relationships between social work values, its ethical guidelines, its knowledge base and research, and its practice skills. The course concludes with an analysis of the ethical and non-ethical issues facing practitioners and the various approaches to resolving ethical dilemmas.

Note: Open only to Social Work majors. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: SWK370 and be at the senior level.

SWK 460SR - Social Work Professional Seminar

(3 credits) This course is designed to complement the student's field placement and provide a forum in which to discuss field experiences-work assignments, problems, and ethical and non-ethical issues.

Note: Open to social work majors only. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: SWK370, SWK400, SWK420 and be at the senior level.

SWK 462 - Social Work Practicum

(10 credits) This is a field course which gives students the opportunity to practice generalist social work skills in a professional setting. The field sites are diverse, ranging from child and family services to mental health, community development and school social work. Emphasis is placed on introducing students to diverse ethnic, racial, sex and age-related group lifestyles and orientations.

Note: Open to social work majors only. Students should take this course in the term immediately following SWK376, Theory and Practice II unless prior permission is received from the field placement director. Graded on a pass/no pass basis. Transfer credits will be evaluated on a course-by-course basis. No academic credit will be granted for social work courses taken in programs which are not accredited by the Council on Social Work Education. No academic credit will be granted, in whole or in part, for life experience or work experience. Students must achieve a grade of "C" or above in all social work core foundational courses. If not, the student must repeat the course until the standard has been achieved.

Prerequisites: SWK370, SWK400, SWK420 and be at the senior level.

THE 100 - Theatre Production Ensemble

(1/2 credit) This course is designed to provide students with practical experience in the many facets of theatre production. Course members audition and interview for performance and production staff positions.

Note: Course may be repeated.

THE 101x - Mass Media and Society

(4 credits) Examines the historical development, organization and structure of the mass media in contemporary society, as well as related issues and problems. Suggests Christian perspectives on use of and participation in the mass media.

Cross-Referenced: Cross-referenced in communication studies.

THE 110AE - The Theatre Experience

(4 credits) (NWCORE option under Aesthetic Experience) An examination of the institution of theatre, its creational beauty, its witness to human brokenness, and its capacities for collaboration and flourishing.

THE 111 - Public Speaking

(2 credits) This course emphasizes the improvement of public speech habits and the development of proficiency in the organization and presentation of ideas.

THE 112 - Performance Studies

(4 credits, alternate years, consult department) An introduction to the use of performance as a means of interpreting, analyzing and celebrating literature, and as a tool for experiencing cultural diversity and enacting social change. By providing training in

the principles and techniques of performing various genres of literature before an audience, this course seeks to expand students' understanding of the relationships between text and performer, performer and audience, and written and oral forms of literature. Assignments include solo and group performances from poetry, narrative fiction and oral history.

THE 114 - Stagecraft

(2 credits) A practical course which introduces students to the organization, skills and materials necessary for mounting a stage production.

THE 117 - Performing Literature

(2 credits, alternate years, consult department) An introduction to the use of performance as a means of interpreting, analyzing, and celebrating literature. Assignments include solo and group performances from poetry, narrative fiction, and scripture.

THE 133 - Ballet(1 credit) A study of the form and techniques of ballet.

Note: Dance courses may be repeated up to a maximum of 4 credits.

Cross-Referenced: KIN133

THE 135 - Jazz Dance

(1 credit) A study of the form and techniques of jazz dance. Emphasis will be on the integration of modern musical performance.

Note: Dance courses may be repeated up to a maximum of 4 credits.

Cross-Referenced: KIN135

THE 160AE - Film Aesthetics and Criticism

(4 credits; alternate years, consult department) (NWCORE option under Aesthetic Experience) This course is an examination of film as one of the dominant art forms and influencers of our culture. We will look at film's artistic techniques, genres and content, and we will do film critique.

THE 202 - Video Production

(2 credits) This course introduces students to some of the basic equipment, aesthetic techniques and procedures used in creating short videos. Students will practice these skills through a series of projects, assessing how the techniques could be applied to their unique areas of study.

THE 206 - Playwriting: The One-Act

(2 credits; alternate years, consult department) A workshop approach to the study of dramatic structure culminating in the writing of a one-act play.

Prerequisite: THE110AE.

THE 210 - Stage Management

(2 credits, alternate years, consult department) This course provides the guidelines, procedures and ethics established and practiced by professional stage managers. Students practice these skills through class projects and the development of a prompt book.

THE 215 - Acting I: Introduction to Acting

(4 credits) A practical approach to the basics of the acting craft, and the development of an individual artistic process.

THE 217 - Community-Based Drama

(2 credits, alternate years, consult department) An introduction to types and styles of theatre dedicated to representing unrepresented communities and/or enacting positive social change. Assignments include the performance of oral history, as well as image theatre, forum theatre, and devised work.

THE 226 - Scene Design

(2 credits, alternate years, consult department) An introduction to the concepts, tools and skills of scenic design for the theatre. Emphasis is placed on practical hands-on experiences reinforcing previously learned design principles.

THE 227 - Lighting Design

(2 credits, alternate years, consult department) An introduction to the basic skills, technology and artistic principles of stage lighting design.

THE 230 - Costume Design

(2 credits, alternate years, consult department) A study of methods and approaches to costume design for the theatre.

THE 235 - Sound Design

(2 credits, alternate years, consult department) This course will explore the physics and technology of sound. Students will develop a basic understanding of how sound works in their day to day lives, discuss the technologies and tools used to control sound, and develop an understanding of how they might use this knowledge to create artistic, theatre experiences.

THE 245 - Motion Graphics

(2 credits, alternate years, consult department) This course will explore the equipment and techniques used in artistic projections. Students will cover different software applications used to create and display motion graphics as well as discuss the aesthetic nature and purpose of this medium in order to create a rich, artistic experience.

THE 260 - Drama Ministries Ensemble

(1/2 credit) A performance group emphasizing preparation of scripts for presentation in worship services and worship-related settings.

Note: Members are chosen by audition. Course may be repeated.

THE 305 - Story and Worship

(4 credits, alternate years, consult department) Christian worship, at its core, is remembering the story of God. This includes biblical stories, personal narratives, the Liturgical Year, church history (global and local), and the story journey of each worship service. This course asks why the church must tell its stories and provides specific tools for including stories within worship. This course is not primarily focused on storytelling as drama, but the role of the dramatic arts will not be overlooked. Students will be invited to seriously consider that the ancient Hebrew people had a dramatic anthology, and the class will examine together practical tools for restaging those biblical works for contemporary culture.

THE 308x - Methods of Teaching English Language Arts

(3 credits, alternate years, consult department) Students will study and practice methods for teaching English and speech in middle school and high school. Pre-service teachers will examine national standards for English/Language Arts and develop their pedagogy for teaching writing, literature, speaking and listening. This course requires a 30-hour practicum.

Note: Does not count toward an English major or minor.

Prerequisites: EDU102 and ENG250LC. EDU307 is strongly recommended.

Cross-Referenced: Cross-referenced in English.

THE 312 - Directing

(4 credits) Beginning directors review the guiding principles of theatrical art and then apply these to script selection, development of a prompt script, and the complete rehearsal process. Each student prepares a short play for public performance.

Prerequisites: THE215 or permission of instructor.

THE 325 - Acting II: Acting Laboratory

(2 credits) A deepened, intensive, approach to acting and the actor's process covering a variety of topics connected to the acting craft taught on a rotation such as: developing accents and dialects, scene work, professional audition (classical and contemporary), and acting for the camera.

Note: May be taken more than once provided a different topic is studied.

Prerequisite: THE215.

THE 343WI - History and Theory I

(4 credits, alternate years, consult department) (Writing intensive) A study of the development of the history and theory of theatre from its origins through the neoclassical period.

THE 344WI - History and Theory II

(4 credits, alternate years, consult department) (Writing intensive) A study of the development of the history and theory of the theatre from the English Restoration through the postmodern era.

THE 398 - Directed Study

THE 406 - Topics in Dramatic Literature

(2 credits) Specific subject matter of this course will vary from term to term, but will focus on the study of dramatic literature from one genre or one playwright or one geographical area or one theme/value.

Note: The course will be designed to welcome both majors and non- majors. The course may be taken more than once as long as the topic of study is different.

Prerequisite: THE110AE.

THE 407 - Playwriting: The Full-Length

(4 credits, alternate years, consult department) This continuation of the study of playwriting focuses on the challenges of the long form. The course includes the processes of writing according to classic structural principles, rewriting, formatting and submitting plays for publication.

Prerequisite: THE206 or permission of instructor.

THE 417 - Internship

(4 credits may apply toward the major)

THE 465 - Selected Topics in Theatre and Speech

(2-4 credits, alternate years, consult department) This course will focus on various issues of theatre and speech that are not covered in current course offerings. Possible topics might include: auditioning, stage management, musical theatre, contemporary theatre since 1967, specific genres (comedy, tragedy, theatre of the absurd, Greek, etc.), theatre as social criticism, ethnic theatre, and theatre as historical documentary.

Note: May be taken more than once, provided a different topic is studied.

THE 490SR - Senior Seminar in Theatre

(4 credits; alternate years, consult department) This course is designed to study the connection between theatre and place; theatre and social responsibility; theatre and vocation. We will create our online identity for prospective employers, develop an artist's statement to take us into the next phase of our journey, imagine how our artistry can and should intersect with our social responsibility. We will also take a 4-5 day trip to Chicago.

Prerequisite: Junior or senior theatre major (theatre minor recommended).

TSL 215 - History, Culture and Policy for TESL Education

(3 credits; alternate years, consult department) This course explores linguistic and cultural diversity throughout history and in current education policy, practice, and research. Students will gain the knowledge and skills needed to make principled decisions about language education in schools. Special attention will be given to culture and equity and how they relate to responsive teaching. Students will be equipped with tools that will help shape their learning communities to be more diverse, inclusive, and equitable. Students will also articulate a Christian perspective on cultural diversity and multilingualism.

TSL 222 - Practicum in TESL

(2 credits) Designed primarily for students who plan to teach English as a second language but who are not part of the TESL endorsement, this practicum places TESL minor students in an ESL teaching setting, primarily with recent immigrants in Sioux County. Students teach ESL to immigrants, either on a one-to-one basis or with small groups.

Note: Not applicable to the TESL endorsement. May be repeated. Graded on a pass/no pass basis.

Prerequisite: 201 proficiency in a foreign language, TSL307 or permission of instructor.

TSL 225 - Linguistics and Second Language Acquisition

(3 credits) This course is an overview of linguistics and the second language acquisition process. The course includes topics such as general linguistics, language theory, principles of language acquisition, bilingualism, and first language acquisition. Special attention is given to the factors that contribute into the language acquisition such as: age, schooling, social factors, first language acquisition and second language acquisition.

TSL 230 - Curriculum and Assessment for TESL Teaching

(3 credits; alternate years, consult department) The course examines the curriculum and assessment models, methods, and strategies required of the TESL teacher. A primary component of the course will require students to gain knowledge and application of the process for English Learner identification, placement, and reclassification using the state of Iowa identification process. Students of this course will be expected to apply course learning to create, adapt, and modify general and ESL curriculum to support the EL student.

TSL 307 - Methods in TESL (Teaching English as a Second Language)

(3 credits, alternate years, consult department) Study of the unique problems and opportunities in teaching English to classes made up of individuals from heterogeneous language backgrounds. Discussion of recent research, methodology and grammar concepts unique to ESL.

Note: Intended for those contemplating teaching ESL.

Prerequisite: one year of a foreign language or permission of instructor.

WOR 220WI - Worship Words

(4 credits) A course about artful language for faithful ministry, particularly words chosen and spoken for Christian worship. Students will analyze some of the primary uses of words within worship (biblical texts, song lyrics, prayers, faith stories, sermons, invitations, transitions, announcements, blessings) and will practice writing and speaking beautiful words.

WOR 233x - Leading Worship Teams

(3 credits; alternate years, consult department) This course covers several interconnected practical aspects of worship ministry, built upon an articulate and sound personal philosophy of arts in worship. This course explores leadership skills necessary for working with volunteers, providing pastoral care for team members, preparing for and leading rehearsals, and handling budgets and copyright issues. Students will practice planning, leading, and then evaluating worship services. The course includes methods of teaching and coaching the various instruments (including singers) used in music worship bands, with an introduction to the

technical aspects of each instrument and the roles these instruments play within a properly functioning band.

Cross-Referenced: Cross-referenced in music.

WOR 350 - Worship Technology

(4 credits) This course will equip church leaders to gracefully and effectively communicate with the people who operate technology in corporate worship. Students will cover the equipment, tools, and methods used in many churches always asking how each element serves the body of Christ.

WOR 405 - Practicum in Worship Arts

(2 credits) Each worship arts student will be placed in relationship with a church or parachurch ministry to gain hands on experience in worship arts.

Note: Graded on a pass/no pass basis.

Prerequisite: must be taken during last three terms prior to graduation or by permission of instructor.

YCF 210 - Foundations of Practical Theology

(4 credits) This course examines the issues involved in Practical Theology. We begin with the biblical/philosophical/theological foundations of ministry, and move into practical issues such as discipleship, small groups, leadership, administration, dealing with difficult issues and planning activities. The goal is to equip students to begin formulating a vision for ministry as they prepare to enter into leadership positions in churches and other organizations.

YCF 215 - Spiritual Formation

(4 credits) This course will help students explore what it means to live a Christian life of faith and discipleship. It will explore the history and practice of the spiritual disciplines in the context of the ministry of the church. The purpose of this exploration is to help students learn how to articulate their own experience of Christian spirituality and faith so they can help lead and guide young people as they are formed into the likeness of Jesus Christ.

YCF 310x - Servant-Leadership

(2 credits; alternate years, consult department) This course invites students to explore the philosophy of servant-leadership, identify its characteristics, and discover its broad applications. The purpose of this course is to provide students with a deeper understanding of the paradox of being a servant-leader and to empower students to practice servant-leadership and to serve and love God's world.

Prerequisite: Must be sophomore standing or higher.

Cross-Referenced: Cross-referenced in business.

YCF 315 - Philosophy of Youth Ministry

(4 credits; alternate years, consult department) An investigation and formulation of a philosophy of ministry to and with adolescents. Various theoretical issues will be examined which will inform and assist students in the development of a philosophy which is biblically grounded, developmentally sensitive, culturally relevant, and theologically contextualized to the world of contemporary adolescence.

Prerequisite: Junior or senior class standing.

YCF 320 - Teaching and Leadership

(2 credits; non-yearly, consult department) The purpose of this course is to train students to teach Bible effectively in small group settings. The student is exposed to both the theory and practice of teaching and learning theories. Half the class is devoted to practicum in teaching.

Prerequisite: YCF210 and BTS328WI.

YCF 330 - Special Topics in CE/YM

(2 or 4 credits; non-yearly, consult department) This course provides an opportunity to focus on different topics in a more specific and in-depth way. The topics will relate to contemporary issues in either Christian education or youth ministry and adolescent studies.

YCF 335x - Theology and Church Ministry

(4 credits; alternate years, consult department) In this course, students will explore the identity of the church by engaging biblical, historical, cultural, and missional perspectives, grounding the life and ministry of the church in God's ministry to the world in Jesus Christ. More specifically, this course will focus on the nature and role of youth ministry as an expression of this ministry as students are called to enter into the experiences of young people within contemporary Western culture.

Prerequisite: BTS250.

Cross-Referenced: Cross-referenced in Department of Biblical and Theological Studies.

YCF 380 - Narrative and Spiritual Formation

(2 credits; non-yearly, consult department) A study of narrative, both personal and biblical, with the intent of understanding the power and potential of narrative for both learning and spiritual formation across the age span. The course will include both theory of narrative and practical elements of storytelling.

Prerequisite: junior or senior class standing.

YCF 398 - Directed Study

YCF 401 - Integrated Field Experience I

(2 credits) The focus of YCF401 and YCF402 is intentional exposure to various aspects of practical ministry in either Christian education or youth ministry in a local church or para-church organization, for two consecutive terms. The practical experience must be under supervision of an on-site supervisor and the professor of Christian Education. Weekly seminars for discussion and reflection on ministry and preparation for the writing of a major paper on the philosophy of ministry are conducted on campus.

Prerequisites: Senior class standing and permission of instructor.

YCF 402 - Integrated Field Experience II

(2 credits) The focus of YCF401 and YCF402 is intentional exposure to various aspects of practical ministry in either Christian education or youth ministry in a local church or para-church organization, for two consecutive terms. The practical experience must be under supervision of an on-site supervisor and the professor of Christian Education. Weekly seminars for discussion and reflection on ministry and preparation for the writing of a major paper on the philosophy of ministry are conducted on campus.

Prerequisites: senior class standing and permission of instructor.

YCF 417 - Internship

(2 credits may apply toward the major)

Career concentrations

Each student at Northwestern chooses a liberal arts major. In addition, a student may elect to pursue a career concentration.

A career concentration is a clustering of courses into a coherent program that prepares a student for entry-level employment upon graduation from Northwestern with a B.A. or BSN degree.

All career concentrations have been designed on the basis of consultation with professional leaders in the various potential areas of employment and generally include an off-campus internship during the senior year.

Northwestern offers the following career concentrations:

Christian Theatre Ministries

The career concentration in Christian theatre ministries requires that a student major in theatre at Northwestern. This career concentration prepares a student for work in Christian theatre. This could involve working as a theatre director in a church or working with one of the many professional Christian theatre companies throughout the United States.

An important aspect of the career concentration is the internship experience. Students will be placed according to their particular area of interest. If you desire to work in church theatre, you may choose to intern in either a local congregation or one out of the area. If a Christian theatre group is your preference, Northwestern will help make arrangements with one of the numerous companies.

Required courses:

- Completion of theatre major
- MUS 115AE - Music of the Church
- THE 305 - Story and Worship

Choose four credits:

- THE 133 - Ballet
- THE 135 - Jazz Dance
- THE 260 - Drama Ministries Ensemble

Choose one course:

- WOR 405 - Practicum in Worship Arts

- THE 417 - Internship

Total credits required beyond major: 13-19

Note:

Internships range from 2-12 credits. The maximum credits applied to the major is noted under the 417 course designation.

Fitness Management

The career concentration in fitness management helps prepare students to enter the commercial fitness industry. The kinesiology core requirements are intended to provide students with the knowledge, skills and experience in exercise assessment and programming, physical fitness activities, and teaching/leadership methods that could be applied in a commercial fitness setting. The business cognate requirements are intended to give students some competencies in marketing, management and accounting.

Required courses:

- BUS 200 - Principles of Marketing
- KIN 115 - Personalized Physical Fitness
- KIN 125 - Aerobic Activity
- KIN 127 - Weight Training
- KIN 180 - Introduction to Kinesiology
- KIN 215 - Principles of Personal Training
- KIN 229 - Leadership in Sport Management
- KIN 233 - Anatomical Kinesiology
- KIN 234 - Prevention and Care of Athletic Injuries
- KIN 241 - Directed Field Experience in Kinesiology I
- KIN 341 - Directed Field Experience in Kinesiology II
- KIN 417 - Internship

Choose one course:

- KIN 230 - Physiological Adaptations to Exercise
- KIN 325WI - Physiology of Exercise

Choose one course:

- KIN 236 - Nutrition for Life
- KIN 370 - Nutrition for Health Care Professions
- KIN 371 - Sports Nutrition

Choose one course:

- KIN 330 - Exercise Testing and Prescription
- KIN 402 - Assessment in Physical Education

Competency requirements:

- Physical fitness competency
 - Meet the physical fitness competency requirement as established by the kinesiology department
 - The physical fitness competency requirement consists of an initial assessment and exit assessment. The initial assessment will be completed in KIN180-Introduction to Kinesiology and the exit assessment will be computed during KIN330-Exercise Testing and Prescription.
- First aid and CPR certification:
 - Option 1: First aid and CPR certifications through American Heart Association or American Red Cross
 - Option 2: CPR certification and KIN234-Prevention and Care of Athletic Injuries
 - Option 3: Complete one of the following courses:
 - KIN104-First Aid
 - KIN152-Emergency Care
 - KIN260-Coaching Endorsement

Total credits required: 35-42

Note:

Internships range from 2-12 credits. The maximum credits applied to the major is noted under the 417 course designation.

Sport Management

The career concentration in sport management helps prepare students for a wide variety of careers in sport-related positions. The sport management career concentration is interdisciplinary and has required course work from the disciplines of Kinesiology, Accounting, Business, Economics, Mathematics and Computer Science. The courses will provide foundational and applied areas of study, in addition to practical experiences and internships. This career concentration will complement the educational preparation of students majoring in Business Administration and Public Relations who desire employment in the sports industry.

Required courses:

- ACC 215 - Principles of Financial Accounting
- BUS 200 - Principles of Marketing
- BUS 312 - Business Analytics
- KIN 182 - Introduction to Sport Management
- KIN 229 - Leadership in Sport Management
- KIN 241 - Directed Field Experience in Kinesiology I
- KIN 341 - Directed Field Experience in Kinesiology II
- KIN 360CC - Sport in Societies
- KIN 415 - Topics in Sport Management
- KIN 417 - Internship

Choose one course:

- BUS 221 - Introduction to Legal Environment
- BUS 321 - Business Law
- PRL 225 - Media Law and Ethics
- KIN 320WI - Legal and Ethical Issues in Sport

Total credits required: 27-29

Strength and Conditioning

The career concentration in Strength and Conditioning prepares students to be effective Strength and Conditioning specialists and to also be prepared for graduate work in this area. The curriculum design is intended to supplement the majors of Exercise Science and Athletic Training and will provide students with the knowledge, skills, and experience specifically needed by Strength and Conditioning specialists beyond that which is acquired in the respective majors. The curriculum is intended to provide knowledge and experience specific to coaching/leadership, exercise and performance testing, program design and implementation, professionalism, and facility and personnel management.

Required courses:

- KIN 125 - Aerobic Activity
- KIN 127 - Weight Training
- KIN 215 - Principles of Personal Training
- KIN 229 - Leadership in Sport Management
- KIN 333 - Biomechanics
- KIN 381 - Strategies and Tactics of Athletic Movement and Capacity
- KIN 393 - Advanced Topics in Strength and Conditioning
- KIN 403 - Motor Learning

- KIN 417 - Internship
- KIN 481 - Strength and Conditioning Integrated Field Experience I

Total credits required: 30

Notes:

It is recommended that students choose to take KIN371, Sport Nutrition, instead of KIN236, Nutrition for Life, or KIN370, Human Nutrition for Health Care Professionals, as a part of their major curriculum.

The entry point into the program is to take KIN281, Principles and Techniques in Strength and Conditioning, which has the following prerequisite or corequisite:

1. KIN233 Anatomical Kinesiology

Pre-professional programs

A number of careers require either graduate study beyond the bachelor degree or highly specialized study at another institution after one to three years of liberal arts study at Northwestern. Our pre- professional programs consist of various clusters of courses designed to prepare the student for such advanced study elsewhere.

Students in pre-professional programs are advised to work closely with their advisers and should familiarize themselves with various graduate school catalogs for suggested or required course work in addition to that suggested in Northwestern's pre-professional programs. Completion of a pre-professional program is not indicated on the student's transcript.

Students pursuing pre-professional programs requiring the B.A. degree must complete all Northwestern Core requirements for the B.A. degree (see the Integrative General Education section of this catalog). If a student is pursuing a pre-professional program that will lead to transfer to another institution after one to three years of study at Northwestern, then it is recommended that, as electives and multiple course options allow, the student choose the following Integrative General Education courses for his/ her program at Northwestern (based on consultation with his/her faculty adviser). These Northwestern Core courses are intended to provide each student with a foundation in Christian liberal arts education, including a biblically based values orientation that will guide the student's later professional studies and his/her professional and personal life.

Northwestern offers the following pre-professional programs:

Athletic Training

As an athletic trainer (AT), you may be one of the first on the scene, quickly assessing an injury. You have the opportunity to serve many types of patients, by providing assessment and preventative, therapeutic or rehabilitation care of injuries. Athletic trainers are multi-skilled health care professionals who provide care to patients in a variety of settings including high schools, university athletics, professional athletics, hospitals, orthopedic clinics, performing arts and corporations.

Northwestern's pre-athletic training program prepares students for entrance into an athletic training professional program and an eventual career as an AT. Most students who are interested in Northwestern's pre-athletic training program will major in Exercise Science and graduate with a B.A. degree in Exercise Science before entering a 2-year AT professional program; however, students can choose to major in another program at Northwestern College and meet the prerequisite coursework prior to applying for acceptance into an AT professional program.

Program requirements:

- BIO 115SN - General Biology: Molecular and Cellular Biology
- KIN 325WI - Physiology of Exercise
- PSY 100SS - Exploring Psychology

Choose one sequence:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology
- Or
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology

Choose one sequence:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- Or
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Choose one course:

- PHY 101 - Conceptual Physics
- PHY 111SN - General Physics I

Choose one course:

- KIN 233 - Anatomical Kinesiology
- KIN 333 - Biomechanics

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 208QR - Biostatistics

Total credits: 36-38

Chiropractic

Chiropractic is a vital part of today's health care system. The need for qualified chiropractors continues to grow with the public's increased awareness of the benefits of chiropractic health care.

Students in Northwestern's pre-chiropractic program must complete a minimum of 90 credits, including the recommended courses indicated below. A large percentage of students accepted by schools of chiropractic have earned a B.A. degree.

Recommended courses:

- Courses in writing (6 credits)
- Humanities electives (16 credits)
- Psychology elective (4 credits)
- Electives (32 credits)
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- PHY 111SN - General Physics I
- PHY 112 - General Physics II

Choose two courses:

- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 203 - Microbiology
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology
- BIO 310WI - Cell Biology
- BIO 326x - Biochemistry: Proteins and Metabolism

Total credits recommended: 90

Dentistry

Northwestern's pre-dental program prepares the student for entrance into a college of dentistry and an eventual career as a doctor of dentistry. Students may be accepted by a college of dentistry after three years of college (minimum of 90-semester hours), but the majority of those accepted have earned a B.A. degree. Specific course requirements vary somewhat between colleges of dentistry in different states. Students should carefully target a particular school(s) and design their curriculum accordingly.

Recommended courses:

- Courses in writing (6 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- PHY 111SN - General Physics I
- PHY 112 - General Physics II

A minimum of one course in Biochemistry:

- BIO 326x - Biochemistry: Proteins and Metabolism
- CHE 326x - Biochemistry: Proteins and Metabolism
- BIO 327WI - Biochemistry: Molecular Genetics

Total credits recommended: 42

Law

The pre-law program is designed to introduce students to various areas of law and to prepare them for entry into law school. Students should make arrangements to take the Law School Admission Test very early in their senior year and apply to law schools during that year. Information on the LSAT and on law schools is available from the program director.

There is no prescribed pre-law curriculum, so a variety of majors is appropriate. What is most important is for students to take a range of challenging courses which require them to think critically, reason logically, and speak and write effectively.

Northwestern College/Drake University Law School 3 + 3 Program in Law

The 3+3 program allows a Northwestern student to apply for admission to the Law School in the academic year prior to the student's projected graduation from Northwestern College and, if admitted, to matriculate to the Law School the next fall. Upon matriculation to the Law School, the student shall take the standard first year Law School curriculum, the successful completion of which will earn the student Northwestern credits sufficient to complete an undergraduate degree from Northwestern as well as the standard Law School credits toward a law degree. Professor Dan Young (young@nwciowa.edu) is the Northwestern College liaison for this program.

Recommended courses:

- BUS 321 - Business Law
- PSC 101SS - American Government
- PSC 225WI - Introduction to Law

Total credits recommended: 18

Medicine

Northwestern's pre-medicine program prepares a student for entrance into a medical school and an eventual career as a physician, surgeon or osteopath. Other possibilities include eventual research positions in graduate school, government agencies, state health agencies, industry and in related scientific fields such as physiology, microbiology, genetics or cell and molecular biology. The specific courses that will meet the admissions requirements of most of the American medical schools are as follows:

Recommended courses:

- Advanced biology elective (Human Physiology preferred) (4 credits)
- BIO 116 - General Biology: Ecology and Organismal Biology
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- PHY 111SN - General Physics I
- PHY 112 - General Physics II

Choose one course:

- MAT 111QR - Calculus for Management, Life and Social Sciences
- MAT 112QR - Calculus I
- MAT 116QR - Statistics for the Natural and Social Sciences

Total credits recommended: 35-36

Mortuary Science

Approximately one-half of the states require pre-professional academic credit prior to training received in mortuary science. The maximum required (in approximately one-third of the states) is two years. The state of Iowa requires completion of two years (60-semester hours of academic non-mortuary science credit). Iowa does not require any specific courses that must be taken.

Recommended courses:

- ACC 215 - Principles of Financial Accounting
- ACC 216 - Principles of Managerial Accounting
- ART 105AE - Introduction to Studio
- BIO 102SN - Introduction to Human Anatomy and Physiology
- BIO 203 - Microbiology
- BUS 321 - Business Law
- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- ECO 213 - Principles of Microeconomics
- ECO 214 - Principles of Macroeconomics
- MUS 115AE - Music of the Church
- PSY 100SS - Exploring Psychology
- BTS 150 - Christian Story I: Biblical Tradition
- SOC 101SS - Principles of Sociology

Total credits recommended: 53

Music Therapy

Music therapists use music to impact the lives of people with diverse needs and backgrounds. Music therapists are licensed by state agencies. This pre-professional program is designed to prepare students to enter Masters Equivalency programs in music therapy. Each university with a Masters Equivalency program in music therapy is different. These recommended courses correspond to the requirements for the music therapy equivalency program at the University of Iowa. It is recommended that students work with their advisor to research the graduate school of their choice and adjust the recommended courses based on that choice.

Recommended courses:

(In addition to the music major, 8 credits of music courses (MUS226, 246 & 261), including 1 credit of ensemble and 2 credits of lessons)

- BIO 102SN - Introduction to Human Anatomy and Physiology
- MUS 226 - Methods of Teaching Percussion Instruments
- MUS 246 - Music Ministry Guitar
- MUS 261 - Voice
- PSY 100SS - Exploring Psychology
- PSY 360 - Psychopathology

Choose one course:

- EDU 206 - Survey of Exceptional Individuals
- PSY 214x - Social Psychology
- SOC 214x - Social Psychology
- PSY 221SS - Developmental Psychology: Childhood
- SOC 101SS - Principles of Sociology

Total credits recommended: 18-21

Occupational Therapy

Occupational therapy is based on the use of everyday activities as the means of helping people with physical and/or mental disabilities to achieve independence.

To prepare for a career as an occupational therapist, you may choose one of three routes: a bachelor's degree, a post-baccalaureate certificate program or a master's degree program.

The baccalaureate (bachelor's) degree program is four years of study: two years (60-semester hours) of pre-professional courses followed by entrance to a professional occupational therapy program in the junior year. The post-baccalaureate certificate program and the master's degree program are available to individuals who have earned a college degree in a field other than occupational therapy. Both take approximately two years to complete.

Employers do not necessarily differentiate between the various entry degrees when hiring new graduates. The following courses are prerequisites to most of the three types of professional programs.

Recommended courses:

- Art elective (any studio course) (4 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- MAT 116QR - Statistics for the Natural and Social Sciences
- PHY 111SN - General Physics I
- PSY 100SS - Exploring Psychology
- PSY 360 - Psychopathology

Choose one course:

- CHE 101SN - College Chemistry
- CHE 111 - General Chemistry

Choose one sequence:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology
- or
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology

Choose one course:

- ENG 290WI - The Art of the Essay

Choose four credits:

- PSY 221SS - Developmental Psychology: Childhood
- PSY 224 - Developmental Psychology: Adolescence
- PSY 225 - Developmental Psychology: Adulthood

Total credits recommended: 41-43

Optometry

Northwestern's pre-optometry program prepares the student for entrance into a college of optometry and an eventual career as an optometrist. Students may be accepted by a college of optometry after three years but the majority of those accepted have earned a B.A. degree. Specific courses recommended by most colleges of optometry are as follows:

Recommended courses:

- Biology elective (4 credits)
- Courses in writing (6 credits)
- Psychology electives (8 credits)
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 203 - Microbiology
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- MAT 116QR - Statistics for the Natural and Social Sciences
- PHY 111SN - General Physics I
- PHY 112 - General Physics II

Choose one course:

- MAT 111QR - Calculus for Management, Life and Social Sciences
- MAT 112QR - Calculus I

Total credits recommended: 52-53

Pharmacy

Pharmacists play an important role in our nation's health care delivery system. A career in pharmacy offers a broad range of opportunities, including community pharmacy, hospital pharmacy, pharmaceutical sales, and pharmaceutical research and development.

Colleges of pharmacy typically require two years of pre-pharmacy followed by a four-year professional program (2+4). The programs of different pharmacy schools may be quite different, and it is therefore essential that pre-pharmacy students familiarize themselves with the curricular requirements of the specific college of pharmacy to which they intend to transfer soon after they enroll at Northwestern College. The courses listed below represent a typical program.

Recommended courses:

- Humanities, behavioral and social science electives (10 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 203 - Microbiology
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- ECO 213 - Principles of Microeconomics
- MAT 111QR - Calculus for Management, Life and Social Sciences
- MAT 208QR - Biostatistics

Total credits recommended: 59

Note:

Many pharmacy schools, such as the University of Iowa, require applicants to take the Pharmacy College Admission Test (PCAT). In addition, some pharmacy programs require a year of physics. The University of Iowa physics requirement may be satisfied with one year of high school physics.

Physical Therapy

Physical therapists participate in the evaluation of the capabilities and disabilities of their patients. They administer treatments to alleviate pain, correct or minimize deformity, and improve the general health of the patient. The physical therapist develops a treatment program which may involve teaching the patient to gain strength or better coordination of movement; or administering forms of heat, cold, ultrasound or massage.

The need for physical therapists is critical, but professional physical therapy programs are highly selective.

A student may be admitted to some professional programs after two years (64 credits) and after three years (96 credits) but most students will attend Northwestern for four years, graduating with a B.A. degree before entering a 2-3 year physical therapy professional program. A student may select any major but the following pre-professional courses must be completed. Graduates of Northwestern's Athletic Training program are also candidates for physical therapy graduate programs. Athletic trainers cannot become physical therapists without completing physical therapy professional training, nor can physical therapists become athletic trainers unless they have graduated from an accredited athletic training program and passed the Board of Certification examination. Some universities offer a program that combines an entry-level graduate athletic training program and a graduate physical therapy program for students whose undergraduate degree could be in exercise science, biology or a related field.

Recommended courses:

- Biology elective (4 credits)
- Mathematics elective (3-5 credits)
- Psychology electives (12 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- MAT 116QR - Statistics for the Natural and Social Sciences
- PHY 111SN - General Physics I
- PHY 112 - General Physics II

Choose one sequence:

- BIO 121 - Introduction to Human Anatomy
- BIO 122 - Introduction to Human Physiology
- or
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology

Choose one sequence:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- or
- CHE 111 - General Chemistry

- CHE 112 - General Chemistry

Total credits recommended: 50-52

Physician Assistant

Northwestern's pre-physician assistant program prepares students for entrance into a Physician Assistant (PA) professional program and an eventual career as a PA where they will practice medicine under the supervision of physicians and surgeons. Most students will attend Northwestern for four years, graduating with a B.A. degree before entering a 2-year PA professional program. It is important to know that PA programs typically require several hundred hours of experience in health care settings such as a CNA, EMT, paramedic, etc. before admittance to the graduate program.

Program requirements:

- Psychology elective (4 credits)
- Medical Terminology (2 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology
- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 202WI - Genetics and Genomics
- BIO 203 - Microbiology
- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology
- BIO 326x - Biochemistry: Proteins and Metabolism
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- PSY 100SS - Exploring Psychology
- PSY 360 - Psychopathology

Choose one sequence:

- CHE 101SN - College Chemistry
- CHE 102 - College Chemistry
- or
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry

Choose one course:

- MAT 116QR - Statistics for the Natural and Social Sciences
- MAT 208QR - Biostatistics

Total credits recommended: 61-62

Veterinary Medicine

This program prepares the student for entrance into a college of veterinary medicine. Most veterinary colleges prefer students who have completed a bachelor's degree, though some accept students after only three years of undergraduate college study. Specific course requirements vary widely between veterinary colleges in different states, therefore students must carefully target a particular school(s) and design their curriculum accordingly. The list below represents a course of study to allow application to the College of Veterinary Medicine at Iowa State University:

Recommended courses:

- Arts, humanities and social science electives (10 credits)
- Courses in writing (6 credits)
- Other electives (2 credits)
- BIO 115SN - General Biology: Molecular and Cellular Biology

- BIO 116 - General Biology: Ecology and Organismal Biology
- BIO 202WI - Genetics and Genomics
- BIO 326x - Biochemistry: Proteins and Metabolism
- CHE 111 - General Chemistry
- CHE 112 - General Chemistry
- CHE 321 - Organic Chemistry
- CHE 322 - Organic Chemistry
- PHY 111SN - General Physics I
- PHY 112 - General Physics II

Choose one course:

- BIO 221 - Human Anatomy
- BIO 222 - Human Physiology

Total credits recommended: 62

State Authorization Reciprocity Agreement

Northwestern College participates in the State Authorization Reciprocity Agreement (SARA) through its approval by the Iowa College Student Aid Commission. SARA is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The agreement allows the college to offer online courses and programs, supervised field experiences, student teaching, and most clinical placements to students who reside in states that also participate in SARA.

Online programs that lead to licensure or certification in Iowa may not meet requirements in another state for similar licensure. If you do not reside in Iowa, please contact online@nwciowa.edu so we may determine whether our program meets the requirements for professional licensure in your state.

Northwestern College is committed to fair and just treatment of all students regardless of their state of residence. Online students residing in Iowa or a SARA member state who have a complaint with the college should first attempt to resolve their grievance directly with the college through its Title IX Grievance Procedure or Academic Appeals process. If an online student residing outside Iowa is unsatisfied with the resolution, the grievance may be filed with the Iowa College Student Aid Commission.