



**Northwest Nazarene
University**

**Graduate Catalog
2003-2004**

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SCHOOL OF EDUCATION, SOCIAL WORK, AND COUNSELING

Master of Education

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M.Ed. Curriculum & Instruction

M.Ed. Curriculum & Instruction with ELL Emphasis

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M.Ed. Educational Leadership

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M.Ed. Exceptional Child

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Master of Social Work

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Master of Science in Counseling

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M.S. in Counseling: School

M.S. in Counseling: Community

M.S. in Counseling: Marriage and Family

Dean, School of Education, Social Work, and Counseling

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**SCHOOL OF THEOLOGY AND CHRISTIAN
MINISTRIES**

Master of Ministry

Program Director:

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Fax: 208-467-8252

Web Site: www.nnu.edu/mministry

Master of Arts in Spiritual Formation

Program Director:

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Dean, School of Theology and Christian Ministries

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Graduate Programs and Policies

This graduate catalog is correct in content and policy as of the date of publication. Northwest Nazarene University does reserve the right to make changes of any nature in programs, calendar, academic policy, tuition, fees, or academic schedules whenever these changes are deemed by the NNU administration to be necessary or desirable.

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NORTHWEST NAZARENE UNIVERSITY

HISTORY

A desire to educate their children led the founders of Northwest Nazarene University, under the leadership of Eugene Emerson, to organize an elementary school in 1913. In the ensuing two years both high school and college courses were added to the curriculum. Thus began Northwest Nazarene University, now a fully-accredited, co-educational, Christian, comprehensive university of the arts, humanities, sciences, and professions.

In 1915, the first student was graduated from high school, and a year later Dr. H. Orton Wiley was elected President. The first college degrees were conferred upon a class of four graduates in 1917.

Academic progress has been notable, including accreditation as a junior college in 1931 and as a four-year college in 1937. Master's programs were added in the early seventies. The name of the institution was changed from Northwest Nazarene College to Northwest Nazarene University in 1999.

Northwest Nazarene University presently offers undergraduate majors in 42 areas and master's programs in eight disciplines. In addition to its programs on its home campus, NNU students may study in cooperative programs in 10 countries around the world. Northwest Nazarene serves approximately 1,200 undergraduate students, 300 graduate students, and 6,000 continuing education students each year.

CAMPUS

Northwest Nazarene University is located in Nampa in the Boise, Idaho metropolitan area. The campus, with its 32 buildings, covers 85 acres. The area provides many urban and rural advantages.

STUDENTS

NNU attracts students from all over the United States and many foreign countries. Students from all denominations and faiths are welcome to study at NNU. The University especially invites applications from international students and individuals representing minority populations.

INSTITUTIONAL OUTCOMES

1. Christ-like Character
2. Academic Excellence
3. Creative Engagement
4. Social Responsiveness

GRADUATE STUDIES

The programs of graduate study at Northwest Nazarene University provide opportunities for intellectual and professional growth and expanded professional expertise. The University strives to provide access to the latest technology, information, research, and practices delivered by skilled and experienced professionals who can translate theory into practice. Northwest Nazarene University provides a Christian setting and perspective for promoting the development of knowledgeable and competent professionals in a framework of genuine scholarship.

ACADEMIC ORGANIZATION

Academic programs are provided by the six schools of the University: The School of Academic Resources; The School of Arts, Humanities, and Social Sciences; The School of Business; The School of Education, Social Work, and Counseling; The School of Health and Science; and The School of Theology and Christian Ministries.

Graduate programs at Northwest Nazarene University provide advanced study in selected disciplines with emphases on:

- Examining and applying pertinent data and theoretical constructs appropriate to the discipline or field;
- Gaining competence in analyzing and evaluating the information and research appropriate to an area of study.

ACCREDITATION AND CREDENTIAL AUTHORIZATION

Northwest Nazarene University is regionally accredited by the Northwest Association of Schools and of Colleges and Universities.

Business:

Northwest Nazarene University's business programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Counseling:

Northwest Nazarene University's School Counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Additionally, the School Counseling program is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). It is also approved by the Idaho State Board of Education to provide for institutional recommendation for state licensure in Pupil Personnel: Counseling. The Counselor Education Department is seeking CACREP accreditation for the recently initiated programs in Community Counseling and Marriage and Family Counseling.

Education:

Northwest Nazarene University's undergraduate and graduate education programs are nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). Additionally, the education programs are approved by the Idaho State Board of Education to provide for institutional recommendation for state licensure in Elementary Education, Secondary Education, K-12 Exceptional Child, and School Principalship.

Social Work:

Northwest Nazarene University's social work program is nationally accredited by the Council on Social Work Education (CSWE) at the bachelor's level. The master's program in social work has been granted candidate status by CSWE and thus is well on its way to accreditation.

ADMISSION REQUIREMENTS

The applicant must meet all the requirements for graduate admission prescribed by the department offering the degree.

Application for admission should be submitted to the department offering the desired program. Materials needed for admission include one official set of transcripts of all college or university work, a completed application form accompanied by appropriate application fee, two letters of recommendation, and specifics as required by the department.

NNU maintains a policy of equal educational opportunity for all applicants without regard to gender, religion, national or ethnic origin, age, or physical disabilities. This policy applies to admission, financial affairs, and any other programs administered by the University.

ACADEMIC LOAD

A full-time graduate student load is a minimum of 6 credits per semester. Enrollment in more than 12 credits in an academic semester or 6 credits in a summer session requires the recommendation of the advisor and approval by the department chair.

UNDERGRADUATE ENROLLMENT

Final semester seniors who do not need to carry a full load to complete undergraduate degree requirements may complete a normal load by registering for graduate level courses subject to the approval of the director of the program of which the course is a part. Final semester verification is required. Credits earned may apply toward only one degree.

FINANCIAL AID

Graduate students may be eligible for certain financial aid loans and a limited number of grant programs; however, they are not eligible for church matching grants. For specific information on available aid, consult with the Office of Enrollment Services 208-467-8347 or 1-877-NNU-4YOU.

REFUND FOR STUDENTS WHO WITHDRAW

Refund of tuition and fees will be prorated on a per diem basis, beginning with the first day of classes and continuing for a maximum of 60 percent of the course. No refunds shall be made after 60 percent of any course. The official date of withdrawal is determined by the Registrar. herein

Refund Distribution. Students who withdraw from NNU and have received federal financial aid may be required to return all or part of that aid based on the percent of the course in which the student is no longer enrolled. When a refund to federal programs is required, the refund distribution will be as follows:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan

4. Federal PLUS Loan
5. Federal Pell Grant
6. Leveraging Education Assistance Partnership Grants (LEAP)
7. Other Title IV aid programs
8. Other Federal Sources of Aid
9. Other State, Private or Institutional Aid
10. Parents or other third party, and then the Student

No refund is made to the student when all charges have been met by federal or institutional aid, or when the amount of refund exceeds cash payment made by the student.

Refunds to NNU's institutional aid programs are based on the tuition and fees withdrawal rate; e.g., if one-half tuition and fees are refunded, one-half of any institutional aid will be refunded to institutional programs.

Repayment of Unearned Aid. Students who receive federal financial aid and withdraw from NNU may be required to repay the appropriate program a percentage of their unearned aid. The responsibility to repay unearned aid is shared by NNU and the student in proportion to the aid each is assumed to possess. NNU's share is the lesser of:

1. The total amount of unearned aid; and,
2. NNU's charges multiplied times the percentage of aid that was unearned.

NNU's share is allocated among the Title IV programs in an order specified by law.

The student's share is the difference between the total unearned aid and NNU's share. After the student's share is fully allocated among any of the Title IV loan programs, any grant amount owed to a federal grant program is reduced by half.

TUITION PAYMENT POLICY

Payment of all tuition and course-related fees is due on or before the date the courses begin unless other financial arrangements, acceptable to the University and the student, are made.

ACADEMIC HONESTY

Northwest Nazarene University seeks to promote academic honesty within the University community. Academic writing requires a strong culture of careful documentation of the use of sources, both to ensure intellectual integrity and to provide the apparatus for scholarly work by others using your materials. Such honesty is fundamental to the principles of the Judeo-Christian tradition and education. To foster among students a spirit of honest intellectual inquiry, the University has identified as unacceptable the following practices:

1. Cheating in its various forms, whether copying another student's work, allowing one's own work to be copied, using unauthorized aids on an examination, fabricating research data, or submitting as one's own another person's work;
2. Denying other students access to academic information whether in the classroom, library or computer lab;
3. Destroying, altering, or tampering with another student's work to impede academic progress;
4. Plagiarizing, i.e., presenting as your own the words or ideas of another person, including inadequate documentation of sources and excessive dependence on the language of sources even when documented;
5. Submitting the same or similar work for more than one course or assignment without approval from the professors;
6. Using copyrighted material without appropriate citation or copying software without permission.

Students who violate the principles of academic honesty will be subjected to disciplinary action through the office of the specific program. Depending on the nature of the offense, the student's grade or credit earned may be affected. In serious cases, the student may be suspended or dropped from the program.

ACADEMIC APPEALS

All appeals by graduate students or applicants for graduate study shall pursue the following route unless the complaint is being brought against someone involved in the appeal process. In that event, the appellant shall contact the Director of Graduate Studies to initiate the appeal process:

1. The appellant shall informally discuss the appeal with the faculty member involved.

2. If discussion with the faculty member does not resolve the issue, the appellant may present a written appeal to the department program director and may request a hearing with the department graduate committee. After reviewing all relevant materials and talking with parties involved, the decision of the program director will be conveyed in writing to the appellant and the party against whom the appeal was brought. If the issue is not resolved, either party may carry the appeal to step three.
3. A written appeal and all documentation required in step two may be submitted to the Director of Graduate Studies by either the appellant or the party against whom the appeal was brought. The Director, after review of all relevant materials and talking with parties involved, shall present a response in writing to the appellant and other parties directly involved. If this issue is not resolved, either party may carry the appeal to step four.
4. A written appeal may be submitted to the Graduate and Continuing Studies Council. The Vice President for Academic Affairs shall appoint a committee of not less than three Graduate and Continuing Studies Council members to hear the appeal. This committee shall respond in writing to the appellant, the council, or other parties directly involved. The decision of the committee shall be considered final unless either party chooses to have the process reviewed in step 5.
5. As a final step, the Vice President for Academic Affairs shall, upon request, review decisions at each step to determine if proper procedure has been followed and all evidence impartially reviewed. If discrepancies or impropriety has occurred, the Vice President for Academic Affairs may return the appeal for review and subsequent action to the appropriate step. If the Vice President for Academic Affairs determines that proper procedure has been followed and all evidence impartially reviewed, the decision at level four would be declared final with written notification to all parties involved.

UNIVERSITY LEARNING RESOURCES

John E. Riley Library

Information about the Library and its collections, current hours, staff, and other services can be found on the NNU home page under *Academics*. In addition, resources for research can be accessed from the library's web page including SAGE, the NNU library

catalog, various indexes and databases, some of which include full-text materials and links to other libraries. Online resources are available to all students registered with the University. Materials not available at NNU can be requested through interlibrary loan. This service is available free of charge to NNU students.

Reciprocal borrowing agreements are in place with Albertson College of Idaho and with Boise State University whereby NNU students may check out a limited number of items from these libraries. Riley Library facilities include guest computer terminals, photocopying, microfiche reading and printing equipment, and a computer lab.

Media Services

Media Services, located in Room 119 on the main floor of the Wiley Learning Center, offers a wide variety of audio/visual services, equipment, and supplies for classroom instruction and student assignments. Student ID cards, password replacements, and additional computer print credits are available.

The Media Services facilities include audio/visual viewing rooms, audio and video recording studios, a photographic studio and darkroom, a TV production studio, and an educational classroom and workroom. Media Services provides audio/visual equipment for classroom use at no charge and rents audio/visual equipment including camcorders, 35mm cameras, laptop computers, and cell phones to the campus community.

Academic Computing Services

The University computer systems provide learning resources for students and faculty. All students are given computer accounts with a secure password. Computers, running the Windows operating system, are available throughout the campus. There are five computer labs available to graduate students. These are located in the Wiley Learning Center, the Science Building, Helstrom Building, the Riley Library and the Academic Support Center. In addition a local area wireless network (LAWN) is available to all students for an additional fee.

All of the computers located in the labs and the offices of faculty and staff, are connected to a Novell network and have access to the Internet, e-mail, Microsoft Office, Microsoft FrontPage, C++, and other software packages that are applicable to academic departments on campus.

Academic Advising and Assessment

The Office of Academic Advising and Assessment is available for the purpose of proctoring tests for courses being taken by correspondence. Students must make arrangements with the institution offering the course for tests to be taken on campus.

The University also provides special advising to learning disabled students who wish to identify themselves and provide documentation of their needs. Such students should contact the Learning Disabilities Advisor.

Career Center

The Career Center provides information and assistance to students who wish to assess career goals and investigate career opportunities. The Career Center will provide information to help students write effective resumes, practice interviewing, and establish networking contacts. There are several programs to assist students including a current listing of helpful career internet addresses and the Career Center Home Page.

Office of the Registrar

The Office of the Registrar is located on the second floor of the Administration building. It is responsible for maintaining, storing, and distributing all academic records and petitions.

- **Grade Reports**
Official grade reports are generated upon completion of each course. When applicable, students should submit these grade reports to their employer upon receipt so that they can be filed for accumulation toward salary adjustments.
- **Degree Postings**
Northwest Nazarene University posts the earned degree to the transcript three times a year at the end of each semester of the institution's graduate calendar. If a student completes his or her degree between the semester end dates, the degree will be posted on the next semester posting date. Upon request, the Registrar's Office will provide these students a letter stating that the student has met all the requirements for degree completion, indicate when the degree will be posted, and will verify that the student should be afforded all of the rights and privileges of one with a Master's Degree.

- **Transcripts**

Transcripts must be requested with a signed request. Transcripts can be ordered from the web page: www.nnu.edu by clicking on *academics* then *resources* and *on-line transcript request*. An e-signature is required and constitutes one's legal signature. Requests can also be sent by fax at (208) 467-8603 or by mail to Northwest Nazarene University, 623 Holly Street, Nampa, ID 83686.

All requests must include name, social security number, birth date, signature, and the name and address to which the transcript is to be sent. Students should allow five business days for transcripts to be processed. There is no fee; however, the student's business office account must be clear for a transcript to be released.

Participation in Commencement

Students may participate in commencement if they have completed all degree requirements or are within six semester credits of completing requirements.

SCHOOL OF BUSINESS

MASTER OF BUSINESS ADMINISTRATION

Faculty: Ronald Galloway (Director), Peter Crabb, Samuel Dunn, David Houghton, Melvin Jolly, Jeffery P. Lineman, Ronald Moore, Bill Russell, Steve Van der Ploeg, Konya Weber

To be admitted to the Northwest Nazarene University Master of Business Administration degree program, students must hold a bachelor's degree from a regionally accredited college or university. Students from all academic disciplines are invited to apply to the MBA program.

The MBA program provides the traditional student or working professional the opportunity to complete a master's degree in as few as 16 months. All requirements of the degree must be completed within six years following admission.

Each student will advance through the program in a cohort of no more than 25 students. Students in each cohort share personal, professional, and technical backgrounds while following an intense program of academic study. The cohort format provides a strong support system as class members proceed through the entire MBA program together.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0 in all academic course work.
3. Evidence of content knowledge for the following undergraduate courses:
 - Principles of Marketing
 - Principles of Management
 - Microeconomics
 - Elementary Statistics

If a student has not taken these undergraduate courses, the requirements may be fulfilled as follows:

- a. Special course content examination, **OR**
- b. Complete course. The student may complete an approved course in the area(s) in which they are deficient.

A student may begin the program before completing these requirements, but content exams or credit completion for each of the above courses must be completed prior to the beginning of the respective graduate course.

4. A minimum score of 425 on the Graduate Management Aptitude Test (GMAT).
5. A favorable recommendation from the School of Business Graduate Committee.

Exceptions to regular admission requirements must be approved by the School of Business Graduate Committee.

TRANSFER CREDIT

Students accepted into the MBA program may transfer up to 9 semester credits of previously completed work from another *regionally accredited institution*. The maximum amount of transferable course work is **three courses** (9 semester hours). All transfer credits must have received at least a “C” letter grade and be approved by the MBA Program Director. Single-credit courses may not be transferred. Credits must have been earned within seven years preceding the date of admission. ***No tuition will be waived for transferred credits.***

APPLICATION FOR ADMISSION

1. Obtain admission forms from the MBA office or online at www.nnu.edu/mba.
2. Submit application along with a non-refundable \$40 application fee.
3. Provide evidence of competency in writing skills by submitting a personal essay.
4. Submit an official transcript of all previous undergraduate and graduate work to the MBA office.
5. Provide two letters of recommendation from professional colleagues familiar with your ability.
6. Submit acceptable score for the Graduate Management Aptitude Test (GMAT) taken no less than sixty days after starting the program.
7. If English is not your native language, submit a minimum score of 550 (paper score) or 213 (electronic score) on the Test of English as a Foreign Language (TOEFL).

GRADUATION REQUIREMENTS

Graduation requirements for the MBA program include:

- Complete the approved program.

- Complete at least 42 semester credits.
- Maintain a cumulative grade point average of 3.0 or higher. A student may count a maximum of two classes with C grades toward degree completion. Courses with grades of D or F do not count toward a degree.
- Complete a final examination provided in conjunction with the *capstone course*, BU 575 Strategic Management or BU 577 Strategic Management with International Experience.
- Apply for the MBA degree one semester before anticipated completion of the degree.

TUITION AND PROGRAM COSTS

Costs for the MBA program are established for the entire program and include tuition, books, materials, and student fees. *For further information regarding tuition, fees, and payment options, please contact the MBA Office, 208-467-8415 or 1-877-NNU-4-BIZ (1-877-668-4249).*

DEGREE REQUIREMENTS

Prerequisites – (12 semester credits)

(See Admission Requirements for other options)

- Principles of Marketing (3)
- Principles of Management (3)
- Microeconomic Analysis (3)
- Elementary Statistics (3)

Core Curriculum (42 semester credits)

- BU 502 Organizational Behavior (3)
- BU 503 Organizational Communication (3)
- BU 508 Accounting for Managers (3)
- BU 511 Management Law (3)
- BU 512 Management Information Systems (3)
- BU 513 Managing Human Resources (3)
- BU 521 Financial Management (3)
- BU 531 Managerial Economics (3)
- BU 541 Managing in an International Economy (3)
- BU 555 International Marketing Management (3)
- BU 556 Decision Making (3)
- BU 561 Leadership Development (3)
- BU 570 Ethics in Management (3)
- BU 575 Strategic Management (3)

OR

- BU 577 Strategic Management (3)
(International Experience)

COURSE DESCRIPTIONS

BU 502. Organizational Behavior (3 credits)

Introduces theory and research directed at the problem of understanding, predicting, and influencing individual and group behavior within organizations. Topics include motivation, perception, learning, group dynamics, decision-making, and conflict and stress management.

BU 503. Organizational Communication (3 credits)

Covers the effective structure, transmission, and reception of various forms of communication within an organization. Topics include basic communication theory, interpersonal dynamics, small group process, communication networks, and both oral and written message transmission.

BU 508. Accounting for Managers (3 credits)

Develops the concepts and techniques necessary to analyze financial statements and management accounting reports. In particular, participants will learn to use these statements and reports as effective management tools for decision making in the coordination of managerial and organizational activities.

BU 511. Management Law (3 credits)

Provides an overview of legal and regulatory issues of the workplace. It focuses on situations that commonly arise and the legal principles that apply.

BU 512. Management Information Systems (3 credits)

Surveys a variety of topics about computing, information systems, and the application of information systems technology. Topics include systems principles, current technology, design and analysis of information systems, implementation issues, and applications. Emphasis is given to the direct support of management decision making and the application of microcomputers.

BU 513. Managing Human Resources (3 credits)

Explores the management of human resource functions including employee selection, training, evaluating, and compensation. It also addresses labor relations, collective bargaining and equal employment opportunity (EEO) issues.

BU 521. Financial Management (3 credits)

Applications of financial theory in the firm including the time value of money, risk and return, capital budgeting, the cost of capital, and capital structure. Special topics in financial management such as derivatives and multinational finance may also be covered.

BU 531. Managerial Economics (3 credits)

Surveys the microeconomics of the firm, the consumer, and alternative market structures as these contexts are applied to business decisions. The course introduces managerial applications of supply and demand, consumer choice, cost analysis, profit concepts, marginal analysis, pricing behavior, and optimal resource allocation.

BU 541. Managing in an International Economy (3 credits)

Presents the concepts, techniques, and fundamentals of managerial economics in an international environment. Trends in trade and international payments are explored. Important international, cultural, political, and legal issues are examined focusing on their effects on the economics of international pricing, financial policies, and investment strategies.

BU 548. Operations Management (3 credits)

Covers aspects of running the day-to-day operations of a global business, focusing on value and supply-chain management, quality and process improvement, strategies, product design, and process selection. Students will be expected to analyze case studies and complete problems dealing with complex multi-company, multinational factors.

BU 555. International Marketing Management (3 credits)

Introduces the student to the major marketing management concepts that provide the basis for understanding multinational and global marketing concepts and tools. Attention is given to determining market potential, product modification, communication across languages and cultures, and unique distribution channels.

BU 556. Decision Making (3 credits)

Presents concepts and techniques used in addressing management and consumer decision making. The course will address sources of conflict and consensus in an organization and their relationship to management decision making. It will also focus on processes involved when individuals or groups select, purchase, or use products, services, and ideas.

BU 561. Leadership Development (3 credits)

Provides an overview on the history, current models, and the future of leadership in an environment of social and cultural changes. Attention will also be given to the leader as a person and the management of individual and professional priorities.

BU 570. Ethics in Management (3 credits)

Enhances management skills through study of values, attitudes and ethical issues in decision making and its human impact on corporate power. Discussions include the ethical stance and social responsibility found in mission statements and corporate strategy.

BU 575. Strategic Management (3 credits)

This is the *capstone* course. It identifies alternative business strategies, seeking those that have the highest probability for success given the stage of industry evolution, the position of the company within its industry, and the level of investment possible. The evaluation process for this course will also be considered the *final exam* for the MBA experience.

BU 577. Strategic Management (International Experience) (3 credits)

This is the *capstone* course. It identifies alternative business strategies, seeking those that have the highest probability for success given the stage of industry evolution, the position of the company within its industry, and the level of investment possible. The evaluation process for this course will also be considered the *final exam* for the MBA experience. Includes international business experience of 7-10 days.

BU 594. Topics (3 credits)

Examination of current topics or practices in business not covered in other courses.

BU 597. Thesis (3 credits)

The thesis may be written in lieu of one of the program major courses. The thesis may be on any subject that is agreed upon by the student and the supervising NNU faculty member representing the major. The thesis must demonstrate either theoretical or applications research at a graduate performance level. It must demonstrate an excellent knowledge of the English language and show mastery of professional business vocabulary.

Prerequisite: Approval of Program Director.

BU 599. Independent Study (3 credits)

Study of an assigned topic as directed by a graduate faculty member.

SCHOOL OF EDUCATION, SOCIAL WORK, AND COUNSELING

The School of Education, Social Work, and Counseling prepares professionals to serve the educational, social service and counseling needs of communities. These accredited programs are delivered in an environment that honors Christ and Christian principles through undergraduate and graduate programs leading to professional licensure/certification. Professional development activities are provided for practicing professionals.

Programs available in the school by departments are as follows:

Education

- Curriculum and Instruction
- Curriculum and Instruction with ELL Emphasis
- Educational Leadership
- Exceptional Child

Social Work

- Master of Social Work (MSW)

Counselor Education

- School Counseling
- Marriage and Family
- Community Counseling

MASTER OF EDUCATION

Faculty: Karen Blacklock (Chair), Jan Cantrell (Assistant Chair), Joy Bielenberg, Dennis Cartwright, Janet Harman, Mike Poe, Duane Slemmer, Karen Smucker

MISSION STATEMENT

The graduate programs in education at Northwest Nazarene University provide a Christian setting where students can increase their teaching and leadership skills, enabling them to make a difference in K-12 student learning. NNU strives to provide a rigorous and relevant program enabling students to grow spiritually as well as intellectually.

THREE MAJORS OFFERED WITHIN THE MASTER OF EDUCATION DEGREE PROGRAM:

- Curriculum and Instruction 34 semester credits
- Educational Leadership 41 semester credits
Leads to a certificate as a building administrator
- Exceptional Child 34 semester credits
Leads to certificate in Exceptional Child with a generalist endorsement

All graduate programs offered by the Education Department are built on knowledge bases supporting the Critical Social Conceptual Framework. This framework recognizes that educators must exert their influence beyond the classroom and the building to meet the needs of the students who are in our schools. Teachers, counselors, and administrators must work with parents, social workers, police officers, and community leaders to provide the best learning environment for students.

Ten themes have been identified as central to the articulation of the conceptual framework in the Curriculum and Instruction, Educational Leadership, and Exceptional Child programs. The themes are as follows:

1. Leadership
2. Change and change management
3. Group and interpersonal skills
4. Democratic and ethical/moral values
5. Action research
6. Curriculum and instruction development and analysis
7. Communication skills
8. Critical thinking skills
9. Community involvement
10. Continuous assessment and reflection

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a college or university accredited by a regional accrediting agency.
2. A cumulative GPA of 2.8 in the baccalaureate program or of 3.0 in the most recent 30 semester credits earned.
3. Certification/Licensure as a classroom teacher.
4. Approval by the Education Graduate Admission's Committee.

Exceptions to regular admission requirements may be approved by the Education Department Graduate Committee.

APPLICATION FOR ADMISSION

The applicant shall submit the following to the Graduate Education Office:

1. Completed admission form.
2. \$25 non-refundable application fee.
3. Official transcripts of all previous college or university work.
4. Two letters of recommendation are required from professional colleagues who are familiar with the candidate's academic and professional capabilities.
5. All candidates are required to submit a personal essay to provide evidence of writing competency.
6. For admission into the Educational Leadership program only, one letter of recommendation is required from a professional colleague, AND one completed evaluation form from the applicant's current building administrator. The evaluation is to be sent directly to the NNU Graduate Education office.

In addition, the applicant will consult with the director of the appropriate graduate education program to develop a program plan.

ACTIVE STATUS

A student who has been admitted to the graduate education program and enrolled in at least one course is considered on active status. A student who does not register for a course applicable to the degree for three calendar years will be removed from active status and will need to reapply if he/she is to continue in a program.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

1. Credits must be earned in courses numbered 500 or above. Continuing Education courses and non-graded courses do not apply toward the degree. A maximum of 25 percent of the credits required for the degree may be transferred from other institutions upon approval by the program director. Transfer credits must have been earned within four years preceding the date of admission.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years following the candidate's initial active status.

3. All course work applied to the degree must have received a letter grade.
4. The candidate must perform satisfactorily on the comprehensive examination. Comprehensive examinations must be completed using a computer. Candidates in the Exceptional Child program will complete a portfolio in lieu of a comprehensive exam.
5. The candidate must apply for the degree one full semester prior to anticipated degree completion.

CERTIFICATION REQUIREMENTS

Graduates must pass one of the State Board of Education approved technology assessments before they are recommended for certification.

CURRICULUM AND INSTRUCTION

(34 semester credits)

This major is for the professional educator desiring to improve classroom teaching skills and/or to serve in instructional leadership roles. The program focuses on research and its application, and utilizes the reflection process to revitalize the curriculum and the learning environment.

The Master of Education with a major in Curriculum and Instruction is offered utilizing a cohort model. There are two major options for completing this program.

- Educators selecting the first option are in a combined cohort that includes teachers seeking a Master of Education with an emphasis in Educational Leadership. Cohort members remain together for eight of the eleven courses. This option allows completion of a master's degree in 15 months while teaching. Eight of the eleven courses are completed during two summers. The remaining three courses are completed during the school year.
- The second option is a cohort that is formed solely of educators seeking a major in Curriculum and Instruction. Completion requires 30 months. All courses are offered one at a time in the evenings to accommodate teachers in year-round schools. Two summer months are free of courses.

A significant expectation of this program is the student's identification and research of an education related topic. During enrollment in ED 519 Research Theory and Application for the Educator, the student will develop an action research proposal. Prior to completion of the program the student will conduct the study, submit the final document to NNU, and make an in-service presentation of the results to his/her school faculty. During the degree program the student will be introduced to the assessment method used by the National Board for Professional Teacher's Standards (NBPTS) and will complete portfolio assignments under NBPTS guidelines.

REQUIRED COURSES:

- ED 511 The Learning Process (3)
- ED 519 Research Theory and Application for Educators (3)
- ED 533 Curriculum and Assessment (4)
- ED 532 Instructional Models (3)
- ED 541 Learning Exceptionalities for the Classroom Teacher (3)
- ED 545 Classroom and Behavior Management in the Mainstreamed Classroom (3)
- ED 561 Multi-Cultural Issues in Education (3)
- ED 562 Technology in Education (3)
- ED 564 Values in Education (2)
- ED 581 Instructional Supervision and Leadership (3)
- ED 590 Issues and Trends in Education (3)
- ED 598c Seminar: Action Research (1)

**CURRICULUM AND INSTRUCTION with ELL
EMPHASIS**

(35-36 semester credits)

This major emphasizes improvement in classroom teaching skills with specialized courses designed to meet the growing diversity found in public classrooms. The program focuses on research and its application. In addition to the master's degree, students who complete the required courses and the language requirement will also qualify for Idaho's ESL K-12 endorsement.

As in the Curriculum and Instruction program, students in this program complete a research project on a topic related to education. During enrollment in ED 519 Research Theory and Application for the Professional Educator, the student will develop an action

research proposal. Projects related to the improvement of language acquisition and/or academic achievement for ELLs are highly encouraged. Prior to completion of the program the student will conduct the study and report results to school faculty. The electives must be selected from the courses required for Curriculum and Instruction that do not have equivalents in the ELL emphasis.

REQUIRED COURSES:

- ED 511 The Learning Process (3)
- ED 519 Research Theory and Application for Educators (3)
- ED 533 Curriculum and Assessment (4)
- ED 538 Comprehensive Literacy or equivalent (3)
- ED 565 Assessment and Identification of ELLs (3)
- ED 566 Foundations of ELL (1)
- ED 567 Philosophical and Legal Foundations (1)
- ED 568 Theory of ELL (1)
- ED 580 Sheltered English Practicum (1)
- ED 587 ESL Methods I (3)
- ED 588 ESL Methods II (3)
- ED 589 Cultural Diversity (3)
- ED 598c Seminar: Action Research (1)
- ED____ Curriculum and Instruction elective (2-3)
- ED____ Curriculum and Instruction elective (3)

EDUCATIONAL LEADERSHIP

(41 semester credits)

This major is designed for those seeking formal educational leadership roles such as building level principals, vice principals, or instructional team leaders. Emphasis is on the principal as an *instructional* leader. Skills appropriate to goal setting and maximizing human potential, the unique aspects of an organizational structure, and the management tasks of an administrator are identified.

A significant expectation of this program is the identification by the student of a specific topic or problem of interest. During enrollment in ED 519 Research Theory and Application for the Professional Educator, the student will develop an action research proposal. Educational Leadership students complete the action research effort, submit the results in a formal paper to NNU, and make an in-service presentation during their internship year.

The Master of Education Educational Leadership major is offered utilizing a cohort model. This major provides the educator with the opportunity to complete a master's degree while teaching full time. In addition to the course work, which takes 15 months, the candidate must complete a year-long internship in a school setting under the supervision of a qualified building principal.

This internship assignment must be approved by the school district and the NNU program director.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for a K-12 principal's certificate. **(Individuals should check for specific requirements for certification in other states.)**

REQUIRED COURSES:

- ED 511 Learning Process (3)
- ED 519 Research Theory and Application for Educators (3)
- ED 533 Curriculum and Assessment (4)
- ED 545 Classroom and Behavior Management in the Mainstreamed Classroom (3)
- ED 562 Technology in Education (3)
- ED 564 Values in Education (2)
- ED 575 Legal and Financial Issues in Education (3)
- ED 581 Instructional Supervision and Leadership (3)
- ED 582 Educational Leadership (3)
- ED 585 Administering Human Resources (3)
- ED 590 Issues and Trends in Education (3)
- ED 596III Internship in School Principalship/Principalship (7)
- ED 598c Seminar: Action Research (1)

EXCEPTIONAL CHILD

(34 semester credits)

This degree is for classroom teachers who hold Elementary, Secondary, or Special Education Certification and wish to gain further expertise and/or become certified to teach exceptional children. Additional training in aspects of regular education that are important to teaching students with exceptionalities is a part of the program. The internship has two options: one option for educators currently teaching in the classroom for exceptional children; and one option for others not currently teaching exceptional children.

Internship is not a degree requirement. It is required only for those students seeking certification.

The program focuses on research and its application and on designing and implementing instruction for children with exceptionalities. A significant expectation of this program is the identification by the student of a specific topic of interest. The student will conduct action research, submit a final document to NNU, and share the findings with other educators.

REQUIRED COURSES:

- ED 519 Research Theory and Application for Educators (3)
- ED 533 Curriculum and Assessment (4)
- ED 534 Intensive Behavior Interventions (3)
- ED 540 Research, Theory, and Intervention of Reading Difficulties (3)
- ED 548 Methods and Adaptation for Exceptional Learners (3)
- ED 549 IEP's and Transition (3)
- ED 562 Technology in Education (3)
- ED 564 Values in Education (2)
- ED 573 Technology: Exceptional Child (3)
- ED 576 Special Education Law (3)
- ED 586 Assessment, Collaboration, and Research Report (3)
- ED 598c Seminar: Action Research (1)

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

- To be recommended for certification students must earn a passing score on the required Praxis II test for special education.
- ED 596 IV Internship in Teaching Exceptional Child (2-8)
(Only required for candidates seeking certification)

COURSE DESCRIPTIONS

ED 511. The Learning Process (3 credits)

Examination of accepted theories and current research in learning behavior. Also explores the unique styles of learning and recent studies in brain function and behavior as they relate to the learning process.

ED 519. Research Theory and Application for Educators (3 credits)

Introduction to traditional and action research in the school setting. Literature review, data collection, interpretation, and surveys will be included. Students prepare an action research proposal as part of the course requirements.

ED 532. Instructional Models (3 credits)

The course is designed to acquaint students with four basic families of instructional models: 1) information processing, 2) personal development, 3) social development, and 4) behavioral systems. Examples of models representing each family will be reviewed. In addition, students will be introduced to reflective teaching practices based on the National Board for Professional Teaching Standards. Addressing those standards will be a major part of the course.

ED 533. Curriculum and Assessment (4 credits)

This course explores historical, philosophical and contemporary issues of curriculum design, including concept-based curriculum. Sound assessment practices will be explored, promoting the effective use of assessment as a teaching tool. Students will develop and analyze curriculum including assessment components.

ED 534. Intensive Behavioral Intervention (3 credits)

This course includes an overview of specific interventions strategies and their connection to behavior change procedures. The student learns how and where to find recent developments to remain current in this field of practice. The student is responsible to have a culminating portfolio that demonstrates the competencies taught. In order for the student to receive the IBI Interventionist Certificate, the student will be required to take the IBI Certification test.

ED 535. Teaching Reading in the Content Area (3 credits)

Methods and materials for improving content area reading and writing skills. Emphasis is on the role of the content area teacher as a reading instructor.

ED 538. EC: Idaho Comprehensive Literacy Course (3 credits)

This course is designed to empower special education teachers to teach struggling students how to read. Based upon principles of acceleration and on Vygotsky's theory of *the zone of proximal development*, teachers will be grounded in an understanding of three cueing systems in reading, the nature of language acquisition, and the concept of scaffolding. They will learn and practice instructional techniques to help students increase their level of involvement and independence in literacy development.

ED 540. Research, Theory, and Intervention of Reading Difficulties (3 credits)

An in-depth exploration of how children learn to read and why some fail, the structure of the language and its convergence with reading, and explicit research-based methods for assessing and teaching students with reading disabilities. Includes a practicum in which the student will design and implement a focused intervention sequence to improve the reading proficiency of a struggling reader.

Pre-requisite: Successful completion of Idaho Comprehensive Literacy Course, earn a passing score on the Idaho Comprehensive Literacy Assessment, or instructor approval.

ED 541. Learning Exceptionalities for the Classroom Teacher (3 credits)

An overview of learning needs and conditions for handicapped and gifted children and youth, and appropriate curriculum development to meet their needs. Includes identification of problems related to cultural patterns and implications of federal and state legislation.

ED 545. Classroom and Behavior Management in the Mainstreamed Classroom (3 credits)

This course offers procedures for developing appropriate behaviors in the regular classroom both with regular students and with students considered behaviorally disordered. Behavior modification techniques will be discussed as well as development of management techniques. Non-instructional expectations of the teacher and relations with colleagues and parents will be explored.

ED 548. Methods and Adaptation for Exceptional Learners (3 credits)

Design effective instructional strategies and adapt and implement curricula for students with mild or moderate exceptionalities. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes

methods for teaching language arts, mathematics, and content specific courses.

ED 549. IEP's and Transition (3 credits)

Design, implement, and manage Individualized Educational Programs (IEPs), including designing and managing transitional programs. As part of transition planning, identify resource agencies, and use these outside sources to strengthen program planning for students.

ED 550. Special Topics (1-4 credits)

Study of a specific topic or subject in the discipline. Credits are not applicable toward a graduate degree.

ED 561. Multicultural Issues in Education (3 credits)

An examination of the pluralistic nature of the school population. The implications to society and to the instructional process will be addressed.

ED 562. Technology in Education (2-3 credits)

Helps students gain an awareness of current and emerging computer technologies and develop practical skills for integrating these technologies in educational settings. Essential and advanced features of software applications will be explored.

ED 564. Values in Education (2 credits)

A study of the educator's role in relation to student and societal values. Includes theories and practical application related to moral development and the educator's responsibility in character education and values formation.

ED 565. Assessment & Identification of ELLs (3 credits)

Students will participate in the assessment of ELLs through multiple contexts. Traditional and alternative language assessments will be explored as well as State levels testing. Multiple classroom, cultural, and educational contexts will also be examined as they relate to the identification of language, speech, special education, and emotional issues.

ED 566. Foundations of ELL (1 credit)

This course will explore the foundation of curriculum and instruction in ELL. Students will participate in a variety of instructional strategies including: TPR, jazz chants, literature-based curriculum, vocabulary activities, differentiated instruction and the

natural approach. Cultural issues specific to curriculum and instruction will also be examined.

ED 567. Philosophical & Legal Foundations (1 credit)

Office for Civil Rights guidelines will be the central focus of this course. Students will examine both state and federal requirements for district educational plans and implications for program planning. Landmark court cases impacting educational requirements for language minority students and their parents will also be discussed.

ED 568. Theory of ELL (1 credit)

Students will explore key research in the development of language acquisition programs. Areas of emphasis will include: first and second language acquisition, comprehensible input, affective filter and native and dual language instruction.

ED 573. Technology: Exceptional Child (3 credits)

An overview of technology and assessment for technological needs for varied exceptionalities, such as mobility, prosthetics, orthotics, adaptive devices, visual technologies, hearing technologies, and the use of ecological assessment. This includes the adaptive use of computers.

ED 575. Legal and Financial Issues in Education (3 credits)

An overview of constitutional and state legal expectations of the schools, both public and private, and basic principles of school finance.

ED 576. Special Education Law (3 credits)

Enables students to understand the legal complexities involved in identifying and providing educational services to students with special needs. Federal, state, and local laws including IDEA, Section 504, and ADA will be examined as well as case law.

ED 580. Sheltered English Practicum (1 credit)

This practicum will provide opportunity for student to implement the SIOP and CALLA models with elementary and secondary students. Teachers will plan, deliver and reflect on lessons designed to teach English through content. Follow-up discussions and evaluations with course instructors will follow instruction.

ED 581. Instructional Supervision and Leadership (3 credits)

A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction.

ED 582. Educational Leadership (3 credits)

Principles of leadership and the role, function, and responsibility of the school administrator as an educational leader and change agent. Topics include motivation, staffing, community relations, school organization, and decision-making.

ED 585. Administering Human Resources (3 credits)

The role of the administrator in working with people. Shared decision-making, conflict management, goal setting, development of human potential, evaluation, and selection. Legal expectations including negotiations, contracting, and policy development.

ED 586. Assessment and Collaboration (3 credits)

Choose and administer assessment procedures, collaborate with teachers, administrators, and parents. Includes norm-referenced, criterion-referenced, curriculum-based assessments. Strategies for providing indirect services to students with exceptionalities by working effectively with other service providers for effective interventions will be included. This course marks the completion point of the action research project.

ED 587. ESL Methods I (3 credits)

This introductory course will examine the implementation of the Sheltered Instruction Observation Protocol model, a research based content language acquisition framework. Participants will define content and language objectives and select appropriate strategies for comprehensible input. Culturally appropriate strategies and Cognitive Academic Language Learning Approach will also be examined as a component of the SIOP model.

ED 588. ESL Methods II (3 credits)

This course will focus on direct classroom application of the ESL Methods I framework. Students will apply strategies in classrooms and reflect on their experiences through journaling. Program instructors will engage in periodic observations of instruction and hold individual debriefing sessions with students. Whole class sessions will provide models of effective instruction and opportunity to dialogue about in-class experiences.

ED 589. Cultural Diversity (3 credits)

This course will take an in-depth look at cultural issues impacting students academically, socially and emotionally. The classroom implications for each area will be examined through ethnographies and case studies. Effective strategies for meaningful involvement of culturally diverse parents will also be explored. As a major component of this course, students will participate in a culturally diverse summer school or extended time program.

ED 590. Issues and Trends in Education (3 credits)

An examination and analysis of contemporary issues and trends in theories and practices in education and the effect of those trends and issues on K-12 schools. Issues will be examined from the perspective of both administrators and teachers.

ED 592. Project (2-6 credits)

An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the discipline.

ED 593. Readings (1-4 credits)

Independent exploration of significant reference sources related to some area of study.

ED 594. Topics (1-4 credits)

Exploration of current topics or practices in education. May be repeated for credit.

ED 596 I. Internship (3-9 credits)

An extended period of applied study under the supervision of an on-site supervisor with the support of a graduate faculty member.

ED 596 III. Internship in School Principalship/Principalship (2-8 credits)

A full year part-time supervised internship in a school setting concurrent with scheduled class sessions.

ED 596 IV. Internship in Teaching Exceptional Child (2-8 credits)

An extended period of applied study under the supervision of an on-site supervisor with the support of a graduate faculty member. Two options are available. The first option is a traditional one-term student teaching experience with a cooperating teacher. The second option is designed to accommodate the student who is currently

employed as an Exceptional Child educator while working to obtain certification. The student may take internships with a cooperating teacher selected by NNU and an additional period of intensive supervision in the classroom in which he/she is teaching.

ED 597a. Studies in Education (1-4 credits)

Examination of a specified issue or problem pertinent to one's field of study. May be repeated for credit. Advisor approval required.

ED 598a. Seminar (2-3 credits)

Prerequisites determined by nature of specific seminar. Seminar approach to the study of clearly defined problems or issues. May be repeated for credit.

ED 598b. Seminar: Educational Technology (2 credits)

A seminar in technological skills and application experiences appropriate to the classroom. Sessions provide support information and new ideas to enhance the practicum activity. Grant proposal models for the school and classroom will be studied.

ED 598c. Seminar: Action Research (1 credit)

The purpose of this seminar is to provide guidance and instruction to students completing their action research project. The finished product is the action research paper and presentation.

ED 599. Independent Study (1-4 credits)

Study of an assigned topic as directed by a graduate faculty member. The program director and department chair must approve the study plan before the student can enroll.

ED 600. Thesis (3-8 credits)

MASTER OF SOCIAL WORK

Faculty: Mary Curran (Director), Jerry Hull, Joy Kyamunyogonya, Mamie Oliver, Al Sanchez, LeAnn Stensgaard, Terri Theriot

MISSION STATEMENT

The central mission of the MSW program is to prepare graduates for advanced practice by providing a knowledge-based and value-informed education that is concerned with improving social conditions and individual well-being. The program emphasizes preparing advanced rural practitioners to work with oppressed groups. Coursework emphasizes alleviating injustice, discrimination, and poverty; creating social policies and resources that meet basic human needs and enhance the quality of life; and creating accessible, responsible, accountable human service programs. The MSW program seeks to prepare social workers for employment in both the public and private sectors in America or internationally. The program also prepares social workers for employment in both for-profit and non-profit settings.

PROGRAM OVERVIEW

The Master of Social Work program at Northwest Nazarene University offers the working professional an opportunity to complete a master's degree through an extended program of study. This program is ideal for those with work and/or family responsibilities. Students admitted with Foundation status may complete their program in two and one-half years (five semesters plus two summer sessions) while students admitted with Advanced Standing may complete their program in one and one-half years (three semesters plus one summer session).

The program utilizes a cohort model for core courses that supports an interactive learning environment as well as collegiality throughout the students' program. The primary goal of the program is to prepare students for professional social work practice in rural settings. Two areas of concentration are offered: Clinical Practice in Mental/Physical Health Settings and Management, Community Planning, and Social Administration. Within both concentrations, opportunities will be given to pursue specialized interests and projects. In addition, the program is currently seeking certification for school social work and expects to have this certification in place for the 2003-2004 school year.

FINANCIAL INFORMATION

Tuition costs for the MSW program are established for the entire program and include both tuition and student fees. Students graduating within one semester of their entering cohort will not experience any tuition increases during their program. For current information regarding tuition, fees, and payment options, please contact the Graduate Social Work program at (208) 467-8679 or maw@nnu.edu.

Graduate students may be eligible for certain financial aid and grant programs; however, church matching funds are not available. For specific information on available financial aid, please consult the Office of Financial Aid at 208-467-8347 or 1-877-NNU-4YOU.

PROGRAM CHARACTERISTICS

- Students are enrolled in small groups (12-15 students per group) that remain together as a cohort (in core courses) for the duration of their program.
- Normally, students are enrolled in two core courses (6 semester credits) and one research or elective credit (1 semester credit) their first term. In subsequent terms, students will enroll in 7 to 12 credits normally including courses in practice, human behavior, applied research, field instruction, and electives.
- Methodology is based upon the assumption that the instructor and student are equally responsible for learning. Students are expected to be self-directed, goal-oriented, and interested in applied learning.
- The key to applied learning is application; therefore, all students are expected to integrate theory and academic content with knowledge from research projects and work/practicum experiences. Evaluation of progress is based not only on evidence of grasping content but also upon evidence of application of content in the workplace/practicum setting.
- Foundation students will complete a one-credit (minimum requirement) community research project in some area of rural social work, and all students will complete a two-credit thesis project.
- All students will complete a comprehensive exam at the end of their course work.

PROGRAM GOALS

- To prepare students for advanced micro or macro social work practice in domestic and international rural settings.
- To provide students with a quality graduate education in a creative learning environment which promotes academic excellence, personal integrity, spiritual enrichment, and professional development.
- To prepare students for advanced professional social work by grounding them in social work history, philosophy, theory, ethics, methods, research, and practice at both the generalist and advanced levels.
- To provide students with the opportunity to think critically about the domestic, global, and multicultural perspectives associated with social work practice and to assess how such a perspective can be incorporated into a dynamic worldview that embraces the values and ethics of the profession.
- To foster in students a greater commitment to promoting social and economic justice through the development of advanced practice skills/programs which address the needs/issues of low income, at-risk adults and children living in rural communities.
- To instill in students the desire to be not only consumers of information but lifelong learners and producers of research and information which may contribute to the development of new practice theories, knowledge, and models for delivery of services.
- To provide students with an opportunity to apply learning in a work/practicum setting in a manner that fosters a synthesis between academic endeavors and the application of social work skills, thereby enriching the individual's contribution to practice and the profession.

ADMISSION REQUIREMENTS

Students from all academic disciplines are invited to apply to the Master of Social Work program. Students admitted to the graduate social work program may be admitted to the foundation program (60 semester credits) or to the advanced standing program (36 semester credits). Students requesting admission to either program must demonstrate the following:

- Proof of academic achievement. A four-year baccalaureate degree from a regionally accredited college or university is a prerequisite for admission to the Northwest Nazarene

University Graduate Social Work program. A minimum cumulative GPA of 2.75 is expected with a GPA of 3.0 or better in the applicant's major field of study. Students with an overall GPA of less than 2.75 may be considered for admission provided that the GPA from the junior and senior years of their baccalaureate program is 3.25 or better.

- Evidence of having successfully completed (C [2.0] or better) a minimum of 21 semester credits in the following liberal arts areas: psychology, sociology, ecology, political science, law, economics, business, statistics, research, and oral or written communication. At least one course in human biology or biology that included content in human biology must be included.
- Evidence of potential to practice social work, such as submission of evaluation material from field supervisors in the applicant's baccalaureate program, letters of recommendation from supervisors in professional employment settings (or full-time volunteer settings, e.g., VISTA), letters of recommendation from faculty in a related field of study (e.g., religion, psychology, sociology).
- Personal statement/writing sample (4–6 pages).
- A basic knowledge of computer technology, including good word processing skills.

PLEASE NOTE: Academic credit is not given for life or work experiences.

Foundation Standing

Students who enter the Master of Social Work program from disciplines other than social work or who received their undergraduate degree in social work more than five years prior to entering the MSW program are given Foundation Standing. These students must take courses to lay a foundation for the concentration level social work courses. These foundation courses are taken during the first three semesters of the program.

Advanced Standing

The Advanced Standing option was developed to recognize the academic accomplishments of outstanding applicants who have completed a B.A. in social work or BSW from a college or university accredited by the Council on Social Work Education. Criteria for admission to the Advanced Standing program are the same as to the

regular admission requirements with the addition of the following requirements:

- Applicants must have an overall GPA of 3.25 or better for the last 90 quarter credits or last 60 semester credits in their baccalaureate program.
- A grade of B (3.0) or higher is required in all upper division social work classes.
- Applicants must have completed their BSW within five years of enrollment in this MSW program. Individuals applying for advanced standing must submit a copy of their senior practicum evaluation and any other supporting documents (such as information related to terms spent overseas, in urban or rural settings, or a copy of a research project) that can establish their competency to begin graduate study.
- At the time of application, applicants are expected to have completed one full year of social work employment, voluntary service in a human services setting (e.g., VISTA, MCC, AmeriCorps), or an overseas experience. Applicants need to submit with their application material an employment/volunteer form and a letter of reference from their on-site supervisor. Consideration for admission to advanced standing will be given to outstanding, recent graduates of BSW programs who have not completed a full year of work in a social service agency but have participated in diverse voluntary settings during their college or university experience (e.g., overseas terms, urban plunges, rural projects, or outstanding research projects).

BSW/Licensed Not Qualified for Advanced Standing

- Applicants who are graduates of a baccalaureate program accredited by CSWE but do not meet all of the program's requirements for advanced standing may meet with the Program Director to develop an individualized study plan. Only courses completed with a grade of B (3.0) or better will be considered as meeting the eligibility requirements for discussion of a course challenge. Examination of the applicant's request will be based upon a formal examination or a discussion of relevant theories/concepts and course content with the Program Director.
- Applicants who are not graduates of BSW or B.A. social work programs but who have graduated in a *related field* and believe that a particular foundation course(s) will be

redundant may request to take a challenge examination as an option for *testing out* of a professional foundation course(s). Upon successful completion of a challenge exam, the applicant will be excused from taking the selected foundation course.

PROGRAM REQUIREMENTS

Students are expected to earn at least a B (3.0 on a 4.0 scale) in each course. Students receiving a grade of less than B (3.0) in any course must repeat that course. Receipt of a grade of less than B (3.0) in two courses will result in the student being placed on probation and may result in dismissal from the program. Dismissed students with unusual circumstances may be allowed to apply for readmission after one year.

TRANSFER POLICY

Students currently enrolled in an accredited MSW program who would like to transfer to NNU's program may, upon approval of the Program Director, transfer up to 33 percent of the credits necessary for completion of their MSW degree. Field placement credits may not be transferred.

GRADUATE SOCIAL WORK PROGRAM EXPECTATIONS FOR STUDENT LEARNING

1. Students are expected to consult with faculty advisors in planning course work and discussing learning goals and progress toward those goals during their graduate education.
2. Students are expected to maintain no less than a 3.0 GPA during the entire MSW program.
3. All written reports and term papers are to be prepared in a manner that reflects scholarship, including appropriate literature review, annotations, bibliography where appropriate, and citations when references are used.
4. Any student who misses 20 percent or 1/5 of the clock hours offered in a particular course will be required to repeat that course. This would represent three clock hours in a 1-credit course, six clock hours in a 2-credit course, and 9 clock hours in a 3-credit course. This is a minimum standard and each professor is free to set a higher standard for class attendance.

DISCONTINUANCE POLICY

1. Students who earn less than a B (3.0) in two courses will be placed on academic probation. Notification of this status will be by letter from the Director of the Master of Social Work program. Subsequently, a reduction in the academic load may be required. Students whose GPA is below 3.0 for two semesters will be subject to dismissal by the Graduate Social Work program. Appeal of this action may be made through the formal appeal process described in this document.
2. Cheating and plagiarism constitute unprofessional conduct and are violations of the ethical standards of the profession. Such behavior may be reason for discontinuance from the program.
3. Students who are unable to secure a satisfactory field placement for reasons relating to their inappropriateness or their lack of readiness for placement will be subject to discontinuance from the program.
4. Social work students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the social work profession (see NASW Code of Ethics). Behavior contrary to these ethics will be cause for review of the student's status in the program. Examples of behavior that would warrant such a review include oral and written statements that are derogatory toward students, faculty, or persons from populations reflecting racial, ethnic, handicapped status, religious, socioeconomic, gender, and sexual orientation.
5. In instances where there is concern that the student's past or present functioning might interfere with professional social work responsibilities, the student may be requested to seek professional counseling. Depending on the severity of the issues, they may be subject to discontinuance from the MSW program.

GRADUATION REQUIREMENTS

- Candidates who are enrolled as foundation students must complete a minimum of 60 semester credits. Candidates who are enrolled as advanced standing students must complete a minimum of 36 semester credits.
- The candidate must complete program requirements with no grade lower than a B (3.0).

- The candidate must apply for the degree within the first two weeks of his/her last semester of class work.
- The candidate must perform satisfactorily on the comprehensive examination. Please note that all course work must be completed before sitting for the comp exam.
- The candidate must successfully complete SW 641 Applied Research II (Thesis).
- The program must be completed satisfactorily within five years of matriculation.

POLICY CONCERNING CONFIDENTIALITY

The faculty of the NNU Master of Social Work program recognizes the value and importance of each student's right to confidentiality. Students may request that specific information shared with members of the faculty, field instructors, and/or academic administrators be kept confidential. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law. (See University Student Handbook.)

The Department of Social Work regards faculty, faculty advisors, field instructors, and school administrators as members of each student's educational team. They may be consulted periodically to discuss student progress. There are routine reviews of student progress at monthly MSW faculty meetings. Information shared confidentially by a student will be shared with other team members only when a team member deems it necessary to address a student's educational needs.

The faculty of the NNU Master of Social Work program recognize the value and importance of free and open classroom discussion. Students are encouraged to express opinions and offer observations relevant to course content. In sharing information about others (e.g., clients in their practice), students are expected to protect the confidentiality of those individuals. Other students in the classroom are expected to treat classmates' comments with respect and courtesy and to protect the confidentiality of comments and observations offered in the classroom to the extent possible under law and university/school policy. Students are expected to refrain from divulging confidential information to others outside of the classroom.

FOUNDATION COURSES

- SW 520 Human Behavior in the Social Environment I:
A Life Cycle Perspective (3)
- SW 530 Social Welfare Policy and Services (3)
- SW 540a Introduction to Research Methodology (1.5)
- SW 540b Introduction to Research Methodology (1.5)
- SW 541 Applied Research I (Community Project) (1)
- SW 551 Practice II: Organizations/Community
Development (3)
- SW 561 Practice I: Individuals/Families/Groups (3)
- SW 570 Field Instruction I (3)
- SW 571 Field Instruction Seminar I (1)
- SW 572 Field Instruction II (3)
- SW 573 Field Instruction Seminar II (1)

TOTAL FOUNDATION CREDITS: 24

ADVANCED STANDING

- SW 610 Social Work Electives (4)
(1- and 2-credit courses)
- SW 620 HBSE II: Health, Illness, and Disability in the
Life Cycle (3)
- SW 622 HBSE III: Social Work and Religion:
Justice/Values/Ethics (3)
- SW 624 HBSE IV: Multicultural Perspectives in Rural
Social Work (3)
- SW 630 Health Policy Issues in Rural America (3)
(Students with an interest in international social
work may develop a specialized project in this
course.)
- SW 640 Research Methodology II (2)
- SW 641 Applied Research II (thesis) (2)

SELECT ONE:

SW 651 Practice III: Current Issues in Management
and Practice in Rural Communities (3)

SW 661 Practice III: Physical and Mental Health
Theories and Assessment (with Emphasis on Rural
Populations) (3)

(Students select SW 651 or SW 661 depending upon area of
concentration.)

SELECT ONE:

SW 652 Practice IV: Leadership Skills and
Management Practices in the Human Services (3)

SW 662 Practice IV: Psychopathology (3)

(Students select SW 652 or SW 662 depending upon area
of concentration.)

SELECT ONE:

SW 654 Practice V: Financial Management and Resource
Development in Social Welfare Administration (2)

SW 664 Practice V: Group Treatment (2)

(Students select SW 654 or SW 664 depending upon area of
concentration.)

SW 670 Field Instruction III (3)

SW 671 Field Instruction Seminar III (1)

SW 672 Field Instruction IV (3)

SW 673 Field Instruction Seminar IV (1)

TOTAL ADVANCED STANDING CREDITS: 36

TOTAL CREDITS: 60

COURSE DESCRIPTIONS

SW 520. Human Behavior in the Social Environment I: A Life Cycle Perspective (3 credits)

This is the first of four HBSE courses that will examine human behavior from a biopsychosocial perspective. HBSE I will examine the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development from conception to late adulthood. Using a spiritually enriched ecological systems approach, the course is designed to present a variety of theories and knowledge about the range of social systems in which individuals live including families, social groups, organizations, institutions, and communities. Special attention will be given to the social systems that exist in rural settings and small towns.

SW 530. Social Welfare Policy and Services (3 credits)

This course is designed to help students understand what drives social welfare policy, how welfare policy affects people's lives, and the ways in which social workers can influence the development and implementation of social policy. Three general areas will be covered in this course. In area 1, the student will be introduced to the fundamental concepts, theories, and history of social welfare policy. In area 2, a description of social welfare policies and programs that are key to both the immediate and future development of rural and small town communities in the Northwest will be discussed. Finally, in area 3, social welfare policy practice techniques will be delineated with significance on the role of social workers in effecting change.

SW 540a. Introduction to Research Methodology (1.5 credits)

This course focuses on knowledge of social scientific research philosophies and methodology with respect to their evolution and application to social work theory and practice. It introduces students to content, including research ethics, literature review, development of hypothesis and research questions, problem formalization, conceptualization and operationalization of both quantitative and qualitative levels of measurement, and construction of measures.

SW 540b. Introduction to Research Methodology (1.5 credits)

This course is a continuation of SW 540a and builds upon previously discussed concepts. Specific content covered includes the logic of sampling, causal inference and group design (including validity and reliability), single-case evaluation designs, quantitative and qualitative modes of observation, quantitative and qualitative research methods. Students are introduced to the beginning concepts of SPSS in order to provide them with a foundation for future and more advanced research methodology and computer use.

SW 541. Applied Research I (Community Project) (1 credit)

Each foundation student will complete a one-credit applied research project before beginning concentration courses. The project will focus on a current issue or trend in rural or small town social work practice. With the permission of the research professor, a student who is interested in international social work may complete a research project that focuses on some social, economic, or political aspect of a rural community outside the U.S.

SW 541e. Applied Research I Extension (1 credit)

Graduate students engaged in ANY activity requiring faculty or staff time and consultation, or the use of any NNU facilities, must register for the number of credits appropriate to the degree of activity involved during the semester. Such activity includes, but is not limited to, writing or submitting a research project, working on a non-thesis requirement, or taking a preliminary examination.

SW 551. Practice II: Organizations/Community Development (3 credits)

This course examines current issues and methods related to organizing for change in human service organizations and communities. The special needs, challenges, and contributions of rural populations and small towns will be addressed. Students are introduced to theories of human service organizations, community organizations, organizational and community dynamics, task group leadership, and strategies for planned change. Emphasis is on understanding the role of the social worker in a macro setting and on developing the macro skills required to effectively work for organizational and community development, planning, and change.

SW 561. Practice I: Individuals/Families/Groups (3 credits)

Social Work Practice I is the first course in the foundation sequence of practice courses. The course provides students with an introduction to generalist social work practice and prepares them to

provide direct services to client systems of various sizes, including individuals, families, and small groups. Case studies will focus on the challenges of rural service delivery and the changing social patterns in rural areas and small towns. A spiritually enriched ecological systems model of practice will be presented.

SW 570. Field Instruction I (3 credits)

This course is the first part of the foundation practice supervised field experience. The purpose of field instruction is to provide students with an opportunity to integrate theory with practice in a supervised setting. The course includes a concurrent field seminar that is designed to support and supplement the student's field instruction.

Pre-requisite: SW 561; **Co-requisite:** SW 551 and SW 571

SW 571. Field Instruction Seminar I (1 credit)

Emphasis in the foundation field instruction seminar will be on the organizational context of practice, the community context of practice, the planned change process, the strengths perspective, and the professional context of practice.

Co-requisite: SW 570

SW 572. Field Instruction II (3 credits)

This course is the second part of the foundation practice supervised field experience. The purpose of this course is to enable students to continue to develop skills, clarify values, and engage in practice in a supervised setting. The course includes a concurrent field seminar that is designed to support and supplement the student's field instruction.

Co-requisite: SW 573

SW 573. Field Instruction Seminar II (1 credit)

Emphasis in the foundation field instruction seminar will be on the organizational context of practice, the community context of practice, the planned change process, the strengths perspective, and the professional context of social work practice.

Co-requisite: SW 572

SW 610. Social Work Electives (1–2 credits)

NOTE: 4 credits required

Each semester, members of a student's cohort will select an elective topic (from a group of 4–6 choices) to be offered during that term. Elective offerings will be assigned either 1 or 2 credits, and students

may complete as few as two or as many as four electives during the course of their program.

SW 620. HBSE II: Health, Illness, and Disability in the Life Cycle (3 credits)

This course examines the psychosocial and biological determinants of health, illness, and disability across the life cycle. Three major areas will be addressed. First, the identification of potential major health problems which may disrupt development at each stage of the life cycle and the impact of these illnesses and disabilities on individual development and family functioning. Second, the influence of the developmental stage on an individual's/family's ability to understand and cope with illness or disability. And third, a summary of loss/grief theories and the biopsychosocial impact of anticipatory grief, death, and bereavement on individuals and families.

Prerequisite: SW 520 or permission of the instructor

SW 622. HBSE III: Social Work and Religion: Justice/Values/Ethics (3 credits)

This is one of four required HBSE courses. It is designed to build upon a student's liberal arts undergraduate education and to offer a more in-depth examination of Christian faith and social work practice. Religion often has a profound influence on the lives of clients seen by social work practitioners as well as on social workers themselves. This course considers the role of religion in the socialization process of both the client and the professional. It will examine religious values, ethics, and principles of justice as influences on personal, societal, and professional interactions.

SW 624. HBSE IV: Multicultural Perspectives in Rural Social Work (3 credits)

This course provides a preparation for students to engage in sensitive cross-cultural and cross-ethnic rural social work practice. It is designed to provide students with a positive environment in which to explore their attitudes, beliefs, and values with regard to human diversity in rural and small town practice. The identification and implications of the core factors of discrimination and racism that apply to all minorities are addressed along with those factors that are unique and specific to minority/ethnic groups present throughout the Northwest. Theories of oppression and discrimination are addressed, and the sociohistorical, familial, economic, and political roots of prejudice and discrimination towards certain disadvantaged and unprotected groups are identified. A continual focus throughout

the course will be on the application of awareness, knowledge, and techniques of cultural and ethnic sensitivity to social work practice.

SW 630. Health Policy Issues in Rural America (3 credits)

This course is designed to help students understand policy issues and practice implications as they relate to America's rural and small town health care systems. Emphasis will be given to examining the political, economic, and social impact on the health care needs of the poor, minorities, women, the disabled, and the aged. The course content will analyze social policy and legislative issues that are affecting the Northwest (particularly Washington, Oregon and Idaho), the health care delivery system, and health care reform. A spiritually enriched ecological systems framework will be used to explore current health care policy issues.

SW 640. Research Methodology II (2 credits)

This course and Applied Research II, which follows, are designed to support students in designing, collecting, measuring and evaluating research that will be applied through the writing of a required master's thesis. The course is intended to integrate the foundations of research methodology with the use of computers and appropriate statistical procedures. The course will include instruction in the use of SPSS, a computer-assisted analysis program for analyzing data.

SW 641. Applied Research II (Thesis) (2 credits)

This course provides students with an opportunity to identify a research problem within their area of concentration, complete a literature review, design a research tool for collecting and measuring data, select an appropriate statistical analysis for evaluating data, and complete a written research report or thesis.

SW 641e. Applied Research II Extension (1 credit)

Graduate students engaged in ANY activity requiring faculty or staff time and consultation, or the use of any NNU facilities, must register for the number of credits appropriate to the degree of activity involved during the semester. Such activity includes, but is not limited to, writing or submitting a research project, working on a non-thesis requirement, or taking a preliminary examination.

SW 651. Practice III: Current Issues in Management and Practice in Rural Communities (3 credits)

This course focuses on current management and community practice trends as they impact the delivery of human services (in rural and small town communities) and the requisite knowledge and

collaborative skills needed to address them. Students will analyze the extent to which current trends, such as funding and the transfer of responsibilities from the federal to state and local levels, the emergence of managed care in various arenas of physical and mental health venues, growing cultural diversity in the United States (and internationally), computer technology and information management, privatization, contract services, the aging of the population, changes in migration patterns, rural industrialism, and numerous other economic and political shifts, are transforming the need for and delivery of human services to rural and small town America.

SW 652. Practice IV: Leadership Skills and Management Practices in the Human Services (3 credits)

This course focuses on social work management and leadership skills required in the development and management of human service delivery systems in rural and small town America. It is the second required course for advanced management and community practice students. The course is based on the social welfare management perspective that individuals and groups use to transform agency policies into the delivery of social services. The content builds on both the macro social work practice foundation course and the first advanced macro course, which focuses on group, organizational, and community theory and strategies for change. Course content includes theories of leadership, communication, conflict, motivation, power and influence, ethics, diversity issues, strategic management, human resource management, evaluation, and financial management in rural and small town environments.

SW 654. Practice V: Financial Management and Resource Development in Social Welfare Administration (2 credits)

This course examines administrative decision making related to financial planning and resource allocation in rural and small town human service organizations. Technical aids to budgeting and other aspects of financial management are considered. Knowledge and skills in budgeting, allocating, expenditure control, fundraising, grant writing, marketing, and evaluation will be studied. Traditional as well as innovative resource management and development strategies will be discussed with the realization that while rural and small town communities face many unique economic challenges, technology is now increasing the interdependence of urban and rural areas making it possible for rural and small communities to embrace the world economy.

SW 661. Practice III: Physical and Mental Health Theories and Assessment (with Emphasis on Rural Populations) (3 credits)

This course is designed to provide students with differential assessment knowledge and skills suitable for use with advanced practice theories in physical and mental health settings. In preparing students to work with persons needing physical and mental health services, both practice theories and multidimensional assessment skills are explored. A variety of physical and mental health theoretical models utilized in advanced social work practice will be explored (including cognitive, behavioral, psychoanalytical, planned change, task-centered, crisis intervention, and Life Model). Issues related to assessment will also be addressed, including cultural/ethnic diversity, the impact of economic discrimination/oppression on client populations, and the role of values and ethics in social work practice. A variety of assessment technique will be covered (including DSM IV, P-I-E charting, eco-maps, genograms, Mental Status Exam, and medical screening).

SW 662. Practice IV: Psychopathology (3 credits)

This course is designed to provide students with an understanding (both cognitive and empathic) of the various kinds of disorders that social work clients in physical and mental health settings may experience. It will help students define those clinical entities, explore their etiology and natural courses, and learn how to link diagnosis and intervention. Emphasis will be placed on the concepts of labeling and stigmatization and employing an empowerment approach with clients who suffer from mental or emotional disorders. The complexity of the intersection between the mental/emotional and physical selves will be explored.

SW 664. Practice V: Group Treatment (2 credits)

This course focuses on the development of knowledge and skills in the use of group methods in social work practice. The historical development of the use of groups in social work will be traced and current trends in group work will be reviewed. The classroom will serve as a laboratory for students to practice and develop their group leadership skills. Emphasis will be placed on forming the group, assessing member needs, setting goals, structuring group tasks, activities, and experiences, understanding and enhancing group functioning, enabling collaborative processes, facilitating transfer of change, evaluating individual and group change, and terminating the group.

SW 670. Field Instruction III (3 credits)

This is the first of two concentration field placements. Building upon the content and skills learned in the foundational/baccalaureate program in social work, this course is designed to guide students in an evaluation of their mastery of generalist knowledge and theory, values, ethics, and practice skills.

Pre-requisite: SW 651 or SW 661; **Co-requisite:** SW 652 or SW 662 and SW 671

SW 671. Field Instruction Seminar III (1 credit)

Seminar will require students to begin the process of integrating social work knowledge and skills from their earlier experiences in practicum/employment with the advanced knowledge, theories, and skills they are currently gaining and apply this learning (with supervision) to the provision of human services in their community. In this process emphasis is placed upon assisting students in identifying with the profession of social work and increasing their awareness of the professional use of self. Students will attend a seminar designed for their area of concentration.

Co-requisite: SW 670

SW 672. Field Instruction IV (3 credits)

Students will continue their instruction in a selected, organized field setting and seek to integrate and apply the knowledge, theories, and concepts of social work practice they are developing by building on previous educational, life, and work experiences to develop new areas of professional competence.

Co-requisite: SW 673

SW 673. Field Instruction Seminar IV (1 credit)

Seminar will encourage the students to bring together and to integrate for professional growth and use: cognitive learning, professional competence, values and ethics, life experience, and learning/work activities which will enhance critical thinking, the processing of theory, and the utilization of professional skills for social work practice.

Co-requisite: SW 672

MASTER OF SCIENCE IN COUNSELING

FACULTY: Brenda Freeman (Chair), Dennis Cartwright, Richard Craig, Ken Hills, and Darlene Townsend

MISSION STATEMENT

To prepare competent and compassionate counselors to assist members of our diverse society as they face life challenges and mental health issues in community, family, and school settings.

BROAD DESCRIPTION

The Counselor Education Department offers a Master of Science in Counseling degree with three emphasis areas within the field of counseling: Community Counseling, Marriage and Family Counseling, and School Counseling. These programs prepare students with the professional competencies necessary for entry level direct services work in the field of counseling and provide a base for doctoral level study.

The graduate program in counseling is designed upon the foundation of the Critical Social Conceptual Framework. This framework recognizes that counselors must exert their influence beyond the narrow confines of their settings in order to meet the broader needs of clients in a diverse society. Counselors must work with many distinct constituencies, such as mental health agencies, school personnel, parents, social workers, police officers, and community leaders to provide the best possible delivery of services.

The critical social conceptual framework in the Counseling program has been articulated through the following four themes:

1. Democratic Values
2. Relationship Dynamics
3. Leadership and Community
4. Research, Assessment, and Program Design and Evaluation

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a college or university accredited by a regional accrediting agency.
2. A cumulative GPA of 2.8 in the baccalaureate program or of 3.0 in the most recent 30 semester credits earned.
(Note: The Counselor Education Department may elect to interview an applicant with an undergraduate GPA lower

than a 2.8 if unique and compelling circumstances are documented in the applicant file.)

3. An appropriate fit between the applicant and the program, as determined by references, a program interview, and an on-site written self-statement.

APPLICATION PROCESS

The applicant will submit the following to the Graduate Education and Counseling Office:

1. Completed admission form.
2. A \$25 non-refundable application fee.
3. Official sealed transcripts of all previous college or university work.
4. Two professional references (use reference forms in the Counseling Program Application Packet). The references should be from professional colleagues who are familiar with the candidate's academic and professional capabilities and/or faculty members familiar with the applicant's academic ability.
5. After the file is complete, qualified applicants are required to interview for the program. The interview is designed to assist the faculty in determining the fit between the student and the program/profession. Based upon available research and literature in counseling, the program seeks to admit students who best reflect key characteristics of effective counselors in the field.
6. An on-site writing exercise will be administered at the time of the program interview. The writing exercise is used to assess the applicant's writing ability and to augment the interview as a measure of the fit between the student and the counseling program.

NNU COURSES PRIOR TO ADMISSION

Counseling applicants may complete a maximum of eight credit hours at NNU prior to admission into the counseling program. Applicants will not be allowed to register in courses beyond eight credit hours unless they have been officially admitted into the Counselor Education program. Students who choose to take courses prior to being admitted will not be guaranteed, either directly or implied, admission to the program.

ACTIVE STATUS

A student who has been admitted to the Counselor Education program and enrolled in at least one course is considered to be on

active status. A student who does not register for a course applicable to the degree for three calendar years will be removed from active status and will need to reapply to the Counselor Education program.

PLAN OF STUDY

After students are admitted into the counseling program it is their responsibility to initiate advising sessions to file a plan of study.

TRANSFER COURSES FOR AN ADMITTED STUDENT

A maximum of 12 semester credit hours required for the degree may be transferred from other institutions upon approval by the Department Chair. Credits must have been earned within three years preceding the date of admission and will only be accepted if the Department Chair is satisfied that the transfer courses are equivalent substitutes for NNU requirements.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN COUNSELING DEGREE

1. Credits must be earned in courses numbered 500 or above. Continuing Education courses do not apply toward the degree. All course work applied to the degree must have received a letter grade.
2. The candidate must complete course requirements as specified in the student's Plan of Study for the emphasis area the student has designated.
3. The degree must be completed within six years following active status.
4. In order to complete the program students must have earned a 3.0 grade point average. In addition, a grade of 3.0 or better must be earned in Individual Counseling, Practicum in Counseling and in Internship in order for a student to graduate from the program (see Academic Standing policy).
5. The candidate must perform satisfactorily on the Counselor Education Department exit criteria, which includes: 1) comprehensive examination; 2) a collaborative project; and 3) a passing score on an Idaho Technology Exam.
6. The candidate must apply for graduation one full semester prior to anticipated degree completion.

COUNSELING PROGRAM ACADEMIC STANDING POLICY

Counseling students must maintain a 3.0 or higher cumulative grade point average to remain active in the graduate program. In addition, students must earn a 3.0 or better in Individual Counseling, Practicum in Counseling, and Internship in order to graduate from the program. There are retention screens and progress reviews outlined in the Counseling Student Handbook that admitted students must successfully pass in order to remain active in the graduate program. These screens are designed to assist the student in his/her growth and development and to provide faculty with systematic opportunities to consider the fit between the student and the program/profession.

DEPARTMENT RECOMMENDATION FOR CERTIFICATION AND/OR LICENSURE

NNU Counselor Education faculty reserve the right not to recommend for pupil personnel/school counseling certification any student who in their professional judgment is poorly suited to assisting children and/or to counseling in a school environment even if that student has successfully completed the academic degree requirements.

MASTER OF SCIENCE IN COUNSELING EMPHASIS AREAS AND REQUIRED COURSE WORK

- **COMMUNITY COUNSELING (CC)**

(50 semester credits)

Provides theory, skill building, and field preparation to work as an entry-level counselor in a community setting. The focus of the instruction is twofold: 1) the development of the person of the counselor, including leadership ability; and 2) the development of the research knowledge, theory, and skills necessary to provide ethical and professional counseling services to community members. Beyond basic counseling skills, Community Counseling students are introduced to the intricacies of the funding of mental health agencies, inter-agency consultation, and the problems faced by those who need mental health assistance but have a limited ability to pay for the services. The development of sensitivity, compassion, and skills in dealing with diverse populations is expected of Community Counseling students as well as the integration of relevant technology.

- **MARRIAGE & FAMILY COUNSELING (MFC)**

(60 semester credits)

This emphasis area provides theory, skill building, and field preparation for counseling children, couples, and families. While family and play techniques are taught in the program, the heart of the program is a solid understanding of systems theory and research. Students learn to understand the individual child or adult as a part of a family system and they utilize this knowledge to assist couples, children, and families to develop healthy functioning. The focus of the instruction is the development of the person of the counselor, and the development of research knowledge, theory, and skills pertaining to marriage and family counseling. Multicultural counseling, the integration of technology, and outcomes assessment are also emphasized in the program.

- **SCHOOL COUNSELING (SC)**

(54 semester credits)

Leads to a State of Idaho Pupil Personnel Services Certificate with endorsement as a Standard School Counselor K-12. This counseling emphasis area is designed to prepare the individual to plan and deliver a comprehensive school counseling program founded on a broad base of knowledge and practical skills and based upon the ASCA National Standards. Applicants need not be certified K-12 teachers. The development of the person of the counselor as well as acquisition of theory and skills necessary to succeed in a school environment are central to the program. Communication and consultation skills, as well as technology, multicultural counseling, and program evaluation are emphasized in the program.

DUAL EMPHASIS OPTION

Students are allowed to complete two emphasis areas in the counseling program. For example, a student may want to graduate with both an emphasis in Marriage and Family Counseling and School Counseling. To do this, students must take all the required course work for both emphasis areas, which includes fulfilling the internship field hours for both emphasis areas.

REQUIRED COURSES

The required courses for the three emphasis areas are shown in the table below. CC denotes the required courses for the Community Counseling emphasis area, the MFC column shows the required courses for the Marriage and Family emphasis area, and SC refers to the required courses for the School Counseling emphasis area. The numbers in the chart are the semester credit hours for each required course.

Course	Title	CC	MFC	SC
CN 511	The Profession of Counseling	2	2	2
CN 512	Legal and Ethical Issues in Counseling	3	3	3
CN 513	Societal Issues in Counseling	2	2	2
CN 521	The School Counselor			2
CN 522	Human Sexuality		2	
CN 523	Counseling in a Community & MFC Settings	2	2	
CN 524	Organization of Guidance Services			2
CN 525	Systems Theory and Research		3	
CN 526	Methods of Teaching for Counselors (non teachers) OR elective			2
CN 531	The Learning Process and Lifespan Development	2	2	2
CN 532	Theories of Counseling	3	3	3
CN 533	Family Counseling	2	2	2
CN 534	Career and Vocational Counseling	3	3	3
CN 535	*Research for the Professional Counselor	2	2	2
CN 541	**Individual Counseling	3	3	3
CN 542	Group Counseling	3	3	3
CN 544	Multicultural Issues in Counseling	2	2	2
CN 551	DSM IV Diagnosis and Intervention Strategies	3	3	3
CN 552	Substance Abuse Counseling	2	2	2
CN 553	Measurement and Evaluation in Counseling	3	3	3
CN 561	**Practicum in Counseling	3	3	3
CN 562	**Practicum in Marriage and Family		3	
CN 589	**Internship in Counseling (School Setting)			10

CN 589	**Internship in Counseling (Community Setting)	10		
CN 589	**Internship in Counseling (MFC Setting)		10	
	Electives		2	
	Total Credit Hours	50	60	54

*ED 519 may be used as a substitute, but it requires one additional credit hour.

**Includes clock hours in the field and/or in the NNU Counselor Education Department lab

COURSE DESCRIPTIONS

CN 511. The Profession of Counseling (2 credits)

Summarizes the profession of counseling, its history, the value of professional organizations, professional referral agencies, and resources; exposes the student to requirements and procedures for certification and licensure. The class is a basic course in professionalism.

CN 512. Legal and Ethical Issues in Counseling (3 credits)

Current legal and ethical concerns in professional counseling. Ethical theory and decision-making processes and legal aspects of client-counselor relationships are covered, including ethical issues in working with diverse populations.

CN 513. Societal Issues in Counseling (2 credits)

The influences of gender, race, ethnicity, and other factors related to diverse populations on the counseling process; explores implications for counseling minority populations, physical and sexual abuse, and support programs for youth.

CN 514. Occupational Education--Principles and Foundations (2 credits)

An awareness of basic foundations, philosophies, and principles of vocational education including history, organization, legislation, and the future of vocational education.

CN 521. The School Counselor (2 credits)

The role of the school counselor, including the Idaho Model in elementary, middle, and secondary school counseling. Relationships with school personnel and students will be explored with an emphasis on professionalism in counseling.

CN 522. Human Sexuality (2 credits)

Human sexuality issues and their impact on family and couple functioning are explored in this course, as well as strategies for resolving sexual functioning problems. The course examines the place of sexuality in human life including cultural, psychological, biological, and spiritual factors. Issues of gender, sexual functioning and sexual dysfunction from a psychotherapeutic perspective are explored.

**CN 523. Counseling in Community and MFC Settings
(2 credits)**

Develops a broad base of understanding of the contextual dimensions of community and marital, couple, and family counseling, including societal trends and treatment issues important in working with diverse family systems, streams of funding in community mental health, general principles of community intervention with individuals and family, consultation models for family and community, historical and legal dimensions, and the roles of community and marriage and family counselors.

CN 524. Organization of Guidance Services (2 credits)

A study of strategies for planning and developing a systematic guidance program. Includes standard instruments used in counseling, computers, records and reports, organization and management, program evaluation, and referral agencies. The Idaho Comprehensive Guidance and Counseling Program Model will be utilized, as well as the ASCA National Standards.

CN 525. Systems Theory and Research (3 credits)

Builds on Family Counseling in extending the basics of learning to think and work systematically with individuals, couples and families based upon knowledge of systems theories and current research. Students will develop competency in family assessment and case management, and will learn to diagnose and treat dysfunctional relationship patterns. Preventive approaches for working with individuals, couples, and families as well as an understanding of the impact of socioeconomic disadvantage, addiction, bias, abuse, and discrimination on couples/families.

CN 526. Methods of Teaching for Counselors (2 credits)

General methods, teaching strategies, and classroom management techniques appropriate for school counselor presentations in school settings. Designed for the non-educator, this course will introduce lesson planning and presentation, group learning, and behavior management.

**CN 531. The Learning Process and Lifespan Development
(2 credits)**

Students will examine theoretical constructs related to the development process and developmentally based behavior patterns across the age spectrum. The course will also examine accepted theories and current research in learning theory and behavior.

CN 532. Theories of Counseling (3 credits)

Critical analyses of selected classical and contemporary theories, including Multicultural Counseling Theory, with examination of the practical meaning of the theories for the counselor.

CN 533. Family Counseling (2 credits)

An introduction to family systems counseling and intervention with an emphasis on Adlerian Family Counseling.

CN 534. Career and Vocational Counseling (3 credits)

Basic principles, theories, and practices of career counseling; an emphasis on career choices over a life span; exposure to the methods used to deliver career counseling services to individual, school, and organizational populations.

CN 535. Research for the Professional Counselor (2 credits)

An introduction to research from a consumer's point of view. Includes research literature; design considerations including sampling, surveys, and statistical tests. Students must prepare an action research proposal as part of the course requirements.

CN 536. Theories of Occupational Choice (2 credits)

Historical consideration and contemporary evaluation of theories of occupational choice and how these may be useful in making career decisions.

CN 541. Individual Counseling (3 credits)

Development of essential listening skills for counseling effectiveness to include principles and procedures of individual counseling. Includes the use of required videotaped counseling interviews, role playing, and counseling process models. Earning a "B" or better in this course is necessary in order for the student to enter Practicum in Counseling. Students are expected to take CN541 just prior to CN 561. If one year has elapsed, video tapes will be required of the student. If two or more years elapse, students must retake the entire course. May be repeated for credit.

Prerequisite: CN 512

CN 542. Group Counseling (3 credits)

Techniques of group procedures appropriately applied to decision making, problem solving, and resolution of conflict. Dual emphasis is placed on dynamics of group behavior and practical application of group counseling in schools.

CN 544. Multicultural Counseling (2 credits)

An examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; individual, family, and group strategies with diverse populations; multicultural and pluralistic trends; identity development models; and indigenous counseling approaches.

Prerequisite: CN 513

CN 550. Special Topics (1-4 credits)

Study of a specific topic or subject in the discipline. Credits are not applicable toward a graduate degree.

CN 551. DSM IV Diagnosis and Intervention Strategies for Counselors (3 credits)

An introduction to clinical diagnostic criteria and related clinical strategies utilized by the Diagnostic and Statistical Manual IV in the assessment of mental and emotional disorders.

CN 552. Substance Abuse Counseling (2 credits)

Covers the subject of substance abuse, methods of counseling with dysfunctional families and the children of alcoholics, and includes discourse on the concept of co-dependence.

CN 553. Measurement and Evaluation (3 credits)

This course encompasses the types, uses, and basic psychometrics involved in educational and personality testing and assessment. Validity, reliability, and program evaluation concepts are covered, and students are introduced to elementary statistical concepts important to test interpretation and understanding test reviews.

Prerequisite: CN 535 or ED 519

CN 561. Practicum in Counseling (1-6 credits)

A course that combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in CN 523. These will be demonstrated through field work, case conferences, and student videos. Course taught on a group supervision model. May be repeated for credit.

Prerequisite: CN 523

CN 562. Practicum for Marriage and Family (1-6 credits)

This course assists students in the integration of self, theory, and the practice of family therapy. Students build a step-wise sequence of marriage and family skills, present individual cases, and demonstrate clinical mastery.

CN 571. Workshop in Counseling (1-4 credits)

Hands on experience of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor approval required.

CN 572. Studies in Counseling (1-4 credits)

Examination of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor approval required.

CN 589. Internship in Counseling (School, Community, and/or M&F) (1-24 credits)

A distinctly defined, post practicum, supervised curricular experience intended to enable students to refine and enhance basic counseling skills, develop more advanced counseling interventions, and integrate professional knowledge and skills appropriate to initial professional placement. **Prerequisite:** CN 561

CN 593. Project (3-6 credits)

An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the department.

CN 594. Topics in Counseling (1-4 credits)

Exploration of a current topic or practice in department. May be repeated for credit.

CN 598. Seminar (2-3 credits)

Prerequisites determined by nature of specific seminar. Seminar approach to the study of clearly defined problems or issues. May be repeated for credit.

CN 599. Independent Study (1-4 credits)

Study of an assigned topic or guided research as directed by a graduate faculty member. Signature of department Director required.

CN 610. Thesis (3-8 credits)

Available by advisor approval to those students wishing to do guided research under the direction of a faculty member as a cooperative project.

CN 610e. Thesis Extension (1 credit)

Available by advisor approval to those students wishing to do guided research under the direction of a faculty member as a cooperative project. This is an extension of the CN 610 Thesis.

SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRIES

The School of Theology and Christian Ministries provides programs designed to lead to vocations in ministry or Christian service. These programs also provide undergraduate preparation that may lead to additional study at a seminary or other graduate schools. In addition, the school provides general education courses to all students, and graduate programs for ministry training and growth. The two departments of the school are: Philosophy and Religion. The graduate degrees offered through the school are:

The Master of Ministry

The Master of Arts in Spiritual Formation

MASTER OF MINISTRY

Faculty: Ralph Neil (Dean), Gary Waller (Director), Wendell Bowes, Edwin Crawford, Diane Leclerc, George Lyons, Mark Maddix, Thomas E. Oord, Carol Rotz, Robert Thompson

The Master of Ministry program is designed to make graduate theological education available to people in ministry. Students are normally serving in a ministry assignment, either as professional, full-time ministers or lay volunteers. This program is not intended as a substitute for seminary training or as an academic preparation for teaching. Its goal is to equip today's minister with the knowledge and understanding necessary for effective ministry. The primary content of the program will be practically oriented but built on a firm foundation of theological and biblical underpinnings.

ADMISSION REQUIREMENTS

A baccalaureate degree from a college or university accredited by a regional accrediting agency should include at least 8 semester/12 quarter credits in religion and should evidence an overall GPA of 2.5, or 3.0 in the last 30 semester/45 quarter credits. Students with academic deficiencies because of low GPA or lack of religion courses may be admitted into the program on a provisional basis. All deficiencies must be removed during the first year of the program.

Bible college graduates must hold a 4-year baccalaureate degree from a college or university accredited by the American Association of Bible Colleges. The degree should include course work in English,

speech, literature, history, philosophy, fine arts, psychology, and natural science. It should evidence an overall GPA of 2.5, or 3.0 in the last 30 semester/45 quarter credits. Students with academic deficiencies because of a low GPA or lack of course work may be admitted into the program on a provisional basis. Additional courses in the program may be required to compensate for lack of course work.

Students should have some experience in ministry, either professionally or as a volunteer, and be prepared to apply course work to their present ministry assignment. A minimum of two years of experience is recommended.

APPLICATION FOR ADMISSION

Admissions forms may be obtained from the Master of Ministry office or from the Master of Ministry web site:

www.nnu.edu/mministry.

An application file, which includes the following documents, must be completed:

1. Application form and non-refundable \$25 application fee
2. Submit an official transcript of all previous undergraduate and graduate college work to the Master of Ministry office.
3. Three letters of recommendation, including
 - The student's present District Superintendent or ecclesiastical superior;
 - Someone able to evaluate the student's previous academic performance, such as a college professor or administrator;
 - An adult lay person who knows the student well or the student's senior pastor if the student is an associate.
4. Approval of the student's church board.

ACADEMIC LOAD

Students may take a maximum of 9 credits per semester. (Six credits are considered full-time status, and three credits are considered half-time status for student loan requirements and Veteran's Administration requirements.)

TRANSFER CREDIT

A maximum of 9 credits may be transferred into the program. All transfer credits must have received a letter grade and be approved by the Director. Single-credit courses may not be transferred. Credits must have been earned within four years preceding the date of admission. Transferred credits may not apply to core courses, except by permission of the Director.

ACTIVE STATUS

A student, admitted to the Master of Ministry program and enrolled in at least one course, is considered on active status. Students not registering for three calendar years for a course applicable to the degree will be dropped from the program.

CONTINUING EDUCATION UNIT CREDITS

Students taking courses for CEU credit must attend all class sessions, read the assigned textbooks, participate in class discussions, and complete some type of written project as determined by the professor.

REQUIREMENTS FOR THE MASTER OF MINISTRY DEGREE

Completion of a graduate degree requires satisfactory completion of the prescribed curriculum with an average GPA of at least 3.0 from all credits applicable to the degree. All credits applied to the degree must have received a letter grade. Only credits receiving a "C" or higher grade may be applied toward the degree. A minimum of 75 percent of credits applicable to the degree must be earned at NNU. All requirements of the degree must be completed within six years following admission.

The required curriculum is as follows:

1. Completion of 36 semester credits including the following areas of study. There is no required sequence in which courses must be taken. Each student's program will be planned in consultation with the Director.
 - a. Core Curriculum (18 credits)
 - Ministry and Personal Growth (3)
 - Ministry and the Church (3)
 - Ministry and Pastoral Care (3)
 - Ministry and Leadership (3)
 - Ministry and Theology (3)
 - Ministry and Contemporary Moral Issues (3)

- b. Foundational Studies (18 credits)
 - Biblical Literature (6)
 - History (3)
 - Theology/Philosophy (3)
 - Prescribed Electives (6)
2. Satisfactory performance on a final written project to be taken after the completion of all course work or during the final semester of courses.

TYPICAL PROGRAM PROGRESS

1. Submit an application file of required documents at least two months before beginning the program.
2. Director will notify the applicants when they are accepted into the program. Forms for registration and textbook information may be obtained from the web site or requested from the Office of the Master of Ministry program.
3. Register for courses at least one month before classes begin. Tuition is normally paid on or prior to the first day of class.
4. The student will be expected to complete assigned readings and assignments before the first day of class as prescribed by the course syllabus, which may be accessed at the website. A syllabus and instructions for ordering textbooks will be available on the web site or sent to the student upon request.
5. A 3-credit course will normally require two, four-day residential sessions of 16 in-class hours on the campus of NNU. These usually begin on Monday afternoon and end late Thursday afternoon. Class sessions are arranged so that it is possible to take a maximum of two courses during the four-day residential session. Any exceptions will be at the discretion of the Director and communicated well in advance.
6. Assigned research or class projects are to be completed at your home location during the two-month interim period between class sessions.
7. Courses are offered on occasion during the summer semester.
8. The minimum time to complete the entire program is two years.

CURRICULUM

The curriculum is divided into two parts:

Core Curriculum

Six skills courses are required of everyone in the program. They offer the active minister opportunity to evaluate and strengthen various areas of his or her own personal and professional development. The assignments are broad enough to cover all types of ministry assignments: senior pastor, associate, para-church, lay volunteer, etc. (18 credits)

Foundational Studies

These courses are designed to strengthen the biblical, historical, philosophical, and theological foundations for ministry reflected through the lens of the parish minister. A variety of in-depth courses are offered to meet the various interests of students. The student with inadequate undergraduate training in religious studies will be required to take specific background courses. (18 credits)

COURSE DESCRIPTIONS

MN 501. Ministry and Personal Growth (3 credits)

A study of the personal growth and development of the minister. Topics will include: spiritual formation; intellectual maturation; the passages of a minister, dealing with stress, weaknesses, and personal crises; being a role model; the minister's family; and the minister's own finances.

MN 502. Ministry and the Church (3 credits)

A study of the minister's relationship to the Church. The course will articulate a theology of the Church based upon biblical sources and traditional development. Within this study there will emerge an understanding of the essence and function of the minister. The course will focus on practical implications for pastoral work, with special attention to worship leadership.

MN 503. Ministry and Pastoral Care (3 credits)

A study of the minister's role in caring for the congregation. The first part of the course will help the minister understand his or her congregation. The spiritual, social, and educational needs of various types of people within the congregation will be examined. The second part will focus on ways to meet these needs and facilitate spiritual formation.

MN 504. Ministry and Leadership (3 credits)

A study of the minister's role as a leader and organizer. This is a course on identifying and analyzing one's leadership skills and putting those skills to use in effectively leading the church. Attention is also given to some related topics such as time management, interpersonal relationships, and the utilization of resources.

MN 505. Ministry and Christian Theology (3 credits)

A study of the essential doctrines of Christian faith in a systematic form. Special emphasis will be given to the interpretations of the Wesleyan-Arminian tradition, and to the practical and pastoral relevance of each doctrine.

MN 506. The Minister and Contemporary Moral Issues (3 credits)

The course will identify the ethical foundations for determining human activity. These principles will be applied to moral issues especially significant in the contemporary context. This will be done

within the focus of the minister as leader and counselor. Issues will include poverty, war, abuse, bio-ethics, abortion, and life or death.

MN 512. Preaching from the New Testament (3 credits)

An exegetical and homiletical study of some portion of the New Testament. Attention will focus on one or two New Testament books. Care will be given to exegesis, contemporary application, and sermon building. May be repeated for credit.

MN 513. Preaching from the Old Testament (3 credits)

An exegetical and homiletical study of some portion of the Old Testament. Attention will focus on one or two Old Testament books. Care will be given to exegesis, contemporary application, and sermon building. May be repeated for credit.

MN 533. Enduring Issues in Christian Theology (3 credits)

An examination of an important theological issue, considered within the context of its treatment in the history of Christian thought. Subject matter will vary from year to year and may be of a biblical, historical, systematic, or contemporary nature. May be repeated for credit.

MN 538. The Church Through the Centuries (3 credits)

A study within the historical development of Christianity.

MN 594. Topics in Ministry (3 credits)

An examination of some phase of ministry not covered in other courses. May be repeated for credit. Director's approval is required.

MN 599. Independent Study (3 credits)

**MASTER OF ARTS
EMPHASIS: SPIRITUAL FORMATION**

Faculty: Ralph Neil (Dean), Mark Maddix (Director), Diane Leclerc, George Lyons, Thomas Oord, Robert Thompson, Gary Waller

The Master of Arts in Spiritual Formation degree is provided through a two-year online learning community designed for pastors and Christian leaders. The program is built on a Wesleyan approach to Spiritual Formation with particular attention given to the role of the minister as a spiritual guide and mentor. Pastors and Christian Leaders will be given both a theological and practical foundation for providing spiritual direction and leadership to others, as well as being mentored by a spiritual director.

ADMISSION REQUIREMENTS

The student will have a baccalaureate degree from a college or university accredited by a regional accrediting agency; which should include at least 8 semester/12 quarter credits in religion and evidence an overall GPA of 2.5, or 3.0 in the last 30 semester/45 quarter credits.

Students with academic deficiencies because of low GPA or lack of religion courses may be admitted into the program on a provisional basis. All deficiencies must be removed during the first year of the program.

Students should also have some experience in ministry, either professionally or as a volunteer, and be prepared to apply their course work to their present assignment. A minimum of two years of experience is recommended.

APPLICATION FOR ADMISSION

1. Submit an official transcript of all previous undergraduate and graduate college work to the MA office.
2. Provide three letters of recommendation from:
 - District Superintendent or ecclesiastical superior;
 - Someone who is willing to evaluate the student's previous academic performance, such as a college professor or administrator; and

- An adult lay leader who knows the student well, or the student's senior pastor if the student is an associate pastor.
3. If English is not your native language, proficiency must be determined.
 4. Submit an application and registration form with a \$50 (non-refundable) application fee.
 5. An initial payment of \$1,000 is due prior to the start of a learning community (cohort).

ACADEMIC LOAD

Students take a maximum of eight semester credits per semester. Six credits are considered full-time status, and three credits are considered half-time status for student loan and Veteran's Administration requirements.

TRANSFER CREDIT

Since the MA degree is a two-year online learning community, transfer credits are not accepted. However, some exceptions may be given on an individual basis.

ACTIVE STATUS

A student who has been admitted to the graduate program and enrolled in at least one course is considered on active status. Students dropping a course cannot continue in a learning community (cohort), but could join another cohort with special permission.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

Completion of the degree requires satisfactory completion of the prescribed curriculum with an average GPA of at least 3.0 from all credits applicable to the degree. Only credits receiving a "C" or higher grade may be applied toward the degree. All course requirements must be completed within three years of starting the program.

The required curriculum is as follows:

Students are to complete 33 semester credits including the following areas of study. Courses are to be taken in sequence outlined in each learning community (cohort).

- Orientation (1 semester credit)**
- PT500 Program Orientation (1)

Core Curriculum (16 semester credits)

PT511	Introduction to Spiritual Formation (4)
PT512	Spiritual Direction (4)
PT513	Seminar in Spirituality & Ministry (4)
PT514	Topics in Spiritual Formation (4)

Foundational Studies (16 semester credits)

CH502	Sources for Western Spirituality (4)
TH501	Readings in Western Spirituality (4)
BL504	Biblical Interpretations for Life & Ministry (4)
PL503	Theoretical Foundations for Spiritual Formation (4)

TYPICAL PROGRAM PROGRESS

1. Submit an application file of required documents at least one month before beginning the program.
2. The MA Director will notify the applicant of official acceptance into the program. Forms for registration and financial aid may be obtained from the web site, <http://www.nnu.edu/ma>, or requested from the Office of Master of Arts program. Financial aid cannot be received until a person is officially accepted in the program.
3. Register for courses and pay tuition on a monthly basis or arrange for payment through federal financial aid.
4. The student is expected to complete all course work during the 6-8 week period of an online course.
5. The program is to be completed in 24 months.

PROGRAM TUITION/GRANTS

In recognition of the continuing and significant support by the Church of the Nazarene and the Northwest Region of the Church of the Nazarene, the following tuition grants are being offered:

1. Partial tuition grants are offered to all assigned ministers who serve on the Northwest Regional districts of the Church of the Nazarene.
2. Smaller tuition grants are available for all assigned ministers in the Church of the Nazarene outside the Northwest Regional districts of the Church of the Nazarene.
3. Partial grants will be given to persons serving as missionary outside of North America or in global ministries on a case-by-case basis.

CURRICULUM

The curriculum is divided into two areas:

Core Curriculum (16 semester credits)

Four skill courses are offered to assist Christian leaders to apply spiritual formational practices in their ministry contexts. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (16 semester credits)

Four courses are designed to provide a biblical, theological, philosophical, and historical foundation of spiritual formation within the Wesleyan tradition.

COURSE DESCRIPTIONS

PT 500. Program Orientation (1 credit)

Orient the student to the resources, procedures, electronic operations, and expectations of the program.

PT 511. Introduction to Spiritual Formation (4 credits)

This course gives an intensive examination of the discipline of spiritual formation. Particular emphasis will be placed on the examination and practice of the fourteen disciplines of spiritual formation with the purpose of helping students in their personal spiritual formation.

CH 502. Historical Foundations: Sources for Wesleyan Spirituality (4 credits)

This course is designed to provide a historical underpinning for spiritual formation by examining Wesley's theological sources. Particular attention will be given to how these sources have contributed to Wesley's understanding of the spiritual disciplines and the means of grace.

TH 501. Theological Foundations: Readings in Western Spirituality (4 credits)

The student will read the great classic works of spiritual formation. Critical analysis of different "rules" and practices will provide the student with an understanding of the various traditions of spiritual formation. All of this will be placed within a contemporary, pastoral context.

PT 512. Spiritual Direction: Seminar on Spirituality and Ministry (4 credits)

This course explores the meaning and place, as well as some of the models and dynamics, of the ministry of spiritual direction through an intensive experience. Participants will be encouraged to experience spiritual direction by being under a spiritual director, to receive feedback on their own ministry of offering direction, and to consider the place of spiritual direction within their own ministries. A reflective journal of spiritual direction will be required. The spiritual mentor will be someone located in the locale of the student.

PT 513. Topics in Spiritual Formation: Seminar on Spirituality and Ministry (4 credits)

This is a course designed to give a small-group, intensive experience in which the relationship between spiritual formation and ordained ministry is considered. The course includes examination of the minister as person, professional, and practitioner. The small group will be located in the locale of the student. It will be made up of ministers and laypersons who will provide the optimum group experience.

BL 504. Biblical Foundations: Biblical Interpretation for Life and Ministry (4 credits)

This course seeks to upgrade students' use of scripture in personal spiritual formation in their ministry by focused attention to several critical tasks involved in biblical interpretation. This interpretive work will aid in the development of the spiritual discipline of "listening to the text".

PL 503. Philosophical Foundations: Theoretical Foundations of Spiritual Formation (4 credits)

This course explores the theoretical foundations, or basic assumptions, of spiritual formation. The course will be primarily concerned with issues related to human anthropology and the development of the self. This will include study in the following areas: critical reasoning, human psychology, and character development.

PT 514. Seminar in Methods and Design: Topics in Spiritual Formation (4 credits)

This course focuses on historical and contemporary issues, and draws upon the expertise of noted experts in the area of spiritual formation in order to optimize relevance for the graduate student.

Wesley Center For Applied Theology

The Wesley Center for Applied Theology enriches and extends the mission of Northwest Nazarene University. Enrichment is fulfilled through the scholarly study of the essential ideals and methods of Wesleyan-Holiness theology. Extension is encouraged through the growth and development of the church, and the application of the essential ideals and methods in personal and social contexts.

The Center administers programs that:

- Promote scholarly study, research, understanding, and appreciation of the Wesleyan tradition and its applications to academic disciplines, campus sectors, churches, and social structures.
- Provide church leaders with information and resources, and equip them to lead in spiritual development that is necessary for healthy church growth.
- Identify, analyze, and respond to conditions and perspectives that degrade humans, create dependency, and contribute avoidance of responsible behavior.

GENERIC COURSE NUMBERS

Graduate level courses may be approved for other departments of the University. Such courses are offered under the following titles and descriptions:

592. Project (3-6 credits)

An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the department.

594. Topics in Department (1-4 credits)

Exploration of a current topic or practice in department. May be repeated for credit.

595. Practicum (3 credits)

An independent experience in which the student will identify, research and evaluate an area of specific interest. May be repeated for credit. **Prerequisite:** Advisor approval.

597. Studies in (Department) (1-4 credits)

Examination of a specific issue or problem pertinent to this field. May be repeated for credit. **Prerequisite:** Advisor approval.

ADMINISTRATION

President:

Richard Hagood, Ph.D.

Director of Graduate Studies:

Dennis D. Cartwright, Ph.D.

Registrar:

Merilyn Thompson, M.S.

GRADUATE FACULTY

Joy Bielenberg (2000-) Education

B.A., Chico State University; M.A., Boise State University;
Ph.D., University of Colorado

Karen K. Blacklock (1997-) Education

B.A., Northwest Nazarene University; M.A., Ed.D., Boise State
University

A. Wendell Bowes (1982-) Religion

B.A., Northwest Nazarene University; M.Div., Nazarene
Theological Seminary; Th.M., Princeton Theological Seminary;
Ph.D., Dropsie College

Janice A. Cantrell (1997-) Education

B.S., University of Central Oklahoma; M.A., Ph.D., University
of Oklahoma

Dennis D. Cartwright (1985-) Education

B.A., Northwest Nazarene University; M.Nat.Sc. and Ph.D.,
University of Idaho

Peter Crabb (2000-) Business

B.A., Michigan State University; M.B.A., University of
Colorado-Boulder; M.S., University of Oregon; Ph.D.,
University of Oregon

Richard D. Craig (1992-) Counseling/Education

B.A., M.Ed., College of Idaho; Ed.D., Brigham Young
University; NCC; LPC-P

Edwin Crawford (1976-) Religion

B.A., Northwest Nazarene University; M.A., Whitworth
College; D.H.L., Northwest Nazarene University

Mary A. Curran (1990-) Social Work

B.A., Point Loma Nazarene University; M. Div., Nazarene
Theological Seminary; M.S.W., Howard University; Doctoral
Candidate, University of Idaho

Samuel L. Dunn (1994-) Business

B.A., B.S., Olivet Nazarene University; M.S., University of Wisconsin-Milwaukee; M.B.A., University of Puget Sound; Ph.D., University of Wisconsin-Milwaukee

Brenda Freeman (1999-) Counseling/Education

B.F.A., Boise State University; M.S., Emporia State University; Ph.D., University of Wyoming; NCC; LPC-P

Ronald R. Galloway (1995-) Business

B.A., Northwest Nazarene University; M.S., U.S. International University; M.A., Fuller Theological Seminary; Ph.D., U.S. International University

David C. Houghton (1997-) Business

B.S., University of Kansas; M.B.A., Ph.D., University of Cincinnati

Jerry Hull (1978-) Social Work

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; M.A., The University of Nebraska-Omaha; M.S.W., University of Tennessee; Academy of Certified Social Workers

Melvin Jolly (2001-) Business

B.A., Seattle Pacific University; M.B.A., University of Pennsylvania-Pittsburgh; ABD, University of Oregon; Ph.D., University of Idaho

Eric J. Kellerer (1998-) Education/Business

B.A., Northwest Nazarene University; M. Div., Nazarene Theological Seminary; Ed.D., Boise State University

Joy Kyamunyogonya (2001-) Social Work

B.A., Makerere University of E. Africa; M.S.W., State University of New York at Albany; Ph.D., State University of New York at Albany

Jeffery P. Lineman (2000-) Business

B.S., Eastern Nazarene College; M. Div., Nazarene Theological Seminary; M.S., Baker University

Diane K. Leclerc (1998-) Religion

B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M. Phil., Ph.D., Drew University

George Lyons (1991-) Religion

B.A., Olivet Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Emory University

Mark Maddix (2002-) Religion

B.A., Asbury College; M.Div., Asbury Theological Seminary; Ph.D., Trinity Evangelical Divinity School.

Ronald K. Moore (1998-) Business

B.B.A., M.B.A., Texas A&M University; Ph.D., University of North Texas

Newell Morgan (1975-) Education

B.A., Northwest Nazarene University; M.A., Ph.D., University of New Mexico

Ralph E. Neil (1981-) Religion

B.A., Northwest Nazarene University; M. Div., D.Min., Nazarene Theological Seminary

Mamie O. Oliver (2000-) Social Work

B.A., Los Angeles State College; M.S.W., Fresno State University; Ph.D., Washington State University

Thomas J. Oord (2002-) Religion

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; M.A., Claremont Graduate University; Ph.D., Claremont Graduate University

E. Michael Poe (1998-) Education

B.S., Northwest Nazarene University; M.Ed., Albertson College of Idaho; Ed. Sp., University of Idaho

Carol Rotz (2001-) Religion

B.A. Northwest Nazarene University; B.Th. Canadian Nazarene College; M.A., Olivet Nazarene University; D.Litt et Phil., Rand Afrikaans University

William Russell (2002-) Business

B.A., University of Kansas, J.D., University of Denver

Al Sanchez (2002-) Social Work

B.S., Southern Colorado State College; M.S.W., University of Denver; Ph.D., University of Idaho

Duane L. Slemmer (1998-) Education

A.A., B.A., Northwest Nazarene University; M.S., Western Oregon State College, Ed.D., Boise State University

Karen S. Smucker (1997-) Education

A.A.S., Blue Ridge Community College; B.S., M.Ed., Ph.D., University of Virginia

LeAnn Stensgaard (1999-) Social Work

B.A., Northwest Nazarene University; M.S.W., Walla Walla College

Barry Swanson (1991-) Religion

B.M.E., Southern Nazarene University; M.A., Boise State University

Terri Theriot (2000-) Social Work

B.A., Northwest Nazarene University; M.S.W., Walla Walla College

Robert Thompson (1999-) Religion

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; M.A., University of Oklahoma; Ph.D. Candidate, University of Oklahoma

Darlene Townsend (1994-) Counseling/Education

B.A., M.A., Boise State University; M. Coun., Ed.D., Idaho State University; NCC; LPC-P

Stephen Van der Ploeg (1997-) Business

B.A., Cleveland State University, M.A., Ph.D., Duke University

Dennis R. Waller (1982-) Business

B.A., Northwest Nazarene University; M.A., Boise State University; Ed.D., Seattle University

Gary L. Waller (1998-) Religion

B.A., Northwest Nazarene University; M. Div., Nazarene Theological Seminary; D.Min., San Francisco Theological Seminary

Konya Weber (2001-) Business

B.A., Mt. Vernon Nazarene College; (2nd) B.A., Mt Vernon Nazarene College; M.B.A., St. Joseph's University; Ph.D., A.B.D., Touro University

GRADUATE FACULTY - ADJUNCT

Jay Akkerman (2002-) Religion

B.A., Northwest Nazarene University; M.Div. Nazarene Theological Seminary; D.Min. Candidate, Asbury Theological Seminary

Dale Babcock (1999-) Education

B.A., Mankato State College; M.A., Bemidji State College; L.P.C.-P.; N.C.C.; N.C.S.P.

Jim Baxter (1998-) Counseling

B.A., United States International; B.S., Lewis-Clark State College; M.A., University of Idaho

Stephen Borger (1997-) Religion/Business

B.A., Olivet Nazarene University; M.Div. Nazarene Theological Seminary; D.Min., Nazarene Theological Seminary

Rhonda Carrim (2002-) Religion

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theological Seminary; M.A., (Research) towards Ph.D., Nazarene Theological College-Manchester University

Delta Cavner (2001-) Education

B.S., Oral Roberts University; M.A., Boise State University; Ed.D., Boise State University

David Dean (1997-) Counseling

B.B.A., Texas Technological University; Teacher Certification, California State University at Los Angeles; Ph.D., Ohio State University

Mary Ensley (1995-) Counseling

B.S., University of Idaho; M.A., Albertson College of Idaho

Ann Farris (2002-) Education

B.A., Arizona State University; M.A., Boise State University

Steve Filer (1997-) Counseling

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B.A., University of California, Santa Barbara; M.A., University of California, Santa Barbara; Administration Certification, Albertson College of Idaho

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B.S., Boise State University; M.Ed., University of Idaho; Ed.Sp., University of Idaho; Ph.D., University of Idaho

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Bruce Wehler (1997-) Counseling

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Byron Yankee (2001-) Education

B.S., University of Idaho; M.A., University of Idaho

Doug Yarbrough (2001-) Education

B.A., Rockmont College, Denver; M.A., Adams State College, Alamosa, CO; M.A.R., Iliff School of Theology, Denver, CO; Ed.D., Texas Tech University, Lubbock, TX