Northwest Nazarene University

Graduate Catalog
2010-2011

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The 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 33 undergraduate majors and master's programs in 8 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 1,350 undergraduate students, 600 graduate students, and 9,000 continuing education students each year.

Campus

Northwest Nazarene University is located in Nampa, Idaho in the Boise metropolitan area. The campus, with its 35 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

All programs offered by Northwest Nazarene University strive to achieve the following student outcomes:

Christlike Character
NNU students will grow toward Christlikeness; demonstrating ethical behavior, loving

and respecting others, offering grace as they have received it, building up the community of Christ, and representing Christ to the world.

Academic Excellence

NNU students will demonstrate understanding and appreciation of the liberal arts, expertise in a major field of study, and professional growth. Throughout their lives they will endeavor to reach their potential and be transformed by their pursuit of knowledge about God and creation.

Creative Engagement

NNU students will apply their natural gifts and acquired knowledge to respond creatively to life producing original works of art, new synthesis of knowledge, novel expression of ideas, and inspired solutions to problems - in the home, the workplace, the church, and the greater community.

Social Responsiveness

NNU students will be faithful stewards of their knowledge, skills, and resources, and agents of social justice and divine mercy. Compassionately they will show love for people of all faiths and cultures, and will identify with and advocate for those in need— locally and globally.

The Institutional Outcomes are central to the teaching-learning process of all graduate programs. Each individual graduate course and program is measured on its ability to achieve these outcomes. Graduate courses and programs include regular assessment measurements to ensure student achievement in Christlike Character, Academic Excellence, Creative Engagement, and Social Responsiveness.

Graduate Studies Mission Statement

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 Arts, Humanities, and Social Sciences; the School of Business; the School of Education, Social Work, and Counseling; the School of Nursing and Health Science; the School of Science and Mathematics; 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 Commission on Colleges and Universities. In addition, the following programs maintain professional/specialized accreditation as described below:

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 counseling program areas are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The National Council for Accreditation of Teacher Education (NCATE)* recognition of NNU includes all programs that prepare individuals to work in schools. This includes school counseling. The School Counseling program is also approved by the Idaho State Board of Education to provide for institutional recommendation for state certification in Pupil Personnel: Counseling. Upon graduation students in the Clinical, School, and Marriage and Family program areas have all the coursework necessary to apply for License Professional Counselor (LPC) in the state of Idaho.

Education
Northwest Nazarene University is nationally accredited at the undergraduate and graduate levels 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 Administrator (Pre-K-12 Building Principal, Director of Special Education and Related Services, Superintendent).

Nursing
Northwest Nazarene University is nationally accredited at the undergraduate and graduate levels by the Commission on Collegiate Nursing Education (CCNE). Additionally, the nursing program is accredited by the Idaho Board of Nursing to provide for institutional recommendation for state licensure for the BSN.

Social Work
Northwest Nazarene University's social work program is nationally accredited at the undergraduate and graduate level by the Council on Social Work Education (CSWE).

The Education Department at Northwest Nazarene University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and

the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

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 library home page: www.nnu.edu/library. In addition, resources for research can be accessed from the library's web page including 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. NNU shares a catalog and borrowing privileges with Albertson College of Idaho. Reciprocal borrowing agreements are in place with Boise State University and other select academic libraries. 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. Services offered include NNU student ID cards, B&W and color copies, overhead transparencies, laminating, faxes sent/received, and passport photos. Items for sale include additional computer printing credit, supplies for the preparation of instructional materials, and blank audio/visual media. Media Services provides audio/visual equipment for classroom use at no charge and rents audio/visual equipment including camcorders, TV's/VCR's/DVD's, digital cameras, data projectors, and laptop computers to the campus community. The Media Services facilities include audio/visual viewing rooms, audio and video recording studios, a photographic studio and darkroom, and a TV production studio.

Academic Computing Services

The University computer systems provide learning resources for students and faculty. All students are given computer network accounts with a secure password. There are computer labs in many locations, two of which are "general use" labs available to graduate students. These are located in the Wiley Learning Center (Wiley 115) and the Riley Library (Library 200). All lab computers are networked and run Windows XP with dozens of useful applications, including Microsoft Office. In addition a local area wireless network (LAWN) is free to students when registered on the network. Computer kiosks for short-term access are located in various areas on campus.

There are also several useful resources available to all students via the Internet, including GroupWise Web based email access (webmail.nnu.edu), ANGEL Online Learning System (online.nnu.edu), online student records, registrar information and grades (myinfo.nnu.edu), and the library research and database resources (www.nnu.edu/library). Computer help is available to students through the Technical

Response Center which is available to assist with problems. There are three ways to access the Technical Response Center:

- By visiting help.nnu.edu to find common answers to several issues.
- By calling 208-467-8111 where Technical Response Center agents are available to assist.
- By e-mailing help@nnu.edu.

Please visit help.nnu.edu to find more information about hours and links to other helpful web pages.

Academic Advising and Testing

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 at the Academic Support Center, 208-467-8669.

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 resumes, practice interviewing, and establish networking contacts. There are several programs to assist students including a current listing of helpful career related internet addresses and the Career Center Home Page.

Office of the Registrar

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

Degree Postings

Northwest Nazarene University posts the earned graduate degree to the transcript three times a year. Posting dates are: August 21, December 31, and May 8. 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 the rights and privileges of one with a master's degree.

Transcripts

Transcripts must be obtained with a signed request. Transcripts can be ordered from the web page: www.nnu.edu/transcripts. 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 Office of the Registrar, 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 for transcripts; 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.

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. The University's mission is extended 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 application 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 to avoidance of responsible behavior.

Admissions & Financial Aid

Admission Requirements

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

Northwest Nazarene University maintains a policy of equal educational opportunity for all students without regard to sex, race, color, religion, national or ethnic origin, age, or physical and documented learning disabilities, and in administration of its educational and admissions policies, financial affairs, employment programs, student life, and services, or any other university-administered programs.

International Students

Where the Test of English as a Foreign Language (TOEFL) is required by a program director, the score shall be: 550 paper, 213 computer, or 80 Internet. If a student has completed an undergraduate degree from an accredited institution within the United

States, or has completed at least 30 credits in such an institution, the TOEFL requirement is waived.

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 Financial Aid Office 208-467-8424 or 1-877-NNU-4YOU (1-877-668-4968).

Refund for Students Who Withdraw From All Courses

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 has been completed. The official date of withdrawal is determined by the Registrar.

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:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Other Title IV aid programs
- Other Federal Sources of Aid
- Other State, Private or Institutional Aid
- Other third party
- 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:

- The total amount of unearned aid and,

- 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.

Refund for Students Who Withdraw From a Portion of Enrolled Courses

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 has been completed. The official date of withdrawal is determined by the Registrar.

Tuition Payment Policy

Payment in full is required for each course before the first day of each course unless other financial arrangements, acceptable to the University and the student, are made.

Academic Perspectives

Academic Load

A full-time graduate load ranges from 6 to 12 credits per semester. Enrollment in more than 12 credits in an academic semester requires the recommendation of the adviser and the approval of the department chair.

Dual Degrees

The following shall be the presumptive policy of the collective Graduate Programs at Northwest Nazarene University with regard to the application of credit hours in the event of the award of multiple graduate degrees to any student.

When determining the satisfaction of credit hour requirements for any graduate degree awarded at Northwest Nazarene University, no more than one-third (33.33%) of the credit hour requirements for such graduate degree may be satisfied by credit hours earned and applied pursuant to satisfaction of requirements for any other graduate degree or degrees.

This statement of policy is intended to establish a presumptive norm that will be applicable in the absence of any alternative determination; it is the specific intent of this statement of policy that variations in and exceptions to this policy may occur with the approval of the Graduate and Continuing Studies Council. The Council may, and it is contemplated that it will, grant deviations and exceptions from this presumptive policy based upon the specific pedagogical content, needs and circumstances of any particular

degree. In the course of evaluating such deviations or exceptions from this presumptive policy, the Council shall consider and take into account (1) whether the credits are earned at NNU or another institution, (2) whether the respective graduate degree programs are specifically designed and intended to function together in a manner that renders this presumptive policy immaterial, (3) relevant treatment of credits by sister institutions or competing programs in similar or competitive programs or situations, and (4) policy or opinion of the regional accreditors, and (5) such other considerations as the Council deems relevant.

Repeated Courses

Students may repeat courses which they previously completed. Credit is allowed only once, and the credit earned and grade point average will reflect the most recent grade. While the original course and grade remain on the permanent transcript, they are not used to calculate credits earned or the cumulative grade point average. Courses that may be repeated for credit are so designated in their course description. If a student desires to replace an NNU course with a transfer course, a petition for a course repeat must be approved by the program director before enrolling in the course.

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.

Academic Integrity

Northwest Nazarene University seeks to establish academic integrity within the University community. Such integrity is fundamental to the principles of the Judeo-Christian tradition and is consistent with the nature and culture of Northwest Nazarene University. This serves to promote the desired outcomes of Christ-like Character and Academic Excellence by fostering a spirit of honest intellectual inquiry. The University has identified as unacceptable practices including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing one's own to be copied, using unauthorized aids on an examination, having someone else take an examination for you (in class or take-home), submitting as one's own another person's work, rescheduling an examination relying on a false excuse;
2. Plagiarizing, e.g., presenting as one's own the words or ideas of another person, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, relying on a similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the professor;

4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Signing a roll sheet for another student who is not in class;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done (dry labbing), or falsifying citations in research reports;
7. Denying other students access to academic information whether in the classroom, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Stealing problem solutions from a professor or computer file;
10. Falsely reporting completion of reading assignments.

Students who either witness or have knowledge of violations are responsible for informing the instructor or appropriate university personnel.

At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate academic school and the Vice President for Academic Affairs. Violations may also lead to further disciplinary action through the Academic School Dean in cooperation with the office of the Vice President for Academic Affairs. This report shall include a brief description of the offense. In serious cases, or cases that constitute repeat offenses, the student may be suspended or expelled.

Copyright Statement

Northwest Nazarene University, as a nonprofit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Access and use of course materials is restricted to enrolled students for the duration of the course. Any use or distribution of those materials outside the class may violate the law.

Academic Appeals

Appeals Process

Informal Appeal to Faculty Member. A student who believes that a faculty member has taken an adverse action against the student shall discuss the problem through an informal meeting with the appropriate member of the faculty. Such informal meeting need not be reduced to writing, and does not require a written decision from the faculty member. Any student who believes that the outcome of the informal meeting results in a decision of the faculty member which constitutes an adverse action may initiate a First Appeal by filing a timely notice of appeal with the faculty member's Department Chair or Program Director. Any failure by the student to bring such a first appeal within twenty-one days of the adverse action shall be deemed to be (a) a waiver by the student of any further appeal; and (b) a final action by the University.

First Appeal to Department Chair or Program Director. If a student is dissatisfied with the resolution determined by the faculty member under the Informal Appeal described above, the student may pursue a First Appeal, but only if the student files a

Notice of Appeal with the Faculty Member's Department Chair or Program Director within twenty-one days of the adverse action. Any such first appeal shall be determined by the Department Chair or the Program Director. The Chair or Director shall provide the student notice of a hearing (if any) regarding such First Appeal, and shall issue a written decision regarding such First Appeal within seven days of the Chair's or Director's receipt of the Notice of Appeal or the hearing, whichever is later. Any failure by the student to timely file such a Notice of Appeal shall be deemed to be (a) a waiver of any further appeal; and (b) a final action by the University.

Second Appeal to Academic Unit Dean. If a student is dissatisfied with the decision rendered by the Department Chair or Program Director of the department of the University within which the appeal is taken, the student may pursue a Second Appeal to the Academic Unit Dean, but only if the student files a Notice of Appeal with the Academic Unit Dean within seven days of entry of the written decision of the first appeal. Any such Second Appeal shall be determined by the Academic Unit Dean. The Academic Unit Dean shall provide the student notice of a hearing (if any) regarding such Second Appeal, and, if a hearing occurs, shall issue a written decision regarding such Second Appeal within seven days of such hearing. Any failure by the student to timely file such a Notice of Appeal shall be deemed to be (a) a waiver of any further appeal; and (b) a final action by the University.

Third and Final Appeal. If a student is dissatisfied with the decision rendered by the Unit Dean, the student may pursue a Third and Final Appeal, but only if the student files a Notice of Appeal with the Vice President for Academic Affairs within seven days of entry of the written decision of the Second Appeal. Within seven days of notice of the appeal the VPAA shall inform the Academic Unit Dean of the appeal. The Academic Unit Dean shall appoint an Academic Appeals Committee and appoint a chair. The Third and Final Appeal shall be determined by the Academic Appeals Committee. The chair of the Academic Appeals Committee shall provide the student notice of a hearing (if any) regarding such Third and Final Appeal, and the Academic Appeals Committee shall issue a written decision regarding such Third and Final Appeal within fifteen days of such hearing. Any decision by the Academic Appeals Committee shall constitute the final action of the University regarding the Academic Appeal.

* The entire Academic Appeals Policy including definitions of terms is available in the Office of the Registrar.

Student Access to Records

Students have access to their biographical and academic records through a web based system.

Northwest Nazarene University is in compliance with the Family Educational Rights and Privacy Act of 1974. Any student at Northwest Nazarene University may personally inspect, review, and have a copy made of any record kept on him or her. Where information regarding a student is commingled with that relating to other students, the student may have the information concerning only herself or himself transmitted orally. Anything in a student's record, which the student does not understand, will be explained. The records are reviewed and materials expunged periodically.

In order to protect the right to privacy, the University will not make any personally identifiable records available without the student's written consent to anyone other than NNU officials with a legitimate educational interest, officials of other schools to which the student has applied, certain government officials, and or persons in connection with an application for financial aid.

If a student concludes that his or her record contains inaccurate, misleading, or otherwise inappropriate data, the student may request an informal meeting with the appropriate administrator to see if, through discussion, a satisfactory agreement can be reached concerning correction, explanation, or deletion of material.

If satisfactory agreement cannot be reached informally, the student may proceed with the University judicial process. The claim of incorrectness must be proved before any material will be removed. The result of the judicial process will be provided to the student in writing within a reasonable period of time and is final.

Grading System

The academic work of the student is graded in accordance with the following system. Refer to individual programs for specific GPA or minimum grade requirements because some passing grades may not meet program requirements.

Grade	Explanation	Points
A	Distinctly superior or exceptional work	4.00
A-		3.70
B+		3.33
B	Meritorious work	3.00
B-		2.70
C+		2.33
C	Satisfactory	2.00
C-		1.70
D+		1.33
D	Unsatisfactory	1.00
F	Failing work	0.00
P	Passing work	
I	Incomplete work ("I" must be followed by a letter grade)	

Grade	Explanation	Points
IP	In progress	
L	Long-semester	
X	No final examination	
K	Conditional mark	
W	Withdrawal	
NO	No credit (audit)	
AU	Audit	

A grade of I indicates incomplete work. An incomplete may be given when, because of extreme circumstances, a student requires an extension of time to complete course work. An I may be granted only by petition, which the student may initiate through the faculty or the faculty may initiate on a student's behalf. The request must be approved by the Graduate and Continuing Studies Council or by persons delegated by it. When an I is submitted, it will always have a suffix grade attached which the student will receive if no further work is done for the course, e.g., ID or IF. Normally, if the incomplete is not made up two weeks before the close of the semester following the one in which the mark was incurred, the prefix I will be dropped from the grade unless an additional request is made and granted to have the period of the incomplete extended. A faculty may request that the student make up the deficiencies before the end of the semester. On a pass/fail grade an "IP" may not be assigned. The only incomplete grade that can be assigned to a pass/fail course is "IF".

A grade of L may be given only in courses which require more than one semester to complete. The L grade will be replaced by either a P grade or a point-receiving grade upon course completion. An L grade will not normally extend beyond one calendar year unless an additional request is made and granted through the Registrar's Office to have the period of time extended. If one calendar year elapses and no extension is filed, the L grade will revert to a grade based on a student's current standing in the course as designated by the professor.

A grade of K is a temporary grade to be used in sequence courses when a student has failed the first course, but has been given permission to continue in the next course. An appropriate grade will be given to replace the K when the second course is completed. If the second course is not completed, the grade of K becomes an F.

A grade of W is always recorded when a student has withdrawn according to prescribed procedures. A student who has attended one class session within a semester is allowed the full course time to withdraw. A student may not withdraw after the last class session. A student may withdraw from a class without a W provided he/she has not attended any class sessions. Exceptions may be granted by the program director or department chair. Withdrawals may be initiated by the student or by the professor.

No credit is awarded for a course receiving a grade of W. The W, I, L, X, and K are neutral grades and no quality points are given for them. The grade point average of a student is determined by dividing the total number of quality points earned in any semester by the total number of credits in his or her academic load, excluding neutral course units.

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:

6592, 7592. 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.

6594, 7594. Topics in Department (1-4 credits)
Exploration of a current topic or practice in department. May be repeated for credit.

6595, 7595. 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

6597, 7597. 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

School of Business

The School of Business offers a Master of Business Administration program.

The MBA degree program is offered on the NNU Nampa and Boise campuses as well as online. Special cohorts of the MBA degree program are also offered focusing on specific sectors of the economy.

Faculty: Ron Galloway (Director of Graduate Studies), David Chaplin, Peter Crabb, Sam Dunn, Mark Emerson, Brenda Johnson, Karen Jones, Jeffrey Lineman, Steve Mountjoy, Bill Russell, Mollie Sweet, Ann Thompson-Crabb, R.G. Vanderpool, Dick Van Schyndel, Konya Weber, Teri Whilden.

Mission Statement

The programs of graduate study at Northwest Nazarene University are constituted to provide the most appropriate opportunities for intellectual growth in areas of professional expertise. These graduate programs strive to provide access to the latest research, information, technology, and practices delivered by skilled and experienced professionals who can translate theory into practice. NNU's School of Business prepares knowledgeable and competent professionals for global business leadership.

University Outcomes

The School of Business subscribes to the University Outcomes which are integrated into each individual course syllabus. These are also included in the School of Business Graduate Program Goals.

Graduate Program Goals

In pursuit of the missions and outcomes identified above, the School of Business Graduate programs have identified certain goals as follows: The Goal of the NNU School of Business MBA Program is to provide to patrons a broad-based graduate-level curriculum relevant to the contemporary business environment. In this way, the program seeks to augment the value added by program graduates in the business workplace, enhance the employability of program graduates in the workplace, and advance the competence of the business workforce. To this end, the program recognizes the following measurable objectives:

1. Students shall be provided with information necessary to increase their knowledge across a range of important contemporary business subjects, including economics, accounting, finance, management, leadership,

       information science, operations and systems, international business environment, law, ethics, marketing and communication. With regard to such subjects, students shall demonstrate acceptable levels of academic excellence.
2. Students shall experience activities which provide exposure to skills which are relevant to the contemporary business environment and which facilitate creative engagement in that environment, including teamwork and leadership, qualitative and quantitative analysis, written and oral communication, technology, cross-cultural environments, case studies and decision-making.
3. Students shall be involved in activities which will increase their awareness of important business issues fundamental to the formation of a business environment that is consistent with the University goal of Christ-like character, including business ethics, social responsibility, workplace respect, international business and cross-cultural environments, and legal compliance.

Program Description

To be admitted to the Northwest Nazarene University graduate degree programs, students must hold a baccalaureate degree from a regionally accredited college or university. Students from all academic disciplines are invited to apply to NNU's graduate programs in business.

NNU's graduate programs in business provide the traditional student or working professional the opportunity to complete a master's degree in as few as 16-20 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. Before beginning the MBA program, the student must provide evidence of content knowledge for the following undergraduate courses:

   - Principles of Marketing
   - Principles of Management
   - Microeconomics

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

- Course content examination, OR
- Complete an approved course in the area(s) in which he/she is deficient.

4. 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 graduate programs in business may transfer up to 9 semester credits of previously completed work from another regionally accredited institution. The maximum 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 appropriate program director. Single-credit courses may not be transferred. Credits must have been earned within seven years preceding the date of admission.

Application for Admission

1. Obtain admission forms from the business graduate offices or online at www.nnu.edu/business.
2. Submit application with a nonrefundable $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 respective graduate office.
5. Provide two letters of recommendation from professional colleagues familiar with your ability.
6. If English is not your native language, submit an acceptable score on the Test of English as a Foreign Language (TOEFL). Minimum scores accepted: 550 (paper score), 213 (electronic score); 85 (Internet-based Test - iBT) with writing and speaking no less than a score of 22, and no score under 20.

MBA Academic Standing Policy

In order to continue good standing in the MBA program, students must continue to meet the following criteria:
- Maintain a 3.0 or higher cumulative GPA.
- Receive no more than two course grades below B-.
- Receive no grades lower than C-.

Students failing to maintain these standards will be notified and may be subject to dismissal from the program.

Graduation Requirements

Graduation requirements for the graduate degrees in business include:

- Complete the approved program.
- Complete the required number of credits for the specific program.
- 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 project done in conjunction with the program's capstone course.
- Apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

Tuition and Program Costs

Costs for the specific graduate programs include tuition, books, materials, and student fees. For further information regarding tuition, fees, and payment options, please contact the Graduate Offices, 208-467-8123, 208-467-8107 or 1-877-NNU-4-BIZ (1-877-668-4249).

Master of Business Administration

42 semester credits required.

Prerequisites (9 semester credits)
(See Admission Requirements for other options)
Principles of Marketing (3)
Principles of Management (3)
Microeconomic Analysis (3)

Curriculum (14 courses, 42 semester credits) The courses are:
BSNS6001. Quantitative Methods (3)
BSNS6011. Accounting for Managers (3)
BSNS6021. Management Law (3)
BSNS6031. Financial Management (3)
BSNS6102. Organizational Behavior (3); **or,**
    BSNS6152. Operations Management (3)
BSNS6112. Organizational Communication (3)
BSNS6122. Management Information Systems (3)
BSNS6132. Managing in a Global Economy (3); **or,**
    BSNS6142. Managing in a Global Economy (International Experience) (3)
BSNS6162. Ethics in Management (3)
BSNS6172. Leadership Development (3)
BSNS6182. Managing Human Resources (3); **or,**
    BSNS6202. Employment and Human Resource Law (3)

BSNS6302. Strategic Marketing (3)
BSNS6402. Managerial Economics (3)
BSNS6902. Strategic Management (3)

Special cohorts of the Master of Business Administration may also be offered from time to time with focus on specific sectors of the economy. In such cohorts, the following courses may be substituted for courses listed above, depending on the sector focus of such cohorts:

BSNS6150. Industry Management Case Studies (3)
BSNS6160. Ethics and Compliance in Industry (3)
BSNS6170. Special Industry Experience and Project (3)
BSNS6180. Special Topics in Industry (3)
BSNS6994. Topics (3)

Course Descriptions

Business (BSNS)

BSNS6001. Quantitative Methods (3)
Introduces the student to quantitative tools used in management decision making, focusing on descriptive statistics, probability theory, regression analysis and forecasting, inferential statistics, linear programming, decision trees, queuing theory, game theory, and critical path analysis. Course taught in a spreadsheet environment.

BSNS6011. Accounting for Managers (3)
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.

BSNS6021. Management Law (3)
Provides an overview of legal and regulatory issues of the workplace. It focuses on situations that commonly arise and the legal principles that apply.

BSNS6031. Financial Management (3)
Covers 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. (Pre-requisites: BSNS 6001 and BSNS 6011).

BSNS6102. Organizational Behavior (3)
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.

BSNS6112. Organizational Communication (3)
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.

BSNS6122. Management Information Systems (3)
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.

BSNS6124. Health Care Management Information Systems (3)
Examines IT issues within the health care field including issues relating to financial management, billing, facilities usage, diagnosis, patient records, pharmacy control, inventory control, treatment plans, digital imaging and other MIS issues.

BSNS6132. Managing in a Global Economy (3)
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.

BSNS6142. Managing in a Global Economy (International Experience) (3)
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. Includes an international experience. Note: The costs of the international experience (trip), such as travel, accommodations, etc., are in addition to tuition.

BSNS6150. Industry Management Case Studies (3)
Examination of case studies involving broad management issues focused on a specific industry identified by the professor.

BSNS6152. Operations Management (3)
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, multi-national factors.

BSNS6153. International Operations and Supply Chain Management (3)
Provides basic knowledge of global supply chain management and design, procurement and sourcing, transportation planning, warehouse and inventory management, product pricing, design and operation of supply and distribution systems, service operations, use of Internet, and working relationships with information systems, marketing, manufacturing, and finance.

BSNS6154. Health Care Operations and Process Improvements (3)
Covers aspects of running the day-to-day operations of a health care business, focusing on value and supply chain management, quality and process improvement including Six Sigma, strategies, product design and product selection. Analysis of case studies and problems dealing with complex multi-company factors within the health care industry will be the focus.

BSNS6160. Ethics and Compliance in Industry (3)
Focuses on ethical and compliance issues within the specific industry identified by the professor and considers legal and compliance issues particular to that industry. Cases involving industry companies will be studied as appropriate.

BSNS6162. Ethics in Management (3)
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.

BSNS6163. Compliance and Ethics in International Business (3)
Presents the current ethical and compliance environment dealing with trade and international finance, compliance with multi-country human resources requirements, international ethics standards, and issues relating to competition and marketing, intellectual property, industrial property, and international taxation.

BSNS6164. Ethics and Compliance in Health Care (3)
Focuses on ethical and compliance issues within the health care industry, and considers legal and compliance issues particular to that industry. Cases involving health care companies will be studied as appropriate.

BSNS6170. Special Industry Experience and Project (3)
This course will require a student experience and project designed to integrate all learning achieved with regard to a specific industry as identified by the professor.

BSNS6172. Leadership Development (3)
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.

BSNS6180. Special Topics in Industry (3)
Examines current topics or practices focused on a specific industry as identified by the professor.

BSNS6182. Managing Human Resources (3)
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.

BSNS6192. Decision Making (3)
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.

BSNS6202. Employment and Human Resource Law (3)
Addresses from a legal perspective the management of human resource functions including employee selection, training, evaluating, and compensation. Also addresses labor relations, collective bargaining, and equal employment opportunity.

BSNS6302. Strategic Marketing (3)
An introduction to the practice of creating a market-driven organization in today's global arena. A key focus is establishing competitive advantage by creating customer value. Students will achieve a fundamental understanding of marketing strategy and analysis as well as an understanding of the strategic issues involved in the development of products and services, pricing, distribution, promotion, and segmentation and positioning. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems.

BSNS6312. Global Marketing (3)
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.

BSNS6402. Managerial Economics (3)
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.

BSNS6504. Health Care Policy: Payment Systems and Social Policy (3)
Explores various approaches to paying for health care and includes a project involving design and implementation of an optimal system for paying for health care for all members of society. Students will be expected to defend and justify approaches selected.

BSNS6513. International Finance, Accounting, and Enterprise Information Systems (3)
Studies international finance, international currency exchange, cross-country accounting, and global enterprise information systems, integrated accounting infrastructures, and applications to B2B, B2C, and e-commerce.

BSNS6514. Financial Management in Health Care (3)
Provides a detailed discussion of various financial management issues in the health care sector, including cash flow strategies, capital planning, capital development, non-profit strategies, and other issues relating to financial matters within the industry.

BSNS6902. Strategic Management (3)
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. (Pre-requisites: At least 10 MBA courses completed, including one management course, BSNS 6031 and [BSNS 6302 or BSNS 6312]).

BSNS6903. International Experience and Project (3)
Students will design and participate in an international experience which incorporates a study of business practices in one or more foreign countries. The student will write and present a major paper which treats a significant topic related to international business.

BSNS6904. Strategic Management in Health Care (3)
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. Cases involving health care companies will be studied as appropriate. (Pre-requisites: At least 10 MBA courses completed, including one management course, BSNS 6031 and [BSNS 6302 or BSNS 6312]).

BSNS6994. Topics (3)
Examines current topics or practices in business not covered in other courses.

BSNS6998. Thesis (3)
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 level. It must demonstrate an excellent knowledge of the English language and show mastery of professional business vocabulary. Prerequisites: Approval of program director.

BSNS6999. Independent Study (3)
Studies 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 graduate programs leading to professional licensure/certification. Professional development activities are provided for practicing professionals.

Graduate programs available in the school by departments are as follows:

EDUCATION
Accelerated Certification for Educators (ACE)
M.Ed. Curriculum and Instruction
M.Ed. Curriculum and Instruction with English as a New Language (ENL) or Bilingual Endorsement
M.Ed. Educational Leadership - Building Administrator
M.Ed. Educational Leadership - Charter/Private School Administrator
M.Ed. Educational Leadership - Director of Special Education and Related Services
M.Ed. Exceptional Child - Advanced (for credentialed teachers)
M.Ed. Exceptional Child - Basic and Advanced (for non-credentialed persons)
M.Ed. Reading (Online)
M.Ed. Teaching and Learning (Online)
Ed.S. Educational Leadership - Superintendent

    Ed.S. Educational Leadership - Director of Special Education
and Related Services
    Ed.S. Educational Leadership - Building Administrator

SOCIAL WORK
    Clinical Work Practice
    Gerontological Social Work Practice
    Management, Community Planning, and Social Administration Social Work
    Practice

COUNSELOR EDUCATION
    School Counseling
    Marriage and Family Counseling
    Clinical Counseling

Master of Education and Education Specialist

Faculty: Jim Bader (Dean), Karen Blacklock (Chair), Mike Poe (Assistant Chair), Donna Allen, Cathy Beals, Jan Cantrell, Janet Harman, Lynette Hill, Paula Kellerer, *Larry McMillin, Phyllis McMillin, Duane Slemmer, Karen Smucker (*Administrative non-teaching assignment)

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.

Accreditation
The teacher education program is accredited by the Northwest Commission on Colleges and Universities and the National Council for Accreditation of Teacher Education (NCATE). The program is approved by the Idaho State Board of Education using Idaho standards.
Northwest Nazarene University is a member of the American Association of Colleges for Teacher Education and the Association of Independent Liberal Arts Colleges of Teacher Education.

Majors and Endorsements Offered within the Graduate Education Program:

Accelerated Certification for Educators (ACE)
40-44 semester credits including 10 credits of student teaching

Curriculum and Instruction M.Ed.
34 semester credits

Curriculum & Instruction M.Ed. with English as a New Language (ENL) or Bilingual Endorsement
34 semester credits for M.Ed. with ENL endorsement
35 semester credits for M.Ed. with Bilingual endorsement

Educational Leadership M.Ed.
All degree options lead to a Pre K-12 Principal endorsement on an Idaho Administrator Certificate.
38 semester credits for Building Administrator M.Ed.
48 semester credits for Charter/Private School Administrator M.Ed.
37-38 semester credits (depending on existing master's degree) for Director of Special Education and Related Services M.Ed. Leads to an additional endorsement: Director of Special Education.
Endorsement-only options (student must have a master's degree):
30 semester credits for Pre K-12 Principal endorsement only
27-28 semester credits for Director of Special Education endorsement only

Exceptional Child M.Ed. (Advanced for Credentialed Teachers)
Leads to a certificate in Exceptional Child with a Generalist certification.
32 semester credits for M.Ed.
36 semester credits for M.Ed. and certification

Exceptional Child M.Ed. (Basic & Advanced for Non-Credentialed Persons)
Leads to a certificate in Exceptional Child with a Generalist certification.
60 semester credits including certification

Reading (Online) M.Ed.
Leads to Idaho Reading Endorsement.
35 semester credits

Teaching and Learning (Online) M.Ed.
35 semester credits

Educational Leadership Ed.S. (Education Specialist)
30 semester credits for Superintendent Ed.S.: leads to a Superintendent endorsement on an Idaho Administrator Certificate.
30-31 semester credits (depending on existing master's degree) for Special Education and Related Services Ed.S.: leads to a Director of Special Education endorsement and a Pre K-12 Principal endorsement on an Idaho Administrator Certificate.
33 semester credits for Building Administrator Ed.S.: leads to a Pre K-12 Principal endorsement on an Idaho Administrator Certificate.
Endorsement-only option:
Semester credits required to meet competencies for the Superintendent endorsement only depend on the student's existing master's degree. Contact the program director for a customized schedule.

Department Objectives

Objectives for graduates of NNU's Education programs are grounded in the Critical/Social conceptual framework. Objectives are clearly aligned with state standards and university outcomes.

1. **Citizenship/Democratic Society** – Graduates of education programs will promote democratic values, facilitate equal voice and equal access for all students and parents, examine and challenge social inequities in schools and communities, and formulate responses to local and global issues in education. (Social Responsiveness)
2. **Liberal Arts/Continuing Learning** - Graduates of education programs will value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They will be effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice. (Academic Excellence)

3. **Professional Knowledge and Skills** – Through a learner-centered approach, graduates of education programs will apply theories, strategies, and research in teaching and learning to challenge, interest, accommodate, and assess a diverse student population. They will relate to students and families in a manner that stimulates learning and creates a positive, productive environment. They will use reflection to improve teaching and learning. (Creative Engagement, Christ-like Character, Social Responsiveness)
4. **Role of Schooling** - Graduates of education programs will demonstrate understanding of the historical and philosophical purposes of schools and a range of legal and societal influences. They will use their knowledge to make decisions about their teaching and work to improve school conditions and educational opportunities for all. (Academic Excellence, Social Responsiveness)

Ten themes have been identified as central to the articulation of the conceptual framework in the Curriculum and Instruction, Educational Leadership, Exceptional Child, Reading Online, and Education Specialist 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 - ACE Certification

1. Bachelor's degree in content subject area with courses that meet State requirements for certification.
2. A baccalaureate degree from a regionally accredited college or university.
3. A cumulative GPA of 2.75 in the baccalaureate program or 3.0 in the most recent 30 semester credits earned.

Admission Requirements - M.Ed.

1. A baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 2.8 in the baccalaureate program or 3.0 in the most recent 30 semester credits earned.
3. Certification/Licensure as a classroom teacher or counselor based on a recommendation from a state approved higher education teacher preparation program.
4. Approval by the Graduate Education Admissions Committee.

The Graduate Education Admissions Committee may approve exceptions to regular admission requirements.

Admission Requirements - Ed.S.

1. A master's degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0 in the master's program.
3. Certification/Licensure as a classroom teacher, school counselor, or school psychologist based on a recommendation from a state approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

The Graduate Education Admissions Committee may approve exceptions to regular admission requirements.

Application for Admission

The applicant shall submit the following required materials for the appropriate program to the ACE or Graduate Education Office:

ACE Certification:

1. Completed ACE application
2. Two letters of recommendation
3. Writing sample to provide evidence of writing competency
4. Non-refundable application fee - $40
5. Official sealed transcripts

M.Ed. Curriculum and Instruction:
M.Ed. Curriculum and Instruction with ENL or Bilingual Endorsement:
M.Ed. Exceptional Child (Advanced):
M.Ed. Exceptional Child (Basic & Advanced):

1. Completed application form
2. Non-refundable application fee - $25
3. Self-evaluation of disposition for Teaching
4. Official sealed transcript from the institution where baccalaureate degree was received plus any official sealed transcripts that show graduate work other than Continuing Studies courses
5. Personal essay to provide evidence of writing competency
6. Copy of Teaching Certificate
7. Two letters of recommendation from professional colleagues who are familiar with the candidate's academic and professional capabilities

M.Ed. Educational Leadership:
   ~Building Administrator
   ~Charter/Private School Administrator
   ~Director of Special Education and Related Services

1. Completed application form
2. Non-refundable application fee - $25
3. Self-evaluation of disposition for Teaching
4. Official sealed transcript from the institution where baccalaureate degree was received plus any official sealed transcripts that show graduate work other than Continuing Studies courses
5. Personal essay to provide evidence of writing competency
6. Copy of Teaching Certificate
7. One letter of recommendation from a professional colleague
8. One completed evaluation form from the applicant's current building administrator. The evaluation is to be sent directly to the NNU Graduate Education office

M.Ed. Reading (Online):

1. Completed application form
2. Non-refundable application fee - $25
3. Official sealed transcript from the institution where baccalaureate degree was received plus any official sealed transcripts that show graduate work other than Continuing Studies courses
4. Personal essay to provide evidence of writing competency
5. Two letters of recommendation from professional colleagues who are familiar with the candidate's academic and professional capabilities

M.Ed. Teaching and Learning (Online):

1. Completed application form
2. Non-refundable application fee - $75
3. Self-evaluation of disposition for Teaching

4. Official sealed transcript from the institution where baccalaureate degree was received plus any official sealed transcripts that show graduate work other than Continuing Studies courses
5. Personal essay to provide evidence of writing competency
6. Copy of Teaching Certificate
7. Two letters of recommendation from professional colleagues who are familiar with the candidate's academic and professional capabilities

Ed.S. Educational Leadership:
    ~Superintendent
    ~Director of Special Education and Related Services
    ~Building Administrator

1. Completed application form
2. Non-refundable application fee - $50
3. Self-evaluation of disposition for Administration
4. Official sealed transcript from the institution where baccalaureate and master's degrees were received plus any official sealed transcripts that show graduate work other than Continuing Studies courses
5. Personal essay to provide evidence of writing competency
6. Copy of Teaching Certificate
7. One letter of recommendation from a professional colleague
8. One completed evaluation form from the applicant's current district superintendent (or designee). 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.

Students charged and/or convicted of a felony and some misdemeanors may not be eligible for certification. Please see Idaho Statute 33-1208.

NNU Courses Prior to Admission

Education applicants, except for the M.Ed. Reading Program, may complete a maximum of six credit hours applicable to the degree at NNU prior to admission into the education program. If students have not been admitted before they register for a semester that would put them over six credits, they must sign a waiver form. Students who choose to take courses prior to being admitted are not guaranteed admission to the program.

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 must make arrangements with the program director to regain active status.

Education Program Academic Standing Policy

In order to continue in the M.Ed., Ed.S., and/or certification programs, Education students must continue to meet the following criteria:

- Maintain a 3.0 or higher cumulative GPA.
- Receive no more than one course grade below B-.
- Receive no grades lower than C.
- Perform satisfactorily on portfolio entries, comprehensive examinations, and other written work.
- Receive positive recommendations from the program director about demonstrating dispositions for working in schools.

Requirements for the Master of Education Degree and the Education Specialist Degree

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and non-graded courses (except EDUC7598c Seminar: Action Research) do not apply toward the degree.
2. 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 to NNU's program.
3. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years following the candidate's acceptance into the program. If the degree is not completed within the six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
4. The candidate must perform satisfactorily on the comprehensive examination. Comprehensive examinations must be completed on a computer. Candidates in the Exceptional Child, Reading Online, and Teaching & Learning Online Programs will complete a portfolio in lieu of a comprehensive examination.
5. The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

Accelerated Certification for Educators (ACE)

Students at least 23 years of age who hold a Bachelor's degree from an accredited university may complete the necessary course work and student teaching to be eligible for an Idaho Teaching Certificate at the secondary level. Additional credits may be required in the student's discipline. Example: A student applying for a certificate to teach secondary English must complete the required English courses before beginning the certification coursework.

Upon successful completion of (40-44) semester credits including ten (10) credits of student teaching, the student may apply for a teaching certificate through the Idaho State Department of Education.

Students have the option of taking an additional eleven (11) credits to complete the Master of Education/Curriculum and Instruction. All courses are at the graduate level and will transfer to the master's degree in Curriculum and Instruction.

The ACE secondary program requires one full calendar year plus four months of full-time student teaching. In addition, students must complete eighty (80) hours of field experiences in k-12 schools during the program.

A cohort model is utilized with new cohorts beginning Fall and Spring semesters.

Required courses for Certification:

Orientation (0)
EDUC7511. The Learning Process (3)
EDUC7532. Instructional Models (3)
EDUC7535. Reading in the Content Area (3)
EDUC7537. Effective Classroom Instruction for English Language Learners (3)
EDUC7541. Learning Exceptionalities for the Classroom Teacher (3)
EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)
EDUC7562. Technology in Education (3)
EDUC7610. Introduction to Teaching (1)
EDUC7651.Teaching Methods in Secondary Classrooms (3)
EDUC76xx. Special Methods (Art, Communications, English, Math, Music, PE, Science, SS)(2-6)
EDUC7686. Student Teaching in the Middle School/Junior High (10) **or**
      EDUC7687. Student Teaching in the Senior High (10)
EDUC7692. Foundations of Education (2)
EDUC7696. Field Experience (1)

To be recommended for secondary certification to the Idaho State Department of Education, a candidate must meet the following standards:

1. Complete the requirements of the teacher education program in effect at the time of admission to teacher education and any additional requirements if required by changes in the standards of State regulatory agencies.
2. Complete all education courses and content courses with a grade of C (2.0) or better.
3. Maintain a cumulative GPA of 2.75 or better.
4. Pass the PRAXIS II content knowledge test(s) for the teaching area or fields.
5. Receive a favorable vote of the Teacher Education Council for recommendation for certification.

Additional required courses to complete the M.Ed. in Curriculum and Instruction:

EDUC7519. Research Theory and Application for Educators (3)
EDUC7531. Statistical Applications for Educators (2)

EDUC7533. Curriculum and Assessment (3)
EDUC7564. Values in Education (3)

Master of Education, Curriculum and Instruction

34 semester credits required.

This major is for the professional educator desiring to improve classroom teaching skills and/or to serve in instructional leadership roles. The program will focus on high quality instruction, teacher leadership, personal reflection and action research.

The Master of Education with a major in Curriculum and Instruction is offered utilizing a cohort model. This learning community approach of 15-20 students will take courses with the same group of people throughout their program.

A significant expectation of this program is the student's identification and research of an education related topic. During enrollment in EDUC7518 Action Research for Educators, 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.

Another component of this program is the required comprehensive examination which measures how well the student can synthesize the concepts and facts acquired during the master's degree experience.

Students are encouraged to focus the 9 elective credits in an area of emphasis. Optional topics for emphasis may include:

- Content Area
- Mathematics Instruction
- Literacy Instruction
- English as a New Language (ENL)
- Teacher Leadership
- Exceptional Child

Required courses:

EDUC7504. Advanced Teaching (3)
EDUC7511. The Learning Process (3)
EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7532. Instructional Models (3)
EDUC7533. Curriculum and Assessment (3)
EDUC7561. Multicultural Issues in Education (2)
EDUC7562. Technology in Education (3)
EDUC7564. Values in Education (2)
EDUC7598c. Seminar: Action Research (1)
Plus 9 Elective Credits

Master of Education, Curriculum & Instruction with English as a New Language (ENL) or Bilingual Endorsement

18 semester credits required for ENL endorsement in addition to 4 foreign language semester credits
16 semester credits required for Bilingual endorsement in addition to 6 upper division foreign language semester credits including writing and literature
34 total semester credits required for M.Ed. with ENL endorsement
35 total semester credits required for M.Ed. with Bilingual endorsement

An endorsement in either ENL or Bilingual may be earned, either alone or as part of a Curriculum and Instruction master's degree. Both endorsements require coursework approved by the State of Idaho as meeting Idaho certification requirements. Students from other states will need to investigate certification requirements for the state they teach in. Combining the ENL endorsement with the Curriculum and Instruction degree will contribute to the development of advanced teaching skills, strong knowledge of curriculum and assessment and strategies for teaching the growing population of culturally and linguistically diverse students.

As part of the coursework for the master's degree, students will develop an action research proposal and complete a research study. Projects related to the improvement of language acquisition and/or academic achievement for non-English speaking students are highly encouraged.   Students will share the results of their study with a school faculty or other professional organization.   In addition to the research project, the program culminates with a comprehensive exam.

Required courses for ENL Endorsement:

EDUC7513. Theory and Foundations of Language Acquisition (3)
EDUC7565. Assessment and Identification of ELLs (1)
EDUC7567. Philosophical and Legal Foundations (1)
EDUC7569. Applied Linguistics (3)
EDUC7580a. Sheltered English Practicum (1)
EDUC7587. ESL/Bilingual Methods (3)
EDUC7589. Cultural Diversity (3)

1 additional 3 credit elective in an ENL related area is needed for the endorsement.
4 additional credits in foreign language are required for the endorsement. These credits may have been completed in undergraduate programs for some students. A variety of foreign language classes are available at NNU.

Additional requirements for ENL Endorsement:

To fulfill requirements for an ENL Endorsement, students must earn a passing score on the required Praxis II Test 0360 English to Speakers of Other Languages.

Additional courses required for Bilingual Endorsement:

EDUC7580b. Bilingual Practicum (1)
Students must complete two practicums for the bilingual endorsement. One must be completed in an ENL setting, and the second practicum must be in a bilingual setting.

6 additional credits in upper division foreign language are required for the bilingual endorsement. These credits must include writing and literature and may have been completed in undergraduate programs for some students. A range of foreign language classes are available at NNU. The additional practicum credit can be counted as one of the elective credits in the coursework required for the M.Ed. in Curriculum and Instruction.

Additional requirements for Bilingual Endorsement:

To fulfill requirements for a Bilingual Endorsement, students must earn a passing score on the required Praxis II Test 0360 English to Speakers of Other Languages.

Required courses to complete the M.Ed. in Curriculum and Instruction in addition to the Endorsement courses:

EDUC7504. Advanced Teaching (3)
EDUC7511. The Learning Process (3)
EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7533. Curriculum and Assessment (3)
EDUC7598c. Seminar: Action Research (1)
Plus 4 Elective Credits

Master of Education, Educational Leadership

37 – 48 semester credits required (depending on the degree)

This major is designed for those seeking formal educational leadership roles such as building-level principals, assistant principals, directors of special education, or instructional team leaders. The program emphasizes the administrator 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.

Students can choose from two emphases: Building Administrator or Charter/Private School Administrator. The Building Administrator emphasis focuses on administration in a traditional school environment, and the Charter/Private School Administrator emphasis, which is taught primarily online, is tailored to meet the needs of administrators in those environments. A significant expectation is that each student will identify a specific topic or problem of interest and will work on a project related to that

during the internship. During enrollment in EDUC7518 Action Research for Educators, the student will develop an action research proposal. The student will complete the action research effort, submit the results in a formal paper to NNU, and make an in-service presentation during his or her internship year.

A third option, M.Ed. in Director of Special Education and Related Services, is offered for students who have already earned a master's degree in Educational Leadership, Exceptional Child, or an equivalent field as determined by the program director.

The Master of Education, Educational Leadership major is offered utilizing a cohort model. The schedule is designed to allow the educator to complete a master's degree while teaching full time. Completion takes approximately 23 months for Building Administrator, 31 months for Charter/Private School Administrator, or 24 months for Director of Special Education and Related Services. This includes a nine-month internship in a school setting under the supervision of a qualified building principal. The internship assignment must be approved by the school district and the NNU program director.

Successful completion of an M.Ed. Educational Leadership degree qualifies the graduate for recommendation to the State of Idaho for a Pre K-12 Principal endorsement on an Idaho Administrator Certificate. (Individuals should check for specific requirements for certification in other states.) The Director of Special Education also leads to a recommendation for a Director of Special Education endorsement on an Idaho Administrator Certificate. An optional class may be offered to help students who want to become principal certified in Oregon: EDUC7570 Oregon Law and Finance. See the course descriptions for more information.

Students who already have a master's degree and do not wish to obtain another master's degree may take only the classes that lead to the Pre K-12 Principal endorsement and/or the Director of Special Education endorsement. Those interested should contact the program director.

Required courses for M.Ed. Educational Leadership - Building Administrator:

EDUC7511. The Learning Process (3)
EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7533. Curriculum and Assessment (3)
EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)
EDUC7562. Technology in Education (3)
EDUC7564. Values in Education (2)
EDUC7575. Legal and Financial Issues in Education (3)
EDUC7579. Special Education Law for Administrators (2)
EDUC7581. Instructional Supervision and Leadership (3)
EDUC7585. Administering Human Resources (3)
EDUC7596III. The Principalship/Internship in School Principalship (7)
EDUC7598C. Seminar: Action Research (1)

Required courses for M.Ed. Educational Leadership - Charter/Private School Administrator:

EDUC7420. Developing and Working with Stakeholders (3)
EDUC7430. School Governance and Operations (3)
EDUC7440. Working with the State Department of Education and Authorizers (3)
EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7533. Curriculum and Assessment (3)
EDUC7562. Technology in Education (3)
EDUC7575. Legal and Financial Issues in Education (3)
EDUC7579. Special Education Law for Administrators (2)
EDUC7581. Instructional Supervision and Leadership (3)
EDUC7585. Administering Human Resources (3)
EDUC7596III. The Principalship/Internship in School Principalship (7)
EDUC7598C. Seminar: Action Research (1)
EDUC8673. Advanced School Finance (3)
EDUC8674. School Facilities (3)
EDUC8675. Public Relations and Marketing for Schools (3)

Required courses for M.Ed. Educational Leadership - Director of Special Education and Related Services:

M.Ed. in Exceptional Child completed:

COUN7545. Counseling with Parents of Children with Exceptionalities (3)
EDUC7511. The Learning Process (3) **or**
     EDUC7533. Curriculum and Assessment (3)
EDUC7575. Legal and Financial Issues in Education (3)
EDUC7581. Instructional Supervision and Leadership (3)
EDUC7585. Administering Human Resources (3)
EDUC7595G. Practicum in Special Education and Related Services (4)
EDUC7596III. The Principalship/Internship in School Principalship (7)
EDUC7598D. Seminar: Special Education Policies and Procedures (2)
Credits transferred from the Exceptional Child degree (*8-10)
*Transfer credits are evaluated by the program director. If fewer than 10 transfer, additional classes are required.

M.Ed. in Educational Leadership completed:

COUN7545. Counseling with Parents of Children with Exceptionalities (3)
EDUC7534. Intensive Behavioral Interventions (2)
EDUC7540. Research, Theory, and Intervention of Reading Difficulties (3)
EDUC7548. Methods and Adaptations for Exceptional Learners (3)
EDUC7549. IEPs and Transition (3)
EDUC7573. Technology: Exceptional Child - Online (2)
EDUC7586. Assessment and Collaboration (2)
EDUC7595G. Practicum in Special Education and Related Services (4)
EDUC7598D. Seminar: Special Education Policies and Procedures (2)
EDUC7xxx. Elective (3)*
Credits transferred from the Educational Leadership degree (**8-10)
*Elective to be determined by consultation with the program director.

**Transfer credits are evaluated by the program director. If fewer than 10 transfer, additional classes are required.

Master of Education, Exceptional Child

32 semester credits required for M.Ed. in the Advanced program
36 semester credits required for M.Ed. and certification in the Advanced program
60 semester credits required for M.Ed. and certification in the Basic & Advanced program

The Advanced Program 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. The Basic & Advanced Program enables those with a bachelor's degree in another field to earn exceptional child certification. Additional training in aspects of regular education that are important to teaching students with exceptionalities is a part of the program. For certified teachers in the Advanced Program, an internship is required for exceptional child certification. Internship is not a degree requirement. For students in the Basic & Advanced Program, student teaching is required for completion.

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. The student must satisfactorily complete the electronic portfolio assessment.

Required courses for the Advanced Program:

EDUC7508. Orientation: Exceptional Child (0)
EDUC7510. Overview of Special Education - Forms and Compliance (2)
EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7534. Intensive Behavioral Intervention (2)
EDUC7540. Research, Theory, and Intervention of Reading Difficulties (3)
EDUC7548. Methods and Adaptations for Exceptional Learners (3)
EDUC7549. IEPs and Transition (3)
EDUC7563. Educational Technology (2)
EDUC7566. Educational Values (1)
EDUC7568. Math Pedagogy and Intervention (3)
EDUC7573. Technology: Exceptional Child - Online (2)
EDUC7576. Special Education Law (3)
EDUC7586. Assessment and Collaboration (2)
EDUC7598c. Seminar: Action Research (1)

Additional requirements for Certification

To be recommended for certification students must:

- Earn a passing score on the Idaho Comprehensive Literacy Assessment.

- Earn a passing score on the required Praxis II special education tests to be recommended for certification.
- Satisfactorily complete EDUC7596 IV Internship in Teaching the Exceptional Child (4).
- Satisfactorily complete electronic portfolio assessment.

Required courses for the Basic and Advanced Program:

EDUC7300. Math Lab for Elementary Teachers (2)
EDUC7324. Classroom Management (3)
EDUC7325. Instructional Support (1) **or**
    EDUC7696.Field Experience (1)
EDUC7331. Teaching the Bilingual/Bicultural Child (1)
EDUC7340. Idaho Comprehensive Literacy Course (3)
EDUC7508. Orientation: Exceptional Child (0)
EDUC7510. Overview of Special Education - Forms and Compliance (2)
EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7534. Intensive Behavioral Intervention (2)
EDUC7535. Teaching Reading in the Content Area (3)
EDUC7540. Research, Theory, and Intervention of Reading Difficulties (3)
EDUC7541. Learning Exceptionalities for the Classroom Teacher (3)
EDUC7548. Methods and Adaptations for Exceptional Learners (3)
EDUC7549. IEPs and Transition (3)
EDUC7563. Educational Technology (2)
EDUC7566. Educational Values (1)
EDUC7568. Math Pedagogy and Intervention (3)
EDUC7573. Technology: Exceptional Child - Online (2)
EDUC7574. Student Teaching in Special Education (8)
EDUC7576. Special Education Law (3)
EDUC7586. Assessment and Collaboration (2)
EDUC7598c. Seminar: Action Research (1)
EDUC7610. Introduction to Teaching (1)
EDUC7651. Teaching Methods in Secondary Classrooms (3)

Additional requirements for Certification

To be recommended for certification students must:

- Earn a passing score on the Idaho Comprehensive Literacy Assessment.
- Earn a passing score on the required Praxis II tests for special education before taking EDUC7574 Student Teaching in Special Education.
- Satisfactorily complete EDUC7574 Student Teaching in Special Education (8).
- Satisfactorily complete electronic portfolio assessment.

Master of Education, Reading

35 semester credits required.

This online master's program serves the classroom teacher who holds elementary, secondary, or special education certification, and who desires to improve his/her reading instruction and literacy leadership. Based on current research, best practices, and state and national standards, the program equips K-12 teachers to do the following:

- Plan and implement instruction, beginning with pre-reading skills through advanced comprehension, to assist diverse learners in achieving competence in English literacy
- Use data from multi-faceted assessments to impact student achievement
- Evaluate and use published research and results from action research project to inform instruction
- Serve as resources and instructional leaders within their individual schools and districts

The Master of Education in Reading program uses the Angel online delivery system to provide access for all K-12 teachers. This method for the program's courses incorporates a cohort model in which learners and instructor interact in asynchronous classrooms by completing assignments and engaging in discussions as in course descriptions and syllabi.

In addition to the online courses, candidates participate in three week-long, overviews: Program Orientation; Accessing Online Resources and Developing Electronic Portfolios; and Presentation of Action Research Results and Electronic Portfolio during each of three summers. Vital components of the Master of Education in Reading program, these online courses provide the following:

1. Orientation and resources to help participants in accomplishing their goals and meeting program requirements in this online program
2. A development of a sense of community among cohort members and NNU faculty members
3. A celebration and sharing of professional accomplishments

Completion of this program fulfills course requirements for an Idaho K-12 Idaho Reading Endorsement.

Required courses:

EDUC7501. Online Summer Residency 1: Program Orientation (1)
EDUC7502. Online Summer Residency 2: Accessing Online Resources and Developing Electronic Portfolios (1)
EDUC7503. Online Summer Residency 3: Presentation Action Research (1)
EDUC7511. The Learning Process (3)
EDUC7518. Action Research for Educators (3)
EDUC7520. Brain Research and Reading: How We Learn, How to Teach (3)
EDUC7525. Teaching and Assessing Early Reading and Spelling (3)
EDUC7531. Statistical Applications for Educators (2)

EDUC7537. Effective Classroom Instruction for English Language Learners (3)
EDUC7547. Reading for Meaning: Fluency, Vocabulary and Comprehension (3)
EDUC7577. Teaching and Assessing Reading and Writing: Intermediate and Secondary (3)
EDUC7578. The Literacy-Focused School: Leadership and Program Design (3)
EDUC7596V. Internship in Reading (3)
EDUC7598E. Seminar: Action Research and Electronic Portfolio (1-3)

Additional requirements for Idaho Reading Endorsement:

To fulfill requirements for an Idaho Reading Endorsement, students must earn a passing score on the required Praxis II test for reading and must hold an Idaho teaching certificate.

Master of Education, Teaching and Learning (Online)

35 semester credits required.

This master's program offers online delivery of the face-to-face M.Ed. Curriculum and Instruction Program.

Instructional delivery:
The program will utilize an online course management system (CMS) to provide access for all teachers. The online CMS, which is the delivery method for all courses offered through the program, is based on a cohort model in which learners and an instructor interact in an asynchronous course setting. All users do not have to be online at the same time, but may complete and submit assignments and engage in discussion as outlined in the course description and syllabus as their schedules permit.

A significant expectation of this program is the student's identification and research of an education related topic. During enrollment in EDUC7518 Action Research for Educators, 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.

Another component of this program is the required electronic portfolio which provides evidence that the student has met the graduate education program outcomes. Portfolio Fee - $120.

Required courses:

EDUC7500. Introduction to Online Teaching and Learning (1)
EDUC7504. Advanced Teaching (3)
EDUC7505. Teachers as Leaders (3)
EDUC7507. Teaching Students Who Struggle (3)
EDUC7511. The Learning Process (3)
EDUC7518. Action Research for Educators (3)
EDUC7530. Statistical Methods and Analysis (3)
EDUC7532. Instructional Models (3)

EDUC7533. Curriculum and Assessment (3)
EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)
EDUC7562. Technology in Education (3)
EDUC7589. Cultural Diversity (3)
EDUC7598c. Seminar: Action Research (1)

Education Specialist, Educational Leadership-Superintendent

30 semester credits required. More credits may be required depending on program director's evaluation of the student's previous master's degree.

This major is designed for those seeking formal educational leadership roles such as superintendent, assistant superintendent, and other school district central office roles. Emphasis is on the administrator as an *instructional leader* as well as a *servant leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis.

While this program primarily utilizes an on-line delivery method, the initial two (2) courses of the program are delivered on campus in a face-to-face format. The program also utilizes a cohort model which allows students to plan their schedules ahead of time and allows them to continue working full-time in their position while completing the program.

Students will typically complete the program in 22 months, which includes a yearlong internship at the district office level. This internship will be supervised by a qualified central office administrator. This internship 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 Superintendent endorsement on an Idaho Administrator Certificate. *(Individuals should check for specific requirements for certification in other states.)*

Requirements:

1. Must have a master's degree and building administrator certification.
2. Must gain admission as a Graduate Education student.

Required courses:

EDUC7579. Special Education Law for Administrators (2)
EDUC8670. Labor Relations in Schools (3)
EDUC8671. Educational Change: A Historical Perspective (3)
EDUC8672. The Superintendency (3)
EDUC8673. Advanced School Finance (3)
EDUC8674. School Facilities (3)
EDUC8675. Public Relations and Marketing for Schools (3)
EDUC8676. Special Populations: Issues and Resources (3)
EDUC8677. Research (3)

EDUC8678. Central Office Internship (1-4) (4 credits required)

Initial principal endorsement may be obtained through an Education Specialist degree. Please see Education Specialist, Educational Leadership-Building Administrator.

Education Specialist, Director of Special Education and Related Services

30-31 semester credits required. More credits may be required depending on program director's evaluation of the student's previous master's degree.

The Ed.S. Director of Special Education and Related Services classes emphasize the administrator as an *instructional leader* as well as a *servant leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis.

The degree leads to a Director of Special Education endorsement and a Pre K-12 Principal endorsement on an Idaho Administrator Certificate. *(Individuals should check for specific requirements for certification in other states.)* An optional class may be offered to help students who want to become principal certified in Oregon: EDUC7570 Oregon Law and Finance. See the course descriptions for more information.

Requirements:

1. Must have a master's degree in Exceptional Child, Educational Leadership, or an equivalent field as determined by the program director.
2. Must gain admission as a Graduate Education student.

Required Courses:

M.Ed. in Exceptional Child completed:
COUN7545. Counseling with Parents of Children with Exceptionalities (3)
EDUC7511. The Learning Process **or**
    EDUC7533. Curriculum and Assessment (3)
EDUC7575. Legal and Financial Issues in Education (3)
EDUC7581. Instructional Supervision and Leadership (3)
EDUC7585. Administering Human Resources (3)
EDUC7595G. Practicum in Special Education and Related Services (4)
EDUC7596III. The Principalship/Internship in School Principalship (7)
EDUC7598D. Seminar: Special Education Policies and Procedures (2)
EDUC8677. Research (3)

M.Ed. in Educational Leadership completed:
COUN7545. Counseling with Parents of Children with Exceptionalities (3)
EDUC7534. Intensive Behavioral Interventions (2)
EDUC7540. Research, Theory, and Intervention of Reading Difficulties (3)
EDUC7548. Methods and Adaptations for Exceptional Learners (3)
EDUC7549. IEPs and Transition (3)
EDUC7573. Technology: Exceptional Child - Online (2)
EDUC7586. Assessment and Collaboration (2)

EDUC7595G. Practicum in Special Education and Related Services (4)
EDUC7598D. Seminar: Special Education Policies and Procedures (2)
EDUC8677. Research (3)
EDUC7xxx. Elective (3)*
*Elective to be determined by consultation with the program director.

Education Specialist, Educational Leadership-Building Administrator

33 semester credits required. More credits may be required depending on program director's evaluation of the student's previous master's degree.

The Ed.S. Educational Leadership - Building Administrator classes emphasize the administrator as an *instructional leader* as well as a *servant leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis.

The degree leads to a Pre K-12 Principal endorsement on an Idaho Administrator Certificate. *(Individuals should check for specific requirements for certification in other states.)* An optional class may be offered to help students who want to become principal certified in Oregon: EDUC7570 Oregon Law and Finance. See the course descriptions for more information.

Requirements:

1. Must have a master's degree.
2. Must gain admission as a Graduate Education student.

Required courses:

EDUC7518. Action Research for Educators (3)
EDUC7531. Statistical Applications for Educators (2)
EDUC7533. Curriculum and Assessment (3)
EDUC7545. Classroom Behavior Management in the Mainstreamed Classroom (3)
EDUC7575. Legal and Financial Issues in Education (3)
EDUC7579. Special Education Law for Administrators (2)
EDUC7581. Instructional Supervision and Leadership (3)
EDUC7585. Administering Human Resources (3)
EDUC7596III. The Principalship/Internship in School Principalship (7)
EDUC7598C. Seminar: Action Research (1)
EDUC8677. Research (3)

Course Descriptions

Education (EDUC)

EDUC7150. Teaching Communications in the Secondary School (2)
Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7300. Math Lab for Elementary Teachers (2)
Lab-oriented exploration of Mathematical concepts to provide understanding of basic mathematical structures and strategies for elementary teachers. Pre-requisite: 6 credits of mathematics - algebra or higher level.

EDUC7324. Classroom Management (3)
An in-depth study of classroom management principles and practices for elementary teachers. Focus is on equipping future teachers with knowledge and skills for effectively managing a classroom. Course explores motivation, classroom environment, minimizing management problems through proactive strategies, and systematically modifying inappropriate behavior.

EDUC7325. Instructional Support (1)
This course takes the place of Field Experience for those who are teaching special education. The year-long course is designed to give support to newly hired special education teachers with temporary credentials working on special education certification. NNU faculty will give frequent, intensive supervision and support in the student's K-12 special education classroom.

EDUC7331. Teaching the Bilingual/Bicultural Child (1)
This course includes exploration of the unique cultural values of children and families whose primary language is not English and study of teaching strategies for helping all students to succeed. Course includes a 15-hour multicultural field experience. Pre-requisite: EDUC7610 Introduction to Teaching.

EDUC7340. Idaho Comprehensive Literacy Course (3)
This course includes methods, materials, and theoretical bases for reading instruction in an elementary classroom, as well as methods of literacy assessment and intervention. Research-based components of effective literacy instruction are taught, including phonemic awareness, phonics, morphology, syllabication, vocabulary, fluency, and comprehension. The course is designed to meet the requirements of Idaho code § 33-1207A and Idaho's Comprehensive Literacy Plan. A field experience is included.

EDUC7420. Developing and Working with Stakeholders (3)
Provides students with the knowledge of the policies and procedures for developing and working with parent support groups, community support groups, and other stakeholders in the charter/non-profit school setting.

EDUC7430. School Governance and Operations (3)
Provides the student with the knowledge of the responsibilities of the administration and the board within the charter/non-profit school setting. An emphasis will be placed on the appropriate roles and responsibilities of governance (board) and operations (administration).

EDUC7440. Working with the State Department of Education and Authorizers (3)
The student will get an overview of the reporting processes and requirements of the State Department of Education. Actual reports will be used whenever possible. Working with authorizing entities will also be emphasized.

EDUC7500. Introduction to Online Teaching and Learning (1)
This course introduces students to aspects of online graduate education, with specific

attention to expectations and requirements of students in this program. Components of the course include navigation of an online content management system, access and utilization of research resources, and an exploration of the missional aspects of teaching as a profession.

EDUC7501. Online Summer Residency 1: Program Orientation (1)
An overview of the program, competencies, and expectations in a one week face-to-face setting on the NNU campus. This first orientation will familiarize participants with services, resources, and the course management software used to deliver courses. Participants will learn how to access library resources, utilize the electronic portfolio system, and experience success as online learners. They will be guided in beginning their first online course.

EDUC7502. Online Summer Residency 2: Accessing Online Resources and Developing Electronic Portfolios (1)
An examination of advanced research skills in an online environment and support for creating an electronic portfolio. Using saved artifacts, participants will learn how to select and present evidence to demonstrate required proficiencies through the electronic portfolio platform. They will learn how to scan materials, capture video and audio work samples, and develop a completed portfolio for presentation during the final summer residency.

EDUC7503. Online Summer Residency 3: Presentation Action Research (1)
This final Summer Orientation provides support and direction for completing the program's required Action Research Paper; the course also incorporates in-depth instruction related to final preparation and presentation of an electronic portfolio to demonstrate proficiency in relation to the program's eleven outcomes. Finally, the Summer Orientation introduces the culminating Internship in Reading and familiarizes students with its requirements.

EDUC7504. Advanced Teaching (3)
The characteristics of a distinguished teacher using nationally recognized frameworks will be evaluated. Students will experience collaborative lesson planning and reflection using the Professional Learning Community model. Assessment as an integral part of the teaching cycle will be emphasized.

EDUC7505. Teachers as Leaders (3)
Students will learn about the correlates of an effective school and understand their role as agents of change in school improvement. A variety of instructional leadership roles in the field of education will be explored. Additional topics include the components of effective professional development and strategies for instructional coaching.

EDUC7506. The Educated Mind: Educational Philosophy for Today (3)
This course will investigate how we develop knowledge and what evidence and/or reasoning is acceptable to support human knowledge. The course will be set in the context of American education and the high stakes testing required in our schools. Special consideration will be given to how a Christian worldview impacts our epistemological commitments. Offered: As needed.

EDUC7507. Teaching Students Who Struggle (3)
Students will be equipped to work with at-risk students. The various reasons why students fail will be examined, and strategies for addressing attendance, behavior, and

academic problems will be presented. Subpopulations that typically struggle in public education will be discussed. The Response to Intervention model will be used as a guide for both school-wide and individual student intervention planning.

EDUC7508. Orientation: Exceptional Child (0)

This required, non-graded course gives the students an overview of the Exceptional Child program and the policies and procedures of the Graduate Education department, and it introduces them to NNU campus departments with which they will be interacting throughout the program. It also introduces the students to the required Electronic Portfolio, with hands-on demonstrations of how to use the portfolio, what artifacts need to be included, and how to store artifacts.

EDUC7510. Overview of Special Education - Forms and Compliance (2)

This course introduces students to the required practice and procedures of being a special educator in a 21st century school. The student will learn the necessary steps and forms to ensure compliance to district, state, and federal laws and regulations.

EDUC7511. The Learning Process (3)

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.

EDUC7513. Theory & Foundations of Language Acquisition (3)

Participants 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 bilingual instruction. This course will also explore the foundation of curriculum and instruction in language acquisition. Students will participate in a variety of instructional strategies including TPR, jazz chants, literature-based curriculum, vocabulary activities, differentiated instruction, and the natural approach.

EDUC7518. Action Research for Educators (3)

Introduction to traditional and action research in the school setting. Literature review, data collection, interpretation, and surveys will be included. Students will prepare an action research proposal as part of the course requirements. Co-requisite: EDUC7531 Statistical Applications for Educators.

EDUC7520. Brain Research and Reading: How We Learn, How to Teach (3)

An in-depth and systematically-structured progression beginning with a review of current brain research as it relates to the acquisition of reading. Participants will investigate the many complex processes that contribute to reading abilities and how instruction alters the neural pathways to strengthen reading skills. They will explore language essentials and the challenges of learning to read, including phonetics, phonology, and phonemic awareness as they relate to skill acquisition for beginning and later reading abilities. This course investigates many dimensions of English orthography that include basic spelling conventions and extends to the exploration of the language's etymology.

EDUC7525. Teaching and Assessing Early Reading and Spelling (3)

A study of current research and best practices in assessing, planning, and implementing reading instruction. This course presents basic skills that beginning readers from pre-reading through third grade need for unlocking unknown words. Attention will be given

to phonological skills, phonics, spelling, assessment, and writing. Participants will become skilled in applying these principles in lesson planning and instruction.

EDUC7530. Statistical Methods and Analysis (3)
Students will be introduced to statistical approaches and will gain an understanding of how these concepts apply to curriculum development, use of assessment, student evaluations, program evaluations, and educational research. The course includes an overview of descriptive and inferential statistical tools.

EDUC7531. Statistical Applications for Educators (2)
An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. No previous course work in statistics is assumed. Co-requisite: EDUC7518 Action Research for Educators.

EDUC7532. Instructional Models (3)
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.

EDUC7533. Curriculum and Assessment (3)
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.

EDUC7534. Intensive Behavioral Interventions (2)
This course includes an overview of specific intervention strategies and their connection to behavior change procedures. IDEA and IDAPA rules will be considered in the application of the interventions. The student will learn how and where to find recent developments to remain current in this field of practice. The student is responsible for having a culminating portfolio that demonstrates the competencies taught.

EDUC7535. Teaching Reading in the Content Area (3)
An exploration of principles and strategies for helping all students to access content materials presented in secondary classrooms. Course focuses on teaching content vocabulary, activating prior knowledge, effectively using text materials and graphic organizers to improve comprehension, and designing lesson plans that promote content literacy. Also included are strategies for making content comprehensible for English Language Learners and other at-risk students. A 15-hour multicultural field experience provides students with the opportunity to apply strategies in a setting reflecting diverse student needs.

EDUC7537. Effective Classroom Instruction for English Language Learners (3)
A historical and legal foundation for instructing English language learners (ELLs) as well as an exploration of research and theory of second language acquisition necessary for understanding and meeting the needs of ELLs in the mainstream classroom. Participants will explore the natural progression of English language proficiency through the domains of listening, speaking, reading and writing. Participants will

become skilled in applying the Sheltered Instruction Observation Protocol (SIOP) and all of its components to lesson planning and instruction.

EDUC7540. Research, Theory, and Intervention of Reading Difficulties (3)
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: EDUC7340 Idaho Comprehensive Literacy Course.

EDUC7541. Learning Exceptionalities for the Classroom Teacher (3)
A survey of the characteristics and educational needs of students with learning challenges and those identified as gifted. Course emphasizes causes, incidence, and implications of disabilities and practical strategies for assisting all students to succeed in the regular classroom. Also included is information on special education law and individual educational plans as they apply to general education teachers. A 15-hour field experience is included.

EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)
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.

EDUC7547. Reading for Meaning: Fluency, Vocabulary and Comprehension (3)
An exploration of three areas essential to reading competence – vocabulary development, reading fluency, and comprehension. Emphasis will be on acquisition of a knowledge base that enables participants to design and use research-based assessment and instructional strategies to help readers gain competence and independence.

EDUC7548. Methods and Adaptations for Exceptional Learners (3)
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.

EDUC7549. IEPs and Transition (3)
Design, implement, and manage Individualized Educational Programs (IEPs), which includes designing and managing transitional programs. As part of transition planning, identify resource agencies, and use these outside sources to strengthen program planning for students.

EDUC7550. Special Topics (1-4)
Study of a specific topic or subject in the discipline. Credits are not applicable toward a graduate degree.

EDUC7561. Multicultural Issues in Education (2)
An examination of the pluralistic nature of the school population. The implications to society and to the instructional process will be addressed.

EDUC7562. Technology in Education (3)
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.

EDUC7563. Educational Technology (2)
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.

EDUC7564. Values in Education (2)
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.

EDUC7565. Assessment and Identification of ELLs (1)
Students will participate in the assessment of ELLs through multiple contexts. Traditional and alternative language assessments will be explored as well as State level 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.

EDUC7566. Educational Values (1)
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.

EDUC7567. Philosophical and Legal Foundations (1)
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 along with other professional issues.

EDUC7568. Math Pedagogy and Intervention (3)
This class will focus on the reasons some students have difficulties learning mathematics. The components of effective mathematics instruction will be reviewed as well as different instructional models. The impact of learning disabilities on math achievement will be examined. Participants will be required to work individually with a K-12 student who is having difficulty learning mathematics for a minimum of 15 hours over the duration of the class.

EDUC7569. Applied Linguistics (3)
This course will introduce students to linguistics (the scientific study of language) and its application within research-based teaching strategies. This includes principles of both psycholinguistics and sociolinguistics.

EDUC7570. Oregon Law and Finance (2)
This course has two sections to it: Oregon Law and Oregon Finance. The finance section deals with two broad areas: school finance and budget management. It includes federal, state, and local roles in financing public education,

school funding objectives, the history of Oregon school finance, the state-level process of budget development, and major school financing issues. The law section deals with the application of state and federal laws as they relate to local district operations and the operation of the state education program.

EDUC7573. Technology: Exceptional Child - Online (2)
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.

EDUC7574. Student Teaching in Special Education (8)
Directed observation, participation, and responsible teaching conducted under the supervision of a certified special education teacher and NNU supervisor. Weekly seminars are part of this program. Students participating in fall student teaching should plan to report to their assigned school the first day that teachers report. Students already employed must have a certified special education teacher as a school supervisor. Pre-requisite: Approval for student teaching.

EDUC7575. Legal and Financial Issues in Education (3)
An overview of constitutional and state legal expectations of the schools, both public and private, and basic principles of school finance.

EDUC7576. Special Education Law (3)
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.

EDUC7577. Teaching and Assessing Reading and Writing: Intermediate and Secondary (3)
Examination of the reading-writing connection as it pertains to students in grades 4 -12. This course focuses on four main areas: (1) developing confident, independent readers in a reading-writing friendly classroom; (2) reading instruction; (3) writing instruction; and (4) assessment and intervention. Participants will become skilled in applying effective strategies in lesson planning and instruction.

EDUC7578. The Literacy-Focused School: Leadership and Program Design (3)
An examination of school-wide literacy models and the importance of collaboration and teamwork in developing successful programs. This course will equip participants to identify the necessary components of a school-wide literacy plan, develop an on-going assessment plan for a school, and identify individual professional development needs for a school so that all students learn to read and write proficiently.

EDUC7579. Special Education Law for Administrators (2)
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.

EDUC7580A. Sheltered English Practicum (1)
This course provides students with the opportunity to work with sheltered English practitioners to become more familiar with school and community issues.

EDUC7580B. Bilingual Practicum (1)
This course provides students with the opportunity to work with bilingual practitioners to become more familiar with school and community issues.

EDUC7581. Instructional Supervision and Leadership (3)
A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction.

EDUC7585. Administering Human Resources (3)
The role of the administrator in working with people. Shared decision-making, conflict management, goal setting, development of human potential, evaluation, and selection are examined. Legal expectations including negotiations, contracting, and policy development are also explored.

EDUC7586. Assessment and Collaboration (2)
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.

EDUC7587. ESL/Bilingual Methods (3)
This course will examine the implementation of a research-based content language acquisition framework. Participants will define content and language objectives and select appropriate strategies for comprehensible input. Students will also apply strategies in classrooms and reflect on their experiences through a variety of formats. Program instructors will engage in periodic observations of instruction and hold debriefing sessions with students. Whole class sessions will provide models of effective instruction and opportunity to dialogue about in-class experiences.

EDUC7588. ESL Methods II (3)
This course will examine the implementation of a research-based content language acquisition framework. Participants will define content and language objectives and select appropriate strategies for comprehensible input. Students will also apply strategies in classrooms and reflect on their experiences through a variety of formats. Program instructors will engage in periodic observations of instruction and hold debriefing sessions with students. Whole class sessions will provide models of effective instruction and opportunity to dialogue about in-class experiences.

EDUC7589. Cultural Diversity (3)
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 service learning project.

EDUC7592. Project (2-6)
An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the discipline.

EDUC7593. Readings (1-4)
Independent exploration of significant reference sources related to some area of study.

EDUC7594. Topics (1-4)
Exploration of current topics or practices in education. May be repeated for credit.

EDUC7595G. Practicum in Special Education and Related Services (4)
One semester of applied study in a district Special Education and Related Services
office with on-site supervision by a graduate faculty member. Co-
requisite: EDUC7598D Seminar: Special Education Policies and Procedures.

EDUC7596III. The Principalship/Internship in School Principalship (7)
A full year part-time supervised internship in a school setting concurrent with scheduled
class sessions. Three credits are taken Fall Semester, and four credits are taken Spring
Semester.

EDUC7596IV. Internship in Teaching the Exceptional Child (4)
This course is an extended period of applied study under the supervision of an on-site
supervisor with the support of a graduate faculty member. Two options will be
available. The first option is a traditional one term student teaching experience with a
cooperating teacher. The second option is designed to accommodate the intern who is
currently employed as an Exceptional Child educator while working to obtain
certification. Internship is taken during the final spring semester of the program. The
intern receives intensive supervision in the classroom in which he/she is teaching (in-
classroom placement) and an additional one-week out-of-classroom experience.

EDUC7596V. Internship in Reading (3)
In this culminating internship, participants will extend and synthesize learning as they
diagnose and tutor students who are struggling in their reading development. This
internship component can take place within the participant's classroom and will be
supported by online supervision. Students will also complete and present electronic
portfolios.

EDUC7597A. Studies in Education (1-4)
Examination of a specified issue or problem pertinent to one's field of study. May be
repeated for credit. Pre-requisite: Advisor approval required.

EDUC7598A. Seminar (2-3)
Pre-requisites determined by the nature of the specific seminar. Seminar approach to the
study of clearly defined problems or issues. May be repeated for credit.

EDUC7598B. Seminar: Educational Technology (2) 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.

EDUC7598C. Seminar: Action Research (1)
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. Must be repeated for credit during subsequent terms in which
the student is making progress on the research paper. Grade of Pass/Fail. Pre-requisites:

EDUC7518 Action Research for Educators and EDUC7531 Statistical Applications for Educators.

EDUC7598D. Seminar: Special Education Policies and Procedures (2)
Developing and implementing district-wide special education policies and procedures in compliance with federal and state laws and mandates. Co-requisite: EDUC7595G Practicum in Special Education and Related Services.

EDUC7598E. Seminar: Action Research and Electronic Portfolio (1-3)
This course provides the opportunity for participants to conduct an action research project within their classrooms. Participants will implement the research study that was designed in the Research course and write a paper describing the study and the results. In addition, they will collect artifacts, develop rationales, and create other required items for an electronic portfolio, in which they demonstrate proficiency in the Master of Education in Reading Program's eleven outcomes.

EDUC7599. Independent Study (1-4)
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.

EDUC7610. Introduction to Teaching (1)
Exploration of the rewards and challenges of the teaching profession. Course includes discussion of current issues in education, a preview of the NNU education program, insights from enthusiastic educators, and a 25-hour field experience at the grade level of the student's interest.

EDUC7633. Teaching Art in the Elementary School (3)
Introduces elementary education majors to theoretical and practical experiences necessary for incorporating a discipline-based art education program into the elementary school curriculum. This course may include actual practicum teaching experiences. Fees: Materials fee required.

EDUC7634. Teaching Music in the Elementary School (2)
Study in the application of the principles, procedures, and objectives in school music in the primary and intermediate grades. Special emphasis is given to the basic elements of music and creativity as found on Orff and Kodaly as well as folk music of various cultures and traditions.

EDUC7635. Teaching Health in the Secondary School (2)
Designed to provide knowledge and background in three divisions of health education: healthful living, school health services, and health education. Recognition of health problems of children and adolescents with the opportunity to develop competencies in handling methods and teaching techniques. Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7636. Teaching Physical Education in the Secondary School (2)
Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for

students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7638. Teaching Physical Education in the Elementary School (2)
This course introduces students to the basic principles of physical education for children in grades kindergarten through six. Emphasis will be on the development of systematic physical education programming. Students will participate in simulated teaching experiences and field observations. Pre-requisites: Instructor's permission if not a Kinesiology or Health major. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7651. Teaching Methods in Secondary Classrooms (3)
An investigation of teaching methods and techniques appropriate for the secondary school classroom. Theoretical principles upon which teaching strategies are based and the principles of classroom management will be considered. Lesson and unit planning are included. Mini-Cross-Cultural Experience. Co-requisite: Methods course in teaching area or first and second teaching fields.

EDUC7653. Teaching Art in the Secondary School (3)
Examine pragmatic techniques and philosophical approaches necessary to design, implement, and evaluate a comprehensive discipline-based art education program at the secondary school level. Additionally, both historical and contemporary art education issues are examined, discussed, and evaluated. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7654. Teaching Music in the Secondary School (3)
Strategies appropriate to this subject field, instructional choral materials and tools, curricular structure common to this subject in the secondary school. Activities and music of various cultural groups will be explored. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7657. Teaching Mathematics in the Secondary School (2)
Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7658. Teaching Social Studies in the Secondary School (2)
Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7659. Methods of Teaching English in the Secondary School (3)
Students will be taught strategies for teaching literature, grammar, writing and other communication skills necessary to effectively teach secondary English students. Emphasis will be placed on writing processes based on research, as well as on the selection of appropriate literature and how to teach it. Includes a 20 hour practicum for students to teach in a secondary English classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7663. Teaching Foreign Language in the Secondary School (2)
Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7664. Teaching Science in the Secondary School (2)
Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teach a minimum of 20 hours in a secondary classroom. Co-requisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7686. Student Teaching in the Middle School/Junior High School (10)
Directed observation, participation, and responsible teaching conducted under the supervision of a middle school/junior high school teacher and NNU supervisor. Weekly seminars are a part of this program. Students participating in fall student teaching should plan to report to their assigned school the first day that the teachers report. Students participating in spring student teaching will need to complete a "school start-up" experience in the fall before their student teaching. If possible, this start-up experience should be with their cooperating teacher. Pre-requisite: Approval for student teaching.

EDUC7687. Student Teaching in the Senior High School (10)
Directed observation, participation, and responsible teaching conducted under the supervision of a senior high school teacher and NNU supervisor. Weekly seminars are a part of this program. Students participating in fall student teaching should plan to report to their assigned school the first day that the teachers report. Students participating in spring student teaching will need to complete a "school start-up" experience in the fall before their student teaching. If possible, this start-up experience should be with their cooperating teacher. Pre-requisite: Approval for student teaching.

EDUC7692. Foundations of Education (2)
Exploration of the historical, philosophical, social, and legal foundations of the teaching profession. Purposes and challenges of education will be addressed in relationship to today's changing world.

EDUC7696. Field Experience (1)
An overview of lesson planning, principles of learning and classroom observation, and participation. The observation and participation component includes 30 hours of field experience. Student placements are based on previous field work and individual needs.

EDUC8670. Labor Relations in Schools (3)
The historical and practical aspects of labor relations in the school setting. Laws and procedures for working with union and non-union employees will be presented. Negotiation skills will be developed.

EDUC8671. Educational Change: A Historical Perspective (3)
The impact of the psychological, sociological, and cultural changes which have made our schools into what they are today and how that affects school administration. Problem solving/decision making skills will be emphasized.

EDUC8672. The Superintendency (3)
Prepares students for assuming the key leadership role of superintendent of a local
school district. There is an emphasis on research-based role expectation and practical
guidelines for superintendent behavior and developing a working relationship with the
local school board.

EDUC8673. Advanced School Finance (3)
Provides the economic principles needed to provide insights into school finance for
principals, teachers, business managers, and other school officials. The issues of
educational productivity, allocation of resources, efficiency, and equity are covered.
There is also a review of basic accounting principles and requirements applying to both
district and building levels.

EDUC8674. School Facilities (3)
Prepares students for planning new school facilities and major upgrades. Facility
maintenance, legal provisions involving financing, preliminary surveys of need,
and relationships with architects and contractors will be covered.

EDUC8675. Public Relations and Marketing for Schools (3)
Interpreting the schools to the public and developing ways to provide a two-way flow of
ideas between school and community will be explored.

EDUC8676. Special Populations: Issues and Resources (3)
A study of the issues and potential resources involved in dealing with the diverse
special populations in today's schools. These issues include, but are not limited to,
cognitive differences (special education and gifted and talented), as well as ethnic,
national, cultural, socio-economic, and religious differences.

EDUC8677. Research (3)
Prepares the student for going beyond action research and introduces academic research
utilizing both quantitative and qualitative research methodologies.

EDUC8678. Central Office Internship (1-4)
Interns are assigned for two semesters to practicing administrators in district offices.
The 4 required credits may be broken out between the Fall Semester and Spring
Semester. Graded Pass/Fail. Pre-requisites: Approval of major professor and substantial
completion of certification program.

EDUC8694. Topics (1-4)
Exploration of current topics or practices in education. May be repeated for credit.

EDUC8699. Independent Study (1-4)
Study of an assigned topic as directed by a graduate faculty member. Pre-requisite: The
program director and department chair must approve the study plan before the student
can enroll.

Master of Social Work

Faculty: Mary Curran (MSW Director and Department Chair), Caroline Collins, Ezekiel Ette, Lawanna Lancaster, Patrece Meza, Mamie Oliver, Al Sanchez, Scott Slater, LeAnn Stensgaard (B.A. Director), Terri Theriot

Mission Statement

The central mission of the MSW program is to prepare graduates for advanced micro, mezzo, and macro practice, professional leadership, and lifelong learning by providing a knowledge-based and value-informed education that emphasizes advanced practice with oppressed populations living in rural and small town areas. Coursework stresses alleviating injustice, discrimination, and poverty; creating social policies and resources that will help meet basic human needs and enhance the quality of life; and assisting in the creation of accessible, responsible, and accountable human service programs.

The program addresses the historical significance of Christian organizations in the emergence of social work and social welfare. In addition, it considers the role of contemporary faith-based programs (including Christian churches and organizations) in local, state, national, and international rural and small town settings.

The MSW program seeks to prepare social workers for employment in the public and private sectors, in for-profit and non-profit settings, and in secular and non-secular agencies.

Program Description

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 at the foundation level may complete their course work in two and one-half years (five semesters plus two summer sessions) while students admitted at the advanced level may complete their course work 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 student's course work. The primary goal of the program is to prepare students for advanced social work practice in rural and small town settings, both domestic and international.

Three areas of concentration are offered: Clinical Social Work Practice, Management, Community Planning, and Social Administration, and Gerontological Social Work Practice. Within each concentration, opportunities will be given to pursue specialized interests and projects. Concentrations may be combined for a dual emphasis. This requires taking the three practice courses from each concentration.

The MSW program offers courses leading to certification in the following areas: Drug/Alcohol Counseling, School Social Work/Counseling, and Gerontology. An explanation of the certification process for each of these areas is available through the Department of Social Work.

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 of study. For current information regarding tuition, fees, and payment options, please contact the Graduate Social Work program at 208-467-8679 or msw@nnu.edu.

Graduate students may be eligible for certain financial aid and grant programs; church matching funds, however, are not available. For specific information on available financial aid, please consult the Office of Financial Aid at 208-467-8424 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 of study.
- Normally, students are enrolled in two core courses (6 semester credits) and one research or elective credit (1 semester credit) their first semester. In subsequent semesters, students will enroll in 7 to 12 credits, including courses in practice, human behavior, policy, applied research, field instruction, and electives.
- Methodology is based upon the assumption that the faculty 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; all students, therefore, 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.

Program Goals

- To prepare students for beginning and advanced social work practice in rural and small town settings through the presentation of a comprehensive curriculum which includes foundation and advanced content in HBSE, policy, research, practice methods, and field instruction.
- To foster in students a Christlike worldview which embraces the values and ethics of the profession, including personal integrity, global diversity, a just society, and spiritual enrichment.

- To foster in students a passion for alleviating discrimination, poverty, oppression, and all other forms of injustice for at-risk-populations, especially those living in rural and small town settings.
- To provide students with a quality education and field experience in a creative learning environment which promotes the development of critical thinking and problem solving skills, the development of effective communication skills (including technological advances), the acquisition of teamwork skills, and a commitment to lifelong learning and leadership in community/church settings.

University Outcomes

Christlike Character
NNU Master of Social Work graduates will receive instruction related to the role of theology and religious organizations in the historical development of professional social work, the role of religious organizations in providing social services, the significance of spirituality for individuals, families, and society, and the current areas of dialogue and tension as the profession interacts with the perspectives of religions and religious organizations. Graduates will review how various perspectives can be incorporated into a dynamic personal worldview that embraces personal integrity, spiritual enrichment, and the values and ethics of social work as a profession.

Academic Excellence
NNU Master of Social Work graduates are grounded in social work history, philosophy, ethics, values, and social policy. In addition, depending upon the graduate's selected area of concentration, he/she will be trained for advanced clinical social work, gerontological, or administrative practice.

Creative Engagement
NNU Master of Social Work graduates will be prepared not only to be consumers of information but also professional leaders. This leadership role will include the continuous production of research and information which will contribute to the development of needed resources (domestically and globally), new clinical, gerontological, and administrative practice theories, more effective service delivery models, and a creative use of social and political advocacy with the goal of creating a more just world.

Social Responsiveness
NNU Master of Social Work graduates will be committed to promoting social and economic justice through the development of advanced practice skills/programs which enhance human well-being/functioning and alleviate poverty, oppression, and other forms of injustice for at-risk adults and children living in rural and small town settings, both domestically and globally.

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 with foundation status (62 semester credits) or advanced standing status (36 semester

credits). Students requesting admission to the program with either status 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 higher in the applicant's major field of study. Students with an overall GPA lower than 2.75 may be considered for admission provided that the GPA from the junior and senior years of their baccalaureate program is 3.0 or higher.
- Evidence of having successfully completed (C [2.0] or higher) a minimum of 21 semester credits from 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 covers 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, etc.).
- Personal statement/writing sample (6–8 pages).
- A basic knowledge of computer technology, including good word processing skills.

Please note: Academic credit is not given for life or work experiences.

Standing

Foundation Standing
Students who enter the Master of Social Work program from disciplines other than social work 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 Advanced Standing status are the same as foundation status admission requirements with the addition of the following requirements:

- Applicants must have an overall GPA of 3.25 or higher 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. [The five-year limit may be extended if the applicant has been engaged in full-time post-BSW social work practice.] 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 matriculation 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 participated in an intensive domestic or overseas learning experience. Applicants must 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 within the last five years with a grade of B (3.0) or higher will be considered as meeting the eligibility requirements for discussion of a course challenge. Consideration 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 accredited 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 an examination as an option for challenging a professional foundation course(s). Upon successful completion of a challenge examination, the applicant will be excused from taking the selected foundation course. A maximum of 12 credits may be challenged.

Program Requirements

Students are expected to earn at least a B- (2.70 on a 4.0 scale) in each course. Students receiving a grade lower than B- (2.70) in any course must repeat that course. Receipt of a grade lower than B- (2.70) in two courses will result in the student being placed on probation and may result in dismissal from the program. Dismissed students with special circumstances may be permitted to apply for readmission after one year.

Once fully admitted to the MSW program, students must maintain "continuous" enrollment. Continuous enrollment is defined as registering for at least one credit of course work each semester until graduation requirements are fulfilled. Exceptions to

this policy may be made for students experiencing highly unusual circumstances (examples: called to active military duty, hospitalization, death of an immediate family member). Requests for an exception must be submitted in writing and be approved by the program director.

Transfer Policy

Students currently enrolled in an accredited MSW program who would like to transfer to the program at NNU may, upon approval of the program director, transfer up to 25 percent of the credits necessary for completion of the MSW degree. Advanced field placement credits may not be transferred. Students requesting that the program consider their request to transfer credits should have an official transcript from all colleges and universities previously attended sent to the Department of Social Work. Transfer admission is generally granted to applicants who:

- have completed less than 33 percent of their program at another university and
- have a cumulative GPA of at least 3.0 and are in good academic standing at their previous institution.

Note: Only courses with a grade of B or better will transfer.

Graduate Social Work Program Expectations for Student Learning

- 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.
- Students are required to maintain no lower than a 3.0 GPA during the entire MSW program of study to remain in "good standing.".
- 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.
- Any student who misses 20 percent or 1/5 of the clock hours offered in a particular course may 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. The final decision related to the need for a student to repeat a course rests with the faculty member.

Discontinuance Policy

- Students who earn lower than a B- (2.70) 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 from the graduate social work program. Appeal of this action may be made through the formal appeal process described in this document.

- 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.

- 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.

- 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 unprofessional conduct that would warrant such a review include oral and written statements that are derogatory toward students, faculty, and other persons involved in a student's education. Any form of discrimination or disrespect shown to persons on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, or sexual orientation is contrary to the purposes and values of social work and will result in a review of the student's status.

- 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, the student may be subject to discontinuance from the MSW program.

Graduation Requirements

- Candidates who are accepted as foundation students must complete a minimum of 62 semester credits. Candidates who are accepted 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- (2.70) and an overall GPA of at least 3.0.

- The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

- The candidate must perform satisfactorily on the comprehensive examination. Please note that students must be in their final semester or have completed the final semester prior to the comprehensive exam. The candidate may choose to complete a thesis (SOWK7642) in lieu of a comprehensive presentation.

- The program must be completed satisfactorily within five years of matriculation. In rare cases, when a student can verify that a circumstance beyond his/her control—such as serious medical problems or military duty—is preventing him/her from completing the program within the five-year period, an application for "an extension of time to complete the program" may be submitted. The program director

will evaluate the validity of the request and determine the best way to proceed.

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 weekly 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 recognizes 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 the classroom.

Master of Social Work

62 semester credits required.

Foundation courses (26 credits):

SOWK6520. Human Behavior in the Social Environment I: A Life Cycle Perspective (3)
SOWK6522. HBSE II: Person and Environment (3)
SOWK6530. Social Welfare Policy and Services (3)
SOWK6540. Introduction to Research Methodology I (1.5)
SOWK6541. Introduction to Research Methodology II (1.5)
SOWK6551. Practice II: Organizations/Community Development (3)
SOWK6561. Practice I: Individuals/Families/Groups (3)
SOWK6570. Field Instruction I (3)
SOWK6571. Field Instruction Seminar I (1)
SOWK6572. Field Instruction II (3)
SOWK6573. Field Instruction Seminar II (1)

Concentration courses (36 credits):

SOWK7622. HBSE III: Social Work and Religion: Justice/Values/Ethics (3)
SOWK7624. HBSE IV: Multicultural Perspectives in Rural Social Work (3)
SOWK7630. Policy Issues in Rural America (3) [Students with an interest in international social work may develop a specialized project in this course]
SOWK7639. Introduction to SPSS Software (1) [required of those completing a thesis]
SOWK7640. Advanced Research Design (2)
SOWK7641. Advanced Research Methodology (2)
SOWK7642. Completion of Thesis (1-3) (optional)
SOWK7670. Field Instruction III (3)
SOWK7671. Field Instruction Seminar III (1)
SOWK7672. Field Instruction IV (3)
SOWK7673. Field Instruction Seminar IV (1)

Gerontological Social Work Practice Concentration:

SOWK7631. Practice III: Clinical Theories: Mature Adults in Rural and Small Town Settings (3)
SOWK7632. Practice IV: Clinical Assessment/Intervention/Evaluation of Cognitively and Physically Impaired Older Adults in Institutional Settings (3)
SOWK7633. Practice V: End-of-Life Issues and Grief Counseling with Mature Adults and Their Families (3)
SOWK7635. Demography, Medical Terminology, and Psychopharmacology with Mature Adults (1)
SOWK7610. Social Work Electives (1-2) (Total of 2 credits required)

Students must complete a minimum of one practice course outside the gerontology concentration.

Management, Community Planning, and Social Administration Concentration:

SOWK7610. Social Work Electives (1-2) (Total of 3 credits required)
SOWK7651. Community Organizing in Rural and Small Town Settings (3)
SOWK7652. Practice IV: Leadership Skills and Management Practices in Rural and Small Town Settings (3)
SOWK7654. Practice V: Financial Management and Resource Development in Rural and Small Town Settings (3)
SOWK7610. Social Work Electives (1-2) (Total of 3 credits required)

Students must complete a minimum of one practice course outside the management concentration.

Clinical Social Work Practice Concentration:

SOWK7661. Practice III: Mental Health Theories: Emphasis on Rural and Small Town Populations (3)
SOWK7662. Practice IV: Clinical Assessment/Intervention/Evaluation in Rural and Small Town Communities (3)
SOWK7664. Practice V: Group Treatment in Rural and Small Town Communities (3)
SOWK7610. Social Work Electives (1-2) (Total of 3 credits required)

Students must complete a minimum of one practice course outside the clinical concentration.

Addiction Studies Concentration:

SOWK7681. Practice III: Assessment, Diagnosis, and Treatment Planning in Substance Abuse (3)
SOWK7682. Practice IV: Individual and family Counseling for Alcohol and Drug Problems (3)
SOWK7683. Practice V: Group Work in Substance Abuse Treatment (3)
SOWK7684. Practice VI: Alcohol and Drug Education/Pharmacology (3)
SOWK7685. Introduction to Drugs and Alcohol in Society (1)
SOWK7686. Case Management of Drug and Alcohol Problems (1)
SOWK7687. Ethical and Legal Issues in Substance Abuse Treatment (1)

Course Descriptions

Social Work (SOWK)

SOWK6520. Human Behavior in the Social Environment I: A Life Cycle Perspective (3)

This is the first of four HBSE courses which 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.

SOWK6522. HBSE II: Person and Environment (3)

This is the second of four HBSE courses which will examine human behavior from a biopsychosocial perspective. HBSE II will examine the spiritual and cultural variables which influence human development. Additionally, the environment within which individuals function, including families, groups, communities and organizations, will be explored. **Prerequisite**: SOWK6520 or permission of the instructor

SOWK6530. Social Welfare Policy and Services (3)

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.

SOWK6540. Introduction to Research Methodology I (1.5)

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 hypotheses and research questions, problem formalization,

conceptualization and operationalization of both quantitative and qualitative levels of measurement, and construction of measures.

SOWK6541. Introduction to Research Methodology II (1.5)
This course is a continuation of SOWK6540 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. **Prerequisite:** SOWK6540 or permission of the instructor

SOWK6551. Practice II: Organizations/Community Development (3)
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.

SOWK6561. Practice I: Individuals/Families/Groups (3)
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.

SOWK6570. Field Instruction I (3)
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.
Prerequisite: SOWK6561 **Corequisite:** SOWK6571

SOWK6571. Field Instruction Seminar I (1)
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. **Corequisite:** SOWK6570

SOWK6572. Field Instruction II (3)
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. **Prerequisites:** SOWK6561, SOWK6570, and SOWK6571 or Director's permission **Corequisite:**SOWK6573

SOWK6573. Field Instruction Seminar II (1)
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. **Corequisite:** SOWK6572

SOWK7610. Social Work Electives (1-2)
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 semester. Elective offerings will be assigned either 1 or 2 credits, and students may complete as few as two or as many as three electives during the course of their program. Total of 3 credits required.

SOWK7622. HBSE III: Social Work and Religion: Justice/Values/Ethics (3)
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.

SOWK7624. HBSE IV: Multicultural Perspectives in Rural Social Work (3)
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.

SOWK7630. Policy Issues in Rural America (3)
This course prepares advanced social work practitioners to examine contemporary policy issues, especially as they relate to future development of human services in rural and small town communities in the Northwest. Public policy and legislative issues that are affecting the rural Pacific Northwest (particularly Washington, Oregon, and Idaho) will also be addressed. Different perspectives and models for interpreting and analyzing social policy will be presented in an effort to enhance understanding of the American societal responses to social, economic, political, and health needs within the context of a Christian worldview.

SOWK7631. Practice III: Clinical Theories: Mature Adults in Rural and Small Town Settings (3)
This course is designed to provide students with an understanding of optimal aging through the review of biological, social, cognitive, and spiritual perspectives. The course will be organized into two segments. The first segment will focus on psychotherapeutic processes in mature adults, the theory behind group and expressive therapy with mature adults and their families, and intergenerational, social, and community interviewing skills. The second segment of the course will emphasize specific treatment approaches for selected mental health issues/problems in mature adults, including personality disorders, anxiety and mood disorders, behavioral

disorders, and ethical and legal challenges in gero-
psychology. **Corequisite:** SOWK7635

SOWK7632. Practice IV: Clinical Assessment/Intervention/Evaluation of Cognitively and Physically Impaired Older Adults in Institutional Settings (3)

This course examines the many challenges faced by older adults and their extended family members when cognitive and physical impairments lead to out-of-home placement. Students will explore the etiology and natural course of aging and learn how to link assessment (diagnosis) with treatment (intervention) when an older person requires out-of-home care. Emphasis will be placed on avoidance of labeling and stigmatization by employing a strengths-based approach with clients who suffer from cognitive and/or physical impairments. Therapeutic caregiving modalities for use in assisted living, nursing home, and other institutional facilities will be reviewed.

SOWK7633. Practice V: End-of-Life and Grief Counseling with Mature Adults and Their Families (3)

This course is designed to examine the multiple factors that affect individuals and families as they encounter end-of-life issues. The course will include content on legal, ethical, and therapeutic challenges related to treatment options, palliative care, and hospice care for individuals facing the end of life. Multiple theories of grief work will be explored and compared from a best practice perspective, and students will review and examine their own belief and value systems as those relate to death and dying. Treatment with the bereaved will be discussed in the context of support groups, family interventions, cognitive interventions, and behavioral interventions. In each of the above areas, the impact of diverse spiritual, cultural, ethnic, socio-economic, gender, and sexual orientation will be considered.

SOWK7635. Demography, Medical Terminology, and Psychopharmacology with Mature Adults (1)

This course will focus on the demographic changes in the aging population, medical terminology used in clinical practice with mature adults, and the composition, uses, and effects of drugs on the mental activities and processes of aging adults.

SOWK7639. Introduction to SPSS Software (1)

This is a lab-style course designed to prepare students in the use of the Statistical Package for the Social Sciences (SPSS). The focus of this course will be a basic use of the SPSS program and a review of general research information pertinent to the usage of the program. The use of Basic Statistics will be included in this class. Grade of Pass/Fail. [Required of those completing a thesis]

SOWK7640. Advanced Research Design (2)

This course is designed to support students in identifying a research topic within their area of concentration, initiating a literature review on that topic, determining the feasibility of continuing with the selected topic, and establishing a finalized research question or hypothesis, and review both qualitative and quantitative research designs to determine which will best fit the student's research project. Note: It is expected that students will have completed a solid working draft of chapters one and two of their project by the completion of this course.

SOWK7641. Advanced Research Methodology (2)

This course provides students with an opportunity to continue working on a research problem within their area of concentration, complete their literature review, identify a

sample population, design a research tool, select an appropriate data analysis approach, collect, measure, and establish a "decision plan" related to accepting or rejecting their hypothesis (or research question), and complete a formal written research proposal. Note: It is expected that students will have completed a solid proposal document, which includes Chapters 1, 2, and 3 of their thesis project, by the end of this course. **Prerequisite:** SOWK7640

SOWK7642. Completion of Thesis (1-3)
Students may choose to complete a thesis in lieu of the comprehensive examination presentation. The proposal (first 3 chapters) will have been written in SOWK7640 and SOWK7641. The student will now gather data, analyze the data, and discuss the research findings in the final two chapters. Grade of Pass/Fail. **Prerequisites:**SOWK7640 and SOWK7641 **Corequisite:** SOWK7639

SOWK7651. Community Organizing in Rural and Small Town Settings (3)
This advanced social work course builds upon SOWK6530 and SOWK6551 content by examining community organizing and its impact on the delivery of human services in rural and small town communities. The primary focus is on using community organizing as a means for people working together to improve their neighborhoods and cities. This includes a wide variety of issues: housing, environment, public safety, public health and health care, childcare, jobs, poverty, discrimination, and many others. The impact of grassroots organizations (that is, organizations that are constituted of, by, and for local people using local knowledge and assets) on social change that enhances the common good and addresses issues of poverty, political disenfranchisement, and environmental and community degradation will be explored. Through a Christian worldview, strategies for initiating change in organizations and communities are identified, including different points of intervention, sources of resistance to change, and methods for overcoming such resistance. Throughout the course, special attention is given to factors affecting diverse population groups, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

SOWK7652. Practice IV: Leadership Skills and Management Practices in Rural and Small Town Settings (3)
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.

SOWK7654. Practice V: Financial Management and Resource Development in Rural and Small Town Settings (3)
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 and making it possible for rural and small communities to embrace the world economy. **Prerequisite:** SOWK7651 or SOWK7652

SOWK7661. Practice III: Mental Health Theories: Emphasis on Rural and Small Town Populations (3)

This course is designed to assist students in exploring three theoretical frameworks and treatment models commonly utilized in advanced clinical social work practice among small town and rural populations. The models are: cognitive-behavioral intervention, crisis intervention, and strengths based brief-therapy. Issues related to cultural/ethnic diversity, the impact of economic discrimination/oppression on client populations, and the role of values and ethics in mental health treatment will also be addressed in an effort to emphasize a holistic view of the person-in-environment.

SOWK7662. Practice IV: Clinical Assessment/Intervention/Evaluation in Rural and Small Town Communities (3)

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 course, and learn how to link diagnosis with treatment. 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.

SOWK7664. Practice V: Group Treatment in Rural and Small Town Communities (3)

This course focuses on the development of knowledge and skills in the use of group counseling 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 counseling leadership skills. Emphasis will be placed on forming the group, facilitating a 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. **Prerequisite:** SOWK7661 or SOWK7662

SOWK7670. Field Instruction III (3)

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. **Prerequisite:** SOWK7631, SOWK7651, SOWK7661, or 7681 **Corequisite:** SOWK7671

SOWK7671. Field Instruction Seminar III (1)

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. **Corequisite:** SOWK7670

SOWK7672. Field Instruction IV (3)
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. **Prerequisites:** SOWK7670 and SOWK7671   **Corequisite:** SOWK7673

SOWK7673. Field Instruction Seminar IV (1)
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. **Corequisite:** SOWK7672

SOWK7681: Practice III: Assessment, Diagnosis, and Treatment Planning in Substance Abuse (3)
This course focuses on screening, assessing, diagnosing, and developing treatment plans for individuals with alcohol and other drug problems. Various screening tools, including the American Society of Addiction Medicine Patient Placement Criteria will be introduced. In addition, students will be instructed in the use of a biopsychosocial model which utilizes the DSM-IV-TR to diagnose and assist in facilitating an effective link between assessment and treatment planning for individuals and families addressing drug and alcohol problems.

SOWK7682: Practice IV: Individual and Family Counseling for Alcohol and Drug Problems (3)
This course focuses on theories of counseling related to addiction treatment, the treatment process for addictions, and crisis intervention with individuals and families. Current and evolving therapeutic approaches and techniques, including cognitive-behavioral therapy, resilience, the stages-of-change model, motivational interviewing, and brief therapy, are explored. In addition, personal and professional development of the counselor is addressed, including self-care and adherence to ethical and behavioral standards of conduct.

SOWK7683: Practice V: Group Work in Substance Abuse Treatment (3)
This course focuses on the development of knowledge and skills associated with the use of group modalities in the treatment of individuals with drug and alcohol problems. The historical development of the use of groups in the treatment of persons with drug and alcohol problems will be traced and current trends and theories in group work with the above population will be reviewed. The classroom will serve as a laboratory for students to practice and develop their group therapy skills. Emphasis will be placed on the development of empowerment strategies which can be employed in forming groups, assessing the needs of group members, setting individual and group goals, and structuring group tasks and activities for clients with alcohol and other drug problems. The development of alternative methods of coping, including training in problem solving, healthy assertiveness, and mutual support, will be explored.

SOWK7684: Practice VI: Alcohol and Drug Education/Pharmacology (3)
The main focus of this course is to review the impact of alcohol, illegal drugs, and misused prescription medications. Issues such as prevention, transmission, pathophysiology, associated health problems, and common blood-borne pathogens (including HIV/AIDS and Hepatitis B) will be discussed. Prevention of other communicable diseases, such as TB and STI's, will be covered.

SOWK7685: Introduction to Drugs and Alcohol in Society (1)
This course is an overview of the phenomenon of addictions in general and addictions to substances in particular. The course will focus on the role of alcohol, tobacco, and other drugs in American society, the abuse of these substances, and the strategies and policies for prevention and intervention in abuse. The skills required of professional social workers and allied treatment professionals in working with substance abusers will be considered.

SOWK7686: Case Management of Drug and Alcohol Problems (1)
This course will focus on assisting students in gaining the key skills necessary to identify, obtain, and maintain information related to a wide range of community resources and referral services for clients seeking substance abuse treatment. Basic assessment skills, communication skills (oral and written), documentation and maintenance of client records, sensitivity to the multi-cultural and lifestyle characteristics of clients, and an understanding of the client referral process will be covered.

SOWK7687: Ethical and Legal Issues in Substance Abuse Treatment (1)
This course focuses on understanding and practicing ethical and legal standards as related to critical professional issues for addiction counselors. These include: 1) giving particular attention to the relationship and integration of professional values in the roles of trainer, practitioner, supervisor, and consultant; 2). adhering to Federal and State laws as well as agency regulations regarding treatment of substance users; and 3) developing strategies to promote self-awareness, self-care, maintenance of confidentiality in record keeping and sharing of information, and participation in preventive education as well as treatment activities.

Master of Science in Counseling

Faculty: Brenda Freeman (Chair), Dick Craig, Lori Fairgrieve, Curtis Garner, Susan Perkins, and Michael Pitts

Mission Statement

Northwest Nazarene University is committed to an educational process that enhances professional competence, personal character, and spiritual development. The mission statement of the NNU Counseling program is to prepare competent and compassionate counselors to assist members of our diverse society as they face life challenges and mental health issues in nonmetropolitan clinical; marriage and family; and school settings.

Program Description

The Counselor Education Department offers a Master of Science in Counseling degree with three program
areas within the field of counseling: Clinical 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. Students may also earn an emphasis area.

Clinical Counseling (CC)

Provides theory, skill building, and field preparation to work as an entry-level counselor in a clinical setting working with individuals, couples, and families. 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 skills and knowledge necessary to provide quality ethical counseling services to clinical members.

Beyond basic counseling skills, Clinical 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 Clinical Counseling students as well as the integration of relevant technology.

Marriage and Family Counseling (MFC)

This main emphasis of the program is to provide 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)

Leads to a State of Idaho Pupil Personnel Services Certificate with endorsement as a Standard School Counselor K-12. This counseling program 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.

The distinctions between the three program areas in counseling are generally related to the work setting, the theory used in the setting and/or the population served by the setting. Marriage and family majors no doubt feel more confident counseling family units, but school and clinical majors are encouraged to develop these skills, and are welcome to take marriage and family courses as electives if desired. Likewise to strengthen their individual counseling skills marriage and family students are encouraged to take the generalist electives (such as Grief and Loss) taken by most Clinical Counseling majors. Any graduate—clinical, marriage and family, or school— may counsel couples and families, as evidenced by the school counselors who elect to work with children and their parents. Specific distinctions are:

1. Marriage and Family students, by definition, have agreed to work primarily from a systems theory perspective. This perspective is taught in the specialty courses for Marriage and Family, and encompasses understanding individual issues within a family context. Most Marriage and Family majors elect to work in private practice settings upon graduation.
2. Clinical Counseling majors have elected a generalist counseling background, leading them to take the CACREP core plus a number of electives in a wide variety of areas. Clinical counselors may subscribe to a wide variety of theoretical orientations, including Adlerian, Behavioral, Existential, Integrative, etc. Clinical Counseling majors are more likely to work with non-profit, state, higher education, faith-based, and federal agencies.
3. School Counseling majors are prepared to work in K-12 public and private educational settings. (Higher education counseling is subsumed under the Clinical Counseling major.) Students may elect to focus on one area, such as high school counseling. School Counseling majors are encouraged to take electives such as Play Therapy and Art Therapy to further their skills in counseling children and adolescents.

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.

University Outcomes and Counselor Education Department Conceptual Model

Christ-like Character as Reflected in the Critical Social Theme: Relationship Dynamics
Christ-like character in Counselor Education students will be exhibited through the development of empathy, ethical reasoning, genuineness, and compassion. These traits are measured through performance in classroom and field experiences.

Academic Excellence as Reflected in the Critical Social Theme: Research, Assessment, and Program Evaluation
The Counselor Education Department faculty encourage academic excellence through high academic and professional expectations, in both performance and knowledge, as evidenced by performance on the comprehensive examination.

Creative Engagement as Reflected in the Critical Social Theme: Leadership and Community
Creative engagement, which encompasses creative problem solving, is at the heart of the therapeutic process students gain through faculty modeling, field based applications, and therapeutic instruction.

Social Responsiveness as Reflected in the Critical Social Theme: Democratic Society
Counselor Education students are expected to demonstrate social justice in advocating for the welfare of clients, exhibiting sensitivity to diverse populations, and serving the underserved.

Admission Requirements

1. A baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 2.8 in the baccalaureate program or a 3.0 in the most recent 30 semester credits earned. GRE is required for a GPA below 3.0. Applicants above a 3.0 cumulative undergraduate GPA may submit GRE scores to supplement their application files. However, the GRE is not required for those with a GPA of 3.0 or above.
3. An appropriate fit between the applicant and the program, as determined by references, a program interview, a resume, a biographical background, and a paper on the student's view of counseling.

Application Process

The applicant will submit the following to the Counselor Education Office:
1. Completed admission form.
2. A $40 nonrefundable application fee.
3. Official sealed transcripts from the institution where the student received their baccalaureate degree, plus any official transcripts that show graduate work other than Continuing Studies courses.
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. A two-page written paper covering the applicant's personal and professional biographical background.
6. A two-page written paper with the applicant's definition of counseling and what the applicant believes he or she offers as a professional to this field in terms of personal qualities and professional experiences.
7. A resume of work and/or related experiences.
8. 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.

NNU Courses Prior to Admission

Counseling applicants may complete a maximum of six credit hours at NNU prior to admission into the counseling program. Applicants will not be allowed to register in courses beyond six 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.

Dual Listed Courses Prior to Admission

Counseling courses taken prior to the earning of the undergraduate degree which are dual listed (graduate/undergraduate) are allowable for the program, only if taken at the graduate level. A maximum of 16 credit hours of dual listed courses are allowable. Students taking dual listed courses during undergraduate programs may apply to the Counselor Education program, but will not be eligible for full admittance until the undergraduate degree is posted on an official transcript. 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 dual listed courses are equivalent substitutes for NNU requirements.

Status

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. Full time status for Counselor

Education Department students is nine credit hours; six credits hours is the definition of full time status for Financial Aid.

Inactive Status
Admitted students who have not taken a course for three consecutive semesters, will be moved to inactive status. Individuals on inactive status may submit a letter requesting to be placed on active status again. Department faculty may ask the individual to reapply and meet all of the admission requirements. This policy does not apply to students who are not enrolled due to disciplinary reasons.

Academic Appeals

Please refer to the university's policy on academic appeals stated earlier in this catalog.

Discontinuance Policy

Students who earn lower than a B- (2.70) in two courses will be placed on academic probation. Notification of this status will be by letter from the Department Chair of the Master of Counseling program. Subsequently, a reduction in the academic load may be required. Students whose cumulative GPA is below 3.0 for two semesters will be subject to dismissal from the graduate counseling program. Appeal of this action may be made through the formal appeal process described in this document.

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.

Students who are unable to secure a satisfactory field site placement for reasons relating to their inappropriateness or their lack of readiness for placement will be subject to discontinuance from the program.

Graduate counseling students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the counseling profession (see ACA Code of Ethics). Behavior contrary to these ethics will be cause for review of the student's status in the program. Examples of unprofessional conduct that would warrant such a review include oral and written statements that are derogatory toward students, faculty, and other persons involved in a student's education. Any form of discrimination or disrespect shown to persons on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, or sexual orientation is contrary to the purposes and values of counseling and will result in a review of the student's status.

In instances where there is concern that the student's past or present functioning might interfere with professional counseling responsibilities, the student may be requested to seek professional counseling. Depending on the severity of the issues, the student may be subject to discontinuance from the Master of Science in Counseling program.

Plan of Study

After students are admitted into the counseling program, a plan of study will be placed in their file. The plan of study is the basis for academic advising.

Transfer Courses for an Admitted Student

Excepting dual listed courses (see policy) 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 6000 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 program area the student has designated.
3. The degree must be completed within six years following candidate's admission to the program.
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 Pre-Practicum: Basic Counseling Skills, Practicum in Counseling and in Internship in order for a student to graduate from the program. Grades of C- or lower will not count toward the graduate degree. (See Counseling program Academic Standing Policy)
5. The candidate must perform satisfactorily on the Counselor Education Department exit criteria, which align with the University Outcomes and Counselor Education Conceptual Model. Exit requirements include: a passing score on the comprehensive examination to be taken prior to degree completion date; participation in a minimum of four sessions of individual counseling; conference attendance and conference membership; participation in a counseling group approved by the program prior or concurrent to enrollment in Practicum; a pass grade on the collaborative project, including the dissemination component; and other requirements described in the Counseling Student Handbook and Policy Manual.
6. The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

Counseling Program Academic Standing Policy and Student Progress Review

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 Pre-Practicum: Basic Counseling Skills, Practicum in Counseling, Internship, and their specialty area courses in order to graduate from the program. A student must receive no grades of C- or lower. (Students may retake a course in order to raise their grade.)

There are retention screens and progress reviews outlined in the Counselor Education Department Handbook and Policy Manual 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. The screens reflect student progress on the Counselor Education Conceptual Model themes.

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, Clinical Counseling (CC)

60 semester credits required.

COUN6511. The Profession of Counseling (2)
COUN6512. Ethical and Legal Issues (3)
COUN6513. Societal Issues (2)
COUN6531. The Learning Process and Lifespan Development (2)
COUN6532. Theories of Counseling (3)
COUN6533. Family Counseling Theories (2)
COUN6534. Career Development (3)
COUN6541. Pre-Practicum: Basic Counseling Skills (3)
COUN6542. Group Counseling (2)
COUN6544. Multicultural Counseling Theories (2)
COUN6551. Diagnosis and Treatment of Psychopathology (3)
COUN6552. Addictions Counseling (2)
COUN7523. Organization and Administration of Clinical Services: Non-Profits, Mental Health and Substance Abuse (2)
COUN7535. Research Methodology (1-3) (2 credits required)
COUN7553. Measurement and Assessment (1-3) (2 credits required)
COUN7554. Statistics for Counselors (2)
COUN7561. Practicum in Counseling (1-6) (3 credits required) **
COUN7563. Clinical Intervention and Prevention: Non-Profits, Mental Health and Substance Abuse Services (3)
COUN7571. Psychopharmacology (1)

COUN7589. Internship in Counseling (1-24) (Community Setting, 10 credits required)
Electives or Emphasis Area: (6)

** Includes clock hours in the field

Master of Science in Counseling, Marriage and Family Counseling (MFC)

60 semester credits required.

COUN6511. The Profession of Counseling (2)
COUN6512. Ethical and Legal Issues (3)
COUN6513. Societal Issues (2)
COUN6531. The Learning Process and Lifespan Development (2)
COUN6532. Theories of Counseling (3)
COUN6533. Family Counseling Theories (2)
COUN6534. Career Development (3)
COUN6541. Pre-Practicum: Basic Counseling Skills (3) **
COUN6542. Group Counseling (2)
COUN6544. Multicultural Counseling Theories (2)
COUN6551. Diagnosis and Treatment of Psychopathology (3)
COUN6552. Addictions Counseling (2)
COUN7522. Couple Counseling (2)
COUN7523. Organization and Administration of Clinical Services: Non-Profits, Mental Health and Substance Abuse (2)
COUN7525. Family Systems Theory and Research (3)
COUN7527. Marriage and Family Counseling Assessment (2)
COUN7528. Practice of Family Counseling (2)
COUN7529. Human Sexuality (1)
COUN7535. Research Methodology (1-3) (2 credits required) **
COUN7538. Family Education Experience (2)
COUN7553. Measurement and Assessment (1-3) (2 credits required)
COUN7554. Statistics for Counselors (2)
COUN7561. Practicum in Counseling (1-6) (3 credits required) **
COUN7562. Couple and Family Experience (1-6) (3 credits required) **
COUN7589. Internship in Counseling (1-24) (MFC Setting, 10 credits required) **
** Includes clock hours in the field

Master of Science in Counseling, School Counseling (SC)

60 semester credits required.

COUN6511. The Profession of Counseling (2)
COUN6512. Ethical and Legal Issues (3)
COUN6513. Societal Issues (2)
COUN6531. The Learning Process and Lifespan Development (2)
COUN6532. Theories of Counseling (3)

COUN6533. Family Counseling Theories (2)
COUN6534. Career Development (3)
COUN6541. Pre-Practicum: Basic Counseling Skills (3) **
COUN6542. Group Counseling (2)
COUN6544. Multicultural Counseling Theories (2)
COUN6551. Diagnosis and Treatment of Psychopathology (3)
COUN6552. Addictions Counseling (2)
COUN7521. School Counseling (2)
COUN7524. Organization of Guidance Services (2)
COUN7535. Research Methodology (1-3) (2 credits required) **
COUN7545. Counseling Exceptionalities (2)
COUN7553. Measurement and Assessment (1-3) (2 credits required)
COUN7554. Statistics for Counselors (2)
COUN7561. Practicum in Counseling (1-6) (3 credits required) **
COUN7589. Internship in Counseling (1-24) (School Setting, 10 credits required) **
Emphasis Area or Electives (6)

** Includes clock hours in the field

Dual Program Option

A student may elect to graduate with program majors in both Marriage and Family
Counseling and School Counseling OR in Clinical Counseling and School
Counseling. Dual program students must take all the required course work for both
program areas, and fulfill 20 credit hours (10 credit hours in each major) of internship
encompassing the required field hours for both program areas, totally from 1200-1450
field clock hours.

Required Courses

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

Course	Title	CC	MFC	SC
COUN6511	The Profession of Counseling	2	2	2
COUN6512	Ethical and Legal Issues	3	3	3
COUN6513	Societal Issues	2	2	2
COUN6531	Learning Process & Lifespan Development.	2	2	2
COUN6532	Theories of Counseling	3	3	3
COUN6533	Family Counseling Theories	2	2	2
COUN6534	Career Development	3	3	3
COUN6541	Pre-Practicum: Basic Counseling Skills	3	3	3
COUN6542	Group Counseling	2	2	2
COUN6544	Multicultural Counseling Theories	2	2	2
COUN6551	Diagnosis and Treatment of Psychopathology	3	3	3
COUN6552	Addictions Counseling	2	2	2
COUN7521	School Counseling			2
COUN7522	Couple Counseling		2	
COUN7523	Organization and Administration of Clinical Services: Non-Profits, Mental Health and Substance Abuse	2		
COUN7524	Organization of Guidance Services			2
COUN7525	Family Systems Theory and Research		3	
COUN7527	Marriage and Family Counseling Assessment		2	
COUN7528	Practice of Family Counseling		2	
COUN7529	Human Sexuality		1	
COUN7535	Research Methodology	2	2	2
COUN7538	Family Education Experience		2	
COUN7545	Counseling Exceptionalities			2
COUN7553	Measurement and Assessment	2	2	2
COUN7554	Statistics for Counselors	2	2	2
COUN7561	**Practicum in Counseling	3	3	3
COUN7563	Clinical Intervention and Prevention: Non-Profits, Mental Health and Substance Abuse Services	3		
COUN7571	Psychopharmacology	1		
COUN7589	**Internship in Counseling (School Setting)			10
COUN7589	**Internship in Counseling (Clinical Setting)	10		
COUN7589	**Internship in Counseling (MFC Setting)		10	
	Electives/Emphasis Area	6		6
	Total Credit Hours	60	60	60
**Includes clock hours in the field				

Emphasis Areas

After admission, students are required to enroll in an emphasis area OR complete six credit hours of electives. Elective courses may cut across emphasis areas. Students may apply to more than one emphasis area, but the exit requirements must be fulfilled for each emphasis area, including demonstration of competencies, (See Counseling Student Handbook for more detail.)

Advanced Testing and Measurement
      COUN6512. Ethical and Legal Issues (3)
      COUN7553. Measurement & Assessment (3)
      COUN7572. Emphasis in Counseling: Testing and Measurement I (2)
      COUN7572. Emphasis in Counseling: Testing and Measurement II (2)
      COUN7572. Emphasis in Counseling: Testing and Measurement III (2)
      COUN7589. Internship in Counseling (2)

Counseling in a Faith Environment
      COUN6513. Societal Issues (2)
      COUN6541. Pre-Practicum: Basic Counseling Skills (3)
      COUN7561. Practicum in Counseling (3)
      COUN7572. Emphasis in Counseling: Counseling in a Faith Environment I (2)
      COUN7572. Emphasis in Counseling: Counseling in a Faith Environment II (2)
      COUN7572. Emphasis in Counseling: Counseling in a Faith Environment III (2)

Wellness and Spirituality
      COUN6541. Pre-Practicum: Basic Counseling Skills (3)
      COUN7561. Practicum in Counseling (3)
      COUN7573. Logotherapy (2)
      COUN7574. Wellness Models and Interventions (2)
      COUN7575. Integration of Spirituality in Counseling (2)
      COUN7589. Internship in Counseling (2)

Grief, Trauma, and Crisis
      COUN6541. Pre-Practicum: Basic Counseling Skills (3)
      COUN7561. Practicum in Counseling (3)
      COUN7576. Crisis Assessment and Models (1)
      COUN7577. Trauma Theory and Assessment (1)
      COUN7578. Complicated Bereavement Theory and Assessment (1)
      COUN7579. Clinical Interventions: Crisis Counseling (1)
      COUN7580. Clinical Interventions: Trauma (1)
      COUN7581. Clinical Interventions: Complicated Bereavement (1)
      COUN7589. Internship in Counseling (2)

Addictions Counseling
      COUN6512. Ethical and Legal Issues (3)
      COUN6552. Addictions Counseling (2)
      COUN7546. Addictions Case Management (2)
      COUN7547. DSM-IV (3)
      COUN7548. Advanced Addictions Counseling Strategies (2)
      COUN7549. Assessment of Substance Use Disorders (2)

Advanced Clinical Theory and Practice
COUN6541. Pre-Practicum: Basic Counseling Skills (3)
COUN6542. Group Counseling (2)
COUN6551. Diagnosis and Treatment of Psychopathology (3)
COUN7572. Emphasis in Counseling: Advanced Clinical Theory and Practice I (2)
COUN7572. Emphasis in Counseling: Advanced Clinical Theory and Practice II (2)
COUN7572. Emphasis in Counseling: Advanced Clinical Theory and Practice III (2)

Play Therapy
COUN6541. Pre-Practicum: Basic Counseling Skills (3)
COUN7510. Basic Play Therapy: History, Methods and Assessment (1)
COUN7511. Advanced Play Therapy: Contemporary Theory and Research (1)
COUN7512. Advanced Play Therapy Techniques and Practice I (1)
COUN7513. Advanced Play Therapy Techniques and Practice II (1)
COUN7514. Clinical Application in Play Therapy I (1)
COUN7515. Clinical Application in Play Therapy II (1)
COUN7561. Practicum in Counseling (3)
COUN7589. Internship in Counseling (2)

Course Descriptions

Counseling (COUN)

COUN5550. Special Topics (1-4)
Study of a specific topic or subject in the discipline. Credits are not applicable toward a graduate degree in counseling.

COUN5571. Workshop in Counseling (1-4)
Hands on experience of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor approval required.

COUN5572. Studies in Counseling (1-4)
Examination of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor approval required.

COUN6511. The Profession of Counseling (2)
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 to be taken during the first year in the program.

COUN6512. Ethical and Legal Issues (3)
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. This class is to be

taken during the first year in the program. It is a pre-requisite to COUN6541 and
COUN7561.

COUN6513. Societal Issues (2)
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. Students may
be allowed to replace this course with a departmental sponsored field experience such
as service work to an underserved population or an international experience.

COUN6514. Occupational Education--Principles and Foundations (2)
An awareness of basic foundations, philosophies, and principles of vocational education
including history, organization, legislation, and the future of vocational education.

COUN6531. The Learning Process and Lifespan Development (2)
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.

COUN6532. Theories of Counseling (3)
Critical analyses of selected classical and contemporary theories, including
Multicultural Counseling Theory, with examination of the practical meaning of the
theories for the counselor.

COUN6533. Family Counseling Theories (2)
This course is an introduction to the history and application of family systems
counseling and the broad range of family theories that have been used within the
tradition of family counseling. The students will be able to identify and understand
assessment techniques, intervention strategies, and resources needed in order to support
families as they look through the lens of theory. Unique family characteristics, such as
ethnic and cultural considerations will also be reviewed to highlight the diversity that
exists within families.

COUN6534. Career Development (3)
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. Addresses the impact of
career choices on family relationships.

COUN6536. Theories of Occupational Choice (2)
Historical consideration and contemporary evaluation of theories of occupational choice
and how these may be useful in making career decisions.

COUN6541. Pre-Practicum: Basic Counseling Skills (3)
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 COUN6541 just prior to COUN7561. 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. Prerequisites
or concurrent enrollment: COUN6512

COUN6542. Group Counseling (2)
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.

COUN6544. Multicultural Counseling Theories (2)
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. Students may be allowed to replace this course with a departmental sponsored field experience such as service work to an underserved population or an international experience.

COUN6551. Diagnosis and Treatment of Psychopathology (3)
An introduction to clinical diagnostic criteria and related clinical treatment planning strategies utilized by the Diagnostic and Statistical Manual IV in the assessment of mental and emotional disorders.

COUN6552. Addictions Counseling (2)
A detailed study identifying the history, classification, physiological and psychological effects associated with psychoactive substances. Additionally, assessment, diagnosis, treatment modalities, availability of resources, and obstacles of recovery will be discussed.

COUN6594. Topics in Counseling (1-4)
Exploration of a current topic or practice in department. May be repeated for credit.

COUN6598. Seminar (2-3)
Prerequisites determined by nature of specific seminar. Seminar approach to the study of clearly defined problems or issues. May be repeated for credit.

COUN6599. Independent Study (1-4)
Study of an assigned topic or guided research as directed by a graduate faculty member. Signature of
department Director required.

COUN7510. Basic Play Therapy: History, Methods and Assessment (1)
This course will introduce essential people and theorists that shaped the history of the profession of play therapy. It will help to identify developmentally appropriate play therapy toys and materials. The course will deepen the student's understanding of the developmental stages of children and children's play. Students will learn how to evaluate and assess elements of, and stages within the play therapy relationship, from intake to termination. The course will allow the student to appreciate the legal and ethical issues that are unique to play therapy, as well as understand issues of diversity and how they impact on every facet of play therapy.

COUN7511. Advanced Play Therapy: Contemporary Theory and Research (1)
Over the past decade, the practice of play therapy has witnessed a number of innovations and refinements of existing procedures. The goal of this class is to present a state-of-the-art overview of the latest advances and developments in the field, including the three main pillars of therapy: theory, research and practice. This course will

present the leading theories in play therapy and the current research being done to demonstrate their relevance to the practice of play therapy with children and their families. The core theories that will be explored are Adlerian, Client Centered, Cognitive Behavioral, Ecosystemic, Developmental, Psychodynamic, Gestalt and Eclectic Prescriptive Play Therapy.

COUN7512. Advanced Play Therapy Techniques and Practice I (1)
Students will learn the basic skills necessary to use the play interventions of therapeutic storytelling, sand play, bibliotherapy, and game play. This course will teach students how storytelling can be used effectively with both children and young adolescents to help them gain personal understanding and self-acceptance. Sand play is a unique technique that combines the wonderful use of touch and texture with that of creating a metaphor or narrative of the child's world. Students will learn the basic steps of using sand play and the sand tray in their work with children. Bibliotherapy refers to a process designed to help individuals solve problems and better understand themselves through reading literature or watching movies, videotapes, and the like. Games serve a variety of functions is counseling, and this class will demonstrate how games can be used to teach new behaviors, facilitate verbalization, and address specific concerns of a child or adolescent.

COUN7513. Advanced Play Therapy Techniques and Practice II (1)
Students will learn the basic skills necessary to use the play interventions of expressive/art therapy, puppetry, dramatic role play, and group play/filial therapy. This course will teach students how to best utilize expressive art techniques to reduce anxiety, develop rapport, capture attention, create and intensify moods, and communicate feelings. Puppet play allows young clients to displace their feelings about significant others onto the puppets. This course will teach students how to use dramatic play to gain information from the way in which the clients play their dramatic roles and how to use this to encourage safe expressions of strong feelings, both positive and negative, allowing clients to learn from externalizing an experience. This course will also present the basic skills of doing group play work, while exploring its different uses and its therapeutic value in the clinical applications with a wide variety of specialized populations.

COUN7514. Clinical Application in Play Therapy I (1)
This clinical application course will develop student knowledge, skills and self-awareness of play therapy techniques specific to clients across the lifespan. Play therapy can be therapeutically relevant to the specific developmental needs and issues of the client. Students will learn how to assess and evaluate the developmental needs of the client and to use play therapy techniques most effective as they pertain to the developmental needs of infants, toddlers, preschoolers, adolescents, adults and the elderly.

COUN7515. Clinical Application in Play Therapy II (1)
This clinical application course will develop student knowledge, skills and self-awareness of play therapy techniques specific to special populations. Play therapy can be extremely effective to help counselors address the needs of children with a variety of diversity issues. Other special populations that present with unique therapeutic challenges are children who have experienced trauma, grief and loss, children and divorced and blended families. This course will also demonstrate how play therapy can also be used to address the special needs of children with low self-esteem, challenging psychopathology, and disruptive behavioral issues.

COUN7521. School Counseling (2)
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.

COUN7522. Couple Counseling (2)
Couple issues and their impact on families and society as a whole is explored in this course, as well as multiple theories, strategies, and preventative approaches used in working with couples in providing couple counseling. Special emphasis will be placed on issues of couple functioning as they relate to sexuality, life-cycle dynamics, family of origin and intergenerational influences, culture, socioeconomic status, and belief systems.

COUN7523. Organization and Administration of Clinical Services: Non-Profits, Mental Health and Substance Abuse (2)
This course develops in students a broad base of understanding of the contextual dimensions of clinical and marital, couple, and family counseling, including history of clinical counseling, fundamentals of clinical and marriage and family counseling, societal trends and treatment issues important in working with diverse family systems, streams of funding in clinical mental health, models of general principles of clinical intervention with individuals and family, and legal dimensions, and the roles of clinical and marriage and family counselors.

COUN7524. Organization of Guidance Services (2)
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.

COUN7525. Family Systems Theory and Research (3)
This course is an advanced study of systems and family counseling theories. Reviews research on marital and family counseling including evidence-based treatments. Includes application of research on couples and family counseling to increase the effectiveness of counseling.

COUN7526. Methods of Teaching and Presentation (2)
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. This is a requirement for non-teachers. Certified teachers may elect to replace this course with two credit hours of electives.

COUN7527. Marriage and Family Counseling Assessment (2)
Students will acquire the knowledge to assess and conceptualize individuals and family problems as they exist within the context of their system. Includes selection of appropriate models for presenting problems, and development of treatment strategies.

COUN7528. Practice of Family Counseling (2)
An application of marital and family counseling theory techniques and concepts.

COUN7529. Human Sexuality (1)
An overview of the biological, psychological, and relational aspects of human
sexuality. Includes DSM-IV-TR sexuality diagnoses and treatment approaches for
counseling clients with sexual problems.

COUN7535. Research Methodology (2)
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.

COUN7538. Family Education Experience (2)
This course is designed to expose students to a variety of family education materials
that will assist the student in supporting families throughout their life-cycle stages.
Emphasis will be given to different types of parent education along with opportunities
to participate in delivering family education material. Emphasis will also be given to
preventative approaches to family dysfunction and other family related barriers.
Intensive supervision and support will be provided as a part of this experience.

COUN7545. Counseling Exceptionalities (2-3)
The emphasis of the course is an interdisciplinary focus on the overlap between special
education and counseling as it relates to working with exceptional children and their
families. Current outcomes research will be presented with an emphasis on Systems of
Care.

COUN7546. Case Management in Addictions (2)
A detailed study identifying the history, classification, physiological and psychological
effects associated with psychoactive substances. Additionally, assessment, diagnosis,
treatment modalities, availability of resources, and obstacles of recovery will be
discussed.

COUN7547. DSM-IV (3)
This course will develop student knowledge, skill, and self awareness in DSM-IV.

COUN7548. Advanced Addictions Counseling Strategies (2)
A detailed study of evidence-based clinical techniques promoting increased retention
and therapeutic outcomes for individuals and families afflicted by substance use
disorders and addictive behaviors. Prerequisite: COUN6552

COUN7549. Assessment of Substance Use Disorders (2)
A detailed study of advanced interviewing techniques and utilization of assessment
instruments associated with the identification and diagnosis of substance use disorders.
Attention to defense mechanisms, co-occurring disorders, and comprehensive
individualized treatment plan development will also be addressed. Prerequisite:
COUN6552

COUN7553. Measurement and Assessment (2)
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:COUN7535

COUN7554. Statistics for Counselors (2)
An introductory level course in statistics, designed to develop a basic understanding of descriptive and inferential statistical tools. The focus of the course is application of statistics for understanding research articles and the selection of appropriate statistical tools for field research and program evaluation. Prerequisite: COUN7535

COUN7561. Practicum in Counseling (3)
A course that combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in COUN6541. These will be demonstrated through field work, case conferences, and student videos. Course taught on a group supervision model. May be repeated for credit. Prerequisites: COUN6512, COUN6541, COUN6542, and participation in a counseling group approved by the program.

COUN7562. Couple and Family Experience (3)
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.

COUN7563. Clinical Intervention and Prevention: Non-Profits, Mental Health and Substance Abuse Services (3)
Course is designed to enhance student knowledge of the most prevalent diagnostic problems for clinical clients. Pharmacological and clinical treatments, including best practice research, will be used to increase student's clinical effectiveness in the clinical setting. Prerequisites: COUN6541

COUN7571. Psychopharmacology (1)
This is a required course for Clinical Counseling majors. This course will develop student knowledge, skill, and self awareness in Psychopharmacology.

COUN7572. Emphasis in Counseling (1-4)
Examination of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor/program approval required.

COUN7573. Logotherapy (2)
This course will develop student knowledge, skill, and self awareness in Logotherapy.

COUN7574. Wellness Models and Interventions (2)
This course will develop student knowledge, skill, and self awareness in wellness model and interventions.

COUN7575. Integration of Spirituality in Counseling (2)
This course will develop student knowledge, skill, and self awareness in the integration of spirituality in counseling.

COUN7576. Crisis Assessment and Models (1)
This course is designed to introduce current theory and practice models related to crisis, grief, and trauma intervention. Because of the short term and immediate risk factors associated with crisis, one key focus of the course is developing an understanding of mental status exams. Course content includes: (a) involuntary civil commitment; (b) vicarious traumatization, burnout, and compassion fatigue; (c) multicultural considerations; and (d) Self-of-the-counselor considerations.

COUN7577. Trauma Theory and Assessment (1)
This course includes assessment of trauma (categories of trauma) and the theoretical concepts/constructs for understanding the internal aspects of trauma and the impact of trauma. Course content focuses on more specific, practical application and divisions of crisis and trauma, including (a) PTSD; (2) mass disaster; (3) sexual assault; (4) domestic violence; (5) mental illness; (6) suicide prevention/intervention; (7) multicultural considerations; and (8) self-of-the-counselor considerations.

COUN7578. Complicated Bereavement Theory and Assessment (1)
This course centers upon the assessment of clinical bereavement, clinical interviews for complicated bereavement, and the theoretical constructs leading to a greater understanding of complicated bereavement and the symptomology and impairment associated with complicated bereavement.

COUN7579. Clinical Interventions: Crisis Counseling (1)
This course will encompass short term interventions for managing crisis situations. Skill demonstrations, role play, and other experiential activities will be utilized to assist in the development of student intervention skills.

COUN7580. Clinical Interventions: Trauma (1)
This course will encompass interventions for working with clients suffering from the effects of traumatic experiences. Skill demonstrations, role play, and other experiential activities will be utilized to assist in the development of student intervention skills.

COUN7581. Clinical Interventions: Complicated Bereavement (1)
This course will encompass interventions for working with clients suffering from the effects of complicated bereavement. Skill demonstrations, role play, and other experiential activities will be utilized to assist in the development of student intervention skills.

COUN7589. Internship in Counseling (1-24)
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. Prerequisites: COUN7561 and a minimum of four sessions of individual counseling.

COUN7593. Project (3-6)
An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the department.

COUN7610. Thesis (1-8)
Available by advisor approval to those students wishing to do guided research under the direction of a faculty member as a cooperative project.

COUN7610e. Thesis Extension (1)
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 COUN7610. Thesis.

COUN8620. Post-Masters Internship (1-24)
A seminar experience intended to enable post-graduates to integrate new clinical skills and/or develop more advanced counseling interventions. This course may be used to assist practicing counselors to have supervised internship experience for licensure. Note: 60 hours of field work equals one credit hour. Prerequisites: COUN7561 and a minimum of four sessions of individual counseling.

School of Nursing and Health Sciences

The Master of Science in Nursing (MSN) program at Northwest Nazarene University offers the working professional nurse an opportunity to complete a master's degree. This program is ideal for those with work and/or family responsibilities.

Graduate program in the School of Nursing and Health Sciences offers:
Master of Science in Nursing - Nursing Education (fully online)

Faculty: Patricia Kissell (Dean), Barbara Lester (Director)

Mission

The Master of Science in Nursing program at Northwest Nazarene University provides a Christian setting that fosters intellectual, professional, and spiritual growth. The program focuses on current research, evidence based practice, technology, and practices delivered by experienced professionals who can translate theory into practice. NNU's Master of Science in Nursing program prepares graduates of distinction in nursing education and clinical leadership.

Outcomes

University Outcomes
The School of Nursing and Health Science subscribes to the University Outcomes - Christ-like Character, Academic Excellence, Creative Engagement, and Social Responsiveness which are integrated into each individual course syllabus.

Master of Science in Nursing Program Outcomes
Graduates will:
• Assume clinical and/or educational leadership in diverse healthcare settings.
• Demonstrate scholarly activity in research, evidence based practice and adapting theoretical frameworks to clinical practice.
• Advocate for diverse populations and demonstrate social responsibility in healthcare delivery.

Program Goal

The Master of Science in Nursing program provides accessible graduate education in nursing that meets the demands of the profession while maintaining the highest degree of academic rigor and integrity.

Program Description

The program is a Master of Science in Nursing (MSN) degree with an area of focus: Nursing Education.   The program provides two entry options: Baccalaureate in Nursing to MSN and Associate in Nursing to MSN. Articulation of the associate nurse requires the completion of specified prerequisite courses. The program utilizes a cohort model for all courses that supports an interactive learning environment as well as collegiality throughout the student's progress.

Admission Requirements

In order to be admitted to the Northwest Nazarene University Master of Science in Nursing (MSN) program, applicants must hold a bachelor's or associate degree **in nursing** from an accredited institution. Applicants must be currently licensed as a registered nurse in the United States/US Territory or the equivalent for international licensure. Good standing with the licensing body is required.

Applicants will be admitted to the MSN program once the following admission requirements are complete:

Baccalaureate Degree in Nursing Admission Requirements
1. Bachelor's degree in nursing from an accredited institution.
2. Cumulative GPA of 3.0* in all academic course work.
3. Evidence of current RN Licensure.
4. Complete online admission application.

Associate Degree in Nursing Admission Requirements
1. Associate degree in nursing from an accredited institution.
2. Cumulative GPA of 3.0* in all academic course work.
3. Evidence of current RN Licensure.
4. One year work experience as a registered nurse.
5. Completion of the prerequisite undergraduate courses: pathophysiology, statistics, microbiology, and anatomy/physiology with a minimum grade of "C".
6. Completion of NNU prerequisite online undergraduate nursing bridge courses (or equivalent): NURS4970 Community Health Nursing, NURS4980 Nursing Research & Evidence Based Practice, NURS4990 Leadership Development with a minimum grade of "C".
7. Complete online admission application.

* Applicants with a GPA of 2.75-2.99 may be admitted provisionally. These applicants will be required to submit a professional reference that addresses their ability and potential to complete graduate study. In the first three graduate courses, provisional students must earn a cumulative GPA of 3.0. If the student does not earn the minimum GPA, they will not be permitted to progress in the MSN program.

Exceptions to regular admission requirements must be approved by the MSN Program Director. All requirements of the degree must be completed within 6 years following admission.

Transfer Credit

Students accepted into the MSN program may transfer credits up to 25 % of previously completed graduate work from another accredited institution. All transfer credits must be approved by the MSN program director. Credits must have been earned within four years preceding the date of admission to NNU's MSN program.

Application for Admission

Application for Admission - Baccalaureate Degree in Nursing
1. Submit online MSN application with a nonrefundable $50 application fee.
2. Provide evidence of current RN licensure.
3. Submit an official transcript of ALL previous undergraduate and graduate work to the School of Nursing and Health Sciences – MSN Program.
4. Provide professional reference if cumulative GPA is less than 3.0*
5. If English is not your native language, submit a minimum score of 550 paper, 213 computer, or 80 internet on the Test of English as a Foreign Language (TOEFL). If a student has completed an undergraduate degree from an accredited institution within the United States, or has completed at least 30 credits in such an institution, the TOEFL requirement is waived.

Application for Admission - Associate Degree in Nursing
1. Submit application for *Temporary or Non-Degree Admission* for Undergraduate Nursing Bridge Courses.
2. Submit online MSN application with a nonrefundable $50 application fee.
3. Provide evidence of current RN licensure.
4. Submit an official transcript of ALL previous undergraduate and graduate work to the School of Nursing and Health Sciences - MSN Program.
5. Provide professional reference if cumulative GPA is less than 3.0*
6. Provide employment verification letter including proof of one year RN work experience.
7. Submit official transcripts verifying completion of prerequisites.
8. If English is not your native language, submit a minimum score of 550 paper, 213 computer, or 80 internet on the Test of English as a Foreign Language (TOEFL). If a student has completed an undergraduate degree from an accredited institution within the United States, or has completed at least 30 credits in such an institution, the TOEFL requirement is waived.

* Applicants with a GPA of 2.75-2.99 may be admitted provisionally. These applicants will be required to submit a professional reference that addresses their ability and potential to complete graduate study. In the first three graduate courses, provisional students must earn a cumulative GPA of 3.0. If the student does not earn the minimum GPA, they will not be permitted to progress in the MSN program.

Exceptions to regular admission requirements must be approved by the MSN Program

Director. All requirements of the degree must be completed within 6 years following admission.

MSN Academic Standing Policy

In order to continue with good standing in the MSN program, students must meet the following criteria:

- Maintain a 3.0 or higher cumulative grade point average
- Receive no grades lower than "C"

Students failing to maintain these standards will be notified and may be subject to dismal from the program.

Active Status

A student who has been admitted to the MSN 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 dropped from the program.

Graduation Requirements

Graduation requirements for the Master of Science in Nursing degree:

- Completion of the requirements for the approved program.
- Completion of the required number of credits and/or certification for the specific program.
- Maintain a cumulative grade point average of 3.0 or higher.
- Only credits receiving a "C" (2.0) or higher grade may be applied toward the degree.
- Apply for graduation during the semester preceding the one in which expected completion of the degree is required.

Master of Science in Nursing - Nursing Education

36 Semester Credits Required

The focus of the degree is to prepare nurses for the role of educator in educational institutions, clinical facilities, and community agencies. Curriculum development, teaching-learning strategies and evaluation processes are covered in the course of study. Internship experiences take place in a variety of educational settings.

Prerequisites required for the Associate Degree Nurse:

NURS4970. Community Health Nursing (3)
NURS4980. Nursing Research & Evidence Based Practice (3)
NURS4990. Leadership Development (3)
Pathophysiology

Statistics
Microbiology
Anatomy/Physiology

Required graduate courses:

NURS6010. Family Nursing (3)
NURS6020. Healthcare Systems (3)
NURS6030. Advancing Professionalism (3)
NURS6040. Nursing as Ministry (3)
NURS6050. Teaching/Learning in Healthcare (3)
NURS6060. Research/Evidence Based Practice (3)
NURS7000. Principles of Teaching (3)
NURS7010. Curriculum Development (3)
NURS7020. Assessment/Evaluation Strategies (3)
NURS7030. Technology in Nursing Education (3)
NURS7040. Research Study/Evidence Based Practice Project (3)
NURS7050. Nursing Education Internship (3)

Course Descriptions

Nursing (NURS)

NURS6010. Family Nursing (3)
Focuses on the discipline of family nursing where the family is viewed as client.
Emphasizes theoretical models of family nursing.

NURS6020. Healthcare Systems (3)
Emphasizes the organization, financing and policies of national and international
healthcare systems. Analysis of issues and trends from a global perspective will be
considered.

NURS6030. Advancing Professionalism (3)
Examines the process of advancing professionally in nursing. Advocates for policies
that advance the profession of nursing. Articulates the value and role of the professional
nurse in interdisciplinary healthcare teams. Critique and synthesize multiple leadership
styles. Focuses on personal professional development, including online portfolio
development.

NURS6040. Nursing as Ministry (3)
Speaks to the distinctive of NNU as a Christian University with emphasis on spirituality
and Servant Leadership. This course challenges the graduate student to understand and
appreciate human diversity as a basis for culturally competent healthcare.

NURS6050. Teaching/Learning in Healthcare (3)
Perspectives on teaching and learning in healthcare is the focus of this course. Learning
theories and educational strategies that promote health, prevents disease, and protects
health in populations is emphasized.

NURS6060. Research/Evidence Based Practice (3)
Prepares the graduate student to utilize research and evidence-based practice findings to provide quality, cost-effective care and to improve nursing practice. A proposal for an evidence-based practice project or research study will be required. These projects/studies may be interdisciplinary. Training for human participant protection will be required.

NURS7000. Principles of Teaching (3)
Focus is the application of theoretical frameworks of teaching and learning. Included are learning styles, principles of teaching, teaching methods and strategies. The role of the educator in diverse settings is emphasized including legal and professional issues.

NURS7010. Curriculum Development (3)
Explores philosophical and contemporary curriculum designs. Preparation of a curriculum map will be required.

NURS7020. Assessment/Evaluation Strategies (3)
Develop an evaluation plan for nursing curriculum. Diverse methodologies and strategies (including simulation) will be employed to teach formative and summative evaluation. Appropriate and applicable accreditation standards will be incorporated.

NURS7030. Technology in Nursing Education (3)
Gain an awareness of informatics and develop practical skills for integrating these technologies in healthcare environments. Electronic grading and evaluation will be incorporated utilizing assessment and analysis software.

NURS7040. Research Study/Evidence Based Practice Project (3)
Builds on NURS6060 with the continuation and completion of the proposed study/project.

NURS7050. Nursing Education Internship (3)
Observation and participation in nursing education roles in diverse settings, utilizing a preceptor model.

Undergraduate Nursing Bridge Courses Required for Associate Degree Nurses

The online courses NURS4970, 4980, and 4990 are undergraduate requirements for the Associate Degree nurse; must be completed before beginning the Master of Science in Nursing program.

NURS4970. Community Health Nursing (3)
Experience-based study of nursing in health promotion, health protection, and health maintenance for communities. Major emphasis will be the collaborative role of nursing in management of community health care. A focus will be the environmental influences upon the health of groups.

NURS4980. Nursing Research and Evidence Based Practice (3)
Analysis of the scientific research and evidence base practice process in nursing . Students will be guided in applying and incorporating research and evidence based practice. Scholarly writing is the foundation for this course.

NURS4990. Leadership Development (3)
Focus on the profession of nursing and current sociological and educational developments. Scope of practice, roles and functions, and the framework for leadership in nursing within the health care system are emphasized. Issues and trends in trans-global nursing will be reviewed.

School of Theology and Christian Ministries

Mission Statement

Northwest Nazarene University's graduate theological online educational program exists to provide graduate theological education to pastors and church leaders who serve the Church of the Nazarene in the Northwest educational region, and the wider Christian and global community.

The School offers the following degrees:

Master of Divinity, Christian Education
Master of Divinity, Missional Leadership
Master of Divinity, Spiritual Formation
Master of Arts, Christian Education
Master of Arts, Missional Leadership
Master of Arts, Pastoral Ministry
Master of Arts, Spiritual Formation

Learning Objectives

Christ-like Character
Graduates of the School of Theology and Christian Ministries will grow toward spiritual maturity, using their knowledge of the Bible, the rich heritage of the Christian faith and Christian values to represent Christ to the world and build the community of Christ.

Academic Excellence
Through integrative reflection on the Bible, theology, history, philosophy, ethics, and contemporary society, graduates of the School of Theology and Christian Ministries will develop a world view consonant with both reason and revelation that will continue to develop beyond the classroom.

Creative Engagement
Graduates of the School of Theology and Christian Ministries will respond to needs with inspired solutions as they live lives of service in the world and in the church.

Social Responsiveness
In response to the claims of the Gospel, graduates of the School of Theology and

Christian Ministries will engage in Christian praxis with an expansive spirit that acknowledges the worth and dignity of all.

Master of Divinity & Master of Arts

Faculty: Jay Akkerman (Director), Joseph Bankard, Rhonda Carrim, Joe Gorman, Diane Leclerc, George Lyons, Mark Maddix, Thomas Oord, Brent Peterson, Richard Thompson, Kevin Timpe

Admission Requirements

The student will have a baccalaureate degree from a regionally accredited college or university or equivalent, which should include at least 8 semester/12 quarter credits in Biblical Studies, Christian Theology and/or Western Philosophy, 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 Office of Graduate Theological Online Education.
2. Provide three letters of recommendation from: District Superintendent or ecclesiastical superior; Someone 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 the student's native language, proficiency must be determined.
4. Submit an online application with a nonrefundable $50 application fee.
5. An initial payment of $1,000 is due prior to the start of a cohort, hereafter referred to as a learning community.

Academic Load

Students take a maximum of nine semester credits per session. 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

Given the nature of our online learning communities and the length of time students spend with one another in our online programs, enrollment continuity is essential. As a result, transfer credits are not generally accepted, although some exceptions may be given on a case-by-case basis. In the event that a student is permitted to transfer credits into a program, the School is unable to certify transferred credits for ordination purposes.

Active Status

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

Graduate Theological Online Education Degree Requirements

Completion of a degree requires the 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 in Master of Arts programs must be completed within three years of starting the program; students in Master of Divinity programs must complete their work within seven years of starting the program.

Candidates for the Master of Arts and Master of Divinity degrees must apply for their degrees one full semester prior to their anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

Typical Program Progress

1. Submit an application file of required documents at least one month before beginning the program.
2. The Director of Graduate Theological Online Education will notify the applicant of official acceptance into the program. Forms for application and financial aid are available online at www.nnu.edu/online. 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. Complete all course work during the 6-8 week period of an online course.
5. Complete a Master of Arts program in 24-30 months, depending on the program; or a Master of Divinity program in 54-60 months.

Program Tuition Discounts

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 discounts are offered to all assigned ministers serving in the Northwest Regional district of the Church of the Nazarene.
2. Smaller tuition discounts are available for all assigned ministers in the Church of the Nazarene outside the Northwest Region of the Church of the Nazarene.
3. Partial discounts may be given to persons serving as a missionary outside of North America or in global ministries on a case-by-case basis.

Master of Divinity: Christian Education

75 semester credits required.

Program Description

The Master of Divinity degree is a professional graduate degree common to most theological seminaries. Northwest Nazarene University's Master of Divinity degree is designed to prepare men and women for congregational ministry, missions, ministry agencies, and a variety of chaplaincy applications. Students in the Master of Divinity: Christian Education degree program are typically preparing for age-level vocational ministry in children's or youth ministries. Many students in this program serve in a ministry assignment during their studies. Master of Divinity: Christian Education students complete the vast majority of their course work by participating with both Master of Arts: Pastoral Ministries and Master of Arts: Christian Education learning communities. Students may begin their work with either learning community. After completing all work in one learning community, students enroll in the remaining learning community. In addition to their enrollment in both of the learning communities mentioned, students must also complete an advanced biblical exegesis course and a supervised ministry experience, both of which are offered as summer courses. The degree is offered in a fully online environment and is typically completed one course at a time over the span of four and a half years. To maximize contextualization, students in this program participate in a ministry mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Program Outcomes

1. The graduate understands and is able to explain Wesleyan-Holiness Theology as it relates to Scripture, Christian tradition, reason, and experience in the practice of ministry.
2. The graduate identifies characteristics of the cultural context of ministry and assesses them through an appropriate theological perspective, compares existing cultures with alternative cultural expressions, and develops personal and corporate practices consistent with the Kingdom of God.

3. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement.
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership.
5. The graduate identifies characteristics of human development theory necessary for teaching and learning in educational ministries.
6. The graduate integrates and values the role of social science research and theology to inform educational practices that foster congregational education and formation.
7. The graduate gains an understanding of and an appreciation for the historical, theological, and philosophical foundations that inform educational ministry and practice.
8. The graduate utilizes insights of Christian Education to evaluate the congregation (demographics) and move persons and congregations toward Christian maturity and practices consistent with Christian theology.

Curriculum

The required curriculum is divided into two areas:

Core Curriculum (34 semester credits)
Ten skill courses are offered to assist Christian leaders in applying educational ministry practices in their ministry contexts. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (40 semester credits)
Twelve courses are designed to provide a biblical, theological, philosophical, and historical foundation of Christian education within the Wesleyan tradition. The required curriculum is as follows: Seventy-five semester credits are to be taken in sequence in keeping with the particular learning community in which a student is presently enrolled.

Orientation (1 semester credit)
PRTH6000. Program Orientation (1); or PRTH6100. Introduction to Ministry/Program Orientation (1)

Core Curriculum (34 semester credits)
CHED6120. Introduction to Christian Education (4)
CHED6160. Christian Educational Ministries (3)
CHED6520. Topics in Christian Education: Postmodern Ministry (Youth/Children) (4)
CHED7320. Family Based Youth/Children's Ministry (4)
CHED7720. Seminar in Christian Education: Youth/Children's Ministry (4)
PRTH6560. Ministry Formation (3)
PRTH6960. Missiology and Contextualization (3)
PRTH6990. Supervised Ministry (3)
PRTH7560. Pastoral Leadership (3)
PRTH7960. Preaching and Worship (3)

Foundational Studies (40 semester credits)
BIBL6520. Biblical Foundations of Christian Educational Ministries (4)

BIBL6560. Introduction to Biblical Studies (3)
BIBL7560. Biblical Theology (3)
BIBL8090. Advanced Biblical Exegesis (3)
CHIS7120. Historical & Psychological Foundations of Christian Formation/Nurture (4)
CHIS6560. History of Christianity I (3)
CHIS6960. History of Christianity II (3)
PHIL6520. Theoretical Foundations of Christian Education (4)
PHIL7560. Philosophical Foundations of Ministry (3)
THEO7120. Theological Foundations of Christian Education (4)
THEO7560. Christian Theology I: Central Issues (3)
THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

Dual Degrees

Prospective Master of Divinity students who have already earned a master's degree from a regionally-accredited institution or recognized equivalent may transfer up to one-half of the credits required for NNU's Master of Divinity degree. Transferred credits must be from comparable course work from a previously earned master's degree, provided that students earned a B or better in each course.

Master of Divinity: Missional Leadership

75 semester credits required.

Program Description

As a professional graduate degree in ministry, the Master of Divinity is an extensive program designed to prepare students for a wide variety of vocational ministry opportunities including pastoral ministries, associate ministries, missions, and chaplaincy. Students in the Master of Divinity: Missional Leadership degree program tend to be particularly interested in applying ministry skills in a postmodern twenty-first century context. As in our other programs, many students in this program serve in a ministry assignment during their studies. Master of Divinity: Missional Leadership students complete the vast majority of their course work by participating with both Master of Arts: Pastoral Ministries and Master of Arts: Missional Leadership learning communities. Students may begin their work with either learning community. After completing all work in one learning community, students enroll in the remaining learning community. In addition to their enrollment in both of the learning communities mentioned, students must also complete an advanced biblical exegesis course and a supervised ministry experience, both of which are offered as summer courses. The degree is offered in a fully online environment and is typically completed one course at a time over the span of four and a half years. To maximize contextualization, students in this program participate in a ministry mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Program Outcomes

1. The graduate understands and is able to explain Wesleyan-Holiness Theology as it relates to Scripture, Christian tradition, reason, and experience in the practice of ministry.
2. The graduate identifies characteristics of the cultural context of ministry and assesses them through an appropriate theological perspective, compares existing cultures with alternative cultural expressions, and develops personal and corporate practices consistent with the Kingdom of God.
3. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement.
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership.
5. The graduate understands the historical interplay between cultural, philosophical, and theological shifts that inform Christian ministry practice.
6. The graduate utilizes insights of missional leadership to evaluate and assess congregational contexts and move persons and congregations toward practices consistent with a Wesleyan-Holiness theology.
7. The graduate understands and is able to explain God's mission in the midst of a dynamic and changing world.
8. The graduate engages the social context from the perspective of Christian mission to articulate and embody the gospel of Christ.

Curriculum

The required curriculum is divided into two areas:

Core curriculum (34 semester credits)
Ten courses are offered on the practice of ministry in a postmodern context. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (40 semester credits)
Twelve courses are designed to provide a biblical, theological, philosophical, and historical foundation of missional leadership within the Wesleyan tradition. The required curriculum is as follows: Seventy-five semester credits are to be taken in sequence in keeping with the particular learning community in which a student is presently enrolled.

Orientation (1 semester credit)
PRTH6000. Program Orientation (1); or, PRTH6100. Introduction to Ministry/Program Orientation (1)

Core Curriculum (34 semester credits)
CHED6160. Christian Educational Ministries (3)
PRTH6140. Introduction to Ministry & Culture (4)
PRTH6560. Ministry Formation (3)
PRTH6940. Communicating Visually (4)
PRTH6960. Missiology and Contextualization (3)
PRTH6990. Supervised Ministry (3)
PRTH7540. Missional Practicum (4)

PRTH7560. Pastoral Leadership (3)
PRTH7940. Community, Context & Transition (4)
PRTH7960. Preaching and Worship (3)

Foundational Studies (40 semester credits)
BIBL6540. Gospel & Culture (4)
BIBL6560. Introduction to Biblical Studies (3)
BIBL7560. Biblical Theology (3)
BIBL8090. Advanced Biblical Exegesis (3)
CHIS6540. Wesleyan Tradition in Context (4)
CHIS6560. History of Christianity I (3)
CHIS6960. History of Christianity II (3)
PHIL7540. Premodern, Modern & Postmodern Philosophies (4)
PHIL7560. Philosophical Foundations of Ministry (3)
THEO7560. Christian Theology I: Central Issues (3)
THEO7940. Theology of Leadership (4)
THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

Dual Degrees

Prospective Master of Divinity students who have already earned a master's degree from a regionally-accredited institution or recognized equivalent may transfer up to one-half of the credits required for NNU's Master of Divinity degree. Transferred credits must be from comparable course work from a previously earned master's degree, provided that students earned a B or better in each course.

Master of Divinity: Spiritual Formation

75 semester credits required.

Program Description

As a professional graduate degree in ministry, the Master of Divinity is an extensive program designed to prepare students for a wide variety of vocational ministry opportunities including pastoral ministries, associate ministries, missions, and chaplaincy. Students in the Master of Divinity: Spiritual Formation degree program tend to be particularly interested in their personal growth in Christ and in their ability to lead others toward personal spiritual growth in a Wesleyan theological context. As in our other programs, many students in this program serve in a ministry assignment during their studies. Master of Divinity: Spiritual Formation students complete the vast majority of their course work by participating with both Master of Arts: Pastoral Ministries and Master of Arts: Spiritual Formation learning communities. Students may begin their work with either learning community. After completing all work in one learning community, students enroll in the remaining learning community. In addition to their enrollment in both of the learning communities mentioned, students must also complete an advanced biblical exegesis course and a supervised ministry experience, both of which are offered as summer courses. The degree is offered in a fully online environment and is typically completed one course at a time over the span of four and a half years. To maximize contextualization, students in this program participate in a

ministry mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Program Outcomes

1. The graduate understands and is able to explain Wesleyan-Holiness Theology as it relates to Scripture, Christian tradition, reason, and experience in the practice of ministry.
2. The graduate identifies characteristics of the cultural context of ministry and assesses them through an appropriate theological perspective, compares existing cultures with alternative cultural expressions, and develops personal and corporate practices consistent with the Kingdom of God.
3. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian theological virtue, and responsible social engagement.
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership.
5. The graduate integrates the various ways spiritual formation may be part of the ministries of a local church in teaching, worship, preaching, and mission.
6. The graduate understands and develops spiritual formation practices, under the supervision of a mentor, that foster personal and spiritual growth.
7. The graduate practices the role of being a spiritual director, by utilizing spiritual formation practices, to a local group in their ministry context.
8. The graduate assesses spiritual journeys, individual and communities, for the purpose of creating a spiritual formation plan that will stimulate growth in acts of piety and mercy, i.e. inward and outward holiness.

Curriculum

The required curriculum is divided into two areas:

Core curriculum (34 semester credits)
Ten skill courses are offered to assist Christian leaders in applying spiritual formational practices in their ministry contexts. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (40 semester credits)
Twelve courses are designed to provide a biblical, theological, philosophical, and historical foundation of spiritual formation within the Wesleyan tradition. The required curriculum is as follows: Seventy-five semester credits are to be taken in sequence in keeping with the particular learning community in which a student is presently enrolled.

Orientation (1 semester credit)
PRTH6000. Program Orientation (1); or, PRTH6100. Introduction to Ministry/Program Orientation (1)

Core Curriculum (34 semester credits)
CHED6160. Christian Educational Ministries (3)
PRTH6180. Introduction to Spiritual Formation (4)
PRTH6560. Ministry Formation (3)
PRTH6960. Missiology and Contextualization (3)
PRTH6980. Topics in Spiritual Formation (4)
PRTH6990. Supervised Ministry (3)
PRTH7560. Pastoral Leadership (3)
PRTH7580. Seminar on Spirituality and Ministry (4)
PRTH7960. Preaching and Worship (3)
PRTH7980. Spiritual Direction (4)

Foundational Studies (40 semester credits)
BIBL6560. Introduction to Biblical Studies (3)
BIBL7560. Biblical Theology (3)
BIBL7580. Biblical Interpretation for Life and Ministry (4)
BIBL8090. Advanced Biblical Exegesis (3)
CHIS6560. History of Christianity I (3)
CHIS6580. Sources for Western Spirituality (4)
CHIS6960. History of Christianity II (3)
PHIL7560. Philosophical Foundations of Ministry (3)
PHIL7580. Theoretical Foundations for Spiritual Formation (4)
THEO6580. Readings in Western Spirituality (4)
THEO7560. Christian Theology I: Central Issues (3)
THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

Dual Degrees

Prospective Master of Divinity students who have already earned a master's degree from a regionally-accredited institution or recognized equivalent may transfer up to one-half of the credits required for NNU's Master of Divinity degree. Transferred credits must be from comparable course work from a previously earned master's degree, provided that students earned a B or better in each course.

Master of Arts: Christian Education

33 semester credits required.

Program Description

The Master of Arts online degree in Christian Education is designed to make graduate level Christian education available to people in ministry. Students are normally serving in a ministry assignment as professional full-time ministers or as lay leaders. The goal of this program is to equip youth and children's leaders with theoretical and practical skills for ministry in a postmodern age. The degree is completed in two years and is offered completely online. To maximize contextualization, students in the program participate in a ministry mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Program Outcomes

1. The graduate identifies characteristics of human development theory necessary for teaching and learning in educational ministries.
2. The graduate integrates and values the role of social science research and theology to inform educational practice that foster congregational education and formation.
3. The graduate gains an understanding of and an appreciation for the historical, theological, and philosophical foundations that inform educational ministry and practice.
4. The graduate utilizes insights of Christian Education to evaluate the congregation (demographics) and move persons and congregations toward Christian maturity and practices consistent with Christian theology.

Curriculum

The required curriculum is divided into two areas:

Core curriculum (16 semester credits)
Four skill courses are offered to assist Christian leaders in applying educational ministry 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 Christian education within the Wesleyan tradition. The required curriculum is as follows: Thirty-three semester credits are to be taken in sequence outlined in each learning community and include the following areas of study:

Orientation (1 semester credit)
PRTH6000. Program Orientation (1)
Core Curriculum (16 semester credits)

CHED6120. Introduction to Christian Education (4)
CHED6520. Topics in Christian Education: Postmodern Ministry (Youth/Children) (4)
CHED7320. Family Based Youth/Children's Ministry (4)
CHED7720. Seminar in Christian Education: Youth/Children's Ministry (4)

Foundational Studies (16 semester credits)
BIBL6520. Biblical Foundations of Christian Educational Ministries (4)
CHIS7120. Historical & Psychological Foundations of Christian Formation/Nurture (4)

PHIL6520. Theoretical Foundations of Christian Education (4)
THEO7120. Theological Foundations of Christian Education (4)

Master of Arts: Missional Leadership

33 semester credits required.

Program Description

The Master of Arts online degree in Missional Leadership is designed to equip men and women with a Wesleyan-Holiness approach to engaging their twenty-first century cultures as Christian leaders. The program emphasizes the need for Christ followers to live out the gospel so that it is seen and experienced in community. By marrying mission with the wholeness of life, both personally and culturally, this program advances missional leadership as incarnational and holistic: missional leaders recognize the value of tradition and the opportunities and pitfalls within culture; they lead through servanthood; and they seek to ground their ministries biblically and theologically toward a purpose that is bigger than themselves.

Program Outcomes

1. The graduate understands the historical interplay between cultural, philosophical, and theological shifts that inform Christian ministry practice.
2. The graduate utilizes insights of missional leadership to evaluate and assess congregational contexts and move persons and congregations toward practices consistent with a Wesleyan-Holiness theology.
3. The graduate understands and is able to explain God's mission in the midst of a dynamic and changing world.
4. The graduate engages the social context from the perspective of Christian mission to articulate and embody the gospel of Christ.

Curriculum
The required curriculum is divided into two areas:

Core curriculum (16 semester credits)
Four courses are offered on the practice of ministry in a postmodern context. 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 missional leadership within the Wesleyan tradition. The required curriculum is as follows: Thirty-three semester credits are to be taken in sequence outlined in each learning community and include the following areas of study:

Orientation (1 semester credit)
PRTH6000. Program Orientation (1)

Core Curriculum (16 semester credits)
PRTH6140. Introduction to Ministry & Culture (4)
PRTH6940. Communicating Visually (4)
PRTH7540. Missional Practicum (4)
PRTH7940. Community, Context & Transition (4)

Foundational Studies (16 semester credits)
BIBL6540. Gospel & Culture (4)
CHIS6540. Wesleyan Tradition in Context (4)
PHIL7540. Premodern, Modern & Postmodern Philosophies (4)
THEO7940. Theology of Leadership (4)

Master of Arts: Pastoral Ministry

37 semester credits required.

Program Description

The Master of Arts online degree in Pastoral Ministry is designed to provide pastors and church leaders with a Wesleyan-holiness approach to pastoral ministry. Particular attention is given to preparing pastors and church leaders to integrate theological study with the practice of ministry in congregations and the world. The degree is also designed to complete all required educational competencies for ordination as an Elder in the Church of the Nazarene. To maximize contextualization, students in this program participate in a ministry mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Program Outcomes

1. The graduate understands and is able to explain Wesleyan-Holiness Theology as it relates to Scripture, Christian tradition, reason, and experience in the practice of ministry.
2. The graduate identifies characteristics of the cultural context of ministry and assesses them through an appropriate theological perspective, compares existing cultures with alternative cultural expressions, and develops personal and corporate practices consistent with the Kingdom of God.
3. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement.
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership.
5. The graduate understands and applies the offers of ministry to their cultural context in light of the Wesleyan-Holiness tradition.

Curriculum

The required curriculum is divided into two areas:

Core curriculum (15 semester credits)
Five skill courses are offered to assist Christian leaders in integrating theory and ministry practices in their local ministry context. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (21 semester credits)
Seven courses are designed to provide a biblical, theological, philosophical, and historical foundation of pastoral ministry within the Wesleyan tradition. The required curriculum is as follows: Thirty-seven semester credits are to be taken in sequence outlined in each learning community and include the following areas of study:

Orientation (1 semester credit)
PRTH6100. Introduction to Ministry/Program Orientation (1)

Core Curriculum (15 semester credits)
CHED6160. Christian Educational Ministries (3)
PRTH6560. Ministry Formation (3)
PRTH6960. Missiology and Contextualization (3)
PRTH7560. Pastoral Leadership (3)
PRTH7960. Preaching and Worship (3)

Foundational Studies (21 semester credits)
BIBL6560. Introduction to Biblical Studies (3)
BIBL7560. Biblical Theology (3)
CHIS6560. History of Christianity I (3)
CHIS6960. History of Christianity II (3)
PHIL7560. Philosophical Foundations of Ministry (3)
THEO7560. Christian Theology I: Central Issues (3)
THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

Master of Arts: Spiritual Formation

33 semester credits required.

Program Description

The Master of Arts online degree in Spiritual Formation 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. To maximize contextualization, students in this program participate in a ministry mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Program Outcomes

1. The graduate integrates the various ways spiritual formation may be part of the ministries of a local church in teaching, worship, preaching, and mission.
2. The graduate understands and develops spiritual formation practices, under the supervision of a mentor, that foster personal and spiritual growth.
3. The graduate practices the role of being a spiritual director, by utilizing spiritual formation practices, to a local group in their ministry context.
4. The graduate assesses spiritual journeys, individual and communities, for the purpose of creating a spiritual formation plan that will stimulate growth in acts of piety and mercy, i.e. inward and outward holiness.

Curriculum

The required curriculum is divided into two areas.

Core curriculum (16 semester credits)
Four skill courses are offered to assist Christian leaders in applying 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. The required curriculum is as follows: Thirty-three semester credits are to be taken in sequence outlined in each learning community and include the following areas of study:

Orientation (1 semester credit)
PRTH6000. Program Orientation (1)

Core Curriculum (16 semester credits)
PRTH6180. Introduction to Spiritual Formation (4)
PRTH6980. Topics in Spiritual Formation (4)
PRTH7580. Seminar on Spirituality and Ministry (4)
PRTH7980. Spiritual Direction (4)

Foundational Studies (16 semester credits)
BIBL7580. Biblical Interpretation for Life and Ministry (4)
CHIS6580. Sources for Western Spirituality (4)
PHIL7580. Theoretical Foundations for Spiritual Formation (4)
THEO6580. Readings in Western Spirituality (4)

Course Descriptions

Biblical Literature (BIBL)
BIBL6520. Biblical Foundations of Christian Educational Ministries (4)
The course will provide a biblical framework for Christian education ministry. Special

attention will be given to a Wesleyan hermeneutical process of interpretation as well as Bible study methodologies.

BIBL6540. Gospel & Culture (4)
This course approaches the biblical texts from a Christocentric narrative with special attention given to the role of culture on the biblical writers, as well as those who have interpreted Scripture in the past and present.

BIBL6560. Introduction to Biblical Studies (3)
An in-depth study of the books of the Bible in their historical, cultural, and literary context. Matters of canon, text, content, structure, theology, chronology, geography, and archaeology will be emphasized.

BIBL7560. Biblical Theology (3)
A survey of the historical and theological discipline and data of biblical theology. Some attention is given to its history, definition, methods, and challenges. The course will focus on the content of biblical theology: its major witnesses, themes, and theologically significant passages. Some consideration is given to the relationship between this synthesizing account of the religious and theological message of the Bible and responsible exegesis, hermeneutics, systematic theology, and preaching.

BIBL7580. Biblical Interpretation for Life and Ministry (4)
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".

BIBL8090. Advanced Biblical Exegesis (3)
An in-depth exegetical study of an Old Testament and/or New Testament book/s. The course will emphasize the historical occasion, purpose, and theological message of the selected biblical books. It will survey relevant contemporary biblical hermeneutics. It will utilize inductive, grammatical, historical-critical, literary, and reader-oriented exegetical methods. The course will self-consciously focus on interpretation within and for the believing community.

Christian Education (CHED)

CHED6120. Introduction to Christian Education (4)
A study of the nature of the church community and the role of education in the development of congregational life. Particular attention is given to the overall educational ministries of congregations. Ministry structures for discipleship and Christian formation will be evaluated critically on the basis of integrated thinking from theology and the social sciences.

CHED6160. Christian Educational Ministries (3)
A study of the nature of the church community and the role of education in the development of congregational life. Particular attention is given to the overall educational ministries of congregations. Ministry structures for discipleship and Christian formation will be evaluated critically on the basis of integrated thinking from theology and the social sciences.

CHED6520. Topics in Christian Education: Postmodern Ministry (Youth/Children) (4)
The course focuses on the impact of postmodernism on youth and children's ministry, drawing upon experts in the area of youth and children's ministry.

CHED7320. Family Based Youth/Children's Ministry (4)
The course approaches ministry to youth and children from a family systems perspective, drawing on current models and approaches from experts in the field of youth and children's ministry.

CHED7720. Seminar in Christian Education: Youth/Children's Ministry (4)
The course focuses on contemporary issues and topics in the field of youth and children's ministry, drawing upon experts in the area of youth and children's ministry.

Church History (CHIS)

CHIS6540. Wesleyan Tradition in Context (4)
This course explores how John Wesley's historic vision for the practice of Christian ministry engaged his cultural context. Students will also assess how Wesley's approach to theology and practice may serve as a foundation for missional ministry engagement today.

CHIS6560. History of Christianity I (3)
A study of the historical development of Christianity from 150-1500 C.E. from the Patristic period through pre-Reformation. The course will trace theological and doctrinal development as well as offer a general survey of the history of the Church in its ecclesiastical and cultural contexts. The student will have opportunity to read primary as well as secondary sources, and do research on a specified and focused area of interest.

CHIS6580. Sources for Western Spirituality (4)
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.

CHIS6960. History of Christianity II (3)
A study of the historical development of Christianity from 1500-present, C.E. from the Reformation through the 20th century. The course will trace theological and doctrinal development as well as offer a general survey of the history of the Church in its ecclesiastical and cultural contexts. The student will read primary as well as secondary sources, and do research on a specified and focused area of interest.

CHIS7120. Historical & Psychological Foundations of Christian Formation/Nurture (4)
The course explores the historical foundations of Christian nurture and formation. Particular attention will be given to the historical development of Christian nurture as well as the impact of developmental theories on Christian formation.

Philosophy (PHIL)

PHIL6520. Theoretical Foundations of Christian Education (4)
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/moral development.

PHIL7540. Premodern, Modern & Postmodern Philosophies (4)
This course examines the breadth of human thought across the history of philosophy. Special attention will be given to the ways in which these philosophical perspectives have shaped or been shaped by the Christian message.

PHIL7560. Philosophical Foundations of Ministry (3)
This course will provide the fundamentals for logical reasoning, review the philosophical foundations of theology, explore contemporary issues in the philosophy of religion, and develop methods for making ethical decisions within the framework of Christian values.

PHIL7580. Theoretical Foundations for Spiritual Formation (4)
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.

Practical Theology (PRTH)

PRTH6000. Program Orientation (1)
This course orients the student to the resources, procedures, electronic operations, and expectations of the program.

PRTH6100. Introduction to Ministry/Program Orientation (1)
This course explores aspects of a vocational call to ministry. Also, the course will orient the student to the resources, procedures, electronic operations, and expectations of the program.

PRTH6140. Introduction to Ministry & Culture (4)
This course introduces students to the discipline and challenge of missional leadership today. As the first course in the program, this course offers extensive examination of the nature and scope of missional leadership, and deeper understanding of the cultural contexts in which students live and serve.

PRTH6180. Introduction to Spiritual Formation (4)
This course gives an intensive examination of the discipline of spiritual formation. Particular emphasis will be given to the examination and practice of the fourteen disciplines of spiritual formation with the purpose of helping students in their personal spiritual formation.

RTH6560. Ministry Formation (3)
The personal and spiritual formation of the minister will be explored. Special attention will be given to personal and spiritual formation, the role of the family in ministry, pastoral care and counseling, and congregational care.

PRTH6940. Communicating Visually (4)

This course focuses on a leader's need to develop a broader communications palette for communicating in an increasingly postliterate world. Special emphasis will be placed on the development of visual metaphors from Scripture in leadership, teaching, worship, and preaching.

PRTH6960. Missiology and Contextualization (3)

This course provides a study of the challenge and complexity of mission within the cultural diversity of today's world. Students will review the historical dimensions of missiology, develop biblical and theological foundations for missional ecclesiology, and strategize for cross-cultural communication of the gospel.

PRTH6980. Topics in Spiritual Formation (4)

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 student.

PRTH6990. Supervised Ministry (3)

Under the direction of a ministry mentor, students will be involved in practical ministry experience in a local ministry context. Special attention will be given to preaching, counseling, teaching, education, evangelism, and administration. The experience will be under the direction of the instructor in cooperation with the supervising ministry mentor.

PRTH7540. Missional Practicum (4)

This course at the beginning of a student's second year of study centers on a multiple-day on-site practicum with his or her colleagues through interactions with a variety of leading edge missional pastors and churches in the Pacific Northwest. Students who cannot attend the practicum personally may also participate online through webcasting technologies.

PRTH7560. Pastoral Leadership (3)

This course will help to equip ministers to lead and manage churches and mission agencies. Special attention will be given to the student's ability to conceive and articulate purpose, mission, and vision for ministry and assist the student in developing the strategic means to realize that vision.

PRTH7580. Seminar on Spirituality and Ministry (4)

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 an optimum group experience.

PRTH7940. Community, Context & Transition (4)

In this course, students develop a ministry project from their own cultural context, assessing their own leadership, church structures, and community needs and developing strategies for more effective missional ministry implementation.

PRTH7960. Preaching and Worship (3)
An advanced study of the methods of homiletics as well as application of principles of biblical interpretation to worship and preaching. A major focus of the course will be on practical application to selected biblical passages through the writing and preaching of expository sermons as well as a study of the Christian practices of the Church including baptism, funerals, weddings, and the Eucharist.

PRTH7980. Spiritual Direction (4)
This course explores the meaning, place, models, and dynamics of the ministry of spiritual direction through an intensive experience. Participants will be mentored by a spiritual director, receive feedback on their own ministry of offering spiritual direction, and 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.

Theology (THEO)

THEO6580. Readings in Western Spirituality (4)
Students will read contemporary theological works and explore their relation to spiritual formation. Critical analysis of the different theologies will provide the student with an understanding of contemporary issues in spiritual formation.

THEO7120. Theological Foundations of Christian Education (4)
The course is designed to provide an underpinning for Christian education by examining John Wesley's theological sources. Particular attention will be given to how theology informs Christian educational ministry practices.

THEO7560. Christian Theology I: Central Issues (3)
Students will explore the theological issues pertaining to the classical doctrines of the Wesleyan tradition. This exploration will focus upon the main characteristics of the nature of God, Christ, the Holy Spirit, the human person, sin, salvation, the Christian life, the Church and sacraments, and eschatology.

THEO7940. Theology of Leadership (4)
This course explores the implications of how a missional understanding of God shapes followers of Christ and faith communities, as well as how various theologies relate to our understanding of God. Special attention will be given to evangelism, church structure, and ecclesiology.

THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)
Students will reflect theologically on life and ministry by exploring various sources of theological reflection. In particular, dominant themes and figures in contemporary theology will be explored. In this exploration, students will compare and contrast distinctive characteristics of Wesleyan theology, including various understandings of holiness, with issues found in contemporary theology.

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