

Northwest Nazarene University

Graduate Catalog 2012-2013

David Alexander, Ed.D.
President

Burton Webb, Ph.D.
Vice President for Academic Affairs

Mark Maddix, Ph.D.
Director, Graduate Studies
208-467-8368 Fax: 208-467-8252

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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 40 undergraduate majors, eight master's degrees and one doctoral degree. In addition to its programs on its home campus, NNU students may study in cooperative programs in ten countries around the world. Northwest Nazarene serves approximately 1,300 undergraduate students, 730 graduate students, and 500 continuing education students each year.

Campus

Northwest Nazarene University is located in Nampa, Idaho in the Boise metropolitan area. The campus, with its 34 buildings, covers 90 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 faith traditions are welcome to study at NNU. The University welcomes applications from international students and individuals representing minority populations.

University Mission

The mission of Northwest Nazarene University is the transformation of the whole person. Centered in Jesus Christ, the NNU education instills habits of heart, soul, mind and strength to enable each student to become God's creative and redemptive agent in the world.

Values

Transformation

We believe education fosters transformation. NU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.

Truth

We believe education pursues truth. NU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

Community

We believe education flourishes in community. NU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.

Service

We believe education cultivates service. NU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

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 internationally accredited by the Accreditation Council for Business Schools and Program 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. Marriage and Family Program graduates may also apply for the ALMFT certification in the State of Idaho. The post-graduate pre-certification program in Play Therapy prepares students for APT certification at the national level.

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 certification 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

The Master of Science in Nursing program was accredited by the Commission on Collegiate Nursing Education (CCNE) in October 2010 for a period of five years.

Religion

Northwest Nazarene University's graduate theological online education program has associate membership in The Association of Theological Schools (ATS). The pastoral ministry core of the Master of Divinity and the Master of Arts: Pastoral Ministry program are both recognized by the Church of the Nazarene's International Course of Study Advisory Committee (ICOSAC) as validated courses of study meeting the educational requirements of ordination in the denomination.

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

Vital to the educational and intellectual life of the university, the John E. Riley Library contains almost 125,000 books, 75,000 electronic books and currently receives thousands of electronic periodicals. The library also has approximately 60,000 volumes in collections of microforms, non-print materials, and state and federal government documents, for which the library is a selective depository. A special collection of works by or about John Wesley is maintained.

The library's web page is www.nnu.edu/library. It provides links to the library's online catalog which is shared with College of Idaho, various indexes and databases many of which include full-text materials, and to other libraries. Through participation in OCLC Inc., an international library network, the library has access to more than 245,000,000 additional books and other materials from libraries around the world.

In addition to the shared system with College of Idaho, a reciprocal borrowing agreement with Boise State University allows students to check out a limited number of items from this library.

Key to the library's mission is its staff, which provides friendly, professional service. Librarians, staff, and student assistants are available to make use of the library more effective and meaningful. Library services include interlibrary loans, instruction, and individual research assistance.

The library provides individual and group study areas and has wireless access for laptops in addition to campus networked computers.

The University Archives, located in the lower level of the Library, contains items pertaining to the history of the University. Use of the Archives is by appointment only.

Technology and Media Resources

A one-stop center for help with NNU Technology and Media needs, the TMR is located in the Wiley Learning Center, room 119. TMR offers a wide variety of audio/visual services for the campus.

TMR services include sending and receiving faxes, providing materials to produce signed and instructional materials, laminating, audio duplicating and recording, video duplicating and recording, photography and other related services.

The TMR sells a wide range of supplies including graphic arts and production materials, blank audio and video tapes, and storage media. Additional computer print credit may also be purchased at TMR.

The TMR team also provides critical individual, program and institutional academic computing services. These include training and consultation on information technologies for NNU students and employees, as well as printing and copying management for the campus. Computer help is available to students through the Technology and Media Resources help desk. There are four ways to access the help desk:

1. By visiting help.nnu.edu to find common answers to several issues.
2. By calling 208-467-8111 where TMR agents are available to assist.
3. By e-mailing help@nnu.edu and creating a help ticket.
4. Or by visiting TMR in the Wiley Learning Center during walk-in hours.

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 Testing 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 students with disabilities who wish to identify themselves and provide documentation of their needs. Such students should contact the Director of Academic Advising, 208-467-8780 or DisabilityServices@nnu.edu.

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 responsible for maintaining, storing, and distributing all academic records and petitions.

Degree Postings

Northwest Nazarene University posts the earned graduate degree to the transcript at the end of each semester and at the end of the month. Semester posting dates are: December 31, May 12, and August 11. Degrees will not be posted at the end of the month of a semester posting. If a student completes his or her degree between degree posting dates, the Registrar's Office will provide 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 graduate degree. Students would need to request this letter using the form at www.nnu.edu/enrollverify.

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 S. University Blvd., Nampa, ID 83686. All requests must include name, NNU ID number or 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. A fee will be charged for expedited mailing of transcripts.

Participation in Commencement

A student may participate in commencement if all degree requirements are completed or will be completed at the end of the current semester.

Exception: With all other requirements met, a student may participate in commencement if no more than six credits remain uncompleted beyond the current semester.

Admissions

Admission Requirements

Application for admission should be submitted to the department offering the desired program. Materials needed for admission include an official transcript from the university granting the qualifying degree, a completed application form accompanied by appropriate application fee, two letters of recommendation, and specifics as required by the department. If the qualifying degree was earned at an international college or university, the transcript must be evaluated by a member of the National Association of Credential Evaluation Services (www.naces.org). 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.

Non-English Speaking Students

Students for whom English is not the native language are required to take the Test of English as a Foreign Language (TOEFL). Students must receive a minimum score of 85 (total score), with writing and speaking no less than a score of 22, and no score under 20. 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. Students must be accepted to a graduate program at NNU and have submitted the Free Application for Student Aid (FAFSA) to receive federal assistance. NNU's Federal School Code is 001624. For specific information on available aid, consult with the Office of Financial Aid 208-467-8638 or 1-877-NNU-4YOU (1-877-668-4968).

Payment of Financial Aid

Graduate students receive one-third of the year's total award each semester (fall, spring, summer) or it is disbursed equally between the semesters the student is enrolled. If a student is only enrolled for one semester, other regulations may apply.

Requirements for Financial Aid

To receive any financial assistance, students must maintain satisfactory academic progress toward a degree. The Standard of Satisfactory Academic Progress for Financial Aid is available through the Office of Financial Aid or it can be found at www.nnu.edu/gradsap.

In order to receive federal aid funds, a student cannot be in violation of academic progress standards, nor can they be in default or delinquent on a previous federal student loan, or have outstanding loans equal to the Federal lifetime limit for borrowing.

Restriction

The Office of Financial Aid sets a maximum amount (cost of attendance per school year) that a student cannot exceed in total aid received for that year. In certain cases where the maximum cost of attendance is exceeded, the Office of Financial Aid will reduce aid until the total amount given/borrowed is below or equal to the cap set on cost of attendance.

Federal Grants and Loans

The United States Government, through the Department of Education, has made funds available for Federal grant programs. Graduate students are not eligible for a Federal Pell Grant once they have completed an undergraduate degree per Federal regulations.

Federal TEACH Grant

NU has chosen to participate in offering the TEACH Grant to students in master level programs pursuing teaching degree's in high need areas. To be eligible for the TEACH Grant a student must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be submitted online at www.fafsa.gov. The student must also plan to serve in a high need field, meet academic requirements of having a test score above the 75th percentile on a national test, have a cumulative GPA of 3.25 or higher, and enroll in a TEACH eligible program. Students must also complete TEACH entrance counseling and an Agreement to Serve if eligible. More information on this grant can be found at: www.teach-ats.ed.gov.

Federal Direct Unsubsidized Student Loan

An unsubsidized loan means that the government does not pay the interest on your loan while you are in school, in your grace period, or in deferment. A student must complete a FAFSA and a Master Promissory Note (MPN) at www.studentloans.gov to apply for this loan. Other steps such as Federal Verification may be necessary to be eligible. Students who have not borrowed, have a \$0 balance, or haven't borrowed for ten or more years must also completed entrance counseling at this website. For continuing students who have completed an MPN in a prior year, loans can be accepted through the student portal. Repayment begins 6 months after graduation or discontinuance of at least half-time, degree-seeking enrollment. If any of these take place, a student should complete exit counseling at the website above to better understand repayment and their options.

Students Rights and Responsibilities

As recipients of Federal student aid, students have certain rights and responsibilities. NU believes that knowing what these rights and responsibilities are will put students in a better position to make decisions about their educational goals and the best means to achieve them.

Student Rights

All students have the right to know:

1. The cost of attending a particular school and what the school's policy is on refunds to students who withdraw.
2. What financial assistance is available.
3. Who the school's financial aid personnel are, where they are located, and how to contact them for information.

4. What the procedure and deadlines are for submitting applications for each available financial aid program.
5. How the school selects financial aid recipients.
6. How the school determines financial need.
7. How much of their financial need, as determined by the school, has been met.
8. How and when financial aid will be received.
9. The interest rate on Federal student loans, the total amount that must be repaid, length of the re-payment period, when the payment begins, and what cancellation or deferment provisions apply.
10. If students are offered a Federal College Work-Study job—what kind of job it is, what hours they must work, what their duties will be, what the rate of pay will be, and how and when they will be paid.
11. The school's policy in reconsidering a student's aid package if they believe a mistake has been made, or if their enrollment or financial circumstances have changed.
12. How the school determines whether students are making satisfactory academic progress and what happens if they are not.

Student Responsibilities

All students must:

1. Pay special attention to the application for Federal student aid, complete it accurately, and submit it on time to the processor. Errors may delay or prevent a student from receiving aid.
2. Know and comply with all deadlines for applying or re-applying for aid.
3. Provide all documentation, corrections, and/or new information requested by the Office of Financial Aid.
4. Notify the University of any information that has changed since applying for financial aid.
5. Read, understand, and keep copies of signed documents.
6. Repay any student loans. When a promissory note is signed, it is an agreement to repay the loan.
7. Complete entrance counseling (incoming students) and exit counseling (outgoing students) online if the student has a Federal Perkins Loan or Federal Direct Student Loan.
8. Notify the University of a change in name, address, or attendance status. If a student has a Federal Direct Student Loan, they must also notify the servicer of their loan of these changes.

Refund for Students Who Withdraw From Courses

Refund of tuition and fees will be prorated 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:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Other Title IV aid programs
5. Other Federal Sources of Aid
6. Other State, Private or Institutional Aid
7. Other third party
8. The Student

No refund is made to the student when all charges have been met by federal or institutional aid, or when the amount of refund exceeds cash payment made by the student. Refunds to NNU's institutional aid programs are based on the tuition and fees withdrawal rate; e.g., if one-half tuition and fees are refunded, one-half of any institutional aid will be refunded to institutional programs.

Repayment of Unearned Aid

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

1. The total amount of unearned aid and,
2. NNU's charges multiplied times the percentage of aid that was unearned.
3. NNU's share is allocated among the Title IV programs in an order specified by law.

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

Tuition Payment Policy

Payment 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 approval of the department director and the university registrar.

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.

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 values of truth, transformation, service and community by fostering a spirit of honest intellectual inquiry. The University has identified the following 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 from a current or previous course or assignment without prior written approval from the current grading professor/s;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Checking in to class for another student who is tardy or absent;

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 course requirements;
11. Altering, falsifying or misrepresenting an academic document;
12. Communicating false information whether oral, written, electronic or nonverbal;
13. Forging signatures; and/or
14. Aiding others to violate any of the above practices.

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. Instructors shall report all academic integrity violations to the appropriate dean/s 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.

More specific disciplinary policies may be enforced by academic programs as noted in their respective catalog areas.

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 academic 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 NUU 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.

Directory Information

NUU follows the FERPA guidelines of disclosure of personal information. Students may request that directory information not be disclosed.

Name	Address
Telephone	Dates of Attendance
Major	Degree/Awards Received
Photographs	Recent School Attended
Height/Weight of Athletes	School Activity Participation

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

Grade	Explanation	Points
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)	
IP	In progress	
L	Long-semester	
W	Withdrawal	
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 Registrar. 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 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 and L 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 emphasis of the MBA degree program are also offered focusing on specific sectors of the economy.

Faculty: David Chaplin, Peter Crabb, Sam Dunn, Mark Emerson, Brenda Johnson, Karen Jones, Jeffrey Lineman, Steve Mountjoy, Mollie Sweet, Ann Thompson-Crabb, R.G. Vanderpool, Dick Van Schyndel, Konya Weber.

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 program in business provides 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 after beginning course work.

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. 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.

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 \$50 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.

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.

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 by submitting an application according to the following deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.
- Complete program exit exam.

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 Business Office at 208-467-8010 or email [BusinessOffice\(at\)nnu.edu](mailto:BusinessOffice(at)nnu.edu).

Master of Business Administration

42 semester credits required.

Curriculum (14 courses, 42 semester credits) The courses are:

Orientation

BSNS6000. Orientation (0)

Foundational Courses

BSNS6002. The Business Environment (3)

BSNS6003. Business Financial Systems (3)

BSNS6004. Business Processes and Systems (3)

Core Courses

BSNS6001. Quantitative Methods (3)

BSNS6011. Accounting for Managers (3)

BSNS6021. Management Law (3)

BSNS6031. Financial Management (3)

BSNS6101. Organizational Dynamics (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)

BSNS6302. Strategic Marketing (3)

BSNS6902. Strategic Management (3)

Foundational Courses may be waived for students entering the program with a business degree obtained from a business program having national or international discipline accreditation.

Special emphasis programs consisting of three courses beyond the Master of Business Administration Degree will be offered. See the NNU website for currently available emphasis programs.

Course Descriptions

Business (BSNS)

BSNS6000. MBA Orientation (0)

An online orientation to be completed prior to the start of course work which outlines the MBA program and expectations. This course will familiarize participants with technology, policies, campus services, resources and course management software. Course work will include completion of an entrance exam and submission of several short assignments. Grade of Pass/Fail.

BSNS6001. Quantitative Methods (3)

Introduces the student to quantitative tools used in management decision making, focusing on linear programming, statistical process control, queuing theory, critical

path analysis, network flow, and transportation and assignment problems. The course is taught in an EXCEL spreadsheet environment.

BSNS6002. The Business Environment (3)

Explores foundational concepts in the areas of Marketing, Management, Ethics and Global Dimensions of Business. Strategic market planning, marketing segmentation, product and pricing strategies, channel distribution and other basic marketing concepts will be covered. Organizational behavior and culture, human resource management, and quality management will be discussed. Each of the areas will be analyzed related to ethical decision making and the global economy.

BSNS6003. Business Financial Systems (3)

Explores foundational concepts in the areas of Quantitative Methods, Finance, Accounting and Microeconomics. Core concepts related to the interpretation of financial statements and the analysis of cash flow statements as they relate to strategic and operational financial planning will be covered. Both microeconomic and macroeconomic concepts will be discussed. A conceptual understanding of the role data analysis and decision making have on the business organization will be reviewed. This course will utilize business resource tools such as EXCEL spreadsheets.

BSNS6004. Business Processes and Systems (3)

Explores foundational concepts in the areas of information management systems, business law, strategic planning and leadership. Business concepts at both the personal and corporate level form the framework for this foundational course. Basic concepts related to small business, administrative, consumer and corporate laws and an introduction to information systems and decision support systems will be presented. Leadership behavior and motivation involved in strategic management and global competitiveness will contribute to the student's understanding of the world of business.

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).

BSNS6101. Organizational Dynamics (3)

This course focuses on the practical application of current research and concepts in human communication and behavior in organizations. Topics include the changing

world of work, organizational paradigms and systems, culture, and organizational dynamics of the individual and groups.

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.

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.

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.

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.

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.

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 to be taken as the last of the MBA core courses. 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.

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. (Prerequisites: At least 10 MBA courses completed, including one management course, BSNS6031 and BSNS6302).

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

Adult and Professional Program in Secondary Education

M.Ed. Curriculum and Instruction (face-to-face and online)

English as a New Language (ENL) Endorsement (face-to-face)

Bilingual Endorsement (face-to-face)

Online Teaching Endorsement (online)

M.Ed. Educational Leadership

Building Administrator

Director of Special Education and Related Services

M.Ed. Exceptional Child

Advanced (for credentialed teachers)

Basic and Advanced (for non-credentialed persons)

M.Ed. Reading (online)

Ed.S. Educational Leadership

Superintendent (primarily online)

Director of Special Education and Related Services

Building Administrator

Ed.D. Educational Leadership (primarily online)

SOCIAL WORK

Clinical Social Work Practice

Gerontological Social Work Practice

Management, Community Planning, and Social Administration Social Work Practice

Addiction Studies Social Work Practice

COUNSELOR EDUCATION

School Counseling

Marriage and Family Counseling

Clinical Counseling

Graduate Education

Faculty: Jim Bader (Dean), Paula Kellerer (Chair), Mike Poe (Assistant Chair), Cathy Beals, Karen Blacklock, Terry Cantrell, Janet Harman, Lynette Hill, Mary Jones, *Larry McMillin, Phyllis McMillin, Duane Slemmer, Karen Smucker, Loredana Werth (*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:

Adult and Professional Program in Secondary Education

- 40-44 semester credits including 10 credits of student teaching

Curriculum and Instruction M.Ed.

- 33-34 semester credits for M.Ed. (face-to-face and online)
- 36 semester credits for M.Ed. with Online Teaching endorsement
- 34-35 semester credits for M.Ed. with ENL or Bilingual endorsement

Educational Leadership M.Ed.

- 37 semester credits for M.Ed. with eligibility for Pre K-12 Principal endorsement on an Idaho Administrator Certificate (face-to-face and online).
- 37-38 semester credits for M.Ed. with eligibility for Principal endorsement and Director of Special Education endorsement on an Idaho Administrator Certificate (face-to-face and online). Requires student to have an existing

master's degree in Exceptional Child, Educational Leadership, or equivalent.

Exceptional Child M.Ed. (Advanced for Credentialed Teachers)

- 33 semester credits for M.Ed.
- 37 semester credits for M.Ed. with Generalist certification in special education

Exceptional Child M.Ed. (Basic & Advanced for Non-Credentialed Persons)

- 61 semester credits for M.Ed. with Generalist certification in special education

Reading (Online) M.Ed.

- 35 semester credits for M.Ed. with an Idaho Literacy Endorsement

Educational Leadership Ed.S. (Education Specialist)

- 30 semester credits for Ed.S. with eligibility for Superintendent endorsement on an Idaho Administrator Certificate (primarily online)
- 30-31 semester credits (depending on existing master's degree) for Ed.S. with eligibility for Principal endorsement and Director of Special Education endorsement on an Idaho Administrator Certificate (face-to-face and online)
- 33 semester credits for Ed.S. with eligibility for Pre K-12 Principal endorsement on an Idaho Administrator Certificate (face-to-face and online)

Educational Leadership Ed.D.

- 60 credits (minimum). The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The additional 30 credits (primarily online) consist of 9 capstone/leadership credits, 9 research and analysis methods credits, and 12 dissertation research/writing credits. Additional credits may be required depending on the student's academic status as determined by the program director.

Endorsement-only options:

- Contact the program director for a customized schedule.

Program Outcomes

Program Outcomes for graduates of NNU's Education programs are grounded in the Critical/Social conceptual framework. Outcomes are clearly aligned with state standards.

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.

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.
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.
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.

Ten themes have been identified as central to the articulation of the conceptual framework in all Graduate Education 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

Multiple Degrees

When determining the satisfaction of credit hour requirements for any graduate degree awarded from Graduate Education 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 requirements for any other graduate degree or degrees. Exceptions may be presented by program directors for approval by the Graduate Admissions Committee.

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

Admission Requirements

Admission Requirements - Adult and Professional Program in Secondary Education

1. A baccalaureate degree from a regionally accredited college or university with courses in content subject area that meet State requirements for certification.
2. A cumulative GPA of 2.75 in the baccalaureate program or 3.0 in the most recent 30 semester credits earned.
3. Approval by the Graduate Education Admissions Committee.
4. After Committee approval: admitted student must finalize admission by submitting the completed self-evaluation form (provided by the Graduate Education office) to his/her current TK20 account. A student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee of \$100.

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, 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.
5. After Committee approval: admitted student must finalize admission by submitting the completed self-evaluation form (provided by the Graduate Education office) to his/her current TK20 account. A student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee of \$100.

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, school psychologist, or building administrator (for superintendent) based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.
5. After Committee approval: admitted student must finalize admission by submitting the completed self-evaluation form (provided by the Graduate Education office) to his/her current TK20 account. A student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee of \$100.

Admission Requirements - Ed.D.

1. A recognized specialist degree (Ed.S.) or its equivalent with a minimum of 30 semester graduate credits from an academic institution that is accredited

by an official regional accreditation agency. Generally, a student must earn 45 of the 60 semester credits from NUU in order to receive the Ed.D. degree from NUU.* Applicants who have not earned an Ed.S. degree or its equivalent should apply to the Ed.S. program before applying to the Ed.D. program.

2. A minimum grade point average of 3.5 in previous graduate programs as indicated on official transcripts. The student must maintain a grade point average of 3.0 to continue in the Ed.D. program.
3. Submission of official scores from the GRE General Test, taken by the applicant within the last five years.
4. For students whose native language is not English, satisfactory results from the Test of English as a Foreign Language (TOEFL) as indicated by official scores. 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.
5. Competency in the use of computer and Internet technology, and either access to or ownership of appropriate computer equipment. High-speed Internet access is required.
6. Approval by the Graduate Education Admissions Committee.
7. After Committee approval: admitted student must finalize admission by submitting the completed self-evaluation form (provided by the Graduate Education office) to his/her current TK20 account. A student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee of \$100.

* Exceptions to the 45 credits will be treated on a case by case basis and the following criteria will be employed in considering alternative admissions:

1. Candidate must have exceptional references.
2. Candidate must meet the combined score of 1000 on the GRE.
3. The completed Ed.S. program must substantially align with NUU's Ed.S. program offering.

When these criteria are met, the graduate admissions council may consider conditional admission based on the following criteria:

1. Successful completion of EDUC8677 as a pre-requisite and required writing sample.
2. A GPA of 3.6 in the first two classes completed.

Application for Admission

The applicant shall submit the following required materials for the appropriate program to the Adult and Professional Office or Graduate Education Office. In addition, the applicant will consult with the director of the appropriate Graduate Education program to develop a program plan.

All applicants to the programs are responsible for familiarity with Idaho Code Section 33-1208; no person convicted of a felony or who would otherwise be denied certification or have certification revoked under Idaho Code 33-1208, will be admitted to the Teacher Education programs.

Application for Admission - Adult and Professional Program in Secondary Education and M.Ed.

1. Completed application form.
2. Non-refundable application fee - \$50.
3. Official sealed transcript from the university granting the qualifying degree.
4. Personal essay to provide evidence of writing competency.
5. Copy of teaching certificate (at completion of Adult and Professional Program in Secondary Education).
6. Two letters of recommendation from professional colleagues who are familiar with the candidate's academic and professional capabilities (Only one letter required for M.Ed. Ed Leadership).
7. For M.Ed. Ed Leadership: One Educational Leadership Evaluation form completed by the applicant's current building administrator and sent directly to the NNU Graduate Education office.

Application for Admission - Ed.S.

1. Completed application form.
2. Non-refundable application fee - \$50.
3. Official sealed transcripts from the university granting the qualifying degree.
4. Personal essay to provide evidence of writing competency.
5. Copy of teaching certificate.
6. Two letters of recommendation from professional colleagues (a letter on file from the applicant's M.Ed. program may be used as one).
7. One Educational Leadership Evaluation form completed by the applicant's current district superintendent (or designee) and sent directly to the NNU Graduate Education office.

Application for Admission - Ed.D.

1. Completed application form.
2. Non-refundable application fee - \$50.
3. Official sealed transcripts from the university granting the qualifying degree.
4. Three letters of recommendation that provide evidence of scholarly abilities, aptitude for administration, and potential for successful completion of a doctoral program. At least two of these must be academic references, and at least one letter must be provided by a person familiar with the applicant's school experience. (Letters on file from the applicant's M.Ed. and Ed.S. programs may be used for two of the required letters.)
5. One Educational Leadership Evaluation form completed by the applicant's current district superintendent (or designee) and sent directly to the NNU Graduate Education office.
6. A 3-5 page statement of purpose in which the applicant explains (a) her/his academic and professional interests, (b) the reasons behind selecting this particular program and Northwest Nazarene University, and (c) how this degree will impact her/his role in the educational community.
7. A 10-15 page paper on an appropriate subject from the broad field of education that represents the applicant's analytical and writing abilities. This paper may be a representative piece of the applicant's previous work in another academic program.

8. Submission of official scores from the GRE General Test, taken by the applicant within the last five years. Or, submission of a date that the applicant intends to take the GRE General Test. Provisional admission may be granted until official scores can be submitted.

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., Ed.D., and/or certification programs, Education students must continue to meet the following criteria:

- Maintain a 3.0 or higher cumulative GPA. To be considered for admission to the doctoral program, the student must maintain a 3.5 or higher cumulative GPA during the Ed.S. program or during the last 30 graduate semester credits.
- 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.

Degree Completion Requirements

Degree Completion Requirements - M.Ed. and Ed.S.

1. Prior to orientation or the first class, students who do not have a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee of \$100. For more information regarding TK20, contact the Graduate Education Office.
2. 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.
3. A maximum of 25 percent of the credits required for the degree may be transferred from other institutions (up to 33 percent for a degree granted

from NNU) upon approval by the program director. Transfer credits must have been earned within four years preceding the date of admission to NNU's program.

4. 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.
5. The candidate must complete an action research project as required by the EDUC 7518 and EDUC 7598C classes. Candidates who have completed an equivalent action research project to fulfill a master's degree requirement should contact the program director regarding possible course transfers or waivers.
6. The candidate must perform satisfactorily on the comprehensive examination. Candidates in the Curriculum and Instruction Online, Exceptional Child, and Reading Online Programs will complete an electronic portfolio in lieu of a comprehensive examination.
7. 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.

Degree Completion Requirements - Ed.D.

1. Prior to the first class, students who do not have a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee of \$100. For more information regarding TK20, contact the Graduate Education Office.
2. A maximum of 25 percent of the 60 credits required for the degree may be transferred from other institutions (up to 33 percent for a degree granted from NNU) 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. At least 30 credits must be earned in courses numbered 9000 or above. Continuing education courses and non-graded courses do not apply toward the degree.
4. 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.
5. The candidate must successfully complete a dissertation proposal, which includes obtaining approval for research from the Human Research Review Committee (HRRC).
6. The candidate must complete a dissertation and successfully defend that work in an oral defense or examination involving the student, the dissertation committee, the program director, and any other evaluators the program director may include.
7. 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.

Adult and Professional Program in Secondary Education

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 state required English courses before beginning the certification coursework.

Admission into the Adult and Professional Program in Secondary Education is provisional until the candidate is accepted at Checkpoint One. Admission into the Graduate Education program is also provisional until accepted at Checkpoint One. Candidate must complete all program requirements in order to maintain active status.

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.

After the Adult and Professional Program in Secondary Education is completed, the student may take additional credits to complete a Master of Education in Curriculum and Instruction degree. The number of credits necessary will vary, but will be a minimum of 11 graduate level credits. If the student is interested in an endorsement in English as a New Language (ENL), they may take additional coursework towards this master's program.

Checkpoints

Admission to the Adult and Professional Program in Secondary Education Program is NOT automatic admission to the Education Program.

Checkpoint 1:

- Application for admission to teacher education should be made during the first semester of the Adult and Professional Program in Secondary Education. Decision factors include cumulative GPA, education course grades, field experience reports, and letters of recommendation. All applicants to the programs are responsible for familiarity with Idaho Code Section 33-1208; no person convicted of a felony or who would otherwise be denied certification or have certification revoked under Idaho Code 33-1208, will be admitted to the Teacher Education programs.

Checkpoint 2:

- Prerequisites for passing checkpoint 2 include maintaining a GPA of 2.75 or better, field experience reports, appropriate PRAXIS II content test scores, and satisfactory rating on dispositions for teaching. Checkpoint 2 occurs at the end of the first semester of work.

Checkpoint 3:

- Admission to secondary student teaching occurs after completion of the methods courses. Requirements include maintaining a GPA of 2.75 or better, satisfactory rating on dispositions for teaching, successful completion of secondary general and special methods courses.

Checkpoint 4:

- Program completion and recommendation for certification occur after the completion of student teaching. Requirements include maintaining a GPA of 2.75 or better, satisfactory rating on dispositions for teaching, successfully completing all State required tests, and completing student teaching with a grade of A or B and a recommendation for certification from the Teacher Education Council for certification.

The Adult and Professional Program in Secondary Education requires one full calendar year plus one full university semester 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. Teaching 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 Schools (3)

EDUC76xx. Special Methods (Art, Communications, English, Math, Music, PE, Science, Social Studies)(2-6)

EDUC7686. Student Teaching in the Middle School/Junior High School (10) **or**

EDUC7687. Student Teaching in the Senior High School (10)

EDUC7692. Foundations of Education (2)

EDUC7696. Field Experience (1)

EDUC7950. Secondary School Start-up (1)

EDUC7951. Seminar/Capstone (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:

For Students who Student Teach Fall Semester:

- EDUC7504. Advanced Teaching (3)
- EDUC7518. Action Research for Educators (3)
- EDUC7531. Statistical Applications for Educators (2)
- EDUC7561. Multi-Cultural Issues in Education (2) **or**
 EDUC 7505 Teachers as Leaders (3) **or**
 EDUC 7507 Teaching Students Who Struggle (3)
- EDUC7598c. Seminar: Action Research (1)
- EDUC7700. Comprehensive Examination (0)

For Students who Student Teach Spring Semester:

- EDUC7518. Action Research for Educators (3)
- EDUC7531. Statistical Applications for Educators (2)
- EDUC7533. Curriculum and Assessment (3)
- EDUC7561. Multi-Cultural Issues in Education (2)
- EDUC7598c. Seminar: Action Research (1)
- EDUC7700. Comprehensive Examination (0)

Required courses to complete the ENL Endorsement can be found under the Master of Education, Curriculum and Instruction with English as a New Language (ENL) or Bilingual Endorsement.

Master of Education, Curriculum and Instruction

Master of Education, Curriculum and Instruction Online

34 semester credits required.

The Curriculum and Instruction Online M.Ed. program is a fully online program designed for the professional educator desiring to develop advanced skills in classroom teaching, online teaching and/or to serve in instructional leadership roles.

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 and in EDUC7598c Seminar: Action Research, the student will conduct the study, submit the final document to NNU and will present the results of the study in a formal presentation to an approved audience.

Another component of this program is the required electronic portfolio in TK20 which provides evidence that the student has met the graduate education program outcomes.

Required courses for Curriculum and Instruction Online:

- *EDUC7500. Introduction to Online 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)
- *EDUC7531. Statistical Applications for Educators (2)
- EDUC7532. Instructional Models (3)
- *EDUC7533. Curriculum and Assessment (3)
- *EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)
- *EDUC7561. Multicultural Issues in Education (2)
- *EDUC7562. Technology in Education (3)
- *EDUC7566. Educational Values (1)
- *EDUC 7598c. Seminar: Action Research (1)

Required courses for M.Ed. C&I with Online Teaching Endorsement:

36 semester credits required.

All courses asterisked above plus the courses and requirements listed below.

- EDUC7526. Online Course Design (3)
- EDUC7527. Theoretical Foundations of Online Education (3)
- EDUC7528. Effective Online Teaching (3)
- EDUC7529. Online Teaching Internship (5)
- Electronic Portfolio

Master of Education, Curriculum and Instruction Face-to-Face

33 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 and in EDUC7598c Seminar: Action Research, the student will conduct the study, submit the final document to NNU and will present the results of the study in a formal presentation to an approved audience.

Another component of this program is the required EDUC7700 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:

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

Required courses for Curriculum and Instruction Face-to-Face:

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)

EDUC7566. Educational Values (1)

EDUC7598c. Seminar: Action Research (1)

EDUC7700. Comprehensive Examination (0)

Plus 9 Elective Credits

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

17 semester credits required for ENL endorsement in addition to 4 foreign language semester credits.

18 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 in EDUC 7518 Action Research for Educators and complete a research study in EDUC 7598c Seminar: Action Research. Projects related to the improvement of language acquisition and/or academic achievement for non-English speaking students are highly encouraged. Students will present the results of the study in a formal presentation to an approved audience. In addition to the research project in EDUC7598c Seminar: Action Research, the program culminates with EDUC7700 Comprehensive Examination.

Required courses for ENL Endorsement:

EDUC7513. Theory and Foundations of Language Acquisition (3)

EDUC7567. Philosophical and Legal Foundations of ESL (1)

EDUC7569. Applied Linguistics (3)

EDUC7580. ESL Practicum (1)

EDUC7583. Curriculum and Assessment for English Language Learners (3)

EDUC7587. ESL/Bilingual Methods (3)

EDUC7589. Cultural Diversity (3)

Additional requirements for ENL Endorsement:

Students must earn a passing score on the required Praxis II Test 0360 English to Speakers of Other Languages.

4 additional credits in foreign language are required for the endorsement. These credits may have been completed in undergraduate programs for some students.

Recommended Classes:

- SPAN1030. Introduction to Spanish for Educators (2)
- MDLG1094. Introduction to Chinese for Educators (2)

Additional courses required for Bilingual Endorsement:

EDUC7582. 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 NUU. 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 courses required 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)

EDUC7598c. Seminar: Action Research (1)

EDUC7700. Comprehensive Examination (0)

Plus 5 Elective Credits from classes in the Curriculum and Instruction program

Master of Education, Educational Leadership

37-38 semester credits required (depending on the degree) - face-to-face or online

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. The major is offered utilizing a cohort model, and schedules are designed to allow the educator to complete a master’s degree while teaching full time. Many classes are offered in both face-to-face and online formats. (The program director reserves the right to combine formats or replace an asynchronous online format with a synchronous videoconferencing format for individual classes in any semester.)

A significant expectation is that each student will identify a specific topic or problem of interest and will work on a project related to it. The EDUC7518 Action Research for Educators and EDUC7598C Seminar courses require the student to develop an action research proposal, complete the action research effort, submit the results in a

formal paper to NNU, and make a formal presentation to an approved audience. The student will also complete an internship in a school setting under the supervision of a qualified building principal and/or director of special education. The internship assignment must be approved by the school district and the NNU program director. Near the end of the coursework, each student will enroll in EDUC7700 (zero (0) credits) to complete a comprehensive examination.

Students can choose from two emphases: Building Administrator or Director of Special Education. The Building Administrator emphasis takes approximately 23 months, including the 9-month internship. Successful completion qualifies the graduate for recommendation to the State of Idaho for a Pre K-12 Principal endorsement on an Idaho Administrator Certificate.

The Director of Special Education emphasis is 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. Completion takes approximately 24 months, including the semester-long internship, and qualifies the graduate for a recommendation to the State of Idaho for a Director of Special Education endorsement and a Pre K-12 Principal endorsement on an Idaho Administrator Certificate. Students who not wish to obtain another master's degree may take only the classes that lead to the endorsements; those interested should contact the program director. Alternatively, these students could consider the Education Specialist (Ed.S.) degree.

It is the student's responsibility to submit the appropriate paperwork and fees to the Idaho State Department of Education for obtaining certifications and endorsements in Idaho. Current forms and information are available from the ISDE website. Students should check the Internet and other sources 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.

Required courses for M.Ed. Educational Leadership - Building Administrator (face-to-face and online):

- EDUC7500. Introduction to Online Learning (required for online students only) (1)
- 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)
- EDUC7566. Educational Values (1)
- 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)
- EDUC7700. Comprehensive Examination (0)

*Students who conduct their principal internship outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

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

M.Ed. in Exceptional Child completed (face-to-face and online):

EDUC7500. Introduction to Online Learning (required for online students only) (1)
 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)
 COUN7545. Counseling with Parents of Children with Exceptionalities (3)
 Credits transferred from the Exceptional Child degree (8-10)**
 EDUC7700. Comprehensive Examination (0)

*Students who conduct their principal internship and/or special education practicum outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

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

M.Ed. in Educational Leadership completed (face-to-face only):

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)**
 COUN7545. Counseling with Parents of Children with Exceptionalities (3)
 Credits transferred from the Educational Leadership degree (8-10)**
 EDUC7700. Comprehensive Examination (0)

*Students who conduct their special education practicum outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

**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

33 semester credits required for M.Ed. in the Advanced program

37 semester credits required for M.Ed. and certification in the Advanced program

61 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 through additional training in aspects of regular education that are important to teaching students with exceptionalities. 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, courses in basic education and student teaching are 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 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 and in EDUC7598c Seminar: Action Research, the student will conduct the study, submit the final document to NNU and will present the results of the study in a formal presentation to an approved audience.

Another component of this program is the required electronic portfolio in TK20 which provides evidence that the student has met the graduate education program outcomes.

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 Interventions (2)

EDUC7540. Research, Theory, and Intervention of Reading Difficulties (3)

Prerequisite to EDUC7540: Pass Idaho Comprehensive Literacy Assessment

EDUC7548. Methods and Adaptations for Exceptional Learners (3)

EDUC7549. IEPs and Transition (3)

EDUC7562. Technology in Education (3)

EDUC7566. Educational Values (1)

EDUC7568. Math Pedagogy and Intervention (3)

EDUC7573. Technology: Exceptional Child (2)

EDUC7576. Special Education Law (3)

EDUC7586. Assessment and Collaboration (2)

EDUC7598c. Seminar: Action Research (1)

Additional requirements for Certification in the Advanced Program:

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:

Prerequisite to Admission: Applicant must pass the Elementary Education-Content Knowledge PRAXIS Test #0014; and undergraduate transcript must show 6 credits in English and 6 credits in Math with passing grades of “C” or better, or applicant must pass the English & Math Compass Test.

- EDUC7300. Math Lab for Elementary Teachers (2)
- EDUC7324. Classroom Management (3)
- EDUC7325. Instructional Support (1) **or**
EDUC7696. Field Experience (1)
- EDUC7331. Teaching English Language Learners (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 Interventions (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)
- EDUC7562. Technology in Education (3)
- EDUC7566. Educational Values (1)
- EDUC7568. Math Pedagogy and Intervention (3)
- EDUC7573. Technology: Exceptional Child (2)
- EDUC7574. Student Teaching in Special Education (8)
Prerequisite to EDUC7574: Earn a passing score on the required Praxis II exams.
- 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 Schools (3)

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 online, 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 Literacy Endorsement.

Required courses:

EDUC7501. Online Summer Orientation I: Program Orientation (1)

EDUC7502. Online Summer Orientation II: Accessing Online Resources and Developing Electronic Portfolios (1)

EDUC7503. Online Summer Orientation III: Presentation Action Research (1)

EDUC7511. The Learning Process (3)

EDUC7518. Action Research for Educators (3)

EDUC7520A. Brain Research and Reading: How We Learn, How to Teach -- Part A (1.5)

- EDUC7520B. Brain Research and Reading: How We Learn, How to Teach -- Part B (1.5)
- EDUC7525. Teaching and Assessing Early Reading and Spelling (3)
- EDUC7531. Statistical Applications for Educators (2)
- EDUC7537. Effective Classroom Instruction for English Language Learners (3)
- EDUC7547A. Reading for Meaning: Fluency, Vocabulary and Comprehension -- Part A (1.5)
- EDUC7547B. Reading for Meaning: Fluency, Vocabulary and Comprehension -- Part B (1.5)
- 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, 2 and 3)

Additional requirements for Idaho Literacy Endorsement:

This program fulfills requirements for an Idaho Literacy Endorsement for those holding an Idaho Teaching Certificate.

Education Specialist, Educational Leadership-Superintendent

The Education Specialist degree (Ed.S.) is for the student with an existing educational master's degree who wants to pursue an educational leadership role such as superintendent, director of special education, building-level principal, assistant principal, or instructional team leader. Three emphasis areas are available: Superintendent, Director of Special Education, and Building Administrator. Superintendent classes are offered primarily online. Many other classes are offered in both face-to-face and online formats. (The program director reserves the right to combine formats or replace an asynchronous online format with a synchronous videoconferencing format for individual classes in any semester.)

When completed, the Ed.S. degree fulfills approximately half of the credits required for the Educational Leadership doctoral degree.

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 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. Near the end of coursework, each student will enroll in EDUC8700 (zero (0) credits) to complete a comprehensive examination.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for Superintendent endorsement on an Idaho Administrator Certificate. It is the student's responsibility to submit the appropriate paperwork and fees to the Idaho State Department of Education for obtaining certifications and endorsements in Idaho. Current forms and information are available from the ISDE website. Students should check the Internet and other sources 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 (primarily online):

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)*
 EDUC8700. Comprehensive Examination (0)

*Students who conduct their internship outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

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

Education Specialist, Educational Leadership - Director of Special Education

30-32 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 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. Near the end of

coursework, each student will enroll in EDUC8700 (zero (0) credits) to complete a comprehensive examination.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for a Director of Special Education endorsement and a Pre K-12 Principal endorsement on an Idaho Administrator Certificate. It is the student's responsibility to submit the appropriate paperwork and fees to the Idaho State Department of Education for obtaining certifications and endorsements in Idaho. Current forms and information are available from the ISDE website. Students should check the Internet and other sources 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.

Classes are offered in both face-to-face and online formats. (The program director reserves the right to combine formats or replace an asynchronous online format with a synchronous videoconferencing format for individual classes in any semester.)

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 (face-to-face and online):

- EDUC7500. Introduction to Online Learning (required for online students only) (1)
- 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)
- COUN7545. Counseling with Parents of Children with Exceptionalities (3)
- EDUC8700. Comprehensive Examination (0)

*Students who conduct their principal internship and/or special education practicum outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

M.Ed. in Educational Leadership completed (face-to-face only):

- 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)
COUN7545. Counseling with Parents of Children with Exceptionalities (3)
EDUC7xxx. Elective (3)**
EDUC8700. Comprehensive Examination (0)

*Students who conduct their special education practicum outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

**Elective to be determined by consultation with program director

Education Specialist, Educational Leadership - Building Administrator

33-34 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. Near the end of coursework, each student will enroll in EDUC8700 (zero (0) credits) to complete a comprehensive examination.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for a Pre K-12 Principal endorsement on an Idaho Administrator Certificate. It is the student's responsibility to submit the appropriate paperwork and fees to the Idaho State Department of Education for obtaining certifications and endorsements in Idaho. Current forms and information are available from the ISDE website. Students should check the Internet and other sources 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.

Classes are offered in both face-to-face and online formats. (The program director reserves the right to combine formats or replace an asynchronous online format with a synchronous videoconferencing format for individual classes in any semester.)

Requirements:

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

Required courses (face-to-face and online):

EDUC7500. Introduction to Online Learning (required for online students only) (1)
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)
 EDUC8700. Comprehensive Examination (0)

*Students who conduct their principal internship outside of the Treasure Valley may be required to pay travel expenses for supervision visits.

Doctor of Education, Educational Leadership

The Ed.D. program consists of a minimum of 60 credits. The first thirty credits are earned through the successful completion of an Ed.S. program or its equivalent. The last 30 credits are offered primarily online.

The Education doctoral classes are designed to prepare administrators who are:

- capable of providing servant leadership to their districts.
- able to make ethical decisions under demanding circumstances.
- willing to encourage professional growth in others and exhibit academic excellence to those around them.
- able to provide creative, workable solutions to problems as they arise both within the district setting and the larger community.
- able to provide leadership in creating an inviting environment for students and staff regardless of their background or circumstances.
- able to contribute to the working body of knowledge through scholarly research.

Requirements:

1. Must have earned an Ed.S. degree or its equivalent, maintaining a 3.5 or better cumulative GPA.
2. Must gain admission as a Graduate Education Ed.D. student.

Required courses:

For the required Ed.S. courses, see the Education Specialist sections. The remaining 30 required credits are as follows:

EDUC9170. Advanced Qualitative Research Analysis and Methods (3)
 EDUC9180. Advanced Quantitative Research Analysis and Methods (3)
 EDUC9200. Policy Influence and Development (3)
 EDUC9300. Effective Leadership for Change Management (3)
 EDUC9400. Advanced Data Analysis (3)
 EDUC9500. Professional and Ethical Leadership (3)

EDUC9900. Dissertation Proposal (3)
EDUC9910. Dissertation Research I (3)
EDUC9920. Dissertation Research II (3)
EDUC9990. Dissertation Writing and Defense (3)

Six (6) of the above credits are on-campus during two weeks in the summer.

The following may also be required:

EDUC8677. Research (if not taken during Ed.S.) (3)
EDUC9930. Extended Dissertation Research and Writing (as needed) (1-3)

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. Corequisite: 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. Prerequisite: 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 English Language Learners (1)

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. Prerequisite: 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.

EDUC7500. Introduction to Online 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 Orientation I: 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 familiarizes 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 II: 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 III: Presentation of 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.

EDUC7509. Orientation: Curriculum and Instruction (0)

This required, non-graded course gives the students an overview of the Curriculum and Instruction 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.

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. Course explores the unique styles of learning and recent studies in brain function and behavior as they relate to the learning process.

EDUC7512. Orientation: Educational Leadership (0)

This required, non-graded course gives the students an overview of the Educational Leadership 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.

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.

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.

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

This course presents an in-depth and systematically-structured progression, beginning with a review of current brain research as it relates to the acquisition of reading. The content then investigates the many complex processes that contribute to reading abilities, and how instruction alters the neural pathways to strengthen reading skills. The information is critical for today’s educators as they teach to establish successful reading abilities for a diversity of learners. We will explore and become comfortable with language essentials and the challenges of learning to read. Participants explore phonetics, phonology, and phonemic awareness as they relate to skill acquisition for beginning, and later reading abilities. This course also investigates many dimensions of English orthography that include basic spelling conventions and extend to the exploration of the language’s etymology.

EDUC7520A. Brain Research and Reading: How We Learn, How to Teach -- Part A (1.5)

This course presents an in-depth and systematically structured progression, beginning with a review of current brain research as it relates to the acquisition of reading. The content then investigates many complex processes that contribute to reading abilities, and how instruction alters the neural pathways to strengthen reading skills. The information is critical for today’s educators as they teach to establish successful reading abilities for a diversity of learners. The course explores and becomes comfortable with language essentials and the challenges of learning to read. Participants explore phonetics, phonology, and phonemic awareness as they relate to skill acquisition for beginning, and later reading abilities.

EDUC7520B. Brain Research and Reading: How We Learn, How to Teach -- Part B (1.5)

This course presents an in-depth and systematically structured progression, beginning with a review of current brain research as it relates to the acquisition of reading. The content then investigates the many complex processes that contribute to reading abilities, and how instruction alters the neural pathways to strengthen reading skills. The information is critical for today’s educators as they teach to establish successful reading abilities for a diversity of learners. We will explore and become comfortable with language essentials and the challenges of learning to read. Participants explore phonetics, phonology, and phonemic awareness as they relate to skill acquisition for beginning, and later reading abilities. This course also investigates many dimensions of English orthography that include basic spelling conventions and extend to the exploration of the language’s etymology. Prerequisite: EDUC7520 Brain Research and Reading: How We Learn, How to Teach -- Part A

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.

EDUC7526. Online Course Design (3)

This course is designed for faculty who are developing or redeveloping an online course. The course will provide an overview of the fundamentals of developing an online course based on best practices in instructional design and teaching and learning online. Participants will begin developing their own online course by defining specific goals and objectives, and creating course units that incorporate activities to address multiple learning styles, facilitate an online learning community, and assess student learning online.

EDUC7527. Theoretical Foundations of Online Education (3)

Students will be introduced to the theoretical foundations and current research on virtual learning environments. They will analyze, and discuss the theoretical implications for developing and facilitating successful online student learning.

EDUC7528. Effective Online Teaching (3)

This course is designed for faculty who will be facilitating (teaching) an online course. Experiencing the online learning environment from a student's perspective, participants will explore the theoretical foundations and "best practice" principles of teaching and learning online. Topics include applying basic instructional design principles to teaching an online course; selecting pedagogical approaches to facilitate online learning; implementing strategies for conveying instructor presence and building an online learning community; exploring methods for integrating faith online; and using technology to effectively communicate and manage teaching activities in virtual environments. Participants will also explore legal issues related to the online learning environment, identify relevant institutional policies, procedures, and support resources, and develop an online teaching philosophy and professional development plan.

EDUC7529. Online Teaching Internship (5)

Students will demonstrate their ability to meet the needs of online learners using synchronous and asynchronous online learning tools. Students will demonstrate best practices in online instruction by promoting critical thinking in online students as they facilitate online discussions and group projects. Learners will explore various instructional strategies and digital assessments for use in the online classroom.

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.

EDUC7532. Instructional Models (3)

Acquaints students with four basic families of instructional models: 1) information processing 2) concept development; 3) social development; and 4) behavioral

systems. Examples of models representing each family will be reviewed. Reflective teaching practices will be encouraged as students use the various models to plan for instruction.

EDUC7533. Curriculum and Assessment (3)

This course explores historical, philosophical, and contemporary issues of traditional and online curriculum design, including standards-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. Corequisite: EDUC7537 Effective Classroom Instruction for English Language Learners.

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. A 15-hour multicultural field experience provides students with the opportunity to apply strategies in a setting reflecting diverse student needs. Corequisite: EDUC7535 Teaching Reading in the Content Area.

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. Prerequisite: Pass Idaho Comprehensive Literacy Assessment.

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)

An exploration of 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)

Although Parts A and B of this course have been organized into three units, reading fluency, vocabulary, and comprehension, Part B highlights comprehension. For this emphasis, students engage in activities involving application of research findings and analysis and reflection about instructional practice. Typical activities include readings, on-line discussions, lesson planning and implementation of reading strategies, completion of a work sample for a struggling reader, and reflection on personal practices. Ideally, students will be able to fulfill applications in their own classrooms with their students.

EDUC7547A. Reading for Meaning: Fluency, Vocabulary and Comprehension -- Part A (1.5)

Although Parts A and B of this course have been organized into three units, fluency, vocabulary, and comprehension, Part A highlights fluency and vocabulary. For each emphasis, students engage in activities involving application of research findings and analysis of and reflection about instructional practice. Typical activities include readings, on-line discussions, lesson planning and implementation of reading strategies, production of a work sample for a struggling reader, and reflection on personal practices. Ideally, students will be able to fulfill applications in their own classrooms with their own students.

EDUC7547B. Reading for Meaning: Fluency, Vocabulary and Comprehension -- Part B (1.5)

Although Parts A and B of this course have been organized into three units, reading fluency, vocabulary, and comprehension, Part B highlights comprehension. For this emphasis, students engage in activities involving application of research findings and analysis and reflection about instructional practice. Typical activities include readings, on-line discussions, lesson planning and implementation of reading strategies, completion of a work sample for a struggling reader, and reflection on personal practices. Ideally, students will be able to fulfill applications in their own classrooms with their students. Prerequisite: EDUC7547 Reading for Meaning: Fluency, Vocabulary and Comprehension -- Part A

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)

This course is designed to help students gain an awareness of current and emerging educational and computer technologies and develop practical skills in integrating these technologies in educational settings. The course focuses on helping students acquire the skills necessary to demonstrate technology proficiency based on the "Proficient" level of the current ISTE NETS-T standards.

EDUC7563. Educational Technology (2)

This course is designed to help students gain an awareness of current and emerging educational and computer technologies and develop practical skills in integrating these technologies in educational settings. The course focuses on helping students acquire the skills necessary to demonstrate technology proficiency based on the "Proficient" level of the current ISTE NETS-T standards.

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 of ESL (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. The class is offered during odd-numbered years only.

EDUC7573. Technology: Exceptional Child (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. Prerequisites: Approval for student teaching and passing score on the required PRAXIS II exams.

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.

EDUC7580. ESL Practicum (1)

This course provides students with the opportunity to work with sheltered English 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.

EDUC7582. Bilingual Practicum (1)

This course provides students with the opportunity to work with bilingual practitioners to become more familiar with school and community issues.

EDUC7583. Curriculum and Assessment for English Language Learners (3)

This course explores criteria for quality curriculum and assessment for English Language Learners (ELL). Contemporary issues in curriculum planning for ELL programs will be discussed, and sound assessment practices for ELL will be explored.

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.
Corequisite: EDUC7598D Seminar: Special Education Policies and Procedures.

EDUC7596III. The Principalship/Internship in School Principalship (1-7)

A full year part-time supervised internship in a school setting concurrent with scheduled class sessions. Typically, 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. Prerequisite: Advisor approval required.

EDUC7598A. Seminar (2-3)

Prerequisites 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. Prerequisites: EDUC7518 Action Research for Educators and **either** EDUC7531 Statistical Applications for Educators or EDUC7530 Statistical Methods and Analysis.

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. Corequisite: 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. Corequisite: 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. Corequisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7638. Teaching Physical Education in the Elementary School (2)

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. Prerequisites: Instructor's permission if not a Kinesiology or Health major. Corequisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7651. Teaching Methods in Secondary Schools (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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Corequisite: EDUC7651 Teaching Methods in Secondary Classrooms.

EDUC7659. Methods of Teaching English in the Secondary School (3)

Strategies for teaching literature, grammar, writing and other communication skills necessary to effectively teach secondary English. 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. Corequisite: 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. Corequisite: 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. Corequisite: 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. Prerequisite: 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. Prerequisite: 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.

EDUC7700. Comprehensive Examination (0)

Required by some Graduate Education master's programs for degree completion. Grade of Pass/Fail.

EDUC7950. Secondary School Start-up (1)

Attendance at the opening of faculty meetings, assisting in the preparation for opening of school and observing and assisting the teacher in a regular public school classroom during the first week of school. This work is to be done in the fall before student teaching. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. Prerequisite: Approval for student teaching.

EDUC7951. Seminar/Capstone (1)

Weekly reflection and discussion about changes in thinking and professional practice resulting from growth in teaching competency as it intersects with growth in the four university outcomes. Corequisite: Student teaching.

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 that have made our schools into what they are today and how that impact 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. Prerequisites: 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. Prerequisite: The program director and department chair must approve the study plan before the student can enroll.

EDUC8700. Comprehensive Examination (0)

Required by the Education Specialist (Ed.S.) programs for degree completion. Grade of Pass/Fail.

EDUC9170. Advanced Qualitative Research: Analysis and Methods (3)

Students examine in depth the theory and practice of the design, conduct, analysis, and interpretation of qualitative research in education. Students will be able to critique qualitative research and create and design an effective qualitative research project related to their anticipated dissertation topic. Prerequisite: EDUC8677 Research.

EDUC9180. Advanced Quantitative Research: Analysis and Methods (3)

Students will examine the theory and practice of the design, conduct, analysis, and interpretation of quantitative research in education. Students will be able to critique quantitative research and develop an effective quantitative research project related to their anticipated dissertation topic.

EDUC9200. Policy Influence and Development (3)

Students will explore and investigate strategies for engaging in and working to shape education policy at the local, state, and federal levels. Students will engage in relevant conversations regarding current educational issues and work to influence the larger political, social, economic, legal, and cultural context of education.

EDUC9300. Effective Leadership for Change Management (3)

Students will examine leadership for effective change management. Students will examine multiple theories of leadership and change and apply them to current educational initiatives. Students will be able to articulate their philosophy of leadership and be able to critique examples of leadership in change.

EDUC9400. Advanced Data Analysis (3)

Students will explore and analyze data generated from their research and conduct statistical, descriptive, or qualitative analysis.

EDUC9500. Professional and Ethical Leadership (3)

Students will examine the impact of leadership on policy and procedure development and its role in protecting individual rights, honoring diversity, and advancing student learning. Students will examine their values and beliefs as leaders and explore ethical frameworks and perspectives.

EDUC9900. Dissertation Proposal (3)

This directed study course includes the selection of the dissertation topic, the identification of the methodology to be employed in the dissertation process, the composition of the dissertation proposal with initial outline and bibliography, and the selection of the dissertation committee.

EDUC9910. Dissertation Research I (3)

This directed study course includes the initial stages of research and the review of relevant literature/scholarship under the supervision of the dissertation advisor.
Prerequisite: EDUC9900 Dissertation Proposal.

EDUC9920. Dissertation Research II (3)

This directed study course is a continuation of EDUC9910 Dissertation Research I and includes some initial stages in writing portions of the dissertation under the supervision of the dissertation advisor. Prerequisite: EDUC9910 Dissertation Research I.

EDUC9930. Extended Dissertation Research and Writing (1-3)

This directed study course is a continuation of EDUC9920 Dissertation Research II, when the dissertation research and initial stages of writing extend beyond the time provided by the two required dissertation research courses. This work will be under the supervision of the dissertation advisor. This course may be repeated for credit.
Prerequisite: EDUC9920 Dissertation Research II.

EDUC9990. Dissertation Writing and Defense (3)

This directed study course includes final revisions and an oral defense of the dissertation. Students must obtain written permission from their dissertation advisor to register for this course.

The following courses are for ESL students to assist them in improving their language skills prior to full admission to the Graduate Education program.

ENGL5950. ESL Advanced Listening Comprehension (3)

Through listening to a variety of lectures, students will learn how to recognize the main idea, take notes, and summarize the information. To equip students' academic-listening comprehension skills is the goal of this course. An academic vocabulary list and listening activities will be provided to help students learn frequently-used terms in an academic context. Participation in traditional classes with non-ESL students and note-taking will be required. May be repeated for credit.

ENGL5960. ESL Advanced English Communication (3)

This is a course designed for ESL students to further improve written communication and oral presentation skills. Students will experience a large variety of daily conversations and texts to provide them with more robust communication strategies. Group discussion participation, oral presentation with visual aids, and small talk in class are required. May be repeated for credit.

Master of Social Work

Faculty: Mary Curran (Department Chair and Director of the MSW program), Caroline Collins (Title IV-E Scholars' Coordinator), Ezekiel Ette, LeAnn Stensgaard (Director of the B.A. program), Lawanna Lancaster (Field Administrator), Mamie Oliver, Patrece Meza (B.A. Program Field Coordinator), Al Sanchez, Scott Slater (Title IV-E Foster Care/Adoption Coordinator), 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.

Four areas of concentration are offered: Clinical Mental Health Practice, Management, Community Planning, and Social Administration, Clinical Gerontological Practice with Mature and Older Adults, and Addiction Studies. 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 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. For current information regarding tuition, fees, and payment options, please contact the Graduate Social Work program at 208-467-8679 or msw@nuu.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-NUU-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.

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 (63 semester credits) or advanced standing status (38 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 63 semester credits. Candidates who are accepted as advanced standing students must complete a minimum of 38 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 in the capstone class (a grade of B or higher). Please note that students must be in their final semester or have completed the final semester prior to enrollment in the capstone class.

- 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

Minimum semester credits required: 63 Foundation; 38 Advanced Standing

Foundation courses (25 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)

SOWK6541. Introduction to Research Methodology II (1)

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)

Core courses (20 credits):

SOWK7622. HBSE III: Social Work and Religion: Justice/Values/Ethics (3)
 SOWK7629. Policy Issues concerning Mature and Aging Adults (3); **or**,
 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 for students completing a thesis with quantitative data]
 SOWK7640. Advanced Research Design (3)
 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)
 SOWK7690. MSW Capstone (1)

Concentration courses (15 credits):

Clinical Gerontological Practice with Mature and Older Adults 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)
 SOWK7666. DSM-IV: Adults (1)
 SOWK7610. Social Work Electives (1-2) (Total of 4 credits required)

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

Management, Community Planning, and Social Administration Concentration:

SOWK7651. Practice IV: Community Organizing in Rural and Small Town Settings (3)
 SOWK7652. Practice III: Social Work Leadership in Rural and Small Town Settings in the 21st Century (3)
 SOWK7654. Practice V: Financial Management and Resource Development in Rural and Small Town Settings (3)
 SOWK7655. Program Evaluation in Rural and Small Town Communities (2)
 SOWK7610. Social Work Electives (1-2) (Total of 4 credits required)

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

Community Mental Health 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); **or**,
 SOWK7683: Practice V: Group Work in Substance Abuse Treatment (3)
 SOWK7665. DSM-IV: Children and Adolescents (1)
 SOWK7666. DSM-IV: Adults (1)
 SOWK7610. Social Work Electives (1-2) (Total of 4 credits required)

Students must complete a minimum of one practice course outside the mental health 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); **or**,
 SOWK7664. Practice V: Group Treatment in Rural and Small Town Communities (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)
 SOWK7665. DSM-IV: Children and Adolescents (1); **or**,
 SOWK7666. DSM-IV: Adults (1)
 SOWK7610. Social Work Electives (1-2) (Total of 2 credits required)

No alternate concentration practice class required.

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 instructor's permission

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)

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)

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 instructor's permission

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 or Field Director's permission. **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 Field 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)

Two or three elective topics will be offered each semester. Elective offerings will be assigned 1 or 2 credits, and students may complete as many or as few as needed or desired during the course of their program. One-credit classes offered as part of a concentration may be taken as electives by students completing other concentrations.

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.

SOWK7629. Policy Issues with Mature and Aging Adults (3)

This course will examine many critical policy areas that are currently affecting social work practice with mature and aging adults living in rural and small town communities, both locally and domestically. These include: Medicare, Medicaid, Managed Care Systems, Long-Term Health Care Initiatives, Reverse Mortgages, Spousal Impoverishment Issues, Miller Trusts, Nutritional and Home Health Programs, and Volunteerism and Employment for seniors. Students will also practice effective skill building techniques to be used as they enter social work practice in their respective communities with the goal of combining knowledge and action in promoting advocacy efforts for seniors.

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 geropsychology.

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. **Corequisite:** SOWK7635

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. **Corequisite:** SOWK7642. [Required for students completing a thesis with quantitative data]

SOWK7640. Advanced Research Design (3)

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 proposal, 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. May be repeated for a maximum of 2 credits.

SOWK7651. Practice IV: 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 III: Social Work Leadership in Rural and Small Town Settings in the 21st Century (3)

Today's social work leaders operate in a complex global environment that is constantly influencing systems in both urban and rural environments. This course focuses on preparing students to assume leadership roles in the development, implementation, management, and evaluation of both public and private human service delivery systems in rural and small town America. Students will be provided the opportunity to explore many leadership and management issues, including those that present special challenges in rural and small town communities, from both a theoretical and practical perspective.

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:** SOWK7652, SOWK7651, or instructor's permission

SOWK7655. Program Evaluation in Rural and Small Town Communities (2)

Effective social work practice is dependent upon meeting the stated goals and objectives of clients, programs, and agencies. The primary tool used in collecting and measuring programmatic data in the typical social service setting comes in the form of various program evaluation tools. Evaluative tools vary in degree and complexity; this course, therefore, will look at the wide variety of ways being used to measure *program*

effectiveness, as well as the most current literature around this topic. Students will also be given an opportunity to actively participate in producing and critiquing evaluative materials in the classroom setting.

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

SOWK7665. DSM-IV with Children and Adolescents (1)

This course investigates the major classifications and symptoms of mental disorders for children and adolescents as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). The behavioral manifestations and dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and differential diagnosis for treatment planning. **Prerequisite:** SOWK7662

SOWK7666. DSM-IV with Adults (1)

This course investigates the major classifications and symptoms of mental disorders for adults as detailed in the current Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). The behavioral manifestations and dynamics of mental disorders will be explored, focusing on therapeutic assessment issues and differential diagnosis for treatment planning. **Prerequisite:** 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, SOWK7652, SOWK7661, or SOWK7681. **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 SOWK 7671 **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. **Corequisite:** SOWK7685

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. **Corequisite:** SOWK7686

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. **Corequisite:** SOWK7687

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.

SOWK7690. MSW Capstone (1)

The capstone course provides students with an opportunity to demonstrate competency in their respective area(s) of concentration through weekly discussions and the writing

of a final narrative project. The University values of Transformation, Truth, Community, and Service are integrated into the program's curriculum and must be visibly present in each student's final written project. [Note: Students must be in their final semester or have completed the final semester prior to enrollment in the capstone class.]

Master of Science in Counseling

Faculty: Brenda Freeman (Chair), Lori Fairgrieve, Curtis Garner, Susan Perkins, Melanie Person, Michael Pitts and L. Kay Webb. Director of Field Placement and Assessment: Karrie Swan.

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 non-metropolitan clinical, marriage and family, and school settings.

Description of Majors

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. Post graduate students may enroll in the Play Therapy Certificate 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. Clinical majors usually specialize during internship and are encouraged to complete an emphasis area. Clinical counselors may subscribe to a wide variety of theoretical orientations, including Adlerian, Logotherapy, 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.

Clinical Counseling (CC) Major

The main emphasis of the clinical counseling program is to provide theory assessment skills, intervention skills, and field experience to prepare students to work as entry-level counselors in clinical settings, working with individuals, couples, and families. The focus of the instruction is threefold: 1) the development of the person of the counselor, including leadership ability and multicultural skills; 2) the development of the skills and knowledge necessary to provide quality, ethical mental health counseling services to individuals, couples, and families; and 3) the development of knowledge and skills necessary to work across the continuum of care, including prevention services and mental health counseling for those members of the community with diagnosable mental health problems.

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 in poverty and other underserved populations. The development of sensitivity, compassion, and skills in dealing with diverse populations is expected of Clinical Counseling students as well as the integration of evidence-based practices.

Marriage and Family Counseling (MFC) Major

The 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) Major

The School Counseling program 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.

Emphasis Areas

Clinical Counseling and School Counseling Major 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.) Marriage and Family students are welcome to complete an emphasis area, but it would require six credits beyond graduation requirements.

The emphasis areas currently available include:

Advanced Testing and Measurement

This specialization area would assist students in developing skills necessary to administer and interpret specific clinical and intelligence tests, and to gain skills in writing individualized assessment reports for clients.

Addictions Counseling

Students pursuing an emphasis in addictions counseling are working toward the development of greater depth of understanding in assessment and interventions related to addictions, particularly useful for dual diagnosis. Since comorbidity with drugs and alcohol is common in clinical settings, this is a very practical emphasis area. The coursework is aligned in such a way as to provide partial fulfillment of the educational criteria leading to eligibility for the Advanced Certified Alcohol/Drug Counselor (ACADC) credential in the State of Idaho. The Practicum/Internship requirement for the ACADC is 2000 hours.

Advanced Clinical Theory and Practice

This emphasis area prepares students with greater depth in theoretical knowledge and skills related to clinical practice in assessment, group counseling, individual counseling, and counseling children and adolescents.

Behavioral Health and Wellness

This emphasis area prepares students to have more depth in the holistic and wellness domains. The required courses are taught from a foundational set of principles on wellness, health, and spiritual well-being, and include the ACA spiritual competencies

for counselors. (Note: Spiritual as used in this specialization is not referencing assuming religious participation.) Behavioral health has a strong prevention orientation.

Counseling in a Faith Environment

The courses in this emphasis area are designed for students interested in counseling from a Christian perspective, pastors desiring additional training in counseling, and individuals in the community interested in increasing their skills in counseling in a faith environment. This emphasis area integrates the Wesleyan perspective with the fundamental principles of the counseling profession. This emphasis will address the profession of counseling as it is expressed in specifically Christian settings (i.e., Church Counseling Centers, Pastoral Counseling, and Private Practice as a Christian Counselor).

Grief, Trauma, and Crisis

The Grief, Trauma, and Crisis specialization prepares students with more clinical depth in the capacity to counsel individuals through complicated bereavement, trauma, and crisis. Red Cross crisis training (leading to mental health crisis certification) is one aspect of the specialization, as well as in-depth work on trauma and bereavement interventions. Given that complicated bereavement is thought by many experts to be the underlying factor leading to symptoms such as depression and substance abuse, this emphasis area is foundational in developing effective clinical skills.

Play Therapy

In order to satisfy its mission to promote the value of play, play therapy, and credentialed play therapists, the Association of Play Therapy (APT) wishes to increase the availability of play therapy instructions at colleges and universities. This emphasis area provides part of the coursework needed to become a credentialed Play Therapist. Coursework includes essential elements and principles of play therapy, including history, theories, modalities, techniques, applications and skills. Experiential components focus on basic play therapy skill development within the context of ethical and diversity-sensitive practice.

Post Graduate Certification Program in Play Therapy

The Play Therapy Certification Program is designed for practicing professions across the state who would like the opportunity to become RPTs (Registered Play Therapists), which requires specialized course content as well as supervised practicum and internship in play therapy. The post graduate certificate program in Play Therapy is a maximum of 20 credit hour program post-masters for practicing professionals working with children in various fields, such as rehabilitation counselors, addictions counselors, school-certified counselors, licensed professional counselors, licensed marriage and family therapists, licensed clinical social workers, and licensed psychologists. The program prepares the student for the application process for certification by the Association for Play Therapy. In addition, once RPT has been completed, with additional coursework and supervised clinical hours, these clinicians could become Registered Play Therapist-Supervisors (RPT-S), the highest level of certification in the field.

Requirements:

CED Course #	Cont. Ed Course #	Course	Cr Hrs
COUN7510	COUN 56201	Play Therapy I: History, Ethics, and Systems of PT	1
COUN7511	COUN 50101	Advanced Play Therapy I: Contemporary Theory and Research	1
COUN7512	COUN 50103	Advanced Play Therapy Techniques and Practice I	1
COUN7513	COUN 50104	Advanced Play Therapy Techniques and Practice II	1
COUN7514	COUN 51301	Clinical Application and Play Therapy I	1
COUN7515	COUN 51302	Clinical Application and Play Therapy II	1
COUN7516	COUN 56202	Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation	1
COUN7517	COUN 50102	Advanced Play Therapy II: Contemporary Theory and Research	1
COUN7518	COUN 57301	Sand Tray and Sand Play	1
COUN7519	COUN 52701	Filial and Family Play	1
COUN7560	COUN 56203	Post Masters Practicum in Play	1-10

Registered Play Therapist-Supervisor Program (RPT-S)

The Registered Play Therapist-Supervisor Program (RPT-S) is a 2 credit hour Post Graduate Certification Program in play therapy supervision beyond the 20 credit hours required for the RPT required for Registered Play Therapists who have completed three thousand hours of clinical experience and would like to become play therapist supervisors. This program leads to the Association for Play Therapy credential, RPT-S.

Admissions

Admission into the RPT or RPT-S programs requires an application (\$50 fee), references, transcripts, prescribed writing sample, and interview. See the Play Therapy Certification Handbook for more information.

Utilization of Play Therapy Emphasis Courses

NNU students currently enrolled in the master's program Play Therapy Emphasis area are allowed to utilize six credits of play-specific emphasis area courses toward the post-master's certification.

Counselor Education Department Conceptual Model

The Counselor Education Program is designed around CACREP and NCATE standards, and uses the Critical Social Model as a foundation. The four themes of the Critical Social Model undergirding the Counseling Program are:

Relational Knowing (relates to the University theme Community)

Relational knowing 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.

Critical Analysis (relates to the University theme Truth)

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.

Leadership (relates to the University theme Transformation)

Leadership 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 (relates to the University theme Servant Leadership)

NNU Counselor Education students will be agents of social justice. Compassionately and without judgment they will show love for people of all customs and cultures, and identify with and advocate for those in need locally and globally.

Admission Requirements

1. A baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0 in the baccalaureate program. **[NOTE: The GRE is required for applicants with 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.
4. Strong evidence of a fit between the applicant and the dispositions needed to be an effective counselor, through the lens of ratings on the research-based characteristics of effective helpers.
5. Upon acceptance into the Counselor Education Master's Program you will be required to undergo fingerprinting and a background check. This process will be at the expense of the student and will take place within the first 12 credits of the program. Any non-disclosure or falsification of information on application documents may be cause for removal from the program.

Application Process

The applicant will submit the following to the Counselor Education Office:

1. Completed admission form.
2. A \$50 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 current resume.
8. After the file is complete, qualified applicants are invited 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 dispositions and 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.

Accreditation

The NNU programs in Clinical Counseling, School Counseling and Marriage and Family Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Program is accredited by NCATE.

Status

Continuous Enrollment

Those students who have completed all course work but have not completed non-academic requirements must be continuously enrolled in a minimum of 1 credit hour of the choice of the student. The course entitled Thesis Research is recommended. Similarly, those students who have completed all requirements except Internship field hours must enroll in an additional credit in Internship until the required hours have been completed.

Active Status

A student who has been admitted to the Counselor Education program and enrolled in at least one course in three consecutive semesters 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.

Academic Standing, Academic Probation, Student Progress Reviews and Dismissal 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 semester 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.

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.) Grades of C- or lower do not count toward a graduate degree in counseling.

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.

In keeping with CACREP accreditation standards, Counselor Education department faculty engage in a systematic developmental review of student progress through the program, beginning with admissions and ending with graduation. Students are reviewed on both a systematic and an ongoing basis on the department's student learning objectives. Some of the student learning objects relate to the dispositions of students, which include personal growth and professional behavior. There are particular points in the program where all students are reviewed; however, any student demonstrating challenges in academic, professional or personal development may be subject to review at any point in the program. Professional or personal development includes such areas as lack of professional progress, impairment, burnout, or unprofessional behavior. Because of the nature of the field of counseling, students may be subject to faculty interventions for non-academic reasons, even if their academic work is excellent. Dispositions are reflected in the student learning outcomes for the Counselor Education Program. Examples of faculty/departmental action in these situations include but are not limited to:

1. Facilitating the transition of the student out of the field of counseling into a field more appropriate for their gifts.
2. Suspension from the program.
3. Dismissal from the program.
4. Delayed entry into clinical courses.
5. Students who are unable to secure a satisfactory field site placement for reasons relating to their inappropriateness or their lack of readiness for placement may be subject to discontinuance from the program.
6. 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).
7. 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.

Student Progress and Retention Reviews

In keeping with CACREP accreditation standards, counselor education department faculty engage in a systematic developmental review of student progress through the program, beginning with admissions and ending with graduation. The three areas of student progress which are considered include academic performance, professional development, and personal development. There are particular points in the program where all students are reviewed; however, any student demonstrating challenges in academic, professional or personal development may be subject to review at any point in the program. Professional or personal development includes such areas as lack of professional progress, impairment, burnout, or unprofessional behavior. Because of the nature of the field of counseling, students may be subject to faculty interventions for non-academic reasons, even if their academic work is excellent. Examples of faculty/departmental action in these situations include but are not limited to:

1. Facilitating the transition of the student out of the field of counseling into a field more appropriate for their gifts.
2. Suspension from the program.
3. Dismissal from the program.
4. Delayed entry into clinical courses.
5. 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.
6. 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.
7. 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

Within 12 credit hours after admission, students are required to meet with their academic advisor to design a Plan of Study.

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 and audits do not apply toward the degree. All course work applied to the degree must have received a letter grade, unless otherwise approved by the program.
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: passing ratings on all departmental student learning outcomes; 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; 2 years of 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 Student Scholarly 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.

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. NNU Counselor Education faculty reserve the right not to recommend graduates for state licensure. NNU Counselor Education faculty will not recommend students for positions for which the student is unqualified.

Master of Science in Counseling, Clinical Counseling (CC)

60 semester credits required.

- COUN6511. The Profession of Counseling (2)
- COUN6512. Ethical and Legal Issues (3)
- COUN6515. Multicultural Counseling and Societal Issues (3)
- 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 (3)
- COUN6551. Diagnosis and Treatment of Psychopathology (3)
- COUN6552. Addictions Counseling (2)
- COUN7523. Organization and Administration of Clinical Services (2)
- COUN7537. Research and Statistics (3)
- COUN7553. Measurement and Assessment (1-3) (2 credits required)
- COUN7561. Practicum in Counseling (1-6) (3 credits required) **
- COUN7563. Clinical Intervention and Prevention (3)
- COUN7571. Psychopharmacology (1)
- COUN7589. Internship in Counseling (1-24) (Community Setting, 10 credits required)**
- COUN7610. Thesis Research (1)
- 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)
- COUN6515. Multicultural Counseling and Societal Issues (3)
- 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 (3)
- COUN6551. Diagnosis and Treatment of Psychopathology (3)
- COUN6552. Addictions Counseling (2)
- COUN7522. Couple Counseling (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)
 COUN7537. Research and Statistics (3)
 COUN7538. Family Education Experience (2)
 COUN7553. Measurement and Assessment (1-3) (2 credits required)
 COUN7561. Practicum in Counseling (1-6) (3 credits required) **
 COUN7589. Internship in Counseling (1-24) (MFC Setting, 10 credits required) **
 COUN7610. Thesis Research (1)

** 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)
 COUN6515. Multicultural Counseling and Societal Issues (3)
 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 (3)
 COUN6551. Diagnosis and Treatment of Psychopathology (3)
 COUN6552. Addictions Counseling (2)
 COUN7521. School Counseling (2)
 COUN7524. Organization of Guidance Services (2)
 COUN7537. Research and Statistics (3)
 COUN7545. Counseling Exceptionalities (2)
 COUN7553. Measurement and Assessment (1-3) (2 credits required)
 COUN7561. Practicum in Counseling (1-6) (3 credits required) **
 COUN7589. Internship in Counseling (1-24) (School Setting, 10 credits required) **
 COUN7610. Thesis Research (1)
 Emphasis Area or Electives (6)

** Includes clock hours in the field

Dual Major 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, totaling approximately 1,600 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.

Course	Title	CC	MFC	SC
COUN6511	The Profession of Counseling	2	2	2
COUN6512	Ethical and Legal Issues	3	3	3
COUN6515	Multicultural Counseling and Societal Issues	3	3	3
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	3	3	3
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	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	
COUN7537	Research and Statistics	3	3	3
COUN7538	Family Education Experience		2	
COUN7545	Counseling Exceptionalities			2
COUN7553	Measurement and Assessment	2	2	2
COUN7561	**Practicum in Counseling	3	3	3
COUN7563	Clinical Intervention and Prevention	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	
COUN7610	Thesis Research	1	1	1
	Electives/Emphasis Area	6		6
	Total Credit Hours	60	60	60

**Includes clock hours in the field

Emphasis Areas

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 Behavioral Health

- COUN6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN7561. Practicum in Counseling (3)
- COUN7573. Logotherapy (1)
- COUN7574. Wellness Models and Spirituality (2)
- COUN7575. Foundations of Behavioral Health (3)
- 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 (3)
- COUN6551. Diagnosis and Treatment of Psychopathology (3)
- COUN7565. Emphasis in Counseling: Advanced Clinical Theory and Practice I (2)
- COUN7566. Emphasis in Counseling: Advanced Clinical Theory and Practice II (2)
- COUN7567. Emphasis in Counseling: Advanced Clinical Theory and Practice III (2)

Play Therapy

- COUN 6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN 7510. Play Therapy I: History, Ethics, and Systems of PT (1)
- COUN 7511. Advanced Play Therapy I: Contemporary Theory and Research (1)
- COUN 7512. Advanced Play Therapy Techniques and Practice I (1)
- COUN 7513. Advanced Play Therapy Techniques and Practice II (1)
- COUN 7514. Clinical Application in Play Therapy I (1)
- COUN 7515. Clinical Application in Play Therapy II (1)
- COUN 7516. Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation (1)
- COUN 7517. Advanced Play Therapy II: Contemporary Theory and Research (1)
- COUN 7518. Sand Tray and Sand Play (1)
- COUN 7519. Filial and Family Play (1)
- COUN 7561. Practicum in Counseling (3)
- COUN 7589. Internship in Counseling (2)

Course Descriptions

Counseling (COUN)

COUN6000. New Student Orientation (0)

New student orientation is a non-graded course that is required of all incoming students to the Counselor Education Master's program. This course will give new students information regarding the overall program, requirements for graduation and

information regarding on-campus departments with which they will interact throughout their course of study.

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 that must 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 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.

COUN6515. Multicultural Counseling and Societal Issues (3)

An examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; strategies with diverse populations; and indigenous counseling approaches. The influence of gender, race, ethnicity, and other factors related to diverse population on the counseling process and on the counselor.

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 (Ethics).

COUN6542. Group Counseling (3)

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 (1-3)

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. Play Therapy I: History, Ethics, and Systems of PT (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 I: 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 in 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.

COUN7516. Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation (1)

This course will examine the common childhood diagnoses that present at time of treatment. It will introduce assessment and diagnosis tools using play therapy techniques. This course will teach students how to develop appropriate treatment plans for these diagnoses and discuss how certain play themes within the context of the play sessions can be utilized in effective parent consultation practices.

COUN7517. Advanced Play Therapy II: 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 in this second theories course are Developmental, Psychodynamic, Gestalt and Eclectic Prescriptive Play Therapy.

COUN7518. Sand Tray and Sand Play (1)

This course reviews the theoretical underpinnings of attachment theory and how it relates to working with clients from throughout the lifecycle. Special attention will be given to adult attachment and the formation of attachment sequences in family and couple relationships. The sand tray technique will be contrasted with the differences in utilizing sand play within a play session and how one would differentiate when to use which skill.

COUN7519. Filial and Family Play (1)

This course will explore the use of filial therapy as a technique for families who have an identified client as a child. Filial theory is an approach, which teaches parents how to use child-centered play session, which can be transferred to the home. Students will also learn to model for the parents the same attitudes and skills they wish the parents to use with their own children.

COUN7520. Supervision Practices in Play Therapy (2)

Providing quality supervision for play therapists is both a responsibility and a challenge for Counselor Education programs and professionals in the field. The purpose of this course is to present a format of supervision outlining both a model and helpful guidelines to facilitate the supervisory relationship between supervisor and supervisee doing play therapy. Supervisors have a number of roles and responsibilities, including assuring the welfare of the client; making sure that ethical, legal, and professional standards are being upheld; overseeing the clinical and professional development of the supervisee; and evaluating the supervisee. For this reason, The roles and responsibilities, as well as effective models of play therapy supervision will be discussed in this course.

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 counseling couples. Special emphasis will be placed on issues of family functioning as they relate to specific presenting problems.

COUN7523. Organization and Administration of Clinical Services (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 and functioning as they exist within the context of their system. Includes strategies for evaluating counseling outcomes. Emphasizes multicultural considerations on assessment and outcome evaluation.

COUN7528. Practice of Family Counseling (2)

An application of couple and family counseling theory techniques and concepts. Focuses on logistics of family counseling and practical skills used in practice. Provides guidelines and practice in developing and implementing family interventions as part of counseling a family.

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. Attention is given to counseling couples with presenting problems of sexual dysfunctions.

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.

COUN7536. Qualitative Research (2)

Examines the philosophy and traditions of qualitative research projects. Students will learn to design qualitative research projects, and to collect, analyze, and report on qualitative data. Emphasis will be given to establishing trustworthiness and ethics in qualitative inquiry.

COUN7537. Research and Statistics (3)

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. 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.

COUN7538. Family Education Experience (2)

This course guides students through the process of assessing the need for family education programs, then designing, implementing and evaluating family programs that will assist the student in supporting families throughout their life-cycle stages. Students will have the opportunity to participate in delivering family education material.

COUN7545. Counseling Students with Exceptionalities (2)

Counseling Students with Exceptionalities provides a descriptive approach to the study of challenges, resources, and experiences of exceptional children and their families in identifying and receiving comprehensive, collaborative, community based mental health services and supports at school, at home and in their communities.

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

COUN7560. Post Masters Practicum in Play (1-10)

This course will address the different levels of clinical skill acquisition. The use of required videotaping of student play therapy sessions, role playing, live demonstrations and observations will be used in the supervisory process. (Note: If the clinical criteria are not met by the conclusion of practicum segment, fees for additional clinical supervision will be charged to the individual student on a per hour basis over and above tuition.

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: COUN6511, 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 (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

COUN7565. Emphasis in Counseling: Advanced Clinical Theory and Practice I (2)

This is an emphasis area course in Advanced Clinical Theory and Practice. This course will develop student knowledge, skill and self-awareness in clinical theory and practice.

COUN7566. Emphasis in Counseling: Advanced Clinical Theory and Practice II (2)

This is an emphasis area course in Advanced Clinical Theory and Practice. This course will develop student knowledge, skill and self-awareness in clinical theory and practice.

COUN7567. Emphasis in Counseling: Advanced Clinical Theory and Practice III (2)

This is an emphasis area course in Advanced Clinical Theory and Practice. This course will develop student knowledge, skill and self-awareness in clinical theory and practice.

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 (1)

This course will develop student knowledge, skill, and self-awareness in Logotherapy.

COUN7574. Wellness Models and Spirituality (2)

This course will develop student knowledge, skill, and self-awareness in wellness model and interventions.

COUN7575. Foundations of Behavioral Health (3)

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 Research (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: 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 Goals

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, microbiology, anatomy/physiology, and statistics 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.

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 - 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.

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 grade lower than C

Students failing to maintain these standards will be notified and may be subject to dismissal from the MSN 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:

NURS6110. Advancing Professionalism/Leadership (3)
 NURS6120. Population Health and Interprofessional Collaboration (3)
 NURS6130. Healthcare Systems and Health Policy (3)
 NURS6060. Nursing Research/Evidence Based Practice (3)
 NURS6150. Advanced Pathophysiology (3)
 NURS6160. Advanced Pharmacology (2)

- NURS6170. Advanced Health Assessment (2)
NURS6180. Spiritual Care in Diverse Populations (2)
NURS7000. Principles of Teaching (3)
NURS7010. Curriculum Development (3)
NURS7020. Assessment/Evaluation Strategies (3)
NURS7040. Research Study/Evidence Based Practice Project (3)
NURS7050. Nursing Education Internship (3)

Course Descriptions

Nursing (NURS)

NURS6060. Nursing Research/Evidence Based Practice (3)

Prepares the graduate students to analyze research and evidence-based practice findings and to utilize the findings in providing quality patient care or improving nursing/education practice. Focus is on research process.

NURS6110. Advancing Professionalism/Leadership (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. Focuses on personal professional development.

NURS6120. Population Health and Interprofessional Collaboration (3)

Examines the application of patient centered care in the design, delivery and management of prevention and promotion service to individuals, families, communities and populations. A theoretical framework is integrated in the examination of interprofessional collaboration in the achievement of clinical prevention and promotion of improved health outcomes.

NURS6130. Healthcare Systems and Health Policy (3)

Emphasizes the organization, financing and policies of national and international healthcare systems. Analysis of the determinants of health issues and trends from a global perspective will be explored. Ethical and value frameworks that guide policymaking in healthcare is examined.

NURS6150. Advanced Pathophysiology (3)

Focuses on an understanding of normal physiologic and pathologic mechanisms of disease that serves as one primary component of the foundation for clinical assessment, decision making, and management. Interpretation of changes in normal function, application and the development of appropriate advanced nursing care is the focus of this course. Pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents are integrated into the content.

NURS6160. Advanced Pharmacology (2)

Pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents are reviewed and examined with a focus on clinical implications and client education. Roles and responsibilities in utilizing pharmacotherapeutics will be explored.

NURS6170. Advanced Health Assessment (2)

Advanced comprehensive and focused health assessment skills and techniques will be examined. Students will demonstrate the ability to complete a comprehensive health assessment/evaluation in a virtual environment; in addition, students will be evaluated on the ability to facilitate learning in a clinical/academic setting. The comprehensive assessment results in a thorough understanding of the patients health care and health promotion needs.

NURS6180. Spiritual Care in Diverse Populations (2)

Focuses on concepts of spiritual care as an essential element of promoting health and wholeness. The process of spiritual assessment in the provision of spiritually competent care will be explored. A focus on social justice and the care of diverse populations is emphasized.

NURS7000. Principles of Teaching (3)

Focuses on the application of theoretical frameworks for teaching and learning. Included are learning styles, principles of teaching, teaching methods and strategies. The role of the educator in diverse settings is emphasized.

NURS7010. Curriculum Development (3)

Explores philosophical and contemporary curriculum designs. Development of a curriculum map is required.

NURS7020. Assessment/Evaluation Strategies (3)

Develops an evaluation plan for nursing curriculum based on accreditation standards. Diverse assessment/evaluation methodologies and strategies are explored.

NURS7040. Research Study/Evidence Based Practice Project (3)

Continuation of NURS6060 with a focus on the evidence based practice process.

NURS7050. Nursing Education Internship (3)

Engages in all aspects of the faculty/clinical educator role. The internship uses the preceptor model.

Undergraduate Nursing Bridge Courses Required for Associate Degree Nurses

The online courses NURS 4970, 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)

An overview of the major concepts of community health nursing including health promotion, health protection, and health maintenance for communities. A focus will be the collaborative role of nursing in management of community health care.

NURS4980. Nursing Research and Evidence Based Practice (3)

Compare the processes of research and Evidence Based Practice and review articles related to research studies and EBP projects. Beginning experiences with scholarly writing is an expectation for this course.

NURS4990. Leadership Development (3)

Focus on leadership models in the profession of nursing. Investigate current educational and trans-global trends in nursing.

School of Theology and Christian Ministries

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

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 Divinity, Youth, Church & Culture
Master of Arts, Christian Education
Master of Arts, Missional Leadership
Master of Arts, Pastoral Ministry
Master of Arts, Spiritual Formation
Master of Arts, Youth, Church & Culture

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.

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 from the undergraduate institution from which the student graduated to the Office of Graduate Theological Online Education. Official transcripts for graduate work should also be submitted if it relates to a theological discipline.
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 by a successful completion of the Test of English as a Foreign Language (TOEFL) in which the total score shall be 85, with writing and speaking no less than a score of 22, and no score under 20.
4. Students who earn degrees outside of the United States must have their transcripts evaluated by World Education Services (WES) to ensure undergraduate degree equivalents.
5. Submit an online application with a nonrefundable \$50 application fee.
6. 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.

Academic Standing Policy

In order to continue in good academic standing, students in NNU's Master of Divinity and Master of Arts programs must meet the following criteria:

- Maintain a 2.5 or higher cumulative GPA;
- Receive no grades lower than a C.

Students with semester GPAs that fall below 2.5 for two consecutive semesters will be put on academic probation. Students who are accepted provisionally because of a GPA below 2.5 must earn at least a 2.5 by the end of their first semester or they will be put on academic probation. Students with a cumulative GPA below 2.5 are also subject to academic probation.

Students who fail to maintain these standards will be notified by the program coordinator and may be subject to dismissal from the program.

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 2.5 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 Region 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)
 CHIS6560. History of Christianity I (3)
 CHIS6960. History of Christianity II (3)
 CHIS7120. Historical & Psychological Foundations of Christian Formation/Nurture (4)
 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 NUU'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 NUU'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: Youth, Church & Culture

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 ministry in contexts both inside and outside the local church. Students in the Master of Divinity: Youth, Church and Culture degree program may work as associate or youth ministers, parachurch directors, in

other youth serving organizations, denominational offices, missions, and in urban or rural environments. Many students in this program serve in a ministry assignment during their studies. Master of Divinity: Youth, Church and Culture students complete the vast majority of their course work by participating with both Master of Arts: Pastoral Ministry and Master of Arts: Youth, Church and Culture 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 understands both the history and contemporary characteristics of adolescence and family systems theory necessary for engaging in youth and family ministry.
6. The graduate values the role of Practical Theology in the Wesleyan-Holiness tradition and philosophy to inform practices fostering young persons and families.
7. The graduate articulates and embodies a Biblical understanding of faith formation within the community of faith including the family.
8. The graduate demonstrates a dynamic integration of practice and philosophy of leadership suitable for ministry in the Church and in the world.

Curriculum

The required curriculum is divided into two areas:

Core curriculum (34 semester credits)

Ten courses are offered on the practice of youth ministry for the twenty-first century. 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 youth ministry 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)
 PRTH6560. Ministry Formation (3)
 PRTH6960. Missiology and Contextualization (3)
 PRTH6990. Supervised Ministry (3)
 PRTH7560. Pastoral Leadership (3)
 PRTH7960. Preaching and Worship (3)
 YMIN6130. Foundations of Youth Ministry (4)
 YMIN6530. Leadership in Youth Ministry (4)
 YMIN6730. Outreach & Evangelism (4)
 YMIN7930. Developmental & Spiritual Formation of Youth & Families (4)

Foundational Studies (40 semester credits)

BIBL6560. Introduction to Biblical Studies (3)
 BIBL7330. Youth, Families & Faith Throughout Scripture (4)
 BIBL7560. Biblical Theology (3)
 BIBL8090. Advanced Biblical Exegesis (3)
 CHIS6560. History of Christianity I (3)
 CHIS6960. History of Christianity II (3)
 CHIS7130. History & Practice of Christian Formation & Education: From Early Church to Emergent (4)
 PHIL7330. Postmodern Culture & Families (4)
 PHIL7560. Philosophical Foundations of Ministry (3)
 THEO6330. God in the Everyday: Theological Interpretation of Popular Culture (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 NUU'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)

Master of Arts: Youth, Church & Culture

33 semester credits required.

Program Description

The Master of Arts in Youth, Church and Culture is a degree provided through a two-year online learning community designed for women and men in ministry contexts both inside and outside the local church. Students in this program may work as associate or youth ministers, parachurch directors, in other youth serving organizations, denominational offices, missions, and in urban or rural environments. Many students in this program serve in a ministry assignment during their studies. The degree is offered in a fully online environment and is typically completed one course at a time over the span of two 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 both the history and contemporary characteristics of adolescence and family systems theory necessary for engaging in youth and family ministry.
2. The graduate values the role of Practical Theology in the Wesleyan-Holiness tradition and philosophy to inform practices fostering young persons and families.
3. The graduate articulates and embodies a Biblical understanding of faith formation within the community of faith including the family.
4. The graduate demonstrates a dynamic integration of practice and philosophy of leadership suitable for ministry in the Church and in the world.

Curriculum

The required curriculum is divided into two areas:

Core curriculum (16 semester credits)

Four courses are offered on the practice of youth ministry for the twenty-first century. 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 youth ministry 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)

YMIN6130. Foundations of Youth Ministry (4)

YMIN6530. Leadership in Youth Ministry (4)

YMIN6730. Outreach & Evangelism (4)

YMIN7930. Developmental & Spiritual Formation of Youth & Families (4)

Foundational Studies (16 semester credits)

BIBL7330. Youth, Families & Faith Throughout Scripture (4)

CHIS7130. History & Practice of Christian Formation & Education: From Early Church to Emergent (4)

PHIL7330. Postmodern Culture & Families (4)

THEO6330. God in the Everyday: Theological Interpretation of Popular Culture (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.

BIBL6599. Independent Study (3-4)

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

BIBL7330. Youth, Families & Faith Throughout Scripture (4)

This course will survey and examine selected passages from the Bible [such as The Shema (Deuteronomy 6:4-9) and Paul's treatise on the Body (1 Corinthians 12)] that deal specifically with issues pertaining to young persons, families, and the formation of faith, character and community. This course will also give attention to broader issues of biblical interpretation that are concerned with reading the Bible in formative ways that gain expression in various forms of Christian practice.

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 & 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. Prerequisite: BIBL6XXX or BIBL7XXX course.

Christian Education (CHED)

CHED6120. Introduction to Christian Education

(4 credits): The course focuses on the integration of theology and the social sciences particularly as it relates to developing a philosophy of Christian education. The development of a philosophy of Christian education provides students avenues to critically evaluate educational structures and forms of Christian discipleship in local congregations. Particular attention is given to the role of Christian education in congregational life and formation.

CHED6160. Christian Educational Ministries

(3 credits): The course provides a Wesleyan approach to Christian discipleship by integrating Wesleyan theology and current developmental theories. The course explores how pastors can develop educational ministries that foster faith formation and Christian discipleship in local congregations. Particular attention is given to the role congregations play in forming faith disciples through teaching, worship, and congregational life.

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.

CHED6599. Independent Study (3-4)

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

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.

CHIS6599. Independent Study 3-4)

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

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.

CHIS7130. History & Practice of Christian Formation & Education: From Early Church to Emergent (4)

This course will trace the history of how the Church has attempted to shape individuals and communities from its beginning through Emergent catechesis. Selected cultural approaches to character formation that the Church has utilized will be examined.

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.

PHIL6599. Independent Study (3-4)

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

PHIL7330. Postmodern Culture & Families (4)

This course will involve readings in modern and postmodern philosophy in an effort to understand how these important philosophical shifts have affected families. Students will be expected to demonstrate how postmodernity has affected the traditional family, given rise to significant changes in the definition of family, and how to minister to families based on this understanding.

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.

PRTH6560. 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.

PRTH6599. Independent Study (3-4)

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

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 & 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 includes an optional multiple-day on-site practicum with his or her colleagues through interactions with a variety of leading edge missional pastors and churches.

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 & 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 & 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)

THEO6330. God in the Everyday: Theological Interpretation of Popular Culture (4)

This course will critically examine recent cultural phenomena (such as social networking) from a theological perspective. Students will be expected to form their

own practical theology of these phenomena and their usefulness (or lack thereof) in the context of the Christian Church and youth group.

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.

THEO6594. Introduction to Biblical & Theological Studies (3)

A foundational study of the Wesleyan tradition as it relates to Scripture and theology. Designed as an independent study for online graduate students in the School of Theology & Christian Ministries who have been admitted provisionally due to a lack of prerequisite course work in Bible, Theology, and/or Western Philosophy.

THEO6599. Independent Study (3-4)

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

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.

Youth Ministry (YMIN)

YMIN6130. Foundations of Youth Ministry (4)

This course focuses on developing one's personal vision and practice of youth ministry and gives attention to the foundational and diverse elements of youth ministry. It will additionally serve as an introduction to the YCC program and the embedded curricula of the model of practical theology used herein, the mentoring environment and the need for professional and personal accountability to last as a youth minister. It will explore the biblical and theological foundations of ministry with young people, ranging from those in early to late adolescence. Attention will be given to the role

faith plays in adolescent development and identity formation, and to the church's responsibility to young people in and beyond congregations. This course emphasizes incarnational and missional approaches to the gospel, as well as young people's own agency as participants in the total mission of the church.

YMIN6530. Leadership in Youth Ministry (4)

This course explores recent literature written about both secular and ecclesiastic leadership. Students will be shepherded through a process of honing their own philosophy of leadership in the Church. Attention will be given to case studies and the formation of a practical theology of leadership.

YMIN6599. Independent Study (3-4)

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

YMIN6730. Outreach & Evangelism (4)

This course explores the biblical mandate to follow the call to "go to all nations," especially as it relates to adolescents. Students will learn how to articulate and pass on to others the biblical and theological view of evangelism and outreach. Through readings, lecture, projects, and discussion, students will learn how to design an incarnational as well as relational ministry program which takes seriously Christian care and evangelism with unbelieving young people.

YMIN7930. Developmental & Spiritual Formation of Youth & Families (4)

Because adolescence has been a relatively new identifiable sociological phenomenon, how adolescents grow into adults as a unique process has received far less attention than the more traditional models and theories of child development. In a changing cultural environment, where even the definition, length, and "life task" of the adolescent is hotly debated by researchers and scholars, this course seeks to help the student to: (a) understand the issues that govern adolescent development, (b) recognize the points of discussion and intersection with the familial literature with the adolescent literature, and, most importantly, (c) create a ministerial response to the developing adolescent and his/her family.

University Organization

Administration

President:

David Alexander, Ed.D.

Director of Graduate Studies:

Mark Maddix, Ph.D.

Dean - Extended University Services:

Larry McMillin, Ed.D.

Registrar:

Nancy Ayers, M.B.A.

Graduate Faculty

Jay Akkerman (2003-) Religion

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

James Bader (2005-) Education

B.A., Millikin University; M.A., Ed.D., Illinois State University

Joseph Bankard (2007-) Religion

B.A., Point Loma Nazarene University; M.A., San Diego State University; Ph.D., Claremont Graduate University

Catherine Beals (2007-) Education

B.A., Northwest Nazarene University; M.A., Boise State University; Ed.S., University of Idaho

Karen Blacklock (1997-) Education

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

Terry Cantrell (2006-2007, 2008-) Education

B.A., Northwest Nazarene University; M.A., Boise State University; Ed.S., University of Idaho

Rhonda Carrim (2003-) Religion

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

David Chaplin (2009-) Business

B.A., University of California, Santa Cruz; M.S., Texas Christian University; Ph.D., Colorado State University

Caroline Collins (2008-) Social Work (Title IV-E Scholar Coordinator)

B.A., University of Idaho; M.S.W., Northwest Nazarene University

Carey Cook (2001-) Vice President for Student Development, Education

B.A., Point Loma Nazarene University; M.Ed., Albertson College; Ph.D., University of Idaho

Peter Crabb (2000-) Business

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

Mary Curran (1990-) Social Work

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

Samuel Dunn (1994-) Business

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

Mark Emerson (2007-) Business

B.A., Linfield College; M.Div., Central Baptist Theological Seminary; M.B.A., University of North Alabama; Ph.D., University of Idaho

Ezekiel Ette (2006-) Social Work

B.S., University of Tennessee at Chattanooga; M.Div., Emory University; M.S.W., Ph.D., Portland State University

Lori Fairgrieve (2007-) Counselor Education

B.A., Biola University; M.A., Azusa Pacific University; Ph.D., University of Southern California Los Angeles

Brenda Freeman (1999-) Counselor Education

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

Ronald Galloway (1995-) Business

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

Curtis Garner (2007-) Counselor Education

B.A., M.A., Ed.D., Baylor University

Joe Gorman (2010-) Religion

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

Janet Harman (1973-) Education

B.A., Northwest Nazarene University; M.A., University of Colorado; Ph.D., University of Idaho

Lynette Hill (2004-) Education

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

Brenda Johnson (2007-) Business

B.S., Olivet Nazarene University; M.B.A., Northwest Nazarene University; D.B.A., Anderson University

Karen Jones (2006-) Business

B.S., Trevecca Nazarene University; M.B.A., Tennessee State University; M.A., Nazarene Theological Seminary; D.M., University of Phoenix

Mary Jones (2008-) Education

B.A., M.Ed., Idaho State University; Ph.D., University of Idaho

Eric Kellerer (1998-) Business

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

Paula Kellerer (2010-) Education

B.A., Northwest Nazarene University; M.A., Boise State University; Ed.S., Ph.D., University of Idaho

Lawanna Lancaster (2002-) Social Work

B.A., Northwest Nazarene University; M.S.W., Roberts Wesleyan College; Ph.D., University of Texas at Austin

Diane Leclerc (1998-) Religion

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

Barbara Lester (2002-) Nursing

B.S.N., Greys Nursing College; M.Sc., University of Witwatersrand; Ph.D.,
University of South Africa

Jeffrey Lineman (2000-) Business

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

George Lyons (1991-) Religion

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

Larry McMillin (1986-) Education

B.A., Northwest Nazarene University; Ed.M., Oregon State University;
Ed.D., University of Northern Colorado

Phyllis McMillin (1979-82; 1986-) Education

B.A., Northwest Nazarene University; M.Ed., Oregon State University

Mark Maddix (2002-) Religion

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

Patrece Moody Meza (2007-) Social Work

B.A., Boise State University; M.S.W., Our Lady of the Lake; M.P.A., Boise
State University

Stephen Mountjoy (2006-) Business

B.S., University of Wyoming; M.S., Colorado School of Mines; Ph.D.,
University of Wyoming

Mamie Oliver (2000-) Social Work

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

Thomas Oord (2002-) Religion

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

Susan Perkins (2008-) Counselor Education

B.A. Southwest Baptist University; M.A., Hardin-Simmons University;
Ph.D., Virginia Polytechnic Institute and State University

Melanie Person (2012-) Counselor Education

B.S. University of Idaho; M.A., Idaho State University; Ph.D. Candidate,
Idaho State University

Brent Peterson (2007-) Religion

B.A., Northwest Nazarene University; M.Div., Nazarene Theological
Seminary; Ph.D., Garrett-Evangelical Theological Seminary

Michael Pitts (2008-) Counselor Education

B.A., Point Loma Nazarene University; M.A., University of Missouri;
Ph.D., University of Idaho

E. Michael Poe (1997-) Education

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

Stephen Riley (2012-) Religion

B.A., Southern Nazarene University; M.Div., Southern Methodist
University; Ph.D. Candidate, Southern Methodist University

Al Sanchez (2002-) Social Work

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

Scott Slater (2007-) Social Work (Title IV-E Foster Care/Adoption Coordinator)

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

Duane Slemmer (1998-) Education

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

Karen Smucker (1997-) Education

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

LeAnn Stensgaard (1999-) Social Work

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

Karrie Swan (2011-) Counselor Education

B.S., Eastern Oregon University; M.E., University of North Texas; Ph.D.,
University of North Texas

Mollie Sweet (2003-) Business

B.S., Miami University; M.B.A., Northwest Nazarene University; A.B.D.,
North Central University

Terri Theriot (2000-) Social Work

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

Richard Thompson (2007-) Religion

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

Ann Thompson-Crabb (2007-) Business

B.A., Eastern Washington University; M.S., University of Colorado;
M.B.A., University of Colorado

Kevin Timpe (2009-) Religion

B.A., Mount Vernon Nazarene University; M.A., Nazarene Theological
Seminary; Ph.D., Saint Louis University

R.G. Vanderpool (2000-2003, 2006-) Business

B.A., Northwest Nazarene University; M.Div., Nazarene Theological
Seminary; M.S., University of Oregon; M.S., Regis University; Ph.D.,
University of Idaho

Dick Van Schyndel (1999-) Business

B.A., Northwest Nazarene University, M.A.M., University of Redlands,
A.B.D., Nova Southeastern University

Dennis Waller (1982-) Communication Studies

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

L. Kay Webb (2010-) Counselor Education

B.A., Olivet Nazarene University; M.A., Ball State University; Ph.D., Ball
State University

Konya Weber (2001-) Business

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

Lori Werth (2011-) Education

B.S., College of Idaho; M.S., Oregon State University; Ph.D., University of
Idaho

Graduate Faculty – Adjunct

David Ackerman (2011-) Religion

B.A., Northwest Nazarene; M.Div., Nazarene Theological Seminary; Ph.D., Iliff School of Theology and the University of Denver

Donna Allen (2003-) Business/Education

B.A., Eastern Nazarene College; M.A., Ph.D., University of Connecticut

Glena L. Andrews (2005-) Counselor Education

B.A., Northwest Nazarene College; M.A., University of Colorado, Colorado Springs; M.A., Fuller Theological Seminary, School of Theology; Ph.D., Fuller Theological Seminary, Graduate School of Psychology

Ken Armstrong (1999-) Business

B.S. Olivet Nazarene University, MBA., Central Michigan University, Ph.D., Northwestern University

Victoria Armstrong (2006-) Education

B.A., Western State College; M.Ed., Northwest Nazarene University

Linda Arrossa (2004-) Counselor Education

B.A., Idaho State University; M. Ed., Albertson College of Idaho

Jim Balkins III (2004-) Business

B.A., Walla Walla College; MBA, Willamette University; J.D., Willamette University

Christine Bauer (2010-) Nursing

B.A., Whitworth University; M.S., Boise State University; Ph.D., Capella University

Richard Bauscher (2000, 2010-) Education

B.A., M.Ed., The College of Idaho; Ed.D., Washington State University

Tyson Beggs (2010-) Education

B.S., Point Loma Nazarene University; M.Ed., Ed.S., Northwest Nazarene University

Carol Bett (2010-) Nursing

B.S., Point Loma Nazarene University; M.A., Nazarene Theological Seminary; M.N., University of Phoenix

Al Blacklock (2006-) Education

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

Dean Blevins (2003-) Religion

B.A., North Carolina State University; M.R.E., Nazarene Theological Seminary; Ph.D., Claremont School of Theology

Lynn Bohecker (2009-) Counselor Education

B.S., University of Wisconsin-Stout; M.S. Counseling, California State University-Sacramento

Anthony J. Bohner (2003-) Business

B.A., Northwest Nazarene College; J.D., Willamette University

Clair Budd (2007-) Religion

B.A., Eastern Nazarene College; M.R.E., Nazarene Theological Seminary; Ph.D., Oregon State University

Kathy Bynum (2004-) Religion

B.A., Northwest Nazarene University

Darrel Burbank (2007-) Education

B.A., The College of Idaho; M.A., Boise State University

Drey Campbell (2012-) Social Work

B.A., The College of Idaho; M.S.W., Northwest Nazarene University

Columbus Candies (2011-) Education

B.S., Loma Linda University; M.A., Portland State University; Ph.D., University of Idaho

Dennis Carter (1993-1997, 2009-) Education

B.A., Northwest Nazarene University; M.Ed., University of Idaho; Ed.D., Washington State University

Linda Clark (2012-) Education

B.A., Boise State University; M.Ed., University of Idaho; Ed.D., University of San Francisco

Thomas Combes (2013-) Religion

B.S., University of Georgia; M.A., Denver Seminary; D.Min. Candidate, Fuller Theological Seminary

Cynthia Cook (2006-) Education

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

Jeff Crosno (2009-) Religion

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

Howard Culbertson (2004-) Religion

B.A., Southern Nazarene University; M.Div., M.R.E., Nazarene Theological Seminary; D.Min., Denver Seminary

Jeffrey Dillon (2010-) Education

B.A., Northwest University; M.A.T., Heritage University

Stefanie Duby (2010-) Education

B.A., The College of Idaho; M.Ed., Northwest Nazarene University

Mary Ensley (1995-) Counselor Education

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

Michael Erickson (2005-) Business

B.A., Whitman College; M.A., Ph.D., University of California-Davis

James Estep (2003-) Religion

B.A., Cincinnati Bible College; M.Div., Cincinnati Bible College; D.Min., Southern Baptist Theological Seminary; Ph.D., Trinity Evangelical Divinity School

Wendy Fitch (2002-) Education

B.A., Ottawa University; M.Ed., Northwest Nazarene University; Ed.D., Walden University

Eric A. Forseth (1986-87, 2002-) Business

B.A., Northwest Nazarene University; M.S., University of Arizona; Ph.D., Ohio State University

Molly Jo Fuentealba (2003-) Education

B.A., The College of Idaho; M.A., Boise State University

Melodi Guilbault (2008-) Business

B.S., University of North Carolina; M.B.A., Queens College; D.B.A., Anderson University

Phil Hamner (2006-) Religion

B.A., Notre Dame University; M.Div., Nazarene Theological Seminary; Ph.D. Candidate, Nazarene Theological College, Manchester, England

Mark Hayse (2009-) Religion

B.A., MidAmerica Nazarene University; M.R.E., Nazarene Theological Seminary; Ph.D., Trinity International University

Dana Hicks (2004-) Religion

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

Fred Hoadley (2008-) Counselor Education

B.A., Idaho State University; M.Div., Garrett-Evangelical Theological Seminary; M.Ed., Boston University; M.S., Kansas State University; M.S.S., U.S. Army War College; D.Min., Regions University

David Houghton (1997-) Business

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

Guy Hurlbutt (2005-) Business

B.S., University of Georgia; J.D., University of South Carolina; L.L.M., George Washington University

Joshua Jensen (2011-) Education

B.S., University of LaVerne; M.P.A., California State University, Northridge; Ed.D., Nova Southeastern University

Carol Johnson (2009-) Education

B.A., Concordia College; M.S., Idaho State University

R. Boyd Johnson (2008-) Business

B.A., University of California; M.A., California State University; M.A., Fuller Theological Seminary; Ph.D., Oxford Centre For Mission Studies

Melvin Jolly (2001-) Business

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

Jane Kennard (2003-) Religion

B.A., Anderson University; M.R.E., Anderson School of Theology; Ph.D., Trinity Evangelical Divinity School

Robert King (2002-) Social Work

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

Lisa Kinnaman (2000-) Education

B.A., M.A., Northwest Nazarene University

Timothy Labrousse (2008-) Education

B.S., M.S., Eastern Oregon State College

Terry L. Lambright (2010-) Counselor Education

B.A., Olivet Nazarene University; M.M., Illinois State University; M.A., University of Colorado at Colorado Springs; Ph.D., University of Colorado at Denver

Gary Leiter (2011-) Education

B.S., Grace College & Seminary; M.S., Corban College & Graduate School

Adam Li (2011-) Education

B.A., ChongQin Teacher's College

Jolene Lincoln (2009-) Education

B.A., Eastern Washington University; M.A., Gonzaga University

William MacPhee (2013-) Religion

B.A., California State University; M.Div., D.Min., Fuller Theological Seminary

Jewell Maine (2011-) Education

B.A., Northwest Nazarene University

Robert Marsland (2007-) Business

B.A., Seattle Pacific University; M.P.H., University of California-Berkeley

Christopher C. McNaught (2007-) Counselor Education

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

April McNeiece (2007-) Religion

B.A., Point Loma Nazarene University; M.A., Northwest Nazarene University

Timothy R. Milburn (2006-) Religion

B.A., Point Loma Nazarene University; M.A., Northwest Nazarene University

Kerry E. Michaelson (2009-) Business

B.A., Point Loma Nazarene University; J.D., Willamette University College of Law

R. Bruce Moore (2000-) Business

B.A., Northwest Nazarene University; M.B.A., Northwest Nazarene University, Ph.D., Regent University

Rhonda Murray-Thomas (2006-) Social Work

B.A., M.S.W., Northwest Nazarene University

Ralph Neil (1981-) Religion

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

William Nichols (2007-) Business

B.A., Linfield College; J.D., University of Oregon

Lisa Nordstrom (2001-) Business

B.A., Northwest Nazarene University; J.D., Lewis & Clark College

Pete Noteboom (2009-) Education

B.A., M.Ed., Northwest Nazarene University

Diane Oliva (2011-) Education

B.A., Southern Oregon University; M.Ed., Boise State University

Eileen O'Shea (2003-) Education

B.S., M.Ed., Idaho State University

Kattie Payne (2006-) Business/Nursing

B.S.N., University of Mississippi; M.S.N., Mississippi University for Women; Ph.D., University of Mississippi

Randall A. Peterman (1998-) Business

B.A., Northwest Nazarene University; J.D., University of Washington

Barbara Rainey (2009-) Education

B.A., The College of Idaho; M.A., Boise State University

Christina Ramirez-Nava (2009-) Education

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

Susan Raney (2009-) Education

B.A., Point Loma Nazarene University; M.A., Boise State University

Maria Rios-Tabuso (2011-) Education

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

Ryan Roberts (2012-) Religion

B.A., M.A., M.Ed., Northwest Nazarene University; D.Min., Drew University

Larry Rogien (2005-) Education

B.S., Martin Luther College; M.Ed., Walla Walla College; Ph.D., Indiana University

Stacey Roth (2009-) Education

B.A., Ohio Wesleyan University; M.A., Boise State University

Carol Rotz (2001-) Religion

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

William Russell (2002-) Business

B.A., University of Kansas; M.B.A., Regis University; J.D., University of Denver

Laura Sandidge (1998-) Education

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

Dena Scott (2009-) Education

B.A., Gonzaga University; M.Ed., Northwest Nazarene University

Andree Scown (2009-) Education

B.A., Humboldt State University; M.Ed., Northwest Nazarene University;
Ed.S., University of Idaho

Eric Severson (2006-) Religion

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

Marc Simmons (2011-) Education

B.A., Northwest Nazarene University; M.A., Pepperdine University

Blair Spindle (2011-) Religion

B.A., MidAmerica Nazarene University; M.A., Nazarene Theological
Seminary; Ed.D. Nova Southeastern University

Janelle R. Stauffer-Boothby (2008-) Social Work

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

Janet Stellway (2012-) Social Work

B.A., Northwest Nazarene University, M.S.W., Northwest Nazarene
University

Timothy Stidham (2012-) Religion

B.A., MidAmerica Nazarene University; M.Div., Nazarene Theological
Seminary; D.Min., Association of Chicago Theological Schools

Carla D. Sunberg (2009-) Religion

B.S., MidAmerica Nazarene University; M.A., Nazarene Theological
Seminary; Ph.D. Candidate, University of Manchester

Leonie Sutherland (2010-) Nursing

B.S.N., University of Phoenix; M.S.N., Azusa Pacific University; Ph.D.,
University of San Diego

Nell Becker Sweden (2012-) Religion

B.A., Point Loma Nazarene University; M.Div., Nazarene Theological
Seminary; Ph.D., Boston University

John Thuerer (2001-) Counselor Education

B.S., Michigan State University; M.S., Ph.D., University of Wisconsin,
Madison

Lea Turner (2006-) Counselor Education

B.A., Boise State University; M.A., University of Santa Monica; M.Ed.,
Northwest Nazarene University

W. Thomas Umbel (2006-) Religion

B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary;
Ph.D., Johns Hopkins University

Stephen Van der Ploeg (1997-) Business

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

Karen Vehlow (1985-) Business

B.A., Michigan State University; J.D., Wayne State University

Gary Waller (1998-2003, 2008-) Religion

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

Whitney Ward (2010-) Education

B.A., M.Ed., Ed.S., Northwest Nazarene University

Teri A. Whilden (2007-) Business

B.A., Northwest Nazarene University; M.B.A., Northwest Nazarene University; J.D., University of Idaho

Damaris Eckstrom Wight (2007-) Business

B.S., University of Puget Sound; M.B.A., Northwest Nazarene University

L. Bryan Williams (2011-) Religion

B.A., Northwest Nazarene University; M.A., Fuller Theological Seminary; M.A., Ph.D., University of Southern California

Dale K. Wilson (2010-) Social Work

B.A., Boise State University; M.S.W., Northwest Nazarene University

Leonard Wilson (2007-) Religion

B.A., McMurray University; M.A., United Theological Seminary

Gale Zickefoose (2011-) Education

B.A., M.Ed., Northwest Nazarene University; Ed.S., Ph.D., University of Idaho

D. Andrew Zirschky (2011-) Religion

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

Elizabeth Zylstra (2010-) Education

B.A., Seattle Pacific University; M.A., California State University; Ed.D., Boise State University

Important Contact Numbers

School of Business

Master of Business Administration

Program Directors:

Director of Graduate Programs

Brenda Johnson, D.B.A.
(bgjohnson@nnu.edu) 208-467-8415 or
1-877-NNU-4-BIZ (1-877-668-4249)

Fax for MBA Programs: 208-467-8440

Web Site for all MBA programs: www.nnu.edu/mba

Dean, School of Business

Stephen Mountjoy, Ph.D. (scmountjoy@nnu.edu) 208-467-8436 or 1-877-NNU-4-BIZ
(1-877-668-4249)

School of Education, Social Work and Counseling

Graduate Education

Program Directors:

Chair, Department of Education

Ed.S. Educational Leadership - Superintendent
Ed.D. Educational Leadership
Paula Kellerer, Ph.D. (pkellerer@nnu.edu)
208-467-8729

Assistant Chair, Department of Education

M.Ed. Educational Leadership
Ed.S. Educational Leadership - Director of Special Education and Building
Administrator
Mike Poe, Ed.D. (empoe@nnu.edu)
208-467-8429

M.Ed. Curriculum & Instruction (face-to-face)

Catherine Beals, Ed.S. (cbeals@nnu.edu)
208-467-8250

M.Ed. Curriculum & Instruction (online)

Mary Jones, Ph.D. (mjones@nu.edu)
208-467-8112

M.Ed. Exceptional Child

Karen Smucker, Ph.D. (kssmucker@nu.edu)
208-467-8357

M.Ed. Reading (online)

Lynette Hill, Ed.D. (ljhill@nu.edu)
208-467-8802

Fax for all Graduate Education programs: 208-467-8786

Web Site for all Graduate Education programs: www.nnu.edu/grad-ed

Master of Social Work

Program Director and Chair, Department of Social Work:

Mary Curran, ACSW, LCSW (msw@nu.edu)
208-467-8826

Fax for Department and Program: 208-467-8879

Web Site for MSW program: www.nnu.edu/msw

Master of Science in Counseling (School, Clinical, and Marriage and Family)

Chair, Department of Counselor Education:

Brenda Freeman, Ph.D., L.C.P.C. (counseling@nu.edu)
208-467-8428 or 1-877-668-4723

M.S. in Counseling: School

M.S. in Counseling: Clinical

M.S. in Counseling: Marriage and Family

Fax for Counseling Program: 208-467-8339

Web Site for Counseling Program: www.nnu.edu/counseloreducation

Dean, School of Education, Social Work, and Counseling

James Bader, Ed.D. 208-467-8259 Fax: 208-467-8562

School of Nursing and Health Sciences - Master of Science in Nursing

Director, Master of Science in Nursing

Barbara Lester, Ph.D., (balester@nu.edu)

Phone: 877.668.4723 / 208.467.8642

Fax: 208.467.8651

Web Site for MSN program: www.nnu.edu/msn

Dean, School of Nursing and Health Sciences

Dan Nogales, Ph.D., (dfnogales@nu.edu)

School of Theology and Christian Ministries

Director, Graduate Theological Online Education

Jay Akkerman, D.Min. (mar@nu.edu or mdiv@nu.edu) 208-467-8368 or 1-877-NU-GRAD (1-877-668-4723)

Program Directors:

Master of Divinity, M.A. Christian Education

Mark Maddix, Ph.D. (mar@nu.edu or mdiv@nu.edu)

208-467-8368

M.A. Missional Leadership, M.A. Pastoral Ministry, M.A. Spiritual Formation

Jay Akkerman, D.Min. (mar@nu.edu or mdiv@nu.edu)

208-467-8368

M.A. Youth, Church & Culture

Mike Kipp, D.Min. (mar@nu.edu or mdiv@nu.edu)

208-467-8368

Fax for Graduate Theological Online Education: 208-467-8252

Web Site for Graduate Theological Online Education: www.nnu.edu/online

Dean, School of Theology and Christian Ministries

Mark Maddix, Ph.D. (rel@nu.edu) 208-467-8368 Fax: 208-467-8252