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Northwest Nazarene  
University

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College of Adult and  
Graduate Studies  
Catalog

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2015-2016

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# College of Adult and Graduate Studies Catalog

**2015-2016**

Northwest Nazarene University

623 S. University Blvd.

Nampa, ID 83686

208-467-8011

[www.nnu.edu](http://www.nnu.edu)

This University catalog is correct in content and policy as of the date of publication. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to make changes of any nature in programs, calendar, academic policy, tuition and fees, or academic schedules whenever these changes are deemed by the University administration as necessary or desirable, including changes in academic policies, class schedules, course content, and the canceling of scheduled classes or other academic and non-academic activities. Northwest Nazarene University admits students of any race, color, and national or ethnic origin.

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# College of Adult and Graduate Studies

Welcome to the College of Adult and Graduate Studies. College life is evolving and not everyone has time or space in his or her life for the living, learning community that is typified by a residential college education. College students are diverse, many with full time jobs, families, and the pressures from lives lived outside in the "real" world. Whether you are seeking to complete a college degree, continue with an advanced degree, start a college degree, attend in person or online, NNU is the place for you.

## Programs Offered

### College of Adult and Graduate Studies

Paula Kellerer, Ph.D., Dean

### Adult and Professional Undergraduate Programs

#### Christian Ministry

Christian Ministry, BA

#### College Core

Liberal Studies, AA

Applied Studies, BA

Liberal Studies, BA

#### Course of Study

Courses for ordination in the Church of the Nazarene

#### Business

Business, AA

Accounting, BS

Business Administration, BS

#### Education

Elementary Education, AA

Elementary Education, BA

#### Nursing

Nursing, BS

## Graduate Programs

### Business

Master of Business Administration

### Counselor Education

Master of Science

- Clinical Counseling Major
- Marriage and Family Counseling Major
- School Counseling Major



- Emphasis Areas
  - Advanced Testing and Measurement
  - Addictions Counseling
  - Advanced Clinical Theory and Practice
  - Behavioral Health and Wellness
  - Counseling in a Faith Environment
  - Grief, Trauma, and Crisis
  - Play Therapy

## **Education**

Adult and Professional Programs in Education

- Elementary Certification
- Secondary Content Area Endorsement

Master of Education

- Curriculum, Instruction and Innovation
- Educational Leadership, Building Administrator

Education Specialist

- Building Administrator
- Superintendent
- Director of Special Education

Doctor of Education, Educational Leadership

Doctor of Philosophy, Educational Leadership

## **Social Work**

Master of Social Work

Concentrations

- Community Mental Health Practice
- Medical Social Work with Adults

## **Nursing**

Master of Science in Nursing

- Nursing Leadership and Education

## **Theology and Christian Ministries**

### **Master of Divinity**

Missional Leadership

Spiritual Formation

Youth, Children & Family

### **Master of Arts**

Missional Leadership

Pastoral Ministry

Spiritual Formation

Youth, Children & Family

# 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 42 undergraduate majors, eight master's degrees and two doctoral degrees. In addition to its programs on its home campus, NNU students may study in cooperative programs in 35 countries around the world. Northwest Nazarene University serves approximately 1,300 undergraduate students, 750 graduate students, and 5,700 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.

## Accreditation and Affiliations

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 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 Licensed 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 Special Education Generalist, and School Administrator (Pre-K-12 Building Principal, Director of Special Education, Superintendent).
- **Nursing** - The Master of Science in Nursing program and the RN to BS in Nursing program are accredited by the Commission on Collegiate Nursing Education (CCNE).
- **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).

## Mission, Identity, Foundation

### 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.

### Identity

Northwest Nazarene University is a Christian university of the liberal arts, professional and graduate studies. The University is grounded in the Wesleyan-Holiness tradition and is an educational expression of the Northwest region of the Church of the Nazarene.

### Foundation

Northwest Nazarene University is founded upon belief in and relationship with the One Triune God, Father, Son and Holy Spirit. Therefore, we seek to build our lives and the practices of the University upon the Kingdom of God as revealed in Jesus.

## Values

**Transformation**—We believe education fosters transformation. NNU 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. NNU 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. NNU 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. NNU 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.

*Approved by the Board of Trustees  
March 11, 2010*

## Statement of Faith

Northwest Nazarene University, theologically, emphasizes the theistic view of God and human beings as interpreted in the Wesleyan-Armenian tradition. We deem the following brief statements to be sufficient.

We believe:

- In one God - the Father, Son, and Holy Spirit.
- That the Old and New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
- That human beings are born with a fallen nature, and are, therefore, inclined to evil, and that continually.
- That the finally impenitent are hopelessly and eternally lost.
- That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
- That believers are to be sanctified wholly subsequent to regeneration, through faith in the Lord Jesus Christ.
- That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
- That our Lord will return, the dead will be raised, and the final judgment will take place.

(Manual, Church of the Nazarene 2009-2013)

## Academic Services

### John E. Riley Library

Vital to the educational and intellectual life of the university, the John E. Riley Library contains almost 125,000 books, 90,000 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](http://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 2 billion 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. Librarians are available through email, phone and live chat sessions to assist online students with their research needs.

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

The University Archives, located on the second floor of the Library, contains items pertaining to the history of the University. Use of the Archives is by appointment only.

### Technology and Media Resources

TMR is located in the new Leah Peterson Learning Commons. Hours are found on the [help.nnu.edu](http://help.nnu.edu) website. Services include but are not limited to:

- Computer Support
- Printer Support
- Classroom Technology Support (projectors, smartboards, dvd players)
- Phone Support
- Sending and receiving faxes
- Purchase print credit
- Laminating
- Poster/Photo printing

TMR provides technical support to students and employees of NNU. More information on TMR services and hours can be found on [help.nnu.edu](http://help.nnu.edu). Contact TMR by visiting [help.nnu.edu](http://help.nnu.edu) and submitting a request or calling (208)467-8111.

### **TMR Print Shop**

The TMR Print Shop is located on the lower floor of Emerson, in room 13. A variety of specialty printing services are provided to students and employees of NNU.

- Business cards
- Name plates
- Booklets
- Bulk print jobs

Above are just a few of the services provided. Please call (208)467-8533 or stop by between 8AM-5PM Monday - Thursday.

### **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](mailto: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 degree to the transcript at the end of each semester and at the end of the month. 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 degree. Students would need to request this letter using the form at [www.nnu.edu/enrollverify](http://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](http://www.nnu.edu/transcripts). An e-signature is required and constitutes one's legal signature. Requests can also be sent by mail to Office of the Registrar, Northwest Nazarene University, 623 S. University Blvd., Nampa, ID 83686, with the appropriate payment included. 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. The fee for an official transcript is \$10. The student's Business Office account must be clear for a transcript to be released. An additional 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 for all students not including Ed.D. and Ph.D. students: With all other requirements met, a student may participate in commencement if no more than six credits remain uncompleted beyond the current semester. For Ed.D. and Ph.D. students: With all other degree requirements met, a student may participate in commencement if only the following remain uncompleted beyond the current semester:

- EDUC9500 - Professional and Ethical Leadership
- The final, approved written dissertation. The dissertation must have been successfully defended, but final edits may remain outstanding.
- Submission of the final, approved written dissertation to TK20 and the NNU Library's UMI dissertation database.

### **Campus Safety**

The Campus Safety office is located at 515 S. Ivy Street directly behind the NNU Alumni House. For "emergencies", safety escorts, or immediate facility access please contact the 24/7 "Officer on Duty" at 208-467-8911 or on campus at 8911. The line is monitored 24 hours a day, 365 days a year. Campus Safety staff is available by appointment Monday-Friday 8:00 a.m. - 5:00 p.m. by calling 208-467-8911 or on campus 8911. The Campus Safety offices are closed on weekends and holidays.

# Admissions and Financial Aid

## Admission Requirements

Application for admission to Graduate Adult and Professional Programs (GAPP) is made through the online application available at [www.nnu.edu](http://www.nnu.edu). The GAPP Admissions office receives and processes all applications for admission, assisting applicants with program specific admission requirements. Application materials needed for admission may include, and are not limited to the following:

1. A completed application and application fee
2. Official transcripts
3. Two letters of recommendation
4. Program-specific admission requirements

Transcripts from international colleges or universities must be evaluated by a member of the National Association of Credential Evaluations Services ([www.naces.org](http://www.naces.org)).

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
- In administration of its educational and admissions policies, financial affairs, employment programs, student life, and services, or any other university-administered programs

## Provisional Admission

Persons who do not meet the requirements for standard admission will be considered for provisional admission. If admitted, students may be registered in a restricted program if they fall under one of the following categories:

1. Graduates of senior high schools with less than the required grade point average(s) and students transferring from accredited colleges with less than the required grade point average or students with less than the minimum required ACT or SAT score.
2. Persons taking the Tests of General Educational Development (GED) in lieu of high school graduation. In order to be eligible, persons must meet the following requirements:
  - a minimum Standard Score Average of 450 and a minimum Standard Score on the Writing Skills Test of 450,
  - an ACT composite standard score of 18 or above, or an SAT combined score of 1270 or above.

Provisional admission is normally granted for one semester and will be reviewed at the end of the student's first semester of enrollment. Failure to meet any of the above criteria may result in denial of acceptance to NNU.



## International Students

Students for whom English is not the native language are required to take the Test of English as a Foreign Language (TOEFL).

Undergraduate students must receive a minimum score of 80 on the TOEFL (IBT), with a minimum of 20 on each subsection. Graduate 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.

## APP Undergraduate Financial Aid

### Financial Aid

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 an undergraduate 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 at 208-467-8638 or 1-877-NNU-4YOU (1-877-668-4968).

### Payment of Financial Aid

Financial aid awards from all programs will be disbursed (posted to student accounts) to pay University tuition and fees when all eligibility and enrollment requirements have been met. Students receive one-third of the year's total award each semester (fall, spring, summer) or it is disbursed equally between the semesters in which 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 meet the following requirements:

- Be admitted to NNU as a degree-seeking student.
- Be a U.S. citizen or an eligible noncitizen.
- Be enrolled for 6 or more credits for most federal programs. Audited courses, some repeated courses, and credit by examination credits cannot be counted.
- Demonstrate satisfactory academic progress toward a degree according to NNU policy which can be found at [www.nnu.edu/appsap](http://www.nnu.edu/appsap).
- Have a valid social security number.
- Register with Selective Service, if required to do so.
- Not be in default on any federal student loans, nor have borrowed in excess of loan limits, nor owe a refund on any grant under Title IV federal student aid programs.
- Not be ineligible based on a drug conviction.

**If you do not have a high school diploma or GED, you cannot be considered for financial aid.**

## **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 several Federal grant programs.

**Federal Pell Grant:** All undergraduate students are urged to apply for Federal Pell grant. Eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA can be submitted online at [www.fafsa.gov](http://www.fafsa.gov). The Federal Pell Grant is solely determined by the Expected Family Contribution (EFC) on the FAFSA and the award amounts are determined annually by the Federal Government.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** FSEOG awards are funds made available on a limited basis and allocated to students with the lowest Expected Family Contribution (EFC) who also qualify for a Pell Grant.

**Federal Direct Subsidized Loan:** These loans are low-interest, fixed interest rate federal loans borrowed through the federal government. A subsidized loan means that the government pays 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](http://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 have not borrowed for ten or more years must also complete entrance counseling at this website. 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.

**Federal Direct Unsubsidized Loan:** Students who do not qualify or only qualify for part of the Subsidized Loan, are eligible for the Unsubsidized 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.

## **Part-Time Employment**

**America Reads:** The America Reads program makes funds available to institutions of higher education in order to pay University students to tutor elementary students in reading. NNU works with several schools in the community, assisting with their reading programs. The student must be eligible for Federal College Work Study funds to be eligible to participate in this program. Eligibility is determined by an Office of Financial Aid review of the completed FAFSA information, cost of attendance and other aid and is communicated to the students in their award letter. NNU pays the student on a monthly basis.

## Students' Rights and Responsibilities

As recipients of Federal student aid, students have certain rights and responsibilities. NNU 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**

Students who withdraw from NNU prior to a course start date will receive a refund of 100% of tuition and fees charged for that course. Students withdrawing after a course begins shall receive a prorated refund of tuition and fees for the first 60% of the course. The withdrawal date is defined as the earlier of: (1) the date that the student began the withdrawal process or officially notified NNU of intent to withdraw, or (2) for those students who leave school without notifying an appropriate NNU official, the last day of documented "academic-related activity." The official date of withdrawal is determined by the Office of the Registrar.

### **Refund Distribution**

Federal student financial aid is awarded under the assumption that the student will be enrolled for a specified period of time, such as a semester. Therefore, NNU must evaluate federal aid and determine if an adjustment of Title IV funds is required any time a student withdraws from any course at NNU and does not certify his or her intent to return in another session before the end of the semester.

When a refund to federal programs is required, the refund distribution will be as follows:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct 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

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.

### **Statement of Charges**

Students will receive a statement prior to the beginning of each semester. This document indicates the amount of financial aid awarded and the invoice for each semester's estimated charges and credits, and is the statement from which the balance due is determined.

Changes in the student's course load may result in an increase or decrease in financial aid. When adding or dropping classes, students should contact their Financial Aid Officer to determine if any of their financial aid will be affected.

Students are reminded that lenders may deduct a processing fee from their Direct Student loans or Direct Plus loans. Questions concerning your financial aid should be directed to (208) 467-8638, 1-877-668-4968, or [financialaid@nnu.edu](mailto:financialaid@nnu.edu).

If applicable, it is the student's responsibility to ensure that information regarding payment of amounts due is communicated to the organization that will be paying the account.

### **Collection Charges**

When a student is no longer enrolled at NNU and a balance remains on their account, the student is responsible for paying the University's cost of collection. This includes, but is not limited to, collection agency fees and/or reasonable attorney's fees.

## **Graduate Financial Aid**

### **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 at 208-467-8638 or 1-877-NNU-4YOU (1-877-668-4968).

### **Payment of Financial Aid**

Financial aid awards from all programs will be disbursed (posted to student accounts) to pay University tuition and fees when all eligibility and enrollment requirements have been met. Graduate students receive one-third of the year's total award each semester (fall, spring, summer) or it is disbursed equally between the semesters in which 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 meet the following requirements:

- Be admitted to NNU as a degree-seeking student.
- Be a U.S. citizen or an eligible noncitizen.
- Be enrolled for 3 or more credits for most federal programs. Audited courses, some repeated courses, and credit by examination credits cannot be counted.
- Demonstrate satisfactory academic progress toward a degree according to NNU policy which can be found at [www.nnu.edu/gradsap](http://www.nnu.edu/gradsap).
- Have a valid social security number.
- Register with Selective Service, if required to do so.
- Not be in default on any federal student loans, nor have borrowed in excess of loan limits, nor owe a refund on any grant under Title IV federal student aid programs.
- Not be ineligible based on a drug conviction.

## 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:** NNU has chosen to participate in offering the TEACH Grant to students in master level programs pursuing teaching degrees 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](http://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](http://www.teach-ats.ed.gov).

**Federal Direct Unsubsidized 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](http://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 have not borrowed for ten or more years must also complete entrance counseling at this website. 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. NNU 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. 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.
11. 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 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**

Students who withdraw from NNU prior to a course start date will receive a refund of 100% of tuition and fees charged for that course. Students withdrawing after a course begins shall receive a prorated refund of tuition and fees for the first 60% of the course. The withdrawal date is defined as the earlier of: (1) the date that the student began the withdrawal process or officially notified NNU of intent to withdraw, or (2) for those students who leave school without notifying an appropriate NNU official, the last day of documented "academic-related activity." The official date of withdrawal is determined by the Office of the Registrar.

## **Refund Distribution**

Federal student financial aid is awarded under the assumption that the student will be enrolled for a specified period of time, such as a semester. Therefore, NNU must evaluate federal aid and determine if an adjustment of Title IV funds is required any time a student withdraws from any course at NNU and does not certify his or her intent to return in another session before the end of the semester.

When a refund to federal programs is required, the refund distribution will be as follows:

1. Unsubsidized Federal Direct Loan
2. Other Title IV aid programs
3. Other Federal Sources of Aid
4. Other State, Private or Institutional Aid
5. Other Third Party
6. 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.

## **Statement of Charges**

Students will receive a statement prior to the beginning of each semester. This document indicates the amount of financial aid awarded and the invoice for each semester's estimated charges and credits, and is the statement from which the balance due is determined.

Changes in the student's course load may result in an increase or decrease in financial aid. When adding or dropping classes, students should contact their Financial Aid Officer to determine if any of their financial aid will be affected.

Students are reminded that lenders may deduct a processing fee from their Direct Student loans or Direct Plus loans. Questions concerning your financial aid should be directed to (208) 467-8638, 1-877-668-4968, or [financialaid@nnu.edu](mailto:financialaid@nnu.edu).

If applicable, it is the student's responsibility to ensure that information regarding payment of amounts due is communicated to the organization that will be paying the account.

## **Collection Charges**

When a student is no longer enrolled at NNU and a balance remains on their account, the student is responsible for paying the University's cost of collection. This includes, but is not limited to, collection agency fees and/or reasonable attorney's fees.



# Academic Perspectives

## Academic Load

A full-time undergraduate load ranges from 12 to 19 credits per semester. Enrollment in more than 19 credits in an academic semester requires the approval of the program director and the university registrar.

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 program 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.

## 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, regardless of the environment in which they occur (face-to-face, online, or blended classrooms). These practices include, but are not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing one's own to be copied, completing work, in whole or in part, for another student, using unauthorized aids including Internet resources on an assessment, having someone else take an exam for you (in class, take-home, or online), submitting another person's work as your own, rescheduling an examination relying on a false excuse;
2. Plagiarizing, e.g., presenting the words or ideas of another person as your own, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, relying on a similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. 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. Obtaining course materials and/or problem solutions from a professor, student, or online source without professor authorization;
10. Falsely reporting completion of reading or other assignments;
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.

## Student Access to Records

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

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

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

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

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

## Directory Information

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

NNU follows the FERPA guidelines of disclosure of personal information. Students may request that directory information not be disclosed by contacting the Assistant Registrar in the Emerson Administration Building, Room 10, or at [bawilhite@nnu.edu](mailto:bawilhite@nnu.edu).

## Grading System

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

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

# Adult & Professional Undergraduate Programs (APP)

## APP Academic Perspectives

### Additional Bachelor's Degree

Northwest Nazarene University offers two different undergraduate degrees: Bachelor of Arts and Bachelor of Science.

A student may earn an additional bachelor's degree when the second degree contains 32 semester credits in addition to the total credits required for the first degree.

The following conditions will apply to the earning of an additional bachelor's degree:

1. All requirements for the second degree must be met.
2. A minimum of 16 credits, including at least 10 upper-division credits, must be taken at NNU.
3. A student who has not completed residency must complete at least 32 semester credits, including at least 10 upper-division, at NNU.
4. Theology 2100 or 2125 must be taken.

### Additional Major

To become a candidate for a second major, a student must complete all requirements in both majors.

### Classification of Students

Students admitted to the university are classified as **Freshmen** until minimum requirements for a higher classification have been met.

For **Sophomore** standing students must have completed 28 semester credits and have a cumulative grade point average of at least 1.700.

For **Junior** standing students must have completed 60 semester credits and have a cumulative grade point average of at least 2.000.

For **Senior** standing students must have completed 90 semester credits and have a cumulative grade point average of at least 2.000. Senior standing does not assure candidacy for a degree.

**Post-Baccalaureate** students are those who have received the baccalaureate degree and are registered for additional course work at the undergraduate or graduate level.

## Course Numbering/Cancellation

### Numbering System:

0090-0999	Remedial elective university credit
1000-1999	Freshman level courses
2000-2999	Sophomore level courses
3000-3999	Junior level courses
4000-4999	Senior level courses
5000-5999	Professional development courses
6000-9999	Graduate level courses

Students may enroll in a course numbered one level higher than their classification.

### Cancellation of Courses:

The university reserves the right to cancel any course at any time.

### Advanced Placement Credit

A maximum of eight (8) semester credits per course will be awarded for one year high school Advanced Placement courses.

Credit for AP exams is granted as transfer credit from the Educational Testing Service. Original documentation from ETS is required and the credits are evaluated according to NNU standards.

College credit will be granted on the basis of scores 3, 4, or 5 made on the Advanced Placement Examination of the College Entrance Board. The number of credits granted will be determined by the NNU Registrar.



Credit will be granted as follows:

<b>Test Name</b>	<b>NNU Equivalent</b>	<b>Credit</b>
History of Art	ARDE1010 Survey of Art and Music	3
	Music Literature Elective	3
Music Literature Elective	ARDE1010 Survey of Art and Music	3
Music Theory	MUSC1200 Music Theory I	3
	MUSC1220 Music Theory II	3
Biology	BIOL2220 General Biology I and lab (with a score of 3)	4
	BIOL2220 and BIOL2230 and labs (with a score of 4 or 5)	8
*Chemistry	CHEM2210 General Chemistry I and lab	4
*Calculus BC	MATH2510 Calculus 1	4
*Physics B	PHYS1110 College Physics I and lab	4
*Physics C	PHYS2110 Physics for Science & Engineering I and lab	4
English Lang./Comp.	ENGL1020 English Composition	3
	English Elective Credit	3
English Lit./Comp.	ENGL1020 English Composition	3
	Literature Elective	3
Microeconomics	ECON2410 Principles of Microeconomics	3
Macroeconomics	ECON2420 Principles of Macroeconomics	3
US Government and PS	POLS1010 American National Politics	3
	Political Science Elective	3
U. S. History	HIST2030 Conflict and Consensus:	
	American History to 1877	3
	U. S. History Elective	3
World History	Two World History Electives	6
French Language	FREN1010	6
French Literature	FREN1010	6
German Language	One Language Elective	6
Latin	One Language Elective	6
Spanish Language	SPAN1010	6
Spanish Literature	SPAN1010	6
Statistics	MATH2240 Elementary Statistics	3

\*Must have a score of 4 or 5 to receive credit.

## College Level Examination Program (CLEP)

The CLEP program may be used for granting university credits to those who demonstrate proficiency in specific subjects. The following are guidelines for accepting credits:

1. Credits earned by CLEP are granted to enrolled students. Such credits may be counted toward degrees but count as transfer credits and they may not be included in the residency requirement for graduation.
2. Six semester credits will be given for each of the five areas of the CLEP General Examination wherein a student scores a 50 or above: English Composition, Mathematics, Humanities, Natural Sciences, and Social Sciences and History. A maximum of 20 semester credits will be allowed for CLEP General Examinations.
3. No grades or quality points will be assigned CLEP credits.
4. A student may not receive credit through CLEP for a course which is a prerequisite for a course already taken nor for an equivalent university course already taken.

## Credit for Prior Learning Assessment

Students aged 23 or older who desire undergraduate credit for learning obtained through experience must enroll in the course PELA1000, Prior Learning Assessment (3 cr). In the course the student may develop a portfolio which will assess college level learning; a student may name the course(s) for which they desire to receive credit, write an assessment of general learning they have received from experience, or take a variety of exams designed to assess learning.

After payment of appropriate fees, the portfolio will be submitted to a faculty evaluator who is a content expert. The evaluator will determine if and how much credit will be awarded. If credit is awarded, the course title with the suffix PLA, the number of credits, and the grade of CR will be added to the student's transcript.

Credits earned through prior learning assessment may be counted toward NNU degrees but count as transfer credits and may not be included in the residency requirement for graduation. No quality points will be assigned to credits earned in this manner. Credit may not be obtained through prior learning assessment for courses which have already been transcribed. A student may not receive credit through prior learning assessment for a course which is a prerequisite for a course already taken nor for an equivalent university course already taken. Graduate credits may not be earned through this process.

## Dantes Subject Standardized Tests (DSST)

The DSST program may be used for granting university credits to those who demonstrate proficiency in specific subjects, which have been designated by department chairs as meeting specific general education or major requirements.

The recommendation by the American Council on Education for designated passing scores and lower and upper division credit values will be used to issue university credits.

## **International Baccalaureate Program (IB)**

Northwest Nazarene University is committed to granting credits for the IB program. It will grant 5 lower-division semester credits to be applied to general education and/or major requirements, or elective credit for each higher level course completed with a score of 5, 6, or 7. No credit is granted for standard level courses.

## **Maximum Credits for Non-Classroom Experience**

A maximum of 25 percent of the total credits required for a degree (31 credits for BA or BS, 16 credits for AA) may be earned using CLEP, DSST, Advanced Placement, International Baccalaureate, Prior Learning Assessment, and credit by examination.

## **Non-Credit Classes**

With the consent of the Registrar, the instructor concerned, and upon payment of a non-credit fee, individuals may enroll in approved courses on a non-credit basis. Historically this type of non-credit enrollment has been for auditory involvement: individuals "audit" courses so they can listen to course lectures and classroom interaction. Those who are 60 years of age or older may enroll in non-credit courses without paying a non-credit fee, pending consent from the Registrar and the instructor concerned.

Anyone who audits courses to fulfill their educational requirements for ordination will be required to pay the Course of Study tuition fee in addition to the non-credit fee.

Individuals who enroll in a course on a non-credit basis may not receive credit for the course without re-enrolling in the course and completing all regular course requirements.

## **Degree Requirement Substitution or Exemption**

Only the Registrar may make any substitutions or exemptions within the General Education Program for degrees.

Any substitutions for specific courses required for a particular program fulfilling concentrations, major, or minor requirements may be made only by the administrator or administrators of the program.

## **Honor Society**

Phi Delta Lambda is the national honor society of the colleges and universities of the Church of the Nazarene. The faculty of Northwest Nazarene University has set the following standards for inclusion in the local Delta Chapter of this society: a favorable two-thirds vote of the faculty, good character, graduation in the upper 15 percent of the present graduating class, and a cumulative grade point average of 3.50. Students must have earned 60 semester credits at NNU or have transferred to Northwest Nazarene University with a CUM GPA of 3.5 or higher to be eligible for Phi Delta Lambda.

## **Honors at Graduation**

Summa Cum Laude is awarded to students with a cumulative grade point average at or above 3.900. Magna Cum Laude is awarded to students with a cumulative grade point

average between 3.750 and 3.899. Cum Laude is awarded to students with a cumulative grade point average between 3.500 and 3.749. Students must have completed at least 60 semester credits at Northwest Nazarene University or have transferred to NNU with a CUM GPA of 3.5 or higher to be eligible for honors at graduation.

## Recommendations

Satisfactory completion of the prescribed academic curriculum does not in itself guarantee the recommendation of a student for entrance into a profession or professional school. The work habits, personality, and character traits of the student, as well as scores on examinations, may be considered in addition to his or her academic record. The completion of the recommendation is done at the sole discretion of the faculty member.

## Transfer Of Credits

Northwest Nazarene University accepts the following transfer credits:

- University-level credits earned in academic degree programs at colleges and universities accredited by regional accrediting associations
- Credits earned at Bible Colleges accredited by the Association of Biblical Higher Education (ABHE) are accepted at the lower division level
- Military credit according to ACE recommendations
- Credits earned at an international college or university that have been evaluated by a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org))
- Credits earned at non-regionally accredited colleges and universities which are accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) are granted on a case by case basis through the Special Academic Petition process

The following policies apply to the acceptance of transfer credits by Northwest Nazarene University:

- Credits must be presented on an official transcript from the institution granting the credit
- Credits are not accepted in which a grade lower than C- (1.70) was received
- Remedial and developmental level courses are not accepted
- Credits earned in vocational or technical programs are not generally accepted
- A transfer student's classification is based on the total number of credits accepted
- A maximum of 62 semester credits may be transferred from two-year colleges toward a bachelor's degree
- The cumulative grade point average is based only on grades received at Northwest Nazarene University

Questions regarding the transfer of credit should be directed to the Office of the Registrar.

## Transfer of Associate of Arts Degree

Associate of Arts Degrees from Alaska, Colorado, Idaho, Nevada, Oregon, Utah, and Washington state community colleges as well as the Northwest Community College District of Wyoming will be accepted by Northwest Nazarene University. A student who enrolls at Northwest Nazarene University with an Associate of Arts Degree completed prior to admission from one of the state community colleges listed above will receive:

1. Junior standing
2. Transfer credit up to a maximum of 62 semester credits
3. Waiver of all general education requirements, with the following exceptions:
  1. THEO2100 or THEO2125 Introduction to Christian Theology (3 credits)
  2. An elective in Bible Literature (3 credits)
  3. KINE1000 or KINE1005 Fundamentals of Wellness (1 credit)  
(An equivalent transfer course may be substituted for this requirement)
  4. HUMN4010 or HUMN4015 Capstone (1 credit)
  5. Cross Cultural Requirement
  6. Math Proficiency
  7. All students defined as freshmen by IPEDS must complete the Cornerstone course. This includes all students who have graduated from high school the year prior to enrollment at NNU, regardless of the number of college credits or degrees earned while in high school.

Students with an Associate of Science degree or an Associate of Arts degree from a regionally accredited institution other than those listed above may file a petition with the Registrar for consideration of acceptance of the degree.

**Note: A two-year Transfer Degree may not guarantee bachelor degree completion within two years. Course prerequisites, course sequencing, and upper division requirements must also be met.**

Transfer students are encouraged to contact the Registrar's Office to determine applicability of their coursework to a specific bachelor's degree. A complete transcript evaluation is available by sending the request with an official copy of the university transcripts to: Registrar's Office, Northwest Nazarene University, 623 S University Blvd, Nampa, ID 83686.

The minimum number of credits required to complete a degree is 124 semester credits of which 32 must be upper-division (courses numbered 3000 and above). For a complete listing of the undergraduate degree requirements, refer to the previous chapter.

# Undergraduate Degree Requirements

## Bachelor Degree Requirements

Northwest Nazarene University offers the Bachelor of Arts and the Bachelor of Science degrees. To qualify for a bachelor's degree at NNU, the student must satisfy the eight (8) requirements described below. Faculty and staff members at the university advise students concerning progress toward graduation. However, the student is responsible for meeting all graduation requirements.

In order for a student to graduate under the requirements of the Catalog in use at the time he/she matriculated, the student must complete a bachelor's degree within seven (7) years. Otherwise, the student must use the most recent catalog.

1. Total Credits. The student must complete a minimum of 124 semester credits.
2. Upper-Division Credits. The student must complete at least 32 semester credits in courses numbered above 2999.
3. Quality of Grades. Grades must average C (2.000) or better. A grade of C- (1.700) or better must be earned in all courses which apply toward the major. Some majors have higher GPA requirements. See individual program descriptions for details.
4. Residence. Each student must spend a minimum of one year, full-time standing, in residence. If only one year is spent at NNU, it must be the senior year and must include a minimum of 8 semester credits in the major.
5. General Education Program. The student must complete the Adult and Professional General Education Program.
6. Major Field of Study. In addition to the various areas of scholarship represented in the general education group requirements, a baccalaureate degree requires a more detailed acquaintance with the advanced materials and methods of a particular field. In this field of concentration the student is expected to attain an elementary degree of mastery and a background for further reading and study, formal or informal. In many cases this major study has professional or vocational value.
7. Application for Graduation. Candidates for a degree must submit an application and have the application approved by the administrator(s) of the program.

## **Associate of Arts Degree Requirements**

Northwest Nazarene University offers the Associate of Arts (AA) degree. AA majors are offered in three fields of study. To qualify for an associate of arts degree at NNU, the student must satisfy the six (6) requirements described below. Faculty and staff members at the university advise students concerning progress toward degree completion. However, the student is responsible for meeting all degree completion requirements.

In order for a student to graduate under the requirements of the Catalog in use at the time he/she matriculated, the student must complete an associate degree within 4 years. Otherwise, the student must use the most recent catalog.

1. Total Credits: A minimum of 63 credits.
2. Quality of Grades: Grades must average C (2.000) or better in the 63 semester credits which meet the AA degree requirements. A grade of C- (1.700) or better must be earned in all courses which apply toward the concentration. Some majors have higher GPA requirements. See individual program descriptions for details.
3. Residence: A minimum of 50% of the total credits (32) must be taken at NNU in order to receive an AA degree from NNU.
4. General Education Requirements: The student must complete the General Education requirements for the AA degree program.
5. Concentration: In addition to the general education requirements in the AA, a concentration of at least 15 credits is required.
6. Application for Graduation: Candidates for a degree must submit an application and have the application approved by the administrator of the program. The application should be placed on file with the registrar at the beginning of the semester prior to the semester in which the student plans to graduate.

## **Adult and Professional Bachelor's Degree General Education Program**

According to our Mission Statement, Northwest Nazarene University offers an undergraduate curriculum that is designed to instill a habit of mind that enables each student to become God's creative and redemptive agent in today's world. This curriculum provides both depth (the student's major field of study) and breadth (the General Education Program) to nurture our students' highest intellectual, physical, and spiritual development.

The General Education Program is the foundation of all undergraduate education at Northwest Nazarene University. It purposely expresses through curriculum the mission of the university as a Christian liberal arts institution in the Wesleyan heritage. The objective of the General Education Program is to provide a common experience for the personal and intellectual growth of each student. Students are brought into contact with the great persons, ideas, movements, human culture and the Christian faith. The curriculum is intellectually challenging and designed to set the tone for all courses at the university.

## General Education Requirements at a Glance (52 credits)

When planning a schedule, students should carefully review the detailed requirements following this summary.

### Christian Formation - 12 credits

Course Code	Course Name	Credits
BIBL1100 or 1125	Intro to Biblical Studies/Survey of the Bible	3
THEO2100 or 2125	Intro to Christian Theology/Survey of Christian Theology	3
BIBL/THEO	Approved UD Bib Lit or Theology Elective	3
PHIL	Approved Philosophy Elective	3

### Humanities 16 Credits

HUMN1010 or 1015	Cornerstone	3
ENGL	Approved Literature Elective	3
ARDE/MUSC	Approved Art History or Music History Elective	3
HIST	Approved U.S. History Elective	3
HIST	Approved non-U.S. History Elective	3
	*Capstone (see list below)	1

### Sciences 15 Credits

KINE1000 or 1005	Fundamentals of Wellness	1
KINE1020 or 1025	Heart Healthy Activities	1
Natural Science	Approved Natural Science Lecture Elective	3
Natural Science	Approved Natural Science Lab Elective	1
Social Science	Approved Social Science Elective	3
Additional Electives	Electives from two of the following areas to equal 6 credits	6
	Mathematics	
	Natural Science	
	Social Science	

### Intellectual and Practical Skills 9 Credits

ENGL1030 or 1035	University Writing and Research	3
ENGL3015	Topics in Writing and Literature (or a course with a <i>W</i> designation)	3
COMM1210 or 1215	Intro to Public Speaking	2
Math Proficiency	MATH0905 or a satisfactory score on the mathematics portion of the ACT, SAT, or COMPASS	0
<b>Cross Cultural Requirement</b>	Completion of Cross Cultural Experience(s), Intercultural Lab, and Reflection Paper	0



To complete the General Education Program at Northwest Nazarene University, the student must take 52 semester credits of courses distributed in five categories. The categories with the number of credits required in each are:

## **I. Christian Formation (12 credits)**

**BIBL1100\*. Intro to Biblical Studies or,  
BIBL1125\*. Survey of the Bible (3)**

\*To be completed during the first 3 semesters of residence, must be completed with a grade of C- or higher.

**THEO2100\* Intro to Christian Theology or,  
THEO2125\* Survey of Christian Theology (3)**

\*To be completed by end of the fifth semester of residence, must be completed with a grade of C- or higher.

**Upper Division Bible Literature or Theology (3)**

Select one course from:

BIBL3135. New Testament Studies (3)

BIBL3230. Wisdom Literature (3)

Students transferring to Northwest Nazarene University as juniors (60 credits) must complete 6 semester credits in biblical and theological studies which will include THEO2100 or 2125 and an approved BIBL elective. Students transferring as seniors (90 credits) must complete only THEO2100 or 2125.

**Philosophy Elective (3)**

Select one course from:

PHIL2020 or 2025. Ethics (3)

PHIL3080. Critical Reasoning (3)

PHIL3125. Philosophical Concepts (3)

## **II. Humanities (16 credits)**

**HUMN1010 or 1015. Cornerstone (3)**

To be completed the first semester in residence, must be completed with a grade of C- or higher.

**Literature Elective (3)**

Select one course from:

ENGL2410. Major Literature of the Western World (3)

ENGL3210. Major Authors in American Literature (3)

ENGL3245. Studies in American Literature (3)

ENGL3345. Studies in British Literature (3)

ENGL3350. The British Novel (3)

ENGL3445. Studies in World Literature (3)

ENGL3510. Twentieth Century Poetry (3)

ENGL3745. Children's Literature (3)

### **Art History/Music History Elective (3)**

Select one course from:

ARDE1195. Introduction to Visual Arts (3)

ARDE3250. Art History I (3)

MUSC1010 or 1015. A Survey of Art and Music (3)

MUSC3270. Music History: Classic, Romantic, and Modern (3)

### **History Electives (one U. S. and one non-U. S.) (6)**

Select one U.S. history course from:

HIST2030 or 2035. Conflict and Consensus: American History to 1877 (3)

HIST2040 or 2045. Conflict and Consensus: American History from 1877 (3)

HIST3250. History of American Culture (3)

HIST3390. Recent America (3)

Select one non-U.S. history course from:

HIST1030 or 1035. The World and the West I (3)

HIST1040 or 1045. The World and the West II (3)

HIST3480 or 3485. Modern Europe (1800-Present) (3)

### **Capstone: Completion of one of the following capstone courses approved by the General Education Council (1):**

BSNS4985. Senior Seminar In Business (3)

EDUC4955. Seminar/Capstone (1)

HUMN4010 or 4015. Capstone (1)

NURS4120. Leadership in Nursing Capstone (3)

THEO4905. Religion Capstone (1)

### **III. Sciences (15 credits)**

**KINE1000 or 1005. Fundamentals of Wellness (1)** (RN to BS students exempted)

**KINE1020 or 1025. Heart Healthy Activity (1)**

**Natural Science Elective to include a laboratory (4)**

Select one natural science lecture and corresponding laboratory course. (BIOL, CHEM, NSCI, PHYS):

BIOL1015. Introduction to Biology (3); **and,**

BIOL1015L. Introduction to Biology Lab (1)

BIOL1040 or 1045. Environmental Science (3) **and,**

BIOL1040L or 1045L. Environmental Science Lab (1)

BIOL1060 or 1065. Human Biology (3); **and,**

BIOL1060L or 1065L. Human Biology Laboratory (1)

BIOL2320. Idaho Birds of Prey (4)

CHEM1040. Forensic Science (3) **and,**

CHEM1040L. Forensic Science Laboratory (1)

CHEM1060 or 1065. Chemistry for Citizens (3) **and,**

CHEM1060L or 1065L. Chemistry for Citizens Laboratory (1)

NSCI3094. Topics in Natural Science

PHYS1065. Descriptive Astronomy (3); **and,**

PHYS1065L. Descriptive Astronomy Laboratory (1)

### **Social Science Elective (3)**

Select one social science course (ECON, GEOG, POLS, PSYC, SOGY):

- COMM2030. Interpersonal Communication (3)
- ECON1010. Personal Finance (3)
- ECON3010. Personal Finance and Stewardship (3)
- ECON3410. Principles of Microeconomics (3)
- ECON3420. Principles of Macroeconomics (3)
- GEOG1050 or 1055. Intro to Geography (3)
- POLS1010. American National Politics (3)
- POLS3330. U.S. Foreign Policy (3)
- PSYC1550 or 1555. Intro to Psychology (3)
- PSYC2100. Life Span Development (3)
- SOGY1015. Exploring Cultural Anthropology (3)
- SOGY1550. Introduction to Sociology (3)
- SOGY2030. Cultural Anthropology (3)
- SOGY3180. Race, Class, and Gender (3)
- SOGY4550. Social Psychology (3)

### **Additional Science Electives (6)**

Select two additional courses from two of the following three areas:

Mathematics (3):

- BSNS3335. Mathematics for Business and Finance (3)
- MATH1100 or 1105. Liberal Arts Mathematics (3)
- MATH2010. Fundamentals of Mathematical Structures I (3)
- MATH2020. Fundamentals of Mathematical Structures II (3)
- MATH2240. Elementary Statistics (3)
- Or any MATH prefixed course numbered 1000 or higher

Natural Science (3):

Natural science (BIOL, CHEM, NSCI, PHYS prefixed courses)

Social Science (3):

Social science (ECON, GEOG, POLS, PSYC, SOGY)

## **IV. Intellectual and Practical Skills (9 credits)**

### **ENGL1030 or 1035. University Writing and Research (3)**

To be completed by end of first year of residence. Must be completed with a grade of C- or higher.

### **ENGL3015. Topics in Writing and Literature (3) or a course with a *W* designation**

Must be completed with a grade of C- or higher.

### **COMM1200 or 1215. Introduction to Public Speaking (3)**

Must be completed with a grade of C- or higher.

**Mathematics Proficiency (0)** Must be completed by the end of the fourth semester in residence.

MATH0905. Essential Mathematics (3) **-or-** one of the following minimum test scores. Test scores must have been obtained within the previous five years.

ACT Math Score of 21 or higher

SAT Math Score of 550 or higher

COMPASS Algebra Score of 50 or higher

Completion of an approved college level math course

## V. Cross Cultural Requirement

Online and adult program students are required to complete 2 points of Cross Cultural Experiences. This may be accomplished by completing One Level IV, one Level III; **or** One Level II Experience.

### **Level IV Experiences (4 points): complete the following.**

- CLST1015CC. Intercultural Lab (no credit). Must enroll in the lab and complete the Cross Cultural Lab prior to participating in a cross cultural experience
- Approved travel (e.g., cross-cultural semester abroad, 2 week (14 days) mission trip) or students who have lived overseas for at least one year after the age of 7
- A ten page paper reflecting on the cross cultural experience

### **Level III Experience (3 points): complete the following.**

- CLST1035CC Intercultural Lab (no credit) prior to participating in a cross cultural experience
- Approved travel 7-10 days in non-English speaking country
- A seven page paper reflecting on the cross cultural experience

### **Level II Experiences (2 points): complete one of the following.**

- CLST1025CC. Intercultural Lab (no credit). Must enroll in the lab and complete the Cross Cultural Lab prior to participating in a cross cultural experience
- Approved travel (e.g., 7-13 day; United States, Canada, international study tour or mission trip)
- A five page paper reflecting on the cross cultural experience

**OR**

- Level two Intercultural Lab (enroll in corresponding Intercultural Lab when registering for one of the courses listed below).
- 10-15 contact hours
- A five page paper reflecting on the cross cultural experience

BSNS4605. Global Business Strategies (3) **and** BSNS4605CC. Intercultural Lab 2 (0)  
EDUC2255. Cultural Diversity in Education (2) **and** EDUC2255CC. Intercultural Lab 2 (0)  
EDUC3315. Teaching English Language Learners (1) **and** EDUC3315CC. Intercultural Lab 2 (0)  
PRTH2405. Christian Missions (3) **and** PRTH2405CC. Intercultural Lab 2 (0)  
PRTH3755. Compassionate Ministries (3) **and** PRTH3755CC. Intercultural Lab 2 (0)  
NURS4115. Community Health Nursing Lab (3) **and** NURS4115CC. Intercultural Lab 2 (0)  
SOGY1015. Exploring Cultural Anthropology (3) **and** SOGY1015CC. Intercultural Lab 2 (0)

# NNU Online Undergraduate Program

NNU Online Bachelor's and Associate's Degrees are designed to meet the needs of the virtual-oriented learner. The asynchronous, online format allows flexibility of delivery while building a quality online community of learners. Traditional aged students who are drawn to online learning environments or adult learners who need the flexibility of an online delivery will benefit from NNU's online degree programs.

NNU Online degrees allow students to earn a liberal studies degree with an emphasis area in humanities, math and science, or social sciences. Associate of Arts degrees are offered wholly online in Business, Elementary Education, and Liberal Studies. In addition, NNU Online offers general education courses that allow others to fulfill the initial requirements of the Bachelor's Degree in Business, Christian Ministry, or Education.

## Admission Requirements

Individuals interested in applying for admissions to NNU Online should complete the general **Admission Requirements** for the Graduate, Adult and Professional Programs. Acceptance will be determined on the GPA Requirements listed below. Individuals with a college GPA of less than 2.0 may apply for provisional acceptance for one semester.

### First Time Freshman Admission GPA Requirement

- 2.5 High School GPA - Full Admission
- 2.0 - 2.49 High School GPA - Provisional Admission
- Less than 2.0 High School GPA - Admission will be considered after a personal interview and unanimous vote by the Admission Committee.

### Transfer Admission GPA Requirement

- 2.0 College GPA - Full Admission
- 1.75 - 1.99 College GPA - Provisional Admission
- Less than 1.75 College GPA - Admission will be considered after a personal interview and unanimous vote by the Admission Committee.

Persons who do not meet the requirements for standard admission will be considered for provisional admission. If admitted, students may be registered in a restricted program if they fall under one of the following categories:

1. Graduates of senior high schools with less than the required grade point average(s) and students transferring from accredited colleges with less than the required grade point average or students with less than the minimum required ACT or SAT score.
2. Persons taking the Tests of General Educational Development (GED) in lieu of high school graduation. In order to be eligible, persons must meet the following requirements:
  - a minimum Standard Score Average of 450 and a minimum Standard Score on the Writing Skills Test of 450,
  - an ACT composite standard score of 18 or above, or an SAT combined score of 1270 or above.

Provisional admission is normally granted for one semester and will be reviewed at the end of the student's first semester of enrollment. Failure to meet any of the above criteria may result in denial of acceptance to NNU. Students admitted on Provisional Status will be placed in a support plan that is designed to help the student strengthen skills needed for success in college academics. Courses taken to build these success skills include HUMN1050 Introduction to Online Learning, HUMN1010 Cornerstone, ENGL0900 Improvement of Language Usage (unless the ACT English score was 20 or above), and MATH0900 Essential Mathematics (unless the ACT math score was 21 or above). In addition, students will be required to meet weekly with their academic advisor. A C-average for freshmen must be earned in these courses in order to continue on in good academic standing for second semester, and a 2.0 for sophomores and above. If a student fails to meet these standards, a stronger support system is automatically implemented.

### **High School Student Requirement**

Application for admission to NNU Online when a student is currently enrolled in high school is made through the online application available at [love.nnu.edu](http://love.nnu.edu). In order to qualify for NNU Online, a high school student must:

1. Be 16 years old and have junior or senior standing, or equivalent\*
2. Have a GPA of 3.0 or higher, or ACT composite score of 18 or higher, or SAT composite score of 870 (PSAT composite score of 87) in Critical Reading and Mathematics\*
3. Have approval of a parent/legal guardian who will sign the parental consent on the Registration Form

Note: Once graduated from high school, students must re-apply for admission to continue enrollment at the University.

\* A student not meeting these requirements may submit a petition for an exception. The petition must be approved prior to registration.

### **Application Process**

Application for admission to the NNU Online Program is made through the online application available at [love.nnu.edu](http://love.nnu.edu). The Admissions office receives and processes all applications for admission, assisting applicants with program specific admission requirements. Application materials needed for admission may include, and are not limited to the following:

1. A completed application and application fee
2. Lifestyle Acknowledgement Form
3. Official transcripts
4. Two letters of recommendation
5. Acceptable TOEFL scores for students whose first language is not English

Transcripts from international colleges or universities, must be evaluated by a member of the National Association of Credential Evaluations Services ([www.naces.org](http://www.naces.org)).

## Students in High School

Application materials needed for admission include but may not be limited to:

1. A completed application
2. Parental consent (on application form)
3. Lifestyle Acknowledgement Form
4. A copy of a student's most recent high school transcript to verify GPA
5. An official report for any credit that may have been achieved through testing (AP, CLEP, Dantes, etc.)
6. An official transcript for any college credit (such as concurrent or dual credit)

Note: Prior to the conferral of any degree, an official high school transcript with the date of graduation must be submitted to the NNU Registrar's Office.

Financial Considerations:

1. A student must pay in full or make payment arrangements for NNU Online tuition prior to the first day of class. Payment is non-refundable unless the student is prohibited from enrolling in the course due to class size, etc.
2. High school students are not eligible for federal financial aid or NNU institutional aid. Outside scholarships may be applied toward NNU Online expenses.

## Academic Standing and Dismissal

Students are considered in **good academic standing** with the University when their semester and cumulative grade point averages (GPA) are above the University standard. The University standard is 1.75 for first year students and 2.0 for sophomores, juniors, and seniors. Students on **academic warning** are considered in good academic standing. Students on **academic probation** are not in good academic standing with the University.

**Provisionally admitted first year students** who earn between a 1.0 and 1.75 during their first semester will be placed on academic probation during their second semester. Provisionally admitted first year students who earn below a 1.0 during their first semester will be **academically dismissed** from the University.

**All other provisionally admitted students** who earn less than a 2.0 GPA during their first semester will be placed on **academic probation** during their second semester.

**Fully admitted first year students** who earn less than a 1.75 GPA during their first semester will be placed on **academic probation** during the next semester.

**Fully admitted first year students** who earn less than a 1.75 GPA during their second semester only, with a cumulative GPA above 1.75, will be placed on **academic warning** during the next semester.

**Fully admitted first year students** who earn a cumulative GPA below 1.75 for two consecutive semesters will be **academically dismissed** from the University.



**Sophomores, juniors, and seniors** whose semester GPA falls below 2.0, and whose cumulative GPA is above 2.0 will be placed on **academic warning** for one semester. *Students on academic warning are considered to be in good academic standing.*

**Sophomores, juniors, and seniors** whose semester GPA falls below 2.0 for two consecutive semesters will be placed on **academic probation**.

**Sophomores, juniors, and seniors** whose cumulative GPA falls below 2.0 will be placed on **academic probation**.

While on **academic probation**, if a student's semester GPA falls below 2.0, while the student's cumulative GPA is at or above 2.0, the student will be placed on **continued academic probation**.

While on **academic probation**, if a student's semester GPA, and cumulative GPA fall below 2.0, the student will be **academically dismissed** from the University.

Academic progress is reviewed by committee following each term (fall, spring, summer). If a student's grades were hindered by unforeseen circumstances, the student may appeal the dismissal through written communication to the **Academic Progress Committee (APC)**. The process of appeal does not guarantee reinstatement.

Students who have been academically dismissed may re-enroll at NNU after providing an official transcript showing a minimum of 12 college-level credits earned with a GPA of at least 2.0 from another accredited college or university. Academic standing is determined solely by the student's NNU cumulative GPA.

NNU summer sessions may be utilized as a means of raising a student's GPA to meet the University's standard for "good academic standing" prior to the beginning of fall semester. The student must submit a written letter of appeal to the APC specifically requesting a postponement in the decision of the APC until the completion of summer session courses. If the postponement is approved, the APC will re-evaluate the student's academic standing after summer session grades have been posted. All summer sessions combine to equal an academic term.

Academic policies only apply to academic standing, and may not be the same as those used to determine eligibility for other areas (i.e., financial aid, NCAA athletics).

## Add/Drop/Withdrawal Policy

Adding a course is permitted through the first day of class. Dropping a course is permitted through the 11th day after the first day of class without the transaction appearing as a 'W' on the student's permanent record. The last day to withdraw from an online course is the 20th day of each session. After that point, the student will receive whatever grade they earned in the course.

A faculty member or administrator may drop or withdraw a student under the following circumstances:

- At or before the scheduled days to drop or withdraw from a course if the student is not attending and not participating in the course.
- Before the last day to add courses if the student does not meet the prerequisite or co-requisite for the course.

## Withdrawal

All students withdrawing from NNU must contact their Academic Advisor. Exceptions to the refund schedule listed below will be considered for cases of medical or other hardship on a case-by-case basis upon request of the student and submission of appropriate documentation.

## Tuition

Students who withdraw from school prior to or on the last day to add courses for the semester shall receive a refund of 100% of tuition and fees charged. Students withdrawing after the last day to add courses for the semester shall receive a prorated refund of tuition and fees for the first 60% of the semester. The withdrawal date is defined as the earlier of: (1) the date that the student began the withdrawal process or officially notified NNU of intent to withdraw, or (2) for those students who leave school without notifying an appropriate NNU official, (a) the midpoint of the semester, or (b) the last day of documented academic-related activity. The Director of Academic Advising determines the official date of withdrawal.

## Associate of Arts Degree Requirements

Northwest Nazarene University offers the Associate of Arts (AA) degree. AA majors are offered in three fields of study. To qualify for an associate of arts degree at NNU, the student must satisfy the six (6) requirements described below. Faculty and staff members at the university advise students concerning progress toward degree completion. However, the student is responsible for meeting all completion requirements.

In order for a student to graduate under the requirements of the Catalog in use at the time he/she matriculated, the student must complete an associate degree within 4 years. Otherwise the student must use the most recent catalog.

1. Total credits: A minimum of 63 semester credits
2. Quality of grades: Grades must average C (2.000) or better in the 63 semester credits which meet the AA degree requirements. A grade of C- (1.700) or better must be earned in all courses which apply toward the concentration. Some majors have higher GPA requirements. See individual program descriptions for details.
3. Residence: A minimum of 50% of the total credits (32) must be taken at NNU in order to receive an AA degree from NNU.
4. General Education Requirements: The student must complete the General Education requirements for the AA degree program.
5. Concentration: In addition to the general education requirements in the AA, a concentration of at least 15 credits is required.
6. Application for Graduation: Candidates for a degree must submit an application and have the application approved by the administrator of the program. The application should be placed on file with the registrar at the beginning of the semester prior to the semester in which the student plans to graduate.

## Associate of Arts, Business (63 credits)

### General Education Requirements (45 credits)

#### Christian Formation (9 credits)

BIBL1100. Intro to Biblical Studies (3)

To be completed with a C- or better

THEO2100. Intro to Christian Theology (3)

To be completed with a C- or better

Approved Philosophy Elective (3)

#### Humanities (9 credits)

HUMN1010. Cornerstone (3)

To be completed with a C- or better in the first year of enrollment

Approved Art History or Music History Elective (3)

ECON2275. American Economic History (3)

#### Sciences (18 credits)

KINE1000. Fundamentals of Wellness (1)

SOGY1015. Exploring Cultural Anthropology (3) **and** SOGY1015CC.\* Intercultural Lab - Level 2

Approved Kinesiology Activity Elective (1)

Approved Natural Science Elective (3)

Approved Natural Science Lab Elective (1)

ECON2415. Principles of Microeconomics (3)

BSNS2330. Math for Business and Finance (3) **or,**

MATH2240. Elementary Statistics (3)

ECON2425. Principles of Macroeconomics (3)

#### Intellectual and Practical Skills (9 credits)

ENGL1030. University Writing and Research (3)

To be completed with a C- or better

ENGL2410W. Major Literature of the Western World (3)

COMM1210. Intro to Public Speaking (3)

To be completed with a C- or better

Math Proficiency: ACT of 21 or higher, SAT of 550 or higher, COMPASS Algebra score of 50 or higher

Cross Cultural Requirement (CC)\*

#### Concentration Requirements (18 credits) *To be completed with a C- or better*

ACCT2065. Financial Accounting (3)

ACCT2075. Managerial Accounting (3)

BSNS2175. Computer Applications in Business (3)

BSNS2225. Business Communications (3)

BSNS3415. Business Law (3)

ECON1010. Personal Finance (3)

## Associate of Arts, Elementary Education (65 credits)

### General Education Requirements (49 credits)

#### Christian Formation (9 credits)

BIBL1100. Intro to Biblical Studies (3)

To be completed with a C- or better

THEO2100. Intro to Christian Theology (3)

To be completed with a C- or better

Approved Philosophy Elective (3)

#### Humanities (15 credits) *To be completed with a C- or better.*

HUMN1010. Cornerstone (3)

To be completed with a C- or better in the first year of enrollment

ENGL3740. Children's Literature (3)

To be completed with a C- or better in the sophomore year

Approved Art History or Music History Elective (3)

Approved US History Elective (3)

Approved Non-US History Elective (3)

#### Sciences (16 credits) *To be completed with a C- or better.*

KINE1000. Fundamentals of Wellness (1)

Approved Kinesiology Activity Elective (1)

BIOL1010. Intro to Biology (3)

BIOL1010L. Intro to Biology Lab (1)

GEOG1050. Intro to Geography (3)

MATH2010. Fundamentals of Math Structures I (3)

PHYS1010. Intro to Physical Science (3)

PHYS1010L. Intro to Physical Science Lab (1)

#### Intellectual and Practical Skills (9 credits) *To be completed with a C- or better.*

ENGL1030. University Writing and Research (3)

ENGL3015. Topics in Writing (3) (To be completed in the sophomore year)

COMM1210. Intro to Public Speaking (3)

Math Proficiency: ACT of 21 or higher, SAT of 550 or higher, COMPASS Algebra score of 50 or higher

English Proficiency: ACT of 21 or higher, SAT of 520 or higher, COMPASS English score of 86 or higher

Cross Cultural Requirement (CC)\*

#### Concentration Requirements (16-17 credits) *All EDUC courses to be completed with a B- or higher; all other concentration courses must be completed with a C- or better.*

MATH2020. Fundamentals of Math Structures II (3)

EDUC1100. Introduction to Teaching (1)

EDUC2250. Cultural Diversity (15 hour field experience) CC\* (2) **or,**

SOGY1015. Exploring Cultural Anthropology (3) and SOGY1015CC.\* Intercultural Lab

EDUC2110. Educational Psychology (3)

EDUC2555. Innovation Instruction (3)

ENGL2120. English Grammar and Usage (2)

EDUC2960. Field Experience (1)

## Associate of Arts, Liberal Studies (63 credits)

### General Education Requirements (48 credits)

#### Christian Formation (9 credits)

BIBL1100. Intro to Biblical Studies (3)

To be completed with a C- or better

THEO2100. Intro to Christian Theology (3)

To be completed with a C- or better

Approved Philosophy Elective (3)

#### Humanities (15 credits)

HUMN1010. Cornerstone (3)

To be completed with a C- or better in the first year of enrollment

Approved Literature Elective (3)

Approved Art History or Music History Elective (3)

Approved US History Elective (3)

Approved Non-US History Elective (3)

#### Sciences (15 credits)

KINE1000. Fundamentals of Wellness (1)

Approved Kinesiology Activity Elective (1)

Approved Natural Science Elective (3)

Approved Natural Science Lab Elective (1)

Approved Social Science Elective (3)

Electives from two of the following areas to equal 6 credits (6):

Mathematics

Social Science

Natural Science

#### Intellectual and Practical Skills (9 credits)

ENGL1030. University Writing and Research (3)

To be completed with a C- or better

ENGL3015. Topics in Writing (3)

To be completed with a C- or better in the sophomore year

COMM1210. Intro to Public Speaking (3)

To be completed with a C- or better

Math Proficiency: ACT of 21 or higher, SAT of 550 or higher, COMPASS Algebra score of 50 or higher

Cross Cultural Requirement (CC)\*

#### Concentration Requirements (15 credits)

**Fifteen additional credits from Humanities, Social Science, Mathematics, or Natural Science**

To be completed with a C- or better

## Bachelor of Arts, Liberal Studies

This program leads to the Bachelor of Arts degree. It provides students with the content, methodology, and implications of the basic areas of human knowledge; it fosters the attitude of intellectual curiosity harnessed by moral responsibility; and finally, it encourages students to think for themselves, and to be able to participate in life as autonomous individuals.

**Requirements:** 60 credits in one of the three emphases listed below

### **Humanities Emphasis**

Humanities: 24 credits (including 12 credits numbered above 2999)

Mathematics and Science: 18 credits

Social Science: 18 credits

### **Mathematics and Science Emphasis**

Mathematics and Science: 24 credits (including 12 credits numbered above 2999)

Humanities: 18 credits

Social Science: 18 credits

### **Social Science Emphasis**

Social Science: 24 credits (including 12 credits numbered above 2999)

Humanities: 18 credits

Mathematics and Science: 18 credits

# College Core Program

## Program Description

College Core provides the General Education curriculum required for the adult student majoring in one of six degree areas; Business, Accounting, Elementary Education, Christian Ministries, Nursing, Applied Studies or Liberal Studies. Classes are delivered in five, seven and eight week sessions. Financial aid is available to qualified adults.

The focus of the Adult and Professional Program in College Core is to provide an accelerated learning platform for adult students to earn or complete a degree through a rigorous accelerated program. This flexible program allows adult students who have careers and family obligations to complete a degree in a timely fashion so as to improve their lives through advancement in their occupations as well as the added value a liberal arts education provides.

Dr. Gary Waller, Director of Adult and Professional Programs - College Core

## Admission Requirements

Individuals (age 23 and above) interested in applying for admission to College Core should complete the general **Admission Requirements** for the Graduate, Adult and Professional Programs. Acceptance will be determined on the GPA requirements listed below. Individuals with a college GPA of less than 2.0 may apply for provisional acceptance for one semester.

### First Time Freshman Admission GPA Requirement

- 2.5 High School GPA - Full Admission
- 2.0 - 2.49 High School GPA - Provisional Admission
- Less than 2.0 High School GPA - Admission will be considered after a personal interview and unanimous vote by the Admission Committee.

### Transfer Admission GPA Requirement

- 2.0 College GPA - Full Admission
- 1.75 - 1.99 College GPA - Provisional Admission
- Less than 1.75 College GPA - Admission will be considered after a personal interview and unanimous vote by the Admission Committee.

## Add/Drop/Withdraw Policy

### 5 Week Classes:

ADD: Students can add a class up to and including the first day of the subsession

DROP: Students can drop up to and including completion of the first week of class without receiving a "W" on their transcript

WITHDRAW: Students can withdraw up to and including the completion of the 3rd week of class and will receive a "W" on their transcript



### **7-8 Week Classes:**

**ADD:** Students can add a class up to and including the first day of the subsession

**DROP:** Students can drop up to and including completion of the first week of class without receiving a "W" on their transcript

**WITHDRAW:** Students can withdraw up to and including the completion of the 4th week of class and will receive a "W" on their transcript

### **Attendance Policy**

If a student misses two classes in a face-to-face course, the student must notify the APP College Core Program Coordinator to be withdrawn from the course. If the student fails to notify the College Core Program Coordinator then the student will receive a failing grade and be charged for the class.

### **Academic Standing and Dismissal**

Students must maintain a cumulative GPA of 2.0 or higher to remain in good standing in the College Core program at Northwest Nazarene University. If a student drops below a GPA of 2.0, the student will receive a warning letter and is placed on academic probation for the duration of one semester during which time they must earn a minimum GPA of 2.0 (Some majors have a higher GPA requirement). If a student continues to make unsatisfactory progress, the student will receive a formal letter dismissing them from the College Core program and Northwest Nazarene University.

## **Bachelor of Arts, Applied Studies**

This program leads to the Bachelor of Arts degree. It provides students with a broad program including course work in an applied area coupled with course work in the humanities, mathematics and science, and social sciences.

**Requirements:** 60 total credits. 12 credits in each content areas plus 24 credits in an emphasis area as indicated below:

**Humanities:** 12 credits

**Social Sciences:** 12 credits

**Math and Science:** 12 credits

**Emphasis:** 24 credits selected from *one or two* of the following areas:

Applied Art, Business, Christian Ministry, Communication Studies, Computer Science, Criminal Justice, Cultural Studies, Education, Engineering, English (courses in writing or composition which may include ENGL1035, ENGL3015 and English courses with a 'W' designation), Kinesiology, Music (education, theory, and applied), Nursing, Social Work

In a **single focus** applied studies major, 12 credits of the 24 credits must be numbered above 2999. In a **dual focus** applied studies major, 12 credits of the 24 credits must be numbered above 2999, with at least 6 upper division credits taken in EACH applied area.

**Notation:** If music is selected, no more than three credits of private lessons may apply. If kinesiology is selected, no more than three credits of kinesiology activities or activity labs may apply.

## Bachelor of Arts, Liberal Studies

This program leads to the Bachelor of Arts degree. It provides students with the content, methodology, and implications of the basic areas of human knowledge; it fosters the attitude of intellectual curiosity harnessed by moral responsibility; and finally, it encourages students to think for themselves, and to be able to participate in life as autonomous individuals.

**Requirements:** 60 credits in one of the three emphases listed below

### **Humanities Emphasis**

Humanities: 24 credits (including 12 credits numbered above 2999)

Mathematics and Science: 18 credits

Social Science: 18 credits

### **Mathematics and Science Emphasis**

Mathematics and Science: 24 credits (including 12 credits numbered above 2999)

Humanities: 18 credits

Social Science: 18 credits

### **Social Science Emphasis**

Social Science: 24 credits (including 12 credits numbered above 2999)

Humanities: 18 credits

Mathematics and Science: 18 credits

# Course of Study

The Course of Study Online program (COS) is ministerial training done via the computer. The 25 modules (courses) are provided by the Clergy Development Office of the Church of the Nazarene. Each module is produced by a recognized, experienced educator in the Church of the Nazarene. These modules are written for delivery in a classroom setting and are adapted for presentation online.

Module facilitators are ordained Nazarene ministers serving in Nazarene churches throughout North America. Each instructor holds a minimum of a Master's degree with many having earned doctoral degrees.

The COS Online program is open to anyone, especially those pursuing ordination in the Church of the Nazarene through the modular course of study program. For more information, contact the Course of Study Online office at (208) 467-8046.

**Faculty:** Dr. Rhonda Carrim, Program Director

## Admission Requirements

Anyone age 16 or older who is proficient in English and wishes to prepare for ordination in the Church of the Nazarene, or who is interested in Christian studies in an educational setting is welcome to participate. Ministerial students are expected to coordinate their online studies with their District Board of Ministerial Studies.

New applicants must complete an [online application form](#) before they can register for modules.

Please contact Stacey Bullard at [sbullard@nnu.edu](mailto:sbullard@nnu.edu) or (208) 467-8046 with any questions regarding this program.

## Application Process

Registration is open three times a year; five weeks before course modules begin. Because it is your local district who licenses you, we do not evaluate transcripts.

1. Complete the one-page online application (located on COS website during open registration) and click "submit".
2. Within a few business days, you will receive your username, password, and course registration instructions.

## Transfer of Credits

The academic credits earned by completion of Course of Study courses are transferable. Note: It is at the discretion of other Nazarene schools whether to accept these credits. Any of NNU's fully online bachelor's degree programs will accept a maximum of 18 credits total for COS course modules completed with a grade of C or higher.

## Program Goals

There are four major areas of educational preparation for ministers.

**1. Content represents the acquisition of the biblical, theological, and historical knowledge necessary for the minister.**

Content—Knowledge of the content of the Old and New Testaments, the theology of the Christian faith, and the history and mission of the Church is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and our Wesleyan distinctives, and the history and polity of the Church of the Nazarene must be included in these courses.

**2. Competency involves the acquisition and development of skills for ministry.**

Competency—Skills in oral and written communication, management and leadership, finance, and analytical thinking are also essential for ministry. In addition to general education in these areas, courses providing skills in preaching, pastoral care and counseling, biblical exegesis, worship, effective evangelism, biblical stewardship of life resources, Christian education, and church administration must be included. Graduation from a validated course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development.

**3. Character refers to the personal qualities of the minister.**

Character—Personal growth in character, ethics, spirituality, and personal and family relationship is vital for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics must be included.

**4. Context deals with the environment.**

Context—The minister must understand both the historical and contemporary context and interpret the worldview and social environment of the culture where the Church witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included.

These four areas of content, competency, character, and context include 52 ability statements that are fulfilled within the curriculum program leading to ordination.

## Course of Study Drop Course Policy

Students may drop a course within the first 5 days of the course start date and receive a full refund. Students will not receive a "W" on their transcripts.

After the first 5 days, students will not receive a refund; no exceptions. Students will receive a "W" on their transcripts.

To drop a course, students must contact the Program Coordinator, Stacey Bullard via email at [sbullard@nnu.edu](mailto:sbullard@nnu.edu). Professors cannot drop students from courses.

# Christian Ministry Online Bachelor's Degree

Northwest Nazarene University is a recognized leader among Christian liberal arts universities in online higher education. NNU offers a Christian Ministry major, with an optional Family Ministry minor, using our online learning platform. This ministry degree program:

- allows all course work to be completed online with no residential requirements.
- accepts transfer of college credits from regionally accredited institutions (For details see transfer of credits under APP Academic Perspectives).
- meets all educational requirements for ordination in the Church of the Nazarene.

## Faculty

Dr. Joe Gorman, Program Director  
Dr. Jay Akkerman  
Dr. Joe Bankard  
Dr. Rhonda Carrim  
Dr. Mike Kipp  
Dr. Mark Maddix  
Dr. Brent Peterson

## Learning Outcomes

**Graduates of the online Christian Ministry major will demonstrate the following program outcomes:**

1. Students will know the general content and purposes of the major divisions of the Bible and the relationship between the Testaments.
2. Students will understand and apply principles of biblical hermeneutics by interpreting passages of Scripture, using forms of biblical criticism and relating their work to other theological disciplines.
3. Students will value and relate Scripture to their own spiritual growth and to life situations, particularly in the context of the Church's pastoral practices.
4. Students will know and describe key themes of Wesleyan theology within the thought and history of the Christian Church: the attributes of the Triune God, Incarnation, the condition and hope for humanity and creation, the loving and saving nature of the divine-human relationship, the meaning of holiness, and the call to character and service for followers of Christ.
5. Students will integrate Wesleyan theology with pastoral theology to construct and develop a theology of worship, preaching, sacraments, leadership, and ministry.
6. Students will serve as creative and redemptive agents by participating in the Church, by valuing all persons and creation through practicing love and stewardship.

7. Students will explain and construct sophisticated philosophical arguments, both orally and in writing, critically evaluating arguments using principles of sound reasoning.
8. Students will identify and define key themes within the history of Western philosophy.
9. Students will know and develop biblical, historical, and theological principles for the practices of ministry: constructing sermons and lessons, designing and leading worship, responding to the need of her/his congregation, initiating and fostering congregational health, building congregational leaders, and analyzing and constructing a plan to reach the community.
10. Students will know and describe how to lead, disciple, evangelize, and equip the church for ministry.
11. Students will display a growing and spiritually transformed personal life valuing personal, pastoral, and professional integrity in serving as an example of holiness of heart and life.

## Admission Requirements and Application Process

Students wishing to apply to Northwest Nazarene University's Christian Ministry Program must have earned a high school diploma or GED equivalent.

All Christian Ministry Online applicants are required to submit the following items for review:

- **Online application** including a \$50 non-refundable application fee.
- Two **recommendation forms**. One recommendation must be from a pastor. The other from a person not related to the applicant (i.e. a colleague, supervisor, pastor, etc.).
- ALL official transcripts from all colleges and universities previously attended (regardless of accreditation).
- Official high school transcripts are required from students transferring less than 28 college credits.

The Online Christian Ministry Admissions committee reviews all applications to ensure these criteria are met and admission is in the best interest of the student and Northwest Nazarene University.

## Academic Standing and Dismissal

Students must maintain a cumulative GPA of 2.0 or higher to remain in good standing in the Adult & Professional Program-Christian Ministry at Northwest Nazarene University.\* If a student drops below a cumulative GPA of 2.0, the student will receive a warning letter and be placed on academic probation for the duration of the following semester during which time they must earn a minimum GPA of 2.5. If a student continues to make unsatisfactory progress, the student will receive a formal letter dismissing them from the Adult & Professional Program-Christian Ministry at Northwest Nazarene University.

\*Students must earn a minimum GPA of 2.0 to graduate. Courses in the major must be passed with a minimum grade of C-.

## Bachelor of Arts, Christian Ministry Online

**Objective:** The Christian Ministries Online program is designed to provide non-traditional students the opportunity to complete their Bachelor of Arts degree online. This degree program is also designed to meet the educational requirements (Course of Study) for ordination in the Church of the Nazarene.

Requirements: 52 credits in Christian Ministry, 27 foundational credits, most of which also meet general education requirements.

### Core Courses:

BIBL3155. Biblical Interpretation (3)  
BIBL4445. Old Testament Studies (3)  
CHED1815. Introduction to Christian Discipleship (3)  
CHIS3415. History and Manual, Church of the Nazarene (3)  
CHIS3615. History of the Christian Tradition I (3)  
CHIS3625. History of the Christian Tradition II (3)  
PRTH1105. Introduction to Online Theological Education (0)  
PRTH2215. Spiritual Formation and Christian Discipleship (3)  
PRTH2225. Worship Theory and Development (3)  
PRTH2405. Introduction to Christian Missions (3)  
PRTH3105. Pastoral Theology (3)  
PRTH3715. Preaching (3)  
PRTH4715. Missional Growth and Health (3)  
PRTH4825. Pastoral Leadership (3)  
PRTH4965. Internship in Christian Ministry (3)  
THEO4245. Theology of Holiness (3)  
THEO4535. Christian Theology I (3)  
THEO4545. Christian Theology II (3)  
THEO4905. Senior Capstone in Ministry (1)

**Foundational Courses:** These courses from the general education offerings are required as foundational to the major.

BIBL1125. Survey of the Bible (3)  
BIBL3135. Upper Division New Testament Studies (3)  
COMM1215. Introduction to Public Speaking (3)  
ENGL1035. University Writing and Research (3)  
ENGL3015. Topics in Writing and Literature (3) or any ENGL course with a W designation (3)  
HUMN1015. Cornerstone (3)  
PHIL2025. Ethics (3)  
PSYC1555. Introduction to Psychology (3)  
THEO2125. Survey of Christian Theology (3)

**Elective Courses (as needed):**

- CHED2225. Instructional Bible Study (3)
- CHED3815. Children's Ministries (3)
- CHED3825. Youth Ministries (3)
- CHED3845. Family Ministries (3)
- PRTH3755. Compassionate Ministries (3)
- PRTH4765. Communicating the Gospel (3)

## Minor, Family Ministries Online

This minor focuses on an understanding and development of competencies in ministry practice to families that is informed by a Wesleyan approach to Christian theology.

Requirements: 18 credits

- CHED2225. Instructional Bible Study (3)
- CHED3815. Children's Ministries (3)
- CHED3825. Youth Ministries (3)
- CHED3845. Family Ministries (3)
- PRTH3755. Compassionate Ministries (3)
- PRTH4765. Communicating the Gospel (3)



# Adult & Professional Program in Business

The Bachelor of Science for the adult learner gives you an opportunity to earn a degree while working full-time or being a stay-at-home parent. With classes online and in Nampa or Boise, you're able to select the program that works best for you. Everything is the same, except the delivery method.

This is an intense 16-month program. You will take up to six courses during each 15-week semester; two simultaneously. The typical course will last for five weeks. The program is organized into cohorts, meaning that you will go through each step of the program with the same group of people. This allows you to create a community with your classmates, and share both your knowledge and experience.

Before you can begin with a Business Administration or Accounting cohort, you must complete 45-60 general education credits. General education classes are offered both face-to-face and online through NNU's College Core program to help you meet this requirement.

Director: Dr. Fred Sutton, D.B.A.

## Admission Requirements

Individuals interested in applying for admissions to APP-Business should complete the general **Admission Requirements** for the Graduate, Adult and Professional Programs.

Acceptance will be determined on the GPA requirements listed below. Individuals with a GPA of less than 2.0 may apply for provisional acceptance for one semester.

### First Time Freshman Admission GPA Requirement

- 2.5 High School GPA - Full Admission
- 2.0 - 2.49 High School GPA - Provisional Admission
- Less than 2.0 High School GPA - Admission will be considered after a personal interview and unanimous vote by the Admission Committee.

### Transfer Admission GPA Requirement

- 2.0 College GPA - Full Admission
- 1.75 - 1.99 College GPA - Provisional Admission
- Less than 1.75 College GPA - Admission will be considered after a personal interview and unanimous vote by the Admission Committee.

## Student Responsibilities

- **Course Withdrawal:** A student who needs to withdraw from a course must notify the APP-Business Program Coordinator in person or by email. Students who withdraw before 60% of the class is complete will receive a prorated refund. Students are not allowed to withdraw after 60% of the class is complete will be charged in full for the course and will receive the grade earned (after week 3 in a 5 week course and after week 4 in a 7 to 8 week course).

- **Semester Withdrawal:** A student who needs to withdraw from the remaining semester courses must notify the APP Business Program Coordinator in person or by email. The official date of the semester withdrawal will be the date the student notified the APP Business Program Coordinator. Any charges or refund for the courses will be calculated using the official withdrawal date.
- **Attendance:** If a student misses two classes in a face-to-face course, the student must notify the APP Business Program Coordinator to be withdrawn from the course. If the student fails to notify the Program Coordinator, the student will receive a failing grade for the course and will be charged for the course.

## Academic Standing and Dismissal

Students must maintain a cumulative GPA of 2.5 or higher to remain in good standing in the Adult & Professional Program-Business at Northwest Nazarene University.\* If a student drops below a cumulative GPA of 2.5, the student will receive a warning letter and be placed on academic probation for the duration of one semester during which time they must earn a minimum GPA of 2.5. If a student continues to make unsatisfactory progress, the student will receive a formal letter dismissing them from the Adult & Professional Program-Business at Northwest Nazarene University. Other programs on campus with different GPA requirement will be suggested.

\*Students must earn a minimum GPA of 2.5 to graduate from the School of Business. Business and Accounting courses must be passed with a minimum grade of C-.

## Bachelor of Science, Accounting

**Objective:** The Adult and Professional Program in Business (APP) offers a Bachelor of Science in Accounting in an accelerated delivery format. Please contact the APP- Business Program Coordinator for details.

A total of 150 semester hours of post high school work will be required to sit for the CPA examination in several states. For most students, this will take five years to complete. Some students may wish to pursue an MBA to meet this requirement.

**Administrator:** Director, APP-Business

**Requirements:** 66 credits; completion of the prescribed courses; completion of the ETS Business Exam

**Core Courses:**

ACCT2065 Financial Accounting (3)\*  
ACCT2075 Managerial Accounting (3)  
ACCT3015 Income Taxation (3)  
ACCT3045 Cost Accounting (3)  
  
ACCT3094 Special Topics in Accounting (3)  
ACCT3515 Intermediate Accounting I (3)  
ACCT3525 Intermediate Accounting II (3)  
ACCT4025 Auditing (3)  
ACCT4515 Advanced Financial Accounting (3)  
BSNS3035 Management Information Systems (3)  
BSNS2225 Business Communication (3)  
BSNS2335 Math for Business and Finance (3); **or**,  
MATH2240 Elementary Statistics (3)  
BSNS3415 Business Law I (3)  
BSNS3515 Principles of Marketing (3)  
BSNS3645 Principles of Management (3)  
BSNS3715 Principles of Finance (3)  
BSNS3815 Business Ethics (3)  
BSNS4695 Global Operations Management (3)  
BSNS4985 Senior Seminar In Business (3)  
ECON2415 Principles of Microeconomics (3)

Two prescribed electives offered by the Department of Business & Economics. (ECON1015 and ECON1055 cannot be used as electives)

\*If ACCT2065 was taken as a transfer course more than 5 years ago, and the student wishes to have it accepted as transfer credit, the student will be required to audit ACCT2065, Financial Accounting, before taking ACCT2075, Managerial Accounting. The student will also be required to adhere to the APP-Business attendance guidelines. Students will also be given the option of taking an exam to determine proficiency. If the student fails the exam, he or she will be required to register for ACCT2065, Financial Accounting.

## Bachelor of Science, Business Administration

**Objective:** The Adult and Professional Program in Business (APP) offers a Bachelor of Science in Business Administration in an accelerated delivery format. Please contact the APP- Business Program Coordinator for details.

**Administrator:** Director, APP-Business

**Requirements:** 51 credits; completion of the prescribed courses; completion of the ETS Business Exam

### Core Courses:

ACCT2065 Financial Accounting (3)\*  
ACCT2075 Managerial Accounting (3)  
BSNS2175 Computer Applications in Business (3)  
BSNS3035 Management Information Systems (3)  
BSNS2225 Business Communication (3)  
BSNS2335 Math for Business and Finance (3); **or**,  
MATH2240 Elementary Statistics (3)  
BSNS3415 Business Law I (3)  
BSNS3515 Principles of Marketing (3)  
BSNS3645 Principles of Management (3)  
BSNS3715 Principles of Finance (3)  
BSNS3815 Business Ethics (3)  
BSNS4695 Global Operations Management (3)  
BSNS4985 Senior Seminar In Business (3)  
ECON2415 Principles of Microeconomics (3)  
ECON2425 Principles of Macroeconomics (3)

Two prescribed electives offered by the Department of Business & Economics. (ECON1010 and ECON1050 cannot be used as electives)

\*If ACCT2065 was taken as a transfer course more than 5 years ago, and the student wishes to have it accepted as transfer credit, the student will be required to audit ACCT2065, Financial Accounting, before taking ACCT2075, Managerial Accounting. The student will also be required to adhere to the APP-Business attendance guidelines. Students will also be given the option of taking an exam to determine proficiency. If the student fails the exam, he or she will be required to register for ACCT2065, Financial Accounting.

## Minor, Accounting

**Requirements:** (21 credits). For the student who wishes to have a working knowledge of accounting. Students must maintain a minimum GPA of 2.5 and receive a grade of C- or higher in all classes designated in the minor.

### Core Accounting courses (12 credits)

ACCT2065. Financial Accounting (3)  
ACCT2075. Managerial Accounting (3)  
ACCT3515. Intermediate Accounting I (3)  
ACCT3525. Intermediate Accounting II (3)

### Select three (3) electives (9) credits

ACCT3015. Income Taxation (3)  
ACCT3045. Cost Accounting (3)  
ACCT4025. Auditing (3)  
ACCT4515. Advanced Financial Accounting (3)  
BSNS3425. Business Law II (3)

# Adult and Professional Program in Education

The Adult and Professional Program in Education offers multiple routes to certification. If you are still working on a Bachelor's degree, you can obtain certification in Elementary Education or Special Education. If you already have a Bachelor's degree, you can pursue a Master's Degree in Education (M.Ed) with certification in either Elementary Education or Secondary Education. All routes are provided in an accelerated delivery format. Information and requirements concerning the programs at the graduate level are found in the Graduate section of the catalog.

After the completion of general education requirements, the Adult and Professional Program in Education requires one full calendar year of coursework plus one full university semester of full-time student teaching in an approved Idaho public school. In addition, students must complete 110 hours of course specific field experience in an approved public school during the program. Field experience placements are determined by the program. A cohort model is utilized in the program with new cohorts beginning fall and spring semesters.

**Director:** LoriAnn Sanchez, Ph.D.

**Faculty:** Paula Kellerer (Dean), Jennifer Hill, Ryan Roberts, Duane Slemmer, Whitney Ward

## Department Objectives

**Mission:** The mission of the Education Department at Northwest Nazarene University is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of young people in a changing world. This mission drives our work in undergraduate and graduate programs. It is articulated through the conceptual framework underpinning all education programs.

**Learning Objectives:** Outcomes for NNU's education programs are articulated in the conceptual framework known as a "Learner-Centered CORE and in the Idaho Core Teaching Standards.

## **Learner-Centered CORE (NNU Education Department Conceptual Framework)**

<b>Called to Serve</b>	Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
<b>Open to Change</b>	Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills by innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
<b>Responsive to All</b>	Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
<b>Empowered to Succeed</b>	Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

## Idaho Core Teaching Standards

Principle 1: Knowledge of Subject Matter	The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.
Principle 2: Knowledge of Human Development and Learning	The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Principle 3: Adapting Instruction for Individual Needs	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.
Principle 4: Multiple Instructional Strategies	The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills
Principle 5: Classroom Motivation and Management Skills	The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Principle 6: Communication Skills	The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
Principle 7: Instructional Planning Skills	The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Principle 8: Assessment of Student Learning	The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness
Principle 9: Professional Commitment and Responsibility	The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Principle 10: Partnerships	The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

## Admission Requirements

The Adult and Professional Program in Education requires the following items before the student is provisionally admitted to the program.

### Admission Requirements

- Completion of the General Education Classes
- Complete the FAFSA
  - Contact the NNU Financial Aid Office for information
- Passing Algebra and Writing scores on the Compass, ACT, or SAT
  - Please provide documentation showing you have passed the Writing and Algebra portions of these tests. Any of these tests will meet the requirement. If you have not taken these tests or are unable to provide documentation of a passing score, contact the NNU Office of Academic Advising and Testing to schedule a time to take the Compass tests. The tests are \$10 each and there are study guides available online. The required scores are below.
  - Compass Writing 86                      ACT English 21                      SAT Verbal 520
  - Compass Algebra 50                      ACT Math 21                      SAT Math 550
- Completion of the PRAXISII Elementary Education Content Knowledge Multiple Subjects, test#5001.
  - This test needs to be taken prior to starting the Adult and Professional Program in Education. For more information and registration information go to [www.ets.org/praxis](http://www.ets.org/praxis)
- The Adult and Professional Program in Education will not admit candidates to the teacher preparation program that have previously been denied an Institutional Recommendation (IR) for teacher certification or candidates that have completed a student teaching/internship experience and received a grade which resulted in not obtaining an Institutional Recommendation from that Institution.

### Application Requirements

- Application and \$50 Registration Fee - an online application is found at
  - [https://my.nnu.edu/ICS/Apply\\_To\\_NNU/](https://my.nnu.edu/ICS/Apply_To_NNU/)
- Two (2) letters of recommendation, these are not accepted from family members
  - <https://education.nnu.edu/adult-and-professional-programs-in-education/letters-of-recommendation>
- Official transcripts with final grades from all institutions of higher education you have attended
  - Send to: NNU GAPP Admissions, 623 S. University Blvd, Nampa, ID 83686



## **Program Admission Requirements**

- At the end of the first semester, all students will be required to interview with faculty members to be evaluated for entrance into the Adult and Professional Program in Education. This process is called Checkpoint 1. In addition to the items listed above, the following are factors in determining acceptance into the program.
  - Oral Interview
  - Cumulative GPA of 2.75 or higher
  - Grade of B- or better in all Major courses
  - Writing Sample
  - Field Experience Reports
  - Disposition Assessments

## **Academic Standing and Dismissal**

1. Candidates must maintain a cumulative GPA of 2.75 or higher to remain in good standing in the Adult and Professional Program in Education.
2. If a student drops below a cumulative GPA of 2.75, the student will receive a warning letter from the program director and be placed on academic probation for the duration of one 8-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director.
3. The student must earn a minimum GPA of 2.75. If the cumulative GPA still falls below the required 2.75, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
4. Candidates must pass all education classes with a grade of B- or better. Candidates who fail to pass a class with a B- or better must re-enroll and pass the class with a B- or better in order for the class to contribute to graduation/certification requirements.
5. Candidates must complete all required content courses with a grade of C or better.
6. Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis II tests. Candidates may take the same Praxis II test twice. If at that time the candidate has not passed, an academic improvement plan will be created collaboratively and signed by the student and the program director. If the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
7. Candidates must demonstrate appropriate dispositions for teaching outlined by the program: communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Data from dispositions is gathered through Checkpoint interviews, Field Experience teacher evaluations, education department faculty, course work, and student teaching observations. If a candidate demonstrates areas of improvement needed in dispositions, an improvement plan will be created collaboratively and signed by the student and the program director. Candidates may be dismissed from the program based on unfavorable disposition

report data if candidates do not demonstrate acceptable levels of improvement in identified areas of deficiency.

## Bachelor of Arts, Elementary Education

**Objective:** Candidates who have at least 68 college credits, may pursue a Bachelor of Arts in Elementary Education in an undergraduate setting and receive certification to teach in their field with an endorsement in one of the following:

- Middle School Subject Area
- K-12 Endorsement Area
- Secondary subject area (allows for teaching of that subject through grade 9)
- Additional certification in Special Education

**Requirements:** 50-51 credits in professional education; 38 credits in other required courses, most of which also meet general education requirements for graduation (*see University Undergraduate Degree Requirements*); credits for endorsement area requirements (some of which are counted in more than one requirement area).

### Professional Education Courses:

EDUC2005. Orientation: APP-Education (0)

\*EDUC1125. Foundations of Teaching (3)

EDUC2255. Cultural Diversity in Education (2) **-or-**  
SOGY1015. Exploring Cultural Anthropology (3)

EDUC2555. Innovative Instruction (3)

EDUC3005. Mathematics Lab for Elementary Teachers (2)

EDUC3155. Education of Exceptional Children (3)

EDUC3165. Learning and the Brain (3)

EDUC3245. Classroom Management in Elementary Schools (3)

\*EDUC3255. Fundamentals of Reading (3)

\*EDUC3265. Content Literacy in Elementary Classrooms (3)

EDUC3315. Teaching English Language Learners (1)

EDUC4435. Teaching the Whole Child (1)

\*EDUC4465. Assessment and Intervention in Reading (3)

\*EDUC4545. Methods of Teaching Social Studies and Language Arts in the Elementary Classroom (4)

\*EDUC4555. Methods of Teaching Science and Mathematics in the Elementary Classroom (4)

\*EDUC4815. Elementary School Start Up (1)

\*EDUC4905. Student Teaching in Elementary Schools (10)

\*EDUC4955. Seminar/Capstone (1)

\*Courses must be taken at Northwest Nazarene University

### Other Required Courses:

#### English

ENGL1035 University Writing and Research (3)

ENGL2125 English Grammar and Usage (2)

ENGL3745W Children's Literature (3) *Satisfies the W English requirement and Literature elective requirement*

**Kinesiology**

KINE1005 Fundamentals of Wellness (1)

**Mathematics**

MATH2015 Fundamental Mathematical Structures I (3)

MATH2025 Fundamental Mathematical Structures II (3)

**Fine Arts**

Art History/Music Literature elective (3)

**Social Science**

HIST2035 or HIST2045 U.S. History (3)

HIST1035 or HIST1045 Non-U.S. History (3)

GEOG1055 Geography (3)

Additional course in Economics, Political Science, History, or Sociology (3)

**Science**

Biology plus lab (4)

Physical Science plus lab (4)

*In addition to Elementary Education Certification, graduates will be endorsed in a Middle School or Secondary Content Area. The State of Idaho requires 20 credits in a content area (Middle School areas include English, Social Studies, Math, or Science) as well as a passing score on the appropriate PRAXISII test. The program will count appropriate general education courses toward endorsement certification. Candidates will need to take the following additional courses to complete the 20 credit requirement for the Middle School Content area of their choice.*

**Middle School Content**

**Math (12 credits)**

College Algebra

Trigonometry

Elementary Statistics

Geometry

**English (9 credits)**

Studies in American Literature

Studies in British/English Literature

Creative Writing or Poetry or Prose

**Social Studies (9 credits)**

Political Science

History

Economics

Sociology

**Science (9 credits)**

Astronomy

Physical Science

*Choose one of the following:*

Plant/Animal Ecology

Chemistry / Chemistry for Citizens

Forensic Science

College Physics

### **Program Certification Requirements:**

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

1. Complete all requirements for a baccalaureate degree.
2. Complete 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.
3. Complete all education courses with a grade of B- (2.7) or better.
4. Complete all content courses in the elementary major with a grade of B- or better.
5. Maintain a 2.75 or better cumulative GPA.
6. Pass the PRAXIS II Elementary Education Multiple Subject test (#5001).
7. Pass the PRAXIS II in Middle School content teaching area .
8. Receive a favorable vote of the Teacher Education Council for recommendation for certification.

Completing an Idaho approved teacher education program will enable a candidate to be recommended for certification in other states. Deviations from the teaching major or certification requirements must be authorized by the Program Director.

#### **Checkpoint 1: End of First Semester - Admission to Teacher Education**

Application for admission to teacher education should be made during the first semester in the Adult and Professional Program in Elementary Education. Upon completion of the first semester of coursework, candidates will be interviewed and evaluated. Decision factors about admission to the program include oral interview, PRAXIS II Elementary Education Multiple Subject test scores, cumulative GPA (2.75), minimum ACT scores of 21 on English and 21 on mathematics or minimum SAT scores of 520 on verbal and 550 on mathematics (or minimum COMPASS scores of 86 on English and 50 on mathematics), grade of B- or better in all Education courses, writing samples, field experience reports, and disposition assessments.

#### **Checkpoint 2: End of Second Semester**

Upon completion of the second semester of coursework, candidates' files will be evaluated. Decision factors about proceeding in the Adult and Professional Program in Elementary Education include PRAXIS II Elementary Education Multiple Subject test scores, cumulative GPA (2.75), ACT/SAT/Compass scores, grade of B- or better in all Education courses, field experience reports, and disposition assessments.

#### **Checkpoint 3: End of Third Semester - Admission to Student Teaching**

Upon completion of the third semester of coursework, candidates' files will be evaluated.

Decision factors about admission to student teaching include PRAXIS II Elementary Education Multiple Subject test and PRAXISII Middle School content area test scores, cumulative GPA (2.75), grade of B- or better in all Education courses, field experience reports, and disposition assessments.

**Checkpoint 4: Program Completion and Recommendation for Certification**

Upon completion of student teaching, candidates' performance will be evaluated. Decision factors about recommendation for certification include PRAXIS II Elementary Education Multiple Subject test and PRAXISII Middle School content area test scores, evaluations by cooperating teacher and NNU supervisors as assessed through Danielson's Framework for Teaching, cumulative GPA (2.75), ACT/SAT/Compass scores, grade of B- or better in all Education courses, and disposition assessments.

# Adult and Professional Program in Nursing

## RN to BS, Nursing Program Description

The RN to Bachelor of Science (RN to BS) degree, with a major of Nursing provides a course of study designed to enhance the critical thinking and communication skills of current Registered Nurses while concurrently developing their leadership abilities. Essential areas of baccalaureate nursing education content not provided in Associate Degree nursing education are incorporated in order to expand the RN's education to the BS, Nursing degree. This includes: Community & Population Health, Nursing Research & Evidence-based Nursing Practice, Systems Management, plus Leadership in Nursing.

This bachelor's degree completion program for the RN is fully accredited by the Commission on Collegiate Nursing Education (CCNE), adhering to NNU's commitment to the core values of Transformation, Truth, Community, and Service.

## Full Time Faculty

Barbara Lester, Professor and Chair, Department of Nursing  
Michelle Hunt, Assistant Professor and Program Director

## Mission Statement

The mission of the RN to Bachelor of Science, Nursing program at Northwest Nazarene University is to provide a quality professional nursing education grounded in the liberal arts. This program endeavors to develop graduates who will:

- Serve God and humanity
- Act with wisdom, integrity and caring
- Demonstrate competence in an environment of diversity and change
- Value the pursuit of lifelong learning, professional growth, and graduate education

## Outcomes

Graduates of the NNU RN to BS, Nursing Program will demonstrate the abilities of:

- **Integration** - Integrate scientific and liberal education with a Christian perspective into the practice of nursing and lifelong learning.
- **Leadership** - Actively participate in nursing teams and with other members of the healthcare team in providing safe, high quality health outcomes.
- **Evidence-Based Practice** - Utilize a spirit of inquiry and critical thinking principles in lifelong learning and in patient care to develop and establish evidence-based nursing practice.
- **Informatics Competence** - Utilize available technologies to confidentially manage patient healthcare information, find and utilize valid healthcare resources and information and advocate for safety & effectiveness in all aspects of healthcare.

- **Healthcare Management** - Utilize knowledge of healthcare policy, financing and structure at local, state, regional, national, and global levels to advocate for patients and the profession.
- **Health Promotion** - Participate in health assessment and education to promote wellness and prevention of illness/disease/injury for individuals, families, communities/populations.
- **Caring/Diversity** - Integrate caring behavior into the use of nursing process with individuals, families, groups and communities that reflects respect and value for the uniqueness of diverse persons and cultures.
- **Ethics/Christian Perspective** - Demonstrate values reflective of God and the Christian worldview, as well as professional ethics in the daily practice of nursing and the advancement of the profession.

## Admission Requirements

Applicants to the Registered Nurse to Bachelor of Science (RN to BS), Nursing Program must have completed the following prerequisites prior to applying for admission to the program:

- An Associate of Arts (AA) or Associate of Science (AS) degree in Nursing from a regionally accredited institution (or to be completed by the end of the semester in which the applicant applies).
- Cumulative GPA of 2.75\* or higher.
- Completion of the following prerequisite courses or their equivalent:
  - Human Anatomy and Physiology with Lab (8 credits)
  - Microbiology with Lab (4 credits)
  - Research Writing (3 credits)

A minimum grade of "C" or "P" is required for each of these courses and a cumulative GPA of 2.75 or higher. The admission GPA will be taken from the most recent transcript.

**All equivalent general education transfer courses must be approved through the NNU Registrar's Office.**

Applicants must also have the following prerequisites met prior to entering the first RN to BS nursing course: NURS4110 Transition to Professional Nursing.

- Proof of a current, unencumbered Registered Nurse (RN) license.
- Good standing with the licensing body for RN licensure.
- Current employment as an RN is highly recommended, but not required.

***Exceptions to regular admission requirements must be approved by the Program Director.***

## Provisional Admission

Students in their final semester before completing an Associate of Arts or Associate of Science degree in Nursing from a regionally accredited institution may be provisionally admitted to the RN to BS Nursing program and enroll in NURS 4110: Transition to Professional Nursing.

In order to obtain **Full** admission to the program, students admitted provisionally prior to their graduation with an Associate Degree in Nursing program must:

- Provide proof of current, unencumbered Registered Nurse license
- Provide an official transcript evidencing degree completion from the Associate Degree in Nursing program
- Complete NURS4110 with a grade of C or above

**\*Applicants with a GPA of 2.5 - 2.74** may be admitted provisionally. These applicants will be required to submit a professional reference form that addresses their ability and potential for completion of the RN to BS, Nursing program of study. Provisional students must earn a cumulative GPA of 2.75 in the first three nursing courses or they may not be permitted to progress in the RN to BS, Nursing Program.

**Applicants with an Associate of Applied Science (AAS) Degree in Nursing** from a regionally accredited institution will be evaluated individually for required courses needed for the Bachelor of Science, Nursing degree.

## Application Process

- Submit online RN to BS, Nursing [application](#) with a nonrefundable \$50 application fee.
- Provide documentation of current, unencumbered licensure as a Registered Nurse.
- Submit official transcripts for ALL previous undergraduate and graduate work to:

Northwest Nazarene University

GAPP Admissions

623 S. University Blvd.

Nampa, ID 83686

- Provide a professional recommendation using the online [RN to BS \(Nursing\) Recommendation Form](#) if cumulative GPA is greater than or equal to 2.5 but less than 2.75\*
- Students for whom English is not the native language are required to take the Test of English as a Foreign Language (TOEFL).

## Transfer of Associate Degrees for the RN to BS, Nursing Program

Associate of Arts and Associate of Science Degrees from states in the NNU Educational Zone (Alaska, Colorado, Idaho, Nevada, Oregon, Utah, Washington and Wyoming) will be accepted by Northwest Nazarene University for the Registered Nurse (RN) applying for admission to the RN to BS, Nursing Program. Any RN student who enrolls at Northwest Nazarene University with an Associate of Arts or an Associate of Science Degree in Nursing completed prior to admission to NNU and from a regionally accredited institution in states listed above will receive:

- Junior Standing
- Transfer credit up to a maximum of 62 semester credits
- Waiver of all general education requirements, with the following exceptions:



THEO2125 Introduction to Christian Theology (3 credits)  
BIBL Elective (3 credits) (NURS4111 will fulfill this requirement)  
HUMN4015 Capstone (3 credit) (NURS4120 will fulfill this requirement)  
Cross Cultural requirement: One Level 2 (NURS4115 and NURS4115CC Intercultural Lab 2 will fulfill this requirement)  
Math Proficiency - (An equivalent transfer course may be substituted for this requirement - Statistics course will fulfill this requirement)

- Forty (40) credits of nursing electives for successful completion of the National Council Licensing Exam-Registered Nurse (NCLEX-RN). This includes nine (9) upper division nursing elective credits; therefore the RN would receive 31 lower division credits and 9 upper division credits for passing the NCLEX-RN exam.

Students with an Associate of Arts or Associate of Science degree ***from a regionally accredited institution other than those listed above*** may file a petition with the Registrar for consideration of acceptance of the degree.

## Transfer Credit

### Non-Nursing Transfer Credits

Non-nursing transfer credits for approved Associate Degrees will be determined by the NNU Registrar's Office up to the maximum of 62 credits from a community college or two year institution per NNU Policy. **There is no time limit on prerequisites or non-nursing courses accepted for transfer.**

### Upper Division Nursing Courses\*

Students accepted into the RN to BS, Nursing Program may transfer credits up to 25% (6 credits) of previously completed upper division baccalaureate level nursing course work from a regionally accredited institution. All transfer of baccalaureate level nursing courses, as well as transfer of non-nursing required courses for the RN to BS, must be approved by the RN to BS, Program Director for determination of equivalency.

***\*All baccalaureate level nursing credits must have been earned within four years of admission to the RN to BS, Nursing Program and approved by the Program Director.***

## Enrollment Status

**Active Status** – A student who has been admitted to a program in the College of Adult and Graduate studies and is enrolled in at least one course.

**Inactive Status** – A student who does not register for a course applicable to the degree for three consecutive semesters will be removed from active status and must make arrangements with the program director to regain active status. This policy does not apply to students who are not enrolled due to disciplinary reasons.

**Continuous Enrollment** – Those students who have completed all course work but have not completed all requirements for a program must be continuously enrolled in a minimum of 1 credit hour to retain access to university and faculty services.

## Academic Standing and Dismissal

1. Students must maintain a cumulative GPA of 2.75 or higher to remain in good standing in the Adult and Professional Program in Nursing.
2. If a student drops below a cumulative GPA of 2.75, the student will receive a warning letter from the program director and be placed on academic probation for the duration of one semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director.
3. The student must earn a minimum GPA of 2.75. If the cumulative GPA still falls below the required 2.75, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Students are notified of academic dismissal by the program director in writing.
4. Students must pass all classes with a grade of C or better. Students who fail to pass a class with a C or better must re-enroll and pass the class with a C or better in order for the class to contribute to graduation requirements.

## Graduation Requirements

Graduation requirements for the RN to Bachelor of Science degree in Nursing:

- Completion of required courses in the RN to BS, Nursing Program (27 nursing credits, 6 support credits)
- Total Credits - Completion of a minimum of 124 credits which includes transfer course work and credits for NCLEX-RN exam.
- Quality of Grades - Cumulative grade point average of 2.75 or higher.
- General Education Program - Completion of any required general education course work if needed after transfer work accepted.
- Submit a graduation application according to the following deadlines: June 1 for Fall; October 15 for Spring; and February 1 for Summer.

## Nursing Degree Requirements

### Nursing Courses Required - 27 Semester Credits

- NURS4110. Transition to Professional Nursing (3)
- NURS4111. Nursing as Servant Leadership (3)
- NURS4112. Systems Management in Nursing (3)
- NURS4113. Introduction to Evidence-based Practice/Nursing Research (3)
- NURS4114. Nursing of Diverse Communities and Populations (3)
- NURS4115. Nursing of Diverse Communities and Populations Lab (3)
- NURS4118. Nursing with Older Adults (3)
- NURS4121. History of Nursing (3)
- NURS4120. Concepts of Leadership and Management in Professional Nursing (3)

**Required for completion of BS Degree:** All courses are available online through NNU.

- THEO2125. Survey of Christian Theology (3) (NNU Course)
- Residency requirement: A minimum of 24 credits from Northwest Nazarene University
- RN to BS, Nursing Program students need a **minimum of 124 credits** to graduate:

Nursing Credits (27)

THEO2125. Survey of Christian Theology (3 credits)

NCLEX-RN Exam (40)

**Minimum of (54) additional general education credits by transfer or taking at NNU**

***NOTE: Additional general education credits may be required for students transferring credits from programs not listed on the "Transfer of Associate Degrees for the RN to BS, Nursing Program" page.***

# Adult and Professional Program Course Descriptions

## ACCT - Accounting

### **ACCT2065 Financial Accounting (3)**

An introduction to financial accounting in the business world. The emphasis is on the mechanics, basic terminology, and theoretical framework of double-entry bookkeeping, and how financial statements are prepared for external reporting. Emphasis is placed on creating the financial statements and includes topics related to inventory, receivables, long term assets, stocks and bonds.

### **ACCT2075 Managerial Accounting (3)**

An introduction to managerial accounting in the business world. The emphasis is on decision-making models in factory and service organization settings. Topics include cost flows in a factory environment, cost-behavior patterns, break-even analysis, lease or buy, make or buy, business contraction, and expansion of product lines. Considers the time value of money, with computer applications throughout. Covers financial statements for internal use, and the statement of cash flows. **Prerequisites:** [ACCT2065](#), or instructor's approval.

### **ACCT3015 Income Taxation (3)**

Theory and application of the Federal Internal Revenue Code, regulations, revenue rulings, revenue procedures, and cases to individuals and sole proprietorships. Property transactions are covered together with the topics of gross income, deductions from gross income and losses, itemized deductions, losses and bad debts, employee expenses and deferred compensation, depreciation, cost recovery (ACRS and MACRS), depletion, amortization and inventory costs, non-taxable exchanges, section 1231 gains and losses, tax credits, and special tax computation methods. Offered: Alternate years **Prerequisites:** [ACCT2075](#), or instructor's approval.

### **ACCT3045 Cost Accounting (3)**

An in-depth study of cost accounting with a managerial emphasis. Topics include a review of ACCT2075 (Managerial Accounting) and job-order costing systems, process costing systems, standard costs, cost behavior, direct (variable) costing, joint-product costing systems, cost of by-products, cost allocation methods, and accounting for waste and spoilage. Offered: Alternate years **Prerequisites:** [ACCT2075](#), or instructor's approval.

### **ACCT3094 Special Topics in Accounting (1-3)**

This course is designed to address specific accounting topics as designated by the Instructor of Record and approved by the Department Chair and/or Dean.

### **ACCT3515 Intermediate Accounting I (3)**

A detailed study of the conceptual (theoretical) framework of external financial reporting and the financial statements utilized in external reporting (except the statement of cash flows). An in-depth study of certain current and non-current assets and liabilities. Topics include: basic theory, the income statement and statement of changes in retained earnings, the balance sheet, time value of money, cash and accounts receivable, inventories, fixed assets and depreciation, intangible assets, and current liabilities. **Prerequisites:** [ACCT2075](#), or instructor's approval.

### **ACCT3525 Intermediate Accounting II (3)**

A continuation of the study of certain current and long-term assets and liabilities begun in ACCT3510. Topics include: long-term liabilities, stockholders' equity, dilutive securities and earnings per share calculations, temporary and long-term investments, and computer spreadsheet applications. Accounting for pensions and post-retirement benefits, leases, statement of cash flows, and full disclosure. **Prerequisites:** ACCT3515, or instructor's approval.

### **ACCT4025 Auditing (3)**

A study of professional ethics, accountants' legal liability, internal control, evidence, reporting, and an introduction to statistical sampling and EDP auditing. Topics include general, field work and reporting standards, as well as selected statements on auditing standards. An audit case is required. Offered: Alternate years **Prerequisites:** ACCT3525, or instructor's approval.

### **ACCT4515 Advanced Financial Accounting (3)**

An in-depth study of business combinations and consolidated financial statements from a financial reporting perspective. Topics include: theory of business combinations (APBs 16, 17 and 18); accounting for business combinations under the pooling or purchase method, whether a statutory merger, statutory consolidation, acquisition of assets, or acquisition of stock, consolidated financial statements at date of acquisition or subsequent to date of acquisition, and special inter-company transaction eliminations in consolidations. Offered: Alternate years **Prerequisites:** ACCT3525, or instructor's approval.

## **ARDE—Art and Design**

### **ARDE3250 Art History 1 (3)**

Survey of visual art and architecture from its pre-historic origins through the Gothic period.

## **BIBL—Biblical Studies**

### **BIBL1012 Telling New Testament Story of God (1)**

This module will introduce the student to the New Testament biblical literature, Bible study methods, and the environment of the Early Church. Special attention will be given to the political, cultural, religious, and geographical setting, the literary genre, and the meaning of the text in its original cultural, historical, and literary context for the purpose of discovering the principles of truth to be applied to our contemporary setting. This module corresponds to the Directed Studies Program course 111. This module has 20 lessons.

### **BIBL1013 Telling Old Testament Story of God (1)**

This module is an introduction to the serious study of the Hebrew Scriptures in their historical, cultural and literary contexts. The module emphasizes the essential contents, structure and theological message of the books of the Old Testament. Students are introduced to the practice of biblical exegesis and to the geography and archaeology of the lands of the Bible. This module corresponds to the Directed Studies Program course 121. This module has 13 lessons.

### **BIBL1021 Interpreting Scripture (1)**

A set of procedures by which to pursue the meaning of the text for its author and/or original audience and the ability to move from that original meaning to a contemporary application or contemporary significance is what this module provides the student. This

module corresponds to the Directed Studies Program course 131. This module has 14 lessons.

**BIBL1022 Tracing the Story of God in the Bible (section 1) (1)**

Through these biblical theology modules students will learn to sort through the Bible's witness to God's involvement in the lives of people long dead to discern the timeless truths that should shape our understanding of God and life as his people in the present and our aspirations for the future. This module requires a textbook. Click here for information about this book. These modules correspond to the Directed Studies Program course 141. Each section of this module has 12 lessons.

**BIBL1023 Tracing the Story of God (section 2) (1)**

Through these biblical theology modules students will learn to sort through the Bible's witness to God's involvement in the lives of people long dead to discern the timeless truths that should shape our understanding of God and life as his people in the present and our aspirations for the future. This module requires a textbook. Click here for information about this book. These modules correspond to the Directed Studies Program course 141. Each section of this module has 12 lessons.

**BIBL1100 Introduction to Biblical Studies (3)**

An introduction to the serious study of the Bible in its historical, cultural, and literary context. The course emphasizes the essential content, structure, and theological message of the books of the Bible. Students are introduced to the practice of biblical exegesis and to the geography and archaeology of the lands of the Bible. This course is designed for general students. **Prerequisites:** [HUMN1010](#) **Corequisites:** HUMN1010

**BIBL1125 Survey of the Bible (3)**

An introductory survey of the Old and New Testaments. This course will focus on the literature of the Bible and the history of the biblical period.

**BIBL3135 New Testament Studies (3)**

An in-depth study of selected books, genres or forms in the New Testament. The course will include a spiritual formation emphasis. The specific focus of the class will be determined by the instructor and announced as the course subtitle. **Prerequisites:** [BIBL1125](#), [THEO2125](#)

**BIBL3155 Biblical Interpretation (3)**

A study of the history, methods, and principles of biblical interpretation. Students will develop skills in interpreting different genre in both the Old and New Testament. Other topics include the authority of the Bible as the Church's Scriptures and the relationship between the Testaments **Prerequisites:** [BIBL1125](#), Program admission required.

**BIBL3230 Wisdom Literature (3)**

An exegetical and practical study of the books of Job, Proverbs, Ecclesiastes, and the Song of Songs. The course will include a discussion of the structure, formation and theology of the wisdom literature. Students will also be introduced to ancient wisdom literature from other cultures. Part of the course will develop practical ways of using the wisdom literature for personal spiritual formation. This course is designed for general students.

**Prerequisites:** [BIBL1100](#), [THEO2100](#)

**BIBL4445 Old Testament Studies (3)**

An exegetical study of a selected corpus of Old Testament literature. The course will include an overview of the historical period within which these materials arose and specific attention to interpretive issues with regard to these materials. **Prerequisites:** [BIBL1125](#), [THEO2125](#), [BIBL3155](#), Program admission required.

## BIOL—Biology

### **BIOL1015 Introduction to Biology (3)**

A survey of key biological principles including subject areas of cell structure, physiology, zoology, botany, ecology, genetics and evolution. Course goals include helping students develop an understanding of the nature and processes of science, and exploring how key biological concepts apply to citizens. It is designed for the general student and will not meet major requirements for degrees in Biology.

### **BIOL1015L Introduction to Biology Laboratory (1)**

A study of selected topics in a laboratory setting intended to reinforce concepts taught in BIOL1015, and to facilitate learning of the processes of science. **Corequisites:** BIOL1015

### **BIOL1040 Environmental Science (3)**

A study of the issues pertaining to environmental sustainability including topics such as population growth, energy, pollution, and conserving biodiversity. A central theme is Christian Stewardship.

### **BIOL1045 Environmental Science (3)**

A study of the issues pertaining to environmental sustainability including topics such as population growth, energy, pollution, and conserving biodiversity. A central theme is Christian Stewardship.

### **BIOL1045L Environmental Science Laboratory (1)**

A laboratory study of the basic concepts of environmental science with an emphasis on the study of the issues pertaining to environmental sustainability including topics such as population growth, energy, pollution, and conserving biodiversity. A central theme is Christian Stewardship. **Corequisites:** BIOL1045

### **BIOL1060 Human Biology (3)**

Selected topics related to the human body with particular emphasis on the integration of form and function as well as genetics and ethics. This course does not apply toward major requirements in biology.

### **BIOL1060L Human Biology Laboratory (1)**

A laboratory study using selected topics relating to the human body, which is intended to be taught in connection with BIOL1060. This course does not apply toward major requirements in biology. **Fees:** Additional fee required. **Corequisites:** BIOL1060

### **BIOL1065 Human Biology (3)**

Selected topics related to the human body with particular emphasis on the integration of form and function as well as genetics and ethics. This course does not apply toward major requirements in biology.

### **BIOL1065L Human Biology Laboratory (1)**

A laboratory study, using selected topics relating to the human body, which is intended to be taught in connection with BIOL1065. This course does not apply toward major requirements in biology. **Corequisites:** BIOL1065

### **BIOL3825 Pathophysiology (3)**

An in-depth exploration of the mechanisms and manifestations of selected human disease states resulting in alterations of the body's dynamic equilibrium. Intended for pre-health majors. **Prerequisites:** BIOL2010, 2030 or BIOL2220, 2230

## BSNS—Business

### **BSNS2175 Computer Applications in Business (3)**

Key computer applications used in the business environment today will be covered. Topics covered include word processing, spreadsheets, databases, graphics, electronic communications, and the World Wide Web. In addition to understanding the individual computer applications, students will observe how the applications fit within the organizational information system structure. **Prerequisites:** Admission to the Adult and Professional Program., Program admission required.

### **BSNS2225 Business Communication (3)**

The course compares and contrasts business communications to other communication models. Both oral and written business communication topics will be covered. Attention will be given to communication through electronic business channels. **Prerequisites:** Admission to the Adult and Professional Program., Program admission required.

### **BSNS2335 Mathematics for Business and Finance (3)**

An applied course that examines mathematical principles in the context of business decision making. Mathematical topics will be applied to several functional areas including operations management, business forecasting, and finance. Other topics include the role of statistics, tables and graphs, data analysis, probability distributions, descriptive measures, and statistical inference, including sampling, hypothesis testing, confidence intervals, analysis of variance, quality control, and regression analysis. Fulfills the General Education Mathematics Competency requirement. **Prerequisites:** ACT Math score of 21, SAT Math score of 550, or Compass Algebra score of 50, or passed [MATH0905](#) Essential Mathematics. Admission to the Adult and Professional Program., or instructor's approval. Program admission required.

### **BSNS3005 APP Business Orientation (0)**

An online orientation to be completed prior to the start of course work which outlines the APP Business 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.

### **BSNS3015 Personal Finance and Stewardship (3)**

A study and application of planning and organizing personal finances. The class will also discuss how students manage, and address the challenges of becoming good stewards of their gifts, talents, time and resources. Topics covered include education and experience, earning and spending, savings and debt, giving and tithing, taxes and insurance and social responsiveness. (See ECON3015)

### **BSNS3035 Management Information Systems (3)**

The course considers management information systems from the manager's viewpoint as well as that of the accountant and data processing professional. Topics include: introductory concepts, hardware and software resources, many common areas of application, and planning and developing management information systems. The areas of application include: financial information systems; information systems for marketing production, personnel, and managerial-decision models, and general office information systems. **Prerequisites:** [BSNS2175](#), or instructor's approval.



**BSNS3415 Business Law I (3)**

Study of the present day law of business in the United States as it relates to contracts, sales, agency, the legal environment, and selected topics. Ethical considerations and international topics are also discussed.

**BSNS3425 Business Law II (3)**

Study of the present day law of business in the United States as it relates to corporations, agency, and negotiable instruments. Emphasis is also given to legal principles as they apply to partnerships, corporations, and non-corporate associations. Ethical considerations and international topics are also discussed. Offered: Alternate years **Prerequisites:** [BSNS3415](#), or instructor's approval.

**BSNS3515 Principles of Marketing (3)**

Study of marketing from the point of view of the business firm. Topics include the structure of the marketing system, the nature of marketing management, consumer behavior, marketing research, product policy, pricing policy, channels of distribution policy, promotion policy, and analytical techniques useful to marketing management.

**BSNS3594 Special Topics in Business (1-3)**

This course is designed to address specific business topics as designated by the Instructor of Record and approved by the Department Chair and/or Dean.

**BSNS3645 Principles of Management (3)**

Study of the functions and principles of management with emphasis on relationships between workers and management as well as between individual employees. Topics cover the areas of planning, organizing, directing and controlling personnel, and decision-making procedures and techniques.

**BSNS3655 Human Resource Management (3)**

Strategic issues in managing human resources, developing and implementing human resource policies and procedures, human resource planning, job design, analysis and evaluation, staffing, compensation, performance appraisal, training and development career management, labor relations, and legal, ethical and global Human Resource issues.

Offered: Alternate years **Prerequisites:** [BSNS3645](#), or instructor's approval.

**BSNS3715 Principles of Finance (3)**

Introduction to financial management, including financial statement analysis, valuation of cash flows, capital budgeting, the time value of money, the concepts of risk and return, cost of capital, and applications of these concepts in the firm. **Prerequisites:** [ACCT2065](#), [ECON2415](#), [BSNS2335](#), or ACT Math of 21, or instructor's approval.

**BSNS3815 Business Ethics (3)**

This course covers the ethical aspects from a Christian perspective of management decision making which pose fundamental questions about executive decisions and the human impact of corporate power.

**BSNS3955 Field Experience in Business (1-3)**

Designed to provide an introductory experience as a leader in various business settings. Consists of involvement in various community projects, both as an observer and as a participant. The component includes 30-40 hours per credit when completed. May be repeated for credit in a different setting. **Prerequisites:** Instructor's approval

**BSNS4605 Global Business Strategies (3)**

The course will cover: the structure of global operations; methods of entering international markets; cultural impact on business practices; legal and ethical impact on multi-

international business; human resource management in international firms; and international movement of business factors. Fulfills a General Education Level II Cross Cultural Experience if taken with BSNS4605CC Intercultural Lab 2. **Prerequisites:** BSNS3645, or instructor's approval.

### **BSNS4675 Organizational Behavior (3)**

A study of the effects of organizational structure and style on morale, productivity, and efficiency. Offered: Alternate years **Prerequisites:** BSNS3645, or instructor's approval.

### **BSNS4695 Global Operations Management (3)**

The course will cover the structure of global operations, and apply quantitative tools needed to make effective decisions. The interaction of operations within the organization will be studied.

### **BSNS4985 Senior Seminar In Business (3)**

Applications seminar requiring students to utilize various business concepts. The main emphasis of the course will be on entrepreneurial research projects, but additional topics of current interest in business will be covered. **Prerequisites:** Accounting, Business, Economics, Global Business, Management and Marketing majors with senior classification, or instructor's approval.

## **CHED—Christian Education**

### **CHED1064 Providing Christian Education for All Ages (1)**

The course is an introduction to the field of Christian education. This module corresponds to the Directed Studies Program course 135. This module has 20 lessons.

### **CHED1815 Introduction to Christian Discipleship (3)**

An introduction to the history and philosophy of the educational work of the church. The various programs of Christian education will be introduced. **Prerequisites:** Program admission required.

### **CHED2225 Instructional Bible Study (3)**

A course that will examine and apply appropriate methods and strategies for teaching the Bible in various ministry contexts. Opportunity is given to develop personal skills in teaching and leading small group Bible studies. **Prerequisites:** Program admission required.

### **CHED3815 Children's Ministries (3)**

A study of the characteristics of children; an introduction to their spiritual needs and their development; the challenge of the church in meeting their total needs. **Prerequisites:** Program admission required.

### **CHED3825 Youth Ministries (3)**

A study of those activities related to the church, which involve youth. The course is particularly designed to aid those who are specializing in a ministry to youth. **Prerequisites:** Program admission required.

### **CHED3845 Family Ministries (3)**

An extended exploration of the principles and practices of education ministry to families. The course will focus on the changing definition of family and the exploration of current strategies of ministry to the church as family. Attention will be given to fostering spiritual growth in families. **Prerequisites:** Program admission required.

## CHEM—Chemistry

### **CHEM1040 Forensic Science (3)**

An introductory course in forensic chemistry, biology, and physics for the general student. This course will explore the science related to forensics such as data collection, DNA analysis, entomology, drugs, explosives, and ballistics. No prior knowledge of chemistry is assumed. **Corequisites:** CHEM1040L

### **CHEM1040L Forensics Science Laboratory (1)**

An application and exploration of the principles and techniques described in CHEM1040.

**Fees:** Additional fee required. **Corequisites:** CHEM1040

### **CHEM1060 Chemistry for Citizens (3)**

An examination of the role of chemistry in today's society: historical aspects, technological advances, industrial applications, environment and ecological applications. No prior knowledge of chemistry is assumed. **Corequisites:** CHEM1060L

### **CHEM1060L Chemistry for Citizens Laboratory (1)**

An application and exploration of the principles and techniques described in CHEM1060.

Offered: Alternate years **Fees:** Additional fee required. **Corequisites:** CHEM1060

### **CHEM1065 Chemistry for Citizens (3)**

An examination of the role of chemistry in today's society: historical aspects, technological advances, industrial applications, environment and ecological applications. No prior knowledge of chemistry is assumed.

### **CHEM1065L Chemistry for Citizens Laboratory (1)**

An application and exploration of the principles and techniques described in CHEM1065.

**Corequisites:** CHEM1065

## CHIS—Church History

### **CHIS1024 Examining Our Christian Heritage I (1)**

The foundation and development of the Christian Church up to the Reformation period (1500 A.D.) is studied in this module. This module corresponds to the Directed Studies Program course 123. This module has 12 lessons.

### **CHIS1032 Examining Our Christian Heritage II (1)**

Developments in the Church since 1500 A.D. is the focus of this module. This module corresponds to the Directed Studies Program course 133. This module has 18 lessons.

### **CHIS1055 Exploring Nazarene History & Polity (1)**

The History and Polity module gives a brief overview of the development of the Church of the Nazarene as a denomination. It also provides an introduction to the organization of the denomination via a study of pertinent sections of The Manual of the Church of the Nazarene. This module corresponds to the Directed Studies Program courses 115 & 143. This module has 17 lessons.

### **CHIS3415 History and Manual, Church of the Nazarene (3)**

An extended study of the historical backgrounds and development of the Church of the Nazarene. The course will also give attention to the content and spirit of the Manual of the Church of the Nazarene. **Prerequisites:** Program admission required.

### **CHIS3615 History of the Christian Tradition I (3)**

A study of the historical development of Christianity from 150 to 1000 C.E. The course will trace the significant influences in history on the theological and ecclesiastical changes and maturation through the first ten centuries. The student will be given opportunity to read primary sources as well as grasp the overall flow of church history. **Prerequisites:**

[THEO2125](#), Program admission required.

### **CHIS3625 History of the Christian Tradition II (3)**

A study of the historical development of Christianity from 1000 to the 21st Century. The course will trace the significant influences in history on the theological and ecclesiastical changes and maturation from the Middle Ages through the present. The student will be given opportunity to read primary sources as well as grasp the overall flow of church history. **Prerequisites:** Program admission required.

## **COMM—Communication Studies**

### **COMM1210 Introduction to Public Speaking (3)**

An introduction to verbal communication in groups, listening, and public speaking. Emphasis will be placed on speaking, delivery issues, speech construction, audience connection, and the communication process.

### **COMM1215 Introduction to Public Speaking (3)**

An introduction to verbal communication in groups, listening, and public speaking. Emphasis will be placed on speaking with delivery issues, speech construction, audience connection, and the communication process.

### **COMM2030 Interpersonal Communication (3)**

An introduction to interpersonal communication theories, research and practice. Focus is on influences and effects of interpersonal relationships and ways to improve communication. Satisfies a General Education Social Science requirement.

## **ECON—Economics**

### **ECON1010 Personal Finance (3)**

An introduction to personal economics decision making with emphasis on the financial choices faced by individuals in the build-up and management of net worth. Topics covered include education and experience, earning and spending, savings and debt, taxes and inflation, insurance, investments, and contracts.

### **ECON1015 Personal Finance (3)**

An introduction to personal economics decision making with emphasis on the financial choices faced by individuals in the build-up and management of net worth. Topics covered include education and experience, earning and spending, savings and debt, taxes and inflation, insurance, investments, and contracts.

### **ECON2275 American Economic History (3)**

American economic history is an examination of the common influences that American cultural values and American business activities have wielded upon one another. The course will explore the interrelationship between American history and American business, and will emphasize the relationship between business and American society, in the areas of politics, economics, technology and culture.

**ECON2415 Principles of Microeconomics (3)**

A study of economics as it relates to the firm and other individual decision making units in the economy. Students will explore pricing policy, supply and demand issues, and economic drivers of consumer decision processes. Students will discuss the topics in the context of practical business settings. **Prerequisites:** Admission to the Adult and Professional Program., Program admission required.

**ECON2425 Principles of Macroeconomics (3)**

A study of economic issues as they relate to the economy as a whole. Topics include gross national product, national income, consumption, investment, inflation, and economic growth. Students will examine the issues in the context of current domestic and global economic policies. **Prerequisites:** Admission to the Adult and Professional Program., Program admission required.

**ECON3015 Personal Finance and Stewardship (3)**

A study and application of planning and organizing personal finances. The class will also discuss how students manage, and address the challenges of becoming good stewards of their gifts, talents, time and resources. Topics covered include education and experience, earning and spending, savings and debt, giving and tithing, taxes and insurance, and social responsiveness. (See BSNS3015)

## EDUC—Education

**EDUC1100 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. **Fees:** Additional fee required.

**EDUC1125 Foundations of Teaching (3)**

This course is to help the student understand the historical, social, political and philosophical foundations of the American educational system. Classical works on education will be reviewed along with current and emerging ideas related to teaching. Other issues will be explored to examine present and potential future impact on learning. A 30-hour field experience at the grade level of the student's interest.

**EDUC2005 Orientation: APP Education (0)**

This required, non-graded course gives students an overview of the Adult and Professional Programs in Elementary Education, as well as the policies and procedures of the Education department. The orientation introduces new students to NNU software necessary for program completion as well as scheduling and requirements of the program. Grade of Pass/Fail. **Fees:** Additional fee required.

**EDUC2110 Educational Psychology (3)**

A study of the psychological implications involved in the teaching-learning situation with emphasis on those psychological principles applicable to children ages 6-12 and adolescents 13-18. A variety of learning and developmental theories based on research from the field of psychology are covered. **Prerequisites:** EDUC1100, Sophomore classification

**EDUC2250 Cultural Diversity in Education (2)**

A reflective exploration of race, privilege, and changing demographics in communities and schools. Includes a focus on common beliefs held by teachers that may affect the achievement gap between white and minority students. Culturally relevant teaching practices will be developed to enhance learning opportunities for students of color. Course includes a 10-hour field experience. Fulfills a General Education Level II Cross Cultural Experience if taken with EDUC2255CC Intercultural Lab 2. Can be substituted by SOGY1015 Exploring Cultural Anthropology. **Prerequisites:** [EDUC1100](#)

**EDUC2250CC Intercultural Lab - Level 2 (0)**

This lab is a co-requirement with Level II cross-cultural courses and stand-alone experiences for the General Education Cross Cultural Requirement. In order to fulfill general-education requirements for an approved Level II course or stand-alone experience, students must enroll in the intercultural lab. In the lab, students will complete the cross-cultural seminar and various self-reflection exercises related to their cross-cultural experience.

**EDUC2255 Cultural Diversity in Education (2)**

A reflective exploration of race, privilege, and changing demographics in communities and schools. Includes a focus on common beliefs held by teachers that may affect the achievement gap between white and minority students. Culturally relevant teaching practices will be developed to enhance learning opportunities for students of color. Course includes a 10-hour field experience. Fulfills a General Education Level II Cross Cultural Experience if taken with EDUC2255CC Intercultural Lab 2. Can be substituted by SOGY1015 Exploring Cultural Anthropology.

**EDUC2555 Innovative Instruction (3)**

This course is designed to support instructors by increasing their knowledge of innovative strategies. Utilizing the H.A.C.K. Model of Innovative Instruction developed by The NNU Doceō Center, and ISTE NETS teacher standards, this course will explore global educational practices, pushing educators to move instruction from a highly structured setting to a more student-centered environment where students take ownership and personalize their learning.

**EDUC2960 Field Experience (1)**

An overview of lesson planning and domains of teaching. During a 30-hour field experience students will teach and assist in a classroom. May be taken same semester as EDUC1100.

**Fees:** Additional fee required.

**EDUC2965 Field Experience and Foundations (3)**

This course is an overview of lesson planning and domains of teaching. During a 30-hour field experience students will teach and assist in a classroom. The student will understand the historical, social, political and philosophical foundations of the American educational system. Classical works on education will be reviewed along with current and emerging ideas related to teaching. Other issues will be explored to examine present and potential future impact on learning. A 30-hour field experience at the grade level of the student's interest. **Fees:** Additional fee required.

**EDUC3005 Mathematics Lab for Elementary Teachers (2)**

Lab-oriented exploration of mathematical concepts to provide understanding of basic mathematical structures and strategies for the elementary teacher.

**EDUC3155 Education of Exceptional Children (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.

**EDUC3165 Learning and the Brain (3)**

A study of the psychological implications involved in the teaching-learning situation with emphasis on those psychological principles applicable to children ages 6-12 and adolescents 13-18. A variety of learning and developmental theories based on research from the field of psychology are covered. Also, examines accepted theories and current research in learning behavior and explores the unique styles of learning and recent studies in brain function and behavior as they relate to the learning process.

**EDUC3245 Classroom Management in Elementary Schools (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.

**EDUC3255 Fundamentals of Reading (3)**

An in-depth study of essential components necessary for developing literacy capabilities of elementary children. Focus includes research-based practices to develop word recognition, fluency, and comprehension. Course includes a 25-hour field experience in an elementary classroom during which the student observes the set up and administration of a reading program and participates in reading instruction. This course meets part of the ICLA requirements of the Idaho Department of Education.

**EDUC3265 Content Literacy in Elementary Classrooms (3)**

An exploration of principles and strategies for helping elementary students acquire reading and writing skills essential for effective learning in subject areas. Emphasis is on helping future teachers design instruction that develops vocabulary concepts, enhances comprehension, and addresses the varying backgrounds and needs of elementary students as they interact with text. This course meets part of the ICLA requirements of the Idaho Department of Education. **Prerequisites:** Program admission required.

**EDUC3315 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. Fulfills a General Education Level II Cross Cultural Experience if taken with EDUC3315CC Intercultural Lab 2. **Prerequisites:** Instructor's approval, Program admission required.

**EDUC3485 Designing and Implementing Effective Individualized Programs (3)**

Strategies for creating and implementing a comprehensive IEP, including K-12 transition plans. Includes instruction on using computer-based IEP programs. Students will learn about the appropriate parts of Special Education laws related to IEP's and Transition.

**EDUC3765 Diagnosis and Remediation: Mild to Moderate (2)**

Strategies for using multiple sources of information to diagnose K-12 students' strengths and weaknesses. Using this information, a remediation plan will be developed for students with mild to moderate disabilities. Candidates will learn how to utilize paraprofessionals to maximize learning. Course includes familiarization with community and school resources appropriate for these K-12 students. Field experience is a case study of one mild to moderate student from diagnosis to implementation of remediation plan.

**EDUC3775 Diagnosis and Remediation: Severe to Profound (2)**

Strategies for using multiple sources of information to diagnose K-12 students' strengths and weaknesses. Using this information, a remediation plan will be developed for students with severe to profound disabilities. Candidates will learn how to utilize paraprofessionals to maximize learning. Course includes familiarization with community and school resources appropriate for these K-12 students. Ten hours of field experience required. Field experience is a case study of one severe to profound student from diagnosis to implementation of remediation plan.

**EDUC3875 Assessment of Students with Disabilities (3)**

Course will focus on practical applications of assessment. Included are formal and informal assessments, including state approved Response to Intervention programs, Curriculum Based Measurements, and standardized assessments. Field experience must involve observation of administration and analysis of formal/informal assessment in the K-12 setting.

**EDUC4285 Positive Behavioral Supports (2)**

Strategies for analyzing student behavior and creating a plan for positive behavior change, which necessitates collaboration and coordination with general educators. Includes Functional Behavioral Assessment, Behavioral Intervention Plan, and Classroom Environmental Assessment.

**EDUC4305 Community and Family Facilitation (2)**

Strategies for working with family advocates and other outside agencies. Also includes strategies for collaborating with parents or guardians of children with disabilities.

**EDUC4435 Teaching the Whole Child (1)**

An exploration of research findings and classroom strategies for incorporating movement and the arts into the elementary curriculum for increased development and learning in children. Focus includes physical education, music, art, and drama. Also included is a study of the impact of these areas on brain development, motivation, and academic performance in all students, including those who may struggle in school.

**EDUC4465 Assessment and Intervention in Reading (3)**

An examination and application of research-based practices for using assessment to guide instruction in literacy. Included is a field experience in which the intern diagnoses literacy needs of a struggling reader and designs and delivers interventions to support that elementary student's literacy development. This course meets part of the ICLA requirements of the Idaho Department of Education.

**EDUC4545 Methods of Teaching Social Studies and Language Arts in the Elementary Classroom (4)**

A course of integrated study of teaching methodology encompassing elementary school social studies and language arts. Students design instruction to meet curriculum standards, devise accommodations for students with diverse needs, and plan assessment procedures



to monitor student progress. A focus on unit and lesson planning, classroom environment, instruction, and professionalism equips students for the student teaching experience.

**Prerequisites:** Program admission required. **Corequisites:** EDUC4555

#### **EDUC4555 Methods of Teaching Science and Mathematics in the Elementary Classroom (4)**

A study of teaching methodology encompassing elementary school science and mathematics. Students design instruction to meet curriculum standards, devise accommodations for students with diverse needs, and plan assessment procedures to monitor student progress. A focus on unit and lesson planning, classroom environment, instruction, and professionalism equips students for the student teaching experience.

**Prerequisites:** Program admission required.

#### **EDUC4585 Methods for Special Education (2)**

Strategies for working in inclusive settings; collaborating and consulting with general educators on accommodations, interventions, and effective classroom strategies. Also includes strategies for teaching content in a special education setting and oversight of paraprofessionals. Includes legal information on determining Least Restrictive Environment.

#### **EDUC4715 Special Education School Start-up (1)**

A fall field experience to acquaint the student teacher with practices for beginning the school year in a Special Education classroom. Student teachers attend opening faculty meetings in the school as well as observe and assist the teacher during the first week of school. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. **Prerequisites:** EDUC4585, Program admission required.

#### **EDUC4745 Student Teaching in Special Education (10)**

Directed observation, participation, and responsible teaching by APP-ED students, conducted under the supervision or mentoring of a certified Special Education teacher and NNU supervisors. Weekly seminars are a part of this experience. May be repeated for credit. **Prerequisites:** EDUC4585, Program admission required. **Corequisites:** EDUC4955

#### **EDUC4815 Elementary School Start-Up (1)**

A fall field experience to acquaint the intern with practices for beginning the school year in an elementary school. Interns attend opening faculty meetings in the school and observe and assist the teacher during the first week of school. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. **Prerequisites:** EDUC4545, EDUC4555, Approval for student teaching, Program admission required.

#### **EDUC4905 Student Teaching in Elementary Schools (10)**

Directed observation, participation, and responsible teaching by Adult and Professional Education students, conducted under the supervision or mentoring of an elementary school teacher and NNU supervisors. Weekly seminars are a part of this experience. May be repeated for credit. **Fees:** Additional fee required. **Prerequisites:** Program admission required.

#### **EDUC4955 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. **Corequisites:** EDUC4745, EDUC4905

## ENGL—English

### **ENGL0900 Improvement of Language Usage (3)**

A course for students who are not prepared for college-level composition, emphasizing a systematic study of language usage, spelling and writing. Receiving credit for this course meets English proficiency. (Does not satisfy the catalog specific course requirement for English Composition.)

### **ENGL1030 University Writing and Research (3)**

A course which enables students to sharpen analytical reading skills and, through the medium of research projects, to refine existing critical thinking and writing skills, preparing them for rigorous academic writing. It acquaints students with current information technology, library resources, and undergraduate research methods, covering the entire process of researching and writing persuasive essays. A student must earn a grade of C- or better. **Prerequisites:** Successful completion of [ENGL0900](#), or ACT English score of 20 or higher, or Compass English score of 83 or higher, or passing of the NNU English Department Writing Evaluation, or advanced placement.

### **ENGL1035 University Writing and Research (3)**

A course which enables students to sharpen analytical reading skills and, through the medium of research projects, to refine existing critical thinking and writing skills, preparing them for rigorous academic writing. It acquaints students with current information technology, library resources, and undergraduate research methods, covering the entire process of researching and writing persuasive essays. A student must earn a grade of C- or better. **Prerequisites:** Successful completion of [ENGL0900](#), or ACT English score of 20 or higher, or Compass English score of 83 or higher.

### **ENGL2120 English Grammar and Usage (2)**

A systematic review of the principles and practice of traditional English grammar and usage conventions. An introduction to morphology and phonology is provided.

### **ENGL2125 English Grammar and Usage (2)**

A systematic review of the principles and practice of traditional English grammar and usage conventions. An introduction to morphology and phonology is provided.

### **ENGL2410W Major Literature of the Western World (3)**

An introductory study of major literary works drawn from the European, British, and American traditions. Special emphasis is placed on literary appreciation. This course fulfills the general-education "W" requirement. **Prerequisites:** [ENGL1030](#), Completion of [ENGL1030](#) with a grade of C- or better, or an ACT English score of 30 or higher.

### **ENGL3015 Topics in Writing and Literature (3)**

Building on the analytical, research, and writing skills gained in [ENGL1030](#), this course provides students the opportunity to explore further the relationships between one particular field of study, academic discipline, or topic and to write critically, engagingly, and knowledgeably about related topics to an informed audience. A student must earn a grade of C- or better. May be repeated for credit with a different topic. **Prerequisites:** [ENGL1030](#), Completion of [ENGL1030](#) with a grade of C- or better, or an ACT English score of 30 or higher AND a superior score on the NNU English Department Writing Evaluation.

### **ENGL3045W Creative Writing - Prose (3)**

Principles, techniques, and practice in writing both fiction and non-fiction. This course fulfills the general-education "W" requirement. **Prerequisites:** Completion of [ENGL1035](#) with a grade of C- or better, or an ACT English score of 30 or higher.

**ENGL3210 Major Authors in American Literature (3)**

A study of selected works of a major American author or authors. Some examples of course topics are: variations on the American Dream, doctors in literature, literature of the sea, small-town America, and American travel literature. May be repeated for credit. Offered: Alternate years.

**ENGL3245 Studies in American Literature (3)**

A study of selected works by American authors which may focus on an individual author, a topic, or a time period. May be repeated for credit.

**ENGL3345 Studies in British Literature (3)**

A study of selected works by British authors which may focus on an individual author, a topic, or a time period. May be repeated for credit.

**ENGL3350 The British Novel (3)**

A study of the development of the British novel through reading and discussing important novels by British authors. Offered: Alternate years.

**ENGL3445 Studies in World Literature (3)**

A study of selected works by non-American or non-British authors which may focus on an individual author, a topic, or a time period. May be repeated for credit.

**ENGL3510 Twentieth Century Poetry (3)**

A study of representative British and American poetry of the twentieth century. Offered: Alternate years.

**ENGL3740W Children's Literature (3)**

A study of literature written for children, from pre-school age onward. The course samples a variety of types of literature and will prove valuable for general students, prospective teachers, or parents who wish to enrich their own background in children's literature and to develop qualitative judgment skills. This course fulfills the general-education "W" requirement. **Prerequisites:** ENGL1030, Completion of ENGL1030 with a grade of C- or better, or an ACT English score of 30 or higher.

**ENGL3745W Children's Literature (3)**

A study of literature written for children, from pre-school age onward. The course samples a variety of types of literature and will prove valuable for general students, prospective teachers, or parents who wish to enrich their own background in children's literature and to develop qualitative judgment skills. This course fulfills the general-education "W" requirement. **Prerequisites:** ENGL1035, Completion of ENGL1035 with a grade of C- or better, or an ACT English score of 30 or higher.

## **GEOG—Geography**

**GEOG1050 Introduction to Geography (3)**

An introduction to the basic concepts, principles and themes in the discipline of geography. The course also includes an investigation into the unique characteristics of the world's twelve major geographic realms. Special emphasis will be placed on the influence of geography on social, political, environmental, and economic aspects of human development.

### **GEOG1055 Introduction to Geography (3)**

An introduction to the basic concepts, principles and themes in the discipline of geography. The course also includes an investigation into the unique characteristics of the world's twelve major geographic realms. Special emphasis will be placed on the influence of geography on social, political, environmental, and economic aspects of human development.

## **HIST—History**

### **HIST1035 The World and the West I (3)**

This course begins with the classical eras, both east and west (ca. 600 BC) and ends in about 1600. Its goal is two fold: to understand both the primary cultural heritages of the world and their growing interconnectedness, and to put the energy and distinctiveness of the Western tradition into perspective with other political worlds and religious world-views.

### **HIST1045 The World and the West II (3)**

This course begins in 1600 and proceeds to the present, trying to understand and assess the parallel and increasing interactive developments in the West and other parts of the world. Colonial enterprises of many types interact with indigenous cultures and systems in what we now call "third world" areas. Nation-building, with competitive empires, affects Europe, Africa and Asia. Very different independence struggles punctuate 19th and 20th century history.

### **HIST2035 Conflict and Consensus: American History to 1877 (3)**

An introduction to American history from the period of exploration and colonization to the conclusion of reconstruction. Major themes and events include the European settlement of North America, Native American responses to European development of colonial America, the war for American independence, nation-building in the Early Republic, the development of slavery, Western expansion, and the Civil War and reconstruction.

### **HIST2040 Conflict and Consensus: American History from 1877 (3)**

An introduction to American history from the conclusion of reconstruction to recent times. Major themes include Western expansion, industrialization and urbanization, imperialism, two world wars, American life between the wars, radicalism and revolt, and the post-Cold War world.

### **HIST2045 Conflict and Consensus: American History from 1877 (3)**

An introduction to American history from the conclusion of reconstruction to recent times. Major themes include Western expansion, industrialization and urbanization, imperialism, two world wars, American life between the wars, radicalism and revolt, and the post-Cold War world.

### **HIST3250 History of American Culture (3)**

An examination of the social currents of American thought and culture, emphasizing ideas and concepts that have influenced the development and growth of American institutions and values from the colonial era to the present. General themes include gender values, race relations, and class conflicts. **Prerequisites:** ENGL1030, Instructor's permission.

### **HIST3390 Recent America (3)**

An in-depth exploration of modern America from 1945 to the present emphasizing the political, economic, diplomatic, and social aspects of the period. The course will investigate

the origins of the Cold War, McCarthyism, increasing presidential power, the U.S. and the Third World, the civil rights struggle, women's movement, student revolts, Vietnam, Watergate, and the New Right and post-Cold War America. **Prerequisites:** ENGL1030, Instructor's permission.

### **HIST3480 Modern Europe (1800-Present) (3)**

An in-depth exploration of Europe from the political and industrial revolutions of the 18th and 19th centuries through contemporary European society and culture, including 19th century "isms" (romanticism, liberalism, socialism, nationalism, imperialism) and world wars.

## **HUMN—Humanities**

### **HUMN1010 Cornerstone (1)**

This course is intended to help students develop a life-long passion for learning. They will explore the habits of mind of various academic disciplines and discover differing perspectives on the pursuit of knowledge as well as their commonalities and connectedness. Students will be introduced to the four University outcomes, develop skills necessary for a successful college experience, and begin collecting a portfolio to document their learning and track their personal, spiritual, and academic growth throughout their college career.

### **HUMN1015 Cornerstone (3)**

This course is intended to help adult students develop a life-long passion for learning and prepare them for a successful college experience. Adult students need a refresher on grammar, writing, and reading skills. In this course they will have opportunity to grow in each of these areas through the use of tests related to these disciplines. Students will develop critical thinking skills by reviewing a variety of documents, analyzing their commonalities and connectedness. They will be introduced to the four University Values, and develop skills necessary for success. This course is to be successfully completed in the first year of enrollment and preferably in the first semester.

### **HUMN1050 Introduction to Online Learning (1)**

A course designed to help students learn the skills necessary for successful completion of online college-level work. Emphasis will be placed on understanding the demands of online learning, utilizing the university's learning management system, and development of strategies to effectively engage with the instructor and peers online.

### **HUMN4010 Capstone (1)**

This course is intended to help students reflect on their undergraduate experience and plan for the future. Students will reflect on what they have learned by reviewing portfolio materials they have collected, habits of mind they have acquired through study of the disciplines, and the development of their ideas about the four University outcomes. Using the education they have acquired, they will begin planning ways to provide effective service and leadership in their families, churches, community, and work. (See CLST4010, CRIM4010, PSYC4010, SOGY4010, SPAN4010)

### **HUMN4015 Capstone (1)**

This course is intended to help students reflect on their undergraduate experience and plan for the future. Students will reflect on what they have learned by reviewing portfolio materials they have collected, habits of mind they have acquired through study of the

disciplines, and the development of their ideas about the four University outcomes. Using the education they have acquired, they will begin planning ways to provide effective service and leadership in their families, churches, community, and work.

## **KINE—Kinesiology**

### **KINE1000 Fundamentals of Wellness (1)**

An approach to health and physical education relating the value of physical activity to the human body. The content of the course will be presented by utilizing lecture and laboratory sessions. The course emphasizes the "holistic" wellness approach to the individual regarding the dimensions of wellness.

### **KINE1005 Fundamentals of Wellness (1)**

An approach to health and physical education relating the value of physical activity to the human body. The content of the course will be presented by utilizing lecture and laboratory sessions. The course emphasizes the "holistic" wellness approach to the individual regarding the dimensions of wellness.

### **KINE1020 Heart Healthy Activity (1)**

Wellness activities of adult fitness, aerobic fitness, cycling, life guarding, physical fitness, yoga, Pilates, Taekwondo, skiing and derivatives offered, swimming (intermediate), jogging/walking, and water fitness. Two activities per semester. This course fulfills one general education KINE activity requirement. May be repeated for elective credit but not for general education credit. Additional fee may be required.

### **KINE1025 Heart Healthy Activity (1)**

Wellness activities of adult fitness, aerobic fitness, cycling, life guarding, physical fitness, yoga, pilates, martial arts, skiing and derivatives offered, swimming (intermediate), jogging/walking, and water fitness. Two activities per semester. This course fulfills one general education KINE activity requirement. May be repeated for elective credit but not for general education credit.

## **MATH—Mathematics**

### **MATH0900 Essential Mathematics (3)**

Whole numbers, fractions and mixed numbers, decimals, ratio, proportion, percent, measurement, geometry, introduction of algebra, solving equations, and statistics. This is a credit/no credit course. Receiving credit for this course prepares the student to take MATH1100 or MATH2240. Credit for courses numbered below 1000 is not transferable.

### **MATH0905 Essential Mathematics (3)**

Whole numbers, fractions and mixed numbers, decimals, ratio, proportion, percent, measurement, geometry, introduction of algebra, solving equations, and statistics. This is a credit/no credit course. Receiving credit for this course meets math proficiency and prepares the student to take MATH1105. Credit for courses numbered below 1000 are not transferable.

### **MATH1100 Liberal Arts Mathematics (3)**

Students will explore mathematical ideas and logical reasoning. This class will look at mathematical applications in life which may include topics such as statistics, fair voting schemes, prime numbers, and modular arithmetic. Students will also develop their own insights and theorems through the exploration of mathematical patterns. The content of

the class may vary each semester. The course is designed for non-science majors. The course satisfies the general education mathematics competency requirement.

**Prerequisites:** ACT score of 21 or equivalency on the COMPASS Exam.

### **MATH1105 Liberal Arts Mathematics (3)**

Students will explore mathematical ideas and logical reasoning. This class will look at mathematical applications in life which may include topics such as statistics, fair voting schemes, prime numbers, and modular arithmetic. Students will also develop their own insights and theorems through the exploration of mathematical patterns. The content of the class may vary each semester. The course is designed for non-science majors.

**Prerequisites:** MATH0905, Completion of MATH0905 or ACT Math score of 21, or SAT Math score of 550, or COMPASS Exam score of 50, or instructor's approval.

### **MATH2010 Fundamental Mathematical Structures I (3)**

Includes problem solving and mathematical reasoning, sets, relations and functions, numeration, the system of whole numbers, integers and rational numbers, and number theory. Laboratory activities are included. **Prerequisites:** EDUC1100, Math ACT score of 21 or Compass score of 50

### **MATH2020 Fundamental Mathematical Structures II (3)**

Includes probability and statistics, basic geometric concepts and measurement, constructions, congruence, similarity and transformations. Laboratory activities are included. **Prerequisites:** MATH2010

### **MATH2240 Elementary Statistics (3)**

Introduction to statistical terminology and basic concepts, including common uses and misuses of statistics. Topics include experimental design, sampling, descriptive statistics, correlation and regression, probability, and tests of significance. This is a valuable course for students in all majors. This course satisfies the general education mathematics competency requirement. **Prerequisites:** ACT score of 21, COMPASS score equivalent to an ACT of 21, receiving credit for MATH0900, or instructor's permission. Students need to verify they have the prerequisites the first day of class.

### **MATH2245 Elementary Statistics (3)**

Introduction to statistical terminology and basic concepts, including common uses and misuses of statistics. Topics include experimental design, sampling, descriptive statistics, correlation and regression, probability, and tests of significance. This is a valuable course for students in all majors. **Prerequisites:** MATH0905, Completion of MATH0905 or ACT Math score of 21, or SAT Math score of 550, or COMPASS Math score of 50, or instructor's approval.

## **MUSC—Music**

### **MUSC1010 A Survey of Art and Music (3)**

An introduction to the stylistic characteristics and cultural climate of the important artistic epochs in history, and includes both the western and the non-western traditions.

### **MUSC1015 Survey of Art and Music (3)**

An introduction to the stylistic characteristics and cultural climate of the important artistic epochs in history, and includes both the western and the non-western traditions.

### **MUSC3270 Music History: Classic, Romantic and Modern (3)**

An introduction to music literature from 1750 to the present.

## NSCI—Natural Science

### **NSCI3094 Topics in Natural Science (3)**

A study of a current topic in science of an interdisciplinary nature. Topics may include, but are not limited to, natural resources practicum, field geology of the Pacific Northwest, and field geology. **Prerequisites:** Instructor's permission.

## NURS—Nursing

### **NURS4110 Transition to Professional Nursing (4)**

Focuses on the transition from the AD nursing role to the BS, Nursing. The history of nursing education, code of ethics and professional conduct, and standards of nursing practice will be explored. Professional Nursing competencies will be compared. Principles of adult education including the role of technology in learning will be reviewed. NNU's four Institutional Outcomes will be introduced. A portfolio of previous nursing accomplishments and a plan for life-long learning will be required. Scholarly writing skills, using APA guidelines will be introduced and required for all writing assignments.

**Prerequisites:** Program admission required.

### **NURS4111 Nursing as Servant Leadership (3)**

Speaks to the distinction of NNU as a Christian University with emphasis on spiritual care and servant leadership. This course challenges the RN student to understand the Christian perspective and appreciate human diversity as a basis for providing culturally competent healthcare.

### **NURS4112 Systems Management in Nursing (3)**

Focuses on the role of the BS prepared nurse within the micro and macro systems of healthcare organizations. The role of mission/vision/philosophy and values in relation to structure, finance and delivery of care in healthcare organizations will be examined. Change theory and complexity science will be discussed in relation to patient and employee safety principles. Technology use in health care, safeguards for nursing practice, ethics, and ways to provide protection of confidentiality and privacy of patients will be reviewed along with regulatory requirements. Quality Assessment (QA), quality improvement (QI) and root cause analysis will be explored. **Prerequisites:** [NURS4110](#)

### **NURS4113 Introduction to Evidence-Based Practice and Nursing Research (3)**

Students to acquire an understanding of the research process and evidence based practice. Students will be guided in applying and incorporating research into evidence-based nursing practice. Human subject protection training is required. **Prerequisites:** [NURS4110](#), Statistics

### **NURS4114 Nursing of Diverse Communities and Populations (3)**

A study of nursing in health promotion, health protection, and health maintenance for communities and populations. A major emphasis will be the collaborative role of nursing in management of community health care needs. Environmental influences upon the health of groups will be a focus. Practicum required. **Prerequisites:** [NURS4110](#)

### **NURS4115 Nursing of Diverse Communities and Populations Lab (3)**

Practice in a local community based agency providing health care or health promotion to clientele including culturally diverse and vulnerable populations. Builds on previous learning in NURS4114 or other Community Health Nursing course. Fulfills the General



Education Level II Cross Cultural Experience requirement if taken with NURS4115CC, Intercultural LAB 2. Practicum required. **Prerequisites:** [NURS4114](#)

**NURS4118 Nursing with Older Adults (3)**

Focuses on current issues in promoting longevity and healthy aging within the family. Current bio-psychosocial and developmental theories on aging are explored. The multidisciplinary needs of older adults, including developmental and relationship challenges are addressed. End-of-life and palliative care will be emphasized. Meeting the physical, developmental, cultural and spiritual needs of older adults will be integrated.

**NURS4120 Concepts of Leadership and Management in Professional Nursing (3)**

Explore concepts of Leadership and Management applied within professional nursing practice. Nursing and healthcare trends within the context of regional, national and international arenas will be explored. Emphasis on healthcare systems and policy. Fulfills General Education requirement for CAPSTONE. **Prerequisites:** [NURS4110](#), [NURS4111](#), [NURS4112](#), [NURS4113](#), [NURS4114](#), [NURS4115](#)

**NURS4121 History of Nursing (3)**

An historical overview of the nursing profession in the context of the United States. Particular attention will be paid to nursing as a social practice, examining the importance of cultural context and knowledge of human diversity for successful practice. Sound principles of historical investigation and source criticism will be applied.

**NURS4970 Community Health Nursing of Diverse Populations (3)**

Preparatory course for RN-MSN students only. A study of nursing in health promotion, health protection, and health maintenance for communities and populations. A major emphasis will be the collaborative role of nursing in management of community health care needs. Environmental influences upon the health of groups will be a focus.

**NURS4980 Introduction to Nursing Research/Evidence-Based Practice (3)**

Preparatory course for RN-MSN students only. Students to acquire an understanding of the research process and evidence based practice. Students will be guided in applying and incorporating research into evidence-based nursing practice. Human subject protection training is required. **Prerequisites:** Statistics

**NURS4990 Principles of Leadership and Management in Professional Nursing (3)**

Preparatory course for RN-MSN students only. Explore concepts of Leadership and Management applied within professional nursing practice. Nursing and healthcare trends within the context of regional, national and international arenas will be explored. Emphasis on healthcare systems and policy.

**PELA—**

**PELA1005 Prior Experiential Learning Assessment (3)**

This course is an introduction to prior learning assessment. It examines adult life experiences as a foundation for experiential learning. By reflecting on the concepts of adult development theories and an individual's personal life experiences, the course will explore how those factors influence and help individuals to interpret life situations and circumstances in terms of job skills, and college level learning. Attention will be given to the development of a prior learning portfolio and assessment of prior learning, enabling students to earn college-level credit for college level life learning. **Fees:** Additional fee required.

## PHIL—Philosophy

### **PHIL1062 Living Ethical Lives (1)**

The moral implications of the Gospel and Christian character are key themes of this module. Special attention will be given to the unique way in which moral reflection has characterized the Wesleyan-Holiness tradition. This module corresponds to the Directed Studies Program course 126. This module has 20 lessons.

### **PHIL2020 Ethics (3)**

An introduction to the concept of good, involving a study of the major ethical theories of the West and their applications to contemporary moral problems.

### **PHIL3080 Critical Reasoning (3)**

An introduction to the science of logic and reasoning, including both deductive and inductive reasoning processes. Basic concepts such as validity, soundness, strength, and argument evaluation will be covered. The course will also cover fallacies (both formal and informal), truth trees, biases within argumentation, and symbolic logic.

### **PHIL3125 Philosophical Concepts (3)**

An introduction to basic philosophical concepts. Special attention will be given to understanding and critical response.

## PHYS—Physics

### **PHYS1010 Introduction to Physical Science (3)**

An interdisciplinary physical science course that covers the main educational topics in chemistry, physics, and earth science. This course is designed for elementary education majors but may be taken by any student for general education requirement. No prior knowledge of science is assumed. **Corequisites:** PHYS1010L

### **PHYS1010L Introduction to Physical Science Laboratory (1)**

An interdisciplinary physical science lab that provides hands-on experimentations in the main educational topics of chemistry, physics, and earth science. This lab is designed for elementary education majors but may be taken by any student for general education requirement. No prior knowledge of science is assumed. **Corequisites:** PHYS1010

### **PHYS1060 Descriptive Astronomy (3)**

A descriptive study of modern astronomy for the general student with an emphasis on the structure and dynamics of stars, galaxies, and the universe. The sun, planets and other objects in our local solar system will also be considered.

### **PHYS1060L Descriptive Astronomy Laboratory (1)**

A laboratory course taught in connection with PHYS1060. Observational and laboratory activities are included, some in the evenings. **Corequisites:** PHYS1060

### **PHYS1065 Descriptive Astronomy (3)**

A descriptive study of modern astronomy for the general student with an emphasis on the structure and dynamics of stars, galaxies, and the universe. The sun, planets and other objects in our local solar system will also be considered.

### **PHYS1065L Descriptive Astronomy Laboratory (1)**

A laboratory course taught in connection with PHYS1065. Observational and laboratory activities are included, some in the evenings. **Fees:** Additional fee required. **Corequisites:** PHYS1065

## **POLS—Political Science**

### **POLS1010 American National Politics (3)**

An introduction to American politics from the 18th century to the present. Major themes and events include the writing of the U.S. Constitution, the development of American political principles and institutions, and contemporary political practices and issues in the U.S.

### **POLS3330 U.S. Foreign Policy (3)**

An in-depth examination of the factors influencing the U.S. as a participant in the international system, especially from the end of World War II to the present. Topics include U.S. foreign policy and ideology, domestic politics and interest groups, public opinion and the media, and historical events considered chronologically.

## **PRTH—Practical Theology**

### **PRTH1011 Administering the Local Church (1)**

Here the prospective pastor is introduced to the art/science of Church Administration which is a continual and intentional process that connects and uses gifts of individual believers to enable a particular congregation to win people to Christ and to build a spiritually healthy church. This module corresponds to the Directed Studies Program course 136. This module has 20 lessons.

### **PRTH1042 Preaching the Story of God (1)**

The fundamentals of sermon preparation and presentation are addressed in this module. Students are expected to produce and preach sermons in their local setting. This module corresponds to the Directed Studies Program course 124 or 134 or 144. This module has 14 lessons.

### **PRTH1051 Communicating Christ Cross-Culturally (1)**

This module acquaints the student with the fundamentals of Missiology, the theology of missions. Pastors must be knowledgeable of and sensitive to cultures other than their own in this rapidly diversifying world. This module corresponds to the Directed Studies Program course 146. This module has 10 lessons.

### **PRTH1052 Communicating the Gospel in a Pluralistic World (1)**

In this module students confront the ideology of religious pluralism from a Wesleyan-Arminian perspective. Religious pluralism claims that not only are there many religions, the diversity represents the way things ought to be. There exists no single religious perception of reality that is universally applicable and binding. No religion can legitimately claim to proclaim the truth for all persons. This module corresponds to the Directed Studies Program course 143. This module has 12 lessons.

### **PRTH1053 Declaring the Gospel of God (1)**

The fundamentals of evangelism are considered in this module and various approaches to evangelism are presented. This module corresponds to the Directed Studies Program course 112. This module has 12 lessons.

### **PRTH1054 Exploring Christian Ministry (1)**

The module writer views the minister and the ministry from a biblical perspective, presents the ministry as a high calling demanding holy living and hard work, and encourages a hunger for and commitment to a lifetime of arduous study and patient

ministry. This module corresponds to the Directed Studies Program course 124 or 134 or 144. This module has 6 lessons and lasts 6 weeks.

**PRTH1060 Foundations of Women's Ordination (1)**

This module is designed to give a multi-disciplinary view of the ordination of women in the Church of the Nazarene. Broader biblical, historical and theological issues will be explored, with specific emphasis given to the Wesleyan Holiness heritage. Practical issues such as power dynamics, the importance of inclusive language, and modeling gender mutuality, as well as the practical aspects of mixed gender pastoral teams, co-pastoring, and family issues for women clergy are also discussed.

**PRTH1061 Leading the People of God (1)**

The overarching vision for this module is for each student to embrace the biblical model of servant as the driving force and organizing principle within the individual as he or she seeks to lead a Christian community of faith. This module corresponds to the Directed Studies Program course 125. This module has 16 lessons.

**PRTH1063 Practicing Wesleyan-Holiness Spiritual Formation (1)**

Spiritual formation is the transformational outworking of the grace of God in the hearts and actions of human beings. It includes Christian fellowship, community, and worship (Eph 4:15-16) as well as acts of service (Gal 6:10). This course focuses primarily on the spiritual disciplines, devotional skills, and practices that open the door to the transforming Spirit. This module corresponds to the Directed Studies Program course 116. This module has 20 lessons.

**PRTH1065 Shepherding God's People (1)**

In this module the student is introduced to the fundamentals of pastoral counseling. This module corresponds to the Directed Studies Program course 145. This module has 16 lessons.

**PRTH1105 Introduction to Online Theological Studies (0)**

A basic study of the nature and dynamics of online theological studies. The course will include an introduction to the online research process and the learning environment of the University's course management system **Prerequisites:** Program admission required.

**PRTH2215 Spiritual Formation and Christian Discipleship (3)**

A study of the theory and practice of spiritual formation and Christian discipleship. Attention will be given to the reflective discipline of one's own individual journey with God in personal spiritual development. Further attention will be given to the task of discipling others through mentoring and in small groups. **Prerequisites:** Program admission required.

**PRTH2225 Worship Theory and Development (3)**

A study of the principles of Christian worship. Attention will be given to the development of contextualized, theologically informed worship as well as the rites and sacraments of Christian worship. **Prerequisites:** Program admission required.

**PRTH2405 Christian Missions (3)**

An introduction to the study of Christian missions. Attention will be given to biblical and theological foundations, historical perspectives, and cultural dimensions of missions in a contemporary world setting. Fulfills a General Education Level II Cross Cultural Experience if taken with PRTH2405CC Intercultural Lab 2. **Prerequisites:** Program admission required.

**PRTH3105 Pastoral Theology (3)**

A survey of pastoral care, ministerial leadership and theology in the context of parish ministry. This course explores the pastoral office by focusing on who ministers are and what they do. **Prerequisites:** Program admission required.

**PRTH3715 Preaching (3)**

A study of the preparation and delivery of sermons within the context of worship, including practice preaching. **Prerequisites:** COMM1215, BIBL3155, Program admission required.

**PRTH3755 Compassionate Ministries (3)**

A study of the theology of social holiness as expressed in a life of compassionate stewardship. The course will explore current literature and programs being developed by evangelical churches focusing on compassionate ministries. Special attention will be given to urban compassionate ministry centers being developed by the Church of the Nazarene. Fulfills a General Education Level II Cross Cultural Experience if taken with PRTH3755CC Intercultural Lab 2. **Prerequisites:** Program admission required.

**PRTH4715 Missional Growth and Health (3)**

An extended study of the church's mission and development with special emphasis on church health and growth. Attention will be given to the skills of observation of church and community, both historical and contemporary. Students will describe the socialization and dynamics of the church to culture, and develop skills for effective ministry. **Prerequisites:** Program admission required.

**PRTH4765 Communicating the Gospel (3)**

An advanced study utilizing visual elements in teaching and preaching. Attention is given to the use of visual metaphors in biblical communication. **Prerequisites:** Program admission required.

**PRTH4825 Pastoral Leadership (3)**

A study of leadership and administration in Christian ministries. Areas to be discussed will include spiritual gifts; selecting, organizing, and maintaining a church staff; conflict management and professional ethics. **Fees:** Additional fee required. **Prerequisites:** Program admission required.

**PRTH4965 Internship in Christian Ministry (3)**

A practical course, open only to persons with senior status in the Christian Ministry major, involving ministry experience in areas including preaching, counseling, teaching, education, evangelism, administration and missions. This experience will be under the direction of the instructor in cooperation with the supervising ministry mentor **Prerequisites:** Program admission required.

## PSYC—Psychology

**PSYC1550 Introduction to Psychology (3)**

A study of the basic principles of human behavior, giving attention to developmental patterns, motivation and adjustment, learning and memory processes, and individual differences in aptitude, personality, and mental health.

**PSYC1555 Introduction to Psychology (3)**

A study of the basic principles of human behavior, giving attention to developmental patterns, motivation and adjustment, learning and memory processes, and individual differences in aptitude, personality, and mental health.

**PSYC2100 Lifespan Development (3)**

A study of growth and development of human beings from conception to death, with emphasis on the areas of cognitive processes, language development and social interactions. **Prerequisites:** PSYC1550

**SOGY—Sociology****SOGY1015 Exploring Cultural Anthropology (3)**

This course is designed to provide both a conceptual framework for and personal experience in identifying cultural differences and valuing/validating those differences in everyday life of adult students. Fulfills a General Education Level II Cross Cultural Experience if taken with SOGY1015CC Intercultural Lab 2.

**SOGY1015CC Intercultural Lab - Level 2 (0)**

This lab is a co-requirement with Level II cross-cultural courses and stand-alone experiences for the General Education Cross Cultural Requirement. In order to fulfill general-education requirements for an approved Level II course or stand-alone experience, students must enroll in the intercultural lab. In the lab, students will complete the cross-cultural seminar and various self-reflection exercises related to their cross-cultural experience.

**SOGY1550 Introduction to Sociology (3)**

An introduction to the sociological perspective and to basic theories and procedures for studying society, with an emphasis on understanding the fundamental nature of social relationships, structures, and processes.

**SOGY2030 Cultural Anthropology (3)**

A course focusing on basic perspectives and concepts for understanding and productively relating to groups and individuals in other cultures. It includes an introduction to the discipline, history of the discipline and its development, and methods of cultural anthropology. Offered: Alternate years. Fulfills a General Education Level II Cross-Cultural Experience if taken with SOGY2030CC Intercultural Lab Tier II.

**SOGY3180 Race, Class and Gender (3)**

A study of the contemporary diversity of society with a focus on inter-group relations (e.g., assimilation, conflict, and pluralism). Emphasis is placed on gaining an understanding of the multi-cultural nature of American society in comparison with other societies and on formulating a viable response. Offered: Alternate years. Fulfills a General Education Level II Cross Cultural Experience if taken with SOGY3180CC Intercultural Lab 2.

**SOGY4550 Social Psychology (3)**

A study of the inter-relationships of individuals and their social environments, including the methods of investigation and some of the theories and findings of the field of social psychology. (See PSYC4550). **Prerequisites:** 3 credits in sociology or 3 credits in psychology.

## THEO—Theology

### **THEO1025 Exploring John Wesley's Theology (1)**

The module will examine the life of Wesley in historical context Britain in the 18th century. It will also examine Wesley's dependence upon and creative appropriation of certain theological traditions. Each aspect of the "Wesleyan Quadrilateral" will be examined. This module corresponds to the Directed Studies Program course 113. This module has 15 lessons.

### **THEO1031 Investigating Christian Theology I (1)**

This module introduces the student to Systematic Theology, a thematic approach to understanding Christian Theology. This module corresponds to the Directed Studies Program course 132. This module has 20 lessons.

### **THEO1033 Becoming A Holy People (1)**

Holiness of heart and life is traced as a theological doctrine from early Judeo-Christian literature through the 21st century expression in the Church of the Nazarene. This module corresponds to the Directed Studies Program course 122. This module has 12 lessons.

### **THEO1041 Investigating Christian Theology II (1)**

This module continues the introduction to Systematic Theology, a thematic approach to understanding Christian Theology. It is advisable that Christian Theology 1 be taken before Christian Theology 2 although it is not a requirement. This module corresponds to the Directed Studies Program course 142. This module has 17 lessons.

### **THEO2100 Introduction to Christian Theology (3)**

A study of the essential doctrines of the Christian faith in systematic form. The underlying foundation will be biblical faith, with special emphasis given to the interpretation of the Wesleyan-Arminian tradition. This course is designed for general students. **Prerequisites:** [BIBL1100](#)

### **THEO2125 Survey of Christian Theology (3)**

A study of the foundational doctrines of the Christian faith from a biblical perspective with special emphasis given to the Wesleyan-Arminian tradition. **Prerequisites:** [BIBL1125](#)

### **THEO3595 Theology of the Church (3)**

An advanced study of ecclesiology exploring the relationship between communal worship, Christian belief, and ethics. The course will also explore the biblical and theological background of various Christian traditions, the relationship of the Church to culture, current ecclesiological shifts, and the trajectory of the Church in a postmodern culture.

**Prerequisites:** [THEO2125](#), Program admission required.

### **THEO4245 Theology of Holiness (3)**

An extended study of the theology of entire sanctification. Emphasis will be given to its biblical and historical background, especially as developed by John Wesley and the Wesleyan holiness tradition. **Prerequisites:** [THEO2125](#), [BIBL3155](#), Program admission required.

### **THEO4535 Christian Theology I (3)**

An advanced systematic study of the Christian faith from a Wesleyan perspective, with particular reference to historical development and contemporary understanding. The subjects include Theological Methodology, Revelation and Inspiration, the Trinitarian God, Humanity, and Sin. **Prerequisites:** [THEO2125](#), Program admission required.

**THEO4545 Christian Theology II (3)**

An advanced systematic study of the Christian faith from a Wesleyan perspective, with particular reference to historical development and contemporary understanding. The subjects include Christology, Soteriology, Pneumatology, Christian Ethics, and Eschatology.

**Prerequisites:** [THEO2125](#), [THEO4535](#), Program admission required.

**THEO4905 Senior Capstone in Ministry (3)**

The course evaluates how students in the online Christian Ministry program have integrated theology and ministry practice through the use of case studies. The case studies will provide a context for faculty to assess whether students have integrated the university outcomes in their understanding of Christian ministry. **Prerequisites:** Program admission required.



# Graduate Programs

## 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.

## 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**

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**

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

### **6595, 7595. Practicum**

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

### **6597, 7597. Studies in Department**

Examination of a specific issue or problem pertinent to this field. May be repeated for credit.

# Business

## School of Business

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

The MBA degree program is offered in Nampa on the NNU campus, and in Boise at 720 Park Blvd, Suite 105. The degree is also possible to attain completely online. Special emphases of the MBA degree program are also offered focusing on specific sectors of the economy.

NNU's graduate program in business provides the traditional student or working professional the opportunity to complete a master's degree in 12-36 months. Students from all academic disciplines are invited to apply to NNU's graduate program in business.

Students share personal, professional, and technical backgrounds while following an intense program of academic study.

**Faculty:** David Chaplin, Peter Crabb, Brenda Johnson, Jeffrey Lineman, Fred Sutton, Mollie Sweet, R.G. Vanderpool, Konya Weber.

## Mission

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.

## Program Goals

In pursuit of the missions and values identified above, the School of Business Graduate program has identified the following goal: To provide patrons a broad-based graduate-level curriculum relevant to the contemporary business environment. The program seeks to augment the value added by program graduates in the business workplace, to enhance the employability of program graduates in the workplace, and to 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, global 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 relevant to the contemporary business environment, facilitating 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 business issues fundamental to the formation of a business environment consistent with the University values of transformation, truth, community, and service, including business ethics, social responsibility, workplace respect, global business and cross-cultural environments, and legal compliance.

## Admission Requirements

1. A baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 3.0 in all academic course work.
3. Evidence of competency in writing.
4. Official transcript of undergraduate degree and completed graduate work.
5. Two professional recommendations.
6. A favorable recommendation from the School of Business Graduate Committee.
7. An acceptable score on the Test of English as a Foreign Language (TOEFL) if English is not your native language.

It is expected MBA students will have a basic knowledge of computer technology, including word processing and Excel skills.

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

## Application Process

The applicant will submit the following forms to the graduate admission office:

- Application with nonrefundable \$50 application fee.
- Personal essay response to the statement provided on the MBA admission website.
- Official transcript(s) of undergraduate degree and completed graduate work.
- Two recommendation forms from professional colleagues familiar with the applicant's ability. These forms may be found at <https://www.nnu.edu/form/mbarec>
- A minimum TOEFL score (if required) of: 550 (paper score), 213 (electronic score); or 85 (Internet-based Test - iBT) with writing and speaking no less than a score of 22, and no score under 20.

## Transfer of Credits

Students accepted into the graduate program in business may transfer up to 9 semester credits (three courses) of previously completed work from another regionally accredited institution. All transfer credits must have received at least a "C" letter grade and be approved by the program director. Single-credit courses may not be transferred. Credits must have been earned within seven years preceding the date of admission.

## Academic Standing and Dismissal

In order to continue in good standing in the 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 degree in business include:

- Complete the approved program within 6 years of beginning course work.
- Complete the required number of credits.
- Maintain a cumulative grade point average of 3.0 or higher.
- Have no more than two courses with C grades.
- Receive no grades of D or F as these 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.

## Master of Business Administration

*42 semester credits required.*

### **Orientation Course**

BSNS6000. MBA Orientation (0)

### **Foundational Courses (9 credits)\***

BSNS6002. The Business Environment (3)

BSNS6003. Business Financial Systems (3)

BSNS6004. Business Processes and Systems (3)

### **Core Courses (33 credits)**

BSNS6001. Quantitative Methods (3)

BSNS6011. Accounting for Managers (3)

BSNS6021. Management Law (3)

BSNS6031. Corporate Finance (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)

Special emphasis programs consist of three courses beyond the Master of Business Administration Degree. These courses are offered at the discretion of the director based upon enrollment.

***Finance Emphasis Courses (9 credits)***

- BSNS6032. Advanced Corporate Finance (3)
- BSNS6033. Investments (3)
- BSNS6034. Global Finance (3)
- BSNS6994. Topics (3)
- BSNS6998. Thesis (3)

***Global Business Emphasis Courses (9 credits)***

Requires two international experiences as approved by the MBA program.

- BSNS6034. Global Finance (3)
- BSNS6153. Global Operations and Supply Chain Management (3)
- BSNS6903. Global Experience and Project (3)
- BSNS6994. Topics (3)
- BSNS6998. Thesis (3)

***Healthcare Emphasis Courses (9 credits)***

- BSNS6154. Health Care Operations and Process Improvements (3)
- BSNS6502. Healthcare Economics (3)
- BSNS6504. Health Care Policy:Payment Systems and Social Policy (3)
- BSNS6994. Topics (3)
- BSNS6998. Thesis (3)

***Leadership Emphasis Courses (9 credits)***

- BSNS6173. Servant Leadership (3)
- BSNS6174. Leadership and Diversity (3)
- BSNS6175. Leadership and Sustainability (3)
- BSNS6994. Topics (3)
- BSNS6998. Thesis (3)

***Operations Management Emphasis Courses (9 credits)***

- BSNS6152. Operations Management (3)
- BSNS6153. Global Operations and Supply Chain Management (3)
- BSNS6155. Project Planning and Scheduling (3)
- BSNS6156. Manufacturing Planning and Control (3)
- BSNS6994. Topics (3)
- BSNS6998. Thesis (3)

\* Foundational courses may be waived for students entering the program with a business degree earned from a business program having national or international discipline accreditation.

# Counselor Education

## Master of Science in Counseling

*"Where there is no guidance, a people falls; but in an abundance of counselors there is safety."*

**Proverbs 11: 14**

**Accreditation:** The NNU Programs in Clinical Mental Health 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.

**Faculty:** Michael Pitts (Chair), Rick Boyes, Lori Fairgrieve, Curtis Garner, Susan Perkins, Melanie Person, L. Kay Webb.

## Mission Statement

The mission of the NNU Counseling program is to prepare competent, compassionate, and spiritually grounded counselors to assist members of our diverse society as they face developmental transitions, life challenges, and mental health issues in non-metropolitan clinical mental health, 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 Mental Health 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 and clinical majors counsel individuals, couples, and families in a wide variety of settings, including government agencies, non-profits, and private practice. The specific distinctions between majors are described below:

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 Mental Health Counseling majors have elected a generalist counseling background. Clinical Mental Health majors usually specialize during internship and are encouraged to complete an emphasis area applicable to diverse settings, such as Trauma, Grief, and Crisis. Clinical Mental Health counseling majors subscribe to a wide variety of

theoretical orientations, including Adlerian, Logotherapy, Behavioral, Existential, Integrative, etc. Clinical Mental Health 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 Mental Health 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 Mental Health Counseling (CMHC) Major**

The main emphasis of the clinical mental health 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 Mental Health 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 Mental Health 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 Area Descriptions

Clinical Mental Health Counseling and School Counseling Major students are required to enroll in an emphasis area or complete six credit hours of electives. Elective courses may be taken from multiple 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 may include:

#### **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 comorbidity. 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 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 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. 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.

### **Logotherapy**

This emphasis area prepares students to use Viktor E. Frankl's Logotherapy in clinical practice. The required courses are designed to increase knowledge and skill in addressing spiritual and existential concerns of meaning in life, freedom and responsibility, uniqueness of the human condition, and death. Upon completion of the curriculum in this emphasis area, students are eligible to apply for the Academic Associate credential from the Viktor Frankl Institute of Logotherapy.

### **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 professionals 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 certification program in Play Therapy is a maximum of 20 credit hours, 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:**

<b>CED Course #</b>	<b>Cont. Ed Course #</b>	<b>Course</b>	<b>Cr Hrs</b>
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 Registered Play Therapists who have completed three thousand hours of clinical experience and would like to become Registered Play Therapist Supervisors. This program leads to the Association for Play Therapy credential, RPT-S.

**Admission** 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 required curricular and non-curricular experiences are designed to reflect CACREP and NCATE standards, and the conceptual model for the program. The conceptual model has five themes which are translated into student learning outcomes (SLOs), and measured in a broad variety of ways. To graduate from the Counselor Education Program students must show proficiency in each of these areas. The four themes defined below, the Outcomes and the measurement of the outcomes are explained to students in new student orientation. Please see department handbook for more information.

### **Relational Knowing (relates to the University Value of Community)**

Relational knowing is defined as the capacity of the student to develop individual and group counseling relationships, collegial and supervisory relationships, peer relationships, and strong social skills for working within systems and within the broader community.

### **Critical Analysis (relates to the University Value of Truth)**

Critical analysis is defined as the capacity to comprehend, evaluate, and synthesize literature and research, as well as the development of the capacity to conduct original research and to utilize existing research in guiding clinical decision making.

### **Professional Identity and Engagement (relates to the University Value of Transformation)**

Professional engagement and identity refers to the intentional building of an identity as a professional counselor, including engagement in appropriate professional activities and making contribution to the field of counseling.

### **Social Responsiveness (relates to the University Value of Service)**

NNU Counselor Education students will be agents of social justice. Compassionately and without judgment they will show caring for people of all customs and cultures, and identify with and advocate for those in need locally and globally. Social responsiveness is defined as cultural self-awareness, diverse social awareness and intentional advocacy within appropriate social contexts.

### **Dispositions**

Disposition refers to the fit between the individual and the graduate program (including the capacity for critical thinking), and between the individual and the profession of counseling, encompassing the student's personification of the characteristics of professional helpers as well as the broader characteristics associated with spiritually grounded, mature, emotionally healthy adults.

## 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 cumulative GPA below 3.0. Applicants above a 3.0 cumulative undergraduate GPA may submit GRE scores to supplement their application files, but the GRE is not required.]
3. An appropriate fit between the applicant and the program, as determined by references, transcripts, a program interview, a resume, a biographical background, writing samples, and observation of applicants in group and mock counseling experiences.
4. Strong evidence of a fit between the applicant and the non-academic dispositions determined by program faculty to be important for success in the program and in the field of counseling.
5. Upon acceptance into the Counselor Education Master's Program, students are 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.

Note: If English is not the student's native language, proficiency must be demonstrated through earning an appropriate 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.

## Application Process

The applicant will submit the following to the Graduate Admissions Office:

1. Completed application 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.
4. Two professional references (use reference forms in the Counseling program Application Packet). The references should be from faculty members familiar with the applicant's academic ability or professional supervisors/colleagues. No personal references, please.
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.

After the file is complete, eligible 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. Courses available prior to admission into the program are the following:

COUN6511 The Profession of Counseling

COUN6512 Ethical and Legal Issues

COUN6531 Learning Process and Lifespan Development

COUN6532 Theories of Counseling

COUN6533 Family Counseling Theories

## **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. 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 graduate course for academic credit for three consecutive semesters will be moved to inactive status. Individuals on inactive status must reapply to the program. 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 Standing

### Academic Appeals

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

### Academic Standing and Academic Probation Policy

Counseling students must maintain a 3.0 or higher cumulative grade point average to remain active in the graduate program. In addition, students must earn a grade of B or higher 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. Though a student must maintain a 3.0 or higher cumulative grade point average to graduate from the program, all SLOs must be met at the level of proficiency as well. A 3.0 GPA and completion of all requirements is inadequate for graduation unless all SLOs have been achieved.

Students who earn lower than a B- (2.70) in two courses may be placed on academic probation. Any student who is on probation will work closely with his or her adviser to create a plan for removing the probationary status. This plan prioritizes addressing and correcting the grade or situation for which the student was put on probationary status. 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.

### Student Progress and Retention Reviews, and Dismissal Policy

There are retention screens, assessments, and progress reviews throughout the program designed to assess the student's progress in meeting a level of proficiency on each of the student learning outcomes. The assessment of SLOs is 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.

In keeping with CACREP accreditation standards, Counselor Education department faculty engage in a systematic and ongoing 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. Reviews are based on the departments' student learning objectives. Some student learning objectives 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, but is not limited to, such areas as lack of professional progress, impairment, burnout, or unprofessional behavior. Dispositions are reflected in the student learning outcomes for the Counselor Education Program. 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. Student-designed contracts.
6. 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.
7. 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.
8. 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.
9. Lack of proficiency in any of the SLOs will constitute action from the faculty, which may lead to program dismissal, delayed graduation, or other action, despite acceptable grades.

## **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**

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.
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. Direct service field placement hours are required for graduation. The number of hours accrued in the practicum and internship are commensurate with CACREP requirements and Idaho licensure law.
5. In order to complete the program, students must have earned a 3.0 grade point average. In addition, a grade of B or higher must be earned in Pre-Practicum: Basic Counseling Skills, Practicum in Counseling, Internship, and their specialty area courses, 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)
6. The student must have passed all student learning outcomes at the proficient level or above. Failure to do so will lead to dismissal, suspension, delayed graduation, remediation or other faculty action.
7. The candidate must perform satisfactorily on the Counselor Education Department exit criteria, which align with the University Values and Counselor Education Conceptual Model. Exit requirements include: successful completion of the orientation course; 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; participation in a counseling group approved by the program prior or concurrent to enrollment in Practicum; 3 years of attendance at the state, regional, or national level in ACA, AMHCA, or ASCA affiliated conferences or other conferences specifically approved in advance of the conference by the faculty advisor; a minimum of two academic years of ACA membership; satisfactory completion of the student scholarly project, including the dissemination component; and other requirements described in the Counseling Student Handbook and Policy Manual.
8. The candidate must apply for graduation 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 Mental Health Counseling (CMHC)

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 (2)
  - COUN7561. Practicum in Counseling (3) \*\*
  - COUN7563. Clinical Intervention and Prevention (3)
  - COUN7571. Psychopharmacology (1)
  - COUN7589. Internship in Counseling (1-12) (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 (2)
  - COUN7561. Practicum in Counseling (3) \*\*
  - COUN7589. Internship in Counseling (1-12) (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. Collaboration and Consultation in School Counseling (2)
  - COUN7553. Measurement and Assessment (2)
  - COUN7561. Practicum in Counseling (3) \*\*
  - COUN7589. Internship in Counseling (1-12) (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 Mental Health Counseling and School Counseling. Dual program students must take all the required course work for both program areas, and fulfill 20 credit hours of internship (10 credit hours in each major) encompassing the required field hours for both program areas, totaling approximately 1,600 field clock hours.

## Emphasis Areas

### ***Counseling in a Faith Environment***

- COUN6515. Multicultural Counseling and Societal Issues (3)
- 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)

### ***Behavioral Health and Wellness***

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

### ***Grief, Trauma, and Crisis***

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

### ***Addictions Counseling***

- COUN6512. Ethical and Legal Issues (3)
- COUN6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN6542. Group Counseling (3)
- COUN6552. Addictions Counseling (2)
- COUN7546. Addictions Case Management (2)
- 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***

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

***Logotherapy***

- COUN6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN7561. Practicum in Counseling (3)
- COUN7573. Introduction to Logotherapy and Attitudinal Change (2)
- COUN7543. Meaning-Centered Interventions (2)
- COUN7544. Theory and Therapy of Mental Disorders (2)
- COUN7589. Internship in Counseling (2)

# Education

## Graduate Education

The Graduate Education programs at Northwest Nazarene University are comprised of Master's (M.Ed.), Educational Specialist (Ed.S.) and Doctoral (Ed.D. and Ph.D.) programs that support K-12 teachers and administrators, leaders within higher education, and community members. These programs are designed for educators to meet new demands for 21st century leadership. In addition, graduate programs at NNU are designed for educators who have an aspiration for learning new teaching strategies and preparing for roles as building-level leaders, district leaders, or educators within research or higher education settings. All programs within Graduate Education meet the needs of working professionals within a personalized and innovative educational environment.

## 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.

## Faculty

Tawny Billings (M.Ed. Curriculum, Instruction & Innovation Program Director), Heidi Curtis (Doctoral Program Director), Jennifer Hill, Paula Kellerer (Dean), Mike Poe (M.Ed. & Ed.S. Educational Leadership Program Director), Ryan Roberts, LoriAnn Sanchez (App-Ed Program Director), Duane Slemmer (Undergraduate Department Chair), Whitney Ward, Lori Werth (Graduate Department Chair)

## Mission

Graduate education programs at Northwest Nazarene University provide a Christian setting in which students can improve their teaching, strengthen their leadership, and develop their research skills in order to impact student learning positively. NNU fosters educational excellence by offering rigorous, relevant, and innovative programs effecting both intellectual and spiritual growth.

## Program Outcomes

Program Outcomes for graduates of NNU's Education programs are aligned with Idaho standards required for each program. The Outcomes are articulated in the conceptual framework known as "Learner-Centered CORE" and in the Idaho Core Teaching Standards.

## Learner-Centered CORE (NNU Education Department Conceptual Framework)

### 1. Called to Serve

Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.

### 2. Open to Change

Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills -- innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.

### 3. Responsive to All

Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.

### 4. Empowered to Succeed

Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

## Idaho Core Teaching Standards

### *The Learner and Learning*

1. Learner Development
2. Learner Differences
3. Learning Environments

### *Content*

4. Content Knowledge
5. Application of Content

### *Instructional Practice*

6. Assessment
7. Planning for Instruction
8. Instructional Strategies

### *Professional Responsibilities*

9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

## Transfer and Substitution of Credits

A maximum of 25 percent of the credits required for the degree may be transferred from other institutions upon approval by the Program Director. Transfer credits must have been earned from a regionally accredited institution with a grade of B- or higher and within four years preceding the date of admission to NNU's program, unless the credits are part of an Education (or accepted equivalent) degree from an accredited institution. Up to 33 percent of credits for a degree granted from NNU may be substituted in another degree upon approval by the Program Director.

Transfer of time- or content-sensitive credits, such as those dealing with current education law, will be at the discretion of the Program Director, whether or not the credits are part of such a degree. Exceptions to the credit transfer limitations must be approved by the Graduate Education Admissions Committee.

## NNU Courses Prior To Admission

Education applicants 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.

## Continuous Enrollment

Those students who have completed all course work but have not completed all requirements for a program must be continuously enrolled in a minimum of 1 credit hour to retain access to university and faculty services.

## Active Status

A student who has been admitted to a program in the College of Adult and Graduate Studies and is enrolled in at least one course has active status.

## Inactive Status

A student who does not register for a course applicable to the degree for three consecutive semesters will be removed from active status and must make arrangements with the program director to regain active status. Some programs require the student to re-apply for admission. This policy does not apply to students who are not enrolled due to disciplinary reasons.

## Academic Standing and Dismissal

To continue in the Graduate Education and/or certification programs, students must continue to meet the following criteria:

1. Student must maintain a cumulative GPA of 3.0 or higher. If a student drops below a cumulative GPA of 3.0, the student will receive a warning letter from the Program Director and be placed on academic probation for the duration of one semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the Program Director. If, after the academic probation semester, the cumulative GPA remains below 3.0 or the student fails to meet the requirements of the academic improvement plan, the student may be dismissed from the program. The student will not be allowed to graduate from any Graduate Education program with a GPA lower than 3.0.
2. The student must earn at least a C grade in all classes to remain in good standing. If the student earns more than one C grade in the Graduate Education program, the student must choose to retake one of the classes and earn a B- or better in that class. This applies regardless of the effect of the C grades upon cumulative GPA.
3. If the student earns a C- or lower in any Graduate Education class, the student must retake the class. The grade earned must keep the student in compliance with point 2 above. This applies regardless of the effect of the C- or lower grade upon cumulative GPA.

## Adult and Professional Programs in Education

- 49 semester credits which includes 10 credits of student teaching.
- Certification in either Elementary Education or Endorsement in at least one Secondary Content Area.

## Curriculum, Instruction and Innovation M.Ed.

- 30 semester credits for M.Ed. (online)



### **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).

### **Educational Leadership Ed.S. (Education Specialist)**

- 30 semester credits for Ed.S. with eligibility for Superintendent endorsement on an Idaho Administrator Certificate (primarily online).
- 32 semester credits for Ed.S. with eligibility for Principal endorsement and Director of Special Education endorsement on an Idaho Administrator Certificate (blend of 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.

### **Educational Leadership Ph.D.**

- 65 credits (minimum). The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The additional 35 credits (primarily online) consist of 9 capstone/leadership credits, 14 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.

## Adult and Professional Program in Elementary Education (M.Ed)

Director: Dr. LoriAnn Sanchez

Candidates 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 Elementary (K-8) level with an endorsement in a Middle School Area, or a Secondary area, or an additional certification in Special Education. A cohort model is utilized with new cohorts beginning fall and spring semesters.

Admission into the Adult and Professional Program in 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.

The Adult and Professional Program in Education require one full calendar year of coursework plus one full university semester of full-time student teaching. In addition, students must complete 110 hours of course specific field experiences in K-12 public schools during the program. Upon successful completion of 49 semester credits including ten (10) credits of student teaching, the candidate will receive an Institutional Recommendation and may apply for a teaching certificate through the Idaho State Department of Education.

After the Adult and Professional Program in Education is completed, the candidate may take additional credits to complete a Master of Education in Curriculum, Instruction, and Innovation degree. A minimum of 12 graduate level credits is required, but the number of credits per semester may vary.

### APP-ED / M.Ed Elementary Education

**Objective:** The Adult and Professional Program in Education offers Elementary Education Certification in an accelerated format. A student who has a Bachelor of Arts or a Bachelor of Science and meets the general education requirements for Elementary Education can pursue certification in Elementary Education, in a graduate level program, while earning credits toward an M.Ed in Curriculum and Instruction.

**Administrator:** Director, Adult and Professional Programs

**Requirements:** 51 credits in professional education; 38 other required credits, most of which also meet general education requirements.

**Additional Endorsements:** Additional classes will be required for Middle School endorsements, Secondary area, or Special Education certification.

**Professional Education Courses:**

- EDUC7000. Orientation: APP-Education (0)
  - EDUC7120. Foundations of Teaching (3)
  - EDUC7160. Learning and the Brain (3)
  - EDUC7554. Innovative Instruction (3)
  - EDUC7300. Mathematics Lab for Elementary Teachers (2)
  - EDUC7541. Education of Exceptional Children (3)
  - EDUC7589. Cultural Diversity (3)
  - EDUC7240. Classroom Management in Elementary Schools (3)
  - EDUC7250. Fundamentals of Reading (3)
  - EDUC7260. Content Literacy in Elementary Classrooms (3)
  - EDUC7331. Teaching English Language Learners (1)
  - EDUC7430. Teaching the Whole Child (1)
  - EDUC7460. Assessment and Intervention in Reading (3)
  - EDUC7360. Methods of Teaching Social Studies and Language Arts in the Elementary Classroom (4)
  - EDUC7350. Methods of Teaching Science and Mathematics in the Elementary Classroom (4)
  - EDUC7810. Elementary School Start Up (1)
  - EDUC7820. Student Teaching in Elementary Schools (10)
  - EDUC7951. Seminar/Capstone (1)
- All classes must be taken at Graduate level from Northwest Nazarene University.

**Other Required Courses, taken as undergraduate courses:****English**

- ENGL1035. University Writing and Research (3)
- ENGL2125. English Grammar and Usage (2)
- ENGL3745W. Children's Literature (3)

**Social Science**

12 elective credits including:

U.S. History

Non-U.S. History

GEOG1055. Introduction to Geography (3)

Additional course in Economics, Political Science, History, or Sociology (3)

**Mathematics**

MATH2015. Fundamental Mathematical Structures I (3)

MATH2025. Fundamental Mathematical Structures II (3)

**Science**

Biology plus lab (4)

Physics plus lab (4)

**Fine Arts**

Art history/Music literature elective (3)

**Health**

KINE1005. Fundamentals of Wellness (1)

In addition to Elementary Education Certification, graduates will be endorsed in a Middle School or Secondary Content Area. The State of Idaho requires 20 credits in a content area (Middle School areas include English, Social Studies, Math, or Science) as well as a passing score on the appropriate PRAXISII test.

**Program Certification Requirements:**

To be recommended for elementary certification with a middle school endorsement to the Idaho State Department of Education, a candidate must meet the following standards:

1. Complete all requirements for a baccalaureate degree.
2. Complete 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.
3. Complete all education courses and content courses in the elementary major with a grade of B- or better.
4. Maintain a 2.75 or better cumulative GPA.
5. Pass the PRAXIS II Elementary Education Multiple Subjects test#5001.
6. Pass the PRAXIS II in middle school or secondary content teaching area.
7. Receive a favorable vote of the Teacher Education Council for recommendation for certification.

Completing an Idaho approved teacher education program will enable a candidate to be recommended for certification in other states. Deviations from the teaching major or certification requirements must be authorized by the Program Director.

**Checkpoint 1: End of First Semester - Admission to Teacher Education**

Application for admission to teacher education should be made during the first semester in the Adult and Professional Program in Elementary Education. Upon completion of the first semester of coursework, candidates will be interviewed and evaluated. Decision factors about admission to the program include oral interview, PRAXIS II Elementary Education Multiple Subjects passing test score, cumulative GPA (2.75), minimum ACT scores of 21 in English and 21 in mathematics or minimum SAT scores of 520 in verbal and 550 in mathematics (or minimum COMPASS scores of 86 in English and 50 in mathematics), grade of B- or better in all courses in the major, writing samples, field experience reports, and disposition assessment.

**Checkpoint 2: End of Second Semester**

Upon completion of the second semester of coursework, candidates' files will be evaluated. Decision factors about proceeding in the Adult and Professional Program in Elementary Education include PRAXIS II Elementary Education Multiple Subject and PRAXISII content area passing test scores, cumulative GPA (2.75), ACT/SAT/Compass scores, grade of B- or better in all courses in the major, field experience reports, and disposition assessment.

**Checkpoint 3: End of Third Semester - Admission to Student Teaching**

Upon completion of the third semester of coursework, candidates' files will be evaluated. Decision factors about admission to student teaching include PRAXIS II Elementary Education Multiple Subject and PRAXISII content area passing test scores, cumulative GPA (2.75), grade of B- or better in all courses in the major, field experience reports, and disposition reports.

**Checkpoint 4: Program Completion and Recommendation for Certification**

Upon completion of student teaching, candidates' performance will be evaluated. Decision factors about recommendation for certification include PRAXIS II Elementary Education Multiple Subject and PRAXISII content area passing test scores, evaluations by cooperating teacher and NNU supervisors as assessed through Danielson's Framework for Teaching, cumulative GPA (2.75), ACT/SAT/Compass scores, grade of B- or better in all courses in the major, and disposition reports.

**Additional required courses are necessary to complete the M.Ed. in Curriculum, Instruction, and Innovation.**

## Department Objectives

**Mission:** The mission of the Education Department at Northwest Nazarene University is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of young people in a changing world. This mission drives our work in undergraduate and graduate programs. It is articulated through the conceptual framework underpinning all education programs.

**Learning Objectives:** Outcomes for NNU's education programs are articulated in the conceptual framework known as a "Learner-Centered CORE and in the Idaho Core Teaching Standards.

### **Learner-Centered CORE (NNU Education Department Conceptual Framework)**

<b>Called to Serve</b>	Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
<b>Open to Change</b>	Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills by innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
<b>Responsive to All</b>	Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
<b>Empowered to Succeed</b>	Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

## Idaho Core Teaching Standards

Principle 1: Knowledge of Subject Matter	The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.
Principle 2: Knowledge of Human Development and Learning	The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
Principle 3: Adapting Instruction for Individual Needs	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.
Principle 4: Multiple Instructional Strategies	The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
Principle 5: Classroom Motivation and Management Skills	The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Principle 6: Communication Skills	The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
Principle 7: Instructional Planning Skills	The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Principle 8: Assessment of Student Learning	The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Principle 9: Professional Commitment and Responsibility	The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
Principle 10: Partnerships	The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

## Admission Requirements

The Adult and Professional Programs in Education require the following items before the student is provisionally admitted to the program.

### Admission Requirements

- Completion of the General Education Classes
- Completion of the FAFSA
  - Contact the NNU Financial Aid Office for information
- Completion of the PRAXISII Elementary Education Content Knowledge Multiple Subjects, test#5001.
  - This test needs to be taken prior to starting the Adult and Professional Program in Education. For more information and registration information go to [www.ets.org/praxis](http://www.ets.org/praxis)
- The Adult and Professional Program in Education will not admit candidates to the teacher preparation program that have previously been denied an Institutional Recommendation (IR) for teacher certification or candidates that have completed a student teaching/internship experience and received a grade which resulted in not obtaining an Institutional Recommendation from that Institution.

### Application Requirements

- Application and \$50 Registration Fee - an online application is found at
  - [https://my.nnu.edu/ICS/Apply\\_To\\_NNU/](https://my.nnu.edu/ICS/Apply_To_NNU/)
- Two (2) letters of recommendation, these are not accepted from family members
  - <https://education.nnu.edu/adult-and-professional-programs-in-education/letters-of-recommendation>
- Official transcripts with final grades from all institutions of higher education you have attended
  - Send to: NNU GAPP Admissions, 623 S. University Blvd, Nampa, ID 83686

### Program Admission Requirements

- At the end of the first semester, all students will be required to interview with faculty members to be evaluated for entrance into the Adult and Professional Programs in Education. This process is called Checkpoint 1. In addition to the items listed above, the following are factors in determining acceptance into the program.
  - Oral Interview
  - Cumulative GPA of 2.75 or higher
  - Grade of B- or better in all Major courses
  - Writing Sample
  - Field Experience Reports
  - Disposition Assessments



## **Academic Standing and Dismissal: APP ED**

1. Candidates must maintain a cumulative GPA of 2.75 or higher to remain in good standing in the Adult and Professional Program in Education.
2. If a student drops below a cumulative GPA of 2.75, the student will receive a warning letter from the program director and be placed on academic probation for the duration of one 8-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director.
3. The student must earn a minimum GPA of 2.75. If the cumulative GPA still falls below the required 2.75, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
4. Candidates must pass all classes with a grade of B- or better. Candidates who fail to pass a class with a B- or better must re-enroll and pass the class with a B- or better in order for the class to contribute to graduation/certification requirements.
5. Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis II tests. Candidates may take the same Praxis II test twice. If at that time the candidate has not passed, an academic improvement plan will be created collaboratively and signed by the student and the program director. If the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
6. Candidates must demonstrate appropriate dispositions for teaching outlined by the program: communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Data from dispositions is gathered through Checkpoint interviews, Field Experience teacher evaluations, education department faculty, course work, and student teaching observations. If a candidate demonstrates areas of improvement needed in dispositions, an improvement plan will be created collaboratively and signed by the student and the program director. Candidates may be dismissed from the program based on unfavorable disposition report data if candidates do not demonstrate acceptable levels of improvement in identified areas of deficiency.

## Adult and Professional Program in Secondary Education (M.Ed)

Students 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. A cohort model is utilized with new cohorts beginning fall and spring semesters.

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 (42-46) semester credits including ten (10) credits of student teaching, the student may receive an Institutional Recommendation and 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, Instruction, and Innovation degree. A minimum of 12 graduate level credits is required but the number of credits per semester may vary.

The Adult and Professional Program in Secondary Education requires one full calendar year of coursework plus one full university semester of full-time student teaching in an approved public school. In addition, students must complete eighty (80) hours of field experiences in approved public schools during the program.

## Adult and Professional Programs in Education - Secondary

**Program Director:** Dr. LoriAnn Sanchez

**Objective:** The Adult and Professional Program in Education offers Secondary Endorsement in a content area in an accelerated format. A student who has a Bachelor of Arts or a Bachelor of Science degree and meets the requirements for a Secondary content area can pursue certification in Secondary Education, in a graduate level program, while earning credits toward an M.Ed in Curriculum, Instruction and Innovation.

**Requirements:** 40-46 credits in professional education

**Professional Education Courses:**

*Required courses for certification*

EDUC7000. Orientation: APP-Education (0)

EDUC7120. Foundations of Teaching (3)

EDUC7160. Learning and the Brain (3)

EDUC7331. Teaching English Language Learners (1)

EDUC7532. Instructional Models (3)

EDUC7535. Teaching Reading in the Content Area (3)  
EDUC7541. Education for the Exceptional Child (3)  
EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)  
EDUC7554 Innovative Instruction (3)  
EDUC7651. Teaching Methods in Secondary Classrooms (3)  
EDUC76XX. Special Methods (Art, Communications, English, Math, Music, PE, Science, Social Science)(2-6)  
EDUC7685 Teaching Supervision (1-3)  
EDUC7686. Student Teaching in the Middle School/Junior High (10) **or**  
EDUC7687. Student Teaching in the Senior High (10)  
EDUC7950. Secondary School Start Up (1)  
EDUC7951. Seminar/Capstone (1)

**Program Certification Requirements:**

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

1. Complete all requirements for a baccalaureate degree.
2. Complete 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.
3. Complete all education courses and content courses in the secondary major with a grade of B- or better.
4. Maintain a 2.75 or better cumulative GPA.
5. Pass the PRAXIS II in all content teaching areas.
6. Receive a favorable vote of the Teacher Education Council for recommendation for certification.

Completing an Idaho approved teacher education program will enable a candidate to be recommended for certification in other states. Deviations from the teaching major or certification requirements must be authorized by the Program Director.

**Checkpoint 1: End of First Semester - Admission to Teacher Education**

Application for admission to teacher education should be made during the first semester in the Adult and Professional Program in Secondary Education. Upon completion of the first semester of coursework, candidates will be interviewed and evaluated. Decision factors about admission to the program include oral interview, PRAXIS II content area test scores, cumulative GPA (2.75), grade of B- or better in all courses in the major, writing samples, field experience reports, and disposition assessments.

**Checkpoint 2: End of Second Semester**

Upon completion of the second semester of coursework, candidates' files will be evaluated. Decision factors about proceeding in the Adult and Professional Program in Secondary Education include PRAXIS II content area test scores, cumulative GPA (2.75), grade of B- or better in all courses in the major, field experience reports, and disposition assessments.

### **Checkpoint 3: End of Third Semester - Admission to Student Teaching**

Upon completion of the third semester of coursework, candidates' files will be evaluated. Decision factors about admission to student teaching include PRAXIS II content test scores, cumulative GPA (2.75), grade of B- or better in all courses in the major, field experience reports, and disposition assessments.

### **Checkpoint 4: Program Completion and Recommendation for Certification**

Upon completion of student teaching, candidates' performance will be evaluated. Decision factors about recommendation for certification include PRAXIS II content test scores, evaluations by cooperating teacher and NNU supervisors as assessed through Framework for Teaching assessments, cumulative GPA (2.75), grade of B- or better in all courses in the major, and disposition assessments.

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

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.

1. Complete all education courses and content courses with a grade of B- or better.
2. Maintain a cumulative GPA of 2.75 or better.
3. Pass the PRAXIS II content knowledge test(s) for the teaching area or fields.
4. Receive a favorable vote of the Teacher Education Council for recommendation for certification.

**Additional courses to complete the M.Ed. in Curriculum, Instruction and Innovation will be required.**

## **Areas of Endorsement**

Northwest Nazarene University offers the following Secondary Content Areas and Fields in which students can be recommended to the State Department of Education of Teacher Certification, upon successful of the Adult and Professional Program in Secondary Education. Courses can be taken at any accredited institution and may or may not be the student major at the time they earned their bachelor's degree.

The State Department of Education requires that an area of endorsement include a minimum of 45 credits. Students may also have a first and second field, with a first field requiring 30 credits and a second field requiring 20 credits.

### **Content Areas (45 credits)**

Art  
Biology  
Chemistry  
English  
Kinesiology  
Mathematics  
Music  
Spanish

### **First or Second Teaching Fields (30 or 20 credits)**

American Government / Political Science  
Art  
Biology  
Chemistry  
Communication  
Economics  
English  
Health  
History  
Kinesiology  
Mathematics  
Music  
Physics  
Psychology  
Spanish

### **Content Courses**

The list below contains all of the requirements for teaching in Secondary Education. The requirements for one teaching area are 45 credits, taken in the prescribed courses. Instead of a single teaching area, candidates may choose two teaching fields. For a first teaching field, 30 credits are required. For a second teaching field, 20 credits are required. The list below provides a guideline of the required courses for each content field. The courses can be taken at any accredited institution. Additional courses in the field may be required to reach the necessary number of credits. All candidates will be required to take one methods class for each teaching areas, some areas require additional methods classes.

#### **American Government/Political Science**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Political Science (12)  
United States History (6)  
World History (6)  
Teaching Social Studies in Secondary School (2)  
Additional credits to be taken in Political Science

## **Art (K-12)**

### ***Teaching Area - 45 credits***

2D Design (3)

Drawing (3)

3D Design or Ceramics (3)

#### **12 credits in the following:**

Figure Studies

Painting

Photography

Printmaking

Art History (6)

Teaching Elementary Art Methods (3)

Teaching Secondary Art Methods (3)

***Additional credits to be taken in Art classes 2999 or above Choose from the following to equal first field (30 credits) or second field (20 credits):***

2D Design (3)

Drawing (3)

3D Design or Ceramics (3)

#### **12 credits in the following:**

Figure Studies

Painting

Photography

Printmaking

Art History (3)

Teaching Elementary Art Methods (3)

Teaching Secondary Art Methods (3)

## **Biology**

### ***Teaching Area - 45 credits***

Biology - 9 courses, including labs (36)

Chemistry - 2 courses, including 1 lab (7)

Teaching Science in the Secondary School (2)

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Biology 7 courses, including 3 labs (24)

Chemistry 2 courses, including 1 lab (7)

Teaching Science in the Secondary School (2)

## **Chemistry**

### ***Teaching Area - 45 Credits***

Chemistry - 7 courses, including 4 labs (25)

Biology - 2 courses including 1 lab (7)

Physics - 2 courses including 2 labs (8)

Calculus (3)

Teaching Science in the Secondary School (2)

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Chemistry - 5 courses including 3 labs (18)

Biology - 1 course including 1 lab (4)

Physics - 1 course including 1 lab (4)

Calculus (3)

Teaching Science in the Secondary School (2)

## **Communication**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Introduction to Communication (3)

Small Group Communication (3)

Media Systems and Literacy (3)

Interpersonal Communication (3)

Introduction to Performance (3)

Advanced Public Speaking (3)

Teaching Communication Studies in Secondary Schools (2)

**One course selected from:**

Persuasion (3)

Argumentation and Debate (3)

## **Economics**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Microeconomics (3)

Macroeconomics (3)

Personal Finance (3)

Managerial Economics (3)

Money and Financial Institutions (3)

Saving and Investing (3)

Global Economics (3)

Teaching Social Studies in the Secondary School (2)

## **English**

### ***Teaching Area - 45 credits***

Performance (3) - **or** -

Journalism (3)

Introduction to the Study of Literature (1)

Linguistics: Structure and History of English (3)

Shakespeare (3)

Greek and Roman Classics (3)  
Twentieth Century Drama (3)  
Literary Criticism (3)  
Creative Writing (9)  
American Literature (6)  
British Literature (3)  
World Literature (3)  
Teaching English in Secondary Schools (3)  
Additional credits to be taken in English or Foreign Language

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Introduction to the Study of Literature (1)  
Linguistics: Structure and History of English (3)  
Shakespeare (3)  
Greek and Roman Classics (3)  
Twentieth Century Drama (3)  
Literary Criticism (3)  
Creative Writing (3)  
American Literature (3)  
British Literature (3)  
World Literature (3)  
Teaching English in Secondary Schools (3)  
Additional credits to be taken in English or Foreign Language

## **Health**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Health Issues in Today's Society (3)  
Nutrition Across the Lifespan (2)  
Field Experience in Kinesiology (1)  
Biomechanics/Exercise Physiology (3)  
Administration and Supervision of HPER (3)  
Human Anatomy and Physiology plus lab (4)  
Current First Aid/CPR certification (American Red Cross preferred)  
Teaching Health in the Secondary Schools (2)

## **History**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

World History (6)  
United States History (9, including one recent history)  
American National Politics (3)  
Twelve credits in history numbered above 2999 (12)  
Teaching Social Studies in the Secondary School (2)



## **Kinesiology (K-12)**

### ***Teaching Area - 45 credits***

Human Anatomy and Physiology including lab (8)  
Introduction to Recreation and Kinesiology (3)  
Introduction to Athletic Training and Physical Therapy with Laboratory (3)  
Health Issues in Today's Society (3)  
Kinesiology Activity courses (6 required)  
Nutrition Across the Lifespan (2)  
Kinesiology Field Experience (1)  
Psychology and Techniques of Coaching (3)  
Motor Development and Motor Learning (2)  
Corrective and Adaptive PE (2)  
Physiology of Exercise/Biomechanics (3)  
Tests and Measurements in Physical Education (3)  
Administration and Supervision of HPER (3)  
Current First Aid/CPR certification (American Red Cross preferred)  
Completion of Lifeguard or Water Safety Instruction (WSI) certification  
Teaching School Health (2)  
Teaching PE in the Secondary Schools (2)  
Teaching PE in the Elementary Schools (2)

### ***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Introduction to Recreation and Kinesiology (3)  
Introduction to Athletic Training and Physical Therapy with Laboratory (3)  
Health Issues in Today's Society (3)  
Kinesiology Majors Activity Laboratory (1) 4 required  
Field Experience in Kinesiology (1)  
Psychology and Techniques of Coaching (3)  
Motor Development and Motor Learning (2)  
Corrective and Adaptive Physical Education (2)  
Physiology of Exercise and Biomechanics (3)  
Tests and Measurements in Physical Education (3)  
Administration and Supervision of HPER (3)  
Human Anatomy and Physiology including lab (4)  
Current First Aid/CPR certification (American Red Cross preferred)  
Completion of Lifeguard or Water Safety Instruction (WSI) certification  
Teaching Physical Education in the Secondary Schools (2)  
Teaching Physical Education in the Elementary Schools (2)

## **Mathematics**

### ***Teaching Area - 45 Credits***

Introduction to Computer Science (3)  
Elementary Statistics (3)  
Discrete Mathematics (3)  
Calculus (8)  
History of Mathematics (1)  
Modeling and Operations Research (3)  
Introduction to Abstract Mathematics (3)

Linear Algebra (3)  
Modern Geometry (3)  
Modern Algebra (4)  
Introduction to Real Analysis (4)  
Seven mathematics elective credits (7)  
College Physics including lab (4)  
Teaching Mathematics in the Secondary School (2)

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

Introduction to Computer Science (3)  
Elementary Statistics (3)  
Discrete Mathematics (3)  
Calculus (8)  
History of Mathematics (1)  
Modeling and Operations Research (3)  
Introduction to Abstract Mathematics (3)  
Linear Algebra (3)  
Modern Geometry (3)  
Modern Algebra (4)  
Teaching Mathematics in the Secondary School (2)

## **Music (K-12)**

### ***Teaching Area - 45 credits***

Fundamentals of Music (2)  
Beginning Music Theory I including lab (4)  
Beginning Music Theory II including lab (4)  
Digital Music and Technology (3)  
Intermediate Music Theory I including lab (4)  
Intermediate Music Theory II including lab (4)  
Improvisation (3)  
Brass Methods (1)  
Percussion Methods (1)  
Strings Methods (1)  
Woodwinds Methods (1)  
Orchestration (3)  
Music History: Medieval, Renaissance and Baroque (3)  
Music History: Classic, Romantic and Modern (3)  
Teaching Music in the Elementary School I (2)  
Teaching Music in the Elementary School II (2)  
Teaching Music in the Secondary School I (2)  
Teaching Music in the Secondary School II (2)  
Choral Conducting, Methods, and Materials (3)  
Instrumental Conducting, Methods, and Materials (3)  
Forms and Analysis (3)  
Eight credits in applied lessons (8)

An acceptable level of music keyboard proficiency shall be determined by examination before enrolling for student teaching. Students may acquire needed skills by taking available piano courses.

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

- Fundamentals of Music (2)
- Beginning Music Theory I including lab (3)
- Beginning Music Theory II including lab (3)
- Digital Music and Technology (3)
- Teaching Music in the Elementary School I (2)
- Teaching Music in the Elementary School II (2)
- Teaching Music in the Secondary School I (2)
- Teaching Music in the Secondary School II (2)
- Basic Conducting, Choral Methods, and Materials (3)
- Two credits in a performance medium, instrument, or voice (2)
- Three credits numbered above 2999 (3)

An acceptable level of music keyboard proficiency shall be determined by examination before enrolling for student teaching. Students may acquire needed skills by taking available piano courses.

## **Physics**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

- Calculus (8)
- Vector Calculus (3)
- Differential Equations (3)
- Physics for Science & Engineering I (4)
- Physics for Science & Engineering II (4)
- Instrumentation in Experimental Physics I (1)
- Instrumentation in Experimental Physics II (1)
- Modern Physics including lab (4)
- Teaching Science in the Secondary School (2)

**Two courses selected from:**

- Analytic Mechanics (3)
- Thermodynamics and Statistical Mechanics (3)
- Electricity and Magnetism (3)
- Solid State Physics (3)
- Fundamentals of Quantum Mechanics (3)

## **Psychology**

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

- Intro to Psychology (3)
- Lifespan Development (3)
- Abnormal Psychology (3)
- Experimental Design and Statistical Analysis I (3)
- Experimental Design and Statistical Analysis I Lab (1)
- Social Psychology (3)
- Teaching Psychology in Secondary Schools (2)

***At least 2 courses and 1 lab from the following:***

- Biological Foundations of Behavior including lab (4)
- Psychology of Learning including lab (4)
- Motivation and Leadership (3)
- Personality Theory

**Spanish**

***Teaching Area - 45 credits***

- Intermediate Spanish (8)
- Advanced Conversation and Composition (3)

**29 credits of Hispanoamerican civilization, literature, and linguistics, minimum one from each area:**

Civilization:

- Topics in Hispanic Culture (3)
- Hispanic Civilization (3)

Literature:

- Topics in Hispanic Literature (3)
- Survey of Hispanic Literature (3)

Linguistics:

- Topics in Hispanic Linguistics (3)
- Introduction to Spanish Linguistics (3)

Twenty elective credits in Spanish which shall be numbered above 2999 (20)

Teaching Foreign Language in the Secondary School (2)

***Choose from the following to equal first field (30 credits) or second field (20 credits):***

- Intermediate Spanish (8)
- Advanced Conversation and Composition (3)

**29 credits of Hispanoamerican civilization, literature, and linguistics, minimum one from each area:**

Civilization:

- Topics in Hispanic Culture (3)
- Hispanic Civilization (3)

Literature:

- Topics in Hispanic Literature (3)
- Survey of Hispanic Literature (3)

Linguistics:

- Topics in Hispanic Linguistics (3)
- Introduction to Spanish Linguistics (3)

Eight elective credits in Spanish which shall be numbered above 2999 (8)

Teaching Foreign Language in the Secondary School (2)

## Department Objectives

**Mission:** The mission of the Education Department at Northwest Nazarene University is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of young people in a changing world. This mission drives our work in undergraduate and graduate programs. It is articulated through the conceptual framework underpinning all education programs.

**Learning Objectives:** Outcomes for NNU's education programs are articulated in the conceptual framework known as a "Learner-Centered CORE and in the Idaho Core Teaching Standards.

### **Learner-Centered CORE (NNU Education Department Conceptual Framework)**

<b>Called to Serve</b>	Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
<b>Open to Change</b>	Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills by innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
<b>Responsive to All</b>	Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
<b>Empowered to Succeed</b>	Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

## Idaho Core Teaching Standards

- Principle 1:  
Knowledge of Subject Matter  
The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:  
Knowledge of Human Development and Learning  
The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
- Principle 3:  
Adapting Instruction for Individual Needs  
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.
- Principle 4:  
Multiple Instructional Strategies  
The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
- Principle 5:  
Classroom Motivation and Management Skills  
The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle 6:  
Communication Skills  
The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
- Principle 7:  
Instructional Planning Skills  
The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:  
Assessment of Student Learning  
The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
- Principle 9:  
Professional Commitment and Responsibility  
The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
- Principle 10:  
Partnerships  
The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

## Admission Requirements

The Adult and Professional Program in Education require the following items before the student is provisionally admitted to the program.

### Admission Requirements

- Completion of the General Education Classes
- Completion of the FAFSA
  - Contact the NNU Financial Aid Office for information
- Completion of the PRAXISII Elementary Education Content Knowledge Multiple Subjects, test#5001.
  - This test needs to be taken prior to starting the Adult and Professional Program in Education. For more information and registration information go to [www.ets.org/praxis](http://www.ets.org/praxis)
- The Adult and Professional Program in Education will not admit candidates to the teacher preparation program that have previously been denied an Institutional Recommendation (IR) for teacher certification or candidates that have completed a student teaching/internship experience and received a grade which resulted in not obtaining an Institutional Recommendation from that Institution.

### Application Requirements

- Application and \$50 Registration Fee - an online application is found at
  - [https://my.nnu.edu/ICS/Apply\\_To\\_NNU/](https://my.nnu.edu/ICS/Apply_To_NNU/)
- Two (2) letters of recommendation, these are not accepted from family members
  - <https://education.nnu.edu/adult-and-professional-programs-in-education/letters-of-recommendation>
- Official transcripts with final grades from all institutions of higher education you have attended
  - Send to:  
NNU GAPP Admissions  
623 S. University Blvd  
Nampa, ID 83686

### Program Admission Requirements

- At the end of the first semester, all students will be required to interview with faculty members to be evaluated for entrance into the Adult and Professional Program in Education. This process is called Checkpoint 1. In addition to the items listed above, the following are factors in determining acceptance in the program.
  - Oral Interview
  - Cumulative GPA of 2.75 or higher
  - Grade of B- or better in all Major courses
  - Writing Sample
  - Field Experience Reports
  - Disposition Assessments

## **Academic Standing and Dismissal: APP ED**

1. Candidates must maintain a cumulative GPA of 2.75 or higher to remain in good standing in the Adult and Professional Program in Education.
2. If a student drops below a cumulative GPA of 2.75, the student will receive a warning letter from the program director and be placed on academic probation for the duration of one 8-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director.
3. The student must earn a minimum GPA of 2.75. If the cumulative GPA still falls below the required 2.75, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
4. Candidates must pass all classes with a grade of B- or better. Candidates who fail to pass a class with a B- or better must re-enroll and pass the class with a B- or better in order for the class to contribute to graduation/certification requirements.
5. Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis II tests. Candidates may take the same Praxis II test twice. If at that time the candidate has not passed, an academic improvement plan will be created collaboratively and signed by the student and the program director. If the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
6. Candidates must demonstrate appropriate dispositions for teaching outlined by the program: communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Data from dispositions is gathered through Checkpoint interviews, Field Experience teacher evaluations, education department faculty, course work, and student teaching observations. If a candidate demonstrates areas of improvement needed in dispositions, an improvement plan will be created collaboratively and signed by the student and the program director. Candidates may be dismissed from the program based on unfavorable disposition report data if candidates do not demonstrate acceptable levels of improvement in identified areas of deficiency.



## **Adding an Endorsement**

Teaching Endorsements for additional subject areas may be added to a Secondary Certificate, a Standard Elementary Certificate, or an Exceptional Child Certificate at NNU. Candidates will satisfy several requirements in order to obtain an additional subject area endorsement.

Candidates will:

- Submit a copy of their valid Idaho teaching certificate.
- Demonstrate appropriate dispositions for teaching by submitting two letters of recommendation; one from a school supervisor and one from a mentor teacher.
- Demonstrate content knowledge by completing at least 20 credit hours in the endorsement subject area.
- Demonstrate content knowledge by receiving a passing score on the Praxis II Content Knowledge test for the specific endorsement.
- Demonstrate pedagogical competency through enrollment in two methods courses at NNU: EDUC7651 Teaching Methods in Secondary School (2-3 credits) and EDUC7XXX Teaching Special Methods in Secondary School (3 credits, subject specific)
- Demonstrate teaching competency in the new endorsement area through successful observations by university supervisors certified in the Danielson Framework for Teaching. Enrollment in EDUC7685 (1-3 credits) is concurrent with observations. Number of observations varies based on background and performance.

After successfully completing the above requirements, candidates may be issued an Institutional Recommendation for addition of a subject area endorsement.

## Master of Education, Curriculum, Instruction and Innovation

30 semester credits required.

The Master of Education in Curriculum, Instruction, and Innovation is offered fully online with optional face-to-face opportunities in a cohort model. This learning community of 15-20 students will take courses with the same group of students throughout their program.

This major is designed for professionals desiring to improve instructional practices and leadership skills. The program will focus on high quality instruction, instructor leadership, innovation, personal reflection, and research practices and applications.

The program equips graduates with the appropriate skill sets needed to access and effectively use technology and resources in today's dynamic learning environments. The objective is to develop attitudes and practices that prepare educators to remain current and effective in an ever-changing world.

Learning will remain relevant over time and will integrate both globalized research and current experience with competent teaching and leadership practices.

During the application process, students will select and write an election statement and rationale of one of three emphases to direct their research throughout the program:

- Curriculum Design
- Instructional Coaching
- Innovation

A significant expectation of this program is the student's identification and research of an instruction-related topic. During enrollment in EDUC7555 Mixed Methods Research, the student will develop a research proposal. Prior to completion of the program and in EDUC7557 Research Project, the student will conduct the study, submit the final document to NNU and will present the findings of the study in a formal presentation to an approved audience.

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

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

### **Required courses for Curriculum, Instruction and Innovation:**

- EDUC7505. Teachers as Leaders (3)
- EDUC7511. The Learning Process (3)
- EDUC7532. Instructional Models (3)
- EDUC7551. Global Education in a Multi-Cultural Society (3)
- EDUC7552. Instructional Coaching (3)
- EDUC7553. Curriculum, Assessment, and Collaboration (3)
- EDUC7554. Innovative Instruction (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7557. Research Project (3)

### **Additional requirement for Curriculum, Instruction and Innovation:**

Satisfactorily complete electronic portfolio assessment.

## **Admission Requirements - M.Ed. Curriculum, Instruction and Innovation**

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 if applicable.
4. Approval by the Graduate Education Admissions Committee.

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

## **Application Requirements - M.Ed. Curriculum, Instruction and Innovation**

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradeducationinfo@nnu.edu](mailto:gradeducationinfo@nnu.edu)

1. Online: application and \$50 non-refundable application fee.
2. Mail: official sealed transcript from the regionally accredited institution(s) where candidate received a bachelor's degree. (We do not accept faxed transcripts.)
3. Email or mail: a copy of candidate's teaching certificate if applicable.
4. Online: two recommendation forms completed by professional colleagues. Must be completed by different individuals.
5. Email or mail: evidence of writing competency through an essay based on the essay guidelines.

## Graduation Requirements - M.Ed. Curriculum, Instruction and Innovation

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and non-graded courses (except EDUC7557 Research Project) do not apply toward the degree.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete an action research project as required by the EDUC7555 and EDUC7557 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.
4. The candidate must satisfactorily complete the electronic portfolio assessment.
5. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

## Master of Education, Educational Leadership

### Program Description

37 semester credits required: face-to-face or online

This major is designed for those seeking formal educational leadership roles such as building-level principals, assistant principals, 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 EDUC7555 Mixed Methods Research 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. 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.

The Building Administrator emphasis takes approximately 18 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.

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.

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

## Required Courses for M.Ed. Educational Leadership - Building Administrator (Face-to-Face and Online):

- EDUC7511. The Learning Process (3)
- EDUC7545. Classroom and Behavior Management in the Mainstreamed Classroom (3)
- EDUC7553. Curriculum, Assessment & Collaboration (3)
- EDUC7554. Innovative Instruction (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (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 (3)\* \*\*
- EDUC7598C. Seminar: Action Research (1)
- EDUC7700. Comprehensive Examination (0)

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

\*\*Must be taken twice for a total of 6 credits

## Admission Requirements - M.Ed. Educational Leadership - Building Administrator

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.

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

## **Application Requirements - M.Ed. Educational Leadership - Building Administrator**

All applicants to the program 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 Building Administrator program.

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradeducationinfo@nnu.edu](mailto:gradeducationinfo@nnu.edu)

1. Online: application and \$50 non-refundable application fee.
2. Mail: official sealed transcript from the regionally accredited institution(s) where candidate received a bachelor's degree. (We do not accept faxed transcripts.)
3. Email or mail: a copy of candidate's teaching certificate.
4. Online: recommendation form completed by a professional colleague.
5. Email or mail: evidence of writing competency through an essay or paper from previous coursework.
6. Online: an Educational Leadership Evaluation Form from the candidate's current building administrator. The online recommendation form and the online evaluation form must be completed by different individuals.

## **Graduation Requirements - M.Ed. Educational Leadership - Building Administrator**

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and non-graded courses (except EDUC7598C Seminar: Action Research) do not apply toward the degree.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete an action research project as required by the EDUC7555 and EDUC7598C 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.
4. The candidate must perform satisfactorily on the comprehensive examination.
5. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

## Education Specialist, Educational Leadership-Superintendent

### Program Description

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.

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 typically complete the program in 22 months, which includes a year-long 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.

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

### Required Courses for Ed.S. Educational Leadership - Superintendent (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. Introduction to Qualitative and Quantitative Research (3)
- EDUC8678. Central Office Internship (1-4 ) (4 credits required)\*
- EDUC8700. Comprehensive Examination (0)

\*Students who conduct the 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.



## **Admission Requirements - Ed.S. Educational Leadership - Superintendent**

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 building administrator based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

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

## **Application Requirements - Ed.S. Educational Leadership - Superintendent**

All applicants to the program 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 Superintendent program.

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradeducationinfo@nnu.edu](mailto:gradeducationinfo@nnu.edu)

1. Online: application and \$50 non-refundable application fee.
2. Mail: official sealed transcript from the regionally accredited institution(s) where candidate received a master's degree. (We do not accept faxed transcripts.)
3. Email or mail: a copy of candidate's building administrator's license.
4. Online: two recommendation forms completed by professional colleagues.
5. Email or mail: evidence of writing competency, preferably from a research paper or other document completed during master's courses.
6. Online: an Educational Leadership Evaluation Form from the candidate's supervisor. The online recommendation forms and the online evaluation form must be completed by different individuals.

## **Graduation Requirements - Ed.S. Educational Leadership - Superintendent**

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and non-graded courses (except EDUC7598C Seminar: Action Research) do not apply toward the degree.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must perform satisfactorily on the comprehensive examination.
4. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

## Education Specialist, Educational Leadership - Director of Special Education

### Program Description

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.

The program is a blend of face-to-face and online classes. (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.)

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

### Required Courses for Ed.S. Educational Leadership - Director of Special Education (blend of face-to-face and online):

#### **M.Ed. in Exceptional Child completed:**

EDUC7511. The Learning Process (3) **or**

EDUC7553. Curriculum, Assessment & Collaboration (3)

EDUC7575. Legal and Financial Issues in Education (3)

EDUC7579. Special Education Law for Administrators (2) (if equivalent has been taken in the last 3 years, contact the program director)

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 (3) \*

EDUC7598D. Seminar: Special Education Policies and Procedures (2)

EDUC7xxx. Elective (3)\*\*

EDUC8677. Introduction to Qualitative and Quantitative Research (3)

EDUC8700. Comprehensive Examination (0)

\*Must be taken twice for a total of 6 credits.

\*\*Elective to be determined by consultation with the program director.

## **Admission Requirements - Ed.S. Educational Leadership - Director of Special Education**

1. A master's degree in Exceptional Child, Special Education, or a related field (as determined by the program director) 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 based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

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

## **Application Requirements - Ed.S. Educational Leadership - Director of Special Education**

All applicants to the program 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 Director of Special Education program.

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradeducationinfo@nnu.edu](mailto:gradeducationinfo@nnu.edu)

1. Online: application and \$50 non-refundable application fee.
2. Mail: official sealed transcript from the regionally accredited institution(s) where candidate received a master's degree. (We do not accept faxed transcripts.)
3. Email or mail: a copy of candidate's teaching certificate.
4. Online: two recommendation forms completed by professional colleagues.
5. Email or mail: evidence of writing competency, preferably from a research paper or other document completed during master's courses.
6. Online: an Educational Leadership Evaluation Form from the candidate's current building administrator. The online recommendation forms and the online evaluation form must be completed by different individuals.

## **Graduation Requirements - Ed.S. Educational Leadership - Director of Special Education**

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and non-graded courses do not apply toward the degree.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must perform satisfactorily on the comprehensive examination.
4. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

## Education Specialist, Educational Leadership-Building Administrator

### Program Description

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

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

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

### Required Courses for Ed.S. Educational Leadership - Building Administrator (face-to-face and online):

- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7553. Curriculum, Assessment & Collaboration (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 (6)\*
- EDUC7598C. Seminar: Action Research (1)
- EDUC8677. Introduction to Qualitative and Quantitative Research (3)
- EDUC8700. Comprehensive Examination (0)

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

## **Admission Requirements - Ed.S. Educational Leadership - Building Administrator**

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 based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

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

## **Application Requirements - Ed.S. Educational Leadership - Building Administrator**

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradeducationinfo@nnu.edu](mailto:gradeducationinfo@nnu.edu)

1. Online: application and \$50 non-refundable application fee.
2. Mail: official sealed transcript from the regionally accredited institution(s) where candidate received a master's degree. (We do not accept faxed transcripts.)
3. Email or mail: a copy of candidate's teaching certificate.
4. Online: two recommendation forms completed by professional colleagues.
5. Email or mail: evidence of writing competency, preferably from a research paper or other document completed during master's courses.
6. Online: an Educational Leadership Evaluation Form from the candidate's current building administrator. The online recommendation forms and the online evaluation form must be completed by different individuals.

## **Graduation Requirements - Ed.S. Educational Leadership - Building Administrator**

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and non-graded courses (except EDUC7598C Seminar: Action Research) do not apply toward the degree.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete an action research project as required by the EDUC7555 and EDUC7598C 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.
4. The candidate must perform satisfactorily on the comprehensive examination.
5. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

## Doctor of Education (Ed.D.) in Educational Leadership

### Program Description

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.

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

### Required Courses for Ed.D. in Educational Leadership

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

#### **Educational Leadership Capstone Courses (9 credits)**

EDUC9200. Policy Influence and Development (3)

EDUC9300. Effective Leadership for Change Management (3)

EDUC9500. Professional and Ethical Leadership (3)

#### **Research Analysis and Methods (9 credits)**

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

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

EDUC9400. Advanced Data Analysis and Research I (3)

#### **Dissertation (Minimum of 12 credits. Asterisk\* indicates a required course.)**

EDUC9900. Dissertation Proposal\* (3)

EDUC9910. Dissertation Research I\* (3)

EDUC9920. Dissertation Research II\* (3)

EDUC9930. Extended Dissertation Research and Writing (as needed) (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. Introduction to Qualitative and Quantitative Research (if not taken during Ed.S.) (3)

## Admission Requirements - Ed.D. in Educational Leadership

After December 1 each year, the Graduate Education Admissions Committee will consider each candidate for admission to the doctoral program for the following August. Each candidate must have the following:

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. The completed Ed.S. program must meet with the approval of the Doctoral Program Director. Additional courses may be required based upon recommendations from the program director. In particular, EDUC8677 - Introduction to Qualitative and Quantitative Research is required.
2. Applicants who have not earned an Ed.S. degree or its equivalent should apply to the Ed.S. program before applying to the doctoral program in Educational Leadership.
3. A minimum grade point average of 3.5 in the student's Ed.S. program as indicated on official transcripts. The student must maintain a grade point average of 3.0 to continue in the doctoral program.
4. An interview with the Doctoral Program Director and designated faculty from the Department of Education.
5. 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. For minimum scores, see the International Students section.
6. 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.
7. Approval by the Graduate Education Admissions Committee.

## Application Requirements - Ed.D. in Educational Leadership

The following requirements must be received by Admissions and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradeducationinfo@nnu.edu](mailto:gradeducationinfo@nnu.edu)

Note: Priority application deadline for fall admission is December 1 of the previous fall.

1. Online: application and \$50 non-refundable application fee.
2. Mail: official, sealed transcripts from the regionally accredited institution(s) where candidate received one of the following: an Ed.S. degree OR a master's degree and post-master's educational leadership credits.
3. Phone: an interview with the Doctoral Program Director and designated faculty from the Department of Education.
4. Have three online recommendation forms completed by professional colleagues that provide evidence of scholarly abilities, aptitude for administration, and potential for successful completion of a doctoral program.
5. Online: an Educational Leadership Evaluation Form completed by the applicant's current district superintendent (or designee) or by the applicant's lead supervisor.

6. Email or mail: 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. Email or mail: a 10-15 page research-based 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.

### **Graduation Requirements - Ed.D. in Educational Leadership**

1. At least 30 credits in the Ed.D. program must be earned in courses numbered 9000 or above. Continuing education courses and non-graded courses do not apply toward these 30 credits.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete a dissertation and successfully defend that work in an oral defense or examination involving the student, the dissertation committee, the Doctoral Program Director, and any other evaluators the Doctoral Program Director may include.
4. Following a successful dissertation defense, the candidate must complete any required edits to the written dissertation and obtain all required signatures on the submission authorization page.
5. Candidate must submit the final, approved written dissertation that includes the signed submission authorization page to TK20.
6. Candidate must submit the final, approved written dissertation that includes the signed submission authorization page to the NNU Library's UMI dissertation database.
7. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.



## Doctor of Philosophy (Ph.D.) in Educational Leadership

### Program Description

The Ph.D. program consists of a minimum of 65 credits. The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The last 35 credits are offered primarily online.

The Ph.D. classes are designed to prepare faculty and administrators who are:

- able to contribute to the working body of knowledge through original scholarly research.
- capable of providing servant leadership to their higher education institutions or school districts.
- able to focus on research and scholarship, emphasizing greater breadth and depth in theory and research methodology.
- willing to gain a strong grounding in a scholarly tradition with expertise in several areas of research.
- 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

Every graduate education student without a current TK20 account must register for the TK20 assessment program and pay the one-time registration fee.

### Required Courses for Ph.D. in Educational Leadership

For the required Ed.S. courses, see the Educational Specialist sections. The remaining 35 required credits are as follows:

#### **Educational Leadership Capstone Courses (9 credits)**

EDUC9200. Policy Influence and Development (3)

EDUC9300. Effective Leadership for Change Management (3)

EDUC9500. Professional and Ethical Leadership (3)

#### **Research Analysis and Methods (14 credits)**

EDUC9165. Research Seminar (2)

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

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

EDUC9400. Advanced Data Analysis and Research I (3)

EDUC9410. Advanced Data Analysis and Research II (3)

#### **Dissertation (Minimum of 12 credits. Asterisk\* indicates a required course)**

EDUC9901. Doctor of Philosophy (Ph.D.) Dissertation Proposal\* (3)

EDUC9910. Dissertation Research I\* (3)

EDUC9920. Dissertation Research II\* (3)

EDUC9930. Extended Dissertation Research and Writing (as needed) (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. Introduction to Qualitative and Quantitative Research (if not taken during Ed.S.) (3)

### **Admission Requirements - Ph.D. in Educational Leadership**

After December 1 each year, the Graduate Education Admissions Committee will consider each candidate for admission to the doctoral program for the following August. Each candidate must have the following:

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. The completed Ed.S. program must meet with the approval of the Doctoral Program Director. Additional courses may be required based upon recommendations from the program director. In particular, EDUC8677 - Introduction to Qualitative and Quantitative Research is required.
2. Applicants who have not earned an Ed.S. degree or its equivalent should apply to the Ed.S. program before applying to the doctoral program in Educational Leadership.
3. A minimum grade point average of 3.5 in the student's Ed.S. program as indicated on official transcripts. The student must maintain a grade point average of 3.0 to continue in the doctoral program.
4. An interview with the Doctoral Program Director and designated faculty from the Department of Education.
5. 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. For minimum scores, see the International Students section.
6. 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.
7. Approval by the Graduate Education Admissions Committee.

### **Application Requirements - Ph.D. in Educational Leadership**

The following requirements must be received by Admissions and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686 For email: [gradededucationinfo@nnu.edu](mailto:gradededucationinfo@nnu.edu)

Note: Priority application deadline for fall admission is December 1 of the previous fall.

1. Online: application and \$50 non-refundable application fee.
2. Mail: official, sealed transcripts from the regionally accredited institution(s) where candidate received one of the following: an Ed.S. degree OR a master's degree and post-master's educational leadership credits.
3. Phone: an interview with the Doctoral Program Director and designated faculty from the Department of Education.
4. Have three online recommendation forms completed by professional colleagues that provide evidence of scholarly abilities, aptitude for administration, and potential for successful completion of a doctoral program.

5. Online: an Educational Leadership Evaluation Form completed by the applicant's current district superintendent (or designee) or by the applicant's lead supervisor.
6. Email or mail: 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. Email or mail: a 10-15 page research-based 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.

### **Graduation Requirements - Ph.D. in Educational Leadership**

1. At least 35 credits in the Ph.D. program must be earned in courses numbered 9000 or above. Continuing education courses and non-graded courses do not apply toward those 35 credits.
2. 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 six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete a dissertation and successfully defend that work in an oral defense or examination involving the student, the dissertation committee, the Doctoral Program Director, and any other evaluators the Doctoral Program Director may include.
4. Following a successful dissertation defense, the candidate must complete any required edits to the written dissertation and obtain all required signatures on the submission authorization page.
5. Candidate must submit the final, approved written dissertation that includes the signed submission authorization page to TK20.
6. Candidate must submit the final, approved written dissertation that includes the signed submission authorization page to the NNU Library's UMI dissertation database.
7. Based on the candidate's dissertation research, the candidate must prepare an article manuscript to be submitted to a refereed journal. Progress on the manuscript must be approved by the Doctoral Program Director.
8. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

# Nursing

## Master of Science in Nursing

The department of nursing offers a Master of Science in Nursing degree. Our program provides for both Baccalaureate and Associate degree nurses to earn the MS, Nursing degree. Offered fully online, the program utilizes a cohort model where students progress through the program with a cohort of their peers. The MSN program consists of 36 graduate credits and can be completed fulltime in 2 years. The culminating activity results in an evidence-based practice project. Students wishing to complete a thesis may do so with the support of their advisor.

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

## Full Time Faculty

Barbara Lester, Chief Nursing Administrator and Professor, Department of Nursing  
Leonie Sutherland, Professor and Program Director

## Program Mission and Outcomes

### 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

The Department of Nursing and Health Science subscribes to the university core Values - Transformation, Truth, Community, and Service which are integrated into each individual course.

Master of Science in Nursing 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.
- Model ethical behavior, demonstrate integrity and honesty in the role of leader and educator.

## Admission Requirements

The program provides for Baccalaureate degree and Associate degree prepared nurses to earn the MSN degree.

### **Required for applicants with either a Baccalaureate or Associate Degree in nursing:**

- Baccalaureate or Associate degree **in nursing** from a regionally accredited college or university.
- Current RN licensure in the United States/US Territory or the equivalent for international licensure.
- Good standing with the licensing body.
- Currently working as a Registered Nurse (RN).
- Completion of the following prerequisite undergraduate courses: Pathophysiology and Statistics (or equivalent) with a minimum grade of "C".
- Cumulative GPA of 3.0\* in all previous academic course work.

### **ADDITIONAL requirements for applicants with an Associate Degree in nursing before beginning the MSN coursework:**

- Minimum of one year of experience working as a Registered Nurse
- Completion of the following prerequisite undergraduate general education and nursing preparatory courses (or equivalent) with a minimum grade of "C" while maintaining an overall GPA of 3.0 **before beginning the MSN coursework:**
  - Statistics
  - Pathophysiology
  - NURS4970 Community Health Nursing of Diverse Populations
  - NURS4980 Introduction to Nursing Research/Evidence Based Practice
  - NURS4990 Principles of Leadership Management for Professional Nursing

### **\*All applicants with a GPA of 2.75-2.99 may be admitted provisionally and are required to:**

- Submit a professional reference that addresses their ability and potential to complete a graduate study program.
- Earn a cumulative GPA of 3.0 in the first three graduate courses. If the student does not earn the minimum GPA of 3.0 in all MSN courses, they will not be permitted to progress in the MSN program.

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

## Application Process

1. Submit online MSN application with a nonrefundable \$50 application fee.
2. Submit official transcript from the college or university where nursing degree was granted and all institutions from where applicant seeks to transfer credit(s).
3. Provide evidence of current RN licensure.
4. Provide a Personal Goal Statement:

The Admissions committee will evaluate the goal statement for content and writing ability (grammar, spelling, word use). A significant amount of communication in an online program is in the written format and writing skills are essential. The goal statement gives you the opportunity to tell the admission committee about yourself. In a 250-300 word essay, please address the following:

- Brief background of your nursing career.
  - What is motivating you to attend NNU and why now?
  - Explain why this program is the best fit for you?
  - What do you ultimately want to do with your degree?
5. Provide professional reference addressing applicant's ability and potential to complete graduate study **if cumulative GPA is less than 3.0\***.
  6. If English is not applicant's native language, see "International Students" in the Admission and Financial Aid section of this catalog.

\*Applicants with a GPA of 2.75-2.99 may be admitted provisionally. Exceptions to regular admission requirements must be approved by the MSN Program Director. 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 of 3.0 for all MSN courses, they will not be permitted to progress in the MSN program.

## Transfer of Credits

A maximum of 25 percent of the credits required for the degree (up to 9 credits) may be transferred from other institutions upon approval by the MSN Program Director. Transfer credits must have been earned from a regionally accredited institution within five years preceding the date of admission to NNU's MSN program.

## Academic Standing and Dismissal in the Master of Science in Nursing Program

1. Students must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Master of Science in Nursing Program at Northwest Nazarene University. If a student drops below a cumulative GPA of 3.0, the student will receive a warning letter from the program director and be placed on academic probation for the duration of one semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director. The student must earn a minimum GPA of 3.0 for the semester of probation. If the cumulative GPA still falls below the required 3.0, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Students are notified of academic dismissal by the program director in writing.
2. Students must pass all MSN courses with a grade of 2.0 (C) or better. Students who fail to meet this expectation must re-enroll and pass the class with a 2.0 (C) or better in order for the course to contribute to graduation requirements for the program.
3. Students who earn lower than a 3.0 in two courses may be placed on academic probation as outlined above.

## Enrollment Status

**Active Status** - A student who has been admitted to a program in the College of Adult and Graduate studies and is enrolled in at least one course has active status.

**Inactive status** - A student who does not register for a course applicable to the degree for three consecutive semesters will be removed from active status and must make arrangements with the program director to regain active status. This policy does not apply to students who are not enrolled due to disciplinary reasons.

**Continuous Enrollment** – Those students who have completed all course work but have not completed all requirements for a program must be continuously enrolled in a minimum of 1 credit hour to retain access to university and faculty services.

**Provisional Status** – Students who do not meet enrollment requirements may be provisionally admitted to a program with an approved academic plan and a positive vote of the admissions committee.

## 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 for the specific program.
- Maintain a GPA of 3.0 or higher for all MSN courses.
- Only credits receiving a "C" (2.0) or higher grade may be applied toward the degree.
- The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

## Master of Science in Nursing - Nursing Leadership and Education

36 Semester Credits Required

The course of study includes advanced courses in nursing science and health assessment, development of leadership skills in a variety of areas including nursing research and evidence based practice as well as teaching learning strategies, curriculum development, and evaluation processes.

### **Prerequisites required before the start of the program:**

Statistics

Pathophysiology

NURS4970. Community Health Nursing of Diverse Populations (3) \*

NURS4980. Introduction to Nursing Research/Evidence Based Practice (3) \*

NURS4990. Principles of Leadership and Management in Professional Nursing (3) \*

\* See Adult & Professional Undergraduate Programs (APP) section for course descriptions

### **Required graduate courses:**

NURS6062. Research for Graduate Nursing (3)

NURS6110. Leadership Perspectives for Advancing the Profession of Nursing (3)

NURS6120. Population Health and Interprofessional Collaboration (3)

NURS6130. Healthcare Systems and Health Policy (3)

NURS6150. Advanced Pathophysiology (3)

NURS6160. Advanced Pharmacology (3)

NURS6170. Advanced Health Assessment (3)

NURS7020. Assessment/Evaluation Strategies (3)

NURS7042. Evidence-based Practice for Graduate Nursing (3)

NURS7051. Nursing Education and Leadership Internship (3)

NURS7060. Principles of Teaching and Curriculum Development (3)

NURS7070. Organization Leadership For Improving Health Outcomes (3)



# Social Work

## Master of Social Work

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 seven semesters (including summer) while students admitted at the advanced level may complete their course work in four semesters (including summer).

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.

Two areas of concentration are offered: Community Mental Health Practice and Medical Social Work with Adults (ages 40 and up). 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 and support courses from each concentration. Students doing a dual concentration will also be required to do an additional 100 hours of field placement.

The MSW program offers courses leading to certification in School Social Work. An explanation of the certification process is available through the Department of 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).

## Program Characteristics

- Class sizes vary based on the type of course, but are typically no more than 20 per class in the Foundation courses. Advanced courses are typically limited to no more than 15 students.
- Students are enrolled using the cohort model and remain together as a cohort (in core courses) for the duration of their program of study.
- Normally, students are enrolled in 10-12 credits each semester, 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.

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

## Mission Statement

Grounded in the Wesleyan-Holiness tradition, the mission of the Northwest Nazarene University MSW program is to prepare graduates for advanced micro, mezzo, and macro practice; professional leadership; and life-long learning by providing a knowledge-based and value-informed education that emphasizes advanced practice with diverse and oppressed populations living in rural and small-town communities.

## Program Goals

- To nurture 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 cultivate 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 prepare students for advanced social work practice in rural and small town settings through the presentation of a comprehensive curriculum which includes generalist and specialized content for working with individuals, families, groups, organizations, and communities
- To provide students with a quality education and field experience in a creative learning environment that promotes the development and application of the Council on Social Work Education core competencies at both generalist and specialized levels ([www.cswe.org](http://www.cswe.org))

## 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 or advanced standing status, depending on the major or discipline associated with their bachelor's degree. Students requesting admission to the program with either status must demonstrate the following:

- Fingerprint Background check. (Any applicant with a felony involving moral turpitude will not be admitted to the program. Prospective applicants with any felony background may be asked to provide additional information to be considered for admittance. An applicant may be denied admittance if such background would mean the applicant is unable to be licensed as a social worker in Idaho.)
- 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. (Note: Prospective students who do not meet the GPA requirement for admission may be asked to provide additional information to be considered for admittance.)

- Evidence of having successfully completed (C 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.
- 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.
- A basic knowledge of computer technology, including good word processing skills.
- Strong evidence of a fit between the applicant, the program, and the field of social work as determined through review of application materials and participation in the departmental interview process

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

## Transfer of Credits

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 (NOTE: A student who has completed the entire Foundation curriculum at another university may be permitted to transfer all Foundation courses). Advanced field placement credits will 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 Advanced 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 higher will transfer.

## Graduate Social Work Program Expectations For Student Learning

- Students are expected to consult with faculty advisors to discuss 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, reference page where appropriate, and citations when references are used.

- **Attendance Policy:** Perfect attendance is expected in all courses. There are no excused absences. [Exception: see snow policy] Any student who misses 20 percent (2.5 hours in a 1-credit course, 5 clock hours in a 2-credit course, and 7 clock hours in a 3-credit course) of a particular course will be required to repeat that course. Twenty percent represents 2 class periods for all G1 and G2 courses. Twenty percent represents 3 class periods for all semester-long (GR) courses. 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. **Missing more than 1 class period in any G1 or G2 course or more than 2 class periods in any GR course will necessitate a student repeating a course.** The final decision related to the need for a student to receive a non-passing grade due to absences rests with the faculty member.

Students who miss one class period (or two in a GR course) may receive a reduction in points/grade due to that absence. However, the student will be given an opportunity to make up 75% of the points lost through that absence. The method used for making up those points will be determined by the professor and may include completion of actual materials covered during the missed session or an alternative assignment identified by the professor.

- **Snow Policy:** Official decisions about the closure of the Nampa campus due to weather will be communicated to all students from the Social Work office at least one hour prior to the beginning of class on a given day. Attempts will be made to make this announcement at least two hours prior. Barring closure of the Nampa campus, classes will be held regardless of weather. When inclement weather occurs in Idaho Falls, students attending class there are expected to make an informed decision about the safety of attending class on a given day. In the event that a student determines it is unsafe to attend class, the student should notify the professor at least one hour prior to the beginning of class. He or she is also responsible for getting content from the professor for the missed class. An absence due to inclement weather will not result in a direct penalty to a student, however, multiple absences may result in a student being required to repeat (though not pay for) all or part of a course.
- **Late Work Policy:** Students are expected to turn in all work on or before the due date. Students are responsible for contacting the instructor as soon as possible concerning events that may impact course requirements and deadlines. Late assignments will be marked down one grade letter and will not be accepted after five school days from the due date. Instructors will handle chronically late submissions of assignments on an individual basis.

## 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. A student who received a B.A. in a related field (e.g. psychology) may request a waiver of select Foundation courses, which will be assessed by the program director. Foundation field cannot be waived for any applicant without a BSW or B.A. in social work from an accredited program.

### Advanced Standing

The Advanced Standing option was developed to recognize the academic accomplishments of applicants who have completed a B.A. in social work or a 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 3.0 or higher for the last 90 quarter credits or last 60 semester credits in their baccalaureate program.
- A grade of B- (2.7) or higher is required in all upper division social work classes. Any classes with anything lower than a B- would have to be taken at the Foundation level.
- Applicants must have completed their BSW within seven years of enrollment in this MSW program. Applicants who completed their degree more than seven years prior to enrollment will be expected to enter the program at the Foundation level. Depending on practice experience, some Foundation courses may be waived or testing out permitted.
- At the time of matriculation, it is preferred that applicants have at least one year of full-time experience in the social work field, extensive volunteer experience in human services settings, and/or extensive experience with diverse populations.

## Academic Standing and Dismissal in the Graduate Social Work Program

1. Students must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the MSW program at Northwest Nazarene University. If a student drops below a cumulative GPA of 3.0, the student will be placed on academic probation for the duration of one semester and receive a letter from the Program Director outlining the requirements of probation. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and Program Director. The student must earn a minimum GPA of 3.0 for the semester of probation. If the student fails to earn a minimum GPA of 3.0, if the cumulative GPA still falls below the required 3.0, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Students are notified of academic dismissal by the Program Director in writing.

2. Students who earn lower than a B- in two courses may be placed on academic probation as outlined above.
3. Students must pass all content classes with a grade of B- or better. Students who fail to meet this expectation must re-enroll and pass the class with a B- or better in order for the class to contribute to graduation requirements by the program.
4. Students must secure a satisfactory field placement. Students who are unable to meet this expectation for reasons relating to their inappropriateness or their lack of readiness for placement may be academically dismissed from the program. The decision regarding removal will be made by the Field Director in consultation with the Program Director.
5. Students must pass all Field Placement courses (6000a & b, 6570, 6571, 6572, 7000a & b, 7670, 7671, 7672) and Capstone with a grade of B or better. Students who fail to meet this expectation must re-enroll and pass the class with a B or better in order for the class to contribute to graduation requirements by the program. A non-passing grade in field placement may result in a student being asked to meet with the full faculty. Additional consequences of a non-passing field grade are outlined in the Student Field Manual.
6. Cheating and plagiarism constitute unprofessional conduct and are violations of the ethical standards of the profession. Students who are found to be cheating or plagiarising may be academically dismissed from the MSW program as identified above.
7. 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.
8. 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 dismissal from the MSW program.
9. A student is expected to notify the Program Director as soon as possible in the event of a substance abuse relapse or criminal offense charge during the student's tenure in the MSW program. Upon notification of a relapse, an academic plan will be created collaboratively and will be signed by the student and the Program Director. Upon notification of a criminal offense charge, the student may be subject to dismissal from the program. Consideration will be given to the student based on early disclosure and the nature of the charge.

## Program Requirements

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.

Students who withdraw from school mid-semester may be subject to non-passing grades in the courses in which the student is enrolled in the session/semester of the withdrawal. Depending on the nature of the withdrawal, the student may be asked to meet with the Program Director prior to re-entry. Re-entry into the program is not guaranteed.

## 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).
- 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, prevents 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.

## Master of Social Work

Minimum semester credits required: 63 Foundation; 38 Advanced Standing

### **Foundation courses (25 credits):**

SOWK6000A. Generalist Field Preparation Lab (1)

SOWK6000B. Generalist Field Preparation Lab (1)

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 (2)

SOWK6571. Field Instruction Seminar I (2)

SOWK6572. Field Instruction II (2)

**Core courses (24 credits):**

SOWK6591. Social Work Electives: 4 credits required  
SOWK7000A. Advanced Field Preparation Lab (1)  
SOWK7000B. Advanced Field Preparation Lab (1)  
SOWK7622. HBSE III: Social Work and Religion: Justice/Values/Ethics (3)  
SOWK7629. Social Policy Issues with Health Care (3); **or**,  
    SOWK7630. Policy Issues in Rural America (3)  
SOWK7640. Advanced Research Design (3)  
SOWK7641. Advanced Research Methodology (2)  
SOWK7670. Field Instruction III (2)  
SOWK7671. Field Instruction Seminar III (2)  
SOWK7672. Field Instruction IV (2)  
SOWK7690. MSW Capstone (1); **or**,  
    SOWK7642. Completion of Thesis (1-3), and  
    SOWK7639. Introduction to SPSS Software (1)

**Concentration courses (14 credits):****Community Mental Health Concentration:**

SOWK7611. Clinical Social Work with Individuals (2)  
SOWK7611L. Clinical Social Work with Individuals Lab (1)  
SOWK7612. Clinical Social Work with Families (2)  
SOWK7612L. Clinical Social Work with Families Lab (1)  
SOWK7613. Community Mental Health in Rural Settings (3)  
SOWK7616. Beyond the DSM (2)  
SOWK7618. Clinical Social Work with Groups (3)

**Medical Social Work with Adults (ages 40 and up) Concentration:**

SOWK7631. Practice III: Clinical Theories in Medical Social Work with Adults in Rural and Small Town Settings (3)  
SOWK7632. Practice IV: Clinical Assessment/Intervention/Evaluation of Cognitively and Physically Impaired Adults in Out-of-Home Care Settings (3)  
SOWK7633. Practice V: End-of-Life Issues and Grief Counseling with Adults and Their Families (3)  
SOWK7634. Social Workers in Healthcare Leadership (3)  
SOWK7635. Demography, Medical Terminology, and Psychopharmacology with Adults (2)



# Theology and Christian Ministries

## School of Theology and Christian Ministries

As a professional graduate degree, the Master of Divinity is an extensive program designed to prepare students for vocational ministry opportunities including a variety of pastoral ministries, cross-cultural ministries, and various forms of chaplaincy. Students complete 75 semester credits, including a 36-credit pastoral ministry core as well as a 32-credit specialization in either Missional Leadership; Spiritual Formation; or Youth, Children & Family Ministry. Master of Divinity students complete one seven- or eight-week course at a time over four and a half years, including two advanced courses totaling seven credits during the student's last two summers in the program.

NNU also offers the Master of Arts degree, an additional professional graduate program. Students may complete a 40-credit Master of Arts in Pastoral Ministries (MAPM), comprising twelve three-credit courses lasting seven weeks each, plus a four-credit supervised ministry course that can be completed during either of the student's two final semesters. The MAPM can be completed in two and a half years, with students taking most of the summer off. NNU also offers three other Master of Arts tracks in either Missional Leadership; Spiritual Formation; or Youth, Children & Family Ministry. Students in these three programs complete nine four-credit courses, including a supervised ministry course that can be completed during either of the student's two final semesters. Students in these three programs can complete their degree in four semesters, with no summer courses required.

All of NNU's Master of Divinity and Master of Arts programs are fully online, with no residential requirements. Prospective students from a variety of undergraduate majors are welcome. While eight credits of undergraduate course work in Bible, Theology, and/or Western Philosophy are required, students without prerequisites can meet them by completing two additional online undergraduate courses. To maximize contextualization, all of our students participate in a mentoring relationship with someone in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

Northwest Nazarene University's graduate theological online education program has associate membership with candidacy 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.

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

## Mission Statement

As an expression of its commitment to historic Christianity from a Wesleyan perspective, the School of Theology and Christian Ministries educates and prepares women and men for lives of faith, ministry, and service in the world and in the Church, including their personal and spiritual formation.

The statement is expressed in the program outcomes:

- *Religious Heritage:* Students will understand and explain Wesleyan-Holiness theology as it relates to Scripture, Christian tradition, reason, and experience for the practice of ministry.
- *Cultural Context:* Students will identify characteristics of the cultural context of ministry and assess them through appropriate theological perspective, comparing existing cultures with alternative cultural expressions, and develop personal and corporate practices consistent with the Kingdom of God.
- *Personal and Spiritual Formation:* Students will practice the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement.
- *Ministerial/Public Leadership:* Students will integrate Christian theological themes in the understanding and practice of ministry and leadership.

## Purpose 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 in Missional Leadership

Master of Divinity in Spiritual Formation

Master of Divinity in Youth, Children & Family Ministry

Master of Arts in Missional Leadership

Master of Arts in Pastoral Ministry

Master of Arts in Spiritual Formation

Master of Arts in Youth, Children & Family Ministry

## 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 optimal.

During a student's orientation, Northwest Nazarene University performs systematic national criminal and sex offender background checks on all students involved in ministry settings. In conducting systematic background checks on all students, we seek to ensure there is full disclosure between our students, the university, the ministry setting and supervisor, as well as the professor teaching supervised ministry courses. We believe this is not only our duty but a way to ensure the health and longevity of pastors and leaders in our churches and ministry organizations by modeling truth-telling and accountability.

## Application Process

1. Submit an online application with a nonrefundable \$50 application fee.
2. Submit an official transcript from the undergraduate institution from which the student graduated. Official transcripts for graduate work should also be submitted if it relates to a theological discipline.
3. Provide three letters of recommendation from: supervising ecclesiastical superior (e.g., District Superintendent or supervising pastor); someone willing to evaluate the student's previous academic performance (e.g., 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.

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/ministry](http://www.nnu.edu/ministry). Financial aid cannot be received until a person is officially accepted in the program.

## Transfer and Dual Degree Policies

Given the nature of our online learning communities and the length of time students spend with one another in their programs, enrollment continuity is essential. Nevertheless, students may transfer previous course work from accredited institutions upon approval. Students who have not yet earned a theological degree may transfer in up to 25 percent of the total credits required for an NNU degree. Students who have already earned a theological degree may transfer up to 50 percent of their earned degree into an NNU program. In either case, credits must be for comparable course work and credit load at the B or higher level. NNU cannot warrant that transferred credits meet all ordination requirements. Transfer credits must have been earned within seven years preceding the date of admission.

## Academic Standing and Dismissal

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.

## Typical Program Progress and Graduation Requirements

Once an applicant has received official acceptance into the program:

1. Register for courses and pay tuition on a monthly basis or arrange for payment through federal financial aid.
2. Most students take a maximum of eight graduate semester credits per session. Six graduate credits are considered full-time status, and three graduate credits are considered half-time status for student loan and Veteran's Administration requirements.
3. Complete all course work during the 8-week period of an online course.
4. A student who has been admitted to the graduate program and is currently enrolled in at least one course is considered to have active status. Students dropping a course may not be able to continue with their current learning community, but could join another learning community with special permission.
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.
6. Completion of a degree requires the satisfactory completion of the prescribed curriculum with an average GPA of at least 2.5 for 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 or Master of Divinity programs must be completed within seven years of starting the program.
7. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

## 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 to Church of the Nazarene indigenous leaders in global ministries on a case-by-case basis.

## Master of Divinity in Missional Leadership

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 in 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 in Missional Leadership students complete the vast majority of their course work by participating with both Master of Arts in Pastoral Ministry and Master of Arts in 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.

## Master of Divinity in Missional Leadership

75 semester credits required.

PRTH6000. OnRamp Program Orientation (0)  
BIBL6540. Gospel & Culture (4)  
BIBL6760. Old Testament Interpretation (3)  
BIBL7760. New Testament Interpretation (3)  
BIBL8090. Advanced Biblical Exegesis (3)  
CHED6160. Congregational Education & Formation (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)  
PRTH6140. Introduction to Ministry & Culture (4)  
PRTH6760. Spiritual & Personal Formation (3)  
PRTH6840. Missional Discipleship (4)  
PRTH6960. Missiology and Contextualization (3)  
PRTH6990. Supervised Ministry (4)  
PRTH7540. Missional Practicum (4)  
PRTH7560. Pastoral Leadership (3)  
PRTH7940. Community, Context & Transition (4)  
PRTH7960. Preaching and Worship (3)  
THEO7560. Christian Theology I: Central Issues (3)  
THEO7940. Theology of Leadership (4)  
THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

## Master of Divinity in Spiritual Formation

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 in 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 in Spiritual Formation students complete the vast majority of their course work by participating with both Master of Arts in Pastoral Ministry and Master of Arts in 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.

## Master of Divinity in Spiritual Formation

75 semester credits required.

PRTH6000. OnRamp Program Orientation (0)

BIBL6760. Old Testament Interpretation (3)

BIBL7760. New Testament Interpretation (3)

BIBL7580. Biblical Interpretation for Life and Ministry (4)

BIBL8090. Advanced Biblical Exegesis (3)

CHED6160. Congregational Education & Formation (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)

PRTH6180. Introduction to Spiritual Formation (4)

PRTH6760. Spiritual & Personal Formation (3)

PRTH6880. Nurturing the Inner Life (4)

PRTH6960. Missiology and Contextualization (3)

PRTH6990. Supervised Ministry (4)

PRTH7560. Pastoral Leadership (3)

PRTH7580. Spirituality of Soul Care (4)

PRTH7960. Preaching and Worship (3)

PRTH7980. Spiritual Direction (4)

THEO6580. Readings in Western Spirituality (4)

THEO7560. Christian Theology I: Central Issues (3)

THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

## Master of Divinity in Youth, Children & Family Ministry

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 this program may work as associate, youth, children or family ministers, parachurch ministry 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 in Youth, Children and Family students complete the vast majority of their course work by participating with both Master of Arts in Pastoral Ministry and Master of Arts in Youth, Children and Family 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 human development, adolescence and family systems theory necessary for engaging in youth, children 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.



## Master of Divinity in Youth, Children & Family Ministry

75 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- BIBL6760. Old Testament Interpretation (3)
- BIBL7330. Youth, Children, Families & Faith Throughout Scripture (4)
- BIBL7760. New Testament Interpretation (3)
- BIBL8090. Advanced Biblical Exegesis (3)
- CHED6160. Congregational Education & Formation (3)
- CHIS6560. History of Christianity I (3)
- CHIS6960. History of Christianity II (3)
- PHIL7330. Postmodern Culture & Families (4)
- PHIL7560. Philosophical Foundations of Ministry (3)
- PRTH6760. Spiritual & Personal Formation (3)
- PRTH6960. Missiology and Contextualization (3)
- PRTH6990. Supervised Ministry (4)
- PRTH7560. Pastoral Leadership (3)
- PRTH7960. Preaching and Worship (3)
- THEO7130. Theological Foundations of Christian Education (4)
- THEO7560. Christian Theology I (3)
- THEO7960. Christian Theology II (3)
- YCFM6130. Foundations of Youth, Children & Family Ministry (4)
- YCFM6230. Family Ministry in Practice (4)
- YCFM6530. Leadership in Ministry (4)
- YCFM6730. Missional Ministry (4)
- YCFM7930. Developmental & Spiritual Formation of Youth, Children & Families (4)

## Master of Arts in Missional Leadership

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. Students in this program complete nine four-credit courses, including a supervised ministry course that can be completed during either of the student's two final semesters.

## 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.

## Master of Arts in Missional Leadership

36 semester credits required.

PRTH6000. OnRamp Program Orientation (0)

BIBL6540. Gospel & Culture (4)

CHIS6540. Wesleyan Tradition in Context (4)

PHIL7540. Premodern, Modern & Postmodern Philosophies (4)

PRTH6140. Introduction to Ministry & Culture (4)

PRTH6840. Missional Discipleship (4)

PRTH6990. Supervised Ministry (4)

PRTH7540. Missional Practicum (4)

PRTH7940. Community, Context & Transition (4)

THEO7940. Theology of Leadership (4)

## Master of Arts in Pastoral Ministry

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. Students in this program complete twelve three-credit courses, plus a four-credit supervised ministry course that can be completed during either of the student's two final semesters.

## 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 office of ministry to their cultural context in light of the Wesleyan-Holiness tradition.

## Master of Arts in Pastoral Ministry

40 semester credits required.

PRTH6000. OnRamp Program Orientation (0)  
BIBL6760. Old Testament Interpretation (3)  
BIBL7760. New Testament Interpretation (3)  
CHED6160. Congregational Education & Formation (3)  
CHIS6560. History of Christianity I (3)  
CHIS6960. History of Christianity II (3)  
PHIL7560. Philosophical Foundations of Ministry (3)  
PRTH6760. Spiritual & Personal Formation (3)  
PRTH6960. Missiology and Contextualization (3)  
PRTH6990. Supervised Ministry (4)  
PRTH7560. Pastoral Leadership (3)  
PRTH7960. Preaching and Worship (3)  
THEO7560. Christian Theology I: Central Issues (3)  
THEO7960. Christian Theology II: Holiness and Contemporary Theology (3)

## Master of Arts in Spiritual Formation

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. Students in this program complete nine four-credit courses, including a supervised ministry course that can be completed during either of the student's two final semesters.

## 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.

## Master of Arts in Spiritual Formation

36 semester credits required.

PRTH6000. OnRamp Program Orientation (0)

BIBL7580. Biblical Interpretation for Life and Ministry (4)

CHIS6580. Sources for Western Spirituality (4)

PHIL7580. Theoretical Foundations for Spiritual Formation (4)

PRTH6180. Introduction to Spiritual Formation (4)

PRTH6880. Nurturing the Inner Life (4)

PRTH6990. Supervised Ministry (4)

PRTH7580. Spirituality of Soul Care (4)

PRTH7980. Spiritual Direction (4)

THEO6580. Readings in Western Spirituality (4)

## Master of Arts in Youth, Children & Family Ministry

The Master of Arts in Youth, Children & Family Ministry is an online degree program designed for women and men in ministry contexts both inside and outside the local church. Students in this program may work as associate, youth, children or family ministers, parachurch ministry 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. Students in this program complete nine four-credit courses, including a supervised ministry course that can be completed during either of the student's two final semesters.

## Program Outcomes

1. The graduate understands both the history and contemporary characteristics of human development, adolescence and family systems theory necessary for engaging in youth, children 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.

## Master of Arts in Youth, Children & Family Ministry

36 semester credits required

PRTH6000. OnRamp Program Orientation (0)

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

PHIL7330. Postmodern Culture & Families (4)

PRTH6990. Supervised Ministry (4)

THEO7130. Development & Spiritual Formation of Youth, Children & Families (4)

YCFM6130. Foundations of Youth, Children & Family Ministry (4)

YFCM6230. Family Ministry in Practice (4)

YCFM6530. Leadership in Ministry (4)

YCFM6730. Missional Ministry (4)

YCFM7930. Developmental & Spiritual Formation of Youth, Children & Families (4)

# Graduate Course Descriptions

## BIBL—Biblical Studies

### **BIBL6094 Topics in Biblical Studies (3-4)**

This course introduces interdisciplinary material in Biblical Studies of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

### **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.

### **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.

### **BIBL6760 Old Testament Interpretation (3)**

This course introduces key strategies and exegetical tools particular to interpreting the Old Testament. Students will develop exegetical skills and the ability to recognize Scripture's theological texture through study of selected texts from the different genres of the Old Testament.

### **BIBL7330 Youth, Children, Families & Faith Throughout Scripture (4)**

This course will examine selected passages from the Bible [such as The Shema (Deuteronomy 6:4-9) and Paul's treatise on the Body (I 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.

### **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".

### **BIBL7760 New Testament Interpretation (3)**

This course introduces key strategies and exegetical tools particular to interpreting the New Testament. Students will develop exegetical skills and the ability to recognize Scripture's theological texture through study of selected texts from the different genres of the New Testament.

### **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. **Prerequisites:** [BIBL6000](#) or [BIBL7000](#) level course.

## BSNS—Business

### **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 law 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 Corporate Finance (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.

**BSNS6032 Advanced Corporate Finance (3)**

Covers both the theoretical background and practical implications of the central issues in corporate financial management, including capital structure decisions, dividend payout decisions, and asset valuation. Real options are considered as an enhancement to traditional capital budgeting methods. Also, issues related to security design are covered.

**Prerequisites:** [BSNS6031](#), Program admission required.

**BSNS6033 Investments (3)**

Covers the fundamentals of security valuation and analysis, market efficiency, the scientific evidence surrounding investment strategies, and the relationship between risk and the return. Trading mechanics, types of trades, and alternative investment vehicles will be discussed.

**BSNS6034 Global Finance (3)**

A study of financial issues facing corporations that operate in a global environment. Topics include capital budgeting, exchange rate risk, financial structure in the multinational firm, financial markets, capital asset pricing, and sources of financing as related to the global market. Prerequisite:

**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.

**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 Global 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.

**BSNS6155 Project Planning and Scheduling (3)**

Prepares students to master concepts in project planning, scheduling, and control. Project scheduling methods are covered including critical path systems, critical chain scheduling, and statistical analysis. Linear resource leveling, legal ramifications of contracted projects, and value-stream mapping are treated. The key role of skilled people and the difficulties of matrix management, use of project planning software, and recovering cost and schedule by crashing the critical path. Techniques to determine acceptable levels of risk are considered.

**BSNS6156 Manufacturing Planning and Control (3)**

Operations strategy, forecasting, scheduling, and quality control. Discusses the flow of information, material, and people inside a manufacturing organization. Applications of technology, product and service design selection, plant layout methodologies, lean operating systems and inventory management.

**BSNS6157 Purchasing, Supply Chain, and Logistics Management (3)**

Inventory control, theory of constraints, Toyota Production System, warehousing, materials management, and risk assessment. Details of project estimation and cost management are treated. Discusses how supplier development, logistics, and purchasing work together to impact the company's bottom line. Strategic partnering, joint ventures, and vertical integration will be considered.

**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.

**BSNS6172 Leadership and 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.

**BSNS6173 Servant Leadership (3)**

Students will study the foundation, principles and practice of servant leadership. This course will assist students in articulating a vision of servant leadership as a vocation,

enriching the community and the world, while serving as a model for others to follow.

**BSNS6174 Leadership and Diversity (3)**

This course will examine cultural, ethnic, linguistic, economic, and racial issues within organizations. The course will consider steps involved in accommodation, acculturation, and assimilation of non-homogeneous people groups. This course will assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.

**BSNS6175 Leadership and Sustainability (3)**

This course will consider the transformation to a sustainable leadership paradigm. The course will also analyze fundamental principles and practices associated with leadership and strategic management from traditional and evolutionary sustainable management perspectives.

**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.

**BSNS6302 Strategic Marketing (3)**

Provides a strategic overview of a company's activities from a marketing perspective. 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.

**BSNS6502 Health Care Economics (3)**

Health economics is a field of applied microeconomics. Therefore, students will learn how to apply the tools of microeconomics to analyze the economic aspects of the medical care system and the implications of public policy for health care consumers and producers. Topics covered include: the economics of health behaviors, cost-benefit applications to the health care field, demand for health care services and insurance, private and public supply of health services (with particular attention given to the implications healthcare reform and the Patient Protection and Affordability Act will have on different sectors of the economy and on differing population sub-groups) and other recent changes in health policy (such as implications of the Health Information Technology for Economic and Clinical Health Act).

**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.

**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 reviews basic concepts of strategic planning; identifies and interprets 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. In addition, the course may evaluate selected aspects of business systems in countries outside the United States and consider long range planning in the context of future developments.

**BSNS6903 Global 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.

**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 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.

## CHED—Christian Education

**CHED6094 Topics in Christian Education (3-4)**

This course introduces interdisciplinary material in Christian Education of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

**CHED6160 Congregational Education & Formation (3)**

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.

**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.

## CHIS—Church History

**CHIS6094 Topics in Church History (3-4)**

This course introduces interdisciplinary material in Church History of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

**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.

**COUN—Counselor Education****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.

**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. This course is to be taken during the first year of the program.

**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, the student must retake the entire course. May be repeated for credit. Pre-requisite or Co-requisite: COUN6512

**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.

**COUN6542A Group Counseling (2)**

Techniques of group procedures appropriately applied to decision making, problem solving, and resolution of conflict. Dual emphasis is placed on dynamics of group behavior and practical application of group counseling in schools. Course enrollment is by instructor permission or articulation agreement only.

**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 the most effective play therapy techniques 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, and children of divorced and blended families. This course will also demonstrate how play therapy can 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 the 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, Psycho-dynamic, 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 For Teaching & 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.

**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.

**COUN7543 Meaning-Centered Interventions (2)**

Meaning-Centered Interventions involves a study of the affirmative, future oriented, holistic approach of Logotherapy that seeks to reverse the trend of meaninglessness, depersonalization, and nihilism. The course focuses on helping to facilitate an awareness of dignity and uniqueness within the individual as a source of strength and well-being for making choices and taking responsibility for one's actions.

**COUN7544 Theory and Therapy of Mental Disorders (2)**

This course includes a study of Viktor Frankl's theories of neuroses and psychoses and offers in-depth illustrations of methods and techniques used in Logotherapy.

**COUN7545 Collaboration & Consultation in School Counseling (2)**

This course 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. **Prerequisites:** [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. **Prerequisites:** [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.

**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](#), [COUN6551](#), 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.

**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 Mental Health 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 Introduction to Logotherapy and Attitudinal Change (2)**

This course provides a foundational base for understanding Viktor Frankl's Logotherapy, an existential approach to clinical practice. History of Frankl's theory is addressed as well as themes of dignity and uniqueness of the human being; unavoidable suffering; and motivation, values, and attitudinal change.

**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 (2)**

This course will develop student knowledge, skill, and self awareness in the integration of spirituality in counseling.

**COUN7576 Crisis Counseling: Models, Assessment and Clinical Interventions (2)**

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. 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.

**COUN7577 Trauma Counseling: Theory, Assessment and Clinical Interventions (2)**

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 (1) 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. 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.

**COUN7578 Grief Counseling: Theory, Assessment and Clinical Interventions (2)**

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. 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 (1-12)**

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. May be repeated for credit. **Prerequisites:** COUN7561, 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. Grade of Pass/Fail.

**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. Grade of Pass/Fail. **Prerequisites:** COUN7610

**COUN8620 Post-Masters Internship (1-12)**

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. May be repeated for credit. **Prerequisites:** COUN7561, A minimum of four sessions of Individual Counseling.

## **EDUC—Education**

**EDUC6010 English Language Assistance I (1-3)**

This course is designed to be taken by graduate education students who have recently come to the United States to study and whose native language is not English. The instruction in each course will relate to the supported graduate education course. Emphasis will be placed on professional language development and assistance with completing the supported graduate education course outcomes. Grade of Pass/Fail.

**EDUC6020 English Language Assistance II (1-3)**

This course is designed to be taken by graduate education students who have recently come to the United States to study and whose native language is not English. The instruction in each course will relate to the supported graduate education course.

Emphasis will be placed on professional language development and assistance with Grade **EDUC6030 English Language Assistance III (1-3)**

This course is designed to be taken by graduate education students who have recently come to the United States to study and whose native language is not English. The instruction in each course will relate to the supported graduate education course. Emphasis will be placed on professional language development and assistance with completing the supported graduate education course outcomes. Grade of Pass/Fail.

**EDUC6040 English Language Assistance IV (1-3)**

This course is designed to be taken by graduate education students who have recently come to the United States to study and whose native language is not English. The instruction in each course will relate to the supported graduate education course. Emphasis will be placed on professional language development and assistance with completing the supported graduate education course outcomes. Grade of Pass/Fail.

**EDUC7000 Orientation: APP-Education (0)**

This required, non-graded course gives students an overview of the Adult and Professional Programs in Education, both Secondary and Elementary, as well as the policies and procedures of the Education department. The orientation introduces new students to NNU software necessary for program completion as well as scheduling and requirements of the program. Grade of Pass/Fail. Fee: \$100 for TK20 subscription. **Fees:** Additional fee required.

**EDUC7120 Foundations of Teaching (3)**

This course is to help the student understand the historical, social, political, and philosophical foundations of the American educational system. Classical works on education will be reviewed along with current and emerging ideas related to teaching. Other issues will be explored to examine present and potential future impact on learning. Course includes a 30-hour field experience at the grade level of the student's interest.

**EDUC7150 Teaching Communications in the Secondary Schools (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.

**Corequisites:** EDUC7651

**EDUC7160 Learning and the Brain (3)**

A study of the psychological implications involved in the teaching-learning situation with emphasis on those psychological principles applicable to children ages 6-12 and adolescents 13-18. A variety of learning and developmental theories based on research from the field of psychology are covered. This course also examines accepted theories and current research in learning behavior and explores the unique styles of learning and recent studies in brain function and behavior as they relate to the learning process.

**EDUC7240 Classroom Management in Elementary Schools (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.

**EDUC7250 Fundamentals of Reading (3)**

An in-depth study of essential components necessary for developing literacy capabilities of

elementary children. Focus includes research-based practices to develop word recognition, fluency, and comprehension. Course includes a 25-hour field experience in an elementary classroom during which the student observes the set up and administration of a reading program and participates in reading instruction. This course meets part of the ICLA requirements of the Idaho Department of Education.

**EDUC7260 Content Literacy in Elementary Classrooms (3)**

An exploration of principles and strategies for helping elementary students acquire reading and writing skills essential for effective learning in subject areas. Emphasis is on helping future teachers design instruction that develops vocabulary concepts, enhances comprehension, and addresses the varying backgrounds and needs of elementary students as they interact with text. This course meets part of the ICLA requirements of the Idaho Department of Education.

**EDUC7300 Mathematics Lab for Elementary Teachers (2)**

Lab-oriented exploration of mathematical concepts to provide understanding of basic mathematical structures and strategies for the elementary teacher.

**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.

**EDUC7350 Methods of Teaching Science and Mathematics in the Elementary Classroom (4)**

A study of teaching methodology encompassing elementary school science and mathematics. Students design instruction to meet curriculum standards, devise accommodations for students with diverse needs, and plan assessment procedures to monitor student progress. A focus on unit and lesson planning, classroom environment, instruction, and professionalism equips students for the student teaching experience.

**Prerequisites:** Program admission required.

**EDUC7360 Methods of Teaching Social Studies and Language Arts in the Elementary Classroom (4)**

A course of integrated study of teaching methodology encompassing elementary school social studies and language arts. Students design instruction to meet curriculum standards, devise accommodations for students with diverse needs, and plan assessment procedures to monitor student progress. A focus on unit and lesson planning, classroom environment, instruction, and professionalism equips students for the student teaching experience.

**Prerequisites:** Program admission required. **Corequisites:** EDUC7350

**EDUC7430 Teaching the Whole Child (1)**

An exploration of research findings and classroom strategies for incorporating movement and the arts into the elementary curriculum for increased development and learning in children. Focus includes physical education, music, art, and drama. Also included is a study of the impact of these areas on brain development, motivation, and academic performance in all students, including those who may struggle in school.

**EDUC7460 Assessment and Intervention in Reading (3)**

An examination and application of research-based practices for using assessment to guide instruction in literacy. Included is a field experience in which the intern diagnoses literacy needs of a struggling reader and designs and delivers interventions to support that elementary student's literacy development. This course meets part of the ICLA

requirements of the Idaho Department of Education.

**EDUC7465 Designing and Implementing Effective Individualized Programs (3)**

Strategies for creating and implementing a comprehensive IEP, including K-12 transition plans. Includes instruction on using computer-based IEP programs. Students will learn about the appropriate parts of Special Education laws related to IEP's and Transition.

**EDUC7470 Diagnosis and Remediation: Mild to Moderate (2)**

Strategies for using multiple sources of information to diagnose K-12 students' strengths and weaknesses. Using this information, a remediation plan will be developed for students with mild to moderate disabilities. Candidates will learn how to utilize paraprofessionals to maximize learning. Course includes familiarization with community and school resources appropriate for these K-12 students. Field experience is a case study of one mild to moderate student from diagnosis to implementation of remediation plan.

**EDUC7475 Diagnosis and Remediation: Severe to Profound (2)**

Strategies for using multiple sources of information to diagnose K-12 students' strengths and weaknesses. Using this information, a remediation plan will be developed for students with severe to profound disabilities. Candidates will learn how to utilize paraprofessionals to maximize learning. Course includes familiarization with community and school resources appropriate for these K-12 students. Ten hours of field experience required. Field experience is a case study of one severe to profound student from diagnosis to implementation of remediation plan.

**EDUC7480 Assessment of Students with Disabilities (3)**

Course will focus on practical applications of assessment. Included are formal and informal assessments, including state approved Response to Intervention programs, Curriculum Based Measurements, and standardized assessments. Field experience must involve observation of administration and analysis of normal/informal assessment in the K-12 setting.

**EDUC7485 Positive Behavioral Supports (2)**

Strategies for analyzing student behavior and creating a plan for positive behavior change, which necessitates collaboration and coordination with general educators. Includes Functional Behavioral Assessment, Behavioral Intervention Plan, and Classroom Environmental Assessment.

**EDUC7490 Community and Family Facilitation (2)**

Strategies for working with family advocates and other outside agencies. Also includes strategies for collaborating with parents or guardians of children with disabilities.

**EDUC7495 Methods for Special Education (2)**

Strategies for working in inclusive settings; collaborating and consulting with general educators on accommodations, interventions, and effective classroom strategies. Also includes strategies for teaching content in a special education setting and oversight of paraprofessionals. Includes legal information on determining Least Restrictive Environment.

**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.

**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 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. Grade of Pass/Fail.

**EDUC7513 Theory & Foundations of Language Acquisition (2)**

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.

**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.

**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.

**EDUC7541 Education of Exceptional Children (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.

**EDUC7551 Global Education in a Multi-Cultural Society (3)**

This course is an exploration of practices, philosophies, and attitudes related to the field of education in different cultures. Students are expected to view education in a global perspective.

**EDUC7552 Instructional Coaching (3)**

This course provides educators with practical study in instruction, curriculum, and innovation collaboration at the school site and district level.

**EDUC7553 Curriculum, Assessment, and Collaboration (3)**

This course surveys the collaborative processes needed to design curriculum and assessments aligned to specified learning outcomes.

**EDUC7554 Innovative Instruction (3)**

This course provides instructors with innovative strategies and approaches to instructional practice utilizing the H.A.C.K. Model of Instruction (Highly-Structured, Allowed Choices, Consistent Application, Knowledge-Centered) developed by NNU's Doceō Center.

**EDUC7555 Mixed Methods Research (3)**

An introductory course in educational research and fundamentals of quantitative and qualitative research designs. Students will investigate research questions in school settings by independently preparing an action research proposal.

**EDUC7556 Conceptual Statistics and Applications for Educators (3)**

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. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

**EDUC7557 Research Project (3)**

Under the advisement of the faculty advisor, students develop a practical application for the findings of the action research study. Projects will be presented, including results and implications in an appropriate educational venue. Grade of pass/fail will be issued.

**Prerequisites:** [EDUC7555](#), [EDUC7556](#)

**EDUC7558 Extended Research Completion (1-3)**

Students enroll to complete the research project which is a program requirement. Faculty support will be available, as needed. Grade of pass/fail will be issued.

**EDUC7559 Extended Portfolio Completion (1-3)**

Students Enroll to complete the electronic portfolio which is a program requirement. Faculty support will be available, as needed. Grade of pass/fail will be issued.

**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.

**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.

**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.

**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.

**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.

**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 is working with people. This course explores knowledge, application, and experience in the skills of decision-making, conflict management, goal setting, development of human potential, evaluation, and selection. Legal expectations including negotiations, contracting, and policy development are also explored.

**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. **Corequisites:** EDUC7598D

**EDUC7596III The Principalship/Internship in School Principalship (3)**

A full year part-time supervised internship in a school setting concurrent with scheduled class sessions. Must be registered for this class during two semesters, three credits each semester, for a total of six (6) internship credits.

**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. **Prerequisites:** 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](#), [EDUC7531](#)

**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. **Corequisites:** EDUC7595G

**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. Signature of department director is required.

**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. **Corequisites:** EDUC7651

**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.

**Corequisites:** EDUC7651

**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. **Corequisites:** EDUC7651

**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-teaching experiences are an integral part of this course.

**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. **Corequisites:** EDUC7651

**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. **Corequisites:** EDUC7651

**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.

**Corequisites:** EDUC7651

**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.

**Corequisites:** EDUC7651

**EDUC7659 Methods of Teaching English in the Secondary Schools (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. **Corequisites:**

EDUC7651

**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. **Corequisites:**

EDUC7651

**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.

**Corequisites:** EDUC7651

**EDUC7685 Teaching Supervision (1-3)**

Directed observation, participation, and responsible teaching by Endorsement Only and Certification Only candidates, conducted under the supervision of NNU Supervisors. May be repeated for credit. **Fees:** Additional fee required.

**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. **Fees:** Additional fee required. **Prerequisites:** [EDUC7651](#), Approval for Student Teaching, Program admission required.

**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. **Fees:** Additional fee required. **Prerequisites:** [EDUC7651](#), Approval for Student Teaching, Program admission required.

**EDUC7700 Comprehensive Examination (0)**

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

**EDUC7710 Special Education School Start Up (1)**

A fall field experience to acquaint the student teacher with practices for beginning the school year in an elementary school. Interns attend opening faculty meetings in the school and observe and assist the teacher during the first week of school. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. **Prerequisites:** [EDUC7495](#), Approval for Student Teaching, Program admission required.

**EDUC7740 Student Teaching in Special Education (10)**

Directed observation, participation, and responsible teaching by APP-ED students, conducted under the supervision or mentoring of a certified Special Education teacher and NNU supervisors. Weekly seminars are a part of this experience. May be repeated for credit. **Fees:** Additional fee required. **Prerequisites:** Approval for Student Teaching, Program admission required. **Corequisites:** EDUC7951

**EDUC7810 Elementary School Start Up (1)**

A fall field experience to acquaint the intern with practices for beginning the school year in an elementary school. Interns attend opening faculty meetings in the school and observe

and assist the teacher during the first week of school. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. **Prerequisites:** EDUC7350, EDUC7360, Approval for Student Teaching, Program admission required.

### **EDUC7820 Student Teaching in Elementary Schools (10)**

Directed observation, participation, and responsible teaching by ACE students, conducted under the supervision or mentoring of an elementary school teacher and NNU supervisors. Weekly seminars are a part of this experience. May be repeated for credit. **Fees:** Additional fee required. **Prerequisites:** Approval for Student Teaching, Program admission required.

### **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. **Prerequisites:** EDUC7651, Approval for Student Teaching, Program admission required.

### **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: EDUC7686, EDUC7687, EDUC7740, or EDUC7820. **Prerequisites:** Approval for Student Teaching, Program admission required.

### **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 Introduction to Qualitative and Quantitative 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.

**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.

**EDUC9165 Research Seminar (2)**

Students will explore and engage in scholarly inquiry related to their anticipated research topic. In addition, students will synthesize diverse research perspectives and develop an understanding of the expectations of rigorous, doctoral-level writing.

**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.

**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. **Prerequisites:** EDUC8677, Program admission required.

**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 and Research I (3)**

Students will explore and analyze data generated from their research and conduct statistical, descriptive, or qualitative analysis. **Prerequisites:** For EDD: Prerequisites are 9900 and 9500. For PHD: Prerequisites are 9901 and 9500. , Program admission required.

### **EDUC9410 Advanced Data Analysis and Research II (3)**

Students demonstrate competency in various techniques for gathering, analyzing, and reporting data. Students are challenged to extend and apply knowledge and skills developed in coursework as they partner with professors to write and submit a manuscript to a peer-reviewed journal. **Prerequisites:** [EDUC9400](#), Program admission required.

### **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 Doctor of Education (Ed.D.) Dissertation Proposal (3)**

This directed study course includes the defense 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. To successfully complete this proposal class, the student must have all of the following: written approval to conduct research from the Human Research Review Committee (HRRRC), signature approval from the Dissertation Chair and the Doctoral Program Director to proceed to the oral proposal defense, and signature approval from the Dissertation Chair and the Doctoral Program Director to conduct the research as presented in the oral proposal. **Fees:** Additional fee required. **Prerequisites:** [EDUC9170](#), [EDUC9180](#), [EDUC9200](#), [EDUC9300](#), Program admission required.

### **EDUC9901 Doctor of Philosophy (Ph.D.) Dissertation Proposal (3)**

This directed study course includes the defense 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. The emphasis is in a scholarly tradition that leaves students with expertise in the area of their dissertation research. This course focuses on research and scholarship, emphasizing greater breadth and depth in theory and research methodology. To successfully complete this proposal class, the student must have all of the following: written approval to conduct research from the Human Research Review Committee (HRRRC), signature approval from the Dissertation Chair and the Doctoral Program Director to proceed to the oral proposal defense, and signature approval from the Dissertation Chair and the Doctoral Program Director to conduct the research as presented in the oral proposal. **Fees:** Additional fee required. **Prerequisites:** [EDUC9165](#), [EDUC9170](#), [EDUC9180](#), [EDUC9200](#), [EDUC9300](#), Program admission required.

### **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. **Fees:** Additional fee required. **Prerequisites:** For EDD: Prerequisites are [EDUC9900](#) and [EDUC9500](#). For PHD: Prerequisites are [EDUC9901](#) and [EDUC9500](#)., Program admission required.

### **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. **Fees:** Additional fee required. **Prerequisites:** EDUC9910, Program admission required.

### **EDUC9930 Extended Dissertation Research and Writing (3)**

This directed study course is designed to allow a student who is admitted to the doctoral program but who is not enrolled in a doctoral class to continue to work on a dissertation with access to assistance from the dissertation Chair and NNU library resources. Instructor permission is required to enroll. This course may be repeated for credit. **Fees:** Additional fee required.

### **EDUC9990 Dissertation Writing and Defense (3)**

This directed study course includes final revisions and an oral defense of the written dissertation. Students must obtain written permission from their Dissertation Chair and Dissertation Committee to proceed with the oral defense. **Fees:** Additional fee required. **Prerequisites:** EDUC9400, Program admission required.

## **NURS—Nursing**

### **NURS6000 MSN Program Orientation (0)**

This course orients the student to the resources, electronic operations and expectations of the MSN Program. Designed to enhance the transition into online graduate level learning for the nurse and promote the success of the student. **Prerequisites:** Program admission required.

### **NURS6062 Research for Graduate Nursing (3)**

Focuses on critical analysis of nursing and health care research and its application to advanced nursing leadership and education practice. Develops critical appraisal skills to synthesize research findings and translate new knowledge into practice. Addresses ethical issues in the design and conduct of research. Practicum required.

### **NURS6110 Leadership Perspectives for Advancing the Profession of Nursing (3)**

Examines the process of advancing professionally in nursing, which includes life-long learning, modeling professionalism, and promoting advancement of the profession. Articulates the value and leadership role of the professional nurse in interdisciplinary healthcare teams. Focuses on personal professional development, including a formal plan for leadership. A professional e-portfolio and leadership inventory are required. Practicum required.

### **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 inter-professional 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 local, regional, 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 policy making in healthcare are examined.

**NURS6150 Advanced Pathophysiology (3)**

Focuses on an understanding of normal physiologic and pathologic mechanisms of disease that serve as primary components 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. Educating patients about disease process and exploring innovative ways to teach pathophysiology are integral components of the course.

**NURS6160 Advanced Pharmacology (3)**

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 including; educating patients about medications and exploring innovative ways to teach pharmacology which are integral components of the course.

**NURS6170 Advanced Health Assessment (3)**

Prepares the nurse leader/advanced practice nurse in developing critical thinking and diagnostic reasoning skills needed in caring for the primary care patient. Focuses on: motivational interviewing, interpretation of common screening and diagnostic laboratory tests using professional guidelines, communication and documentation of information, and consideration of the patient as a partner in planning and delivery of care. Includes case study practicum.

**NURS7020 Assessment/Evaluation Strategies (3)**

Develops an evaluation plan for nursing curriculum aligned with professional and accreditation standards. Diverse assessment/evaluation methodologies and strategies are explored.

Refinement and further development of an education portfolio is required. Practicum required.

**Prerequisites:** [NURS7060](#), or instructor's approval.

**NURS7042 Evidence-based Practice for Graduate Nursing (3)**

Uses critical appraisal skills to develop an evidence-based practice proposal for nursing leadership or nursing education. Develops skills to create an individual practice question, integrate critically appraised existing knowledge and design a project to improve nursing practice and/or client outcomes. Practicum required. **Prerequisites:** [NURS6062](#)

**NURS7051 Nursing Education and Leadership Internship (3)**

Emphasis is on the role of the nurse educator in diverse settings. Engages the student in major aspects of the nurse educator role. Includes a specific focus on leadership including completion of a practicum in leadership within either nursing education leadership or nursing practice leadership. This internship utilizes the preceptor model. Practicum required. **Prerequisites:** [NURS7020](#), [NURS7060](#), [NURS7070](#)

**NURS7060 Principles of Teaching and Curriculum Development (3)**

The principles of adult education and learning styles are examined as foundational to curriculum design and development. Philosophical and contemporary curriculum designs are explored. Development of an education portfolio is required. Practicum required.

**NURS7070 Organization Leadership For Improving Health Outcomes (3)**

Provides a foundation for facilitating and leading change in healthcare through the measurement, evaluation and improvement of healthcare outcomes. Emphasis is on analyzing legal, regulatory, risk management, ethical and current issues, and integrating leadership, management, and administrative skills into the professional nursing leadership role. Students are required to analyze change within organizational units and to apply knowledge of evidence based leadership and management practice to improve outcomes at the microsystem level. Practicum required.

## PHIL—Philosophy

### **PHIL6094 Topics in Philosophy (3-4)**

This course introduces interdisciplinary material in Philosophy of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

### **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.

## PRTH—Practical Theology

### **PRTH6000 OnRamp Program Orientation (0)**

This course orients the student to the resources, procedures, electronic operations, and expectations of the program.

### **PRTH6094 Topics in Practical Theology (3-4)**

This course introduces interdisciplinary material in Practical Theology of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

### **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.

**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.

**PRTH6760 Spiritual & Personal Formation (3)**

This course examines spiritual formational practices with particular emphasis on the personal and spiritual formation of the minister. Students will gain personal spiritual formational practices for the purposes of developing them holistically.

**PRTH6840 Missional Discipleship (4)**

This course recognizes a holistic approach for uniting discipleship and evangelism by examining what it means to be faithful disciples of the gospel in light of the nature of the Church and its mission to the world. Students explore how culture shapes an understanding of Gospel, Church, and ministry and integrate theological insights in developing a missional discipleship strategy to inform a ministry response to their own local context.

**PRTH6880 Nurturing the Inner Life (4)**

This course explores the lifelong processes and goals of Christian spiritual formation from biblical, theological, psychological, and historical perspectives. Students practice historic Christian disciplines as means of grace to promote intimacy with God, healthier physical and emotional habits, maturing character, and love for others.

**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.

**PRTH6990 Supervised Ministry (3-4)**

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. **Fees:** Additional fee required.

**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 Spirituality & Soul Care (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.

**SOWK—Social Work****SOWK6000A Generalist Field Preparation Lab (1)**

The field preparation lab is intended to orient students to the field process, to understand how to apply the basic case management skills taught at the generalist level of practice, and for students to have an opportunity to clarify their own personal upbringing and values to understand how this will impact their work with clients and client-systems. Students in each preparation lab will meet as a group with their liaison/integrative seminar instructor every week. The field preparation lab will help students clarify their own individual values, determine how they will fit into the social work field in case management, and will focus on integrating the National Association of Social Work's Code of Ethics into their practice to provide a foundation for beginning to practice internship. This process will encourage 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 knowledge, theory, and the utilization of professional skills for social work practice.

**SOWK6000B Generalist Field Preparation Lab (1)**

The field preparation lab is intended to orient students to the field process, to understand how to apply the basic case management skills taught at the generalist level of practice, and for students to have an opportunity to clarify their own personal upbringing and values to understand how this will impact their work with clients and client-systems. Students in each preparation lab will meet as a group with their liaison/integrative seminar instructor every week. The field preparation lab will help students clarify their own individual values, determine how they will fit into the social work field in case management, and will focus on integrating the National Association of Social Work's Code of Ethics into their practice to provide a foundation for beginning to practice internship. This process will encourage 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 knowledge, theory, and the utilization of professional skills for social work practice.

**SOWK6500 New Student Orientation (0)**

New student orientation is a non-graded course that is required of all incoming students to the Master's Social Work 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.

**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. **Prerequisites:** [SOWK6520](#), or instructor's approval. Program admission required.

**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.

**Prerequisites:** [SOWK6540](#), or instructor's approval. Program admission required.

### **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 (2)**

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. **Fees:** Additional fee required. **Prerequisites:** [SOWK6520](#), [SOWK6561](#), [SOWK6000A](#), or instructor's approval. Program admission required. **Corequisites:** SOWK6571

### **SOWK6571 Field Instruction Seminar I (2)**

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. **Corequisites:** SOWK6570

### **SOWK6572 Field Instruction II (2)**

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. **Fees:** Additional fee required. **Prerequisites:** [SOWK6570](#), [SOWK6571](#), Permission to be given by Field Director or Program Director, or instructor's approval. Program admission required.

### **SOWK6591 Social Work Electives (1-2)**

Two or three elective topics will be offered each semester. Elective offerings will be assigned 1 or 2 credits. One-credit support classes offered as part of a concentration may be taken as electives by students completing other concentrations. Students may complete as many as desired during the course of their program. A certain number of credits are required for each student, which varies based on concentration.

### **SOWK7000A Advanced Field Preparation Lab (1)**

The field preparation lab at the Advanced Standing level is intended to ensure students are both emotionally and academically prepared to enter into clinical relationships with clients. The lab will help advanced social work students clarify personal values, insights, and potential transference issues to help the student become a more effective practitioner in the field. It will help support students to begin using clinical theories in practice with



clients in an ethical manner and allow them a feedback system in the field process to understand how their work will impact clients and client systems. The field preparation lab at the Advanced Standing level will help students clarify their own individual values, determine how they will fit into the social work field in clinical practice and community organizing, and will focus on integrating the National Association of Social Work's Code of Ethics into their practice with clients and client systems. This process will encourage students to bring together and integrate for professional growth and use cognitive learning, professional competence, values and ethics, life experience, and learning/work activities which will enhance knowledge, theory, and the utilization of professional skills for social work practice. **Corequisites:** SOWK7000B

### **SOWK7000B Advanced Field Preparation Lab (1)**

The field preparation lab at the Advanced Standing level is intended to ensure students are both emotionally and academically prepared to enter into clinical relationships with clients. The lab will help advanced social work students clarify personal values, insights, and potential transference issues to help the student become a more effective practitioner in the field. It will help support students to begin using clinical theories in practice with clients in an ethical manner and allow them a feedback system in the field process to understand how their work will impact clients and client systems. The field preparation lab at the Advanced Standing level will help students clarify their own individual values, determine how they will fit into the social work field in clinical practice and community organizing, and will focus on integrating the National Association of Social Work's Code of Ethics into their practice with clients and client systems. This process will encourage students to bring together and integrate for professional growth and use cognitive learning, professional competence, values and ethics, life experience, and learning/work activities which will enhance knowledge, theory, and the utilization of professional skills for social work practice. **Corequisites:** SOWK7000A

### **SOWK7611 Clinical Social Work with Individuals (2)**

Students will explore the four waves of mental health theory: psychodynamic, behaviorism, humanism and post-modern. Students will learn to work from an integrative frame of reference tying together theory and practice. Students will learn specific therapeutic assessment, intervention and evaluation tools to work with individual clients within each of the four paradigms

### **SOWK7611L Clinical Social Work with Individuals Lab (1)**

A laboratory-style course taught in connection with SOWK7611. The primary focus of this course will be on practicing the skills and theories taught in SOWK7611. **Corequisite:** SOWK7611 **Corequisites:** SOWK7611

### **SOWK7612 Clinical Social Work with Families (2)**

Students will explore the four waves of mental health theory: psychodynamic, behaviorism, humanism and post-modern. Students will learn to work from an integrative frame of reference tying together theory and practice. Students will learn specific therapeutic assessment, intervention and evaluation tools to work with dyads and family systems within each of the four paradigms. **Prerequisites:** SOWK7611, Program admission required.

### **SOWK7612L Clinical Social Work with Families Lab (1)**

A laboratory-style course taught in connection with SOWK7612. The primary focus of this course will be on practicing the skills and theories taught in SOWK7612. **Prerequisite:** SOWK7612 **Corequisites:** SOWK7612

**SOWK7613 Community Mental Health in Rural Settings (3)**

Students will learn specific assessment, intervention and evaluation tools applicable to the community mental health care system. Students will learn the systemic connection between micro, mezzo, and macro level practice within rural mental health settings.

**SOWK7616 Beyond the DSM (2)**

The neurological basis of attachment will be explored. Students will examine the role neurology plays in relationship development and maintenance and how ecological factors influence both.

**SOWK7618 Clinical Social Work with Groups (3)**

Students will explore group therapy theory and fundamentals of group development and process. As participant learners, students will experience group dynamics through a modified group experience facilitated by the instructor. Students will expand on that learning by leading or co-leading a community group during required internship hours.

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

This is one of three 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.

**SOWK7629 Social Policy Issues with Health Care (3)**

This course will examine many critical policy areas that are currently affecting social work practice with 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 adults. 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 adults.

**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 in Medical Social Work with 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 in community health settings. The course will be organized into two segments: The first segment will focus on psychotherapeutic processes in adults, the theory behind group and expressive therapy with 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 adults, including personality disorders, anxiety and mood disorders, behavioral disorders, and ethical and legal challenges in adult psychology in institutional settings, e.g., rehab.

**SOWK7632 Practice IV: Clinical Assessment/Intervention/Evaluation of Cognitively and Physically Impaired Adults in Out-of-Home Care Settings (3)**

This course examines the many challenges faced by 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 adult 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 rehabilitation facilities, assisted living facilities, nursing homes, prisons, and other institutional facilities will be reviewed.

**SOWK7633 Practice V: End-of-Life and Grief Counseling with 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.

**SOWK7634 Social Workers in Healthcare Leadership (3)**

Healthcare is undergoing rapid change in terms of cost, access, quality, and choice. This macro class focuses on healthcare leadership skills combining leadership and management tasks to work effectively in health care systems, as social workers. Students will gain knowledge and skills that are essential for managing the challenges in today's healthcare environment. This course contributes to preparing students to assume leadership roles in maintaining and/or changing health care delivery systems. The class is designed for social workers who have significant responsibility in the healthcare. This includes understanding of the health care systems, insurances, patient advocacy, and policy and regulatory requirements.

**SOWK7635 Demography, Medical Terminology, and Psychopharmacology with Adults (2)**

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

### **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. **Prerequisites:** [SOWK7640](#), Program admission required.

### **SOWK7642 Completion of Thesis (1-3)**

Students may choose to complete a thesis in lieu of the MSW Capstone course - SOWK7690. 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. May be repeated for credit. **Prerequisites:** [SOWK7640](#), [SOWK7641](#), Can be retaken for credit, Program admission required.

### **SOWK7670 Field Instruction III (2)**

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. **Fees:** Additional fee required. **Corequisites:** SOWK7671

### **SOWK7671 Field Instruction Seminar III (2)**

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. **Corequisites:** SOWK7670

### **SOWK7672 Field Instruction IV (2)**

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. **Fees:** Additional fee required. **Prerequisites:** [SOWK7670](#), [SOWK7671](#), or instructor's approval. Program admission required.

### **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.

### **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. **Prerequisites:** Students must have completed advanced field in the chosen concentration(s)., Program admission required.

### **SOWK7699 Independent Study (1-4)**

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

## THEO—Theology

### **THEO6094 Topics in Theology (3-4)**

This course introduces interdisciplinary material in Theology of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

### **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.

### **THEO7130 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.

## YCFM—

### **YCFM6094 Topics in Youth, Children & Family Ministry (3-4)**

This course introduces interdisciplinary material in Youth Ministry of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

### **YCFM6130 Foundations of Youth, Children & Family Ministry (4)**

This course focuses on developing one's personal vision and practice of youth, children & family ministry and gives attention to the foundational and diverse elements of this

ministry. It will explore the biblical and theological foundations of ministry with young people and families. Special attention will be given to those in early to late adolescence (11-29 years of age). Attention will be given 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.

**YCFM6230 Family Ministry in Practice (4)**

This course will explore the nuts and bolts of creating a ministry plan from nursery through senior adulthood. Issues such as scope and sequence will be addressed as well as contextualization.

**YCFM6530 Leadership in Ministry (4)**

This course 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.

**YCFM6599 Independent Study (3-4)**

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

**YCFM6730 Missional Ministry (4)**

This course explores the biblical mandate to follow the call to "go to all nations," especially as it relates to young people and families. 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 and families.

**YCFM7930 Developmental & Spiritual Formation of Youth, Children & Families (4)**

This course will survey the key developmental periods of a young person's life. Attention will be given to puberty (transition from childhood) and how adolescents grow into adults, stages of family life, and family systems theory.

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

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B.A., Northwest Nazarene University; M.A., California State University-Los Angeles; Ph.D., Washington State University

### **Marvin R. Bloomquist (1958-1994), Music**

B.A., B.Mus., Northwest Nazarene University; M.A., University of Minnesota; D.M.A., University of Missouri-Kansas City Conservatory of Music

### **A. Wendell Bowes (1982-2011), Religion**

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

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### **Edwin Crawford (1976-2009), Philosophy, Religion**

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

### **Donald L. Davis (1989-2000), Art**

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**Robert R. DeCloss (1986-2012), Professor of Mathematics**

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**W. Arthur Horwood (1969-1992), Physical Education**

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**Phyllis McMillin (1979-1982; 1986-2013), Associate Professor of Education**

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**Earl Owens (1960-1998), Speech Communication**

B.A., University of California; M.A., Stanford University; Ed.D., University of Northern Colorado

**Ronald Ponsford (1976-2013), Dean, School of Arts, Humanities and Social Sciences; Professor of Psychology**

B.A., Point Loma Nazarene University; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology

**Leon Powers (1974-2006), Biology**

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

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B.A., Northwest Nazarene University; M.L., University of Washington

**Francis Sharpton (1970-2001), Physics**

B.S., College of Ozarks; M.S., University of Arkansas; Ph.D., University of Oklahoma

**Marvin Stallcop (1965-2006), Music**

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**Paul Taylor (1966-2002), Kinesiology**

B.S., University of Kansas; M.S., University of Colorado; D.P.E., Indiana University

**Ernest L. Thompson (1974-1998), Education**

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

**Merilyn Thompson (1970-79, 1988-2006), Registrar; Communication Studies**

B.A., Northwest Nazarene University; M.S., Portland State University

**Eula Tombaugh (1958-1983), Home Economics**

B.S., Iowa State University; M.A., University of Minnesota

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B.A., Northwest Nazarene University; Ph.D., Oregon State University

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

**Jim Willis (1966-2006), Music**

B.A., Northwest Nazarene University; M.Mus., University of Portland; D.M.A., University of Missouri-Kansas City

**JoAnn Willis (1968-2006), Dean, School of Academic Resources; Psychology**

B.A., Northwest Nazarene University; M.A., University of Missouri-Kansas City; Ph.D., Oregon State University

**Adelaide Woodcock (1967-1972, 1976-1986), Education**

B.S., M.A., Ball State University

**Robert C. Woodward (1958-1991), History**

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

**Kenneth Yoder (1980-2007), Mathematics**

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## Senior Fellows

**Clark Childers (2003- ), Physics**

B.S., California State Polytechnic University; M.S., California State University at Long Beach

**Mark Gismondi (2001- 2013), Associate Professor of Political Science and International Studies**

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

**Wallace C. Johnson (1993- ), Chemistry**

B.A., Northwest Nazarene University; M.S., New Mexico Highlands University

# Important Contact Numbers

## Area Code: 208

Admissions	467-8383
Bookstore	467-8416
Business Office	467-8010
Campus Safety	467-8911
Center for Academic Success and Advising (CASA)	
Academic Advising	467-8780
Academic Success	467-8669
Disability Services	467-8780
Testing	467-8463
Financial Aid	467-8638
Registrar's Office	467-8549
Wellness/Counseling Center	467-8466

### **Adult and Professional Programs (APP)**

APP Business	467-8100
APP Education	467-8023
APP Nursing	467-8642
APP Christian Ministry	467-8046
APP College Core	467-8447

### **Graduate Studies**

Business Administration (MBA)	467-8123
Counseling	467-8345
Education	467-8341
Nursing	467-8642
Social Work	467-8679
Theology	467-8432

## College of Adult and Graduate Studies

### Academic Calendar 2015-2016

#### Adult and Professional Undergraduate Programs

<b>Fall Semester 2015</b>	<b>Begin Date</b>	<b>End Date</b>
Semester dates	August 24	December 20
First 8-week session	August 24	October 18
Second 8-week session	October 19	December 20
First 5-week session	August 24	September 27
Second 5-week session	September 28	November 1
Third 5-week session	November 2	December 13
<b>Spring Semester 2016</b>		
Semester dates	January 11	March 6
First 8-week session	January 11	March 6
Second 8-week session	March 7	May 8
First 5-week session	January 11	February 14
Second 5-week session	February 15	March 20
Third 5-week session	March 28	May 1
<b>Summer Semester 2016</b>		
Semester dates	May 9	August 21
First 8-week session	May 9	July 3
Second 8-week session	July 4	August 21
First 5-week session	May 9	June 12
Second 5-week session	June 13	July 17
Third 5-week session	July 18	August 21

## Graduate Programs

<b>Fall Semester 2015</b>	<b>Begin Date</b>	<b>End Date</b>
Semester dates	August 24	December 20
First 8-week session	August 24	October 18
Second 8-week session	October 19	December 20
First 5-week session	August 24	September 27
Second 5-week session	September 28	November 1
Third 5-week session	November 2	December 13
<b>Spring Semester 2016</b>		
Semester dates	January 11	March 6
First 8-week session	January 11	March 6
Second 8-week session	March 7	May 8
First 5-week session	January 11	February 14
Second 5-week session	February 15	March 20
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Third 5-week session	July 18	August 21

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