



NORTHWEST NAZARENE
UNIVERSITY

College of Adult and Graduate
Studies Catalog

2018 - 2019

College of Adult and Graduate
Studies Catalog
2018-2019

Northwest Nazarene University
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www.nnu.edu

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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

Adult and Professional Undergraduate Programs

Business

- Accounting, AA, BS
- Business Administration, AA, BS

Christian Ministry

- Christian Studies, AA
- Christian Ministry, BA

Education

- Elementary Education, AA, BA
- Secondary Education, AA

General Studies

- Applied Studies, BA
- Liberal Studies, AA, BA

Nursing

- Nursing, BSN

Graduate Programs

Business

- Master of Business Administration
 - Business Administration
 - Emphasis Areas
 - Accounting
 - Healthcare
 - Religion

Counselor Education

- Master of Science
 - Clinical Counseling Major
 - Marriage, Couple, and Family Counseling Major
 - School Counseling Major
 - Emphasis Areas
 - Addictions Counseling
 - Grief, Trauma, and Crisis
 - Logotherapy
 - Play Therapy

Education

- Adult and Professional Programs in Education
 - Elementary Certification
 - Secondary Certification
 - Secondary Content Area Endorsement
- Master of Education
 - Curriculum, Instruction and Innovation
 - Educational Leadership, Building Administrator
- Education Specialist
 - Building Administrator
 - Director of Special Education
 - Leadership and Organizational Development
 - Superintendent
- Doctor of Education, Educational Leadership
- Doctor of Philosophy, Educational Leadership

Nursing

- Master of Science in Nursing
 - Family Nurse Practitioner
 - Nursing Leadership and Education

Social Work

- Master of Social Work
- Concentrations
 - Mental Health
 - Integrated Clinical and Community Practice (ICCP)

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 an accredited, 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 '70s. The name of the institution was changed from Northwest Nazarene College to Northwest Nazarene University in 1999.

Northwest Nazarene University presently offers six associate degree majors, 40 bachelor's degree majors, eight master's degrees and two doctoral degrees. In addition to attending programs on the home campus, NNU students may study in cooperative programs in 35 countries around the world. Northwest Nazarene University serves approximately 1,300 undergraduate students, 725 graduate students, and 7,000 continuing education students each year.

Campus

The main campus of the University is located in Nampa, Idaho, which is in the Boise metropolitan area. Situated in the Treasure Valley, the University's location provides many rural and urban advantages, including a 2,500 foot altitude which provides a mild year-round climate. People are discovering and enjoying Idaho, the Gem State, with its easily accessible skiing, hiking, hunting, and fishing areas. The 90 acre campus, with its 33 buildings, has been carefully planned for maximum use and development. In addition to our offering courses at main campus, NNU also offers graduate courses in Idaho Falls and Twin Falls, Idaho. NNU also offers a variety of undergraduate and graduate programs in online formats that reach around the globe.

Students

NNU attracts students from all over the United States and many foreign countries. Students from all denominations and faiths are welcome to study at NNU. The University especially invites applications from international students and members of racial and ethnic minorities.

Accreditations

Northwest Nazarene University offers associate, bachelor's, master's, and doctoral degrees in a range of content areas. NNU is accredited by the Northwest Commission on Colleges and Universities (NWCCU), a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA). In addition to regional university accreditation, the following departments are accredited by nationally-recognized specialized accrediting boards:

- **Business** - Northwest Nazarene University's business programs are internationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP), with the exception of the Associate of Arts in Accounting.
- **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 AMFT 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, 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 BSN program are accredited by the Commission on Collegiate Nursing Education (CCNE).
- **Religion** - Northwest Nazarene University's Graduate Theological Online Education program is currently a candidate member 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).
- **Graduate School of Theology** - Northwest Nazarene University's Graduate School of Theology has the historic distinction of being the first institution with fully online programs ever to be granted full membership by the Association of Theological Schools (ATS).

Affiliations

The Graduate School of Theology's pastoral ministry core of the Master of Divinity and the Master of Arts in 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 for ordination in the denomination.

In addition, the University is a member of:

- Association of Christian Schools International (ACSI)
- Association of Governing Boards (AGB)
- Council for Christian Colleges & Universities (CCCU)
 - International programs: ASC, CSP, ISP (temporarily suspended), LASP, OSP, SSO, USP
 - U.S. Programs: ASP, CMC, LAFSC

- Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)

Nazarene Sister School University Programs

International: Africa Nazarene University, Ambrose University, Korea Nazarene University, Nazarene Theological College of Australia, Quetzal Education Research Center (through SNU), Seminario de las Nazareno Americas

U.S.: Eastern Nazarene College, MidAmerica Nazarene University, Mount Vernon Nazarene University, Nazarene Bible College, Nazarene Theological Seminary, Olivet Nazarene University, Point Loma Nazarene University, Southern Nazarene University, Trevecca Nazarene University

Friendship Schools

Asia Region: Business College of Shanxi University, Dongseo University, Hausheng International College of Taiyuan, Kazak-American Free University, Northwest University, Shaanxi University of Chinese Medicine, South China Normal University, Swan College/Central South University of Forestry & Technology, Tibet University for Nationalities, Xianyang Normal University

Latin America Region: Universidad Internacional-Mexico

Other

International: Arcadia Global Studies Program (consortium), International Studies Abroad (ISA) (consortium), Jerusalem University College, Romania Studies Program, Au Sable Institute of Environmental Studies

U.S.: Au Sable Institute of Environmental Studies, College of Western Idaho, College of Southern Idaho, Treasure Valley Community College

Mission and Vision

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.

Context for Mission

Founded in 1913, NNU is a Christian university of the liberal arts, professional programs, and graduate studies. The University is grounded in the Wesleyan-Holiness tradition and is in partnership with the Church of the Nazarene, which emphasizes the biblical doctrines of perfect love and Christian holiness.

Vision

Northwest Nazarene University strives to be a vibrant educational community that integrates and reflects Christian faith in all that it does. The University seeks to provide nationally-recognized programs distinguished by graduates who are academically prepared, spiritually grounded, service-minded, globally engaged, and vocationally successful.

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 2010, October 2017*

Statement of Belief

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

We believe:

- In one God--the Father, Son, and Holy Spirit.
- The Old and New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
- Human beings are born with a fallen nature, and are, therefore, inclined to evil, and that continually.
- The finally impenitent are hopelessly and eternally lost.
- 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.
- The Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
- Our Lord will return, the dead will be raised, and the final judgment will take place.

(Manual, Church of the Nazarene 2013-2017)

Philosophy of Education in Undergraduate Programs

NNU is committed to providing its undergraduate students with an acquaintance with the major fields of knowledge through a study in the liberal arts, an effective foundation in and a working grasp of one field in a selected major, and a balanced development of the wholly-educated person within the context of Christian commitment. Based on the philosophy of education and the University values, NNU has grouped the general education outcomes into four categories.

General Education Outcomes

I. Christian Formation

- Students will understand the Bible as a collection of ancient texts gathered as a canonical library for the Church and will develop and employ appropriate exegetical skills and methods in order to interpret the Bible responsibly and transformationally.
- Students will understand major doctrinal developments and emphases (including the creeds) within the historic theological traditions of Christendom and articulate distinctive characteristics of Wesleyan theology and its contributions to broader conversations within Christian theology.
- Students will understand and value the role of thoughtful biblical/theological reflection within the Wesleyan theological context and will develop and employ enhanced skills that critically integrate aspects of biblical interpretation and Christian theology to explore contemporary issues.
- Students will construct and critically evaluate philosophical, theological, or ethical arguments by using both formal and informal logic. Students will also apply principles of formal or informal logic to better understand their own faith commitments.

II. Humanities

- Students will be able to make informed decisions and choices regarding visual, musical, and literary art based on the historical, political, and socio-cultural contexts in which they emerged.
- Students will be able to demonstrate the ability to effectively solve real-world problems through the use of diverse ways of knowing, philosophical arguments, and discipline-specific knowledge within the humanities.
- Students will interact and communicate openly with individuals from diverse backgrounds while observing, contrasting, comparing, and understanding different worldviews and ways of knowing.
- Students will acquire the knowledge and develop the skills necessary to engage in a life-long appreciation of the humanities that will continue outside the classroom and after graduation.
- Students will develop an integrated approach to the human story that takes into account contrasting interpretations and the diverse roles of people within history.

III. Sciences

- Students will be able to comprehend and to apply the basic principles of science and methods of scientific inquiry.
- Students will have developed a deeper understanding of the relation of self to the world through investigation of the influence of social, cultural, economic, and political institutions in shaping human thought, values, and behavior.
- Students will have an awareness of human health, including stewardship of their own body.

IV. Intellectual and Practical Skills

- Students will be able to effectively use the English language, writing and speaking with clarity, coherence, and persuasiveness.
- Students will be able to think critically, independently, and creatively so that they can make informed and logical judgments of the arguments of others, arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Students will be able to comprehend and to use quantitative concepts and methods to interpret and to critically evaluate data and to effectively problem-solve in a variety of contexts demanding quantitative literacy.
- Students will be able to locate, access, analyze, and utilize information that facilitates learning and critical inquiry and to adhere to the standards of academic honesty in their use of that information.

Academic Services

NNU Academic Services provide support for the entire academic community. They include:

John E. Riley Library

Vital to the educational and intellectual life of the university, the John E. Riley Library contains almost 117,000 printed books, 140,000 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 federal government documents, for which the library is a selective depository. Additionally, a special collection of works by or about John Wesley is maintained.

The library's web page is library.nnu.edu. It provides links to the library's online catalog, various indexes and databases many of which include full-text materials, and to other resources. Through participation in OCLC Inc., an international library network, the library has access to additional books and other materials from libraries around the world, available via interlibrary loan.

Reciprocal borrowing agreements with Boise State University and with College of Idaho allow students to check out a limited number of items from these libraries.

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

The library provides individual study areas, 17 group study rooms, and has wireless access for laptops and access to campus networked computers.

The University Archives contain items pertaining to the history of the University. Use of the Archives is by appointment only.

Information Technology Services (ITS)

ITS is located in the Leah Peterson Learning Commons. Hours are found on the help.nnu.edu website. Services include but are not limited to:

- Computer Support
- Printer Support
- Classroom Technology Support
- Phone Support
- Purchase of print credit

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

Center for Academic Success and Advising (CASA)

Academic Success

CASA supports undergraduate academic programs by providing students with writing consultation and subject area peer tutoring for select courses. These services are available free of charge to undergraduate students. In addition, CASA offers face-to-face courses for credit in University Success, Major/Career Explorations, Mathematics Strategies, and English Strategies.

Disability Services

It is the policy of Northwest Nazarene University (NNU) that no qualified persons with disabilities shall, on the basis of disability, be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any of its programs or activities. Any qualified student who has a physical or mental impairment which substantially limits one or more of major life activities, such as walking, seeing, hearing, speaking, breathing, learning and/or working, can receive assistance at NNU as provided in Section 504 of the Rehabilitation Act of 1973, and the applicable provisions of the Americans with Disabilities Act of 1990 and the ADA Amendment Acts of 2008. The Director of CASA serves as the campus contact for disability related needs.

Testing

The Testing Office supports the educational mission of NNU by providing high quality testing services in accordance with the National College Testing Association Professional Standards and Guidelines and governmental regulations. The services provided for students, faculty, staff, community members and business partners will be consistently rendered with an attitude of service that demonstrates value for relationships, personal excellence, diversity, and commitment to lifelong learning. Tests/services include proctoring for distance learning courses; residual ACT testing; CLEP, DSST, and placement testing.

International Student Services and Programs

The office provides ongoing support to international students in the academic, spiritual, and social aspects of their lives. We seek to promote awareness, cooperative efforts, and understanding about the various aspects of ethnic, religious, and cultural diversity.

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 nnu.edu/enrollverify.

Transcripts

Transcripts must be obtained with a signed request. Transcripts can be ordered from the web page: 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 no more that six credits will remain uncompleted at the end of the current semester.

Ph.D. and Ed.D. students 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 the approved accreditation and assessment software 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. This 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.

Career Center

The Career Center provides information and assistance to students who wish to assess career goals and investigate career opportunities. The Career Center helps students craft effective resumes, practice interviewing techniques, establish networking contacts, and identify internships and part/full-time or summer employment. In addition, the Career Center sponsors a number of career-related events during the academic year. For more information on these resources and events, please visit the Career Center website: careercenter.nnu.edu.

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. The GAPP Admissions office receives and processes all applications for admission, and assists applicants with program specific admission requirements. Application materials needed for admission may include, but are not limited to the following:

1. A completed application and application fee
2. Official transcripts
3. 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).

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

International Students

Students for whom English is not the native language are required to take the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System).*

Program	Test	Required Score
APP (Undergraduate)	TOEFL	80 - with a minimum of 20 on each section
APP (Undergraduate)	IELTS	6.0
Graduate	TOEFL	85 - with a minimum of 22 on writing and speaking and no score lower than 20
Graduate	IELTS	7.0

* Admission to the Education Department requires an interview via Skype or telephone.

International students are required to submit transcripts from all colleges and universities attended in the United States.

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 or IELTS requirement is waived.

Financial Aid

To receive federal assistance, students must be accepted to an undergraduate or graduate program at NNU and have submitted the Free Application for Federal Student Aid ([FAFSA](#)), which is available

October 1st. Continuing students must complete the FAFSA each year in order to continue to receive federal financial aid. NNU's Federal School Code is **001624**.

Students may be eligible for certain educational loans and a limited number of grant programs. College of Adult and Graduate Studies students are not eligible for church matching grants. For specific information on available aid, consult the [Office of Financial Aid](#) at 208-467-8638, 1-877-NNU-4YOU (1-877-668-4968) or financialaid@nnu.edu.

Payment of Financial Aid

Financial aid awards from all programs will be posted to student accounts to pay tuition and fees after eligibility and enrollment requirements have been met. Students receive one-third of the academic 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 non-citizen.
- Be enrolled for 6 or more credits (3 or more for graduate students) 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.
- 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 occurring while receiving financial aid.

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

Restriction

A student cannot receive aid in excess of the maximum annual cost of attendance set by the Office of Financial Aid. In certain cases where the maximum cost of attendance is exceeded, the Office of Financial Aid will reduce aid until the total aid amount is equal to or below the cost of attendance.

Students' Rights and Responsibilities

As recipients of federal student aid, students have certain rights and responsibilities. NNU believes that knowing these rights and responsibilities will put students in a better decision-making position to achieve their educational goals.

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 including information on all federal and state financial aid programs.
3. The school's financial aid personnel, where their office is located, and how to contact them for information.
4. The procedure and deadlines 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. (Undergraduate students only)
11. The school's policy in reconsidering a student's aid package if he or she believes a mistake has been made, or if his or her 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 Free Application for Federal Student Aid (FAFSA), 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, he or she must notify the loan service provider of these changes.
9. Satisfactorily perform the work agreed upon in a Federal College Work-Study job. (Undergraduate students only)

Withdrawing From Courses

If a student withdraws from all courses during a semester, regardless of the reason, federal regulations require Northwest Nazarene University (NNU) to determine the amount of Title IV Federal aid the student has earned. The Title IV aid programs that are covered by this law are: Federal Pell Grants, Direct Loans (both subsidized and unsubsidized), Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal Perkins Loans, TEACH Grants, and Iraq and Afghanistan Service Grants.

Though a student's aid is posted to their account at the start of each semester, funds are earned as the student completes the semester. If a student withdraws during their expected term of enrollment, and has not completed more than 60% of their expected enrollment period, the amount of Title IV aid that the student has earned up to that point will be determined by a specific formula. If the student received more assistance than has been earned at the time of withdrawal, the excess funds must be returned by the school and/or by the student to the federal government. This is referred to as a Return to Title IV (R2T4).

Federal regulations require a recalculation of financial aid eligibility if a student:

- officially withdraws from all courses for the semester;
- stops attending before the semester ends without officially withdrawing;
- fails all classes and/or;
- does not complete all the sessions for which they were originally registered for in a period of enrollment.

Students who do not begin attendance in classes are not eligible for federal financial aid and must repay any federal assistance originally received.

The R2T4 calculation may result in the student and/or parents being responsible for directly returning additional loan amounts to the U.S. Department of Education.

Any amount of unearned grant funds that must be returned is called an overpayment. The maximum amount of a grant overpayment that must be repaid is half of the grant funds received or scheduled to be received. Grant overpayments of \$50 or less do not need to be repaid. Arrangements can be made through NNU or the U.S. Department of Education to return the unearned grant funds.

Determining the Amount of Federal Aid Earned

Students earn the Title IV Federal aid they originally received by remaining enrolled in and participating in all classes for which they are registered. Participation may be through physical attendance or active participation such as submission of homework or participation in course discussions for online courses.

The amount of federal aid that has been earned is determined on a pro rata basis. For example, if 30% of the period of enrollment has been completed prior to withdrawal, the student has earned 30% of his or her aid, but has not earned the remaining 70%. Return of Title IV funds are based on this 70% unearned percentage.

Once a student has attended 60% of the semester for which he or she is registered, the student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds.

If the student received (or the student's parent received on their behalf) excess Title IV program funds that must be returned, NNU must return an amount equal to the lesser of:

- the student's institutional charges multiplied by the unearned percentage, or
- the student's Title IV program assistance multiplied by the unearned percentage.

For Students Enrolled in Modules

A student is considered withdrawn if the student does not complete all of the days in each session that the student was originally scheduled to complete. NNU tracks enrollment in each session that does not span the entire fall, spring, or summer semester and combines the sessions to determine the students' expected period of enrollment.

NNU determines if a student enrolled in a series of modules is a withdrawal and subject to recalculation of federal financial aid eligibility based on the following questions:

- After beginning attendance in the period of enrollment did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend? If the answer is *no*, this is not a withdrawal.

If the answer is *yes*, then:

- Was the student still attending any other courses when the student ceased to attend or failed to begin attendance in a course? If the answer is *yes*, this is not a withdrawal.

If the answer is *no*, then:

- After ceasing to attend or failing to begin attendance in a course did the student confirm with NNU that they will be attending a course in a session beginning later in the enrollment period? If the answer is *yes*, this is not a withdrawal.
- If the answer is *no*, this is a withdrawal and the R2T4 calculation will be performed.

Refund for Students Who Withdraw From Courses

Students who withdraw from NNU **prior** to a course start date will receive a 100% refund of tuition and fees charged for that course. Students who withdraw **after** a course begins shall receive a prorated refund of tuition and fees. Students are not eligible for a refund of any charges after 60% of 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) the last day of documented "academic-related activity" for those students who leave school without notifying an appropriate NNU official. 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, any time a student withdraws from any course at NNU and does not certify his or her intent to return in another session, in writing, before the end of the semester, NNU must evaluate the student's federal aid and determine if an adjustment is required.

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

Course and Fee statements are available on the [NNU Portal](#) prior to the beginning of each semester. The Student tab will provide options to view financial aid awarded and to generate your Course and Fee Statement for each semester's estimated charges and credits, and is the statement from which the balance due is determined.

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

Lenders deduct a processing fee from the students Direct Student loans or Direct Plus loans. Questions concerning financial aid should be directed to (208) 467-8638, 1-877-668-4968, or financialaid@nnu.edu.

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.

Fees and Other Charges for Past Due Accounts

Failure to pay the student's account by the due date will result in a late fee of \$150. Accounts 45 days past due will also be assessed a finance charge at the rate of 1.25% monthly (15% annually).

Please note: some courses have course fees. Check course schedule for details.

Withdrawal Fee: \$100

Graduation Fee: \$50

Late Graduation application fee: \$50 (refer to the Registrar/graduation webpage for dates)

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 not to exceed 40% of the debt and may also include court and/or attorney fees.

Payment

Payment and/or satisfactory financial arrangement of the balance due on a student's account must be completed 2 weeks prior to the start of the semester. In determining the balance due, financial aid awarded for the semester will be deducted from the total semester charges. A late payment fee of \$150 may be assessed if payment and/or satisfactory financial arrangement has not been completed by the tuition due date. Official transcripts of student course work and/or diploma are granted only after the student's account is paid in full. Registration for the next semester and continued enrollment will be available after the prior semester's balance is paid in full or satisfactory arrangements have been made with the Business Office.

Many NNU students choose to participate in a payment plan. For information on the payment plan, please contact the Business Office. Enrollment in a payment plan is to be completed by July 20, 2018. Payment plans are available for the academic year or individual semesters.

Undergraduate Financial Aid

Federal Grants

The United States Government, through the Department of Education, has made funds available for several federal grant programs.

Federal Pell Grant: The award amount for the Federal Pell Grant is determined annually by the federal government. Eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA) online at fafsa.gov. Once submitted, a Student Aid Report (SAR) is created, which indicates the student's eligibility for this grant.

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. The Federal Pell Grant is solely determined by the EFC on the FAFSA and the federal government's Pell amounts.

Federal Loans

These loans are low-interest, fixed rate federal loans borrowed through the federal government.

Federal Direct Subsidized Loan: A [subsidized loan](#) is one that the government pays the interest while the student is in school, in a grace period, or in deferment. Payments of principal and interest may be deferred while enrolled at least half-time as a degree-seeking student. Repayment begins six months after graduation or discontinuance of at least half-time, degree-seeking enrollment. A student must complete the FAFSA and demonstrate need to be considered for a subsidized loan. First-time borrowers must additionally complete a [Master Promissory Note \(MPN\)](#) and [Entrance Counseling](#) to better understand repayment and options.

Federal Direct Unsubsidized Loan: Students who do not qualify or only qualify for part of the subsidized loan based on need are eligible for an [unsubsidized loan](#). An unsubsidized loan is one that the government does not pay the interest on the loan while the student is in school, in a grace period, or in deferment. Payments of principal and interest may be deferred while enrolled at least half-time as a degree-seeking student. Repayment begins six months after graduation or discontinuance of at least half-time, degree-seeking enrollment. A student must complete the FAFSA to be considered for an unsubsidized loan. First-time borrowers must additionally complete a [Master Promissory Note \(MPN\)](#) and [Entrance Counseling](#) to better understand repayment and options.

Part-Time Employment

On-Campus Employment: All NNU students are eligible to apply for part-time work on campus. A variety of on-campus departments hire students, such as Facilities, Learning Commons, Bookstore, and others. All students are encouraged to apply for positions of interest by following the directions listed in each job posting located on the [Career Center's website](#). First-time students are encouraged to work no more than 12 hours per week at any job or combination of jobs on campus.

A number of on-campus positions are funded in part by Federal College Work-Study program funds. The work study award at the time of application does not guarantee a job, it simply indicates a student's eligibility for funding. Work study eligibility is determined by the [Office of Financial Aid](#) personnel upon review of the student's FAFSA information, cost of attendance, and other aid awarded, and is communicated to the student in an award letter.

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 participate in this program. Eligibility is determined by the [Office of Financial Aid](#) personnel upon review of the student's FAFSA information, cost of attendance, and other aid awarded, and is communicated to the student in an award letter. NNU pays the student on a monthly basis.

Part-time Off-Campus Employment: Numerous students secure their own arrangements for part-time off-campus employment in the local community. Students are encouraged to review postings located on the [Career Center's website](#) to identify part-time off-campus opportunities.

Graduate Financial Aid

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](#)). In exchange for receiving a TEACH Grant, a student must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. Students must also complete TEACH [entrance counseling](#) and an [Agreement to Serve](#) if eligible.

Federal Direct Unsubsidized Loan: An unsubsidized loan is one that the government does not pay the interest on the loan while the student is in school, in a grace period, or in deferment. Payments of principal and interest may be deferred while enrolled at least half-time as a degree-seeking student. Repayment begins six months after graduation or discontinuance of at least half-time, degree-seeking enrollment. A student must complete the FAFSA to be considered for an unsubsidized loan. First-time borrowers must additionally complete a [Master Promissory Note \(MPN\)](#) and [Entrance Counseling](#) to better understand repayment and options.

Academic Perspectives

Academic Load

A full-time undergraduate load is 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 is 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.

Add/Drop/Withdraw Policy

Seven and eight-week session and full semester courses:

- ADD: Students may add a class up to and including the eighth day of the session.
- DROP: Students may drop a class up to and including the eighth day of the session without receiving a 'W.'
- WITHDRAW: Students may withdraw from a class and receive a 'W' up to and including the completion of the fourth week of the session.

Five and six-week session courses:

- ADD: Students may add a class up to and including the first day of the session.
- DROP: Students may drop a class up to and including the eighth day of the session without receiving a 'W.'
- WITHDRAW: Students may withdraw from a class and receive a 'W' up to and including the completion of the third week of the session

Sessions less than five weeks:

- ADD: Students may add a class before the first day of the session.
- DROP: Students may drop a class up to and including the first day of the session without receiving a 'W.'
- WITHDRAW: Students may withdraw from a class and receive a 'W' up to and including the completion of the first week of the session.

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 the 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, and community by fostering a spirit of honest intellectual inquiry. The University has identified the following as 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 your own to be copied, completing work, in whole or in part, for another student, using unauthorized aids on an assessment, having someone else take an exam for you (in-class, take-home, or online), submitting as your own another person's work, rescheduling an exam relying on a false excuse;
2. Plagiarizing, e.g. presenting as your own the words or ideas of another person, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, by using a similar order of sentences while altering a few words or word order;
3. Submitting the same work from a current or previous course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Checking into class for another student who is tardy or absent;
6. Fabricating data, including 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, the library (by hiding books, for example), or a 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 course requirements;
11. Altering, falsifying, or misrepresenting an academic document;
12. Communicating false information whether oral, written, electronic or nonverbal;
13. Forging signatures; and/or
14. Aiding others to engage in any of the above violations.

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 registrar@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. 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	
K	Conditional mark	
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 by the close of the semester following the one in which the mark was incurred, the prefix I will be dropped from the grade unless an additional request is made and granted to have the period of the incomplete extended. A faculty may request that the student make up the deficiencies before the end of the semester. On a pass/fail grade an "IP" may not be assigned. The only incomplete grade that can be assigned to a pass/fail course is "IF".

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

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

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.

State Authorization Reciprocity Agreements (SARA)

In 2010 the U.S. Department of Education released rule 34 C.F.R. § 600.9 requiring institutions offering distance education across state lines to seek authorization to offer programs in states where students reside. Northwest Nazarene University joined NC-SARA (National Council for State Authorization Reciprocity Agreements) in 2015, permitting NNU to offer distance education in other SARA states in accordance with State Authorization Reciprocity Agreements Policies and Standards. A list of states participating in NC-SARA may be found at <http://nc-sara.org/>. To further comply with 34 C.F.R. § 600.9, Northwest Nazarene established a State Authorization Commission to advise administrators on state authorization requirements, coordinate efforts to seek authorization in non-SARA states, and develop information found on the following website <https://nnuonline.nnu.edu/about-nnu/state-authorization>.

SARA membership does not ensure NNU is authorized to offer distance education programs leading to professional licensure in a particular state. Northwest Nazarene University continues to work on authorization of such programs in each state. If you are interested in, or enrolled in a distance education program leading to professional licensure (currently Nursing or Education), please contact the academic department for information regarding NNU state authorization. You may also contact the licensing agency in the state in which you intend to receive licensure to determine if Northwest Nazarene University's programs fulfill that state's requirements.

Undergraduate Programs in the College of Adult & Graduate Studies

Undergraduate Admission Requirements

Individuals interested in applying for admission to one of NNU's adult undergraduate programs should complete the application for admission and provide all supporting documents necessary for the admissions office to make an admissions decision. Acceptance will be determined by, among other things, high school and/or college grade point average.

Candidates without any prior college or university credits are considered first-time freshmen and will be considered for standard admission with a high school grade point average of no less than 2.5. Those candidates who have taken college classes for credit after high school will be considered for standard admission as a transfer student and must have a cumulative grade point average of no less than a 2.0. While a student may be accepted to NNU with a 2.0 cumulative college grade point average, to be accepted to the Education and Nursing programs students will have to show previous college work at a significantly higher grade point average.

Persons who do not meet the requirements for standard admission will be considered for provisional admission. Provisional admission is normally granted for one semester and will be reviewed at the end of the student's first semester of enrollment. 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 may include but are not limited to:

- HUMN1050 Introduction to Online Learning
- HUMN1015 Cornerstone
- ENGL0900 Improvement of Language Usage (unless the ACT English score was 20 or above)
- MATH0900 Essential Mathematics (unless the ACT math score was 21 or above)

In addition, a 1.70 (C-) average for freshmen must be earned in these courses in order to continue in good academic standing for second semester, a 2.0 (C) is required for sophomores and above. If a student fails to meet these standards, academic probation or dismissal is considered.

Application Process

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

- Online application
- Two recommendation forms from persons not related to the applicant (i.e. a colleague, supervisor, pastor, etc.). The Christian Ministry Online program requires one of those recommendations to be from a supervising pastor.
- 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 Graduate and Adult Admissions office reviews all applications to ensure these criteria are met and admission is in the best interest of the student and Northwest Nazarene University.

Undergraduate Academic Perspectives

Additional Bachelor's Degree

Northwest Nazarene University offers three different undergraduate degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing.

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. THEO2105 - Introduction to Christian Theology must be taken.

Additional Major

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

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 (ETS). 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.

Credit will be granted as follows:

Test Name	NNU Equivalent	Credit
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 AB	MATH2510 Calculus 1	4
*Calculus BC	MATH2510 Calculus 1	4

Computer Science Principles	COMP1220 Introduction to Computer Science	3
*Computer Science A	COMP2220 Computer Programming I and Lab	4
Environmental Science	BIOL1040 Environmental Science and Lab	4
*Physics 1	PHYS1110 College Physics I and Lab	4
*Physics 2	PHYS1120 College Physics II and Lab	4
*Physics C: Mechanics	PHYS2110 Physics for Sci and Engr I and Lab	4
*Physics C: Elect & Mag	PHYS2120 Physics for Sci and Engr II 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: Am Hist 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
Psychology	PSYC1550 Introduction to Psychology	3
Spanish Language	SPAN1010 Elementary Spanish	6
Spanish Literature	SPAN1010 Elementary Spanish	6
Statistics	MATH2240 Elementary Statistics	3

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

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.

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:

- 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.
- 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.
- No grades or quality points will be assigned CLEP credits.
- 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 professional experience can provide a portfolio to demonstrate learning. A student may also enroll in the course PELA1005, 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, the number of credits, and the grade of P will be added to the student's transcript.

Credits earned through prior learning assessment may be counted toward NNU degrees but 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. 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.

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.

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.

Honor Society

Phi Delta Lambda is the bachelor's level 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

Honors are awarded to bachelor degree students according to the following criteria:

- 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 transfer cumulative GPA of 3.5 or higher to be eligible for honors at graduation. The cumulative grade point average for determining honors is based only on grades received at Northwest Nazarene University.

International Baccalaureate Program (IB)

Credit will be granted for individual Standard Level (SL) or Higher Level (HL) courses completed with a score of 5, 6, or 7. Five lower-division credits will be granted for each course. Students will not receive credit for English Language B (language acquisition) courses.

Students earning the International Baccalaureate Full Diploma will receive five credits for each course completed, for a total of 30 credits. No credit will be granted for the Theory of Knowledge (ToK) course.

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.

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)
- 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.

Phone: 208.467.8542

Fax: 208.467.8603

E-mail: registrar@nnu.edu

Transfer of Associate of Arts Degree

A student who enrolls at Northwest Nazarene University with an Associate of Arts Degree completed prior to admission 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. THEO2105 Introduction to Christian Theology (3 credits)
 2. BIBL1105 or an elective in Bible Literature (3 credits)
 3. KINE1000 Fundamentals of Wellness (1 credit)
(An equivalent transfer course may be substituted for this requirement)
 4. 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 from a regionally accredited institution may file a petition with the Registrar for consideration of acceptance of the degree.

Note: A two-year Transfer Degree does 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).

Undergraduate Degree Requirements

Bachelor Degree Requirements

Northwest Nazarene University offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees. To qualify for a bachelor's degree at NNU, the student must satisfy the seven (7) 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 general education program for the bachelor's degree.
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 for graduation 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. 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 for graduation 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.

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 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
BIBL1105	Introduction to Biblical Studies	3
THEO2105	Introduction to Christian Theology	3
BIBL/THEO	Approved UD Bib Lit or Theology Elective	3
PHIL	Approved Philosophy Elective	3

Humanities

16 Credits

HUMN1015	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	
KINE1005	Fundamentals of Wellness	1
KINE	Approved Kinesiology Activity Elective	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
	Approved Mathematics Elective	
	Approved Natural Science Elective	
	Approved Social Science Elective	
Intellectual and Practical Skills	9 Credits	
ENGL1035	University Writing and Research	3
ENGL3015	Topics in Writing and Literature (or a course with a <i>W</i> designation)	3
COMM1210	Intro to Public Speaking	3
Math Proficiency	MATH0900 or a satisfactory score on the mathematics portion of the ACT, SAT, or ACCUPLACER or equivalent test	0
Cross Cultural Requirement	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)

BIBL1105*. Introduction to Biblical Studies (3)

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

THEO2105*. Introduction to 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)

BIBL or THEO course numbered above 2999. (3)

Students transferring to Northwest Nazarene University as juniors (60 credits) must complete 6 semester credits in biblical and theological studies which will include THEO2105 and an approved BIBL elective. Students transferring as seniors (90 credits) must complete only THEO2105.

Philosophy Elective (3)

Select one course from:

PHIL2020. Ethics (3)

PHIL3080. Critical Reasoning (3)

II. Humanities (16 credits)

HUMN1015. Cornerstone (3)

To be completed the first year of enrollment and preferably in the first semester, must be completed with a grade of C- or higher.

Literature Elective (3)

Select one course from:

ENGL2310. British Literature: Beowulf through the Age of Reason (3)

ENGL2410W. Major Literature of the Western World (3)

ENGL2430. World Literature: The Enlightenment to the Modern Era (3)

ENGL3210. Major Authors in American Literature (3)

ENGL3510. Twentieth Century Poetry (3)

ENGL3740W. Children's Literature (3)

Art History/Music History Elective (3)

Select one course from:

ARDE3750. Art History 2 (3)

MUSC1010. 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:

ECON2275. American Economic History (3)

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

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

HIST3250. History of American Culture (3)

HIST3390. Recent America (3)

NURS4121. History of Nursing (3)

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

HIST1030. The World and the West I (3)

HIST1040. The World and the West II (3)

HIST3480. 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)

HUMN4015. Capstone (1)

NURS4130. Transition to Professional Nursing (3)

THEO4905. Religion Capstone (1)

III. Sciences (15 credits)

KINE1005. Fundamentals of Wellness (1) (RN to BSN students exempted)

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

KINE1030. Lifetime Sport 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)

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

BIOL1060L Human Biology Laboratory (1)

PHYS1010. Introduction to Physical Science (3); **and,**

PHYS1010L. Introduction to Physical Science Lab (1)

PHYS1060. Descriptive Astronomy (3); **and,**

PHYS1060L. Descriptive Astronomy Laboratory (1)

Social Science Elective (3)

Select one social science course (ECON, GEOG, POLS, PSYC, SOGY, or COMM2030):

COMM2030. Interpersonal Communication (3)

ECON1010. Personal Finance (3)

ECON2275. American Economic History (3)

ECON2415. Principles of Microeconomics (3)

ECON2425. Principles of Macroeconomics (3)

GEOG1050. Intro to Geography (3)

POLS1010. American National Politics (3)

PSYC1550. Intro to Psychology (3)

PSYC2100. Lifespan Development (3)

PSYC2110. Educational Psychology (3)

SOGY1015. Exploring Cultural Anthropology (3)

SOGY1550. Introduction to Sociology (3)

Additional Science Electives (6)

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

Mathematics (3):

BSNS2330. Business Statistics (3)

MATH1100. Liberal Arts Mathematics (3)

MATH1350. College Algebra and Geometry (3)

MATH2010. or MATH2015. Fundamentals of Mathematical Structures I (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)**ENGL1035. 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.

COMM1210. Introduction to Public Speaking (3)

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

Mathematics Proficiency (0)

MATH0900. 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 570 or higher

ACCUPLACER Algebra Score of 74 or higher or equivalent test

Completion of an approved college-level math course

Must be completed by the end of the fourth semester in residence.

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.

- CLST1045CC. Intercultural Lab Level 4 (no credit). Must enroll 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 Experiences (3 points): complete the following.

- CLST1035CC Intercultural Lab Level 3 (no credit). Must enroll and complete the cross cultural lab 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 Level 2 (no credit). Must enroll 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 Level 2 (0)

EDUC2250. Cultural Diversity in Education (2) **and** EDUC2250CC. Intercultural Lab Level 2 (0)

EDUC3315. Teaching English Language Learners (1) **and** EDUC3315CC. Intercultural Lab Level 2 (0)

PRTH2405. Christian Missions (3) **and** PRTH2405CC. Intercultural Lab Level 2 (0)

PRTH3755. Compassionate Ministries (3) **and** PRTH3755CC. Intercultural Lab Level 2 (0)

NURS4114. Nursing of Diverse Communities and Populations (4) **and** NURS4114CC. Intercultural Lab Level 2 (0)

SOGY1015. Exploring Cultural Anthropology (3) **and** SOGY1015CC. Intercultural Lab Level 2 (0)

NNU Online General Studies Program

NNU Online bachelor's and associate degrees are designed to meet the needs of the virtually-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 liberal studies. In addition, NNU Online offers general education courses that allow others to fulfill the initial requirements of the associate or bachelor's degree in business, Christian ministry, or education.

Learning Outcomes

1. Students will display an attitude of intellectual curiosity in basic areas of human knowledge, harnessed by moral responsibility.
2. Students will grow in the content, methodology, and implications of the basic areas of human knowledge.
3. Students will develop the ability to think critically and independently.

High School Student Admission Requirements

Application for admission to NNU Online when a student is currently enrolled in high school is made through the online application available at nnu.edu/admissions/adult-and-professional/apply. 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 form 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.

High School Student Application Process

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

1. A completed application
2. Completed parental consent 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

A student must maintain a cumulative GPA of 2.0 or higher to remain in good standing in the Adult & Professional Program-NNU Online 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, he or she will receive a formal letter of dismissal from the Adult & Professional Program-NNU Online at Northwest Nazarene University.

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

Associate of Arts, Liberal Studies

Requirement - 63 overall credits

General Education Requirements - 48 credits

Christian Formation - 9 credits

BIBL1105. Introduction to Biblical Studies (3)

To be completed with a C- or better

THEO2105. Introduction to Christian Theology (3)

To be completed with a C- or better

Approved Philosophy Elective (3)

Humanities - 15 credits

HUMN1015. 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

KINE1005. Fundamentals of Wellness (1)

Approved Kinesiology Activity Elective (1)

Approved Natural Science Elective (3)

Approved Natural Science Lab Elective (1)

SOGY1015. Exploring Cultural Anthropology (3) **and,**

SOGY1015CC. Intercultural Lab - Level 2 (0)

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

Mathematics

Social Science

Natural Science

Intellectual and Practical Skills - 9 credits

ENGL1035. University Writing and Research (3)

To be completed with a C- or better

ENGL3015. Topics in Writing (3)

or a course with a 'W' designation (3) *To be completed with a C- or better in the sophomore year*

COMM1210. Introduction to Public Speaking (3)

To be completed with a C- or better

Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, or equivalent test

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, Applied Studies

This program leads to the bachelor of arts degree. It provides students with a broad range of coursework including an applied area as well as the humanities, mathematics and science, and social sciences.

Requirements: 60 total credits. 12 credits in each content area 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: Not all emphasis areas may be available in a fully online format. If music is selected, no more than three credits of private lessons may apply. If kinesiology is selected, no more than three credits of 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

NNU's Course of Study program (COS) is ministerial training done via an online learning management system (LMS). The modules (courses) are provided by the Clergy Development Office of the USA and Canada Region 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 have been 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 and some have earned doctoral degrees.

The online COS program is open to anyone proficient in English and at least 16 years of age, especially those pursuing ordination in the Church of the Nazarene. For more information, contact the Course of Study Online office at (208) 467-8538.

Faculty: Dr. Rhonda Carrim, Program Director

Admission Requirements

Anyone age 16 or older with proficiency in English wishing to prepare for ordination in the Church of the Nazarene, or anyone 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.

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

Please contact Barbara Manley at blmanley@nnu.edu or (208) 467-8538 with any questions regarding this program.

Application and Registration Process

Registration is open three times a year, five weeks before course modules begin. A student must complete an application to begin the Course of Study Program. A student that skips a session or drops all courses within a session will be required to complete an application form to start again.

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 online Course of Study modules are transferable. Note: Acceptance of these credits is at the discretion of other Nazarene schools. Any of NNU's fully online bachelor's degree programs will accept a maximum of 18 credits for COS 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.

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. Completion of 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.

The 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 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, a student must contact the Program Coordinator, Barbara Manley, via email at blmanley@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. 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.

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, he or she will receive a formal letter of dismissal 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-.

Associate of Arts, Christian Studies

Requirements - 63 overall credits

General Education Requirements - 45 Credits

Christian Formation - 9 Credits

BIBL1105. Introduction to Biblical Studies (3)
THEO2105. Introduction to Christian Theology (3)
PHIL2020. Ethics (3)

Humanities - 15 Credits

HUMN1015. Cornerstone (3)
Approved Art History or Music History Elective (3)
ENGL2410W. Major Literature of the Western World (3)
Approved U.S. History Elective (3)
Approved World History Elective (3)

Sciences - 15 Credits

KINE1005. Fundamentals of Wellness (1)
KINE1020. Heart Healthy Activity (1)
Approved Natural Science Elective (3)
Approved Natural Science Elective Lab (1)
PSYC1550. Introduction to Psychology (3)
SOGY1015. Exploring Cultural Anthropology (3) **and**
SOGY1015CC. Intercultural Lab - Level 2 (0) *Refer to Cross Cultural requirement below.
College Level Mathematics Course (3)

Intellectual and Practical Skills - 6 Credits

ENGL1035. University Writing and Research (3)
COMM1210. Introduction to Public Speaking (3)
Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, or equivalent test
Cross Cultural Requirement (CC) *Refer to CC lab in Social Science requirement above.

Concentration Requirements - 18 Credits

BIBL3155. Biblical Interpretation (3)
CHED1815. Introduction to Christian Discipleship (3)
CHIS2415. History and Manual, Church of the Nazarene (3)
PRTH2215. Spiritual Formation and Christian Discipleship (3)
PRTH2215L. Personal Development Lab (0)

PRTH2225. Worship Theory and Development (3)
PRTH2405. Christian Missions (3)

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: 53 credits in Christian Ministry and 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)
CHIS2415. History and Manual, Church of the Nazarene (3)
CHIS3615. History of the Christian Tradition I (3)
CHIS3625. History of the Christian Tradition II (3)
HUMN1050. Introduction to Online Learning (1)
PRTH2215. Spiritual Formation and Christian Discipleship (3)
PRTH2215L. Personal Development Lab (0)
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.

BIBL1105. Introduction to Biblical Studies (3)
BIBL3260. Life and Teachings of Jesus (3)
COMM1210. 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)
PHIL2020. Ethics (3)
PSYC1550. Introduction to Psychology (3)
THEO2105. Introduction to 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, and 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)

Business

The Bachelor of Science program for the adult learner provides an opportunity to earn a degree while working full-time or being a stay-at-home parent. With classes online and in Nampa, students are able to select the program that works best for them.

This is an intense 16-month program. Students will take up to six courses during each 15-week semester, two simultaneously. The typical course will last for five to eight weeks. The program is organized into cohorts, meaning that students will go through each step of the program with the same group of people. This allows for community among classmates, and an ability to share both 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 online through NNU's Online General Studies Program to help students meet this requirement.

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

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, he or she will receive a warning letter and be placed on academic probation for the duration of one semester during which time he or she must earn a minimum GPA of 2.5. If a student continues to make unsatisfactory progress, he or she will receive a formal letter of dismissal from the Adult & Professional Program-Business at Northwest Nazarene University.

*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-.

Business Attendance Policy

If a Business student misses two class sessions of any course, he or she will not be able to receive credit for the course and will need to drop the course. If a student misses, or will miss, two classes, it is the responsibility of the student to notify the APP Business Program Coordinator for the necessary paperwork. Students that miss two class sessions of any course and do not complete the drop or withdrawal process will receive a failing grade for the course and be charged for the course.

Associate of Arts, Accounting

Requirements - 63 overall credits

General Education Requirements – 45 credits

Christian Formation – 9 credits

BIBL1105. Introduction to Biblical Studies (3)

To be completed with a C- or better

THEO2105. Introduction to Christian Theology (3)

To be completed with a C- or better

Approved Philosophy Elective (3)

Humanities – 9 credits

HUMN1015. 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

KINE1005. Fundamentals of Wellness (1)
SOGY1015. Exploring Cultural Anthropology (3) **and**,
SOGY1015CC. Intercultural Lab - Level 2 (0)
Approved Kinesiology Elective (1)
Approved Natural Science Elective (3)
Approved Natural Science Elective Lab(1)
ECON2415. Principles of Microeconomics (3)
ECON2425. Principles of Macroeconomics (3)
BSNS2330. Business Statistics (3) **or**,
MATH2240. Elementary Statistics (3)

Intellectual and Practical Skills – 9 credits

ENGL1035. University Writing and Research (3)
To be completed with a C- or better
ENGL2410W Major Literature of the Western World (3) **or**,
ENGL3740W Children's Literature (3)
To be completed with a C- or better
COMM1210. Intro to Public Speaking (3)
To be completed with a C- or better
Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher or equivalent test
Cross Cultural Requirement (CC)

Concentration Requirements – 18 credits

ACCT2065. Financial Accounting (3)
ACCT2075. Managerial Accounting (3)
ACCT2410. Personal Income Tax (3)
ACCT2750. Computerized Accounting (3)
ACCT3094. Special Topics in Accounting (3)
BSNS2175. Computer Applications in Business (3)

Associate of Arts, Business

Requirements - 63 overall credits

General Education Requirements - 45 credits

Christian Formation - 9 credits

BIBL1105. Introduction to Biblical Studies (3)
To be completed with a C- or better
THEO2105. Introduction to Christian Theology (3)
To be completed with a C- or better
Approved Philosophy Elective (3)

Humanities - 9 credits

HUMN1015. 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

KINE1005. Fundamentals of Wellness (1)
SOGY1015. Exploring Cultural Anthropology (3) **and**,
SOGY1015CC. Intercultural Lab - Level 2 (0)
Approved Kinesiology Activity Elective (1)
Approved Natural Science Elective (3)
Approved Natural Science Lab Elective (1)
ECON2415. Principles of Microeconomics (3)
ECON2425. Principles of Macroeconomics (3)
BSNS2330. Business Statistics (3) **or**,
MATH2240. Elementary Statistics (3)

Intellectual and Practical Skills - 9 credits

ENGL1035. University Writing and Research (3)
To be completed with a C- or better
ENGL2410W. Major Literature of the Western World (3) **or**
ENGL3740W Children's Literature (3)
To be completed with a C- or better (3)
COMM1210. Intro to Public Speaking (3)
To be completed with a C- or better
Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, or equivalent test
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 I (3)
ECON1010. Personal Finance (3)

Bachelor of Science, Accounting

Objective: The Adult and Professional Program in Business (APP) offers a Bachelor of Science degree in accounting in an accelerated delivery format.

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: 72 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)
BSNS2175. Computer Applications (3)
BSNS3035. Management Information Systems (3)
BSNS2225. Business Communication (3)
BSNS2330. Business Statistics (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)
BSNS4605. Global Business Strategies (3)
BSNS4985. Senior Seminar In Business (3)
ECON2415. Principles of Microeconomics (3)
ECON2425. Principles of Macroeconomics (3)

Choose two upper division electives (6 credits) offered by the Department of Business and Economics

BSNS4695. Global Operations Management (3)
BSNS3655. Human Resource Management (3)
BSNS4675. Organizational Behavior (3)

*If ACCT2065 Financial Accounting 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 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.

**If BSNS3515 Principles of Marketing was taken in the NNU College of Arts and Science program (BSNS3510) or accepted as a transfer credit, the student will be required to audit the course immediately prior to taking BSNS4985 Senior Seminar.

Bachelor of Science, Business Administration

Objective: The Adult and Professional Program in Business (APP) offers a Bachelor of Science degree in business administration in an accelerated delivery format.

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)

BSNS2225. Business Communication (3)
BSNS2330. Business Statistics (3); **or**,
MATH2240. Elementary Statistics (3)
BSNS3035. Management Information Systems (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)
BSNS4605. Global Business Strategies (3)
BSNS4985. Senior Seminar In Business (3)
ECON2415. Principles of Microeconomics (3)
ECON2425. Principles of Macroeconomics (3)

Choose two upper division electives (six credits) offered by the Department of Business and Economics

BSNS4695. Global Operations Management (3)
BSNS3655. Human Resource Management (3)
BSNS4675. Organizational Behavior (3)

*If ACCT2065 Financial Accounting 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 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.

**If BSNS3515 Principles of Marketing was taken in the NNU College of Arts and Science program (BSNS3510) or accepted as a transfer credit, the student will be required to audit the course immediately prior to taking BSNS4985 Senior Seminar.

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 electives (9) credits

ACCT3015. Income Taxation (3)
ACCT3045. Cost Accounting (3)
ACCT4025. Auditing (3)
ACCT4515. Advanced Financial Accounting (3)
ACCT3094. Special Topics in Accounting (3)

Adult and Professional Program in Education

The Adult and Professional Program in Education offers multiple routes toward becoming an educator and obtaining certification. Candidates who would like to pursue an Associate of Arts (AA) Degree in Education may do so by participating in online courses. If a candidate would like to pursue a Bachelor of Arts (BA) degree, he or she may obtain certification in elementary education while completing a bachelor's degree. All elementary education BA candidates will also complete a secondary or middle school endorsement area. If a candidate already has a Bachelor of Arts (BA) degree, he or she can pursue a Master's Degree in Education (M.Ed) with certification in either elementary education or secondary education. All routes toward certification are provided in an accelerated delivery format. Information and requirements concerning the programs at the graduate (M.Ed) level are found in the graduate section of the catalog.

Director: Dr. LoriAnn Sanchez, Ph.D.

Faculty: Jennifer Hill, Tracy Marshall, Shannon Panfilio-Padden, Whitney Ward

Department Goals and 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.

Program Goals: Goals for NNU's education programs are articulated in the conceptual framework known as a Learner-Centered CORE.

Learner-Centered CORE (NNU Education Department Conceptual Framework)

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.
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 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.
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.

<p style="text-align: center;">Empowered to Succeed</p>	<p>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.</p>
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Learning Objectives: Outcomes for Northwest Nazarene University's Adult and Professional Programs in Education are aligned with the Idaho Core Teaching Standards, based on INTASC Standards.

Idaho Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Requirements (Bachelor of Arts)

Upon completion of general education requirements, the Adult and Professional Program in Education requires a full calendar year of coursework plus one complete university semester of full-time student teaching in an approved Idaho public school. In addition, students must complete 145 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. The Adult and Professional Program in Education requires the following items before the candidate is admitted to the program. Admission is provisional until candidates formally pass Checkpoint One.

Program Requirements

- Completion of the general education Classes
- Sufficient Algebra and English scores on the ACT, or SAT, or equivalent test.
- Documentation showing the student has passed the Writing and Algebra portions of these tests in required. 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 Center for Academic Success and Advising to schedule a time to take the Accuplacer tests or the equivalent. There are study guides available online. The required scores are below.

	Minimum English Score	Minimum Mathematics Score
ACT	21	21
SAT	544	533

- Completion of the PRAXIS Elementary Education Content Knowledge Multiple Subjects, test#5001.
 - This test should be taken prior to starting the Adult and Professional Program in Education. For more information and registration information go to www.ets.org/praxis
- The following are factors in determining acceptance into the program.
 - Checkpoint 1 Interview
 - Cumulative GPA of 3.0 or higher
 - Grade of B- or better in all education major and liberal arts core courses
 - Writing Sample
 - Field Experience Reports
 - Disposition Assessments
- 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.

Academic Standing and Dismissal

1. Candidates must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Adult and Professional Program in Education.
2. If a candidate drops below a cumulative GPA of 3.0, the candidate will receive a warning letter from the program director and will be placed on academic probation for the duration

of one 16-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the candidate and the program director.

3. If the cumulative GPA at the end of the probationary semester falls below the required 3.0, or 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.
4. Candidates must pass all education classes with a grade of B- or better. Candidates who do not pass a class with a B- or better must re-enroll in the course 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 education and liberal arts core courses in the major with a grade of B- or better.
6. Candidates must complete all middle school courses with a grade of C or better.
7. Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis tests. Candidates may take the same Praxis test twice. If the candidate does not pass on the second attempt, the candidate will inform the director and 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.
8. 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.

Associate of Arts, Elementary Education

The State of Idaho requires a bachelor's degree to receive teacher certification.

Requirements - minimum of 63 overall credits

General Education Requirements - 46 credits

Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, or equivalent test

English Proficiency: ACT of 21 or higher, SAT Reading of 28 or higher, ACCUPLACER English score of 169 or higher, or equivalent test

Christian Formation - 9 credits

BIBL1105. Introduction to Biblical Studies (3)

To be completed with a C- or better

THEO2105. Introduction to Christian Theology (3)

To be completed with a C- or better

Approved Philosophy Elective (3)

Humanities - 15 credits

Courses in bold must be completed with a B- or better

HUMN1015. Cornerstone (3)

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

ENGL3740W. Children's Literature (3)

Approved **Art History or Music History Elective (3)**

Approved **US History Elective (3)**

Approved **Non-US History Elective (3)**

Sciences - 16 credits

Courses in bold must be completed with a B- or better

KINE1005. Fundamentals of Wellness (1)

Approved Kinesiology Activity Elective (1)

BIOL1015. Introduction to Biology (3)

BIOL1015L. Introduction to Biology Lab (1)

GEOG1050. Introduction to Geography (3)

MATH2010. Fundamentals of Math Structures I (3)

PHYS1010. Introduction to Physical Science (3)

PHYS1010L. Introduction to Physical Science Lab (1)

Intellectual and Practical Skills - 6 credits

Courses in bold must be completed with a B- or better

ENGL1035. University Writing and Research (3)

COMM1210. Intro to Public Speaking (3)

Cross Cultural Requirement (CC) *Refer to CC lab in concentration requirements below.

Elective credits to meet degree requirement of 63 credits minimum.

Concentration Requirements - 15 credits minimum

Courses in bold must be completed with a B- or better

MATH2020. Fundamentals of Math Structures II (3)

EDUC1100. Introduction to Education (25 Hour Field Experience) (1)

EDUC2250. Cultural Diversity (10 Hour Field Experience) (2) and EDUC2250CC (0) *

OR SOGY1015. Exploring Cultural Anthropology (3) and SOGY1015CC (0) *

EDUC/PSYC2110. Educational Psychology (3)

EDUC2555. Innovative Instruction (3)

ENGL2120. English Grammar and Usage (2)

EDUC2960. Introduction to Instructional Design (30 Hour Field Experience) (1)

Associate of Arts, Secondary Education

The State of Idaho requires a bachelor's degree for Teacher Certification

Requirements - minimum of 63 overall credits

General Education Requirements - 48 credits

Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, Accuplacer Algebra score of 74 or higher, or equivalent

English Proficiency: ACT of 21 or higher, SAT Reading of 28 or higher, Accuplacer English score of 169 or higher, or equivalent

Christian Formation (9 credits)

BIBL1105. Introduction to Biblical Studies (3)

To be completed with a C- or better

THEO2105. Introduction to Christian Theology (3)

To be completed with a C- or better
Approved Philosophy Elective (3)

Humanities (15 credits)

Courses in bold must be completed with a B- or better

HUMN1015. 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)

Courses in bold must be completed with a B- or better

KINE1005. Fundamentals of Wellness (1)

Approved Kinesiology Elective (1)

Natural Science (3) (concentration in Biology or Physical Science)

Natural Science Lab (1)

EDUC/PSYC2110. Educational Psychology (3)

6 additional credits in 2 or more areas (content area opportunity)

MATH, BIOL, CHEM, NSCI, PHYS, ECON, GEOG, POLS, PSYC, SOGY, BSNS2330, or COMM2030

Intellectual and Practical Skills (9 credits)

Courses in bold must be completed with a B- or better

ENGL1035. University Writing and Research (3)

ENGL3015. Topics in Writing (3) or another English course with a "W" designation

COMM1210. Intro to Public Speaking (3)

Cross Cultural Requirement (CC) *Refer to CC lab in concentration requirements below.

Concentration Requirements (15 credits minimum)

Courses in bold must be completed with a B- or better

Content Area Electives (7-9)

EDUC1100. Introduction to Education (25 Hour Field Experience) (1)

EDUC2250. Cultural Diversity (10 Hour Field Experience) (2) and EDUC2250CC (0) *

OR SOGY1015. Exploring Cultural Anthropology (3) and SOGY1015CC (0) *

EDUC2555. Innovative Instruction (3)

EDUC2960. Introduction to Instructional Design (30 Hour Field Experience) (1)

Bachelor of Arts, Elementary Education

Objective: Students will pursue a Bachelor of Arts in elementary education in an undergraduate setting and receive an institutional recommendation toward teaching credentials in their chosen field.

Requirements: 51-52 credits in professional education; 35-38 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. **All courses below must be passed with a B- or higher.**

Professional Education Courses:

EDUC2005. Orientation: APP-Education (0)

*EDUC1125. Foundations of Teaching (3)

EDUC2250. 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 (11) **-or-**
 *EDUC4865 Student Teaching in Middle School/Junior High School (11)
 *EDUC4955. Seminar/Capstone (1)
 *Courses must be taken at Northwest Nazarene University

Liberal Arts Core Required Courses:

English

ENGL1035. University Writing and Research (3)
 ENGL2120. English Grammar and Usage (2)
 ENGL3740W. Children's Literature (3) *Satisfies the W English requirement and Literature elective requirement*
 ENGL3740. Children's Literature (3) *Taking the course without the "W" will require an additional Writing elective.*

Kinesiology

KINE1005. Fundamentals of Wellness (1)

Mathematics

MATH2010. Fundamental Mathematical Structures I (3)
 MATH2020. Fundamental Mathematical Structures II (3)

Fine Arts

Art History/Music Literature elective (3)

Social Science

U.S. History (3)
 Non-U.S. History (3)
 Geography (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 corresponding PRAXIS test. The program may count some 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.** *Grades for the middle school content courses must be a C or higher.*

Middle School Concentration

Math (12 credits)

College Algebra
Trigonometry
Elementary Statistics
Geometry

English (9 credits)

Studies in American Literature (3)
Studies in British/English Literature (3)
Creative Writing, Poetry or Prose (3)

Please choose from one of the following:

Creative Writing
Poetry (writing or literature)
Prose (writing or literature)

History (11 credits)

U.S History (3)
Non U.S. History (3)
Political Science (3)
Remaining credits in History

Science - Biology (11 credits)

Environmental Science or Ecology (3)
Biology with labs (8)

Science - Chemistry (12 credits)

Organic Chemistry with lab (4)
Inorganic Chemistry with lab (4)
General Chemistry with lab (4)

Program Certification Requirements:

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

1. Completion of all requirements for a baccalaureate degree.
2. Completion of requirements of the educator preparation 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. Completion of all education and liberal arts core courses with a grade of B- (2.7) or better.
4. Middle school content courses with a grade of C or better
5. 3.0 or better cumulative GPA.
6. Sufficient score on the PRAXIS Elementary Education Multiple Subjects test (#5001).
7. Sufficient score on the PRAXIS in middle school content teaching area.
8. Receipt of a favorable vote of the Teacher Education Council for a 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 Educator Preparation Program

Application for admission to teacher education should be made during the first semester in the Adult and Professional Program in Elementary Education. Decision factors about admission to the program include oral interview, PRAXIS Elementary Education Multiple Subject test scores, cumulative GPA (3.0), minimum scores on English and mathematics acceptable standardized tests, grade of B- or better in all education/liberal arts core courses, grade of C or better in all middle school courses, writing samples, field experience reports, and disposition assessments. No person convicted of a felony will be admitted to the Educator Preparation Program.

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 Elementary Education Multiple Subjects test scores, cumulative GPA (3.0), grade of B- or better in all education/liberal arts core courses, grade of C or better in all middle school courses, writing samples, 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 Elementary Education Multiple Subjects test and PRAXIS Middle School content area test scores, cumulative GPA (3.0), grade of B- or better in all education/liberal arts core courses, grade of C or better in all middle school courses, writing samples, 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 evaluations by cooperating teacher and NNU supervisors as assessed through Danielson's Framework for Teaching, receiving a grade of A or B in Student Teaching, and a favorable vote of the Teacher Education Council.

Nursing: RN to BSN

Bachelor of Science, Nursing

The Associate to Bachelor of Science in Nursing degree 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 BSN degree. This includes: community and population health, nursing research and evidence-based nursing practice, systems management, plus leadership in nursing.

This bachelor 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

Dr. Leonie Sutherland, Interim Chief Nurse Administrator

Michelle Hunt, Assistant Professor and Director of Undergraduate Programs

Mission Statement

The mission of the RN to BSN 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 Northwest Nazarene University RN to BSN Program will demonstrate the abilities to:

1. Integrate scientific and liberal education into nursing practice which is provided within a Christian perspective.
2. Apply leadership concepts and participate in nursing teams and with other members of the healthcare team to provide safe, high quality patient health outcomes.
3. Translate critical thinking principles into the clinical arena and lifelong learning in order to establish the foundation for their evidence-based practice and lifelong learning.
4. Utilize available technologies to advocate for patient safety, confidentiality, management of information, and work redesign.
5. Have a working knowledge of healthcare policy, finance, and structure at the local, regional, national, and global levels in order to advocate for their patients and the profession.
6. Participate in assessment and educational initiatives to promote wellness and illness/disease/injury prevention to improve health for populations.
7. Integrate values reflective of the character of God and the Christian worldview as well as those of professional ethics into their daily practice of nursing and the advancement of nursing as a profession.

8. Exhibit caring behaviors that show respect for the value and uniqueness of diverse persons as they safely integrate the nursing process for individuals, families, groups, and communities.
9. Articulate the value of pursuing practice excellence and professional engagement to foster professional growth and development..

These outcomes reflect the expectations of the *AACN Essentials of Baccalaureate Nursing Education (2008)* and the mission of the University and the Department of Nursing.

Program Admission Requirements

To receive full admission to the program, applicants must:

- Provide proof of a current, unencumbered Registered Nurse (RN) license.
- Be in good standing with the licensing body for RN licensure.
- Hold current employment as an RN (highly recommended, but not required).
- 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 written, 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:

- o Brief background of your nursing career.
- o What is motivating you to attend NNU and why now?
- o Explain why this program is the best fit for you?
- o What do you ultimately want to do with your degree?
 - An associate 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.

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

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.

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 BSN 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 BSN, must be approved by the RN to BSN Program Director for determination of equivalency.

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

Transfer of Associate Degrees for the RN to BSN Program

An RN student who enrolls at Northwest Nazarene University with an Associate of Arts (AA) or an Associate of Science (AS) degree in Nursing from a regionally accredited institution will receive:

- Transfer credit up to a maximum of 62 credits from a two-year institution
- Forty (40) credits of nursing electives for successful completion of the National Council Licensing Exam-Registered Nurse (NCLEX-RN), of which nine credits will be upper-division
- Waiver of all general education requirements, with the following exceptions:
 - THEO2100 or THEO2105 (3) Introduction to Christian Theology
 - Math Proficiency (An equivalent transfer course may be substituted for this requirement)

An RN student who enrolls at Northwest Nazarene University with an associate degree in nursing from a regionally accredited institution **other than an AA or AS** will receive:

- Transfer credit up to a maximum of 62 credits from a two-year institution
- Forty (40) credits of nursing electives for successful completion of the National Council Licensing Exam-Registered Nurse (NCLEX-RN), of which nine credits will be upper-division
- Waiver of all general education requirements, with the following exceptions:

(An equivalent transfer course may be substituted for the following requirements with the exception of Introduction to Christian Theology, which must be taken at NNU.)

- THEO2105 (3) Introduction to Christian Theology
- ENGL1035 (3) University Writing and Research
- MATH2240 (3) Elementary Statistics
- PSYC1555 (3) Introduction to Psychology
- SOGY1555 (3) Introduction to Sociology

Transfer of Associate Degrees to MSN FNP Program

Admission of the associate-degree-prepared student to the MSN FNP program is through the RN to BSN program. The applicant must complete the following prerequisites and required nursing baccalaureate content requirements or transfer equivalent courses to be considered for the MSN FNP Program.

The associate degree RN has two options for admission to the MSN FNP program.

Option 1:

Complete the RN-BSN program successfully in its entirety and graduate with a BSN degree, then apply for the MSN program of your choice.

Option 2: NOTE: This option will not earn a BSN

Complete the following prerequisites and nursing baccalaureate content successfully (or transfer equivalent courses) before applying for the MSN FNP program (see MSN links below).

Required prerequisites:

- Statistics
- University Writing/Research (or equivalent)

Psychology
Sociology

**Required nursing baccalaureate content for a Master of Science in Nursing program:
(may apply for the MSN during this semester):**

NURS4100. Concepts of Leadership and Management in Professional Nursing
NURS4113. Introduction to Evidence-based Practice/Nursing Research
NURS4114. Nursing of Diverse Communities and Populations

[Online MSN Leadership and Education Program](#)

[Online Family Nurse Practitioner Program](#) Please note: *Completion of the prerequisites and baccalaureate content listed above does not guarantee admission into the MSN FNP program. You must first apply for the program after completion of the above courses. The MSN FNP Director will review your file and grades and may invite you for an interview.*

Academic Standing and Dismissal

1. Students must maintain a cumulative GPA of 2.75 or higher to remain in good standing in the RN to BSN Program at Northwest Nazarene University.
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 for the semester of probation. If the student fails to 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 content classes with a grade of C or better. Students who fail to pass content classes with a C or better must re-enroll and pass the class with a C or better in order for the class to contribute toward graduation requirements in the content area.

Bachelor of Science, Nursing

Nursing Courses Required - 27 Semester Credits

NURS4100. Concepts of Leadership and Management in Professional Nursing (4)
NURS4111. Nursing as Servant Leadership (3)
NURS4112. Systems Management in Nursing (3)
NURS4113. Introduction to Evidence-based Practice/Nursing Research (4)
NURS4114. Nursing of Diverse Communities and Populations (4)
NURS4118. Nursing with Older Adults (3)
NURS4121. History of Nursing (3)
NURS4130. Transition to Professional Nursing (3)

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

- THEO2105. Introduction to Christian Theology (3) (NNU Course)
- Residency requirement: A minimum of 24 credits from Northwest Nazarene University
- RN to BSN Program students need a minimum of 124 credits to graduate

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 BSN Program" page.

Graduation Requirements

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

- Completion of required courses in the RN to BSN Program
- 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
 - January 15 for Summer

Adult and Professional Programs 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. **Corequisites:** ACCT2065

ACCT2410 Personal Income Tax (3)

This is an introductory course providing basic instruction in the tax laws as currently implemented by the Internal Revenue Service, providing a working knowledge of preparing taxes for individuals. Emphasis on federal income tax law; individual income, exclusions, deductions, credits, gains, etc., while incorporating these concepts into individual tax filing requirements.

ACCT2750 Computerized Accounting (3)

Introduction to the processing of accounting data on a microcomputer using a pre-programmed general ledger software package. Computerized accounting will enhance students' understanding of fundamental accounting principles in general ledger, accounts receivable, accounts payable, inventory, and payroll using QuickBooks. **Prerequisites:** [ACCT2065](#)

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. **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 managerial accounting, 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. **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 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 ACCT3515. 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. **Corequisites:** ACCT3515

ACCT3855 Non-Profit and Governmental Accounting (3)

An overview of accounting and finance concepts as they pertain to non-profit and governmental entities. This course will focus on preparing fund basis and government-wide statements for state and local governments, preparing financial statements for private not-for-profit organizations, using non-financial performance measures to evaluate governmental and not-for-profit entities, and describing auditing requirements for these entities. Special consideration is given to managerial skills required to sustain and enhance the performance of nonprofit organizations through the accounting processes of reporting, compliance, research, analysis, interpretation and application. **Prerequisites:** [ACCT2075](#), 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. **Prerequisites:** [ACCT2075](#), 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. **Prerequisites:** [ACCT3525](#), or instructor's approval.

ARDE—Art and Design

ARDE3750 Art History 2 (3)

Survey of visual art and architecture from the Renaissance through the 20th century.

BIBL—Biblical Studies

BIBL1105 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.

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:** [BIBL1105](#), Program admission required.

BIBL3260 Life and Teachings of Jesus (3)

A study of the life and ministry of Jesus in the Synoptic Gospels with special attention to background, exegesis and theological interpretation. Personal and social implications leading to spiritual formation and social responsiveness will be emphasized. This course is designed for general students. **Prerequisites:** [BIBL1105](#), [THEO2105](#)

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:** [BIBL1105](#), [THEO2105](#), [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.

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

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 web. In addition to understanding the individual computer applications, students will observe how the applications fit within the organizational information system structure.

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.

BSNS2330 Business Statistics (3)

An introductory course to statistical theory and applications for decision-making purposes in business. Topics include the role and use 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 570 or Accuplacer Algebra score of 74, or [MATH0900](#) Essential Mathematics, or instructor's approval.

BSNS3005 Business Orientation (0)

An online orientation to be completed prior to the start of course work which outlines the 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, 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. **Corequisites:** BSNS2175

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, agencies, 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. **Corequisites:** BSNS3415

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 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. **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](#), [BSNS2330](#) or [MATH2240](#), 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. **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 or business majors with senior classification, or instructor's approval. Program admission required. **Corequisites:** BSNS3515

CHED—Christian Education

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.

CHIS—Church History

CHIS2415 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:** [THEO2105](#), 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.

CLST—Cultural Studies

CLST1025CC Intercultural Lab - Level 2 (0)

This lab is a co-requirement with Level 2 (2 points) 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.

CLST1035CC Intercultural Lab - Level 3 (0)

This lab is a co-requirement with level 3 (3 points) cross-cultural course or travel experiences for

the General Education Cross Cultural Requirement. In order to fulfill general-education requirements for an approved level 3 (3 points) course or travel 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.

CLST1045CC Intercultural Lab - Level 4 (0)

This lab is a co-requirement with level 4 (4 points) cross-cultural travel experiences for the General Education Cross Cultural Requirement. In order to fulfill general-education requirements for an approved level 4 (4 points) travel 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.

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.

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.

CSBL—Course of Study Bible

CSBL1011 Telling the 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.

CSBL1012 Telling the 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.

CSBL1020 Tracing the Story of God in the Bible (1)

Through this biblical theology module, 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. This is the only course module in the COS Online program requiring a textbook. *New Dictionary of Biblical Theology (NDBT)*. IVP Academic, 2000. ISBN: 0-8308-1438-8. This course module has 12 lessons. Prerequisites: This module should be taken only after students have taken the modules Telling the Old Testament Story of God, Telling the New Testament Story of God, and Interpreting Scripture.

CSBL1021 Interpreting Scripture (1)

A set of procedures by which to pursue the meaning of the text for its author and 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.

CSCE—Course of Study Christian Education

CSCE1064 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.

CSCH—Course of Study Church History

CSCH1024 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.

CSCH1032 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.

CSCH1055 Exploring Nazarene History and 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.

CSMD—Course of Study Multidisciplinary

CSMD1060 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. This module has 20 lessons.

CSPH—Course of Study Philosophy

CSPH1062 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.

CSPT—Course of Study Practical Theology

CSPT1011 Administering the Local Church (1)

Here the prospective pastor is introduced to the art and 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.

CSPT1042 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.

CSPT1051 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.

CSPT1052 Communicating the Gospel in a Pluralistic World (1)

In this module, students confront the ideology of religious pluralism from a Wesleyan-Armenian perspective. Religious pluralism claims that there are many religions, therefore, 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.

CSPT1053 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.

CSPT1054 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.

CSPT1061 Leading the People of God (1)

The overarching vision for this module is for each student to embrace the biblical model of a 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.

CSPT1063 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.

CSPT1065 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.

CSTH—Course of Study Theology**CSTH1025 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.

CSTH1031 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.

CSTH1033 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.

CSTH1041 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.

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.

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.

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.

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 Education (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.

EDUC1125 Foundations of Teaching (3)

This course is to help the candidate 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 candidate's interest.

EDUC2005 Orientation: APP Education (0)

This required, non-graded course gives candidates 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. Fee: \$150 for Taskstream Account. **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. (See PSYC2110) **Prerequisites:** [EDUC1100](#), or instructor's permission.

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 EDUC2250CC Intercultural Lab 2. Can be substituted by SOGY1015 Exploring Cultural Anthropology. **Prerequisites:** [EDUC1100](#)

EDUC2555 Innovative Instruction (3)

This course is designed to support candidates by increasing their knowledge of innovative strategies. Utilizing the H.A.C.K. Model of Innovative Instruction developed by The NNU Doceño 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 Introduction to Instructional Design (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.

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. Course includes a 10 hour field experience to observe and teach conceptual math strategies in an elementary classroom.

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. 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 K-8 Classrooms (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 candidate 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 K-8 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 and middle school students as they interact with text. Course includes a 25 hour field experience providing opportunities for students to teach lessons related to their middle school content areas. 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.

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 candidate 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. Course includes a 25 hour field experience.

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. Candidates 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 candidates for the student teaching experience. This course meets part of the Idaho Comprehensive Literacy Act requirements of the Idaho Department of Education. **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. Candidates 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 candidates for the student teaching experience. **Prerequisites:** Program admission required.

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. Candidates 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.

EDUC4865 Student Teaching in Middle/Junior High School (11)

Directed observation, participation, and responsible teaching by Adult and Professional Education students, conducted under the supervision or mentoring of a middle school/junior high school teacher and NNU supervisor. Weekly seminars are a part of this program. Candidates participating in fall student teaching should plan to report to their assigned school the first day that the teachers report. Candidates participating in spring student teaching will need to complete a "school startup" 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:** Program admission required.

EDUC4905 Student Teaching in Elementary Schools (11)

Directed observation, participation, and responsible teaching by Adult and Professional Education candidates, 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. **Corequisites:** EDUC4955

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:** , 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.

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, SAT score of 27 or higher, or ACCUPLACER score of 158 or higher or equivalent.

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.

ENGL2310 British Literature: Beowulf through the Age of Reason (3)

A survey of British literature from the Anglo-Saxon period through the Restoration.

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:** Completion of [ENGL1035](#) with a grade of C- or better, or an ACT English score of 30 or higher.

ENGL2430 World Literature: The Enlightenment to the Modern Era (3)

A survey of selected literature from a variety of world cultures.

ENGL3015 Topics in Writing (3)

Building on the analytical, research, and writing skills gained in ENGL1035, 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:** Completion of [ENGL1035](#) with a grade of C- or better, or an ACT English score of 30 or higher.

ENGL3020W Principles of Writing (3)

An advanced expository writing course emphasizing the thinking and writing skills necessary to develop an effective prose style. A general course appropriate for advanced students in any area, it is especially recommended for potential graduate students. This course fulfills the general-education "W" requirement. **Prerequisites:** [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.

ENGL3510 Twentieth Century Poetry (3)

A study of representative British and American poetry of the twentieth century.

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:** 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.

HIST—History

HIST1030 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.

HIST1040 The World and the West II (3)

This course begins in 1600 and proceeds to the present. The goal is 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.

HIST2030 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.

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:** [ENGL1035](#), or instructor's approval.

HIST3330 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. (See POLS3330.)

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:** [ENGL1035](#), or instructor's approval.

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

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. In this course students will have opportunity to grow in the areas of grammar, writing, and reading skills 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.

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

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. 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.

KINE1030 Lifetime Sport Activities (1)

Introductory skill, rules and play of a selected activity such as: archery, backpacking, badminton, bowling, golf, racquetball, rock climbing, soccer, softball, swimming (beginning), tennis, weight training, and volleyball (beginning and intermediate). This course fulfills the 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.

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:** Successful completion of [MATH0900](#), or ACT Math score of 21 or higher, or SAT Math score of 570 or higher, or Accuplacer Elementary Algebra score of 74 or higher.

MATH1350 College Algebra and Geometry (3)

Basic and advanced concepts of arithmetic, algebra, functions and their graphs, and geometry are the focus of this course. The course is designed primarily for students pursuing a middle school mathematics endorsement, although other students may benefit from the content as well.

Prerequisites: [MATH0900](#), or ACT Math score of 23 or higher, or SAT Math score of 600 or higher, or Accuplacer College Level Math score of 50 or higher, or Accuplacer Elementary Algebra score of 117 or higher, or instructor's permission.

MATH1400 Trigonometry (3)

Topics include the study of the trigonometric functions, plane trigonometry, and analytic trigonometry. **Prerequisites:** [MATH1350](#) (a grade of C or better), or an ACT Math score of 26 or higher, or an SAT Math score of 670 or higher, or an Accuplacer College Level Math score of 60 or higher, or instructor's permission. This course prepares students to take [MATH2510](#).

MATH1510 Survey of Calculus (3)

The concepts of calculus are emphasized. All concepts are considered from the intuitive point of view. Applications are drawn primarily from business, economics, and population models. Trigonometric functions are not considered. **Prerequisites:** [MATH1350](#) (a grade of C or better), or an ACT Math score of 26 or higher, or and SAT Math score of 670 or higher, or an Accuplacer College Level Math score of 60 or higher, or instructor's permission.

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 higher, or SAT Math score of 550 or higher, or Accuplacer Elementary Algebra score of 74 or higher.

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 Math score of 21 or higher, or SAT Math score of 570 or higher, or Accuplacer Elementary Algebra score of 74 or higher, or credit for [MATH0900](#), or instructor's permission.

MATH2310 Discrete Mathematics (3)

An introduction to graph theory, logical operators, mathematical induction, enumeration and Boolean algebra. **Prerequisites:** [MATH1350](#) (a grade of C or better). Students need to verify they have the prerequisites the first day of class.

MATH2510 Calculus I (4)

Limits, derivatives, integration and applications of the derivative, applications of integrals, integration techniques, logarithmic, exponential, trig and inverse trig functions.

Prerequisites: [MATH1400](#) (a grade of C or better), or an ACT score of 28, or equivalent, or instructor's permission. Students need to verify they have the prerequisites the first day of class.

MATH3320 Linear Algebra (3)

A study of vector spaces, linear transformations, matrices, determinants and system of equations. Special attention is given to the connection between linear transformations and matrices. **Prerequisites:** [MATH2510](#) or [MATH1350](#).

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, including 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.

NURS—Nursing

NURS4100 Concepts of Leadership and Management in Professional Nursing (4)

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. Principles of adult education, technology in learning and scholarly writing are included. The University values will be introduced. Clinical component included. Fulfills a nursing baccalaureate content requirement for MSN Programs. **Fees:** Additional fee required.

Prerequisites: Program admission required.

NURS4111 Nursing as Servant Leadership (3)

The course addresses the distinction of NNU as a Christian University with emphasis on spiritual care and servant leadership. This course challenges the BSN student to understand and appreciate human diversity as a basis for providing culturally competent healthcare. This course meets the University requirement for upper-division Theology. **Prerequisites:** [NURS4100](#), [THEO2105](#)

NURS4112 Systems Management in Nursing (3)

Focuses on the role of the bachelor's-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:** [NURS4100](#)

NURS4113 Introduction to Evidence-Based Practice and Nursing Research (4)

Students 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 subjects' protection training is required. Fulfills a nursing baccalaureate content requirement for MSN Programs. **Prerequisites:** University Writing and Research, and Statistics (or equivalent transfer courses). **Corequisites:** NURS4100

NURS4114 Nursing of Diverse Communities and Populations (4)

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. Clinical component required. Fulfills a nursing baccalaureate content requirement for MSN programs. Fulfills a General Education Level II Cross Cultural Experience if taken with NURS4114CC Intercultural Lab 2. **Fees:** Additional fee required. **Corequisites:** NURS4100

NURS4118 Nursing of Older Adults (3)

Focuses on current issues in promoting longevity and healthy aging within the family. Current biopsychosocial 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. This course meets the GE outcome for humanities.

NURS4121 History of Nursing (3)

A 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. This course meets GE outcomes for humanities.

NURS4130 Transition to Professional Nursing (3)

Focus on the transition from the associate's nursing role to the bachelor's nursing role. The historical, ethical and legal foundations of nursing will be explored. Incorporates student reflection on educational and professional development in relation to each of the core values of Northwest Nazarene University. Fulfills GE requirement for Capstone. **Fees:** Additional fee required. **Prerequisites:** [NURS4113](#), [NURS4114](#), [NURS4118](#), [NURS4121](#), [NURS4100](#), Program admission required. **Corequisites:** NURS4111, NURS4112

PELA—Prior Experiential Learning Assessment

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

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.

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 a general education requirement. No prior knowledge of science is assumed.

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 a 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

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 United States.

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. (See HIST3330.)

PRTH—Practical Theology

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. This course also includes the completion of the California Psychological Inventory (CPI), which students will discuss in PRTH2215L. **Fees:** Additional fee required.

Prerequisites: Program admission required. **Corequisites:** PRTH2215L

PRTH2215L Personal Development Lab (0)

Students in this 8 week lab meet in person or online with a graduate counseling student for the interpretation of their California Psychological Inventory (CPI) results and a formative assessment of their personal development with respect to theological studies and vocational ministry. Grade of Pass/Fail.

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:** [COMM1210](#), [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.

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](#)

PSYC2110 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. (See EDUC2110) **Prerequisites:** [EDUC1100](#), Sophomore classification, or instructor's permission

PSYC4112 Human Diversity (3)

This course examines the multifaceted levels of diversity in humanity and will review ways to approach diversity in a sensitive and appropriate manner. Topics to be covered include a history of human diversity, cultural diversity, age differences, gender issues, spirituality, sexuality, religious diversity, physical impairments, and how to be sensitive to issues of diversity as they pertain to working with people. Key human rights and understandings will be explored.

Prerequisites: [PSYC1550](#), [SOGY1550](#), [PSYC1550](#) or [SOGY1550](#)

PSYC4512 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 SOGY4550) **Prerequisites:** [PSYC1550](#), 3 credits in sociology or 3 credits in psychology

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.

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.

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 PSYC4512). **Prerequisites:** 3 credits in sociology or 3 credits in psychology.

THEO—Theology

THEO2105 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. **Corequisites:** BIBL1105

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:** [THEO2105](#), 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:** [THEO2105](#).

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:** [THEO2105](#), 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:** [THEO2105](#), [THEO4535](#), Program admission required.

THEO4905 Senior Capstone in Ministry (1)

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.

School of Business

Master of Business Administration

The Master of Business Administration degree program is offered completely online. An emphasis in Accounting is also offered. NNU's graduate program in business provides the 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, Samuel Dunn, Joshua Jensen, Brenda Johnson, Jeffrey Lineman, Fred Sutton, Mollie Sweet, Konya Weber.

Mission

The programs of graduate study at Northwest Nazarene University are meant 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 students 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:

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.

1. Students will be exposed 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.
2. 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 an applicant's native language. 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 or IELTS requirement is waived.

Application materials are valid for one year from the date of acceptance.

MBA students will be expected to 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>

Application and materials are valid for the period of one year from the date of acceptance.

Transfer of Credits

A maximum of 25% of the credit hours required for the degree may be transferred from another regionally accredited institution. All transfer credits must have received at least a "C" letter grade and be approved by the program director. Credits must have been earned within five years preceding the date of admission.

Academic Standing and Dismissal

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

- Maintain a 3.0 or higher cumulative GPA.
- Earn no more than two course grades below B-.
- Earn no grades lower than C-.

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

Attendance Policy

Students are expected to attend classes in the courses in which they are enrolled. Unwarranted absences may result in a reduced grade for the course. Any student who misses 25% of a course's class hours, regardless of cause, will be administratively removed from that course.

Graduation Requirements

Graduation requirements for the graduate degree in business include:

- Completion of the approved program within 6 years of beginning course work.
- Completion of the required number of credits.
- Maintain a cumulative grade point average of 3.0 or higher.
- Earn no more than two course grades below B-.
- Earn no grades lower than C- as they do not count toward the degree.
- A final project and the program exit exam done in conjunction with the program's capstone course, BSNS6902. MBA Capstone: Strategic Management.
- Submission of a graduation application according to the following deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Master of Business Administration

33 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. MBA Capstone: Strategic Management (3)

***Foundational Courses (9 credits) may be required for students entering the program without a business degree earned from a business program with a national or international discipline accreditation.**

Special emphasis programs consist of courses beyond the Master of Business Administration Degree. These courses are offered at the discretion of the director based upon enrollment.

Accounting Emphasis Courses (9 credits) **

ACCT6013. CPA Auditing (2)

ACCT6014. CPA Business Environment and Concepts (2)

ACCT6015. CPA Financial Accounting and Reporting (3)

ACCT6016. CPA Regulation (2)

**Prerequisites for the Accounting Emphasis are: Financial Accounting, Managerial Accounting, Intermediate Accounting I, and Intermediate Accounting II.

Healthcare Emphasis Courses (9 credits)

NURS6120. Population Health & Interprofessional Collaboration (3)

NURS6130. Healthcare Systems and Health Policy (3)

NURS7070. Organization Leadership for Improving Health Outcomes (3)

Religion Emphasis Courses (9 credits)

PHIL7580. Theoretical Foundations for Spiritual Formation (4)

PRTH6140. Introduction to Ministry and Culture (4)

PRTH6180. Introduction to Spiritual Formation (4)

PRTH6840. Missional Discipleship (4)

BSNS6994. Special Topics (1-3)

Counselor Education

"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, Couple, and Family Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Program is also accredited by NCATE.

Faculty: Curtis Garner (Chair), Rick Boyes, Lori Fairgrieve, Jessica Henderson, Michael Pitts

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.

Program Objectives

1. The Counselor Education Department seeks to educate academically prepared counselors.
2. The Counselor Education Department aims to produce counselors who establish and maintain a strong connection to the profession.
3. The Counselor Education Department aims to prepare skilled and relationally competent practitioners.
4. The Counselor Education Department intends to produce multiculturally competent and socially minded practitioners.
5. The Counselor Education Department aspires to prepare dispositionally appropriate counselors who are a good fit for the profession.

Description of Majors

The Counselor Education Department offers a Master of Science in Counselor Education degree with three program areas within the field of counseling: Clinical Mental Health Counseling, Marriage, Couple, 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 the population served by the setting. Marriage, Couple, and Family and Clinical Mental Health 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, Couple, 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, Couple, and Family, and encompasses understanding individual issues within a family context. Most Marriage, Couple, 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, Cognitive, Behavioral, Existential, Integrative, etc. Clinical Mental Health counseling majors are prepared to work with non-profit, state, higher education, faith-based, and federal agencies, as well as in private practices.

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 to further their skills in counseling children and adolescents. While school counselors typically work in schools, they may also work in agencies or in private practice.

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 assessment skills, intervention skills, and field experience to prepare students to work as entry-level counselors in clinical settings, 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, Couple, and Family Counseling (MCFC) 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 therapy 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 the possibility of 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, Couple, 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. 1000 of these hours could be completed during the NNU Counselor Education Program.

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, as well as the tragic prevalence of childhood sexual abuse and its sequelae, a strong foundation in applicable clinical skills is essential.

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:

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

Registered Play Therapist-Supervisor Program (RPT-S) The Registered Play Therapist-Supervisor Program (RPT-S) is a 2 credit hour Post Graduate Certification Program in play therapy supervision beyond the 20 credit hours required for the 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 contributions 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 must 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 a 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 or 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

Enrollment 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 student's choice. 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 grades.) 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 student learning outcomes (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 will 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

or 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:

Facilitating the transition of the student out of the field of counseling into a field more appropriate for his or her gifts.

1. Suspension from the program.
2. Dismissal from the program.
3. Delayed entry into clinical courses.
4. Student-designed contracts.
5. Students who are unable to secure a satisfactory field site placement for reasons relating to their inappropriateness or their lack of readiness for placement may be subject to discontinuance from the program.
6. Graduate counseling students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the counseling profession (see ACA Code of Ethics). Behavior contrary to these ethics will be cause for review of the student's status in the program. Examples of unprofessional conduct that would warrant such a review include oral and written statements that are derogatory toward students, faculty, and other persons involved in a student's education. Any form of discrimination or disrespect shown to persons on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, or sexual orientation is contrary to the purposes and values of counseling and will result in a review of the student's status.
7. In instances where there is concern that the student's past or present functioning might interfere with professional counseling responsibilities, the student may be requested to seek professional counseling. Depending on the severity of the issues, the student may be subject to discontinuance from the Master of Science in Counseling program.
8. 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 of Credit

A maximum of 12 semester credit hours required for the degree may be transferred from another CACREP accredited institution. Transferring credits from an institution that is not CACREP accredited will be reviewed on an individual basis. All transfer credits must have received at least a "B" letter grade and be approved by the program chair. Credits must have been earned within five years preceding the date of admission.

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 except for COUN7610 Thesis Research which is a pass/fail course.
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 15 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, Couple, And Family Counseling (MCFC)

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)
- COUN7529. Human Sexuality (1)
- COUN7531. Meta-Theoretical Practices in MCFC (2)
- COUN7532. MCFC Assessment and Evaluation (2)
- COUN7533. Advanced Models and Interventions in MCFC (2)
- COUN7534. Clinical Issues in MCFC (2)
- COUN7535. Contemporary Directions in MCFC (1)

COUN7537. Research and Statistics (3)
 COUN7538. Family Education Experience (1)
 COUN7553. Measurement and Assessment (2)
 COUN7561. Practicum in Counseling (3) **
 COUN7571. Psychopharmacology (1)
 COUN7589. Internship in Counseling (1-12) (MCFC 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 Comprehensive School Counseling 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, Couple, 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.

Required Courses

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

Course	Title	CMHC	SC	MCFC
COUN6511	The Profession of Counseling	2	2	2
COUN6512	Ethical and Legal Issues	3	3	3
COUN6515	Multicultural Counseling and Societal Issues	3	3	3
COUN6531	Learning Process and Lifespan Development	2	2	2
COUN6532	Theories of Counseling	3	3	3
COUN6533	Family Counseling Theories	2	2	2
COUN6534	Career Development	3	3	3
COUN6541	Pre-Practicum: Basic Counseling Skills	3	3	3
COUN6542	Group Counseling	3	3	3
COUN6551	Diagnosis and Treatment of Psychopathology	3	3	3
COUN6552	Addictions Counseling	2	2	2
COUN7521	School Counseling		2	
COUN7523	Organization and Administration of Clinical Services	2		
COUN7524	Organization of Comprehensive School Counseling Services		2	
COUN7529	Human Sexuality			1
COUN7531	Meta-Theoretical Practices in MCFC			2
COUN7532	MCFC Assessment and Evaluation			2
COUN7533	Advanced Models and Interventions in MCFC			2
COUN7534	Clinical Issues in MCFC			2
COUN7535	Contemporary Directions in MCFC			1
COUN7537	Research and Statistics	3	3	3
COUN7538	Family Education Experience			1
COUN7545	Collaboration and Consultation in School Counseling		2	
COUN7553	Measurement and Assessment	2	2	2
COUN7561	**Practicum in Counseling	3	3	3
COUN7563	Clinical Intervention and Prevention	3		
COUN7571	Psychopharmacology	1		1
COUN7589	**Internship in Counseling (School Setting)		10	
COUN7589	**Internship in Counseling (Clinical Setting)	10		
COUN7589	**Internship in Counseling (MFC Setting)			10
COUN7610	Thesis Research	1	1	1
	Electives/Emphasis Area	6	6	
	Total Credit Hours	60	60	60

**Includes clock hours in the field

Emphasis Areas

Grief, Trauma, and Crisis

- COUN6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN7561. Practicum in Counseling (3)
- COUN7582. Introduction to Trauma and Crisis Counseling (2)
- COUN7583. Advanced Interventions in Trauma Counseling (2)
- COUN7584. Grief Counseling (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)

Play Therapy

- COUN6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN7561. Practicum in Counseling (3)
- COUN7589. Internship in Counseling (2)

Take any six of the following courses for the Play Therapy Emphasis:

- COUN7507. Introduction to Child-Centered Play Therapy (1)
- 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)
- COUN7516. Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation (1)
- COUN7517. Advanced Play Therapy II: Contemporary Theory and Research (1)
- COUN7518. Sand Tray and Sand Play (1)
- COUN7519. Filial and Family Play (1)
- COUN7508. Play Therapy and Private Practice (1)
- COUN7509. Trauma Informed Play Therapy Applications and Techniques (1)

Logotherapy

- COUN6541. Pre-Practicum: Basic Counseling Skills (3)
- COUN7561. Practicum in Counseling (3)
- COUN7542. Logotherapy-Introduction and Attitudinal Change (2)
- COUN7543. Logotherapy-Meaning-Centered Interventions (2)
- COUN7544. Logotherapy-Theory and Therapy of Mental Disorders (2)
- COUN7589. Internship in Counseling (2)

Education

The Graduate Education programs at Northwest Nazarene University are comprised of Master's (M.Ed.), Educational Specialist (Ed.S.) and Doctoral (Ph.D. and Ed.D.) programs which 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 Educator Preparation Programs at Northwest Nazarene University are accredited based on the National Council for Accreditation of Teacher Education (NCATE) standards. The programs are fully approved by the Idaho State Board of Education.

The Educator Preparation Programs at Northwest Nazarene University are eligible and will seek accreditation based on the Council for the Accreditation of Educator Preparation (CAEP) standards in spring 2022. NNU is proud of its 51 year NCATE accreditation history and is prepared to meet the reviewed rigor and relevance of excellence by seeking accreditation based on the CAEP standards in 2022

Faculty

Heidi Curtis (Graduate Department Chair and Doctoral Program Director), Amy Ackley, Lynn Bohecker, Jennifer Hill, Tracy Marshall, Shannon Panfilio-Padden, Mike Poe (M.Ed. and Ed.S. Educational Leadership Program Director), LoriAnn Sanchez (App-Ed Program Director and Undergraduate Department Chair), Bethani Studebaker (M.Ed. Curriculum, Instruction & Innovation Program Director), Whitney Ward.

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 developing both intellectual and professional 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 teaching and administrative standards. Graduate Education programs at Northwest Nazarene University are accredited by the National Council of Accreditation of Teacher Education and by the State of Idaho.

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 are found online: <http://sde.idaho.gov/cert-psc/psc/standards.html>

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 apply for a waiver. Students who choose to take courses prior to being admitted are not guaranteed admission to the program.

Transfer and Substitution of Credits

A maximum of 25% of the credit hours required for the degree may be transferred from another regionally accredited institution. All transfer credits must have received at least a "B-" letter grade and be approved by the program director. Credits must have been earned within five years preceding the date of admission.

A maximum of 33% of the credit hours required for the degree may be considered as transfer if the previous degree was earned at NNU within the last 5 years.

Transfer of time- or content-sensitive credits, such as those dealing with current education law, will be at the discretion of the program director

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. Some programs may require students to enroll for up to three credit hours to maintain continuous 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. 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.

Adult and Professional Programs in Education

- 51 semester credits which include 10 credits of student teaching for Elementary Education certification with Middle School Endorsement.
- 40-46 semester credits which includes 10 credits of student teaching for Secondary Education certification with an endorsement in at least one secondary content area.
- Endorsement-only options: Contact the Adult and Professional Program Director for a customized schedule.

Curriculum, Instruction and Innovation M.Ed.

- 33 semester credits for M.Ed. (online).

Educational Leadership M.Ed.

- 36 semester credits for M.Ed. with eligibility for **Pre K-12 Principal** endorsement on an Idaho Administrator Certificate (online).

Educational Leadership Ed.S. (Education Specialist)

- 32 semester credits for Ed.S. with eligibility for **Pre K-12 Principal** endorsement on an Idaho Administrator Certificate (online).
- 32 semester credits for Ed.S. with eligibility for **Pre K-12 Principal** endorsement and **Director of Special Education** endorsement on an Idaho Administrator Certificate (online).
- 30-33 semester credits for Ed.S. in Organizational Leadership. This degree is designed for those individuals who are interested in leadership roles within higher education, community and organizational development, or business (online).
- 33 semester credits for Ed.S. with eligibility for **Superintendent** endorsement on an Idaho Administrator Certificate (online).

Educational Leadership Ed.D.

- 66 credits (minimum). The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The additional 36 credits (primarily online) consist of 9 leadership emphasis credits, 15 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.

- 71 credits (minimum). The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The additional 41 credits (primarily online) consist of 9 leadership emphasis credits, 20 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.

Adult and Professional Program in Elementary Education (M.Ed)

Candidates who hold a bachelor's degree from an accredited university may pursue a teaching credential by completing the required course work, field experience, and student teaching. At the conclusion of the Adult and Professional Program in Education, candidates are eligible for an Institutional Recommendation leading to an Idaho Teaching Certificate at the Elementary (K-8) level with an endorsement in a middle school area, or a secondary area. 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. Candidates must complete all program requirements in order to maintain enrollment in the Adult and Professional Programs in Education.

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 addition, candidates must complete 145 hours of course-specific field experiences in K-12 public schools during the program. Upon successful completion of all program requirements, the candidate may receive an Institutional Recommendation and may apply for a teaching certificate through the Idaho State Department of Education.

After completion of the Adult and Professional Program in Education, 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 to complete the master's degree (M.Ed).

Objective: Candidates will pursue certification in Elementary Education, while earning credits toward an M.Ed in Curriculum, Instruction, and Innovation.

Administrator: LoriAnn Sanchez, Director, Adult and Professional Program in Education

Requirements: 49 credits in professional education; 35 other required credits. *All courses below must be passed with a B- or higher.*

Additional Endorsements: Additional classes will be required for middle school or secondary endorsements.

Professional Education Courses:

EDUC7000. Orientation: APP-Education (0)

EDUC7120. Foundations of Teaching (3)

EDUC7160. Learning and the Brain (3)

EDUC7240. Classroom Management in K-8 Classrooms (3)
EDUC7250. Fundamentals of Reading (3)
EDUC7260. Content Literacy in Elementary Classrooms (3)
EDUC7300. Mathematics Lab for Elementary Teachers (2)
EDUC7331. Teaching English Language Learners (1)
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)
EDUC7430. Teaching the Whole Child (1)
EDUC7460. Assessment and Intervention in Reading (3)
EDUC7541. Education of Exceptional Children (3)
EDUC7554. Innovative Instruction (3)
EDUC7810. Elementary School Start Up (1)
EDUC7820. Student Teaching in Elementary Schools (11) or
EDUC7686 Student Teaching in Middle/Junior High Schools (11)
EDUC7951. Seminar/Capstone (1)

All classes must be taken at graduate level from Northwest Nazarene University.

Liberal Arts Education Core, taken as undergraduate courses:

English

University Writing and Research (3)
English Grammar and Usage (2)
ENGL3740W. Children's Literature (3) (taking class with a W will waive additional writing course); **or**
ENGL3740 Children's Literature (3) (taking the class without a W will require the student to take an additional writing course)

Social Science

9 elective credits including:
U.S. History
Non-U.S. History
Introduction to Geography

Mathematics

Fundamental Mathematical Structures I (3)
Fundamental Mathematical Structures II (3)

Science

Biology plus lab (4)
Physics plus lab (4)

Fine Arts

Art history/Music literature elective (3)

Health

Fundamentals of Wellness (1)

Middle School Concentration

In addition to Elementary Education Certification, candidates 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 corresponding PRAXIS 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. **All courses below must be passed with a C or higher.**

Math (12 credits)

College Algebra
Trigonometry
Elementary Statistics
Geometry

English (9 credits)

Studies in American Literature
Studies in British/English Literature
Creative Writing, Poetry or Prose

History (11 credits)

U.S History (3)
Non U.S. History (3)
Political Science (3)
Remaining credits in History

Science - Biology (11 credits)

Environmental Science or Ecology (3)
Biology with labs (8)

Science - Chemistry (12 credits)

Organic Chemistry with lab (4)
Inorganic Chemistry with lab (4)
General Chemistry with lab (4)

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 educator preparation 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 and Liberal Arts Core courses in the elementary major with a grade of B- or better.
4. Complete all Middle School courses with a grade of C or better
4. Maintain a 3.00 or better cumulative GPA.
5. Pass the PRAXIS Elementary Education Multiple Subjects test#5001.
6. Pass the PRAXIS in middle school or secondary content teaching area.
7. Receive a favorable vote of the Teacher Education Council for a 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 the Educator Preparation Program

Application for admission to teacher education should be made during the first semester in the Adult and Professional Program in Elementary Education. Decision factors about admission to the program include Checkpoint One, PRAXIS Elementary Education Multiple Subjects passing test score, cumulative GPA (3.0), minimum scores on English and mathematics acceptable standardized

test, grade of B- or better in all Education and Liberal Arts Core courses, grade of C or better in all Middle School Courses, writing samples, field experience reports, and disposition assessment. No person convicted of a felony will be admitted to the Educator Preparation program.

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 Elementary Education Multiple Subjects and PRAXIS content area passing test scores, cumulative GPA (3.0), minimum scores on English and mathematics acceptable standardized test, grade of B- or better in all Education and Liberal Arts Core courses, grade of C or better in all Middle School Courses, 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 Elementary Education Multiple Subjects and PRAXIS content area passing test scores, cumulative GPA (3.0), minimum scores on English and mathematics acceptable standardized test, grade of B- or better in all Education and Liberal Arts Core courses, grade of C or better in all Middle School Courses, 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 a recommendation for certification include evaluations by cooperating teacher and NNU supervisors as assessed through Danielson's Framework for Teaching, receiving a grade of A or B in Student Teaching, and a favorable vote of the Teacher Education Council.

Additional required courses are necessary to complete the M.Ed. in Curriculum, Instruction, and Innovation.

Program Requirements

- Completion of the general education classes
- Sufficient Algebra and Writing scores on the ACT, or SAT, or equivalent test.
- Documentation showing the student has passed the Writing and Algebra portions of these tests as required. 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 Center for Academic Success and Advising to schedule a time to take the Accuplacer tests or the equivalent. There are study guides available online. The required scores are below.

	Minimum English Score	Minimum Mathematics Score
ACT	21	21
SAT	544	533

- Completion of the PRAXIS 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

- In addition to the items listed above, the following are factors in determining acceptance into the program.
 - Checkpoint One Interview
 - Cumulative GPA of 3.0 or higher
 - Grade of B- or better in all education and liberal arts core courses
 - Grade of C or better in all middle school content and/or endorsement area courses
 - Writing sample
 - Field experience reports
 - Disposition assessments

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.

Academic Standing and Dismissal - Graduate Adult and Professional Programs in Education

1. Candidates must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Adult and Professional Program in Education.
2. If a candidate drops below a cumulative GPA of 3.0, the student will receive a warning letter from the program director and will be placed on academic probation for the duration of one 16-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director.
3. If the cumulative GPA at the end of the probationary semester falls below the required 3.0, or 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.
4. Candidates must pass all education classes with a grade of B- or better. Candidates who do not pass a class with a B- or better must re-enroll in the course 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 education content and liberal arts courses in the major with a grade of B- or better.
6. Candidates must complete all middle school courses with a grade of C or better.
7. Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis tests. Candidates may take the same Praxis test twice. If the candidate does not pass on the second attempt the candidate will inform the director and 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.
8. 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, coursework, 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)

Candidates who hold a bachelor's degree from an accredited university may pursue a teaching credential by completing the required coursework and student teaching. At the conclusion of the Adult and Professional Program in education, candidates are eligible for an institutional recommendation leading to an Idaho teaching certificate at the secondary level. Additional credits may be required in the student's discipline. 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. Candidates must complete all program requirements in order to maintain enrollment in the Adult and Professional Program in education.

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, candidates must complete eighty (80) hours of field experiences in approved public schools during the program.

After the Adult and Professional Program in secondary 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.

Program Director: Dr. LoriAnn Sanchez

Objective: Candidates will pursue certification in secondary education while earning credits toward an M.Ed in curriculum, instruction and innovation.

Requirements: 40-46 credits in professional education.

All courses below must be passed with a B- or higher.

Professional Education Courses:

- 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 Content Lit in Secondary Schools (3)
- EDUC7541. Education of Exceptional Children (3)
- *EDUC7545. Classroom and Behavior Management
- *EDUC7554. Innovative Instruction (3)
- *EDUC7651 Teaching Methods in Secondary Schools
- *EDUC7687. Student Teaching in Secondary Schools (10)
- *EDUC7950. Secondary School Start Up (1)
- *EDUC7951. Seminar/Capstone (1)

Secondary Content Methods (determined by content areas):

- *EDUC7150. Teaching Communication in Secondary Schools (2)
- *EDUC7635. Teaching Health in Secondary Schools (2)
- *EDUC7636. Teaching Physical Education in the Secondary Schools (2)
- *EDUC7638. Teaching Physical Education in the Elementary Schools (2)
- *EDUC7653. Teaching Art in Secondary Schools (3)

- *EDUC7654. Teaching Music in the Secondary Schools (3)
- *EDUC7657. Teaching Mathematics in the Secondary Schools (3)
- *EDUC7658. Teaching Social Studies in the Secondary Schools (2)
- *EDUC7659. Methods of Teaching English in the Secondary Schools (3)
- *EDUC7663. Teaching Foreign Language in the Secondary School (2)
- *EDUC7664. Teaching Science in the Secondary Schools (2)

*Courses must be taken at Northwest Nazarene University

All classes must be taken at Graduate level from Northwest Nazarene University.

Required courses for content are determined by the State Department of Idaho and must be completed prior to starting the Adult and Professional Program in education.

Program Certification Requirements:

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

1. Have completed 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 and content courses in the secondary major with a grade of B- or better.
4. Maintain a 3.0 or better cumulative GPA.
5. Pass the PRAXIS in all content teaching areas.
6. Receive a favorable vote of the Teacher Education Council for a 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 Educator Preparation Program

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 content area test scores, cumulative GPA (3.0), grade of B- or better in all Education courses, minimum scores on English and mathematics acceptable standardized test, grade of C or better in all content courses, writing samples, field experience reports, and disposition assessments. No person convicted of a felony will be admitted to the Educator Preparation Program.

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 content area test scores, cumulative GPA (3.0), minimum scores on English and mathematics acceptable standardized test, grade of B- or better in all Education courses, grade of C or better in all content 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 content test scores, cumulative GPA (3.0), minimum scores on English and mathematics acceptable standardized test, grade of B- or

better in all Education courses, grade of C or better in all content 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 a recommendation for certification include evaluations by cooperating teacher and NNU supervisors as assessed through Framework for Teaching assessments, a grade of A or B in student teaching, and a favorable vote of the Teacher Education Council.

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 with a grade of B- or better.
2. Complete all Content courses with a grade of C or better.
3. Maintain a cumulative GPA of 3.0 or better.
4. Pass the PRAXIS content knowledge test(s) for the teaching area or fields.
5. Receive a favorable vote of the Teacher Education Council for a 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 candidates can be recommended to the State Department of Education Teacher Certification, upon successful completion of the Adult and Professional Program in Secondary Education. These courses can be taken at any accredited institution.

The State Department of Education requires that an area of endorsement include a minimum of 45 credits. Alternatively, candidates may have a first teaching field requiring 30 credits and second teaching field requiring 20 credits.

Teaching 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
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. **All courses below must be passed with a C or higher.**

American Government/Political Science (6-12)

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) (5-9) (6-12)

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 (5-9) (6-12)

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 (5-9) (6-12)

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 (5-9) (6-12)

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)

English (5-9) (6-12)

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 (K-12) (5-9) (6-12)

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 (5-9) (6-12)

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) (5-9) (6-12)

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 Physical Education (2)
Biomechanics/Exercise Physiology (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)
Biomechanics/Exercise Physiology (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 (5-9) (6-12)

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) (5-9) (6-12)

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 (6-12)

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)
- 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 (3)

Spanish (K-12) (5-9) (6-12)

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)

Program Requirements

- Completion of the General Education Classes
- Sufficient Algebra and English scores on the ACT, or SAT, or equivalent test.
- Documentation showing the student has passed the Writing and Algebra portions of these tests as required. Any of these tests will meet the requirement. The required scores are below.

	Minimum English Score	Minimum Mathematics Score
ACT	21	21
SAT	544	533

- If you have not taken these tests or are unable to provide documentation of a passing score, contact the NNU Center for Academic Success and Advising to schedule a time to take the Accuplacer tests or the equivalent. There are study guides available online.
- Completion of the PRAXIS 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
- In addition to the items listed above, the following are factors in determining acceptance into the program.
 - Checkpoint One Interview
 - Cumulative GPA of 3.0 or higher
 - Grade of B- or better in all education and liberal arts core courses
 - Grade of C or better in all middle school content and endorsement area courses
 - Writing sample
 - Field experience reports

- Disposition assessments

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.

Academic Standing and Dismissal - Graduate Adult and Professional Programs in Education

1. Candidates must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Adult and Professional Program in Education.
2. If a candidate drops below a cumulative GPA of 3.0, the student will receive a warning letter from the program director and will be placed on academic probation for the duration of one 16-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director.
3. If the cumulative GPA at the end of the probationary semester falls below the required 3.0, or 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.
4. Candidates must pass all education classes with a grade of B- or better. Candidates who do not pass a class with a B- or better must re-enroll in the course 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 education content and liberal arts courses in the major with a grade of B- or better.
6. Candidates must complete all middle school courses with a grade of C or better.
7. Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis tests. Candidates may take the same Praxis test twice. If the candidate does not pass on the second attempt, the candidate will inform the director and 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.
8. 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, coursework, 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, Standard Elementary Certificate or Exceptional Child Certificate. 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 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 the addition of a subject area endorsement.

Master of Education, Curriculum, Instruction and Innovation

Program Description

33 semester credits required.

The Master of Education in Curriculum, Instruction, and Innovation (CI2) is offered utilizing a cohort model. Students have the convenience of a fully online program with a learning community of 15-20 students.

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 application of research.

The coursework equips graduates with the appropriate skill sets needed to access and effectively use technology and resources in today's dynamic learning environments. The primary objective is to develop attitudes and practices that prepare educators to remain current and effective in an ever-changing world.

Learning will adapt with time, as technology and educational teaching methods change. This program will integrate both research on global and local educational practices, as well as current experience with competent teaching and leadership practices. Course content is designed to inspire and equip educators with the skill set to personalize instruction using innovative practices as well as leverage technology through student inquiry that open up learning avenues for students.

A significant expectation of this program is the student's identification and research of an instruction-related topic. Students will investigate research questions in school settings by independently preparing an action research proposal. Additionally, this program will provide students a practical framework for creating, analyzing, and interpreting informal, formal, and summative assessment data. Students will use data to inform the instructional decision making in their own classroom setting.

Students completing the Master of Education degree in Curriculum, Instruction, and Innovation (CI2) must compile and submit an academic portfolio prior to graduation as evidence of their knowledge, skills, and fluencies in the field. The portfolio is a project that gathers and displays a

series of final projects completed from select courses in the program. In addition, all students will provide a personal reflective paper that synthesizes their work as well as growth throughout this program. The portfolio project allows the student to mesh the theories and practices of teaching and learning throughout the graduate work. Students may choose to develop their academic portfolio to promote their professional and technical skills in a manner that would be attractive to potential employers. However, the primary goal of this academic portfolio is to assess whether students have met the minimal criteria expected of a successful M.Ed graduate.

The program is offered fully online with opportunities to meet with faculty throughout the semester either face-to-face or online. Courses may have synchronous video class sessions. Students are encouraged to attend these sessions as they are available. Archived sessions are available for review.

Every CI2 student will be registered for the approved accreditation and assessment software during EDUC7001/8000 Orientation. There is a fee associated with this course.

Required courses for Curriculum, Instruction and Innovation:

EDUC8000. Orientation: Graduate Education (0) **or**
EDUC7001. Orientation: Graduate Education (0)
EDUC7505. Teachers as Leaders (3)
EDUC7511. The Learning Process (3)
EDUC7532. Instructional Models (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)
EDUC7557P. Program Portfolio (0-1)
EDUC7571 Education in a Globalized and Multi-Cultural Society (3)
EDUC7572 Innovative Instruction 2.0 (3)
EDUC7584 Data Driven Decision-Making (3)

Admission Requirements - M.Ed. Curriculum, Instruction and Innovation

1. A baccalaureate degree from a regionally-accredited college or university.
2. A cumulative GPA of 3.0 in the baccalaureate program.
3. 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 S. University Boulevard, Nampa, ID, 83686 For email: 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.
- 6.

Graduation Requirements - M.Ed. Curriculum, Instruction and Innovation

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail (except those specified for degree completion) 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 of beginning course work. 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 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 - Building Administrator

Program Description

36 semester credits required: Fully 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.

A significant expectation is that each student will identify a specific topic or problem of interest and will work on a project related to such topic. The student will also complete a 9-month (2 semester) administrative internship in a school setting. The internship experience should include participation in a maximum number of meaningful experiences related to the principal's role. **A minimum of 360 clock hours is required.** Students will complete a variety of tasks and duties typical of a building level principal under the supervision of an experienced 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 EDUC7596IIIB Internship Portfolio Binder (0) credits where they will upload their portfolio.

The Building Administrator emphasis takes approximately 21 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.

The program is in a fully online format. Courses in this program are fully online, but may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Usually, archived sessions are available for review.

Every Educational Leadership student will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education. There is a fee associated with this course.

Required Courses for M.Ed. Educational Leadership - Building Administrator (Online):

EDUC8000. Orientation: Graduate Education (0)
EDUC7511. The Learning Process (3)
EDUC7553. Curriculum, Assessment and 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)
EDUC7584. Data Driven Decision-Making (3)
EDUC7585. Administering Human Resources (3)
EDUC7596III. The Principalship/Internship in School Principalship (3)*
EDUC7596IIIB. Internship Portfolio Binder (0-1)

* Must be taken 2 semesters, for a total of 6 internship 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 3.0 in the baccalaureate program.
3. Certification/Licensure as a classroom teacher, school counselor, or school psychologist, based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

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

Application 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 S. University Boulevard, Nampa, ID, 83686 For email: 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 pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 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

A minimum of 32 semester credits are required. More credits may be required depending on program director's evaluation of the student's previous master's degree.

The Ed.S. Educational Leadership - Building Administrator classes emphasize the administrator as an *instructional leader* as well as a *servant leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis. The student will complete a 9-month (2 semester) administrative internship in a school setting. The internship experience should include participation in a maximum number of meaningful experiences related to the principal's role. **A minimum of 360 clock hours is required.** Students will complete a variety of tasks and duties typical of a building level principal under the supervision of an experienced 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 EDUC7596IIB Internship Portfolio Binder (0) credits where they will upload their portfolio.

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.

The program is in a fully online format. Courses in this program are fully online, but may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Usually, archived sessions are available for review.

Every Educational Leadership student will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education. There is a fee associated with this course.

Required Courses for Ed.S. Educational Leadership - Building Administrator (Online):

EDUC8000. Orientation: Graduate Education (0)
EDUC7553. Curriculum, Assessment and Collaboration (3)
EDUC7555. Mixed Methods Research (3)
EDUC7556. Conceptual Statistics and Applications for Educators (3)
EDUC7575. Legal and Financial Issues in Education (3)
EDUC7579. Special Education Law for Administrators (2)
EDUC7581. Instructional Supervision and Leadership (3)
EDUC7584. Data Driven Decision-Making (3)
EDUC7585. Administering Human Resources (3)
EDUC7596III. The Principalship/Internship in School Principalship (3)*
EDUC7596IIIB. Internship Portfolio Binder (0-1)
EDUC7xxx. Elective (3)

* Must be taken two semesters, for a total of 6 internship credits.

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

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 S. University Boulevard, Nampa, ID, 83686 For email: 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 pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 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 EDUC7595G Practicum in Special Education and Related Services where they will upload their portfolio.

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 in a fully online format. Courses in this program are fully online, but may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Usually, archived sessions are available for review.

Every Educational Leadership student will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education. There is a fee associated with this course.

Required Courses for Ed.S. Educational Leadership - Director of Special Education (Online):

M.Ed. in Exceptional Child completed

EDUC8000. Orientation: Graduate Education (0)

EDUC7511. The Learning Process (3) **or**

EDUC7553. Curriculum, Assessment and Collaboration (3)

EDUC7556. Conceptual Statistics and Applications for Educators (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)
EDUC7584. Data Driven Decision-Making (3) *
EDUC7585. Administering Human Resources (3)
EDUC7595G. Practicum in Special Education and Related Services (4)
EDUC7596III. The Principalship/Internship in School Principalship (3) **
EDUC7596IIIB. Internship Portfolio Binder (0-1)
EDUC7598D. Seminar: Special Education Policies and Procedures (2)

* If not completed during the certification process for Building Administrator or during their MED program

** Must be taken twice for a total of 6 credits.

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 S. University Boulevard, Nampa, ID, 83686 For email: 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 pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 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, Leadership and Organizational Development

Program Description

30-33 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. Leadership and Organizational Development program is designed for those individuals who already possess a master's degree and are interested in leadership roles within higher education, community and organizational development, or business. The program would be utilized by those candidates who desire to enter the NNU doctoral programs and have a desire to pursue coursework and a degree within leadership and organizational development.

Each candidate's study plan would be individualized to meet their needs and interests through a series of electives (9 credits) that result in a cognate from:

- Education
- Business
- Religion

General courses come from both the building administration and superintendent programs. The electives may come from other Graduate Education department programs or from other NNU graduate programs.

This online 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 less than 22 months depending on the chosen cognate. This program includes a 150 hour internship supervised by an administrator within the organization or institution. This internship must be approved by the chosen organization or institution as well as the NNU program director.

Every Educational Leadership student will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education. There is a fee associated with this course.

Required Courses for Ed.S. Leadership and Organizational Development (Online):

EDUC8000. Orientation: Graduate Education (0)

EDUC7556. Conceptual Statistics and Applications for Educators (3)

EDUC7575. Legal and Financial Issues in Education (3)

EDUC7584. Data Driven Decision-Making (3)
EDUC8671. Educational Change: A Historical Perspective (3)
EDUC8675. Public Relations and Marketing for Schools (3)
EDUC8679. Leadership and Organizational Development Seminar (1-3)*

*Must take 1-3 credits, for a total of 3 credits.

Educational Leadership - Elective (3)

Elective Options in Educational Leadership (select a minimum of 3 credits):

EDUC7555. Mixed Methods Research (3)
EDUC8670. Labor Relations in Schools (3)
EDUC8673. Advanced School Finance (3)
EDUC8674. School Facilities (3)
EDUC8676. Special Populations: Issues and Resources (3)

Cognate - Elective #1

Cognate - Elective #2

Cognate - Elective #3

Cognate Options in Education (select a minimum of 9 credits):

EDUC7511. The Learning Process (3)
EDUC7532. Instructional Models (3)
EDUC7552. Instructional Coaching (3)
EDUC7553. Curriculum, Assessment, and Collaboration (3)
EDUC7554. Innovative Instruction (3)
EDUC7571. Education in a Globalized and Multi-Cultural Society (3)
EDUC7572. Innovative Instruction 2.0 (3)

Cognate Options in Business (select a minimum of 9 credits):

BSNS6101. Organizational Dynamics (3)
BSNS6132. Managing in a Global Economy (3)
BSNS6162. Ethics in Management (3)
BSNS6172. Leadership Development (3)

Cognate Options in Religion (select a minimum of 9 credits):

PHIL7580. Theoretical Foundations for Spiritual Formation (4)
PRTH6140. Introduction to Ministry and Culture (4)
PRTH6180. Introduction to Spiritual Formation (4)
PRTH6840. Missional Discipleship (4)

Admission Requirements - Ed.S. Leadership and Organizational Development

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. Approval by the Graduate Education Admissions Committee.

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

Application Requirements - Ed.S. Leadership and Organizational Development

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 S. University Boulevard, Nampa, ID, 83686 For email: gradededucationinfo@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. Online: two recommendation forms completed by professional colleagues.
4. Email or mail: evidence of writing competency, preferably from a research paper or other document completed during master's courses.

Graduation Requirements - Ed.S. Leadership and Organizational Development

1. Credits must be earned in courses numbered 6000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 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

33 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 upload their Superintendent Portfolio in the designated course in Canvas.

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.

The program is in a fully online format. Courses in this program are fully online, but may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Usually, archived sessions are available for review.

Every Educational Leadership student will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education. There is a fee associated with this course.

Required Courses for Ed.S. Educational Leadership - Superintendent (Online)

EDUC8000. Orientation: Graduate Education (0)
EDUC7556. Conceptual Statistics and Applications for Educators (3)
EDUC7579. Special Education Law for Administrators (2)
EDUC7584. Data Driven Decision-Making (3)
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)
EDUC8678. Central Office Internship (1-3)*

*Must take 1-3 credits for 2 semesters, for a total of 4 internship credits.

If Principal Certification has not been obtained, it may be obtained through a Master of Education in Building Administration degree or an Education Specialist degree. Please see Master of Education or 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 S. University Boulevard, Nampa, ID, 83686 For email: 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 pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 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 66 credits. The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The last 36 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 an account for the approved accreditation and assessment software must register for an account 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 36 required credits are as follows:

Educational Leadership Emphasis 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 (15 credits)

EDUC9150. Introduction to Educational Research (3)
EDUC9160. Qualitative and Quantitative Methods for Educational Research (3)
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)

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)

EDUC9500 and EDUC9900 are completed during a 2-week, face to face, residency during the summer.

*Indicates a required course

Admission Requirements - Ed.D. in Educational Leadership

After October 15 each year, the Graduate Education Admissions Committee will consider each candidate for admission to the doctoral program for the following January. 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.
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. Competency in the use of computer and internet technology, and either access to or ownership of appropriate computer equipment. High-speed internet access is required.
6. Approval by the Graduate Education Admissions Committee.

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

Note: Priority application deadline for cohort admission is October 15 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. Professional Development credits are not accepted.
3. Phone: an interview with the doctoral program director and designated faculty from the Department of Education.
4. Online: 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. This paper should reflect scholarly research.

Graduation Requirements - Ed.D. in Educational Leadership

1. At least 36 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 credits.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 the approved accreditation and assessment software.
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

The Ph.D. program consists of a minimum of 71 credits. The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The last 41 credits are offered primarily online.

The Ph.D. classes are designed to prepare faculty and educational leaders 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 educational settings.
- 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 educational 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 an account for the approved accreditation and assessment software must register for an account and pay the one-time registration fee.

Required Courses for Ph.D. in Educational Leadership

For the required Ed.S. courses, see Educational Specialist

Educational Leadership Emphasis 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 (20 credits)

- EDUC9150. Introduction to Educational Research (3)
- EDUC9160. Qualitative and Quantitative Methods for Educational Research (3)
- 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)

- 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)

*Indicates a required course

EDUC9500 and EDUC9901 are completed during a 2- week, face to face, residency during the summer.

Admission Requirements - Ph.D. in Educational Leadership

After October 15 each year, the Graduate Education Admissions Committee will consider each candidate for admission to the doctoral program for the following January. 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.
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. Competency in the use of computer and internet technology, and either access to or ownership of appropriate computer equipment. High-speed internet access is required.
6. Approval by the Graduate Education Admissions Committee.

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: gradeducationinfo@nnu.edu

Note: Priority application deadline for cohort admission is October 15 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. Professional Development credits are not accepted.
3. Phone: an interview with the doctoral program director and designated faculty from the Department of Education.
4. Online: 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. This paper should reflect scholarly research.

Graduation Requirements - Ph.D. in Educational Leadership

1. At least 41 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 credits.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. 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 the approved accreditation and assessment software.
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.

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, he or she 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 B- 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.
4. Graduate Education students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the education profession (see Idaho educator Code of Ethics). Behavior contrary to these ethics may 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. 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 education and may result in a review of the student's status and possible dismissal from the program.

Nursing

The Department of Nursing offers a Master of Science in Nursing Leadership and Education and a Master of Science in Nursing Family Nurse Practitioner.

Master of Science in Nursing, Family Nurse Practitioner (FNP)

The Department of Nursing offers a Master of Science in Nursing Family Nurse Practitioner. Our program provides for both baccalaureate and associate degree nurses to earn the MSN FNP degree. Offered online with residency hours required, the program utilizes a cohort model where students progress through the program with a cohort of their peers. The FNP program consists of 48 graduate credits and can be completed full-time in two years. The associate degree RN to MSN FNP bridge option includes an additional 9-15 credits.

Northwest Nazarene University's MSN FNP program is provisionally approved by the Idaho Board of Nursing and is seeking accreditation by the Commission on Collegiate Nursing Education (CCNE). Northwest Nazarene University is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Full Time Faculty: Dr. Bethany Mello MSN, FNP, Program Director

Program Mission and Outcomes - FNP

Mission

The mission of the Master of Science in Nursing, Family Nurse Practitioner program at Northwest Nazarene University is to provide optimal primary care to the communities the graduates serve. The program prepares advanced practice nurses who excel in clinical practice by providing patient and family centered care in the context of Christlike behavior in the areas of assessment, diagnosis, treatment, and evaluation.

Outcomes

The Department of Nursing subscribes to the university core values – Transformation, Truth, Community, and Service which are integrated into each individual course.

By completing the Master of Science Family Nurse Practitioner program graduates will:

- Model ethical behavior; demonstrate integrity and honesty in the role of the advanced practice nurse.
- Demonstrate scholarly activity in utilizing evidence based practice and transferring research findings to clinical practice in order to deliver quality patient care.
- Perform clinical skills learned from lab and practicum to improve the health outcomes of the community served in diverse healthcare settings.
- Advocate for diverse populations and demonstrate social responsibility in healthcare delivery which promotes and preserves healthy communities through collaboration with the interprofessional health care team.
- Understand the foundations of care and the art and science of the nursing profession and practice as it relates to self, individuals, families, and clinical populations across the lifespan.

Admission Requirements for the MSN FNP

Admission to the Master of Science in Nursing Family Nurse Practitioner program at Northwest Nazarene University is highly competitive and based on evaluation of all portions of the application.

In addition to meeting the requirements of the University as described in the College of Adult and Graduate Studies Catalog, students must meet the requirements specified below.

Requirements for the Bachelor of Science in Nursing (BSN) Applicants:

- Submission of a [graduate application](#) for admission with a \$50 nonrefundable application fee and a curriculum vita by the established deadline. (All applications must be received by May 15th for admission into the fall cohort.)
- Submission of official transcript(s) showing the completion of your BSN degree from a regionally accredited college or university.
- A minimum grade-point average of 3.0 (4.0 scale) for all nursing courses completed.
- Verification of current unencumbered licensure to practice nursing as a registered nurse within the United States.
 - International students will be considered on a case by case basis.
 - If English is not the student's native language, see the University requirements in the [College of Adult and Graduate Studies Catalog](#).
- Successful completion of (minimum grade of "C") an undergraduate or graduate statistics course.
- One year of clinical practice as a registered nurse (preferred but not required).
- Submission of a personal goal statement
- Submission of three academic or professional [recommendations](#) (e.g. supervisor, colleague, professor) to be completed online.
- The FNP admission committee *may* request a pre-admission interview. Video interviews may be arranged for applicants residing greater than 100 miles from the university campus.

Admission Requirements for the MSN FNP

Admission to the Master of Science in Nursing Family Nurse Practitioner program at Northwest Nazarene University is highly competitive and based on evaluation of all portions of the application. In addition to meeting the requirements of the University as described in the College of Adult and Graduate Studies Catalog, students must meet the requirements specified below.

Requirements for the Associate Degree RN to MSN FNP Bridge Program:

- All associate degree nurses **must first [apply for admission to the RN to BSN](#) program to complete the general education prerequisites and required baccalaureate nursing content.** Please see admission requirements and prerequisites for the RN to BSN program [here](#).
- A minimum grade of "B" (3.0) must be obtained in the prerequisite baccalaureate content nursing courses (NURS 4100, 4113, 4114) for consideration of acceptance into the MSN FNP program.
- After successful completion of the undergraduate prerequisites and baccalaureate content the associate degree nurse may then continue in the RN to BSN program *or* apply to the MSN FNP program by May 15th.
- One year of clinical practice as a registered nurse required, two years of clinical practice preferred.
- Provide a personal goal statement
- Submit three academic and/or professional [recommendations](#) (ex: supervisor, colleague, professor) to be completed online.
- A minimum grade-point average of 3.0 (4.0 scale) for all nursing courses completed.

- Successfully complete (minimum grade of “C”) an undergraduate or graduate statistics course.

NOTE: Completion of the above mentioned prerequisite coursework does not guarantee admission to the MSN FNP program. The FNP admission committee may request a pre-admission interview upon review of your file

Transfer of Graduate Credits

A maximum of nine credit hours required for the degree may be transferred from another regionally accredited institution. All transfer credits must have received at least a "B" letter grade and be approved by the program director. Credits must have been earned within five years preceding the date of admission.

Academic Standing and Dismissal in the Master of Science in Nursing Family Nurse Practitioner Program

GRADUATE NURSING SATISFACTORY PROGRESSION

Satisfactory progression in graduate nursing programs requires:

- Maintenance of cumulative GPA of 3.0 or greater
- Achieve a grade of B- or higher in each course
- Pass all clinical or practical educational experiences
- Pass all course and program competency exams, practical and written
- Adherence to Professional Conduct and Behavioral Standards

Students will be dismissed from the graduate nursing program if they:

- Earn a letter grade of lower than a B- in a repeated course*
- Fail to uphold Professional Conduct and Behavioral Standards

*Students will not be allowed to repeat more than one course during their program of study

Graduation Requirements - FNP

Degree Completion Time

All credits for the Master of Science in Nursing FNP degree must be completed within five years of starting the FNP courses in the program. Any exception to this must be cleared with the director of the MSN FNP program. Please refer to the Department of Nursing MSN FNP Degree Completion Policy and Records Retention Policy in the appendix of the student handbook for further information.

Graduation requirements for the Master of Science in Nursing FNP program:

- 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.
- A minimum grade of B- (2.7) must be obtained in all courses.
- The candidate must apply for graduation one full semester prior to anticipated degree completion.
 - June 1 for Fall
 - October 15 for Spring
 - January 15 for Summer

Master of Science in Nursing, Family Nurse Practitioner

Required graduate courses:

NURS6110F. Leadership Perspectives for Advancing the Profession of Nursing (3)

NURS6120. Population Health and Interprofessional Collaboration (3)

NURS6130. Healthcare Systems and Health Policy (3)

NURS7080. Pharmacology for Advanced Practice Nursing (4)

NURS7090. Pathophysiology for Advanced Practice Nursing (4)

NURS7100. Evidence Based Practice for Advanced Graduate Nursing (3)

NURS7110. Advanced Health Assessment for Advanced Practice Nursing (4)

Residential hours – 50

NURS7120. Advanced Practice Theory (3)

NURS7130. Primary Care of the Family I (4)

Clinical hours - 100

Residential Hours – 0

NURS7140. Primary Care of the Family II (5)

Clinical hours - 150

Residential lab component -32 hours

NURS7150. Professional Practice Issues (2)

NURS7160. Primary Care of the Family III (6)

Clinical hours - 200

Residential lab component - 32 hours

NURS7170. Primary Care of the Family IV (4)

Clinical hours - 150

Residential hours – 32

Master of Science in Nursing, Nursing Leadership and Education

The Department of Nursing offers a Master of Science in Nursing, Leadership and Education degree. Our program provides an opportunity for both baccalaureate and associate degree nurses to earn the MSN 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 full-time in 2 years. The culminating activity results in a mentored 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).

Program Mission and Outcomes - Leadership and Education

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 practice, and is delivered by experienced

professionals who can translate theory into practice. NNU's Master of Science in Nursing program prepares graduates of distinction in nursing clinical leadership and education.

Outcomes

The Department of Nursing subscribes to the university core values - Transformation, Truth, Community, and Service which are integrated into each individual course.

By completing the Master of Science in Nursing, graduates will:

- Model ethical behavior, demonstrate integrity and honesty in the role of leader and educator.
- Demonstrate scholarly activity in research, evidence based practice and adapting theoretical frameworks to clinical practice.
- Assume clinical and/or educational leadership in diverse healthcare settings.
- Advocate for diverse populations and demonstrate social responsibility in healthcare delivery.
- Understand the foundations of care and the art and science of the nursing profession and practice as it relates to self, individuals, families and clinical populations across the lifespan.

The program allows for baccalaureate and associate degree nurses to earn the MSN degree.

Admission Requirements

Applicants with a Bachelor of Science in Nursing

- Nursing degree 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.
- Current employment as a registered nurse (RN) or experience.
- Completion of the following prerequisite undergraduate courses: Nursing Research (or equivalent) and Statistics (or equivalent) with a minimum grade of "C".
- Cumulative GPA of 3.0* in all previous academic course work.

Applicants with an Associate Degree in Nursing

- Nursing degree 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.
- Current employment as a registered nurse (RN) or experience.
- Cumulative GPA of 3.0* in all previous academic course work.
- The applicant with an associate degree must successfully complete or transfer the following prerequisites and baccalaureate nursing content before being fully admitted to the MSN program.

Required prerequisites:

- Statistics
- University Writing/Research (or equivalent)
- Intro to Psychology
- Intro to Sociology

Required nursing baccalaureate content for a MSN program:

- NURS4100. Concepts of Leadership and Management in Professional Nursing
- NURS4113. Introduction to Evidence-based Practice/Nursing Research
- NURS4114. Nursing of Diverse Communities and Populations

***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, he or she 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 for all MSN Leadership and Education applicants:

1. Submit online [MSN application](#) with a nonrefundable \$50 application fee.
2. Submit official transcripts 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 written, 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?

1. Complete a telephone interview with the program director.
2. If English is not the applicant's native language, see "[International Students](#)" in the Admission and Financial Aid section of this catalog.

Additional Requirement for the Associate Degree prepared Nurse:

In addition to the process above:

- **The associate degree nurse will meet with the program coordinator to develop a plan of study to meet the liberal arts and baccalaureate academic content.**

Transfer of Credits

A maximum of 25% of the credit hours required for the degree may be transferred from another regionally accredited institution. All transfer credits must have a "B" or higher letter grade and be approved by the program director. Credits must have been earned within five years preceding the date of admission.

Academic Standing and Dismissal in the Master of Science in Nursing Program - Leadership and Education

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 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 toward graduation requirements for the program.

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 - Leadership and Education

All credits for the Master of Science in Nursing degree must be completed within five years of starting the program. Any exception to this must be cleared with the director of the MSN program.

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.
- Maintained 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. The deadlines are:
 - June 1 for Fall
 - October 15 for Spring
 - 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.

Required graduate courses:

- NURS6062. Research for Graduate Nursing (3)
- NURS6110L. 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)
- NURS7051A. Nursing Education and Leadership Internship A (1)
- NURS7051B. Nursing Education and Leadership Internship B (2)
- 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 or family responsibilities. Students admitted at the generalist level may complete their course work in seven semesters (including summer) while students admitted with advanced standing status 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 specialized social work practice in rural and small town settings, both domestic and international. Students will be able to choose from two concentrations:

- Clinical Mental Health
- Integrated Clinical and Community Practice (ICCP)

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 Generalist courses. Specialized 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), Mary Curran, LeAnn Stensgaard (Director of the B.A. program), Drey Campbell (B.A. Field Administrator), Scott Slater (MSW Field Administrator), Kimberly Lowe, Janet Stellway

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)

Integrated Clinical and Community Practice (ICCP)

The purpose of this track is to combine training in a variety of fields of practice for students who are interested in clinical or macro MSW practice, but not in psychotherapy. The track includes content on child welfare, medical, social work criminal justice, and macro practice. It also includes content at the micro, mezzo, and macro levels of practice in these areas. The systems mentioned typically have crossover in client population and also have similarities in practice approaches. The goal of this concentration is to help students understand how to practice in one or more of these areas of social work while also appreciating the other systems with which their clients are likely to interact. A significant focus is on brief therapy & crisis intervention. Additionally, students will gain meaningful instruction on macro social work.

Field placement opportunities for child welfare include public and private child welfare agencies, juvenile justice programs, court settings, schools, and foster care/adoption agencies. Field placement opportunities for healthcare include dialysis centers, emergency rooms, community health clinics, home health and hospice agencies, and hospitals. Field placement opportunities for criminal justice include county, state, and federal jails/prisons, juvenile justice programs, and court settings. Students interested in macro practice can experience field placement opportunities in almost any setting. Specific agencies providing macro opportunities include NASW, AARP, Salvation Army, and Health and Welfare.

Students in this track will complete 600 hours of practicum. A student can choose to complete all 600 hours in one area of practice (child welfare, healthcare, criminal justice) or split hours between two areas of practice. Within 600 hours, every student must complete at least 200 hours at the micro/mezzo levels and at least 200 hours at the macro level of practice in his/her chosen area(s) of social work practice. Ideally, all 600 hours should be completed in the same agency, but certain circumstances may warrant allowing a student to complete placement hours at two agencies.

Clinical Mental Health and Addictions

This concentration prepares students to provide psychotherapy and addictions services for individuals, families, and groups in rural and small-town settings. Students learn applicable theories for working in a behavioral health setting and have multiple opportunities to practice the application of those theories. Students also receive knowledge and skill development to develop professional relationships with diverse clients with alcohol, drug abuse, and/or behavioral addictions. Specific content on trauma-focused practice and play therapy is included, in addition to

content on macro practice in community mental health or addictions settings. Field placement opportunities include community mental health agencies, inpatient mental health or addictions treatment settings, outpatient substance abuse treatment, or co-occurring mental health and addictions treatment.

Internship Expectations: Students in this track will complete 600 hours of practicum. A student can choose to complete all 600 hours in one area of practice (mental health or addictions) or split hours between both mental health and addictions. Ideal placements would provide students with experience in dual diagnosis treatment. All 600 hours should be focused on micro/mezzo practice, though students may count some macro hours as needed by their particular placement site.

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 generalist 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:

- Background check, as explained on the Social Work application website. (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 (grade of 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

A maximum of 25% of the credit hours required for the degree may be transferred from another regionally accredited institution. All transfer credits must have received at least a "B" letter grade

and be approved by the program director. Credits must have been earned within five years preceding the date of admission.

NOTE: A student who has completed the entire Generalist curriculum at another university may be permitted to transfer all Generalist courses.

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.
- Specialized students (in both concentrations) must participate in counseling for 8-10 consecutive sessions. These must be completed between October 1 and March 31.
- **Absence Policy:** Perfect attendance is expected in all courses, though absences do not generate a specific penalty in a class. Most classes include a requirement of participation which cannot be made up in the event that a student is absent from class. When an absence occurs, the ability to make up work is not guaranteed (e.g., quizzes, tests, presentations, etc.). Decisions related to making up work are at the discretion of the instructor of the class. Any student with chronic patterns of absence will be subject to probation or dismissal based on lack of professionalism. Students who have a major life event (birth of a child, the death of an immediate family member, military deployment, extended illness, etc.) resulting in multiple absences may request a leave from classes. A student in this situation may receive a grade of incomplete at which time the student may need to attend part or all of the class the next time it is offered (not re-register) or negotiate an independent study completion with his/her professor(s).
- **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.
- **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 calendar days from the due date. Instructors will handle chronically late submissions of assignments on an individual basis.

Standing

Generalist Standing

Students who enter the Master of Social Work program from disciplines other than social work are given Generalist Standing. These students must take courses to lay a foundation for the specialized level social work courses. These generalist 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 generalist courses, which will be assessed by the program director. Generalist field experience 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 generalist 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 Generalist level.
- Applicants must have completed their BSW within five years of enrollment in this MSW program. Applicants who completed their degree more than five years prior to enrollment will be expected to enter the program at the Generalist level. Depending on practice experience, Generalist Field and some Generalist 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 extensive experience with diverse populations.

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, the 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 or 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.

Academic Standing and Dismissal Policy

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 toward 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 (6570 & 7670) 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 for the class to contribute toward 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. Any student who does not pass field placement (6570 or 7670) or seminar (6571 or 7671) will be required to take SOWK6101. Professionalism 101. A failing grade in field placement will automatically result in a non-passing seminar grade the same semester (eg. C in 7670 = C in 7671). Any student who earns a non-passing seminar grade while passing field placement will be assigned volunteer service as outlined in the SOWK6101. Professionalism 101 course description.
7. Cheating and plagiarism constitute unprofessional conduct and are violations of the ethical standards of the profession. Students who are found to be cheating or plagiarizing may be academically dismissed from the MSW program as identified above.

Professional Reviews and Dismissal Policy

Department faculty and staff engage in a systematic and ongoing developmental review of student progress throughout the program. There are particular points in the program where all students are reviewed, such as the end of the Generalist year or the end of field placement. However, any student demonstrating challenges in academic, professional, or personal development may be subject to review at any point in the program. Becoming a competent social worker is not just about academic performance. A crucial part of being a competent social worker is related to a person's professional disposition (attitude, behavior, and demeanor). As a result, students may be subject to faculty interventions for non-academic reasons, even if their academic work is excellent. The purpose of the dispositions assessment is to provide a framework for evaluating these crucial characteristics of students.

There are three basic principles which govern the dispositional assessment process:

- A progressive disciplinary approach to consequences whenever possible
- Timely and transparent communication with a student when dispositional concerns arise
- A process that aids the student in amelioration of the identified dispositional concerns as applicable

Examples of faculty and departmental response include but are not limited to:

1. Meet with full faculty
2. Student-designed contracts
3. Required counseling
4. Probation
5. Delayed entry into specialized courses
6. Dismissal from the program

The complete dispositions assessment and policy are included in the Social Work Field Manual.

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.

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.

Graduation Requirements

- Candidates who are accepted as generalist students must complete a minimum of 63 semester credits. Candidates who are accepted as specialized standing students must complete a minimum of 41 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 or her control, such as serious medical problems or military duty, prevents him or 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 Generalist; 41 Advanced Standing

Generalist courses (22 credits):

SOWK6520. Human Behavior in the Social Environment: Life Span and Biopsychosocial Theories (3)

SOWK6530. Social Welfare Policy and Services (3)

SOWK6540. Introduction to Research Methodology (2)

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

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

SOWK6570. Field Instruction (3)*

SOWK6571. Field Instruction Seminar (5)*

*Field and seminar credits are typically spread over three semesters. Special permission to condense placement into two semesters may be granted by the field director.

Specialized Core courses (25-27 credits):

SOWK6591. Social Work Electives:

2 credits for Mental Health concentration

4 credits for Integrated Clinical and Community Practice concentration (ICCP)

SOWK7620. HBSE: Diversity: Exploring the Isms (3)

SOWK7622. HBSE: Spirituality and Religion(3)

SOWK7630. Policy Issues in Rural America (3)

SOWK7640. Advanced Research Design (3)
SOWK7641. Advanced Research Methodology (2)
SOWK7670. Field Instruction (3)*
SOWK7671. Field Instruction Seminar (5)*
SOWK7690. MSW Capstone (1); **or**,
SOWK7642. Completion of Thesis (1-3)

*Field and seminar credits are typically spread over three semesters. Special permission to condense placement into two semesters may be granted by the field director.

Clinical Mental Health and Addictions Concentration courses (16 credits):

SOWK7611. Clinical Social Work with Individuals (3)
SOWK7612. Clinical Social Work with Families (3)
SOWK7613. Community Mental Health in Rural Settings (2)
SOWK7616. Beyond the DSM (2)
SOWK7618. Clinical Social Work with Groups (2)
SOWK7619. Play Therapy (2)
SOWK6592. Trauma (2)

Integrated Clinical and Community Practice Concentration (ICCP) (14 credits):

SOWK7561. Micro Practice Across Systems (3)
SOWK7562. Mezzo Practice Across Systems (3)
SOWK7563. Macro Practice Across Systems (3)
SOWK6593. Medical Terminology and Pharmacology (2)
SOWK6594. Grant Writing (1)
SOWK6595. Social Work and the Law (1)
SOWK6596. Domestic Violence (1)

School of Theology and Christian Ministries

A professional graduate degree, the Master of Divinity includes an extensive program designed to prepare students for vocational ministry opportunities which includes 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, a 32-credit specialization in either Missional Leadership, Spiritual Formation, or Youth, Children & Family Ministry, four credits of supervised ministry experience to be completed by the end of the first half of the degree, and a 3-credit advanced biblical exegesis course to be taken in one of the final two summers in the program. Master of Divinity students complete one seven- or eight-week course at a time over four and a half years.

NNU also offers the Master of Arts degree, an additional professional graduate program. Students may complete either a 40-credit Master of Arts in Pastoral Ministries (MAPM), comprising twelve three-credit courses lasting seven weeks each, plus four credits of supervised ministry experience 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 a Master of Arts in Leadership & Formation with specializations in either Missional Leadership; Spiritual Formation; or Youth, Children & Family Ministry. Students in these three specializations complete eight four-credit courses in four semesters, plus four credits of supervised ministry experience that can be completed during either of the student's two final semesters. No summer courses are 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. To maximize contextualization, all of our students participate in a mentor relationship with someone in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

NNU's Graduate School of Theology has the historic distinction of being the first institution with fully online programs ever to be granted full membership by the Association of Theological Schools (ATS). The pastoral ministry core of the Master of Divinity and the Master of Arts in 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, Brent Peterson, Stephen Riley, Richard Thompson, 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. The mission of the program includes personal and spiritual formation.

The statement is expressed in the program outcomes:

- *Religious Heritage (RH):* 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 (CC):* Students will identify the cultural context of ministry and assess it through appropriate theological perspectives by comparing existing cultures with

alternative cultural expressions. Students will also develop personal and corporate practices consistent with the Kingdom of God.

- *Personal and Spiritual Formation (PSF)*: 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 (MPL)*: Students will integrate Christian theological themes with the understanding and practice of ministry and leadership.

Purpose Statement

Northwest Nazarene University's graduate theological online education 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 must have a baccalaureate degree from a regionally accredited college or university or equivalent, and have earned 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 may be admitted to the program on a provisional basis. All deficiencies must be met 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 coursework to present ministry. 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.

Student Authentication

NNU ensures the integrity of its online programs by authenticating all graduate students through a process that includes the following:

1. References are required from an academic official or former professor and a verified ecclesiastical supervisor.
2. A high quality digital copy of the prospect's government-issued photo identification.
3. A criminal and sex offender background check is required during every student's orientation course.

4. To ensure ongoing academic integrity and the development of an online digital repository of student writing, assignments are also submitted through the university's TurnItIn system and stored in the learning management system if a review of student writing is ever deemed necessary.

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 two references from: supervising ecclesiastical superior (e.g., District Superintendent or supervising pastor) and someone willing to evaluate the student's previous academic performance (e.g., a college professor or administrator).

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. Financial aid cannot be received until a person is officially accepted in 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 span 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.
7. Completion of the approved program within seven years of beginning course work.
8. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 15 for Fall; October 15 for Spring; and January 15 for Summer.

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 one calendar year will be removed from active status and must make arrangements with the program coordinator by applying for readmission to the program. This policy does not apply to students who are not enrolled due to disciplinary reasons.

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:

- 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.

Transfer and Dual Degree Policies

If a student has not already earned a theological degree elsewhere, a maximum of 25% of the credits hours required for the NNU degree may be transferred from another regionally-accredited institution. Students who have already earned a theological degree may transfer up to 50% of their earned degree into an NNU program. All transfer credits must have received at least a "B" letter grade and be approved by the program director. Credits must have been earned within five years preceding the date of admission.

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 members of a Church of the Nazarene congregation.
2. Partial discounts may be given to persons serving as missionaries outside 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 application of 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 Pastoral Ministry and 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. The supervised ministry courses will normally be completed by the end of the first learning community, and the advanced biblical exegesis course will be taken during one of the final two summers in the program. 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. (RH)
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. (CC)
3. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement. (PSF)
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership. (MPL)
5. The graduate understands the historical interplay between cultural, philosophical, and theological shifts that inform Christian ministry practice. (RH)
6. The graduate engages the social context from the perspective of Christian mission to articulate and embody the gospel of Christ. (CC)
7. 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. (PSF)
8. The graduate understands and is able to explain God's mission in the midst of a dynamic and changing world. (MPL)

Master of Divinity in Missional Leadership

75 semester credits required.

PRTH6000. OnRamp Program Orientation (0)
PRTH6000L. Personal Development Lab (0)
BIBL6540. Gospel and 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 and Postmodern Philosophies (4)
PHIL7560. Philosophical Foundations of Ministry (3)
PRTH6140. Introduction to Ministry & Culture (4)
PRTH6760. Spiritual and Personal Formation (3)
PRTH6840. Missional Discipleship (4)
PRTH6960. Missiology and Contextualization (3)
PRTH6990A. Supervised Ministry (2)
PRTH6990B. Supervised Ministry (2)
PRTH7540. Missional Practicum (4)
PRTH7560. Pastoral Leadership (3)
PRTH7940. Community, Context and 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 Pastoral Ministry and 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. The supervised ministry courses will normally be completed by the end of the first learning community, and the advanced biblical exegesis course will be taken during one of the final two summers in the program. 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 ministry mentoring relationships in their own ministry settings. 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. (RH)
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. (CC)
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. (PSF)
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership. (MPL)
5. 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. (RH)
6. The graduate practices the role of being a spiritual director, by utilizing spiritual formation practices, to a local group in their ministry context. (CC)
7. The graduate understands and develops spiritual formation practices, under the supervision of a mentor, that foster personal and spiritual growth. (PSF)
8. The graduate integrates the various ways spiritual formation may be part of the ministries of a local church in teaching, worship, preaching, and mission. (MPL)

Master of Divinity in Spiritual Formation

75 semester credits required.

PRTH6000. OnRamp Program Orientation (0)
PRTH6000L. Personal Development Lab (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 and 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 and Personal Formation (3)
PRTH6880. Nurturing the Inner Life (4)
PRTH6960. Missiology and Contextualization (3)
PRTH6990A. Supervised Ministry (2)
PRTH6990B. Supervised Ministry (2)
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 and 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. The supervised ministry courses will normally be completed by the end of the first learning community, and the advanced biblical exegesis course will be taken during one of the final two summers in the program. 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. (RH)
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. (CC)
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. (PSF)
4. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership. (MPL)
5. The graduate values the role of practical theology in the Wesleyan-Holiness tradition and philosophy to inform practices fostering young persons and families. (RH)
6. 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. (CC)
7. The graduate articulates and embodies a Biblical understanding of faith formation within the community of faith including the family. (PSF)
8. The graduate demonstrates a dynamic integration of practice and philosophy of leadership suitable for ministry in the Church and in the world. (MPL)

Master of Divinity in Youth, Children and Family Ministry

75 semester credits required.

PRTH6000. OnRamp Program Orientation (0)
PRTH6000L. Personal Development Lab (0)
BIBL6760. Old Testament Interpretation (3)
BIBL7330. Youth, Children, Families and Faith Throughout Scripture (4)
BIBL7760. New Testament Interpretation (3)
BIBL8090. Advanced Biblical Exegesis (3)
CHED6160. Congregational Education and Formation (3)
CHIS6560. History of Christianity I (3)
CHIS6960. History of Christianity II (3)
PHIL7330. Postmodern Culture and Families (4)
PHIL7560. Philosophical Foundations of Ministry (3)
PRTH6760. Spiritual and Personal Formation (3)
PRTH6960. Missiology and Contextualization (3)
PRTH6990A. Supervised Ministry (2)
PRTH6990B. Supervised Ministry (2)
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 and 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 and Families (4)

Master of Arts in Missional Leadership

The Master of Arts degree in Missional Leadership is offered in an online format and 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 eight four-credit courses, plus two two-credit supervised ministry courses that must be completed near the end of the student's program, scheduled in consultation with the program coordinator.

Program Outcomes

1. The graduate understands the historical interplay between cultural, philosophical, and theological shifts that inform Christian ministry practice. (RH)
2. The graduate engages the social context from the perspective of Christian mission to articulate and embody the gospel of Christ. (CC)
3. 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. (PSF)
4. The graduate understands and is able to explain God's mission in the midst of a dynamic and changing world. (MPL)

Master of Arts in Missional Leadership

36 semester credits required.

PRTH6000. OnRamp Program Orientation (0)

PRTH6000L. Personal Development Lab (0)

BIBL6540. Gospel and Culture (4)

CHIS6540. Wesleyan Tradition in Context (4)

PHIL7540. Premodern, Modern and Postmodern Philosophies (4)

PRTH6140. Introduction to Ministry & Culture (4)

PRTH6840. Missional Discipleship (4)

PRTH6990A. Supervised Ministry (2)

PRTH6990B. Supervised Ministry (2)

PRTH7540. Missional Practicum (4)

PRTH7940. Community, Context and Transition (4)

THEO7940. Theology of Leadership (4)

Master of Arts in Pastoral Ministry

The Master of Arts degree in Pastoral Ministry is offered in an online format and 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 settings. Ministry mentors receive a small stipend for the support offered. Students in this program complete twelve three-credit courses, plus two two-credit supervised ministry courses that must be completed near the end of the student's program, scheduled in consultation with the program coordinator.

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. (RH)
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. (CC)
3. The graduate understands and applies the office of ministry to their cultural context in light of the Wesleyan-Holiness tradition. (CC)
4. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement. (PSF)
5. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership. (MPL)

Master of Arts in Pastoral Ministry

40 semester credits required.

PRTH6000. OnRamp Program Orientation (0)

PRTH6000L. Personal Development Lab (0)

BIBL6760. Old Testament Interpretation (3)

BIBL7760. New Testament Interpretation (3)

CHED6160. Congregational Education and Formation (3)

CHIS6560. History of Christianity I (3)

CHIS6960. History of Christianity II (3)

PHIL7560. Philosophical Foundations of Ministry (3)

PRTH6760. Spiritual and Personal Formation (3)

PRTH6960. Missiology and Contextualization (3)

PRTH6990A. Supervised Ministry (2)

PRTH6990B. Supervised Ministry (2)

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 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 settings. Ministry mentors receive a small stipend for the support offered. Students in this program complete eight four-credit courses, plus two two-credit supervised ministry courses that must be completed near the end of the student's program, scheduled in consultation with the program coordinator.

Program Outcomes

1. The graduate assesses spiritual journeys of individuals 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. (RH)
2. The graduate practices the role of being a spiritual director, by utilizing spiritual formation practices, to a local group in his or her ministry context. (CC)
3. The graduate understands and develops spiritual formation practices, under the supervision of a mentor, that foster personal and spiritual growth. (PSF)
4. The graduate integrates the various ways spiritual formation may be part of the ministries of a local church in teaching, worship, preaching, and mission. (MPL)

Master of Arts in Spiritual Formation

36 semester credits required.

PRTH6000. OnRamp Program Orientation (0)

PRTH6000L. Personal Development Lab (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)

PRTH6990A. Supervised Ministry (2)

PRTH6990B. Supervised Ministry (2)

PRTH7580. Spirituality of Soul Care (4)

PRTH7980. Spiritual Direction (4)

THEO6580. Readings in Western Spirituality (4)

Master of Arts in Youth, Children and Family Ministry

The Master of Arts in Youth, Children and 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 settings. Ministry mentors receive a small stipend for the support offered. Students in this program complete eight four-credit courses, plus two two-credit supervised ministry courses that must be completed near the end of the student's program, scheduled in consultation with the program coordinator.

Program Outcomes

1. The graduate values the role of practical theology in the Wesleyan-Holiness tradition and philosophy to inform practices fostering young persons and families. (RH)
2. 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. (CC)
3. The graduate articulates and embodies a Biblical understanding of faith formation within the community of faith including the family. (PSF)
4. The graduate demonstrates a dynamic integration of practice and philosophy of leadership suitable for ministry in the Church and in the world. (MPL)

Master of Arts in Youth, Children and Family Ministry

36 semester credits required

PRTH6000. OnRamp Program Orientation (0)

PRTH6000L. Personal Development Lab (0)

BIBL7330. Youth, Children, Families and Faith Throughout Scripture (4)

PHIL7330. Postmodern Culture and Families (4)

PRTH6990A. Supervised Ministry (2)

PRTH6990B. Supervised Ministry (2)

THEO7130. Development & Spiritual Formation of Youth, Children and Families (4)

YCFM6130. Foundations of Youth, Children and 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 and Families (4)

Graduate Programs Course Descriptions

ACCT—Accounting

ACCT6013 CPA Auditing (2)

This course covers knowledge of auditing procedures, Generally Accepted Accounting Principles in the United States (GAAS) and other standards related to attestation engagements. Also covered are skills needed to apply this knowledge in auditing and other attestation engagements. The auditing and attestation section of the CPA exam tests knowledge in the context of five broad engagement tasks.

ACCT6014 CPA Business Environment and Concepts (2)

This course prepares students to pass the business environment and concepts section of the CPA exam. The coursework focuses on business structure, economic concepts essential to understanding an entity's operation, financial management, and information technology planning and measurement. Students become familiar with underlying business reasons and accounting implications of transactions. Students gain skills needed to apply this knowledge in financial statement audit and attestation engagements as well as perform other functions affecting public interest.

ACCT6015 CPA Financial Accounting and Reporting (3)

This course prepares students to pass the financial accounting and reporting section of the CPA exam. Coursework covers accounting principles generally accepted in the United States (GAAP) that affect business enterprises, not-for-profit organizations and government entities. Also addressed are skills needed to apply such knowledge, as well as financial accounting concepts and standards.

ACCT6016 CPA Regulation (2)

This course prepares students to pass the regulation section of the CPA exam. Topics include federal taxation ethics, professional and legal responsibilities, and business law, as well as skills needed to apply this knowledge. Topics address CPAs' professional and legal responsibilities, and legal implications of business transactions, particularly as they relate to accounting and auditing. Coursework focuses on federal and widely adopted uniform state laws, as well as principles and procedures for federal income, estate and gift taxation.

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 and 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. Approval 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 and 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 and Ministry (4)

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

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 coursework which outlines the MBA program and expectations. This course will familiarize participants with technology, policies, campus services, resources and course management software. Coursework 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, leadership and strategic management. 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, management philosophies and quality management will be discussed through the eyes of ethical leaders and strategy.

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, and global dimensions of business. Basic concepts related to small business, administrative, consumer and corporate law and an introduction to information systems and decision support systems will be presented. The student's understanding of the world of business will increase when viewed through the dimension of global business. A writing component is an integral part of this foundation course.

BSNS6011 Managerial and Cost Accounting (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.

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, multinational 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 are also covered. Techniques to determine acceptable levels of risk are considered.

BSNS6156 Manufacturing Planning and Control (3)

Topics include 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)

Covers 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 gain 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 MBA Capstone - 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. Instructor's approval required.

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 (1-3)

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 and 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. Approval 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. Approval 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—Counseling

COUN6000 New Student Orientation (0)

New student orientation is a pass/fail 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 and 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. **Fees:** Additional fee required.

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.

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 populations on the counseling process and on the counselor. Students will learn ethical and cultural characteristics needed to sensitively and appropriately serve multicultural and diverse populations.

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 and consultation with examination of the practical meaning of the theories for the counselor. Students will identify processes related to developing personal models of counseling. 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)

This course is an introduction to the basic principles, theories, and practices of career counseling, an emphasis on career choices over a life span, exposure to the methods used for assessment and delivery of career counseling services to individual, school, and organizational populations. Includes discussion of the relationship of career to other facets of development and wellness.

COUN6541 Pre-Practicum: Basic Counseling Skills (3)

Development of essential listening skills for counseling effectiveness to include principles and procedures of individual counseling. Students learn to apply effective interviewing and micro skills which include the use of required videotaped counseling interviews, role playing, and counseling process models. Earning a grade of 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, COUN6532

COUN6542 Group Counseling (3)

Techniques of group procedures appropriately applied to decision-making, problem solving, and resolution of conflict. Theories, characteristics and group dynamics, interventions, stages, leadership styles, and roles relevant to group counseling will be discussed. This course is experiential in nature and students will be required to effectively facilitate and evaluate a group counseling experience from a particular theoretical orientation.

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 V 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, intervention and prevention, availability of resources, and obstacles of recovery will be discussed.

COUN6594 Topics in Counseling (1-4)

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

COUN6598 Seminar (1-3)

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

COUN6599 Independent Study (1-4)

Study of an assigned topic or guided research as directed by a graduate faculty member. Approval of program director required.

COUN7507 Introduction to Child-Centered Play Therapy (1)

The course will give an overview of the history and development of Child-Centered Play Therapy. It will present current techniques as well as the current research being done to demonstrate their relevance to the practice of play therapy with children and their families. The course will demonstrate the basic skills necessary to prepare a playroom and how to facilitate parent consultations. Students will be instructed how to structure a play session and approach issues from a Child-Centered Play Therapy perspective.

COUN7508 Play Therapy and Private Practice (1)

This course will seek to assist graduate counseling students and practicing licensed counselors in how to start a private practice specializing in play therapy. The course will include information on the business aspects of counseling that are not ordinarily covered in graduate school such as the importance of networking, types of insurance needed, the who, what, when, where and why of how to get paid, billing, office choices, how to obtain clients, advertisement, HIPPA regulations, and beneficial tips to get your private practice up and running. Several documents and forms used in private practice will be provided to participants. Students will leave with the understanding of how to open their own play therapy private practice as well as familiarity with suggested tools for its success and sustainability.

COUN7509 Trauma Informed Play Therapy Applications and Techniques (1)

This course, designed for the clinical practitioner, will introduce the issue of trauma; its causes, its negative impact on our clients, its current models of conceptualization, and its predominate treatments. Current research demonstrates that trauma results in the significant alteration of socio-emotional, behavioral, and neurological functioning, leading to considerable developmental impact. Many existing trauma-focused interventions overlap in their content and approaches. Effective treatment must target not only the socio-emotional and behavioral symptoms of trauma-based symptoms, but also should mediate the neurological and developmental impact of trauma. A trauma-informed, integrated approach will be presented in this course. The core components of predominant trauma treatments will be outlined. In creative and playful ways participants will learn how to incorporate play-therapy techniques into trauma-informed evidence-based treatments, while maintaining fidelity to these models.

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 throughout the life-cycle. 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 a child as an identified client. 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.

COUN7523 Organization and Administration of Clinical Services (2)

This course develops in students a broad 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, legal dimensions, and the roles of clinical and marriage and family counselors.

COUN7524 Organization of Comprehensive School Counseling Services (2)

A study of strategies for planning and developing a systematic comprehensive school counseling 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 American School Counselor Association National Model.

COUN7529 Human Sexuality (1)

An overview of the biological, psychological, and relational aspects of human sexuality. Includes DSM-V-TR sexuality diagnoses and treatment approaches for counseling clients with sexual problems. Attention is given to counseling couples with presenting problems of sexual dysfunctions.

COUN7531 Meta-Theoretical Practice of MCFC (2)

This course introduces the common factors approach and process research in marriage, couple, and family counseling, with emphasis on the valuable role of systemic theories. Using a systems theory base, the concepts and skills of case conceptualization, treatment planning, and case management within the context of the stages of counseling will be explicated and practiced.

COUN7532 MCFC Assessment & Evaluation (2)

Students will acquire the knowledge to assess and conceptualize individual, couple, and family problems and functioning as they exist within the context of the client's system. Formal and informal assessment and diagnostic methods will be addressed. The course includes strategies for evaluating counseling outcomes and emphasizes multicultural considerations in assessment and outcome evaluation.

COUN7533 Advanced Models & Interventions in MCFC (2)

Building on the concepts of case conceptualization and assessment, this course is an advanced study of systems and couple and family counseling theories and models. Emphasis will be on application, with theory-congruent techniques and interventions addressed and practiced.

COUN7534 Clinical Issues in MCFC (2)

Contemporary families experience a range of challenging characteristics and situations. This course provides information about the impact of these characteristics and situations on individuals, couples, and families. Additionally, best practices for counseling couples and families presenting with these issues will be outlined. The process of evidence-based practice will be addressed and applied and empirically supported treatments will be reviewed.

COUN7535 Contemporary Directions in MCFC (1)

This capstone course for the marriage, couple, and family counseling track will prepare students to function effectively in the professional context of marriage, couple, and family counseling. Students will review information about the profession and legal and ethical considerations.

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 (1)

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.

COUN7542 Logotherapy-Introduction 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.

COUN7543 Logotherapy-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 Logotherapy-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 and 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.

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. 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 interpreting 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. **Fees:** Additional fee required. **Prerequisites:** [COUN6511](#), [COUN6512](#), [COUN6541](#), [COUN6542](#), [COUN6551](#), Participation in a counseling group approved by the program.

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.

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.

COUN7582 Introduction to Trauma and Crisis Counseling (2)

This course is the first step towards becoming a Trauma Informed Counselor, providing a strong foundation in attachment theory, childhood trauma and PTSD, as well as the impact of mass disaster, domestic violence, suicide, sexual assault, and vicarious trauma. Skill demonstrations, videos, and lectures will provide a strong introduction to specific interventions appropriate to this specialized area of counseling.

COUN7583 Advanced Interventions in Trauma Counseling (2)

This course is the next step towards Trauma Competency. Course content will focus on a thorough understanding of the neuropsychological effects of trauma, specifically developmental trauma, childhood sexual abuse and complex PTSD. Students will acquire a wide variety of innovative intervention skills developed by leading experts in the field.

COUN7584 Grief Counseling (2)

The intimate nature of grief counseling requires an authenticity that can only be gained through a strong emphasis on students' personal exploration of loss, grief, disenfranchised grief and bereavement. Moving beyond the limitations of a "stage model," students will understand that grief is a very unique and individual process that does not necessarily end but constantly changes.

COUN7589 Internship in Counseling (1-10)

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. **Fees:** Additional fee required. **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)

This course is designed to assist students in understanding the nature of managing a thesis project, topic selection, and library usage. Grade of pass/fail. **Prerequisites:** [COUN7537](#)

COUN8620 Post-Masters Internship (1-12)

A seminar experience intended to enable post-graduates to integrate new clinical skills and develop more advanced counseling interventions. This course may be used to help practicing counselors gain 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

EDUC7000 Orientation: APP-Education (0)

This required course gives candidates 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 candidates to NNU software necessary for program completion as well as scheduling and requirements of the program. Grade of pass/fail. Fee: \$150 for Taskstream account.

EDUC7001 Graduate Education Orientation (0)

This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7120 Foundations of Teaching (3)

This course is designed to help the candidate 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 candidates 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 K-8 Classrooms (3)

An in-depth study of classroom management principles and practices for K-8 teachers. Focus is on equipping candidates 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 candidate 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 K-8 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 and middle school students as they interact with text. Course includes a 25-hour field experience providing opportunities for students to teach lessons related to their middle school content areas. 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. Course includes a 10-hour field experience to observe and teach conceptual math strategies in an elementary classroom.

EDUC7331 Teaching English Language Learners (1)

Exploration of the unique cultural values of children and families whose primary language is not English and study of teaching strategies for helping all students to succeed. Course includes a 15-hour multicultural field experience.

EDUC7350 Methods of Teaching Science and Mathematics in the Elementary Classroom (4)

A study of teaching methodology encompassing elementary school science and mathematics. Candidates 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 candidates for the student teaching experience. **Prerequisites:** Program admission required.

Corequisites: EDUC7360

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. Candidate 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 candidates for the student teaching experience. This course meets part of the Idaho Comprehensive Literacy Act requirements of the Idaho Department of Education. **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 candidate 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. Course includes a 25 hour field experience.

EDUC7505 Teachers as Leaders (3)

Students will learn about the correlations between an effective school and 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.

EDUC7532 Instructional Models (3)

This course 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 with an emphasis on practical implementation in teaching situations. Reflective teaching practices will be encouraged as students use the various models to plan for instruction.

EDUC7535 Teaching Reading in the Content Area (3)

An exploration of principles and strategies for helping all candidates 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 (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.

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 students 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 Doceõ Center. While this course will include a comprehensive overview of the H.A.C.K Model, its primary focus will be on providing practices that build an innovative instructional mindset and increase student/teacher capacity in leveraging technology to meet outcomes through stages H (Highly Structured) and A (Allowed Choices) of the model.

EDUC7555 Mixed Methods Research (3)

The purpose of this course is to provide an introduction to different approaches used in conducting educational research, the criteria used to judge the quality of research, and strategies to consider

when designing a research study. The course will focus on both qualitative and quantitative approaches, and will also consider mixed-methods research designs and action research approaches. By the end of the course, students should be able to critically review research and be able to make research design decisions for their own research studies. 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.

EDUC7557P Program Portfolio (0-1)

Students complete a metacognitive task that reflects on professional growth throughout the program. As a culminating project, students cite each of their key assignments (at least once in the paper) as evidence of the learning that supported the growth. Grade is pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one(1) credit per semester until requirements for degree are successfully achieved.

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.

EDUC7570 Oregon Law and Finance (2)

This course has two sections: 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.

EDUC7571 Education in a Globalized and Multi-Cultural Society (3)

The purpose of this course is to explore practices, philosophies, and attitudes related to the field of global education. Students will familiarize themselves with characteristics of a globalized society in order to gain a deeper understanding of worldviews and global perspectives of education. Course knowledge is designed to inform teaching practices that positively influence the academic success of ALL students. By the end of this course, students should be able to demonstrate how an educator's knowledge of students' cultural backgrounds can positively support learning outcomes. Students will understand the attributes of a globalized society and be able to apply instructional practices that increase a global perspective in the classroom setting.

EDUC7572 Innovative Instruction 2.0 (3)

This course takes educators into the next level of innovative instruction. Course content is designed to inspire and equip educators with a dynamic tool kit to blend, flip, and personalize instruction using innovative practices. Utilizing the H.A.C.K Model of Innovative Instruction developed by the NNU Doceo Center, educators will deepen their knowledge of not only how to shift instruction, but also the culture of the classroom where students consistently analyze, evaluate, and create information. Educators will walk away well versed in student-centered instructional practices such as Project-Based Learning (PBL), Blended Instruction, Design Thinking, and Competency-Based Education (CBE) that are common instructional approaches in C (Consistent Application) and K

(Knowledge Centered) stages of the HACK Model. Educators will develop the skill sets to leverage technology through student inquiry that open up learning avenues for students.

Prerequisites: [EDUC7554](#)

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.

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.

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.

EDUC7584 Data Driven Decision-Making (3)

Data-based decision-making is at the forefront of school reform. This course provides classroom educators and building/district level leaders a practical framework for creating, analyzing, and interpreting a variety of informal, formal, and summative assessment data. Students will have the opportunity to apply assessment and decision-making skills to their own classrooms or schools. Prerequisite or Corequisite: EDUC7556

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.

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.

EDUC7596IIIB Internship Portfolio Binder (0-1)

The administrative internship is a year-long assignment designed to provide practical experiences in the duties and activities of the principal. The internship experience should include participation in a maximum number of meaningful experiences related to the principal's role. A minimum of 360 clock hours is required. Students will complete a variety of tasks and duties typical of a building level principal under the supervision of an experienced principal. A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved.

Prerequisites: [EDUC7596III](#)

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

EDUC7599 Independent Study (1-4)

Study of an assigned topic as directed by a graduate faculty member. Approval 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 candidates 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 candidates 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 candidates 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. Candidates 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 candidates 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 candidates 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 candidates 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 candidates 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 candidates 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 candidates 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 candidates to observe and teach a minimum of 20 hours in a secondary classroom. **Corequisites:** EDUC7651

EDUC7670 Teaching Business and Marketing Technology Education in Secondary Schools (3)

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 assist and teach a minimum of 20 hours.

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.

EDUC7686 Student Teaching in the Middle School/Junior High School (11)

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. Candidates participating in fall student teaching should plan to report to their assigned school the first day that the teachers report. Candidates 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 (11)

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. Candidates participating in Fall student teaching should plan to report to their assigned school the first day that the teachers report for school start-up and continue with the teacher through Fall Student Teaching. Candidates 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:** \$200 Student Teaching Fee. **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.

EDUC7810 Elementary School Start Up (1)

A fall field experience to acquaint the candidate with practices for beginning the school year in an elementary school. Candidates 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 (11)

Directed observation, participation, and responsible teaching by candidates, conducted under the supervision of an elementary school teacher and NNU supervisors. Weekly seminars are a part of this experience. Candidates participating in fall student teaching should plan to report to their assigned school the first day that teachers report for school start-up and continue with the teacher through fall student teaching. Candidates participating in spring student teaching will need to complete a "school start-up" experience in the fall before student teaching in the spring. If possible, this start-up experience should be with their cooperating teacher. 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, or EDUC7820. **Prerequisites:** Approval for Student Teaching, Program admission required.

EDUC8000 Orientation: Graduate Education (0)

This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail. There will be a fee for this course for accreditation software.

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 and 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.

EDUC8678 Central Office Internship (1-3)

The internship is taken for two semesters, and interns are assigned to practicing administrators in district offices. Monthly videoconference sessions with the instructor are scheduled. Students take a total of 4 credits across the spring and fall semesters, choosing 1-3 credits for any one semester. Grade of pass/fail.

EDUC8679 Leadership and Organizational Development Seminar (1-3)

The Leadership and Organizational Development Seminar is a one to three semester long internship designed to provide practical experiences in the duties and activities of an organizational or institutional leader. The internship experience should include participation in a maximum number of meaningful experiences related to the administrator's role. Students will complete a variety of tasks and duties typical of an organizational or institutional leader under the supervision of an experienced administrator within the organization or institution. This internship must be approved by the chosen organization or institution as well as the NNU program director. A binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is three (3) credits total taken over one, two, or three semesters.

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.

EDUC8701 Comprehensive Examination (0)

Required by the Education Specialist (Ed.S.) Building Administrator program for degree completion. Grade of pass/fail.

EDUC8702 Comprehensive Examination (0)

Required by the Education Specialist (Ed.S.) Director of Special Education program for degree completion. Grade of pass/fail.

EDUC8703 Comprehensive Examination (0)

Required by the Education Specialist (Ed.S.) Superintendent program for degree completion. Grade of pass/fail.

EDUC8704 Comprehensive Examination (0)

Required by the Education Specialist (Ed.S.) Leadership and Organizational Development program for degree completion. Grade of pass/fail.

EDUC9150 Introduction to Educational Research (3)

This course is designed to introduce students to the information and skills needed to critique, conduct, and report research in education. Students will be introduced to the concepts of research question development, topic exploration, structure and searching of online databases, use of the internet and the world wide web, critical evaluation of literature in the disciplines, and creation of annotated bibliographies. Upon completing the course, students will have produced an initial literature review using self-selected research articles. This course includes a fee for accreditation software. **Prerequisites:** Program admission required.

EDUC9160 Qualitative and Quantitative Methods for Educational Research (3)

This introductory research methods course will provide students with a fundamental understanding of the types of qualitative and quantitative approaches common in the field of education. Research and assessment issues will be discussed, specifically focusing on the main qualitative and quantitative traditions (experimental design, correlation design, case study, phenomenology, survey design, grounded theory, ethnography, narrative, historical, and mixed methods design). Students will read and evaluate both qualitative and quantitative research, conduct components of research, and identify methodological elements and issues. Statistical software is used throughout the course. **Prerequisites:** Program admission required.

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. **Prerequisites:** Program admission required.

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. **Prerequisites:** Program admission required.

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:** 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. **Prerequisites:** Program admission required.

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. **Prerequisites:** Program admission required.

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 Ed.D.: Prerequisites are 9900 and 9500. For Ph.D.: 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 fulfill the class requirement of writing and submitting 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. **Prerequisites:** Program admission required.

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 Institutional Review Board (IRB), 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 Institutional Review Board (IRB), 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 Ed.D.: Prerequisites are [EDUC9900](#) and [EDUC9500](#); for Ph.D.: 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.

Prerequisites: Program admission 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

NURS6000F Family Nurse Practitioner Orientation (0)

This course orients the student to the resources, procedures, online management systems and expectations of the MSN Family Nurse Practitioner Program. Designed to promote the success of the advanced practice nurse student transition into online graduate level learning, clinical rotations, and residential labs.

NURS6000L Leadership and Education Orientation (0)

This course orients the student to the resources, procedures, electronic operations and expectations of the MSN Leadership and Education 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. Experiential learning activity required. **Prerequisites:** Program admission required.

NURS6110F 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. **Fees:** Additional fee required.

NURS6110L 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. **Fees:** Additional fee required.

NURS6120 Population Health and Interprofessional Collaboration (3)

Examines the concept of population health in terms of health outcomes of a group of individuals, families or communities. Explores patterns of health determinants, and policies and interventions that link them together. The management of population health and outcomes will be explored using an interdisciplinary framework designed to build a variety of skills for effective interdisciplinary team leadership and management.

NURS6130 Healthcare Systems and Health Policy (3)

Emphasizes the organization, financing and policies of national and international healthcare systems. Analysis of the determinants of health issues and trends from a global perspective will be explored. Ethical and value frameworks that guide policy making in healthcare are examined. Experiential learning activity required.

NURS6150 Advanced Pathophysiology (3)

Focuses on an understanding of normal physiologic and pathologic mechanisms of disease that serves 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. Experiential learning activity required.

NURS7020 Assessment/Evaluation Strategies (3)

Develops an evaluation plan for nursing curriculum based on accreditation and professional nursing standards. Diverse assessment and evaluation methodologies and strategies are explored. Experiential learning activity required. **Corequisites:** NURS7060

NURS7042 Evidence-based Practice for Graduate Nursing (3)

Prepares the graduate student to analyze scientific evidence and to utilize the findings in providing quality patient care or improving nursing and education practice. Focus is on establishing evidence-based practice by weighing scientific evidence, expert opinion and patient preferences. Experiential learning activity required. **Fees:** Additional fee required. **Prerequisites:** [NURS6062](#)

NURS7051A Nursing Education and Leadership Internship A (1)

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 internship hours in leadership within either nursing education leadership or nursing practice leadership. This internship utilizes the preceptor model.

Prerequisites: [NURS7020](#), [NURS7060](#), [NURS7070](#) **Corequisites:** NURS7051B, NURS7042

NURS7051B Nursing Education and Leadership Internship B (2)

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 internship hours in leadership within either nursing education leadership or nursing practice leadership. This internship utilizes the preceptor model. **Fees:** Additional fee required. **Corequisites:** NURS7051A

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. Experiential learning activity required.

NURS7070 Organization Leadership For Improving Health Outcomes (3)

Provides a foundation in facilitating and leading change through the measurement, evaluation and improvement of care delivery. Emphasis is on analyzing legal, regulatory, risk management, ethical and current issues, and integrating leadership, management, and administrative skills into the professional nursing administration practice 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. Change project is required.

NURS7080 Pharmacology for Advanced Practice Nursing (4)

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. **Fees:** Additional fee required.

NURS7090 Pathophysiology for Advanced Practice Nursing (4)

Focuses on an understanding of normal physiologic and pathologic mechanisms of disease that serves as one primary component of the foundation for clinical assessment, decision making, and management. Interpretation of changes in normal function, application and the development of appropriate advanced nursing care is the focus of this course. Educating patients about disease process and exploring innovative ways to teach pathophysiology are integral components of the course. **Fees:** Additional fee required.

NURS7100 Evidence-Based Practice for Advanced Practice Nursing (3)

Uses critical appraisal skills to develop an evidence-based practice proposal for advanced practice nurses. 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. Includes experiential learning activity. **Fees:** Additional fee required.

NURS7110 Advanced Health Assessment for Advanced Practice Nursing (4)

Prepares the nurse leader or advanced practice nurse in developing critical thinking and diagnostic reasoning skills needed in caring for the primary care patient. Focuses include 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. Residential hours – 50 **Fees:** Additional fee required.

NURS7120 Advanced Practice Theory (3)

This course focuses on advanced roles for professional nursing practice. Emphasis is on independent and collaborative practice, management, and the development of leadership skills for working with individuals and groups in advanced nursing practice. Specific leadership theories will be explored. **Fees:** Additional fee required. **Prerequisites:** [NURS6110F](#)

NURS7130 Primary Care of the Family I (4)

The first primary care course focuses on analysis of family health. Students explore family concepts and theories for their relevance to nursing practice and research. Emphasis is placed on utilizing and application of advanced health assessment skills, preventive health care practices, and health promotion throughout the lifespan. The concepts of family systems, development, culture,

environment, learning, and the objectives of Healthy People 2020, are integrated into the principles and practices of primary and secondary prevention. Experiences are provided in clinical decision-making and the implementation of scientifically based therapeutic regimens. Structured clinical laboratories and clinical projects will assist students to synthesize knowledge gained. Clinical hours - 100 **Fees:** Additional fee required. **Prerequisites:** [NURS7110](#)

NURS7140 Primary Care of the Family II (5)

The second course in primary care of the family focuses on the theoretical and clinical basis for the advanced nursing management of health care problems common to families and family members of all ages. Emphasis is placed on the diagnosis and management of acute episodic conditions of families in the context of the primary/acute care setting and the community. The student's collaborative role with other health care providers is promoted. Clinical experiences include a variety of primary/acute care settings under the supervision of preceptors. Structured clinical laboratories and clinical projects will assist students to synthesize knowledge gained. Clinical hours - 150, Residential Lab component - 32 hours. **Fees:** Additional fee required. **Prerequisites:** [NURS7130](#)

NURS7150 Professional Practice Issues (2)

This course will focus on advanced practice issues specific to the FNP role. Legal and ethical topics and their relationship to the advanced practice FNP role will be addressed. Prescriptive authority will also be examined. There will be integration of professional role and practice issues, and updates on legislation and health policy affecting nurse practitioners. **Fees:** Additional fee required.

NURS7160 Primary Care of the Family III (6)

This nursing practicum provides the opportunity to integrate knowledge and skill in developing advanced competency as a family nurse practitioner. Emphasis is placed on the diagnosis and management of chronic conditions of families in the context of the primary care setting and the community. The prevention, diagnosis and management of psychological/behavioral problems within the family will be explored. Student clinical experiences will be in a variety of settings with emphasis on interdisciplinary collaboration. Structured clinical laboratories and clinical projects will assist students to synthesize knowledge gained in core, specialty, and elective courses. Clinical hours - 200, Residential Lab component - 32 hours **Fees:** Additional fee required. **Prerequisites:** [NURS7130](#), [NURS7140](#)

NURS7170 Primary Care of the Family IV (4)

This course is the final integration and synthesis of advanced practice in primary care of the family. There will be integration of professional role and practice issues, and updates on legislation and health policy affecting nurse practitioners. All necessary clinical experiences specified for Family Nurse Practitioner certification are completed. Individualized and selected family-centered practice settings are identified according to student needs. Faculty and preceptors provide guidance for this experience. Case presentation with evidence of role transition required. Clinical hours - 150, Residential hours – 32 **Fees:** Additional fee required. **Prerequisites:** [NURS7160](#)

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. Approval of department director required.

PHIL7330 Postmodern Culture and 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 and 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, and also includes the completion of the California Psychological Inventory (CPI), which students will discuss in PRTH6000LA or PRTH6000LB, as well as a required criminal background check. Grade of Pass/Fail. **Corequisites:** PRTH6000L

PRTH6000L Personal Development Lab (0)

Students in this lab meet online with a participant in NNU's graduate counseling program for the interpretation of their California Psychological Inventory (CPI) results and a formative assessment of their personal development with respect to theological studies and vocational ministry. Students who enroll in PRTH6000 must complete PRTH6000L as a lab during the eight-week session following their OnRamp Orientation course. Grade of Pass/Fail. **Fees:** Additional fee required. **Prerequisites:** [PRTH6000](#)

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 and 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. Approval of department director required.

PRTH6760 Spiritual and 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 and Contextualization (3)

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

PRTH6990A Supervised Ministry (2)

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. A grade will not be issued for this course until completion of PRTH6990B.

PRTH6990B Supervised Ministry (2)

This course is a continuation of PRTH6990A and must be completed before a grade will be issued for PRTH6990A. **Prerequisites:** [PRTH6990A](#)

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 of 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 and Worship (3)

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

PRTH7980 Spiritual Direction (4)

This course explores the meaning, place, models, and dynamics of the ministry of spiritual direction. Participants will consider the place of spiritual direction within their own ministries and, with their mentor, explore facets of giving and receiving spiritual direction. A reflective journal will be required.

SOWK—Social Work**SOWK6101 Professionalism 101 (1)**

The purpose of this class is to provide students with basic knowledge about professionalism in social work settings. This includes time management, attendance and demeanor, paperwork completion, confidentiality, etc. Students can choose to take this course or they may be mandated to take it based on non-passing field grades, excessive absences or habitually late work submissions. This course may be used for elective credit at the discretion of the program director. Grade of pass/fail. Optional Requirement: Students taking this class may be required to complete 100 hours of volunteer work in a social service setting, to be identified by the Social Work program. This requirement is typically assigned when a student fails field seminar.

SOWK6500 New Student Orientation (0)

New student orientation is a non-graded course that is required of all incoming students to the Master's in 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: Lifespan and Biopsychosocial Theories (3)

This is the first of three HBSE courses and is taken in the Generalist year of the MSW program. This course examines human behavior from a biopsychosocial perspective with consideration for the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development across the lifespan. 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, and communities. Special attention will be given to the systems that exist in rural settings and small towns.

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 one, the student will be introduced to the fundamental concepts, theories, and history of social welfare policy. In area two, 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 three, social welfare policy practice techniques will be delineated with significance on the role of social workers in effecting change.

SOWK6540 Introduction to Research Methodology (2)

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, and research designs.

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 (1-2)

This course represents the generalist 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. May be repeated for credit. **Fees:** Additional fee required. **Corequisites:** SOWK6571

SOWK6570D Generalist Field Extension (1-4)

This course will be used for students who need an extension in their Generalist field placement. Most often this extension will be used for students who do not pass some portion of field placement. Grade of pass/fail. May be repeated for credit.

SOWK6571 Field Instruction Seminar (1-3)

Emphasis in the generalist 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. May be repeated for credit. **Corequisites:** SOWK6570

SOWK6571D Generalist Field Seminar Extension (1-4)

This course will be used for students who need an extension in their Generalist field seminar. Most often this extension will be used for students who do not pass some portion of field placement. Grade of pass/fail. May be repeated for credit.

SOWK6591 Social Work Electives (1-2)

Two or three elective topics will be offered each semester. Elective offerings will be assigned one or two 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.

SOWK6592 Trauma (2)

This course explores the impact of trauma through the lifespan. Trauma theory, assessment, and intervention are emphasized. The connection between the mind and body in regards to both the impact and healing of trauma are integrated into a comprehensive theory of practice.

SOWK6593 Medical Terminology & Pharmacology (2)

The first half of this course is designed to give social work students a basic understanding of medical terminology as it relates to best practice in medical and clinical settings. Students will learn the practical uses of medical terminology and the way it is used to tell a patient's story. The students will review how medical words are formed and practice those connections in an applied clinical situation. The second half of this course focuses on preparing students to understand the physical and mental effects of psychoactive drugs. Topics such as neurochemistry and physiology, "Uppers," "Downers," "Synthetics," drug use and prevention, treatment, and co-occurring disorders will be addressed. Throughout the course, students will be challenged to communicate thoughts effectively in oral and written form.

SOWK6594 Grant Writing (1)

This course covers the basics of grant writing. During this session, we will examine the basics of grant writing; we will explore sources for finding grant makers, and you will learn the basic skills needed to write a grant. Writing grants is only one of many methods of developing resources for your organization. At the end of this course, you will have a basic understanding of how to navigate through the world of grants. You will be able to identify the critical sections of successful grant proposals, how to respond to various grant guidelines, and so on. The basic components of grant writing include such things as having a "need" statement, knowing the mission, goals, objectives, and activities, of your organization, and understanding the role of evaluation, key personnel, and budgets. The course is designed to provide a hands-on grant writing opportunity through various online exercises, lectures, and classroom discussions.

SOWK6595 Social Work and the Law (1)

Social workers in Idaho often work with or in collaboration with legal processes, and their practice often intersects with legal mandates and concerns. Social workers must be aware of the many laws, policies, regulations, and ethical considerations that affect their practice and the lives of their clients. This course will familiarize students with the many laws and legal processes applicable to social work practice in the state of Idaho. Students will learn about basic legal principles and about American and Idaho systems of jurisprudence. They will come to understand the legal underpinnings of privileges and confidentiality and of social work licensing and malpractice in the state. Students will explore ethical considerations that will underpin their practice. Students will learn practical information about working in court and with attorneys. Finally, students will learn about certain specific areas of Idaho law with which social workers deal directly, including child welfare laws, laws that are key in medical social work, and the criminal justice system.

SOWK6596 Domestic Violence (1)

Domestic violence, or intimate violence, is becoming more prevalent and reported in our communities. This course will discuss theories behind intimate violence in families, possible causes or different types of intimate violence, as well as discuss intervention strategies for master's level social workers when working with families, individual victims, or alleged perpetrators around intimate violence. In addition, students will have the opportunity to further understand intimate violence and how to treat victims, families, and advocate for policy changes on the community and state levels. We will begin with sociological and social-psychological theories of aggression and

violence in general, including social learning theory, the frustration-aggression hypothesis, and violence as catharsis. Because intimate violence is so often entangled with issues of gender, we will be focusing on the contributions of gender socialization to the problem. We will explore the facilitative effects of social structure, with a special focus on race and socioeconomic status. We will consider two factors popularly considered to be contributors to intimate violence: pornography and alcohol abuse. Finally, we will investigate specific forms of intimate violence: partner abuse, elderly abuse, child abuse, and sexual aggression (including “date rape”); with each topic, we will examine the empirical studies conducted to date and will interpret the results of this research in light of the theories of intimate violence that guided them.

SOWK7561 Micro Practice Across Systems (3)

This is the first practice course in the Integrated Clinical and Community Practice track. Content is focused on individual and family practice in the areas of child welfare, healthcare, and criminal justice. A primary focus will be on in-depth assessment and crisis intervention with time spent on each of these areas of practice. Students will learn clinical skills for working in settings which typically include brief or short-term interactions with clients.

SOWK7562 Mezzo Practice Across Systems (3)

This is the second practice course in the Integrated Clinical and Community Practice track. This course focuses on social work practice with groups and teams within social welfare systems. Attention will be given to three primary foci in mezzo practice. The first area of focus will be group dynamics and development as might be important for clinicians in child welfare or other settings. The second area of focus will be interdisciplinary/multidisciplinary teams as might be important primarily in child welfare, healthcare, and criminal justice settings. The final area of focus will be team dynamics and development as might be important in leadership and advocacy settings.

SOWK7563 Macro Practice Across Systems (3)

This is the third practice class in the Integrated Clinical and Community Practice track. Content will focus on four major components: program development, program evaluation (outcomes-based practice), leadership, and policy analysis and implementation. These components will be explored using general best practice ideals, but each student will identify one or more areas of practice (child welfare, healthcare, criminal justice) within which to complete course assignments. In addition to classroom content, the students will be expected to implement a macro project in the community based on one or more components of the class.

SOWK7611 Clinical Social Work with Individuals (3)

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.

SOWK7612 Clinical Social Work with Families (3)

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.

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 (2)

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.

SOWK7619 Play Therapy (2)

The Play Therapy course serves as a supplemental course for students in the Clinical Mental Health and Addictions track. It is designed to introduce students to the world of play therapy and provide a foundation for continued education in the use of play when working with children, adolescents and their families. It will give students a basic understanding of play therapy theories, concepts, techniques, as well as introduce them to the founders of play therapy.

SOWK7620 HBSE: Diversity: Exploring the Isms (3)

This is one of three required HBSE courses and is usually taken during the specialized portion of the MSW program. The purpose of this course is to expose students to various aspects of diversity and the ways that intersectionality of identity influences the human experience. It is designed to provide students with a positive environment in which to explore their attitudes, beliefs, and values with regard to human diversity and to enhance their ability to practice social work from the perspective of cultural humility. The sociohistorical, familial, economic, and political roots of racism and privilege are discussed, along with an analysis of current racism. This course will also include content related to gender, gender identity, sexual orientation, and the role of media in how society understands experiences of people with diverse identities. The purpose of this course is to go beyond a basic understanding of particular groups of people to focus on the role that discrimination, oppression, and privilege play in how society, and we, respond to issues of diversity.

SOWK7622 HBSE: Spirituality and Religion (3)

This is one of three required HBSE courses and is usually taken during the specialized portion of the MSW program. It is designed to build upon a student's liberal arts undergraduate education and to offer a more in-depth examination of faith, world religions, spirituality, and social work practice. Religion and spirituality often have a profound influence on the lives of clients, 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 spiritually-based values, ethics, and principles of justice as influences on personal, societal, and professional interactions.

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.

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](#), Program admission required.

SOWK7670 Field Instruction (1-2)

This course represents the specialized field placement. Building upon the content and skills learned in the generalist/ baccalaureate program in social work, this course is designed to guide students in an evaluation of their mastery of specialized knowledge and theory, values, ethics, and practice skills. May be repeated for credit **Fees:** Additional fee required. **Corequisites:** SOWK7671

SOWK7670D Specialized Field Extension (1-4)

This course will be used for students who need an extension in their specialized field placement. Most often this extension will be used for students who do not pass some portion of field placement. Grade of pass/fail. May be repeated for credit.

SOWK7671 Field Instruction Seminar (1-3)

Seminar will require students to begin the process of integrating social work knowledge and skills from their earlier experiences in practicum or 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. May be repeated for credit. **Corequisites:** SOWK7670

SOWK7671D Specialized Field Seminar Extension (1-4)

This course will be used for students who need an extension in their specialized field placement. Most often this extension will be used for students who do not pass some portion of field placement. Grade of pass/fail. May be repeated for credit.

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. Approval 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.

THEO6599 Independent Study (3-4)

Study of an assigned topic or guided research as directed by a graduate faculty member. Approval 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—Youth, Children and Family Ministry**YCFM6094 Topics in Youth, Children and 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 and 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 covers 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. Approval 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 and Spiritual Formation of Youth, Children and 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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Doctor of Philosophy: Heidi Curtis, Director

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Master of Social Work

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Christian Ministries
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Master of Divinity and Master of Arts in Youth, Children, and Family: Mike Kipp, Director

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Assistant Athletic Trainer: Jaime May
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Baseball, Head Coach: Joe Schaefer
Baseball, Assistant Coaches: Matt Hollod, Jared Gonzales, Billy Newbery, Sean Rooney
Basketball, Men's Head Coach: Paul Rush
Basketball, Men's Assistant Coaches: Rodrick Rhodes, Jon Hawkins, Levi Stuart
Basketball, Women's Head Coach: Steve Steele
Basketball, Women's Assistant Coaches: Elpidia Allen, Lidiya Brownfield
Golf, Men's and Women's Head Coach: Craig Stensgaard
Golf, Men's and Women's Assistant Coaches: Chris Jensen, Scott Nicholes, Fred Sutton
Soccer, Men's Head Coach: Joel DeLass
Soccer, Men's Assistant Coach: Dane Manley, Julio Castillo, Alejandro Basulto-Merito
Soccer, Women's Head Coach: Mary Trigg
Soccer, Women's Assistant Coaches: James Williamson, Alicia Berggren
Softball, Head Coach: Rich Wagner
Softball, Assistant Coach: Tim Souza, Hallie Swanson
Track and Field/Cross Country, Men's and Women's Head Coach: Track and Field Associate
Head Coach: Nick Collins
Cross Country Associate Head Coach & Assistant Track Coach: Ben Gall
Track and Field/Cross Country, Men's and Women's Assistant Coaches: Dustin Ainsworth
Volleyball, Head Coach: Doug English
Volleyball, Assistant Coach: Kinslie Tekolste, Haley Janicek

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Faculty

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Stephen Riley (2011-), Associate Professor of Old Testament

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Stephen Shaw (1979-86, 1987-), Professor of Political Science
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Scott A. Slater (2007-), Assistant Professor of Social Work
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College of Adult and Graduate Studies

Academic Calendar 2018-2019

Fall Semester 2018	Begin Date	End Date
Semester dates	August 27	December 16
First 8-week session	August 27	October 21
Second 8-week session	October 22	December 16
First 7-week session	August 27	October 14
Second 7-week session	October 22	December 16
First 6-week session	August 27	October 7
Second 6-week session	October 15	December 2
First 5-week session	August 27	September 30
Second 5-week session	October 1	November 4
Third 5-week session	November 5	December 16
First 1-week session	September 17	September 23
Second 1-week session	October 22	October 28
Third 1-week session	November 12	November 18
Fourth 1-week session	December 10	December 16

Spring Semester 2019

Semester dates	January 14	May 12
First 8-week session	January 14	March 10
Second 8-week session	March 11	May 12
First 7-week session	January 14	March 3
Second 7-week session	March 11	May 5
First 6-week session	January 14	February 25
Second 6-week session	March 11	April 28
First 5-week session	January 14	February 17
Second 5-week session	February 18	March 24
Third 5-week session	April 8	May 12
First 1-week session	January 28	February 3
Second 1-week session	March 4	March 10
Third 1-week session	April 8	April 14
Fourth 1-week session	April 29	May 5

Summer Semester 2019

Semester dates	May 13	August 25
First 8-week session	May 13	July 7

Summer Semester 2019

First 7-week session	May 13	June 30
Second 7-week session	July 8	August 25
First 6-week session	May 13	June 23
Second 6-week session	July 8	August 18
First 5-week session	May 13	June 16
Second 5-week session	June 17	July 21
Third 5-week session	July 22	August 25
First 3-week session	June 10	June 30
First 1-week session	May 20	May 26
Second 1-week session	June 24	June 30
Third 1-week session	July 29	August 4
Fourth 1-week session	August 19	August 25

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