



**NORTHWEST**  
NAZARENE UNIVERSITY

# **GRADUATE & PROFESSIONAL STUDIES ACADEMIC CATALOG 2026- 2027**



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NNU.EDU**

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# The University

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## History

A desire to educate their children led the founders of Northwest Nazarene University (NNU), 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 NNU, now an accredited Christian comprehensive university of the arts, humanities, sciences, and professions.

In 1915, the first student 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 1930 and as a four-year college in 1937. Master's programs were added in the early 1970's, and the first doctoral program was offered in 2011. The institution transitioned from Northwest Nazarene College to Northwest Nazarene University in 1999.

NNU offers a diverse portfolio of academic programs at the associate, bachelor's, master's, education specialist, and doctoral levels. In addition to attending programs in person and/or online, NNU provides opportunities for students to engage in study abroad experiences around the world. NNU serves approximately 1,000 undergraduate students, 600 graduate students, 8,500 concurrent credit high school students, and over 8,000 continuing education students each year.

## Campus

Northwest Nazarene University's main campus is located in Nampa, Idaho, which is in the Boise metropolitan area. Situated in the Treasure Valley, NNU's location provides many rural and urban advantages, including a 2,500-foot altitude that 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 31 buildings, has been carefully planned for maximum use and development. In addition to offering courses at the main campus, NNU also offers graduate courses in Idaho Falls, Idaho, and Twin Falls, Idaho. NNU also offers a variety of undergraduate and graduate programs in online formats that reach around the globe.

## Students

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

## Accreditations

NNU has a long and distinguished history as an accredited institution, having first been accredited by the Northwest Commission on Colleges and Universities ([NWCCU](#)), an accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). NNU was accredited as a junior college in 1930, and subsequently as a four-year college in 1937. NNU has maintained its institutional accreditation with the NWCCU since that time.

In addition to institutional accreditation, the following departments are accredited by nationally recognized specialized accrediting boards:

- **Business** - NNU's undergraduate and graduate 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 and the Associate of Arts in Business.

- **Counseling** - NNU's counseling program areas are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling program is 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, Couple, and Family program areas have all the coursework necessary to apply for Licensed Professional Counselor (LPC) in the state of Idaho. Marriage, Couple, 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** - NNU is nationally accredited at the bachelor's degree level and higher by the Council for the Accreditation of Educator Preparation (CAEP). 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, Special Education, and School Administrator (Pre-K-12 Building Principal, Director of Special Education, and Superintendent).
- **Engineering** - NNU's undergraduate engineering program is nationally accredited by the Accreditation Board for Engineering Technology (ABET).
- **Northwest Nazarene Divinity School** - Northwest Nazarene Divinity School 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).
- **Nursing** - NNU's undergraduate and graduate nursing programs are nationally accredited by the Commission on Collegiate Nursing Education (CCNE).
- **Social Work** - NNU's undergraduate and graduate social work programs are nationally accredited by the Council on Social Work Education (CSWE).

## Affiliations

### Northwest Nazarene Divinity School Affiliation

The Northwest Nazarene Divinity School's pastoral ministry core of the Master of Divinity and the Master of Arts in Pastoral Ministry program is 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.

### Nazarene Sister School Programs

- **International:** Africa Nazarene University (Kenya), Ambrose University (Canada), Korea Nazarene University, Nazarene Theological College of Australia, Quetzal Education Research Center (Costa Rica), Seminario de las Nazareno Americas (Costa Rica)
- **U.S.:** MidAmerica Nazarene University (Kansas), Mount Vernon Nazarene University (Ohio), Nazarene Bible College (Colorado), Nazarene Theological Seminary (Missouri), Olivet Nazarene University (Illinois), Point Loma Nazarene University (California), Southern Nazarene University (Oklahoma), Trevecca Nazarene University (Tennessee)

### Friendship Schools

- **International:** Kazakh-American Free University (Kazakhstan), Northwest University (Xi'an, China)

### Study Abroad Affiliations

- **International:** American Institute for Foreign Study (AIFS) (consortium), Au Sable Institute of Environmental Studies (Costa Rica), Creation Care Study Program (New Zealand), International Studies Abroad (ISA) (consortium), Jerusalem University College (Israel)

- **U.S.:** Au Sable Institute of Environmental Studies (Michigan, Washington), Contemporary Music Center (Tennessee), LA Film Studies Center (California)

### **Articulation Agreements**

- Boise State University, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Treasure Valley Community College

### **Institutional Memberships**

- Association of Christian Schools International (ACSI)
- Association of Governing Boards (AGB)
- Council for Christian Colleges & Universities (CCCCU)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- Nazarene International Board of Education (IBOE)
- Northwest Commission on Colleges and Universities (NWCCU)
- The Lilly Network of Church-related Colleges and Universities

## **Mission, Vision, and Values**

### **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-Arminian 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.

(Adapted from the Church of the Nazarene *Manual* 2023)

## Notice of Non-Discrimination

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of sex, race, color, national origin, age, disability, marital status, genetic information, veteran status, or any other protected status under federal, state or local law applicable to the University, in its education programs and activities, in employment policies and practices, and all other areas of the University. As a faith-based institution, the University is exempted from certain laws and regulations concerning discrimination. The University maintains the right, with regard to its lifestyle covenant, employment, and other matters, to uphold and apply its religious beliefs related to, among other issues, marriage, sex (gender), gender identity, sexual orientation, and sexual activity.

The University will not tolerate discrimination, discriminatory harassment, or retaliation in any form. The University will promptly and equitably respond to all reports of discrimination, discriminatory harassment, and retaliation in order to take steps to eliminate the misconduct, prevent its recurrence, and address its effects on any individual or the community.

Inquiries or complaints about discrimination, discriminatory harassment, and retaliation may be directed to the University's Title IX Coordinator:

Sheila Bryant  
Title IX Coordinator  
Northwest Nazarene University  
623 S. University Blvd.  
Nampa, Idaho 83686  
Phone: (208) 467-8062  
Email: [sheilabryant@nnu.edu](mailto:sheilabryant@nnu.edu); [TitleIX@nnu.edu](mailto:TitleIX@nnu.edu)

Inquiries or complaints may also be directed to the U.S. Department of Education's Office for Civil Rights:

The Office of Civil Rights  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: (800) 421-3481  
Facsimile: (202) 453-6012 TDD#: (800) 877-8339  
Email: [ocr@ed.gov](mailto:ocr@ed.gov)  
<http://www.ed.gov/ocr>

## Professional Licensure Disclosures

### Professional Licensure Within Idaho State

NNU offers several academic programs that lead to professional licensure within the state of Idaho. All of NNU's professional licensure academic programs have been designed to meet or exceed the educational program expectations for professional licensure in the state of Idaho. Most are recognized as meeting the high standards for accreditation by national accreditors.

However, individual states vary in what professions they require to be licensed and how that licensure or certification is acquired. Some states accept graduation from a nationally accredited program, and some may require specific additional coursework, state examinations, licensing fees, residence requirements, additional fieldwork or other additional expectations prior to issuing a professional license. Therefore, students are advised that the completion of an NNU academic program leading to licensure or certification in the state of Idaho, and the satisfaction of any additional Idaho licensure/certification requirements, will not always guarantee receipt of licensure or certification in another state.

### Professional Licensure Outside of Idaho

- If your goal is to seek licensure or certification outside the State of Idaho, you are strongly encouraged, before enrolling in the program, to review the academic program requirements and licensure/certification requirements of the state in which you intend to receive a state license or certification.
- We recommend that you contact the relevant state licensing agency to receive the most current guidance about licensure and certification requirements in that state, as requirements for licensure or certification can change at any time, and we strongly suggest ongoing reviews of those requirements during your program to help ensure that changes will not impact your licensure plans.
- Please note that state licensing agencies have the ultimate responsibility for determining whether the requirements for professional licensure in that state have been satisfied, and those decisions will be made based on the rules and regulations in force at the time the application is reviewed.

### Professional License Disclosure by Program

To help you better understand the requirements for licensure in other states, you may want to contact the program director or the chair of the academic program in which you intend to enroll.

The programs listed below all lead to some type of professional license. Click on any link in the list, and it will take you to a Professional License Disclosure table for each graduate degree program:

#### COLLEGE OF BEHAVIORAL & SOCIAL SCIENCE:

- [Masters of Science in Counseling: Clinical Mental Health Counseling Major](#)
- [Masters of Science in Counseling: Marriage, Couple, & Family Counseling Major](#)
- [Masters of Science in Counseling: School Counseling Major](#)
- [Masters of Social Work](#)

#### COLLEGE OF EDUCATION:

- [Masters of Education in Educational Leadership: Principal](#)
- [Masters of Education in Special Education](#)
- [Masters of Education in Educational Leadership: Director of Special Education](#)
- [Ed.S. in Educational Leadership: Principal](#)
- [Ed.S. in Special Education](#)
- [Ed.S. in Educational Leadership: Director of Special Education](#)
- [Ed.S. in Educational Leadership: Superintendent](#)

#### COLLEGE OF NURSING:

- [Masters of Science in Nursing: Family Nurse Practitioner](#)
- [Master of Science in Nursing: Leadership & Education](#)

### Student Grievance Process

Northwest Nazarene University is committed to resolving student concerns and complaints in a fair and expedited manner. Students who have a complaint are asked to follow the [Student Grievance Process](#). Often these issues can be resolved by contacting the course faculty member.

If a student is not satisfied with the outcome of the institutional grievance process, the student may appeal to the [Office of the State Board of Education](#). If the complaint involves a claim of a deceptive or unfair business practice, please contact the [Office of the Idaho Attorney General](#). SARA students may file an appeal with either the institution's home state or the student's home state. For a complete listing of state contacts, please see the [NC-SARA website](#).

## Admissions

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### General Admission Requirements

Application for admission to Graduate and Professional Studies Programs (GPS) is made through the online application available on the [NNU Admissions website](#). The GPS 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](http://www.naces.org)).

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

For those students who would like to enroll in an NNU course prior to turning 17 years of age, the Admission Committee must review and accept the application. This applies to all NNU courses except those offered through a high school concurrent credit program.

## 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)	Duolingo	A score of 95 or higher on the Duolingo examination.
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. International students applying to NNU may be requested to have their high school and/or college transcripts evaluated by a transcript evaluation service. If you are requested to have your transcripts evaluated we will accept an evaluation by any international transcript evaluation service that is a member of the National Association of Credential Evaluation Services (NACES). More information can be found at [naces.org/members](http://naces.org/members).

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.

### FULL COURSE OF STUDY REQUIREMENTS FOR POST-SECONDARY PROGRAMS

F-1 post-secondary students have a number of requirements they must abide by to remain compliant:

F-1 /J-1 undergraduate students at a college or university must take at least 12 credit hours per semester.
F-1 /J-1 students in postgraduate programs at a college, university, conservatory or seminary must take a full course of study as certified by the institution.
An online, or distance learning, course for the purpose of international student regulations means a course that is primarily offered through technology and does not require the student's physical attendance for classes, examinations or other purposes integral to completion of the class.
Only one online or distance learning class can count toward a full course of study for an F-1/J-1 student during each semester.

Undergraduate Example 1: 12 credits is a full course of study. Nine (9) credits should be face to face. Three (3) credits could be distance or online per session (semester).

Undergraduate Example 2: If a student is taking up to 18 credits, 15 could be face to face and three distance or online. A petition for an extra online course is needed for all students taking more than one online course per semester. An international student could take a second online course as long as they have at least nine credits face to face.

Graduate Programs Example: Six (6) credits are typical for a full course of study. Three (3) or more should be face to face. Three (3) could be distance or online per session.

# Northwest Nazarene Divinity School Master Degree Requirements

## Admission Requirements

Prospective students must have a baccalaureate degree from a regionally-accredited college, university, or equivalent, and have earned a cumulative GPA of 2.5, or 3.0 in the last 30 semester or 45 quarter credits.

Prospective 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.

Ideally, prospective students should have some experience in ministry, either professionally or as volunteers. All students must be prepared to apply their coursework to their present ministry context and be accountable to ecclesiastical supervision.

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, NNU seeks 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 submitted to 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. Submission of an online application with a nonrefundable application fee.
2. Submission of an official transcript from the undergraduate institution from which the applicant graduated. Official transcripts for graduate work should also be submitted if they relate to theological disciplines.
3. Enlist references from:
  - Supervising ecclesiastical official (e.g., district superintendent, supervising pastor, elder board chair, etc.) and
  - Someone who is willing to evaluate the applicant's previous academic performance (e.g., a college professor or administrator). In cases where an academic reference is not possible, applicants may submit a 450-550-word essay outlining the reason for their interest in theological studies, as well as how they might put their education into practice following graduation.
4. The director of the Northwest Nazarene Divinity School will notify the applicant of official acceptance into the program through NNU's graduate admissions office. Forms for application and financial aid are available online at [www.nnu.edu/ministry](http://www.nnu.edu/ministry). Financial aid cannot be awarded until prospective students are 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 in full on a monthly basis, or arrange for payment through federal financial aid or other sources.
2. Most students enroll in 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 Veterans Administration requirements.
3. Complete all coursework during the span of each 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 subsequently join another learning community by working with the graduate program coordinator.
5. Complete a Master of Divinity program in 54-60 months, or a Master of Arts program in 21-30 months, depending on the program.
6. Completion of a degree requires the satisfactory completion of the prescribed curriculum with an overall 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 coursework.
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.

## Enrollment Status

**Active Status** - A student who has been admitted to a program in the College of Graduate and Professional 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 maintain a cumulative GPA of at least 2.5 and pass all courses in the program with a grade of 2.0 (C) or better. Students must re-enroll and pass any course with less than a 2.0 (C) in order for it to contribute to graduation requirements. Students may repeat a course once; those who do not pass a course on the second attempt may be academically dismissed from the program.

Students with semester GPAs that fall below 2.5 for two consecutive semesters will be placed 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 placed on academic probation. Students with a cumulative GPA below 2.5 are also subject to academic probation. Students who fail to maintain these standards may also be subject to academic dismissal from the program.

## Transfer and Dual Degree Policies

**Transfer:** Students may transfer comparable course work from a regionally- or ATS-accredited institution, provided the student earned a "B" or better in each course, and the credits were earned within ten years preceding the date of admission at NNU. Upon approval by the Program Director, the maximum allowable proportion of transfer credits may not exceed two-thirds of the total credits required for a student's specific program in the Northwest Nazarene Divinity School.

**Dual Degrees:** The Program Director may approve a previously earned graduate theological degree from a regionally- or ATS-accredited institution for use in a second master's degree as long as at least one-third of the total credits required for the second degree are completed in that degree at NNU and students are able to achieve all of the learning outcomes required for the second degree.

### Program Tuition Discounts

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

- Partial tuition discounts may be offered to members of the Church of the Nazarene.
- Partial tuition discounts may be offered on a case-by-case basis to missionaries serving outside North America.
- Partial tuition discounts may be offered to indigenous Nazarene leaders in other world areas where an American tuition rate is economically impossible.

## Admission to Temporary Non-Degree Students

Non-degree-seeking students may be admitted to classes with temporary non-degree status provided they give evidence of the requisite ability to participate in the class. To be considered for temporary non-degree status, a student must enroll for less than 12-semester credits, not be working toward the completion of a degree at NNU, and not be applying for federal financial aid. All such students will be expected to do the same work required of regularly classified students unless they have been permitted to take the course on a non credit basis.

## Financial Aid

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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. Graduate and Professional 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](mailto:financialaid@nnu.edu).

## 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.

## 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 \$200.
- Accounts 45 days past due will also be assessed a finance charge at the rate of 1.25% monthly (15% annually). A minimum finance charge of \$5 monthly will apply.
- Please note: some courses have course fees. Check the course schedule for details.
- Withdrawal Fee: \$100
- Graduation Fee: \$25
- Commencement Fee: \$100
- Late Graduation application fee: \$100 (refer to the Registrar/graduation webpage for dates)
- Return check charge \$20

If a student fails to pay their student account bill or any monies due and owing to Northwest Nazarene University by the scheduled due date, and fails to make acceptable payment arrangements as defined by NNU to bring their account current, NNU may refer the delinquent account to a collection agency. If NNU refers the student account balance to a third party for collection, a collection fee will be assessed and will be due in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law, but not to exceed 40% of the amount outstanding. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, the student shall also be responsible for any cost associated with the lawsuit, such as court costs or other applicable costs. The delinquent account may be reported to one or more of the national credit bureaus.

## 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 certain 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.

## 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.

## 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.

## Payment of Student Account

Payment and/or satisfactory financial arrangement of the balance due on a student's account must be completed 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 \$200 may be assessed if payment and/or satisfactory financial arrangement has not been completed by the tuition due date. A diploma is 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 visit [nnu.myonplanu.com](http://nnu.myonplanu.com) to review semester payment options.

# 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.

Students may be required to repay the federal government a percentage of their aid. This could leave the student with a balance due to NNU.

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. Other Title IV aid programs
4. Other Federal Sources of Aid
5. Other State, Private or Institutional Aid
6. Other Third Party
7. 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.

## Refund for Students Who Withdraw from Courses

All students withdrawing from NNU must complete the "Request for Withdrawal from School" form available from the Program Coordinator of your department. All withdrawals are subject to a \$100 withdrawal fee, if the withdrawal occurs after the add/drop date of the semester.

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. No refund of student fee or course fees will be allowed after the last day to drop courses for the semester. 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.

## 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.

## 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](mailto: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.

## Students Enrolled in Subsessions

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

NNU determines if a student enrolled in a series of subsessions 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 he or she will be attending a course in a subsession 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.

# 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:

- The cost of attending a particular school and what the school's policy is on refunds to students who withdraw.
- What financial assistance is available including information on all federal and state financial aid programs.
- The school's financial aid personnel, where their office is located, and how to contact them for information.
- The procedure and deadlines for submitting applications for each available financial aid program.
- How the school selects financial aid recipients.
- How the school determines financial need.
- How much of their financial need, as determined by the school, has been met.
- How and when financial aid will be received.
- The interest rate on federal student loans, the total amount that must be repaid, length of the repayment period, when the payment begins, and what cancellation or deferment provisions apply.
- 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)
- 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.
- How the school determines whether students are making [satisfactory academic progress](#) and what happens if they are not.

## Student Responsibilities

All students must:

- 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.
- Know and comply with all deadlines for applying or re-applying for aid.
- Provide all documentation, corrections, and/or new information requested by the Office of Financial Aid.
- Notify the University of any information that has changed since applying for financial aid.
- Read, understand, and keep copies of signed documents.
- Repay any student loans. When a promissory note is signed, it is an agreement to repay the loan.
- Complete [Entrance Counseling](#) (incoming students) and [Exit Counseling](#) (outgoing students) online if the student has a Federal Perkins Loan or Federal Direct Student Loan.
- 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.
- Satisfactorily perform the work agreed upon in a Federal College Work-Study job. (Undergraduate students only)

## 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 [studentaid.gov/fafsa](http://studentaid.gov/fafsa). Once submitted, a FAFSA Submission Summary 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 Student Aid Index (SAI) who also qualify for a Pell Grant. The Federal Pell Grant is determined through the FAFSA process.

## 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.

## 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), 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 semester 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.

## Academic Perspectives

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### 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 work to be copied, completing work, in whole or in part, for another student, using unauthorized aids, including Internet resources, on an assessment, having someone else take an exam for you (in-class, take-home, or online), submitting another person's work as your own, giving a false excuse to have an exam rescheduled;
2. Plagiarizing, e.g. presenting the words or ideas of another person as your own, including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, 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 reading or other course assignments;
11. Altering, falsifying, or misrepresenting an academic document;
12. Communicating false information whether oral, written, electronic, or nonverbal;
13. Submitting work using AI-generated output without prior written approval from the instructor;
14. Forging signatures; and/or
15. 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.

Student identified to be in violation of the academic integrity policies outlined above during their college matriculation are subject to the following discipline by the Vice President for Academic Affairs, in addition to actions taken by the respective professor:

1. First reported violation - professor's discretion (see below)
2. Second reported violation - failure in the course (if the student has not already failed the course)
3. Third reported violation - dismissal from the university

Faculty members must notify students of their violation of the academic integrity policy and give students an opportunity to respond. Because violations of academic integrity cumulatively lead to dismissal, faculty members are required to report each case to their dean and to the Academic Affairs Office.

## Academic Load

Academic load refers to the total number of semester credits for which the student is registered during any one semester.

Twelve semester credits constitute a full academic load for a full-time undergraduate student, while 16 semester credits constitute an average academic load. Students may enroll for 19 credits without special permission. Students with a cumulative grade point average of 3.40 or above may enroll for 20 or 21 credits through a petition process with the approval of 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.

## Academic Petition Policy

A student who wishes to be granted an exception to a general academic policy may file a Special Academic Petition with the University Registrar. The Special Academic Petition is to be used for policies relative to (a) registration deadlines; (b) eligibility for upper-division credit; (c) academic load; (d) transfer credit; (e) university honors; (f) general education requirements; or (g) any other general academic policy.

Action of the University Registrar: The University Registrar will either grant or deny the petition and will notify the student in writing no later than seven days after receiving the completed Special Academic Petition.

If a student is dissatisfied with the action of the University Registrar, the student may appeal the decision in accordance with the Academic Appeals Policy. *The First Appeal to Department Chair or Program Director* must be filed within twenty-one days of the action of the University Registrar.

## Academic 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 meetings need not be reduced to writing, and do 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.

## Add/Drop/Withdraw Policy

Seven and eight-week session and full semester courses:

- **ADD:** Students may add a class up to and including the seventh 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.

Students who withdraw from all their courses during a semester are subject to a \$100 withdrawal fee if the withdrawal occurs after they have attended more than 10% of the semester.

## Additional Bachelor's Degree - Undergraduates

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. [BIBL2205](#) - Engaging the Story of God must be taken.

## Additional Major - Undergraduates

To earn multiple majors, a student must complete all requirements in each major. A minimum of nine credits in the major must be unique to the major, and may not be duplicated in a second major. Some academic departments may limit the number of majors that are allowed to be earned within the department.

## Advanced Placement Credit - Undergraduates

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

Credit for AP exams is accepted (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. The number of credits granted will be determined by the University Registrar.

Credit will be granted as follows:

AP Test Name	Minimum Score	Credit	NNU Equivalent
2-D Art and Design	3	6	ARDE1020 - 2D Design (3) Elective credit (3)
3-D Art and Design	3	6	ARDE2010 - 3D Design (3) Elective credit (3)
Art History	3	6	Art History elective (3) Elective Credit (3)
Drawing	3	6	ARDE1040 - Drawing I (3) Elective credit (3)
Music Theory	3	3	MUSC1200 - Beginning Music Theory I (3)
Music Theory	4	6	MUSC1200 and MUSC1220 -Beginning Music Theory II
English Language and Composition*	3	6	ENGL1020 and elective credit (NOT ENGL1040)
English Literature and Composition*	3	6	ENGL1020 and ENGL1XXX (English Lit elective) (NOT ENGL1040)
Comparative Government and Politics	3	3	POLS1010 - American National Politics (3)
European History	3	6	HIST1030 and 1040 - The World and the West I and II (6)

<b>AP Test Name</b>	<b>Minimum Score</b>	<b>Credit</b>	<b>NNU Equivalent</b>
Human Geography	3	3	GEOG2100 - Human Geography (3)
Macroeconomics	3	3	Economics elective (3)
Microeconomics	3	3	Economics elective (3)
Psychology	3	3	PSYC1550 - Introduction to Psychology (3)
United States Government and Politics	3	3	POLS1010 - American National Politics (3)
United States History	3	6	HIST2030 and 2040 - Conflict and Consensus I and II (6)
World History: Modern	3	6	HIST3480 - Modern Europe (1800-Present) (3)
Calculus AB**	4	4	MATH2510 - Calculus I (4) - Score of 3 accepted for Gen Ed Sub
Calculus BC**	4	8	MATH2510 - Calculus I (4) - Score of 3 accepted for Gen Ed Sub
Computer Science A	4	4	COMP2220 - Computer Programming I & Lab (4)
Computer Science Principles	3	3	COMP1220 - Intro to Computer Science (3)
Statistics	3	3	MATH2240 - Elementary Statistics (3)
Biology	3	4	BIOL2220 - General Biology and lab (4)
Biology	4	8	BIOL2220 - General Biology and lab (4) and BIOL2230 and lab (4)
Chemistry	3	4	CHEM2210 - General Chemistry I and lab (4)
Chemistry	4	8	CHEM2210 and CHEM2220 - General Chemistry II and lab (4)
Environmental Science	3	4	BIOL1040 - Environmental Science and lab (4)
Physics 1: Algebra-Based**	4	4	PHYS1110 - College Physics I & Lab (4) - Score of 3 accepted for Gen Ed Sub
Physics 2: Algebra-Based**	4	4	PHYS1120 - College Physics II & Lab (4) - Score of 3 accepted for Gen Ed Sub
Physics C: Electricity and Magnetism**	4	4	PHYS2120 - Physics for Scie & Engr II & Lab (4) - Score of 3 accepted for Gen Ed Sub
Physics C: Mechanics**	4	4	PHYS2110 - Physics for Scie & Engr I & Lab (4) - Score of 3 accepted for Gen Ed Sub
<b>AP Test Name</b>	<b>Minimum Score</b>	<b>Credit</b>	<b>NNU Equivalent</b>
Chinese Language and Culture	3	8	CHIN1010 and CHIN1020 - Elementary Chinese I and II
Chinese Language and Culture	4	12	CHIN1010, 1020 and 1030 - Elementary Chinese I and II
Chinese Language and Culture	5	16	CHIN1010, 1020, 1030, and 2010
French Language and Culture	3	6	FREN1010 - Elementary French I
French Language and Culture	4	9	FREN1010 and FREN1020 - Elementary French I and II
French Language and Culture	5	12	FREN1010, FREN1020, FREN2010
German Language and Culture	3	6	
German Language and Culture	4	9	
German Language and Culture	5	12	
Italian Language and Culture	3	8	
Italian Language and Culture	4	12	
Italian Language and Culture	5	16	
Japanese Language and Culture	3	8	
Japanese Language and Culture	4	12	
Japanese Language and Culture	5	16	
Latin	3	8	
Latin	4	12	

Latin	5	16	
Spanish Language and Culture	3	6	SPAN1010 - Elementary Spanish I
Spanish Language and Culture	4	9	SPAN1010 and 1020 - Elementary Spanish I and II
<b>AP Test Name</b>	<b>Minimum Score</b>	<b>Credit</b>	<b>NNU Equivalent</b>
Spanish Language and Culture	5	12	SPAN1010, 1020, 2010 - Elementary Spanish I and II and Intermediate Spanish I
Spanish Literature and Culture	3	9	SPAN1010 and 1020 - Elementary Spanish I and II
Spanish Literature and Culture	4	12	SPAN1010, 1020, 2010 - Elementary Spanish I and II and Intermediate I Spanish
Spanish Literature and Culture	5	12	SPAN1010, 1020, 2010 - Elementary Spanish I and II and Intermediate I Spanish

\*Students with both English exams receive a total of 9 credits. Students with a score of 3 or higher on the English Language/Comp or the English Literature/Comp AP test will be placed in ENGL1040. These students will have the option to take an NNU English Writing Evaluation. A superior score on the NNU English Writing Evaluation will waive the ENGL1040 general education requirement.

\*\*A score of 4 or higher is needed if the course is required for the student's major.

## Class Attendance and Absence Policy - Undergraduates

Northwest Nazarene University expects students to complete all course requirements and achieve course-related student learning outcomes, including class attendance either in person or online, as appropriate. A strong positive correlation exists between class attendance and academic performance (Credé, Roch, and Kieszczynka, 2010). Students are responsible to create, with help from their advisors, academic schedules that coordinate with their other activities to minimize class absences.

Instructors are responsible to establish the class attendance and absence policy for their courses. If the instructor determines that attendance will directly affect students' grades, accurate attendance records must be kept and made available to the students. Students are responsible to notify the instructor of inaccuracies before the end of the semester. If a student's total number of absences for a course exceeds the maximum limit established in the course syllabus, the instructor is encouraged to work with the student on an individual basis to find a reasonable, mutually acceptable resolution of conflicts and difficulties brought about by the student's absences in the course (particularly when absences are the result of a student's participation in University-sponsored activities). In some circumstances, withdrawal from the course or non-participation in the University-sponsored activity may be necessary.

### Student Responsibilities for Class Absences

1. Students are responsible for course content and class work even if there are legitimate reasons for their absence(s).
2. Students must provide a list of scheduled absences to each instructor during the first week of class.
3. Students must notify each instructor in writing as soon as possible if they are unable to attend class due to illness, emergency, or unplanned university activity.
4. Students are responsible to submit required class work, acquire information for classes missed, and make up missed assessment activities (assignments, quizzes, exams, etc.) as mutually determined by the instructor and student.
5. Students are responsible for providing appropriate documentation for class absences when requested or needed (e.g., illness, jury duty, etc.).
6. Where attendance and participation are required for practicums and internships (particularly as required for licensure or accreditation), students may be required to schedule additional time to compensate for the time missed (which may require additional student fees).

## Instructor Responsibilities for Class Absences

1. Instructors' class attendance and absence policies must be stated in their course syllabi.
2. Instructors must indicate on all course syllabi the date and explanation of any assessed activity for which it is not feasible to replicate the original activity nor an alternate activity if the student is absent. The explanation must include how the student's grade will be affected should the student miss that assessed activity.
3. In cases where University-approved activities conflict with exam dates, instructors should make reasonable arrangements for either proctored, make-up, or early exams.
4. Instructors are strongly encouraged to allow students to make up missed coursework for absences due to participation in University-sponsored activities, illness, or emergency situations. (Appropriate documentation may be required.)
5. Instructors are encouraged to use professional discretion in allowing students to make up any missed assessed activity if notification and arrangements are not made in advance. However, instructors are not obligated to provide the student with an opportunity to complete either that assessed activity or an alternate activity.

## Class Participation and Engagement

Northwest Nazarene University's graduate programs are demanding and highly concentrated. The university expects students to complete all course requirements and achieve course-related student learning outcomes, including class participation and engagement. Weekly participation and engagement in courses are important prerequisites for student success. Throughout your courses, university personnel may check in on your participation and reach out if there are any concerns.

While weekly class attendance may not be required in all programs, each student must start the course and participate in an academically related activity to indicate their intent to engage. Participation is demonstrated by any of the following methods:

- attending a face-to-face class session or synchronous virtual session,
- submitting an academic assignment,
- taking a quiz or exam,
- participating in an online discussion assigned in a course,
- or initiating a discussion with a professor or university personnel about academic or enrollment matters

Students who do not participate in a course in one or more of these methods by the last day to drop a course will be administratively withdrawn from the course.

## Classification of Undergraduate 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 coursework at the undergraduate or graduate level.

## Copyright Statement

Northwest Nazarene University, as a nonprofit educational institution, is entitled by law to use materials protected by the U.S. 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.

## Course Numbering and Course Cancellations

In most departments the courses are arranged to cover a two-year cycle; some courses are offered every year, others in alternate years, thus giving a wider range of electives over a two-year period than could otherwise be offered.

### 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
6000-9999	Graduate level courses
50000-59999	Graduate level continuing education, non-degree seeking
60000-69999	Graduate level, academic credit, non-degree seeking

Students may enroll in courses numbered one level higher than their classification:

Freshmen (27 or fewer credits)

Sophomores (28-59 credits)

Juniors (60-89 credits)

Seniors (90 or more credits)

### Cancellation of Courses:

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

## Credit for Military Experience - Undergraduates

Credit for experience in the armed forces of the United States may be allowed in accordance with the recommendations of the American Council on Education. Credit is not granted for courses which are vocational or technical in nature. Official documents covering the work must be submitted to the University Registrar for evaluation.

## Credit for Prior Learning Assessment - Undergraduates

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) - Undergraduates

The DSST 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 DSST 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. No grades or quality points will be assigned to DSST credits.

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.

A student may not receive credit through DSST for a course which is a prerequisite for a course already taken nor for an equivalent university course already taken.

A maximum of 25 percent of the total credits required for a degree (31 credits) may be earned using CLEP, DSST, Advanced Placement, International Baccalaureate, and credit by examination.

## Degree Conferral and Commencement

A student's official graduation from Northwest Nazarene University occurs on the day the University confers the student's degree.

Degrees are conferred after grades have been entered, degree requirements are completed, and all the academic and administrative requirements of their education program requirements verified at the end of each month during the semester and at the end of the semester. When your degree is conferred, it means you are a legal and official graduate of your program.

After degrees are posted students will be sent their diploma and can order official transcripts. Students whose degrees have already been conferred are encouraged to participate in the annual commencement ceremony conducted each spring.

**Commencement Participation:** All students who wish to participate in spring commencement ceremonies must have six or fewer credits remaining to complete and have all other degree requirements met.

**For Ed.D. and Ph.D. Students:** An Ed.D. or Ph.D. student may participate in commencement if all degree requirements are met, except for submission of the final, approved written dissertation to the NNU Library's UMI dissertation database.

## Degree Requirement Substitution or Exemption - Undergraduates

Only the University Registrar may make any substitutions or exemptions within the General Education Program for degrees. Requests should be made using the [online Special Academic Petition form](#) or a paper form obtained in the Office of the Registrar. The form should be started by the program coordinator.

Any substitutions for specific courses required for a particular program fulfilling concentrations, major, or minor requirements may be made only by the administrator(s) of the program in consultation with the appropriate department chair.

## Degree Withholding or Revocation

### Withholding Degree

The University may permanently withhold the awarding of a degree, or withhold the awarding of a degree pending the completion of Disciplinary Procedures, including the completion of all sanctions imposed, if any.

### Revocation of Degree

A degree awarded from Northwest Nazarene University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violation committed by a student prior to graduation.

## Determining Catalog

The catalog outlines the courses required to complete each major, minor and degree offered by Northwest Nazarene University. The Catalog in place for the first year of a student's enrollment will be the catalog that a particular student will adhere to throughout the completion of the degree. The student has the right to either use their beginning enrollment year catalog or move to the requirements of any other subsequent catalog throughout their enrollment time at Northwest Nazarene University. The student may NOT move to a catalog that was in use prior to their beginning enrollment at NNU. If a student wishes to move to another catalog, other than their starting year catalog, they must request permission with the Office of the Registrar.

Undergraduate students must complete their degree within seven years of their beginning enrollment year in order to remain on their beginning enrollment year catalog. Otherwise, they will be moved to the most recent catalog after the lapse of those seven years.

Graduate Students must complete their degree within the time frame noted below for their particular academic program.

Maximum Time Frame to Complete Graduate Degree	
Doctor of Psychology	7 years
Doctor of Theology	8 years
Master of Business Admin or Master of Accountancy	7 years
Master of Education, EDS or Doctoral degree	7 years
Master of Science in Counseling	6 years
Master of Science in Nursing	6 years
Master of Science in Nursing	5 years
Master of Social Work	5 years

## Eligibility to Compete and/or Perform

Students who wish to compete and/or perform in intercollegiate and/or University-sponsored athletics, activities and/or academic courses which require audition and performance must be enrolled for at least 12 credits if an undergraduate student or 6 credits if a graduate student, be in good academic standing (i.e., not on academic probation), and meet the specific academic standard of the group in which participation is sought. An exception to the full-time credit enrollment requirement may be granted to student-athletes during their final semester prior to graduation if they are enrolled in the courses necessary to complete degree requirements and are otherwise eligible under NCAA regulations.

Students on academic probation may appeal their eligibility to compete and/or perform through written communication to the Academic Progress Commission (APC) using the Special Academic Petition available at the Office of the Registrar. If the Special Academic Petition is approved, students are expected to report planned absences related to participation in University activities to the instructors of their courses within the first week of classes.

The recommended practice for University-activity sponsors is to monitor the academic progress and academic status of students before selecting participants in key roles.

## Enrollment Status - Undergraduates

**Active Status** – A student who has been admitted to a Professional Studies program 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 coursework 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.

## The Family Educational Rights and Privacy Act (FERPA)

The [Family Educational Rights and Privacy Act \(FERPA\)](#) enacted in 1974 provides three categories of information that fall within its statutory boundaries.

### Directory Information

FERPA defines Directory Information as information contained in the educational record that would not generally be considered harmful or an invasion of student privacy if disclosed. **A university is able to release Directory Information** regarding a student without prior student consent. Students may request that Directory Information **not be** disclosed by contacting the Office of the Registrar on the lower level of the Emerson Administration Building or at [registrar@nnu.edu](mailto:registrar@nnu.edu).

### The following is considered Directory Information by NNU:

Name	Address
Telephone Listing	E-mail Address
Field of Study	Dates of Attendance
Enrollment Status	Degrees and Awards Received
Photographs	Most Recent Previous School Attended

Weight and Height of Athletes	Participation in Officially Recognized Activities and Sports
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**Personally Identifiable Information (PII)**

Personally Identifiable Information is protected under FERPA and **may be disclosed only with written consent of the student**. FERPA permits school officials to disclose, without consent, personally identifiable information from education records to appropriate parties in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of the student or other individuals.

**The following is considered Personally Identifiable Information by NNU:**

Student ID Number	
Social Security Number*	
Biometric Record	
Date and Place of Birth	
Name and Address of the Student's Parent or Other Family Members	
Race	
Ethnicity	
Nationality	
Gender	

\*Northwest Nazarene University requests the voluntary submission of student Social Security Numbers to assist in validating students, administering student financial aid programs, collecting student debts, and reporting under the Tax Relief Act of 1997.

**Educational Information or Record**

FERPA defines educational information as records, files, documents, and other materials that are maintained by an educational agency or institution or by a person acting for such agency or institution. This information **must never be disclosed** without the written consent of the student.

**The following is considered part of the student's Educational Record**

Student's Grades	
Grade Point Average (GPA)	
Social Security Number	
Academic Evaluations	
Disciplinary Records	

**Grade Reports**

Grades are available to students at the end of the semester through the "my.nnu.edu" web-based portal system. If either parent has claimed the student as a dependent on the parent's most recent income tax return, a school may disclose the student's education records to either parent, without the eligible student's consent.

# Grading System

The academic work of the student is graded in accordance with the following system. Grade points per credit and an explanation of the grading system are also listed.

Grade	Explanation	Points
A	Distinctly superior or exceptional work	4.0
A-		3.7
B+		3.33
B	Meritorious work	3.0
B-		2.7
C+		2.33
C	Adequate work	2.0
C-		1.7
D+		1.33
D	Less than satisfactory work but passing	1.0
F	Failing work. The grade of F necessitates a satisfactory repetition of the course before credit can be allowed.	0.0

Grade	Explanation
P	Passing work (Reflects a grade of C- or better)
LP	Low Pass (Reflects a grade of D)
I	Incomplete work (The I grade will be followed by a letter grade that the student will receive if no further work is done - See additional notes below)
IP	In progress
L	Long term coursework in progress (see additional notes below)
X	No final examination ("X" must be followed by a letter grade)
W	Withdrawal (see additional notes below)
AU	Audit
CR	Credit
LC	Lab Credit
NC	Non-Credit
NR	Not Received

**A grade of I** indicates incomplete work. A grade of X indicates no final exam was taken. An incomplete (I or X) may be given when, because of extreme circumstances, a student requires an extension of time to complete the course work or final exam. An I or X may be granted only by petition, which the student may initiate through the professor or the professor may initiate on a student's behalf. The request must be approved by the University Registrar. When an I or X is submitted, it will always have a suffix grade attached which represents the grade the student will receive if no further work is done for the course, e.g., ID or XF. 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 or X will be dropped from the grade, e.g., ID will become D, unless an additional request is made to have the period of the incomplete extended. An instructor 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 grades that can be assigned to a pass/fail course is IF or XF.

**A grade of L** may be given only in courses that by design require more than one semester to complete, such as an internship. The L grade will be replaced by either a P grade or a point-receiving grade upon course completion. Courses given an L grade are expected to be completed within one calendar year from the last day of the semester unless an additional request is made and granted through the Office of the Registrar to have the period of time extended. If one calendar year elapses and no extension is filed, the L grade will convert to an F grade.

**A grade of W** is always recorded when a student has withdrawn according to prescribed procedures. Ordinarily, no withdrawals will be granted after the Friday of the eighth week of the semester. No credit is awarded for a course receiving a grade of W.

**The W, I, L, and X** are neutral grades and no quality points are given for them. The semester 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.

## Honor Society - Undergraduates

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 - Undergraduates

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.

## Identity Fraud

Committing identity fraud is considered particularly serious and could have legal and institutional implications. Any student who has another individual impersonate or in any other way commits identity fraud in any course, assignment, exam, or any type of academic exercise will be expelled from Northwest Nazarene University.

## Intercollegiate Athletic Eligibility

Northwest Nazarene University includes the following sports in its intercollegiate athletic program:

- **Men:** baseball, basketball, cross country, golf, soccer, and indoor and outdoor track and field.
- **Women:** basketball, cross country, golf, soccer, softball, indoor and outdoor track and field and volleyball.

The men's and women's teams are members of the NCAA Division II. Teams compete in the NCAA Great Northwest Athletic Conference (GNAC). The individuals and teams compete for conference and regional championships, which may qualify them for national competition.

Graduate and undergraduate students who wish to compete and/or perform in intercollegiate and/or University-sponsored athletics, activities and/or academic courses which require audition and performance must be enrolled for at least 12 credits as an undergraduate or 6 credits as a graduate student and meet the specific academic standard of the group in which participation is sought. Other requirements to compete include:

As a freshman, being registered with and declared qualified by the NCAA Eligibility Center.

Meeting all academic and general eligibility requirements as outlined in the NCAA Division II Manual and as required by the GNAC and NNU.

Freshmen student-athletes who do not meet all academic requirements to compete may be allowed to participate in designated activities (competition not included) depending on their status of "Partial Qualifier" or "Non Qualifier" as outlined in Bylaw 14.3 of the NCAA Division II Manual, "Freshman Academic Requirements." Transfer student-athletes who do not meet all academic requirements to compete may be allowed to participate in designated activities (competition not included) as outlined in Bylaw 14.5 of the NCAA Division II Manual, "Transfer Regulations." Student-athletes who do not maintain all academic requirements to compete may be allowed to participate in the same activities (competition not included) designated for a freshman "Partial Qualifier."

Student-athletes may not compete more than four seasons in any one sport.

## International Baccalaureate Program (IB) - Undergraduates

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 - Undergraduates

A maximum of 25 percent of the total credits required for a degree (31 out of 124 credits) may be earned using CLEP, DSST, Advanced Placement, International Baccalaureate, and credit by examination.

## Non-Credit Classes

NNU Students may enroll in approved courses on a non-credit basis if space is available in the course and with the consent of the instructor concerned.

Individuals other than NNU students may enroll in an approved undergraduate course on campus on a non-credit basis if space is available in the course and with the consent of the course instructor and applicable department chair or college dean, and upon payment of a non-credit fee for the course. Individuals that are not NNU students typically are not allowed to enroll in online, graduate, or doctoral courses on a non-credit basis; requests for an exception may be submitted to the University Registrar, with consent needed from the instructor concerned and the applicable department chair, program director, or college dean.

Non-Credit Courses for individuals 60 years of age or older: Individuals 60 years old or older may enroll in non-credit courses without paying a non-credit fee, pending consent from the University Registrar and the instructor concerned.

Non-Credit Courses for Ordination: 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.

## Official Enrollment

Official enrollment at Northwest Nazarene University means that a student has registered for a schedule of classes and has cleared his/her student account with the Business Office.

Registration dates are found in the official University calendar published in this catalog and elsewhere.

Instructions for registration will be furnished to each student prior to the time of registration.

A final registration period of one or two days is scheduled at the beginning of each semester. A \$100 late registration fee will be charged for completion of registration after this designated time.

## Enrollment Status

**Active Status** – A student who has been admitted to a Professional Studies program 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 coursework 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.

## Program Teach-Out Policy

When program elimination occurs or program requirements significantly change, students are informed as soon as possible. In the case of program elimination, the University commits to “teach-out” the courses for the program within a reasonable time frame, or make appropriate course substitutions to ensure students fulfill all the requirements of the program. Advisors work closely with the students to develop a plan that enables students to complete program requirements in a timely manner. Students enrolled in a program that has been eliminated or modified may graduate with the degree requirements in a previous catalog within a seven-year time period.

## Recognition at Semester

Each semester recognition is awarded to graduate and undergraduate students enrolled in the Graduate and Professional Studies programs according to the following criteria:

- **President's List** is awarded to undergraduate students with a semester GPA of 4.00 and at least 6 credits.
- **Dean's List** is awarded to graduate students with a semester GPA of 4.00 and at least 6 credits and to undergraduate students with a 3.50-3.99 and at least 6 credits.

Students must have earned a minimum of 12 credits (6 for graduate students) and be degree-seeking in order to receive this recognition.

## Recommendations

Recommendation of a student for entrance into a profession or professional school is done at the sole discretion of the faculty member. Satisfactory completion of the prescribed academic curriculum does not in itself guarantee a

recommendation will be given. The letter or verbal reference may contain student information such as work habits, personality, and character traits of the student or refer to anything that comes from the faculty or staff members personal experience with the student and it is not written down or recorded at the institution.

Recommendations can include statements that relate to the faculty or staff's perception of the student, such as: "excellent student, exceptional writing, strong insight, excels in critical thinking, works well in teams, dependable, conscientious and punctual."

Under FERPA regulations the following information is considered to be part of the education record and cannot be disclosed without written consent of the student: student schedules, attendance records, grades, exams, papers, student emails or advising records, student financial information and student discipline files, etc. If the faculty or staff member and the student determine that it will strengthen the recommendation letter by including any of the information above, the student's written permission should be obtained before proceeding.

Recommendations cannot include specific information such as, "earned an A in my class, has a GPA of 3.8, never had an incident of academic dishonesty or required discipline," without the written approval from the student.

## Repeated Courses

Students may repeat courses that they previously completed. Credit is allowed only once. The credit earned and grade point average will reflect the most recent grade. While the original course and grade remain on the permanent transcript, they are not used to calculate credits earned or the cumulative grade point average. Courses that may be repeated for credit are so designated in their course description. If a student desires to replace an NNU course with a transfer course, a [Request for Course Repeat form](#) must be filed with the University Registrar before enrolling in the course.

## Semester Credit

One semester credit is a quantitative measure representing a class meeting once a week for 14 weeks for 55 minutes, with out-of-class preparation of approximately two hours per credit per week, or the equivalent.

## Semester Length

A semester consists of approximately 14 weeks of instructional class days plus a final examination period, usually four days in length. The courses during a semester generally meet over a calendar period of 16 weeks.

## Standards of Student Behavior

Students are expected to observe acceptable classroom behavior, which is behavior that fosters an atmosphere of learning, free and open exchange of thought, and respect for the instructor and classmates within the learning environment. Instructors are also expected to maintain a safe environment for students free from intimidation, bullying, and harassment per the Faculty Policy Manual. All students participating in Northwest Nazarene University courses are responsible for their conduct in the classroom. The "classroom" is defined as an on-campus location, off-campus location for a required classroom activity (clinicals, field experience, class trip), or an online course shell.

Freedom of speech and expression is valued in the academic setting, and education often requires active engagement around differences of opinion or interpretation. However, members of the NNU community are expected to commit to behavior and use of language that enhances and grows our personal character by using words that uplift and encourage one another, choosing to avoid any language and behavior that may be construed as harassment based upon gender, sexual orientation, race, religion, or other defining identity traits, excluding from our conversation vulgar, obscene, or bullying language, and striving to live lives free from lying, dishonesty, fraud, perjury, and any disruptive or offensive actions, whether spoken, written, or otherwise.

Students are expected to abide by the following guidelines including, but not limited to:

1. Accessing the learning management system and other classroom resources for lawful purposes only.
2. Respecting the privacy of other members of the class and other students including not sharing classroom discussions with non-class members, or externally on social media or other public platforms.
3. Respecting the diversity of opinions among the instructor and members of the class, and communicating differences in a courteous manner.
4. Avoiding the use of threatening, harassing, sexually explicit, or discriminatory language, or conduct that violates state or federal law or NNU policy on sexual harassment or discrimination.
5. Avoiding any unauthorized posting or transmitting of sexually explicit or disturbing images or other content that is deemed by any instructor or administrator to be offensive.
6. Behaving in a way that does not disrupt the educational environment of other students either online or off-line.
7. Keeping all electronic communication respectful including avoiding the use of ALL CAPS in your writing, which can be considered a form of verbal abuse.

Any violations of the University Standards of Student Behavior policy may be subject to discipline as deemed appropriate by the instructor and/or university administration. Disciplinary action could be, but is not limited to, consequences such as a "zero" or "no credit" for a classroom session or assignment associated with inappropriate classroom behavior, failure in the course, removal from the course, program, or University, or involvement of Campus Safety or law enforcement.

Individual academic programs may have additional policies on student conduct or behavior that could result in further disciplinary action. If a student is dissatisfied with the action of the instructor and/or University administration, the student may appeal the decision in accordance with the Academic Appeals policy.

## State Authorization Reciprocity Agreements (SARA)

SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education.

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 here: [www.nnu.edu/about-nnu/accreditation-regulations/regulations/state-regulatory-authority](http://www.nnu.edu/about-nnu/accreditation-regulations/regulations/state-regulatory-authority).

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.

## 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 them. 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. However, according to FERPA regulations, if either parent has claimed the student as a dependent on the parent's most recent income tax return, a school may disclose the student's education records to either parent, without the eligible student's consent.

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.

## Transcript of Academic Record

Unofficial transcripts can be obtained in the Office of the Registrar (bring photo ID), or you can email your request to [registrar@nnu.edu](mailto:registrar@nnu.edu) with your name, date of birth and place of birth (city/state) to have your unofficial transcript emailed to you.

Official NNU Transcripts are processed through our third-party vendor, Parchment, and can be ordered online at [www.nnu.edu/parchment-transcript](http://www.nnu.edu/parchment-transcript). Click on the appropriate option and then the red ORDER TRANSCRIPT button to order your own official credentials or academic records. It will prompt for an email to either set up an account or log into your account in Parchment. If setting up an account for the first time, please do **NOT** use a school email account. Parchment allows a choice of electronic or paper transcripts. The official transcripts are normally acceptable evidence of your educational background to other institutions and are usually processed within five to seven business days.

Parchment also allows diploma replacements to be ordered. Diploma replacements are ordered at the beginning of each month. Please allow a few weeks for processing.

## Transfer of Credits - Undergraduates

Northwest Nazarene University accepts transfer credits as follows:

- University-level credits earned in academic degree programs at colleges and universities accredited by either regional or national accrediting associations are accepted at upper- and lower-division levels, in accordance with the US Department of Education's regulations published November 1, 2019.
- Credits earned at Bible colleges accredited by the Association of Biblical Higher Education (ABHE) are accepted at the lower-division level.
- Military credit is accepted according to ACE (American Council on Education) recommendations.
- Credits earned at an international college or university that have been evaluated by a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)) are accepted at upper- and lower-division levels.

- Credits earned at colleges and universities that are not regionally or nationally accredited but 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.
- The cumulative grade point average while at Northwest Nazarene University is based only on grades received from Northwest Nazarene University and does not include grades earned at other colleges, institutions, or universities.

### Transfer of Associate of Arts (AA) or Associate of Science (AS) Degree

A student who enrolls at Northwest Nazarene University with an Associate of Arts or Associate of Science Degree from a regionally accredited institution completed prior to admission will receive:

1. Junior standing
2. Transfer credit up to a maximum of 62-semester credits from 2-year colleges.
3. Waiver of all NNU CORE requirements with the following exceptions:
  - [THEO1205](#) Christian Thought and Practice (3 credits) must be completed with a grade of C- or higher
  - [BIBL2205](#) Bible: Engaging the Story of God (3 credits) must be completed with a grade of C- or higher
  - Math Proficiency
  - One course in the Cultural Awareness Program (CAP).

**Note:** A two-year transfer degree does not guarantee a bachelor's degree completion within two years. Course prerequisites, course sequencing, and upper-division requirements must also be met. The waiver of degree requirements for transfer students with Associate degrees other than the Associate of Arts (AA) or an Associate of Science (AS) will be determined on a case-by-case basis.

Transfer students are encouraged to contact the Office of the Registrar to determine the applicability of their coursework to specific NNU CORE requirements. A complete transcript evaluation is available by sending the request with an official copy of the university transcripts to the Office of the Registrar, Northwest Nazarene University, 623 S. University Blvd., Nampa, ID 83686 or email to [registrar@nnu.edu](mailto:registrar@nnu.edu).

The minimum number of credits required to complete a degree is 124-semester credits of which 32 must be upper-division (courses numbered 3000 and above). For a complete listing of the undergraduate degree requirements, refer to the section in this catalog entitled "[Undergraduate Degree Requirements](#)."

## Student Services

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### Campus Safety

The Campus Safety Department helps ensure that the NNU community is as safe as possible. The department's goal is to provide students with a positive experience while here, and invite all campus people and visitors to

contact Campus Safety with any concerns, questions, or ideas about Campus Safety. NNU believes it is also the responsibility of individuals to remain involved in the safety and security of the NNU community. Students should remain alert to their surroundings at all times and report any unusual behavior or incidents immediately.

**The Campus Safety office is located at:** 515 S. Ivy Street directly behind the NNU Alumni House.

**Campus Safety Concerns:** In emergencies, your first call should be to 911. For non-emergencies, contact the 24/7 "Officer on Duty" line at 208-989-6903 or on campus at 8911. If you need a campus escort between 5:30AM - 1:00AM you may contact the "Officer on Duty" phone line.

## Center for Academic Success and Advising (CASA)

### Academic Success

CASA supports academic programs by providing students with writing consultations and subject-area peer tutoring for select courses. These services are available free of charge to students.

### Disability Services

It is the policy of Northwest Nazarene University (NNU) that no qualified person 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.

CASA can be contacted at [casa@nnu.edu](mailto:casa@nnu.edu) or (208) 467-8463.

## John E. Riley Library

### John E. Riley Library

The John E. Riley Library provides access to a variety of academic resources and services. The collections include print and e-books, print and e-journals, licensed databases, music CD's, DVD's, state-adopted K-12 curriculum, and government documents. Beyond the John E. Riley, there is the option to request materials from libraries across the United States, as well as participate in the reciprocal borrowing program through Christian colleges, universities, and seminaries across the United States. The library can be accessed at [library.nnu.edu](http://library.nnu.edu).

Librarians are available to help students develop search strategies, navigate information resources, locate hard-to-find materials, and use and cite sources ethically. During the regular academic year, librarians are available three evenings a week, and students may also [schedule an appointment](#) at other times. Research guides are embedded in each course to help students navigate the various licensed resources.

Local students are welcome to visit the John E. Riley Library, located in the Leah Peterson Learning Commons, to use the study rooms, work on research and writing assignments, or collaborate with classmates on group projects. Study rooms may be reserved up to 4 weeks in advance.

## Information Technology Services (ITS)

### IT Services (ITS)

ITS is located in the Leah Peterson Learning Commons and provides technical support to students and employees of NNU. Services include but are not limited to the following:

- Accounts

- Classroom Technology
- Computer Hardware and Software
- ID Cards
- Phones
- Printers

For more information, hours, or to submit a request, visit [help.nnu.edu](http://help.nnu.edu) or call (208) 467-8111.

## International Student Services and Programs

### **International Student and Scholar Services (Housed in the Center for Academic Success and Advising - CASA)**

This office:

- Provides ongoing support for international students and scholars with F1 and J1 visas. Services provided include orientation and help with visa information, I-20 and DS-2019 document maintenance, transfers in/out, employment advising, and other compliance issues for visas.
- Collaborates with other commissions and offices to provide support for other areas as needs arise.
- Maintains international records, SEVIS regulation compliance, and houses the Principal Designated School Official (PDSO) and Responsible Officer (RO).

## Office of the Registrar

By providing accurate and timely data and having a thorough understanding of academic policy, the Office of the Registrar exists to serve and to educate faculty, staff, administrators, and students. The Office of the Registrar is responsible for maintaining, storing, and distributing all academic records and petitions. Digital versions of transcripts are housed within the Office of the Registrar in perpetuity. Accurate and timely statistical data for institutional, regional, and national reports and surveys are generated by the Office of the Registrar. In addition, this office verifies and organizes the data in the University catalog and the course schedule bulletin. At the end of each year commencement participation and oversight of the ceremony are managed through this office.

## Degree Postings

Northwest Nazarene University posts the earned degree to the transcript at the end of each month and at the end of each semester.

## Participation in Commencement

When all other requirements have been met, a student may participate in commencement if no more than six credits will remain uncompleted at the end of the current semester.

Ph.D., Ed.D. and Psy.D. students may participate in commencement if only the following remain uncompleted beyond the current semester:

- Submission of the final, approved written dissertation to the NNU Library's UMI dissertation database.

## Support Services

### **Career Development**

Career Development provides information and assistance to students who wish to assess career goals and investigate career opportunities. In addition, the Career Center assists faculty members as they aid students in their

career development. Career Development helps students craft effective resumes, practice interviewing techniques, establish networking contacts with alumni and others, and identify internships and part/full-time or summer employment, including on-campus student employment opportunities. Career Development sponsors a number of career-related events during the academic year; a few highlights include academic discipline specific fairs, career development workshops, alumni/student networking events and a spring semester Career Week. For more information on these resources and events, please visit the Career Center website: <https://www.nnu.edu/students/student-resources/services/career-development>.

## Counseling Center

NNU Counseling Services, located at the NNU Wellness Center, offers services for undergraduate students including walk-in counseling, individual counseling, as well as on-campus and off-campus resources.

Undergraduate students are eligible to participate in any of the counseling services during the academic year.

Faculty, staff, and graduate students are eligible for consultation, referral, and crisis services during the academic year.

Services to NNU Departments include personality inventories, groups, consultations, crisis assistance, and other training as scheduled through the Director of Counseling Services.

NNU provides the Counseling Center as a free service and encourages its use.

## Teaching and Learning Center (TLC)

### Teaching and Learning Center (TLC)

The Teaching and Learning Center (TLC) is a dedicated resource at our University designed to enhance the educational experience for both students and faculty. The TLC primarily interacts with faculty, supporting them in course development, instructional support, and professional development. For students, the TLC provides support for digital learning platforms such as Canvas, remote proctoring, and more, helping students navigate and utilize these tools effectively for their coursework.

TLC can be contacted by submitting a request at [help.nnu.edu](http://help.nnu.edu), emailing [tlc@nnu.edu](mailto:tlc@nnu.edu), or calling (208) 467-8034.

# Academic Calendar 2026-27

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## College of Graduate and Professional Studies

Fall Semester 2026	Begin Date	End Date	Comments
Semester Dates	August 31	December 20	
First 8-week session (A8)	August 31	October 25	
Second 8-week session (B8)	October 26	December 20	
First 7-week session (A7)	August 31	October 18	
Second 7-week session (B7)	October 26	December 13	
First 6-week session (A6)	August 31	October 11	
Second 6-week session (B6)	October 26	December 6	

First 5-week session (A5)	August 31	October 4	
Second 5-week session (B5)	October 12	November 15	
Third 5-week session (C5)	November 16	December 20	
First 1-week session (A1)	September 14	September 20	Subject to Change
Second 1-week session (B1)	October 26	November 1	Subject to Change
Third 1-week session (C1)	November 9	November 15	Subject to Change
Fourth 1-week session (D1)	December 14	December 20	Subject to Change
<b>Spring Semester 2027</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Comments</b>
Semester Dates	January 11	May 9	
First 8-week session (A8)	January 11	March 7	
Second 8-week session (B8)	March 8	May 9	
First 7-week session (A7)	January 11	February 28	
Second 7-week session (B7)	March 8	May 2	
First 6-week session (A6)	January 11	February 21	
Second 6-week session (B6)	March 8	April 25	Easter is March 28
First 5-week session (A5)	January 11	February 14	
Second 5-week session (B5)	February 15	March 21	March 15-21 is Spring Break
Third 5-week session (C5)	April 5	May 9	
First 1-week session (A1)	January 25	January 31	Subject to Change
Second 1-week session (B1)	February 8	February 14	Subject to Change
Third 1-week session (C1)	March 8	March 14	Subject to Change
Fourth 1-week session (D1)	April 26	May 2	Subject to Change
<b>Summer Semester 2027</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Comments</b>
Semester Dates	May 10	August 29	
First 8-week session (A8)	May 10	July 4	
Second 8-week session (B8)	July 5	August 29	
First 7-week session (A7)	May 10	June 27	
Second 7-week session (B7)	July 5	August 22	
First 6-week session (A6)	May 10	June 20	
Second 6-week session (B6)	July 5	August 15	
First 5-week session (A5)	May 10	June 13	
Second 5-week session (B5)	June 21	July 25	
Third 5-week session (C5)	July 26	August 29	
First 3-week session (A3)	June 14	July 4	Online & Face to Face Doctoral
First 1-week session (A1)	May 17	May 23	Subject to Change
Second 1-week session (B1)	June 14	June 20	Subject to Change
Third 1-week session (C1)	July 19	July 25	Subject to Change
Fourth 1-week session (D1)	August 16	August 322	Subject to Change

# University Organization

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## Board of Trustees

<b>ALASKA DISTRICT</b> <b>Rev. Hunter Mizar</b> Mr. Mike Zahare	<b>ROCKY MOUNTAIN DISTRICT</b> <b>Rev. Robert Skinner</b> Ms. Heidi Hagemeyer
<b>COLORADO DISTRICT</b> <b>Dr. Virgil Askren</b> Mr. Jeff Alexander Dr. Kevin Compton Mr. Frank Henderson Mr. Bob Walker	<b>WASHINGTON PACIFIC DISTRICT</b> <b>Rev. Everett (Ev) Tustin</b> Mrs. Kristina Benedick Mr. Joseph Lanham Rev. Jayme Lenker Rev. Sherwin Rulloda Mrs. Jennifer Slemmer Rev. Mike Yost
<b>INTERMOUNTAIN DISTRICT</b> <b>Rev. Dr. Brent Deakins</b> Rev. Johnny Hampton Mr. Mark Schmelzenbach Mrs. Julie Sievers Rev. Joy Streight Mr. Brad Swartzentruber	<b>TRUSTEES AT-LARGE</b> Dr. Rick Daniels Ms. Pam Handy Mr. Dennis Linnell Ms. Maria Quick Dr. Millie Watkins
<b>NORTHWEST DISTRICT</b> <b>Rev. Dave Mowry</b> Rev. Clint Benn Mrs. Brenda Franks Mr. Dale Shafer Rev. Chad Wilks	<b>ALUMNI REPRESENTATIVE</b> Ms. Darcy Armstrong
<b>OREGON PACIFIC DISTRICT</b> <b>Rev. Brett Rickey</b> Rev. Steve Hamilton Rev. Becca Notbohm Mrs. Camrynne Six Rev. RJ Strickland Mr. Dave Westmark	<b>UNIVERSITY PRESIDENT, EX-OFFICIO</b> Dr. Mark DeMichael
	<b>RESPONSIBLE GENERAL SUPERINTENDENT</b> Dr. Gustavo Crocker

## Administrative Services

### Office of the President

President: Mark DeMichael

### Office of the University Mission and Ministry

Assistant to the President for Congregational Engagement: Jay Akkerman

University Chaplain: Nathan Roskam

University Associate Chaplain: Ashley Gage

### Office of Academic Affairs

Vice President for Academic Affairs: TBD

Associate Vice President for Academic Affairs: Duane Slemmer

Associate Vice President for Institutional Effectiveness: LoriAnn Sanchez

**College of Arts & Humanities:** Judy Marlett, Dean

**Academic Departments**

Applied & Liberal Studies: Heidi Tracht, Chair

Communication, Language & Literature: Catherine Becker, Chair

History, Political Science, and Criminal Justice: Justin Clardie, Chair

Music: John Dally, Chair

Visual Arts: Jamie Tucker, Chair

Concurrent Credit Program: Stephanie Tomlinson, Director

Aldersgate Honors College: Justin Clardie, Director

**College of Behavioral & Social Sciences:** Lawanna Pierce, Dean

**Academic Departments**

Counselor Education: Lori Fairgrieve, Chair

Psychology: Elizabeth List, Chair; PsyD Program Director

Social Work: Lawanna Pierce, Chair

Undergraduate Field Director: John Stennett

Undergraduate Program Director: Nikki Bodestab-Lee

**College of Business:** Joshua Jensen, Dean; Director of Graduate Studies

Undergraduate Chair: Konya Weber

**College of Education:** Robin Gilbert, Interim Dean; Educational Leadership Program Director

Undergraduate Education: Holly Ripley, Chair; ACE/MAT Director

Graduate Education: Michelle Van Beek, Chair

Doctoral Program: Heidi Curtis, Director

Clinical Practice in Education: Jennifer Cornell, Director

**College of Natural & Applied Sciences:** Jamee Nixon, Dean

**Academic Departments**

Biology: John Cossel, Chair

Chemistry: Tim Anstine, Chair

Computer Science: Dale Hamilton, Chair

Engineering & Physics: Duke Bulanon, Chair

Military Science: Captain Crandon Golabek, Director

Sport and Exercise Science: Ben Gall, Chair

**College of Nursing:** TBD, Chief Nursing Officer

Undergraduate Nursing: Rebekkah Hulen, Chair

Graduate Nursing: Bryana Smith, Chair

MSN/Leadership and Education Program: Phyllis Morris, Director

Clinical Experiences: Samantha Phillips, Director

Assessment and Curriculum: Bethany Hazel, Director

**College of Theology & Christian Ministries:** Brent Peterson, Dean; Wesley Center Office of Applied Theology Director

Philosophy & Religion: Joseph Bankard, Chair

Christian Ministries Online and Course of Study Program: Joseph Gorman, Director

Northwest Nazarene Divinity School: Diane Leclerc, Director

**Academic Services:** Heidi Tracht, Dean; Director of Center for Academic Success and Advising

Global Connections: Chadwick Pearsall, Director

Instructional Design and Technology Director: Bethany Schultz

Library Services Director: Amy Rice

University Registrar: Duane Slemmer

**NNU eCampus / Center for Professional Development**

Associate Vice President/Director of NNU eCampus: Christa Sandidge

Professional Studies Academic Operations: TBD  
Center for Professional Development: Laura Crawford, Director  
Business & Partnership Development: Susan Beard, Director

## **Enrollment Management**

Vice President for Enrollment Management: Stacey Berggren

### **Admissions**

Traditional Undergraduate: Michele Corkish, Director  
Graduate and eCampus: Lindsay Kuhl, Director  
Admissions Operations: Zach Smith, Director  
Enrollment Technologies: Jim Butkus, Director  
Admissions & NYI Engagement: Rich Vasquez, Associate Director  
Admissions & Hospitality: Jeanette Strot, Assistant Director

### **Marketing and Communications**

Brand Management: Kendra Lubiens, Director  
Marketing and Communications: Carolyn St. Mary, Director

### **Engagement & Belonging**

Retention & Persistence: Amanda Marble Baldwin, Director  
Multi-Cultural Engagement & Belonging: Ashley Gage, Director

## **Office of Finance and Operations**

Vice President for Finance and Operations: Steven D. Emerson  
Controller: John Greentree

**Barnes & Noble Bookstore:** Kelly House, Manager

**Mailroom:** Rob Forras, Supervisor

**Conferences and Events:** Brian Kohagen, Director

**Financial Aid & Student Accounts:** Andy Larsen, Director

**Human Resources:** Andrea Morgan, Director

**Information Technology Services:** Steve Goff, Director

## **Office of Student Development**

Vice President for Student Development: Karen Pearson  
Assistant Vice President for Student Development: Kylee Ball

**Campus Safety:** Scott Chandler, Director

**Career Development:** Samantha Anderson, Director

**Community Life:** Olivia MacDonald, Director

**Counseling:** Julie Barrass, Director

## **Athletics**

Athletic Director: Paul Rush

Associate Athletic Director for Compliance and Student Affairs/SWA: Molly Kling

Assistant Athletic Director for Facilities and Events: Bennett Gangwer

Assistant Athletic Director for Sports Medicine: Jaime May-Foreman

Sports Information Director: Josh Tatton

Baseball, Head Coach: Joe Schaefer

Basketball, Men's Head Coach: Jon Hawkins

Basketball, Women's Head Coach: Steve Steele

Golf, Men's and Women's Head Coach: Fred Sutton

Soccer, Men's Head Coach: Julio Castillo

Soccer, Women's Head Coach: Jenny Jaggard  
 Softball, Head Coach: Rich Wagner  
 Track and Field/Cross Country, Men's and Women's Head Coach: John Williamson  
 Volleyball, Head Coach: Doug English  
 STUNT, Head Coach: Kelli Rich  
 Lacrosse, Head Coach: Tom Blanchard

## Office of External Relations

Vice President for External Relations; Executive Director of NNU Foundation, Inc.: Kelli Lindley

### University Advancement

Associate Vice President for University Advancement & Alumni Relations: TBD  
 Corporate and Foundation Relations: Bryon Knight, Director  
 Donor Engagement & Stewardship: Jen Byrnes, Director  
 Foundation Board Liaison: Gregor Slonaker  
 Scholarship & Legacy Gifts: Gregor Slonaker, Director  
 University Fund: Elmer Williams, Director

### Alumni Relations

Zach Mable, Director

### Community & Media Relations

Rob O'Donahue, Director

## Faculty

<b>M. Brooke Adamson (2002- ), Assistant Professor of Communication</b>
B.A., Northwest Nazarene University; M.A., Boise State University; Ed.S., Northwest Nazarene University
<b>Jay Akkerman (2004- ), Assistant to the President for Congregational Engagement</b>
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theological Seminary
<b>Donna Allen, (2004- ), Professor of Communication</b>
B.A., M.A., Eastern Nazarene College; M.A., University of Connecticut; Ph.D., University of Connecticut, Storrs
<b>Tomás Álvarez (2022- ), Associate Professor of Theology</b>
B.A., Spanish American Nazarene Bible College; B.A., Inst. Voc. Enrique Diaz de León, Guadalajara, Mexico; M.Div., Nazarene Theological Seminary; D.Min., Fuller Theological Seminary
<b>Jacob Amundson (2021- ), Associate Professor of Art</b>
B.A., Greenville College; M.F.A., Azusa Pacific University
<b>Lisa Amundson (2020- ), Professor of Graduate Education</b>
B.S., Greenville University; M.Ed., Ph.D., University of Missouri
<b>Tim Anstine (1999- ), Associate Professor of Chemistry</b>
B.A., Point Loma Nazarene University; Ph.D., University of Nevada
<b>Joseph Bankard (2007- ), Professor of Philosophy</b>
B.A., Point Loma Nazarene University; M.A., San Diego State University; Ph.D., Claremont Graduate University
<b>Mike Bartlett (2013- ), Associate Professor of Graphic Design</b>
B.A., Northwest Nazarene University, M.F.A., Academy of Art University
<b>Catherine Becker (2016- ), Associate Professor of English</b>
B.A., Northwest Nazarene University; M.A., Mercy College; Ph.D., Idaho State University
<b>Stacey Berggren (2019- ), Vice President for Enrollment Management</b>
B.S., Troy University; M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University

<b>Rodney G. Birch (2017- ), Librarian</b>
B.A., Vennard College; M.I.S.L.T., University of Missouri-Columbia; Ed.D., Olivet Nazarene University
<b>Nikki Bodenstab-Lee (2022- ), Assistant Professor of Social Work</b>
B.A., Northwest Nazarene University; M.S.W., Boise State University; Ph.D., Northwest Nazarene University
<b>JJ Bowerman (2021-2024; 2025- ), Assistant Professor of Mathematics</b>
B.A., Northwest Nazarene University, M.S., Boise State University
<b>Rick Boyes (2014- ), Assistant Professor of Counselor Education</b>
B.S., Boise State University; M.A., Ph.D., Idaho State University
<b>Kyle Brasil (2024- ), Assistant Professor of Psychology</b>
B.S., B.A. Boise State University; M.S., Northwest Nazarene University
<b>Duke Bulanon (2011- ), Professor of Engineering</b>
B.S., University of San Carlos, Philippines; M.S., Ph.D., IWATE University, Japan
<b>Jennifer Chase (1996- ), Professor of Biology</b>
B.A., Point Loma Nazarene University; M.S., University of Manchester; Ph.D., Yale University
<b>Justin Clardie (2014- ), Professor of International Relations</b>
B.A., Olivet Nazarene University; M.A., Indiana State University; Ph.D., University of Wisconsin-Milwaukee
<b>Jason Colwell (2013- ), Associate Professor of Mathematics</b>
B.S., M.S., University of Alberta, Canada; Ph.D., California Institute of Technology
<b>Jennifer Cornell (2022- ), Associate Professor of Education</b>
B.A., M.Ed., Ed.S., Ph.D., Northwest Nazarene University
<b>John Cossel, Jr. (1999- ), Professor of Biology</b>
B.A., Northwest Nazarene University; M.S., Oregon State University; D.A., Idaho State University
<b>Dave Covington (2018- ), Organizational Change Manager</b>
B.A., Prairie College, Canada; M.B.A., Corban University; Ed.D., Trevecca Nazarene University
<b>Peter Crabb (2000- ), Professor of Economics</b>
B.A., Michigan State University; M.B.A., University of Colorado at Boulder; M.S., Ph.D., University of Oregon
<b>Laura Crawford (2022- ), Assistant Professor</b>
B.A., M.Ed., Northwest Nazarene University
<b>Heidi Curtis (2013- ), Professor of Graduate Education</b>
B.A., M.Ed., Ed.S., Ph.D., Northwest Nazarene University
<b>Ron Curtis (2024- ), Associate Professor of Music</b>
B.A., Northwest Nazarene University; M.MEd., Boise State University
<b>John Dally (2021- ), Professor of Music Education</b>
B.A., Point Loma Nazarene University; M.M., American Band College-Sam Houston State University of Huntsville; D.M.A., Boston University
<b>Joshua Daniels (2021- ), Assistant Professor of Nursing</b>
B.S., Liberty University; B.S.N., Boise State University; M.S.N., Western Governors University
<b>Jeff Edmiston (2019- ), Assistant Professor of Counselor Education</b>
B.A., M.S., Northwest Nazarene University, Ph.D., Walden University
<b>Steven D. Emerson (2017- ), Vice President for Finance &amp; Operations</b>
B.A., M.B.A., Northwest Nazarene University
<b>Lori Fairgrieve (2007- ), Professor of Counselor Education</b>
B.A., Biola University; M.A., Azusa Pacific University; Ph.D., University of Southern California

<b>Ben Gall (2011, 2018- ), Professor of Sport and Exercise Science</b>
B.S., M.T.E., Eastern Oregon University; Ed.D., Capella University
<b>Julia Ganske (2023- ), Assistant Professor of Music</b>
B.A., Northwest Nazarene University, M.M., Boise State University; D.A., University of Northern Colorado
<b>Robin Gilbert (2022- ), Interim Dean, College of Education; Associate Professor of Education</b>
B.A., M.Ed., Ed.S.; Northwest Nazarene University
<b>Joseph Gorman (2010- ), Professor of Practical Theology</b>
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Fuller Theological Seminary
<b>Amy Griffin (2013- ), Associate Professor of Art</b>
B.A., Hope College; M.F.A., University of Illinois
<b>Joshua Griffin (2013- ), Associate Professor of Engineering</b>
B.S., LeTourneau University; M.S., Ph.D., Georgia Institute of Technology
<b>Darrin L. Grinder (1999- ), Professor of English</b>
B.A., University of Michigan-Flint; M.A., D.A., Idaho State University
<b>Timothy Hahn (2022- ), Assistant Professor of Theology</b>
B.S., Southern Nazarene University; M.A., Nazarene Theological Seminary; M.Div., Nazarene Theological Seminary
<b>Rebekah Hall (2025- ), Associate professor of Psychology</b>
B.A., Northwest Nazarene University; Psy.D., Fuller Theological Seminary
<b>Dale Hamilton (2013- ), Professor of Computer Science</b>
B.S., Seattle Pacific University; M.S., University of Montana; Ph.D., University of Idaho
<b>Sheryll Hampton (2017- ), Assistant Librarian</b>
B.A., Northwest Nazarene University; M.L.I.S., San Jose State University School of Information
<b>Jerry Harris (2003- ), Professor of Chemistry</b>
B.A., B.S., Northwest Nazarene University; Ph.D., Texas A&M University
<b>Bethany Hazel (2018- ), Assistant Professor of Nursing</b>
B.S.N., Wichita State University; M.S.N., Western Governors University
<b>Julie Helgeson (2023- ), Assistant Professor of Nursing</b>
B.S.N., M.S.N., Northwest Nazarene University
<b>Alaina Henry (2023- ), Assistant Professor of Psychology</b>
B.S., Multnomah University; M.A., George Fox University
<b>Jennifer Hill (2013- ), Professor of Education</b>
B.A., M.S., Ed.S., Ed.D., Northwest Nazarene University
<b>David Hille (2018- ), Associate Professor of Biology</b>
B.A., Northwest Nazarene University; M.S., Ph.D., University of Oklahoma
<b>Ayokunle Hodonu (2016- ), Associate Professor of Biology</b>
B.S., M.A., Boise State University; D.A., Idaho State University
<b>Rebekkah Hulen (2020- ), Associate Professor of Nursing</b>
B.A., Northwest Nazarene University; B.S.N., Boise State University; M.S.N., Regis University; Ph.D., Idaho State University; CNE
<b>Joshua D. Jensen (2016- ), Dean, College of Business; Professor of Business</b>
B.S., University of La Verne; M.P.A., California State University, Northridge; M.B.A., Northwest Nazarene University; Ed.D., Nova Southeastern University
<b>Michael Kipp (2004- ), Professor of Practical Theology</b>
B.S., California Polytechnic University; M.R.E., Nazarene Theological Seminary; D.Min., Fuller Theological Seminary

<b>S. Bradley Kurtz-Shaw (2017- ), Vice President for Academic Affairs</b>
B.A., Greenville College; M.A., Ph.D., University of Illinois at Urbana-Champaign
<b>Alison Larson (2025- ), Associate Professor of Criminal Justice</b>
B.A., Northwest Nazarene University; M.S., Boise State University
<b>Dan Lawrence (2001- ), Professor of Physics</b>
B.S., Northwest Nazarene University; M.S., Virginia Commonwealth University; Ph.D., Purdue University
<b>Diane K. Leclerc (1998- ), Professor of Theology</b>
B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.PHL., Ph.D., Drew University
<b>Maja Ledgerwood (2021- ), Assistant Professor of Social Work</b>
B.A., M.S.W., Northwest Nazarene University; D.S.W., Capella University
<b>Kelly Lindley (2023- ), Vice President for External Relations/Advancement</b>
B.A., Washington State University; M.A., Gonzaga University
<b>Jeff Lineman (2000- ), Professor of Business</b>
B.S., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.S., Baker University; Ph.D., Capella University
<b>Elizabeth List (2013- ), Professor of Psychology</b>
B.A., M.A., Psy.D., Azusa Pacific University
<b>Sarah Marion (2018- ), Associate Professor of Psychology</b>
B.A., Northwest Nazarene University; M.A., Ph.D., Fuller Theological Seminary
<b>Judy L. Marlett (1996- ), Dean, College of Arts &amp; Humanities; Professor of Music</b>
B.S., Roberts Wesleyan College; M.M., Ithaca College; D.A., Ball State University
<b>Mark Michaelson (2022- ), Assistant Professor of Academic Success &amp; Advising</b>
B.A., Point Loma Nazarene University; M.A., San Diego State University
<b>Marty Michelson (2023- ), Professor of Biblical Studies &amp; Theology</b>
B.A., Northwest Nazarene University; M.A., Southern Nazarene University; M.A., Point Loma Nazarene University; Ph.D., The University of Manchester (United Kingdom)
<b>Kaydee Mick (2024- ), Assistant Professor of Sport and Exercise Science</b>
B.A., Northwest Nazarene University; M.S., University of North Georgia
<b>Stephen Morgan (2017- ), Associate Professor of World History</b>
B.A., Anderson University; M.A., University of Alabama; Ph.D., University of Notre Dame
<b>Phyllis Morris (2025- ), Associate Professor of Nursing</b>
B.S.N., Graceland University; M.S.N., Walden University
<b>Rachel Neitzey (2023- ), Assistant Professor of Psychology</b>
B.S., Grand Canyon University; M.A., Regent University
<b>Jamee C. Nixon (2007- ), Dean, College of Natural &amp; Applied Sciences; Professor of Biology</b>
B.S., Northwest Nazarene University; M.S., University of Southern Maine; Ph.D., University of Oklahoma Health Sciences Center
<b>Chadwick Pearsall (2023- ), Director of Global Connections; Assistant Professor</b>
B.A. Northwest Nazarene University; D.A., Idaho State University
<b>Karen Pearson (2022- ), Vice President for Student Development</b>
B.A., M.Ed., Northwest Nazarene University
<b>Adam Petersen (2025- ), Assistant Professor of History</b>
B.A. Illsdale College, M.A., Marquette University, Ph.D., Marquette University
<b>Brent D. Peterson (2007- ), Dean, College of Theology &amp; Christian Ministries; Professor of Theology</b>
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary

<b>Samantha Phillips (2025 - ), Assistant Professor of Nursing</b>
B.S.N., Northwest Nazarene University
<b>Lawanna Pierce (2002- ), Dean, College of Behavioral &amp; Social Sciences; Professor of Graduate Social Work</b>
B.A., Northwest Nazarene University; M.S.W., Roberts Wesleyan College; Ph.D., University of Texas, Austin
<b>Roxanne Printz (2025- ), Associate Professor of Social Work</b>
B.A., Northwest Nazarene University; M.S.W., Walla Walla College
<b>Autumn Pratt (2021- ), Assistant Professor of Engineering</b>
B.S., University of Idaho; M.S., Ph.D., Cornell University
<b>Amy C. Rice (2014- ), Associate Librarian</b>
B.A., Northwest Nazarene University; M.S.L.S., Simmons College; M.A., Ph.D., Northwest Nazarene University
<b>Holly Ripley (2018- ), Associate Professor of Education</b>
B.A., Grove City College; M.A., North Carolina State University; Ed.S., Northwest Nazarene University
<b>L. Michelle Rowley (2020- ), Assistant Professor of Education</b>
B.A., M.A., Boise State University; Ed.S., Northwest Nazarene University
<b>Beronica Salazar (2019- ), Associate Professor of Counselor Education</b>
B.S., Boise State University; M.S., Northwest Nazarene University; Ph.D., Idaho State University
<b>Chandra Salisbury (2019- ), Assistant Clinical Professor of Counselor Education</b>
B.A., George Fox University; M.A. Northwest Nazarene University
<b>LoriAnn Sanchez (2012- ), Associate Vice President for Institutional Effectiveness</b>
B.A., M.Ed., Northwest Nazarene University; Ph.D., University of Hawaii at Manoa
<b>Christa Sandidge (2018- ), Associate Vice President of NNU eCampus; Associate Professor</b>
B.A., M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
<b>Mary Schmitt (2022- ), Assistant Professor of Biblical Studies</b>
B.A., Southern Nazarene University; M.Div., Duke University Divinity School
<b>Bethany Schultz (2017- ), Director of Teaching &amp; Learning; Associate Professor of Leadership Studies</b>
B.A., M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
<b>Scott A. Slater (2007- ), Assistant Professor of Graduate Social Work</b>
B.A., Northwest Nazarene University; M.S.W., Walla Walla College
<b>Duane Slemmer (1986-1989; 1995- ), University Registrar &amp; Associate Vice President for Academic Affairs</b>
B.A., Northwest Nazarene University; M.S., Western Oregon State University; Ed.D., Boise State University
<b>Bryana Smith (2025- ), Associate Professor of Nursing</b>
B.S.N., Pensacola Christian College, M.S.N., Purdue University, D.N.P., Purdue University
<b>Janet Stellway (2017- ), Assistant Professor of Graduate Social Work</b>
B.A., M.S.W., Ed.S., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
<b>John Stennett (2019- ), Associate Professor of Social Work</b>
B.S., Grand Canyon University; M.S.W., Northwest Nazarene University
<b>Julie Straight (2004- ), Professor of English</b>
B.A., Wheaton College; M.A., Ph.D., University of North Carolina at Chapel Hill
<b>Fred Sutton (2012- ), Associate Professor of Business</b>
B.S., California State University; M.B.A., Keller Graduate School of Management; D.B.A., Argosy University
<b>Mollie M. Sweet (2003- ), Associate Professor of Business</b>
B.S., Miami University; M.B.A., Northwest Nazarene University; Ph.D., Northcentral University
<b>Stephanie Tomlinson (2024- ), Director of Concurrent Credit Program</b>

B.A., Pacific Lutheran University; M.A., Ph.D., University of Washington
<b>Bethany Townsend (2019- ), Associate Professor of Counselor Education</b>
B.A., M.A., Adams State University; Ph.D., University of Wyoming
<b>Heidi Tracht (2010- ), Dean, Academic Services; Associate Professor of Academic Success &amp; Advising</b>
B.S., Olivet Nazarene University; M.S., Capella University; Ed.S., Ph.D., Northwest Nazarene University
<b>Jamie Tucker (2006- ), Associate Professor of Art</b>
B.A., Saint Mary-of-the-Woods College; M.F.A., Indiana State University
<b>Ivelisse Valentin-Vera (2026- ); Associate Professor of Theology; Special Assistant to the President</b>
B.A., Maryland Institute College of Art; M.Div., Evangelical Seminary of Puerto Rico; D.Min., Drew University, The Theological School; M.A., Universidad del Sagrado Corazon; Ph.D., Palm Beach Atlantic University
<b>Linda C. Valenzuela (2017- ), Associate Professor of Nursing</b>
B.S.N., California State University; M.P.H., Portland State University; M.S.N., Western Governors University; D.N.P., Boise State University
<b>Michelle Van Beek (2016-2018; 2022- ), Associate Professor of Education</b>
B.A., Boise State University; M.Ed., Ed.S., Ph.D., Northwest Nazarene University
<b>Whitney Ward (2018- ), Associate Professor of Education</b>
B.A., M.Ed., Ed.S., Northwest Nazarene University
<b>Konya Weber (2001- ), Professor of Business</b>
B.A., Mount Vernon Nazarene University; M.B.A., St. Joseph's University; Ph.D., Touro University International

## President Emeriti

### **Richard A. Hagood (1985-2008), President; Education**

B.A., Northwest Nazarene University; M.S., University of Oregon; Ph.D., University of Illinois Urbana-Champaign

### **Joel K. Pearsall (1999-2025), President; Business/Law**

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

## Vice Presidents Emeriti

### **Carey Cook (1993-2021), Vice President for Student Development**

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

### **Samuel L. Dunn (1994-2002; 2007-2010), Vice President for Academic Affairs, Business and Mathematics**

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

### **Fred C. Fullerton (2009-2020), Executive Director, Office of University Mission & Ministry**

Th.B., Olivet Nazarene University; M.Div., Nazarene Theological Seminary, D.D., Eastern Nazarene College

### **Kenneth D. Hills (1989-1998), Vice President for Student Development, Psychology**

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

## Faculty Emeriti

### **Nancy Ayers (2006-2020), Registrar**

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

### **Evelyn Bennett (1977-2005), Academic Support Center**

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

**Gaymon L. Bennett (1971-2006), English**

B.A., Northwest Nazarene University; M.A., California State University-Los Angeles; Ph.D., Washington State University

**Karen Blacklock (1997-2014), Education**

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

**Sharon I. Bull (1995-2017), Dean, Academic Services; Library Services**

B.S.L., Canadian Nazarene College; M.L.S., Vanderbilt University; D.A., Simmons College

**Dennis D. Cartwright (1985-2006), Education**

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

**Ed Castledine (1982- 2010), Academic Advising and Testing**

B.A., Northwest Nazarene University; M.A.T., Lewis and Clark College

**Janice Crabill (2006-2024), Nursing**

B.A., Eastern Nazarene University; B.S.N., Boston University; M.S.N., Catholic University of America; Ph.D., Capella University

**Richard D. Craig (1992-2007), Education**

B.A., M.Ed., The College of Idaho; Ed.D., Brigham Young University

**Edwin Crawford, Jr. (1976-2009), Philosophy, Religion**

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

**Mary A. Curran (1990-2021), Social Work**

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

**Donald L. Davis (1989-2000), Art**

B.A., Northwest Nazarene University; M.F.A., University of Idaho

**Robert R. DeCloss (1986-2012), Mathematics**

B.A., Point Loma University; M.A. Claremont Graduate School; Ph.D., Oklahoma State University

**Kevin Dennis (1979-2020), English**

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

**William Fyffe (1978-2007), Biology**

B.S., California State University-Long Beach; M.A., Ph.D., University of California-Los Angeles

**Ron Galloway (1995-2018), Academic Affairs; Associate Dean; Business**

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

**Janet Harman (1973-2013), Education**

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

**Reginald Hill (1969-2008), English**

B.A., George Fox University; M.A., University of Oregon

**Barbara S. Howard (1979-2021) Academic Success and Advising**

B.S., Pennsylvania State University; M.A., Boise State University

**Jerry Hull (1978-2007), Social Work**

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; M.A., University of Nebraska at Omaha; M.S.W., University of Tennessee

**Chris Kapicka (1994-2008), Biology**

B.S., Boise State University; M.S., Washington State University; Ph.D., University of Nevada, Reno

**Eric Kellerer (1998-2021), Education; Director of Confucius Institute & Global Outreach**

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

**Ed Korntved (1994-2024), Mathematics**

B.S., University of Wisconsin, LaCrosse; M.S., Western Kentucky University; Ph.D., Washington State University

**Barbara Lester (2002-2017), Nursing**

B.S., M.S., University of the Witwatersrand; D.Litt. et Phil., University of South Africa

**George Lyons (1991-2013), Biblical Studies**

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

**Thomas E. Mangum (1982-2006), Biology**

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

**Larry McMillin (1986-2012), Education; Extended University Services**

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

**Phyllis McMillin (1979-1982; 1986-2013), Education**

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

**Paul Miller (1969-1998), Educational Media, Information Resources**

B.A., Northwest Nazarene University; M.A.T., Michigan State University; Ph.D., University of Wisconsin

**Newell Morgan (1975-2003), Spanish**

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

**Elizabeth Murtland (1987-1998), Family and Consumer Sciences**

B.A., Northwest Nazarene University; M.S., Utah State University

**Barry Myers (1998-2025), Computer Science**

B.S., Southern Nazarene University (formerly Bethany Nazarene College); M.S., Oklahoma State University; Ph.D., University of North Texas

**Lynn R. Neil (1981-2001), English**

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

**Ralph E. Neil (1981-2006), Dean, School of Theology and Christian Ministries; Religion, Philosophy**

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

**Daniel Nogales (1994-2024), Chemistry**

B.A., Point Loma Nazarene University; Ph.D., University of Nevada, Reno

**William Packard (1999-2019), Physics**

B.S., Olivet Nazarene University; M.S., Ph.D., University of Wisconsin - Madison

**Stephen Parke, (2010-2025), Engineering**

B.S., Purdue University; M.S., Purdue University; Ph.D., University of California, Berkeley

**E. Michael Poe (1998-2021), Graduate Education**

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

**Ronald Ponsford (1976-2013), Dean, School of Arts, Humanities and Social Sciences; Psychology**

B.A., Point Loma Nazarene University; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology

**William J. Russell (2002-2016; 2018-2022), Dean, College of Business; Business Law**

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

**Al Sanchez (2002-2017), Social Work**

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

**Gene Schandorff (1992-2014), Dean of the Chapel**

B.A., M.A. Point Loma Nazarene College

**LaRita Schandorff (1992-2017), Library Services**

B.A., Humboldt State University; M.A., University of Arizona

**Roger Schmidt (1986-2018), Kinesiology**

B.A., Northwest Nazarene University; M.A., Central Michigan University

**Francis Sharpton (1970-2001), Physics**

B.S., College of Ozarks; M.S., University of Arkansas; Ph.D., University of Oklahoma

**Stephen Shaw (1979-1986, 1987-2020), Political Science**

B.A., Southern Nazarene University; M.A., Ph.D., University of Oklahoma

**Karen Smucker (1997-2014), Education**

B.S., M.Ed., Ph.D., University of Virginia

**LeAnn Stensgaard (2000-2025), Social Work**

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

**Barry Swanson (1991-2015), Music**

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

**Ernest L. Thompson (1974-1998), Education**

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

**Merilyn Thompson (1970-1979; 1988-2006), Registrar; Communication Studies**

B.A., Northwest Nazarene University; M.S., Portland State University

**Thompson, Richard (2007-2024), New Testament**

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

**George Turner (1974-2022), Music**

B.A., Northwest Nazarene University; M.A., University of Denver

**Dennis Waller (1982-1986; 1990-2026), Professor of Communication Studies**

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

**Gary Waller (1997-2004; 2009-2016), Spiritual Formation**

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

**Kenneth F. Watson (1985-1998), Assistant to the President; Chemistry**

B.A., Northwest Nazarene University; Ph.D., Oregon State University

**Alan Wheatley (2001-2017), World History**

B.A., Point Loma Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of California, Los Angeles

**Jim Willis (1966-2006), Music**

B.A., Northwest Nazarene University; M.Mus., University of Portland; D.M.A., University of Missouri-Kansas City

**JoAnn Willis (1968-2006), Dean, School of Academic Resources; Psychology**

B.A., Northwest Nazarene University; M.A., University of Missouri-Kansas City; Ph.D., Oregon State University

**Arnold Ytreeide (2005-2021), Mass Communication**

B.A., Northwest Nazarene University; M.A., Boise State University; Ph.D., European Graduate School

## Senior Fellows

**Mark Gismondi (2001-2013), Political Science and International Studies**

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

**S. Bradley Kurtz-Shaw (2017-2026), Vice President for Academic Affairs**

B.A., Greenville College; M.A., Ph.D., University of Illinois at Urbana-Champaign

**Michael A. Pitts (1986-1987; 2007-2019), Counseling, Dean of the College of Adult and Graduate Studies**

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

**Leoni L. Sutherland (2014-2021), Dean, College of Nursing; Professor of Nursing**

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

## Staff Emeriti

**Terrie Bowen (1986-2021)**, Multiple positions, most recent, Campus Based Loans Manager in Student Financial Services

**Darl Bruner (1994-2024)**, Alumni Director

**Claudia Glover (2000-2018)**, Administrative Assistant, Office of Academic Affairs

**Rhonda Gray (1997-2024)**, Program Coordinator, Business

**M. Wesley Maggard (1975-2019)**, Financial Aid Director, most recent, Financial Aid Officer

**Barbara Manley (1987-2022)**, Multiple positions, most recent, Office Coordinator, College of Theology and Christian Ministries

**Coral Mattei (1998-2022)**, Interlibrary Loan Specialist

**Janeale McClees (2009-2024)**, Multiple positions, most recent, Assistant Registrar

**Coleen Montgomery (1978-2018)**, Multiple positions, most recent, Technical Assistant in Traditional Enrollment (Admissions)

**Carol Poe (1994-2022)**, Library Services Technician

**Esther Read (2006-2026)**, Receptionist and Documents Processor, Office of the Registrar

**Lollie Richardson (1998-2024)**, Office Assistant in Music

**Marsha Rogers (1994-2018)**, Multiple positions, most recent, Office Assistant in External Relations

**Julie Wiebe (1990-2017)**, Executive Assistant, Office of Academic Affairs

**Deanna Wilde (2007-2022)**, Library Circulation and Service Desk Supervisor, Administration Assistant to the Dean of Academic Services

**Cindy Williams (2009-2024)**, Multiple positions, most recent, Program Coordinator, Graduate Education

## Degrees and Certificates

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### Graduate Programs Offered

College life is evolving and not everyone has time or space 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 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.

## College of Behavioral & Social Sciences | Department of Counseling

### Faculty

Rick Boyes

Jeff Edmiston

Lori Fairgrieve (Department Chair)

Beronica Salazar

Chandra Salisbury

Bethany Townsend

### Mission

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.

### **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 the National Council for Accreditation of Teacher Education.

### **Programs Offered by Degree Level**

Graduate

## Master of Science in Counseling

"Where there is no guidance, a people falls; but in an abundance of counselors there is safety."

Proverbs 11:14

### **Faculty**

Rick Boyes

Jeff Edmiston

Lori Fairgrieve (Department Chair)

Beronica Salazar

Chandra Salisbury

Bethany Townsend

### **Mission**

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.

### **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 the National Council for Accreditation of Teacher Education.

### **Program Objectives**

- The Counselor Education Department aspires to prepare dispositionally appropriate counselors who are a good fit for the profession as evidenced by 100% of students meeting the proficiency-level of 3.0 on the PDCA-R.
- The Counselor Education Department aims to prepare skilled and relationally competent practitioners as evidenced by 90% of students meeting the proficiency-level of 3.0 on the Relational Rubric.
- The Counselor Education Department aims to produce counselors who establish and maintain professional engagement as shown by 100% of students being a member of a professional organization and attending professional conferences.
- The Counselor Education Department intends to produce multiculturally competent and socially minded practitioners as evidenced by 90% of students meeting the proficiency-level of 3.0 on the Relational Rubric.
- The Counselor Education Department seeks to educate academically prepared counselors as shown by 100% of students maintaining GPA at or above 3.0 and passing Comps.

## Student Learning Outcomes

- Students will demonstrate the capacity 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.
- Students will demonstrate the capacity to comprehend, evaluate, and synthesize literature and research, as well as develop the capacity to conduct original research and to utilize existing research in guiding clinical decision making.
- Students will intentionally build an identity as a professional counselor through engagement in appropriate professional activities such as licensure, professional organization membership, attention to a larger professional identity, leadership roles, and mentoring.
- Students will be agents of social justice. With cultural humility, students will, compassionately and without judgment, show caring for people of all customs and cultures, and identify with and advocate for those in need locally and globally.

## Description of Majors

The Counselor Education Department offers a Master of Science in Counseling degree with three program areas within the field of counseling: Clinical Mental Health Counseling; Marriage, 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. Postgraduate students may enroll in the Play Therapy Preparation for Certification Program. Postgraduates may also enroll in Emphasis classes through the Center of Professional Development at the discretion of the instructor.

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:

- **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.
- **Clinical Mental Health** Counseling majors are preparing to provide counseling services in a wide variety of settings including private practice and agency work. Their classes and internships provide education and experience utilizing a variety of theoretical approaches. Students are encouraged to enrich their skills through additional elective courses such as Play Therapy, Logotherapy, Addictions, Acceptance and Mindfulness Therapies, Trauma, Grief and Crisis Counseling, and Primary Care Behavioral Health.
- **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 elementary, middle, or 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. School Counseling majors are eligible to apply for both their school counseling credential through the Idaho Department of Education (IDOE) as well as their Licensed Professional Counselor license through Idaho Division Occupational and Professional Licenses (IDOPL).

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 Master in Clinical Mental Health Counseling program provides theory, skill-building and supervised field experience to work as a professional counselor in a variety of clinical settings. The development of the research knowledge, theory, and skills necessary to provide ethical and professional counseling services to community members is enhanced by a rich selection of elective specialty courses that build upon the basic counseling skills, utilizing more advanced interventions. Clinical Mental Health Counseling students are also introduced to the intricacies of the funding of mental health agencies, inter-agency consultation and the problems faced by those who need mental health assistance but have a limited ability to pay for the services. The development of sensitivity, compassion, and skills in dealing with diverse populations is expected of CMHC students, as well as the integration of relevant technology.

## 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.

## 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.

### Emphasis Area Descriptions

Clinical Mental Health Counseling and School Counseling 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 the Counseling Student Handbook for more detail). Marriage, Couple, and Family students are welcome to complete an emphasis area, but it requires an additional six credits beyond graduation requirements.

The emphasis areas may include:

- **Acceptance and Mindfulness Informed Therapies**

This emphasis area prepares students to use acceptance and mindfulness approaches in clinical practice. The therapies explored in this emphasis area include Acceptance and Commitment Therapy (ACT), Compassion Focused Therapy (CFT), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavioral Therapy (DBT), and other third-wave behavioral treatments. Due to its strong research backing, ACT will be the primary therapy taught in this emphasis. The three developmental aims of this emphasis area are to develop the person-of-the-counselor through embodied mindful practice, develop the knowledge of the counselor through the depth of theoretical understanding, and develop the skills of the counselor through clinical application. Upon completion of this emphasis area, a student will be prepared to address the broad spectrum of clinical presentations across the lifespan using these contextual, process, and behaviorally based approaches to counseling.

- **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.

- **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 instruction 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.

- **Trauma, Grief, and Crisis**

The Trauma, Grief, and Crisis specialization prepares students with more clinical depth in the capacity to counsel individuals through trauma, complicated bereavement, and crisis. Students will study transpersonal and psychodynamic interventions specifically focused on the treatment of childhood trauma, sexual abuse, developmental wounds, and attachment disorders. This emphasis area includes a strong focus on the theory and application of IFS (Internal Family Systems) Therapy, a powerful, evidence-based trauma-focused intervention.

### **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. The four themes defined below, the Outcomes, and the measurement of the outcomes are explained to students in new student orientation. Please see Student 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 identity and engagement refer 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: A letter of explanation and faculty review are 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 before officially starting 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 intends to offer 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 (2)
- **COUN6512.** Ethical and Legal Issues (3)
- **COUN6515.** Multicultural Counseling and Societal Issues (3)

### **Enrollment Status**

**Continuous Enrollment** - Those students who have completed all coursework 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 Counseling students is nine credit hours. Six credit hours is the definition of full-time status for Financial Aid; however, students who take three credit hours are eligible to apply for loans.

**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, 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 must retake a course in order to raise their grades.) Grades of C- or lower do not count toward a graduate degree in counseling. If students do not meet proficiency on Key Performance Indicators, they may be asked to re-do the assignment depending on time and instructor preference.

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 the academic 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 may be subject to dismissal from the graduate counseling program. Students who fail any course will be allowed to repeat that course one time. Students who do not pass the course on the second attempt may be academically dismissed from the 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 Key Performance Indicators (KPIs). The assessment of KPIs is designed to assist the student in growth and development as well as 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 department's KPIs. Some KPIs 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 KPIs for the Counselor Education Program. Because of the nature of the field of counseling, students may be subject to faculty interventions for non-academic reasons, even if their academic work is excellent. Examples of faculty/departmental action in these situations include but are not limited to:

1. Facilitating the transition of the student out of the field of counseling into a field more appropriate for his or her gifts.
2. Suspension from the program.
3. Dismissal from the program.
4. Delayed entry into clinical courses.
5. Student-designed contracts.
6. Students who are unable to secure a satisfactory field site placement for reasons relating to their inappropriateness or their lack of readiness for placement may be subject to discontinuance from the program.
7. Graduate counseling students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the counseling profession (see ACA Code of Ethics). Behavior contrary to these ethics will be cause for review of the student's status in the program. Examples of unprofessional conduct that would warrant such a review include oral and written statements that are derogatory toward students, faculty, and other persons involved in a student's education. Any form of discrimination or disrespect shown to persons on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, or sexual orientation is contrary to the purposes and values of counseling and will result in a review of the student's status.
8. In instances where there is concern that the student's past or present functioning might interfere with professional counseling responsibilities, the student may be requested to seek professional counseling. Depending on the severity of the issues, the student may be subject to discontinuance from the Master of Science in Counseling program.
9. Lack of proficiency in any of the KPIs may 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 advised to meet with their academic advisor to review the 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, upon review. 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 coursework applied to the degree must have received a letter grade.
2. The candidate must complete course requirements as specified in the student's plan of study for the program area the student has designated.
3. The degree must be completed within six years following the 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, Practicum in Counseling, Internship, and their track 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 is encouraged to pass all KPIs at the proficient level or above. Failure to do so may 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 eight sessions of individual counseling; participation in a counseling group approved by the program prior or concurrent to enrollment in Practicum; attendance of at least 3 approved professional conferences; a minimum of two academic years of ACA or ASCA membership, 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 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.

### 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 column 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
COUN6010	Student Orientation and Non-Academic Graduation Requirements	0	0	0
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	3	3	3
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
COUN7507	Introduction to Child-Centered Play Therapy			1
COUN7521	School Counseling		2	
COUN7523	Organization and Administration of Clinical and Family Services	2		2
COUN7524	Organization of Comprehensive School Counseling Services		2	
COUN7529	Human Sexuality			1
COUN7532	MCFC Assessment, Conceptualization and Treatment Planning			2
COUN7533	Advanced Models and Interventions in MCFC			2
COUN7534	Clinical Issues in MCFC			2
COUN7537	Research and Statistics	3	3	3

Course	Title	CMHC	SC	MCFC
COUN7538	Family Education Experience			1
COUN7545	Collaboration and Consultation in School Counseling		2	
COUN7553	Measurement and Assessment	3	3	3
COUN7563	Clinical Intervention and Prevention	3		
COUN7564	Practicum Seminar	3	3	3
COUN7564F	Practicum Field Experience	2	2	2
COUN7571	Psychopharmacology	1		1
COUN7582	Introduction to Trauma and Crisis Counseling	1	1	1
COUN7588	Internship Seminar	3	3	3
COUN7588F	Internship Field Experience	3	3	3
	Electives/Emphasis Area	6	6	
	Total Credit Hours	60	60	60

\*\*Includes clock hours in the field

## Emphasis: Acceptance and Mindfulness informed Therapies

### Degree Type

#### Emphasis

This emphasis area prepares students to use acceptance and mindfulness approaches in clinical practice. The therapies explored in this emphasis area include Acceptance and Commitment Therapy (ACT), Compassion Focused Therapy (CFT), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavioral Therapy (DBT), and other third-wave behavioral treatments. Due to its strong research backing, ACT will be the primary therapy taught in this emphasis. The three developmental aims of this emphasis area are to develop the person-of-the-counselor through embodied mindful practice, develop the knowledge of the counselor through the depth of theoretical understanding, and develop the skills of the counselor through clinical application. Upon completion of this emphasis area, a student will be prepared to address the broad spectrum of clinical presentations across the lifespan using these contextual, process, and behaviorally based approaches to counseling.

### Required Courses

Item #	Title	Credits
COUN7620	Introduction to Acceptance and Commitment Therapy	2
COUN7621	Mindfulness Approaches and Practices in Counseling	2

Complete any of the following courses for a total of two (2) credits

Item #	Title	Credits
COUN7622	Introduction to Dialectical Behavior Therapy	1
COUN7623	Advanced Acceptance and Commitment Therapy	2
COUN7624	Introduction to Compassion Focused Therapy	1
COUN7625	Clinical Application of Relational Frame Theory (RFT)	1
COUN7626	Acceptance, Mindfulness, and Behavior Approaches with Couples and Other Interpersonal Relationships	1
COUN7627	Acceptance and Mindfulness Approaches with Children and Adolescents	1
COUN7628	Acceptance and Mindfulness Approaches with Trauma	1
Total Credits		6

## Emphasis: Addictions Counseling

### Degree Type

#### Emphasis

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.

### Required Courses

Item #	Title	Credits
COUN7541	Role of the Family and Resourcing in Addictions Counseling	2
COUN7548	Advanced Addictions Counseling Strategies	2
COUN7555	Assessment, Mental Health, and Theory in Addictions Counseling	2
Total Credits		6

## Emphasis: Logotherapy

### Degree Type

#### Emphasis

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.

### Required Courses

Item #	Title	Credits
COUN7542	Logotherapy-Introduction and Attitudinal Change	2
COUN7543	Logotherapy-Meaning Centered Interventions	2
COUN7544	Logotherapy-Theory and Therapy of Mental Disorders	2
Total Credits		6

## Emphasis: Play Therapy

### Degree Type

#### Emphasis

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 instruction 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.

Complete any of the following courses for a total of six (6) credits

Item #	Title	Credits
COUN7502	Introduction to Therapeutically Applied Tabletop Role-Playing Games in Play Therapy	1
COUN7503	Advanced Sandplay and Sand Tray Approaches in Play Therapy	1
COUN7504	Adlerian Play Therapy	1
COUN7505	Play Therapy with the Neurodiverse	1
COUN7506	The Use of Art Expression in Play Therapy	1
COUN7507	Introduction to Child-Centered Play Therapy	1
COUN7509	Trauma Informed Play Therapy Applications and Techniques	1
COUN7510	Play Therapy I: History, Ethics, and Systems of PT	1
COUN7512	Advanced Play Therapy Techniques and Practice I	1
COUN7514	Clinical Application in Play Therapy I	1
COUN7516	Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation	1
COUN7518	Sandtray and Sandplay in Play Therapy	1
COUN7519	Filial and Family Play	1
COUN7520	Supervision Practices in Play Therapy	1
Total Credits		6

## Emphasis: Trauma, Grief, and Crisis

### Degree Type

Emphasis

The Trauma, Grief, and Crisis specialization prepares students with more clinical depth in the capacity to counsel individuals through trauma, complicated bereavement, and crisis. Students will study transpersonal and psychodynamic interventions specifically focused on the treatment of childhood trauma, sexual abuse, developmental wounds, and attachment disorders. This emphasis area includes a strong focus on the theory and application of IFS (Internal Family Systems) Therapy, a powerful, evidence-based trauma-focused intervention.

## Required Courses

Item #	Title	Credits
COUN7583	Advanced Interventions in Trauma Counseling: Internal Family Systems	2
COUN7584	Grief Counseling	2

Complete any of the following courses for a total of two (2) credits

Item #	Title	Credits
COUN7509	Trauma Informed Play Therapy Applications and Techniques	1
COUN7585	Disordered Eating Behaviors and Underlying Trauma	1
COUN7586	The Traumatized Couple	1
COUN7587	Internal Family Systems (IFS) Continued Skill Development	1
Total Credits		6

## Master of Science in Counseling: Clinical Mental Health Counseling

### Degree Type

Master of Science in Counseling

**Requirements:**

60 semester credits required.

**Required Courses**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
COUN6010	Student Orientation and Non-Academic Graduation Requirements	0
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	3
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 and Family Services	2
COUN7537	Research and Statistics	3
COUN7553	Measurement and Assessment	3
COUN7563	Clinical Intervention and Prevention	3
COUN7564	Practicum Seminar	3
COUN7564F	Practicum Field Experience	2
COUN7571	Psychopharmacology	1
COUN7582	Introduction to Trauma and Crisis Counseling	1
	COUN7588 Internship Seminar taken for a total of 3 credits	3
	COUN7588F Internship Field Experience taken for a total of 3 credits	3
	Electives or Emphasis Area	6

*COUN7564F, COUN7588F: Includes clock hours in the field.*

Total Credits

60

**Master of Science in Counseling: Marriage, Couple, and Family Counseling**

**Degree Type**

Master of Science in Counseling

**Requirements:**

60 semester credits required.

## Required Courses

Item #	Title	Credits
COUN6010	Student Orientation and Non-Academic Graduation Requirements	0
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	3
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
COUN7507	Introduction to Child-Centered Play Therapy	1
COUN7523	Organization and Administration of Clinical and Family Services	2
COUN7529	Human Sexuality	1
COUN7532	MCFC Assessment, Conceptualization, and Treatment Planning	2
COUN7533	Advanced Models and Interventions in MCFC	2
COUN7534	Clinical Issues in MCFC	2
COUN7537	Research and Statistics	3
COUN7538	Family Education Experience	1
COUN7553	Measurement and Assessment	3
COUN7564	Practicum Seminar	3
COUN7564F	Practicum Field Experience	2
COUN7571	Psychopharmacology	1
COUN7582	Introduction to Trauma and Crisis Counseling	1
	COUN7588 Internship Seminar taken for a total of 3 credits	3
	COUN7588F Internship Field Experience taken for a total of 3 credits	3

*COUN7564F; COUN7588F: Includes clock hours in the field.*

Total Credits

60

## Master of Science in Counseling: School Counseling

### Degree Type

Master of Science in Counseling

### Requirements:

60 semester credits required.

## Required Courses

Item #	Title	Credits
COUN6010	Student Orientation and Non-Academic Graduation Requirements	0
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	3
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	3
COUN7564	Practicum Seminar	3
COUN7564F	Practicum Field Experience	2
COUN7582	Introduction to Trauma and Crisis Counseling	1
	COUN7588 Internship Seminar taken for a total of 3 credits	3
	COUN7588F Internship Field Experience taken for a total of 3 credits	3
	Electives or Emphasis Area	6

*COUN7564F; COUN7588F: Includes clock hours in the field.*

Total Credits

60

## Preparation for Play Therapy Certification Program

### Degree Type

Master of Science in Counseling

### Preparation for Play Therapy Certification Program

The Preparation for Play Therapy Certification Program is designed for practicing professionals who would like the opportunity to become Registered Play Therapists (RPTs), which requires specialized course content as well as supervised practicum and internship in play therapy training. This preparation program in play therapy offers 15 credit hours of play therapy education, training, and clinical supervision experiences. This program is appropriate for master's level students and 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 (APT)**. In addition, once RPT requirements have been completed, with additional coursework and supervised clinical hours, these clinicians could apply to become Registered Play Therapist-Supervisors (RPT-S), the highest level of certification in the field.

This certification program provides coursework needed to apply for the certification through the Association for Play Therapy (APT), but does not lead to a Master's degree in Counseling from NNU. For more information on credentialing, please visit [APT's website](#).

<b>NNU Course #</b>	<b>Course</b>	<b>Cr Hrs</b>
COUN7502	Introduction to Therapeutically Applied Tabletop Role-Playing Games (TA-TTRPGs) in Play Therapy	1
COUN7503	Advanced Sandplay and Sandtray Approaches in Play Therapy	1
COUN7504	Introduction to Adlerian Play Therapy	1
COUN7505	Play Therapy with the Neurodiverse	1
COUN7506	The Use of Art Expression in Play Therapy	1
COUN7507	An Introduction to Child-Centered Play Therapy	1
COUN7509	Trauma-Informed Play Therapy Applications and Techniques	1
COUN7510	Play Therapy I: History, Ethics, and Systems of PT	1
COUN7512	Advanced Play Therapy Techniques and Practice I	1
COUN7514	Clinical Application and Play Therapy I	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
COUN7520	Supervision Practices in Play Therapy	1
COUN7560	Post-Master's Practicum in Play	1-10

Courses below are offered through [NNU's Center for Professional Development](#) for Continuing Education Credits (CED).

<b>CED Course#</b>	<b>Course</b>	<b>Cr Hrs</b>
<b>COUN7508</b>	Play Therapy in Private Practice	1
<b>COUN7511</b>	Advanced Play Therapy I: Contemporary Theory and Research	1
<b>COUN7513</b>	Advanced Play Therapy Techniques and Practice II	1
<b>COUN7515</b>	Clinical Application and Play Therapy II	1

## Registered Play Therapist-Supervisor Preparation Program (RPT-S)

The Registered Play Therapist-Supervisor Preparation Program is a 1 credit hour post-graduate preparation course in play therapy supervision beyond the required coursework to become a Registered Play Therapist. Additional clinical hours and play therapy specific supervision must also be completed before applying for certification to the APT. This certification preparation course meets the required seat work and leads to the ability to apply for the APT's credential, RPT-S. Admission into the RPT or RPT-S certification program requires an application process.

## 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 preparation program.

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Total Credits	0
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# College of Behavioral Sciences | Department of Psychology

## Faculty

Elizabeth List (Department Chair)  
Sarah Marion

## Mission

The Department of Psychology provides an interdisciplinary approach to the study of individuals and groups. The Department offers a broad understanding of human behavior, including the development, relationships, physiological functioning, and interactions of individuals in systems.

## Programs Offered by Degree Level

Graduate

# Clinical Psychology

## Mission Statement

The mission of the program is to develop diverse-minded health service psychologists who are creative and redemptive agents of change, willing to work to transform themselves and others in order to serve the broader community. The program aims to produce clinical practitioners in psychology who will serve the behavioral and mental health needs of the great State of Idaho and beyond.

## Academic Standing and Dismissal

### Doctoral Students

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

- Maintain a 3.0 or higher cumulative GPA.
- All courses must be completed with a B- or higher.

Students failing to maintain these standards will be notified and may be subject to probation. If on probation for a total of more than 2 terms through his/her doctorate study, the student may be dismissed from the program.

### Student Success Fee

All PsyD students will be charged a student success fee of \$825 per year or \$300 per semester.

This covers:

- Student assessment and clinical lab equipment fees
- EPPP test prep access
- APA grammar and style assistance
- Professional dissertation editing
- Clinical hours tracking membership

## Attendance and Grading Standards

The PsyD program is dedicated to providing an environment in which students demonstrate the profession-wide competency of communication and interpersonal skills. Much of this is provided by way of lectures, presentations, and in-class activities where instructors have the ability to determine if students can demonstrate effective interpersonal skills and the ability to manage difficult communication. Therefore, the PsyD program has the following expectations:

- Students are expected to attend all classes for the full duration of the class period.
- Students are expected to arrive to class in a timely manner, attend class regularly, and participate in integrated learning tasks. Integrated learning tasks will include (but are not limited to) small group exercises, discussions, in-class activities, quizzes, and other participation activities.
- Attendance will be assessed as participation points in classes.
- Students are expected to read all assigned material **prior to** attending class.
- Students are expected to complete all assignments due on that day **prior to** attending class.
- Students who work on other assignments or outside work during class time are subject to forfeiting credit of attendance and participation for the night.
- In order to successfully complete courses, a student must complete all required assignments, exams, and exercises assigned.

If a student misses a class\*, will be late or must leave early, it is their responsibility to:

- Inform the instructor prior to the class (each instructor will note in their syllabus the best way to contact them).
- Acquire the lecture notes and/or handouts from their classmates or Canvas (the instructor is not responsible for getting this information to the student).
- Write a summary of the course content of the missed class, per the instructor's direction, and have the paper to the instructor of the course the following week.

\*Repeated absences or tardiness may warrant referral to the PsyD Student Progress Committee (SPC).

### **Late Work**

Late written assignments may be evaluated for a grade; however, late assignments will receive an initial deduction of 20% off of the total earned points and an additional 10% deduction off of the total earned points for each subsequent day the paper is late. Presentations must be given on the scheduled day.

### **Course Failure**

The minimum passing course grade for PsyD Courses is B- (80%). A course grade below 80% is considered a course failure and will appear as an F on academic transcripts. The student who earns a failing course average (< 80%) at the end of the semester may petition for re-examination. See the Doctorate in Clinical Psychology Handbook for more information.

### **Transfer of Credit**

The NNU PsyD program is based on skills and competency. There are two tracks available, one for students with existing Bachelor's degrees, the second for those students with Master's degrees. For more information regarding these requirements, please see NNU PsyD Admissions Requirements and Applications Process. This approach means transfer of credits will be kept to a minimum. These will be handled on an exception only basis. For those that are allowed, they must be from an accredited institution, must have received at least a "B" letter grade, and be approved by the program chair.

### **Master's of Psychology**

For those students entering the Pre-PsyD track, there is an option to receive their Master's in Clinical Psychology Degree after completing 1.5 years and 41 credits (all the Pre-PsyD courses). This degree is only an option for those students who have applied for and been accepted into the entire Pre-PsyD Program. It is not an option for students who enter the PsyD Accelerated track.

## Doctor of Psychology: Clinical Psychology

### **Degree Type**

Doctor of Psychology

### **Mission**

The Doctor of Psychology (PsyD), Clinical Psychology is focused on training students to be practitioner-scholars who integrate faith into clinical work as clinical psychologists. The PsyD program is built on three pillars: clinical competence, academic rigor, and faith integration. Graduates of this program will be prepared for licensure in the practice of clinical psychology, which takes many forms including, but not limited to, psychotherapy/counseling, psychological and cognitive assessment, and program administration.

### **Program highlights include:**

- The program is designed to take 60 months to complete.
- Ten non-residential credits from an existing clinical Master's degree may be accepted toward the completion of this degree.
- Course delivery in late afternoons/evenings and some weekends.
- Utilization of a cohort model to increase support and camaraderie among the students.
- The PsyD program is designed to be a 5-year program, accommodating those entering directly from a psychology BA program or those with a terminal MA degree in a clinical social science field.
- The full 5-year program, for those entering directly from a psychology BA program, consists of 124 credits - 4 years of coursework and a dissertation, with a final pre-doctoral internship year.
- Those entering with a terminal MA degree may transfer up to 10 credits of applicable graduate coursework, contingent on approval of course equivalency and relevance. Transferring credits allows the students to have a lighter course load for the first year. Transferring credits will not change the 5-year timeline of the program. This option consists of a minimum of 114 credits - 4 years of coursework with a dissertation and a final, full-time pre-doctoral internship year.
- The program includes a 4-year full-time academic residency requirement, followed by a full-time 1-year internship experience.
- New cohorts begin in August of each year. The application deadline is January of the year of intended enrollment.

For more detailed information about the requirements and policies of the PsyD program, please see the [PsyD Student Handbook](#).

### **Accreditation**

NNU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NNU Psy.D. program has submitted its application for accreditation to the American Psychological Association (APA) Commission on Accreditation. The program is not currently accredited by the American Psychological Association.

### **PsyD Admissions Requirements**

Application Requirements for NNU's PsyD in Clinical Psychology Program include the following:

- GPA: 3.0 Undergraduate; 3.5 MA/MS
- Prerequisites:

- FOR BACHELOR'S STUDENTS ONLY: Bachelor's degree in Psychology from an accredited college or university OR a minimum of 18 credits of Psychology that must include:
  - General Psychology or Introduction to Psychology
  - Developmental Psychology (covering the Lifespan)
  - A Research Methods or Psychological Statistics class
  - Abnormal Psychology
- FOR MASTER'S STUDENTS APPLYING FOR POST-BACC PLUS STANDING: Terminal clinical Master's degree from a related field (Counseling, Psychology, Social Work).
- Necessary Application Documents for ALL Applicants:
  - Personal Statement
  - Submit a written essay (no more than 4 pages) that covers the following:
    - Why do you want to be a psychologist and what interests you about the field?
    - What experiences in your life have prepared you for being a good psychologist?
    - What unique qualities do you possess that will assist you in becoming a psychologist?
    - The reasons behind selecting this particular program and Northwest Nazarene University.
    - How do you anticipate this degree will impact your role in the community?
  - CV or Resume
  - Academic Writing Sample
    - A writing sample that is representative of your best academic writing (i.e., thesis, journal article, and/or academic paper). The sample should provide evidence of research-based writing and include citations from outside sources. The writing sample should follow APA formatting (double-spaced, 12-point Times New Roman font, margins, etc.).

Our interview process has two parts. The first interview is a video conference evaluation with a mock therapy session and an in-depth interview with one of our faculty. Depending on the results of the first interview, selected candidates will be invited for a mandatory on-campus interview.

Once an applicant has been offered admission, they must complete the following:

- Letter of Intent
- \$300 nonrefundable deposit, due within 3 weeks of the date of the acceptance letter (this deposit will be applied to the first-semester tuition).
- Successfully pass a background check

## Student Success Fee

In lieu of course fees, the Department of Psychology has chosen to charge students a mandatory flat fee of \$300 per semester to help cover ancillary costs of the PsyD educational experience.

## Provisional Admission Acceptance

Any student who is admitted into the NNU PsyD programs through an exception process will begin with an academic standing of Provisional Admission. This standing will be in effect during the 1st semester of the student's enrollment at NNU. NNU reserves the right to conduct an evaluation of the student's progress after the first semester, and those students who do not meet the regular admission standards may be administratively withdrawn from the university.

## Student Learning Outcomes (AIMS)

1. To prepare students to be culturally and ethically competent entry-level providers of mental health services with the necessary general knowledge in the discipline of Psychology (DSKs).
2. To prepare students to be culturally and ethically competent entry-level providers of mental health services with the necessary Profession-Wide Competencies in the discipline of Clinical Psychology (PWCs).

3. To equip students to ethically integrate psychological theory and application through the four pillars of NNU's mission: Transformation, Truth, Community, and Service.

## Graduation Requirements

Graduation requirements for the NNU PsyD program are:

- Candidates accepted into Pre-PsyD track must complete a total of 124 credits: 44 Pre-PsyD credits and 80 PsyD credits.
- Candidates accepted into the Post Bacc Plus track must complete a minimum of 114 credits total: 34 Pre-PsyD credits (in addition to approved coursework transferred) and 80 PsyD credits.
- All students must pass a Qualifying exam and comprehensive student review before being invited to continue the PsyD program.
- Completion of the approved program within seven years of beginning coursework.
- Students must earn a B- (2.70) or higher in all courses and have a cumulative grade point average of 3.0 or higher
- Pass the full clinical comprehensive exam before the Internship Application Process
- Complete the Licensing Preparation Exam before leaving for internship
- Complete a minimum of 1500 hours of supervised hours total (approximately 500 supervised hours minimum per year) of Practicum.
  - On average, students must complete 15-20 hours per week of school to reach 500 hours per year.
  - While 1500 hours is the minimum requirement, students are encouraged to maximize hours to ensure a competitive internship application.
- 1500 Clinical hours minimum in an approved internship
- Successfully defend a doctoral dissertation project

## Program Progression and Leave of Absence

The sequence of Psy.D. courses is critical to the successful completion of the educational and professional outcomes of the program. Additionally, the Psy.D. program is designed to rely heavily on the student cohort model. Thus, students must enroll in every prescribed course scheduled each semester. Electives are optional and dependent on a number of factors, including approval by Psy.D. Program staff and faculty.

In an emergency situation, a student may be allowed to withdraw from or defer one or more courses to be taken at a later time. The Psy.D. Program staff and faculty will formulate a plan for the student to make up the course(s) and complete the program, which may involve an independent study format (and its associated fee) and/or joining another cohort. Independent study format will only be considered in extreme circumstances and will be contingent upon faculty availability and resources. Considerations for the program completion plan include the cumulative nature of some course sequences (e.g., Research Methods). The student may also wish to consider their need to maintain half-time equivalency for financial aid purposes (e.g., eligibility, deferment; refer to the Academic Catalog for more detail).

The student, not the Psy.D. program, bears the responsibility for ensuring all curriculum and clinical requirements are fulfilled within the seven-year allotment for program completion. Nonetheless, consultation with the Psy.D. Program Office is essential to devise a workable completion plan. In order to preserve the cohort model, the student may be required to take a leave of absence and rejoin a later cohort or, in extreme circumstances, make up missed mandatory courses in an independent study format and pay the associated independent study fees in addition to the cost of tuition.

In every situation, the format in which the student will make up the course(s) is up to the determination of the Psy.D. Chair and faculty. In addition, should a student decide in conjunction with the Psy.D. Chair and faculty to take fewer courses per semester and/or take a leave of absence the student must complete the entire program within seven (7)

years from their initial start date. It is the student's responsibility, not the Psy.D. Program, for ensuring all curriculum and clinical requirements are fulfilled within the seven-year allotment; nonetheless, consultation with the Psy.D. Chair and the student's advisor is essential to devising a workable completion plan.

Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be taken unless all prerequisites are fulfilled, and it is the student's responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should a student postpone, drop, or withdraw from a mandatory course are the student's complete responsibility. The student must confer with the Psy.D. Chair and the student's advisor when deciding to postpone, drop, or withdraw from a mandatory course.

Should a student defer enough courses to put them below the number of credits required to meet full-time or half-time equivalency, financial aid eligibility may be affected. While student advisors will assist in these matters, the PsyD department is not responsible for ensuring that students maintain eligibility for student financial aid. Additionally, if a student takes a leave of absence, their student loans may come due. See the section on full-time/part-time status of the NNU Graduate Catalog.

## Program Continuation

If a student is finishing degree requirements (e.g., dissertation, internship) in the fifth year of the program or beyond, the student is considered to be in continuation. The student must remain enrolled in the appropriate continuation courses (e.g., PSYD9905 Internship Continuation, and/or PSYD8995 Dissertation Continuation) each semester until the student completes the remaining degree requirements.

Students who do not enroll in continuation by the first day of the semester cannot utilize university resources such as the library, document tracking, and faculty advising. Should a student choose not to register for a semester while in continuation, the student will be considered on leave without permission and, therefore, will be unable to accrue hours for clinical training or complete work for their dissertation (e.g., unable to seek chair assistance, apply for IRB approval, or defend proposal or final dissertation).

## Readmittance Procedure

In order to be readmitted into the program after taking a leave of absence with permission, the student will need to complete a readmittance form and meet with program staff or faculty to develop a plan for program completion. A student must apply for re-admittance after a leave of absence without permission. Re-admittance applications will be reviewed by the PsyD Student Progress Committee (SPC). Students who are granted re-admission will be readmitted after a leave without permission will be readmitted on "Provisional" status.

## Reapplication Policy

NNU has specific policies and requirements for students who wish to reenter the program after previously withdrawing. Students who have withdrawn must reapply in order to reenter the program. The application will be reviewed by the PsyD Admissions Committee, and students are not guaranteed re-admittance. In addition, it is up to the discretion of the PsyD Admissions Committee if the applicant will return to their cohort or be placed in a new cohort. A readmitted student is responsible for completing the Psy.D. program within seven (7) years of their original start date of the program. Students may contact Psy.D. Program Manager for assistance in this process.

## Pre-PsyD Track

This track is designed for individuals who have completed their Bachelor's degree from an accredited college or university with a major in Psychology OR a minimum of 18 credits of Psychology. *Upon successful completion of the entire Pre-PsyD curriculum, these students are also eligible to receive a Master of Arts degree in Psychology.* Please see NNU PsyD Admission Requirements for additional information.

**Minimum semester credits required:** 124 credits Total (44 credits Pre-PsyD, 80 PsyD Credits)

Pre-PsyD Courses (44 credits):

Item #	Title	Credits
PPSY6002	Preparation for Doctoral Training	3
PPSY6001	Basic Skills - Individual Psychotherapy	3
PPSY6100	Integration I: Psychology and the Wesleyan Perspective	2
PPSY6111	Professional Foundations in Psychology I	1
PPSY6170	Psychopathology	2
PPSY6202	Clinical Foundations in Psychology	2
PPSY6512	Professional Foundations in Psychology II	1
PPSY6530	Ethical and Legal Issues in Psychology	2
PPSY6532	Theories of Psychotherapy	2
PPSY6533	Family Systems Theory and Interventions	2
PPSY6542	Group Processes and Interventions	2
PPSY6550	Diversity I: Social Aspects of Behavior from a Multicultural Perspective	2
PPSY6590	Assessment I: Psychological Tests and Measurements	3
PPSY6844	Introduction to Human Sexuality: Physiology, Diversity, and Interventions	2
PPSY7190	Assessment II: Cognitive	3
PPSY7201	Clinical Practicum 201	2
	PPSY7400 or PPSY7507	1
PPSY7513	Professional Foundations in Psychology III	1
PPSY7535	Statistical Analysis	3
PPSY7552	Addictions Psychotherapy	2
PPSY7635	Research Design and Methodology	3

## PsyD Post-Bacc Plus Track

Students who have completed a Terminal Master's degree from a related clinical field (Counseling, Psychology, Social Work) may petition to transfer up to 10 credits from their previous graduate program, contingent on approval of the Program Director for course equivalency and relevance.

The following courses may be transferred in from an accredited terminal Masters program (upon approval):

[PPSY6001](#), [PPSY6532](#), [PPSY6542](#), [PPSY7507](#), [PPSY7552](#)

**Minimum semester credits required:** 114 credits Total (34 credits Pre-PsyD and 80 credits PsyD credits)

### Pre-PsyD Courses (34 credits)

Those students who enter the PsyD with a terminal clinical Masters degree (Counseling, Social Work, etc.) may transfer credits as listed above. All courses below must be successfully completed in the NNU PsyD program prior to starting the PsyD courses.

Item #	Title	Credits
PPSY6002	Preparation for Doctoral Training	3
PPSY6100	Integration I: Psychology and the Wesleyan Perspective	2
PPSY6111	Professional Foundations in Psychology I	1
PPSY6170	Psychopathology	2
PPSY6202	Clinical Foundations in Psychology	2
PPSY6512	Professional Foundations in Psychology II	1
PPSY6530	Ethical and Legal Issues in Psychology	2
PPSY6533	Family Systems Theory and Interventions	2
PPSY6550	Diversity I: Social Aspects of Behavior from a Multicultural Perspective	2
PPSY6590	Assessment I: Psychological Tests and Measurements	3
PPSY6844	Introduction to Human Sexuality: Physiology, Diversity, and Interventions	2
PPSY7190	Assessment II: Cognitive	3
PPSY7201	Clinical Practicum 201	2
PPSY7513	Professional Foundations in Psychology III	1
PPSY7535	Statistical Analysis	3
PPSY7635	Research Design and Methodology	3

### PsyD Courses (80 credits)

All PsyD courses listed below must be completed at NNU by students who have completed either the Pre-PsyD Track or the Post-Bacc Plus Track.

#### Faith Integration (6 credits)

Item #	Title	Credits
PSYD8200	Integration II: Psychology of World Religions and Spirituality	2
PSYD9200	Integration III: Moral and Spiritual Identity Formation	2
PSYD9800	Integration IV: Social Ethics, Diversity, Spirituality, & Psychotherapy	2

#### Psychotherapy - Intervention (6 credits)

Item #	Title	Credits
PSYD8210	Cognitive Behavioral Theory and Intervention	2
PSYD8610	Psychodynamic Theory and Intervention	2
PSYD9310	Postmodern and Contemporary Theories and Interventions	2

#### Clinical courses (6 credits)

Item #	Title	Credits
PSYD9172	Clinical Psychopharmacology	2
PSYD9710	Gerontology	2
PSYD9870	Professional Preparation	2

**General Science (8 credits)**

Item #	Title	Credits
PSYD8220	Clinical Neuropsychology	3
PSYD8330	Cognitive and Affective Foundations of Behavior	3
PSYD8731	Lifespan Development	2

**Assessment (9 credits)**

Item #	Title	Credits
PSYD8190	Assessment III: Personality and Projective Assessment	3
	PSYD8290, PSYD8490, or PSYD8790	6

**Diversity – Individual and Cultural Diversity (4 credits)**

Item #	Title	Credits
PSYD8850	Diversity II: Social Justice and Advocacy	2
PSYD9850	Diversity III: Global Psychology	2

**Other Required Courses (8 credits)**

Item #	Title	Credits
PSYD8362	History and Systems of Psychology	2
PSYD8840	Health Psychology	2
PSYD9630	Supervision	2
PSYD9730	Consultation and Interprofessional Practice	2

## Other Graduation Requirements

- Clinical Praxis - Communication and Interpersonal Skills (14 credits).  
Successful completion of all Pre-PsyD and PsyD practicum and internship hours is required for program completion.
- Clinical Practicum courses will be 2 units of clinical consultation for every semester that students are on practicum. Students will complete the 500 supervised hours minimum per year required by the APA in 10 credit hours, including [PPSY7201](#) (2 credits) taken as part of the required Pre-PSYD coursework and 11 credits of PSYD Clinical Practicum and Pre-Internship courses (see courses below).
- Internship (6 credits) 1 full year of internship = 1500 hours minimum
- Dissertation – Research (20 credits)
  - [PPSY7535](#). Statistical Analysis
  - [PPSY7635](#). Research Design and Methodology
  - [PSYD8990](#). Dissertation Development (2), taken seven times for a minimum of 14 credits
  - [PSYD9600](#). Dissertation Defense (0)
- Clinical Comprehensive Exam -- Spring Semester of third year  
Before the student is cleared to apply for internship, each student is required to pass an oral and written component of a comprehensive exam of PsyD content that indicates readiness for internship. The student will sit before a panel to present a portfolio and be examined by a panel of experts. Each student's work will be evaluated and should reflect psychotherapeutic proficiency; appropriate goal setting; diagnostic understanding; theoretical soundness; diversity awareness, and a faith-based, holistic approach. Please see the [PsyD Student Handbook](#) for further information.
  - [PSYD9400](#). Clinical Competency Exam (0) (Fee attached)
- PSYD9880 -- Licensing Preparation Exam - Spring Semester of fourth year

Item #	Title	Credits
PSYD8202	Clinical Practicum 202	2
PSYD8601	Clinical Practicum 301	2
PSYD8602	Clinical Practicum 302	2
PSYD9501	Clinical Practicum 401	2
PSYD9502	Clinical Practicum 402	2
PSYD9866A	Introduction to Internship	0
PSYD9866B	Pre-Internship	1
	Clinical Internship	6
PSYD8900	Introduction to Dissertation	2
	Dissertation Development	14
PSYD9400	Clinical Competency Exam	0
PSYD9600	Dissertation Defense	0
PSYD9880	Licensing Readiness Exam	0

Please note that some of these classes will be taken more than once during the program.

Total Credits

114-124

# College of Behavioral Sciences | Department of Social Work

## Faculty

Nikki Bodenstab-Lee

Maja Ledgerwood

Lawanna Pierce (Dean of College of Behavioral and Social Science)

Janet Stellway

John Stennett (Director of the MSW program)

LeAnn Stensgaard (Department Chair and Director of the B.A. program)

Scott Slater (MSW Field Administrator)

## Mission

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.

## Programs Offered by Degree Level

### Graduate

## 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 in the Fall at the generalist level may complete their course work in seven semesters while students admitted with advanced standing status may complete their course work in four semesters (includes summers). Generalist students admitted in the Spring will complete their course work in eight semesters while the Specialist students will complete their course work in five semesters (includes summers). Available at NNU's Nampa campus, our distance learning location in Idaho Falls, and online synchronously (for those who live more than 40 miles from either classroom location). The primary goal of the program is to prepare students for specialized social work practice in rural and small-town settings.

Students will be able to choose from two concentrations:

- Clinical Mental Health and Addictions (CMHA)
- 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 20 students per class.

Students are enrolled using the cohort model. However, substantial flexibility is available for those who request a part-time schedule.

Normally, students are enrolled in 10-12 credits each semester, including courses in practice, human behavior, policy, applied research, field instruction, and electives.

The 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, work, and practicum experiences. Evaluation of progress is based not only on the evidence of grasping content but also upon evidence of application of content in the workplace and practicum setting.

### **Faculty**

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### **Mission**

Grounded in the Wesleyan-Holiness tradition, the mission of the Northwest Nazarene University MSW program is to prepare graduates for advanced micro, mezzo, and macro practice, professional leadership, and life-long learning by providing a knowledge-based and value-informed education that emphasizes advanced practice with diverse and oppressed populations living in rural and small-town communities.

### **Program Goals**

- To nurture in students a Christlike worldview which embraces the values and ethics of the profession, including personal integrity, global diversity, a just society, and spiritual enrichment.
- To cultivate in students a passion for alleviating discrimination, poverty, oppression, and all other forms of injustice for at-risk populations, especially those living in rural and small-town settings.
- To prepare students for advanced social work practice in rural and small-town settings through the presentation of a comprehensive curriculum which includes generalist and specialized content for working with individuals, families, groups, organizations, and communities.
- To provide students with a quality education and field experience in a creative learning environment that promotes the development and application of the Council on Social Work Education core competencies at both generalist and specialized levels ([www.cswe.org](http://www.cswe.org)).

### **Student Learning Outcomes**

Students who complete the program will be able to:

- Demonstrate ethical and professional behavior.
- Engage diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.

- Evaluate practice with individuals, families, groups, organizations, and communities.
- Demonstrate understanding of rural social work practice.

### **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 community MSW practice but not exclusively psychotherapy. The track includes content on integrated behavioral health, 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 and 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, integrated behavioral health, and 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 and 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. 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 and 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. Generalist students may apply to start in the Fall or Spring semester. Students requesting admission to the program with either status must submit the following:

1. 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.)
2. 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 a cumulative 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.)
3. 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.
4. 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.).
5. Advanced standing applicants who have not earned a BSW within five years of applying to the MSW program, will be required to take the generalist level courses.
6. Personal statement/writing sample.
7. Basic knowledge of computer technology, including good word processing skills.
8. Strong evidence of a fit between the applicant, the program, and the field of social work as determined through a 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 within the last five years may be permitted to transfer all Generalist courses.

### **Graduate Social Work Program Expectations for Student Learning**

CSWE standards and the NASW Code of Ethics will be followed.

Students are expected to consult with faculty advisors to discuss learning goals and progress toward those goals during their graduate education. Students are expected to see the program coordinator for class selections.

Students are required to maintain a 3.0 or higher cumulative GPA and students must also remain in compliance with the Professional Disposition Criteria during the entire MSW program of study to remain in "good standing." Refer to academic standing and dismissal policy.

All written reports and term papers are to be prepared in a manner that reflects APA formatting with an emphasis on grammar as identified in the syllabus. Plagiarism will be dealt with through the Professional Disposition Criteria and may result in removal from the program. It will also be reported to the Office of Academic Affairs.

Specialized students (in all concentrations) must participate in counseling for 8-10 consecutive sessions with a master's level, licensed mental health provider. These must be completed during the two semesters of the specialized internship. The completed sessions are prerequisites to enrollment in Capstone and/ or receiving a final grade for Thesis.

An important component of the Social Work program is to challenge students' current perspectives and biases. This is done through presentations by guest speakers, videos, or readings that might be considered objectionable or offensive to some individuals outside of an educational environment. The issues that might be raised by these activities will be processed in class discussions. If these activities trigger an emotional response for particular students, this can be processed privately with professors or counselors as needed. No exceptions or alternative assignments are available nor will be accepted.

**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. 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 petition for 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 or her professor(s). An administrative withdrawal may be administered if a student misses more than 20 percent of class attendance.

**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. The student 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 10% per day and will not be accepted after five calendar days from the due date. Instructors will handle exceptions or chronically late submissions of assignments on an individual basis.

**Social Media Policy:** Our social media policy is as recommended by NASW Standards for Technology in Social Work Practice, 4.04 Social Media Policies. "When using online social media for educational purposes, social work educators shall provide students with guidance about ethical considerations. *Interpretation: When using social media for educational purposes, it is important for students to understand how to use social media in a professional manner. The type of language, personal disclosures, and ways of communicating that students use for personal purposes may not be appropriate for the classroom or professional social work purposes. Social work educators should inform students about organizational policies and relevant standards related to confidentiality, demonstrating respect, academic integrity, copyright and plagiarism, maintaining appropriate boundaries, and upholding other social work ethical standards.*

## **Standing**

**Generalist Standing:** Students who enter the Master of Social Work program from disciplines other than social work are given Generalist Standing. Students who completed their BSW degree more than five years prior to enrollment will be expected to enter the program at the Generalist level. These students must take (or retake) 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 BSW or 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 may be waived for any applicant without a BSW or B.A. in social work from an accredited program who has been employed in the social work field. NNU Generalist Standing students will take a comprehensive assessment prior to continuing to the advanced standing year.

**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 a cumulative 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- will have to be re-taken NNU 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.
- 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.

### **Continuous Enrollment**

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 exceptions must be made in writing to the MSW faculty council. Except for rare circumstances, the program must be completed satisfactorily within five years of matriculation.

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 (included but not limited to academic performance, history, and dispositional concerns versus personal circumstances), 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**

- 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.
- Students who earn lower than a B- in two courses may be placed on academic probation as outlined above.
- Students must pass all content classes (non-field courses) 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.

- Students must secure a satisfactory field placement that is approved by the Field Director. Students who are unable to meet this expectation for reasons related to the disposition policy may be academically dismissed from the program. The decision regarding removal will be made by the Field Director in consultation with the Program Director. Faculty may delay a student's entrance into a field placement for reasons outlined in the Student Field Manual.
- Students must pass all Field Placement courses (6570,6571,7670 & 7671) and Capstone (7690) 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.
- Any student who does not pass a Generalist or Specialized Seminar will be required to take SOWK6101 Professionalism 101 and will be required to complete 100 hours of community service. If a student fails a section of Generalist or Specialized Field Instruction, they would be required to re-enroll in both Field Instruction and Field Seminar.
- 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.
- If a student earns a B- or below in SOWK7690 MSW Capstone she/he will be required to wait a year before retaking the course. The student will be given a remediation plan in writing that will include recommended core courses to audit that focus on failed competencies and/or be required to repeat field placement hours. If continuing in field placement, registration is necessary. Failing MSW Capstone twice will result in automatic dismissal from the program.

### **Professional Disposition Assessments and Dismissal Policy**

Department faculty and staff engage in a systematic and ongoing developmental review of student progress throughout the program. 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 professional disposition assessment is to provide a framework for evaluating these crucial characteristics of students.

There are three basic principles which govern the professional disposition 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. Behavioral contracts
3. Required counseling
4. Probation
5. Delayed entry into specialized courses and/or field placement
6. Dismissal from the program

The complete professional disposition 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**

1. Candidates who are accepted as generalist students must complete a minimum of 63 semester credits. Candidates who are accepted as advanced standing students must complete a minimum of 41 semester credits.
2. The candidate must complete program requirements with no grade lower than a B- (2.70) and a cumulative GPA of at least 3.0.
3. Students must pass all Field Placement courses (6570, 6571, 7670, & 7671) and Capstone (7690) with a grade of B or better.
4. Successful completion of track-specific comprehensive exam.
5. The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

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 Divinity with Master of Social Work / Integrated Clinical & Community Practice

### **Degree Type**

Master of Social Work

Students who apply for this dual-degree program typically begin their education by completing a **36-credit pastoral ministry core curriculum** (which fulfills most educational requirements for ordination in the Church of the Nazarene), along with their **4-credit supervised ministry**, before beginning coursework in the MSW program.

Students will submit application materials for admission to the MSW program at the first available interview cycle following their admission to the MDiv program. No application fee is required (see the MSW program section for admission requirements).

Students will be considered **MDiv students while continuing their work in the MSW program** and will complete the **3-credit biblical exegesis course** from the MDiv program **after all other MSW requirements are fulfilled**.

**Alternatively, students may begin the dual degree by starting in the MSW program prior to beginning MDiv coursework**, with sequencing and advising coordinated to ensure all degree and accreditation requirements are met.

Students who do not have adequate undergraduate course work in Social Work will need to complete 63 credits for the MSW program; those who qualify for advanced standing (i.e., required undergraduate course work in Social Work) will need to complete 41 credits for the MSW program.

## Student Learning 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 reign 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 articulates an understanding of Wesleyan-Holiness theology and history that embraces the biblical call to care for the disadvantaged and those in need within society. (RH)
6. The graduate develops a working knowledge of and skills in working with and assisting diverse people in their unique life circumstances as a distinct expression of God's grace and Christian ministry. (CC)
7. The graduate understands and develops skills in social work and counseling to assist others (individuals, families, and other groups) in various forms of life management, including both personal and spiritual formation. (PSF)
8. The graduate demonstrates a holistic understanding of servant leadership and its practices in relation to Wesleyan-Holiness theology by advocating for others who have been unsuccessful in advocating for themselves. (MPL)

## Master's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

## Pastoral Ministry Core

43 semester credits required

Item #	Title	Credits
PRTH6000	OnRamp Program Orientation	0
PRTH6000L	Personal Development Lab	0
BIBL6760	Old 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
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 and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3

[BIBL8090](#) will be completed after fulfilling all other MSW requirements listed below.

## Master of Social Work

Students completing the Master of Social Work will apply to the MSW Program during their last full semester of work in the pastoral ministry core curriculum. The application fee will be waived.

### Generalist Core Courses (22 credits)

Students with a completed B.A. in Social Work or a BSW from a college or university accredited by the Council on Social Work Education may have the Foundational Courses (9 credits) waived to enter the program at advanced standing. Please see the [Social Work Department](#) page for additional information.

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK6520	Human Behavior in the Social Environment: Lifespan and Biopsychosocial Theories	3
SOWK6530	Social Welfare Policy and Services	3
SOWK6540	Introduction to Research Methodology	2
SOWK6561	Practice I: Individuals/Families/Groups	3
SOWK6551	Practice II: Organizations/Community Development	3
	SOWK6570 Field Instruction, taken for a total of 4 credits	4
	SOWK6571 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK6590	Generalist Comprehensive Assessment	0

*[SOWK6570](#), [SOWK6571](#): Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

### Specialized Corre Courses (23) Credits

Item #	Title	Credits
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*[SOWK7670](#), [SOWK7671](#): Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Integrated Clinical and Community Practice Concentration Courses (ICCP) (18 Credits)

Item #	Title	Credits
SOWK6593	Medical Terminology & Pharmacology	2
SOWK6594	Grant Writing	1
SOWK6595	Social Work and the Law	2
SOWK6596	Domestic Violence Prevention	1
SOWK7563	Macro Practice: Organizational Leadership and Community Practice	2
SOWK7563L	Macro Practice: Organizational Leadership and Community Practice Lab	1
SOWK7564	Behavioral Health in Primary Care and Community Practice	2
SOWK7565	Micro Practice: Brief Therapy and Crisis Intervention with Individuals	3
SOWK7566	Mezzo Practice: Family and Group Interventions	2
	SOWK6591 Social Work Electives: 2 credits	2
Total Credits		103

## 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 is a part-time program that is designed for those with work or family responsibilities. For all but the online students, classes are scheduled on Thursdays and Fridays from 4:00 pm to 9:30 pm and Saturdays from 8:00 am to 3:00 pm (MST).

Additionally, students can follow the cohort schedule or slow down and proceed at a slower pace. Students admitted in the Fall at the Generalist level may complete their coursework in seven semesters (28 months), while students admitted with Advanced Standing status may complete their coursework in four semesters (16 months). Generalist students admitted in the Spring will complete their coursework in eight semesters (30 months), while the Advanced Standing (Specialist) students will complete their coursework in five semesters (18 months). Summer attendance is required for all students (May to July 3rd).

Students who have earned a BSW or a B.A. in Social Work from a program accredited by CSWE may apply for Advanced Standing. If the degree was not earned within the last five years, the specific admissions requirements that will need to be met are listed in the "Admission Requirements" section below. For students who did not complete their BSW or B.A. in Social Work from a CSWE-accredited program, a maximum of 25% of the credit hours required for the degree may be transferred from the CSWE-accredited institution. All transfer credits must have received at least a "B-" letter grade and be approved by the program director.

Classes are available at NNU's Nampa campus in person, at our distance learning classrooms in Idaho Falls, and through synchronous online attendance for those who live or work more than 40 miles from either classroom location. Synchronous online classes are offered live in real time, allowing students and instructors to attend together from different locations. We are also offering an asynchronous online program at the Generalist level starting in the Fall of 2025. Asynchronous courses allow students to access instruction and interact with instructors and students online in their own time, with a set schedule for assignment completion. There will be an additional fee of \$25 per credit for asynchronous courses. In the Fall of 2026, we will add the Specialized/Advanced standing courses to the online program.

The primary goal of the program is to prepare students for specialized social work practice. This is accomplished by providing an evidence-based, value-informed, and culturally-informed education that emphasizes inclusive practice with diverse and oppressed populations living in urban, rural, and small-town communities, both domestically and internationally. Students who attend from any state other than Idaho are advised to check the NC Sara standards to discover if there are additional requirements to become licensed in their state.

Students will be able to choose from two specializations (both specializations prepare students to work on their clinical license):

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

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

### **Program Characteristics**

Class sizes vary based on the type of course but are typically 20 students per class.

Students are enrolled using the cohort model. However, substantial flexibility is available for those who request a part-time schedule.

Normally, students are enrolled in 10-12 credits each semester, including courses in practice, human behavior, policy, applied research, field instruction, and electives. Students must also take courses in the summer, which is an 8-week semester. Summer enrollment is usually 3 to 6 credits. Some one-credit electives are available in late summer as well.

Students in the online program will be enrolled in a mixture of semester courses of up to 10 credits, some in 8-week subsessions and some in 16-week sessions. Students will take classes in the Fall semester (or 2 8-week subsessions), the Spring semester (or 2 8-week subsessions), and one Summer 8-week subsession that ends before July 4th. Some one-credit electives are available in late summer as well.

The methodology is based upon the assumption that the faculty and students 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, work, and practicum experiences. Evaluation of progress is based not only on the evidence of grasping content but also upon evidence of application of content in the workplace and internship setting. All students must pass internship(s) and the Capstone course to graduate.

### **Mission**

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. This is accomplished by providing an evidence-based, value-informed, and culturally-informed education that emphasizes inclusive practice with diverse and oppressed populations living in rural and small-town communities, both domestically and internationally.

### **Program Goals**

- To nurture in students a Christlike worldview that 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 that includes generalist and specialized content for working with individuals, families, groups, organizations, and communities.
- To provide students with a quality education and field experience (internship) in a creative learning environment that promotes the development and application of the Council on Social Work Education core competencies at both generalist and specialized levels ([www.cswe.org](http://www.cswe.org)).

### **Student Learning Outcomes**

Students who complete the program will be able to:

- Demonstrate ethical and professional behavior.
- Advance human rights and social, racial, economic, and environmental justice.
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.
- Demonstrate understanding of rural social work practice.

### **Integrated Clinical and Community Practice (ICCP)**

The purpose of this specialization is to combine training in a variety of fields of practice for students who are interested in clinical or community MSW practice but not exclusively psychotherapy. This specialization includes content on integrated behavioral health, 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 populations 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, including locations where they are co-located with other disciplines, while also appreciating the other systems with which their clients are likely to interact. A significant focus is on brief therapy and crisis intervention. Additionally, students will gain meaningful instruction on macro social work.

Field placement (internship) opportunities for child welfare include public and private child welfare agencies, juvenile justice programs, court settings, schools, foster care, integrated behavioral health, and adoption agencies. Field placement opportunities for schools include the option to begin working as a school social worker with the required waiver. Field placement opportunities for healthcare include VA clinics, 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 and 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 specialization will complete 600 internship hours, which must include learning opportunities at the micro, mezzo, and macro levels of 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 specialization prepares students to provide psychotherapy and addiction 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 addiction settings. Field placement (internship) 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 specialization will complete 600 internship hours. 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 and mezzo practice, though students may count some macro hours as needed by their particular placement site.

### **Dual Specialization Option**

There is an option to complete both specializations by following the Dual Specialization schedule. The Program Director must approve this option. For more details, please make an appointment with the Program Coordinator.

### **Master of Divinity with Master of Social Work**

- In the M.Div./MSW program, you'll experience an integrated approach to theological and social work education. You'll start by completing a 36-credit pastoral ministry core curriculum, covering most of the educational requirements for ordination in the Church of the Nazarene. During this foundational phase, you'll receive essential training in pastoral care, theology and biblical studies, alongside a 4-credit supervised ministry to gain practical experience.
- Once you complete the initial pastoral ministry requirements, you'll move into the MSW portion of the program. Here, you'll deepen your knowledge in social work, developing critical skills in counseling, social services and community engagement. After meeting all MSW requirements, you'll return to the M.Div. curriculum to complete a 3-credit biblical exegesis course. Throughout the program, you'll be considered an M.Div. student, ensuring a seamless integration of both theological and social work studies.

### **Admission Requirements**

Prospective students from *all academic disciplines* are invited to apply to the Master of Social Work program. Those admitted to the graduate social work program may be admitted with Generalist status or Advanced Standing (Specialist) status, depending on the major or discipline associated with their bachelor's degree. They may apply to start in the Fall or Spring semester. Prospective students requesting admission to the program with either status must submit the following:

1. 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. 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.)
2. 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 a cumulative 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.)
3. 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.
4. 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.).

5. Advanced standing applicants who completed their BSW degree more than five years prior to their admission will be required to take two refresher courses before beginning the MSW program. These refresher courses focus on content from Generalist Policy and Generalist Research. Applicants who earned their BSW more than 10 years prior to admission will also be required to complete the Generalist Comprehensive Assessment. Scores on that assessment will determine if an applicant is required to retake specific generalist-level courses. Applicants with master's degrees in other disciplines may also request some course waivers, though they would not be admitted as Advanced Standing.
6. Personal statement/writing sample.
7. Basic knowledge of computer technology, including good word processing skills and virtual/online meetings.
8. Strong evidence of a fit between the applicant, the program, and the field of social work as determined through a review of application materials and participation in the departmental interview process.
9. All applicants will participate in an interview with one of the MSW faculty members, which will include a role-play interaction with a pretend client.

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 CSWE-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 within the last five years may be permitted to transfer all Generalist courses. For a student who has Generalist courses older than five years, they will be subject to the advanced standing policy note above.

### Graduate Social Work Program Expectations for Student Learning

CSWE standards and the NASW Code of Ethics will be followed.

Students are expected to consult with faculty advisors to discuss learning goals and progress toward those goals during their graduate education. Students are expected to see the program coordinator for class selections.

Students are required to maintain a 3.0 or higher cumulative GPA, and they must also remain in compliance with the Professional Disposition Criteria during the entire MSW program of study to remain in "good standing." Refer to academic standing and dismissal policy.

All written reports and term papers are to be prepared in a manner that reflects the most recent APA formatting with an emphasis on grammar as identified in the syllabus. Plagiarism will be dealt with through the Professional Disposition Criteria and may result in removal from the program. It will also be reported to the Office of Academic Affairs.

Specialized students (in all concentrations) must participate in counseling for 8-10 consecutive sessions with a master's level, licensed mental health provider. These must be completed during the two semesters of the specialized internship. The completed sessions are prerequisites to enrollment in Capstone and/ or receiving a final grade for Thesis.

An important component of the Social Work program is to challenge students' current perspectives and biases. This is done through presentations by guest speakers, videos, or readings that might be considered objectionable or offensive to some individuals outside of an educational environment. The issues that might be raised by these activities will be processed in class discussions. If these activities trigger an emotional response for particular students, this can be processed privately with professors or counselors as needed. No exceptions or alternative assignments are available, nor will they be accepted.

**Absence Policy:**

- Perfect attendance is expected in all courses. All classes include a requirement of participation. When an absence occurs, there is no ability to make up work unless the student is hospitalized, has had a death in the family, military service, or has another obvious emergency. The maximum participation points that can be earned through make-up work is 80%, but only if the student provides prior notice of the absence.
- Faculty expect that your education is a priority and that absences social in nature, such as weddings, concerts, sports events, etc., are not considered appropriate reasons to be absent. There may be absences due to opportunities not associated with your MSW program but relevant to the field of social work. Decisions related to making up work in those circumstances are at the discretion of the instructor of the class.
- If a student misses more than 20% of class attendance, they may be administratively withdrawn from the class.
- 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 petition for 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 their professor(s), if available.
- All students are expected to attend classes in person at either Nampa or Idaho Falls unless they have been given approval to attend as a remote student. Videos of classes will not be shared except in extremely rare circumstances at the discretion of the faculty member.

**Remote Participation Requirements:**

- In the event of illness, a student can request permission to attend class remotely if that is available for their class. The student must complete a Temporary Online Request form for their file. This must be requested by noon on the day of class and 24-hour notice is preferred when possible. The student should then communicate with each of their professors. Approval is at the discretion of each professor and approval in one class should not be construed as approval for additional classes. If a student expects to be absent on a future week, they can request to attend class remotely. However, remote participation is not guaranteed for any class, regardless of the reason for absence. A student who enters the class remotely without permission will be docked at least 20% of their available participation points.
- If a student is given permission to attend a particular class remotely, the student is expected to be on time, prepared for class, and participate in discussions. Remote attendance requires that your video camera be turned on. All students should mute their microphones when they are not speaking. Students must request permission from the professor to turn off their camera if required by specific circumstances.
- Students who must attend remotely on a given week are expected to be in a quiet space without distraction. It is not acceptable to have their children or other family members in the room with them during class. The confidentiality that is required in this course extends to anyone attending remotely. If you choose to miss or skip a class, do not assume that you will receive accommodations for your assignments or participation points.

**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 the closure of the Nampa campus, classes will be held regardless of the 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. The student may be required to attend the class online. Otherwise, the student is 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 10% per day 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.

**Social Media Policy:** Our social media policy, as recommended by NASW Standards for Technology in Social Work Practice, 4.04 Social Media Policies, is: "When using online social media for educational purposes, social work educators shall provide students with guidance about ethical considerations. *Interpretation: When using social media for educational purposes, it is important for students to understand how to use social media in a professional manner. The type of language, personal disclosures, and ways of communicating that students use for personal purposes may not be appropriate for classroom or professional social work purposes. Social work educators should inform students about organizational policies and relevant standards related to confidentiality, demonstrating respect, academic integrity, copyright, and plagiarism, maintaining appropriate boundaries, and upholding other social work ethical standards.*

## **Standing**

**Generalist Standing:** Students who enter the Master of Social Work program from disciplines other than social work are given Generalist Standing. The generalist courses are taken during the first three semesters of the program. A student who received a B.S. or 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. NNU Generalist students must successfully complete a comprehensive assessment prior to continuing to the Specialized year.

Students who have a master's degree in another discipline may request course waivers from the Generalist and possibly the Advanced Standing courses (e.g., Introduction to Research & Practical Research if a Thesis was completed).

**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 a cumulative GPA of 3.0 or higher for the last 90 quarter credits or the 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- will have to be re-taken at the NNU 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 required to take two refresher courses before beginning the MSW program. These refresher courses focus on content from Generalist Policy and Generalist Research. Applicants who earned their BSW more than 10 years prior to admission will also be required to complete the Generalist Comprehensive Assessment. Scores on that assessment will determine if an applicant is required to retake specific generalist-level courses.
- 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.

## **Continuous Enrollment**

Once fully admitted to the MSW program, students must maintain "continuous" enrollment. Continuous enrollment is defined as registering for at least one credit of coursework each semester until graduation requirements are fulfilled. In rare cases, when a student can verify that a circumstance beyond their control, such as serious medical problems or military duty, prevents them 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. Except for these rare circumstances, the program must be completed satisfactorily within five years of matriculation. Students who delay program completion for more than 5 years without an approved extension, may have to retake courses completed more than 5 years before.

Students who stop out from school in between semesters will need to submit their return plan to the Program Director. Students may return after one or two semesters or before one year from withdrawal without having to

reapply. However, they will need to submit in writing what has occurred since their departure from the program. Students who withdraw mid-semester may be subject to non-passing grades in the courses in which the student is enrolled in the quad or semester of the withdrawal. If a student withdraws from a course that has an L grade, the student may receive an F in that course if the course is not completed. Depending on the nature of the withdrawal (including but not limited to academic performance, history, and dispositional concerns versus personal circumstances), the student may be asked to meet with the program director prior to re-entry. Re-entry into the program is not guaranteed. Readmitted students will need to fulfill the requirements of the most recent version of the catalog.

### **Academic Standing and Dismissal Policy**

- 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 probation semester. 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.
- Students who earn lower than a B- in two courses may be placed on academic probation, as outlined above. If a student earns less than a B- in the same course twice, they may be removed from the program.
- Students must pass all content classes (non-field/internship courses) 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.
- Students must secure a satisfactory field placement that is approved by the Field Director in order to start Field Instruction. Students who are unable to meet this expectation for reasons related to the disposition policy may be academically dismissed from the program. The decision regarding removal will be made by the Field Director in consultation with the Program Director. Faculty may delay a student's entrance into a field placement for reasons outlined in the Student Field Manual.
- Students must pass all Field Placement courses ([SOWK6570](#), [SOWK6571](#), [SOWK7670](#) & [SOWK7671](#)) with a grade of B or better. Students who fail to meet this expectation must take [SOWK6101](#) Professionalism 101 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 ([SOWK6570](#) or [SOWK7670](#)) will result in a student being asked to meet with the full faculty. Unless there are significant extenuating circumstances, the student will be dismissed from the program for at least one year.
- 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.
- If a student earns a B- or below in [SOWK7690](#) MSW Capstone, she/he will be required to wait a year before retaking the course. The student will be given a written remediation plan that will include recommended core courses to audit that focus on failed competencies and/or be required to repeat field placement hours. If continuing in field placement, registration is necessary. Failing MSW Capstone twice will result in automatic dismissal from the program.

### **Professional Disposition Assessments and Dismissal Policy**

Department faculty and staff engage in a systematic and ongoing developmental review of student progress throughout the program. 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 professional disposition assessment is to provide a framework for evaluating these crucial characteristics of students.

There are four basic principles that govern the professional disposition assessment process:

- A progressive disciplinary approach to consequences, whenever possible
- Respecting differences while maintaining professional standards of the discipline
- 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 responses include but are not limited to:

1. Meet with full faculty
2. Behavioral contracts
3. Required counseling
4. Probation
5. Delayed entry into specialized courses and/or field placement
6. Dismissal from the program

The complete professional disposition 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, mental health crisis, 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 mental health crisis that requires hospitalization or interferes with the student's ability to work with clients or participate in class, the student will need to meet with the MSW faculty to evaluate their continuation in the semester/program (NASW Code of Ethics, Section 4.05, A & B). 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, immigration status, race, religion, gender identity, 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**

1. Candidates who are accepted as generalist students must complete a minimum of 63 semester credits. Candidates who are accepted as advanced standing students must complete a minimum of 41 semester credits.
2. The candidate must complete program requirements with no grade lower than a B- (2.70) and a cumulative GPA of at least 3.0.
3. Students must pass all Field Placement courses ([SOWK6570](#), [SOWK6571](#), [SOWK7670](#), & [SOWK7671](#)) and [SOWK7690](#) Capstone with a grade of B or better. The SOWK 7690 Capstone class must be taken within one year of completion of SOWK7670 & SOWK7671. Otherwise, the student will need to complete 300 more hours of internship (one semester) and take another seminar course (one semester) to register for the Capstone class.
4. Students (in all specializations) must participate in counseling for 8-10 consecutive sessions with a Masters level, licensed mental health provider. These must be completed during the two semesters of the specialized internship. The completed sessions are prerequisites to enrollment in Capstone and/or receiving a final grade for Thesis.
5. Students must pass the Specialized comprehensive assessment. This is a zero-credit pass/fail course. Those who fail will need to pass a follow-up assessment on the competencies that were not passed in the original assessment.

6. The candidate must apply for the degree one full semester prior to anticipated degree completion. The deadlines are June 1 for Fall, October 15 for Spring, and January 15 for Summer.

The program must be completed satisfactorily within five years of matriculation. In rare cases, when a student can verify that a circumstance beyond their control, such as serious medical problems or military duty, prevents them 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.

## **Student Rights and Responsibilities**

### **Student Rights**

All students in the NNU Social Work Program have the following rights:

Students have the right to be treated with respect by all professors, staff, and students in the program, regardless of their age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, tribal sovereign status.

Students have the right to expect certain practices from their professors. These include establishing clear course objectives and requirements through the use of the syllabus, clearly outlining the grading scale and criteria, evaluating students fairly, holding regularly scheduled office hours, recognizing student contributions to a professor's personal academic work, and safeguarding students' intellectual freedom.

Students have the right to be informed of policies and procedures that impact their admittance to the social work program. Students also have the right to be informed of policies and procedures related to academic performance and the assessment of that performance. This includes the right to be informed of policies and procedures related to field placement (including requirements of a placement, procedures for securing a field placement, the process for evaluating the field placement, and access to all necessary field forms and information) and the professional disposition process.

Students have the right to voice concerns about their educational experience through appropriate channels and according to the NASW Code of Ethics, including regarding departmental policies and curriculum, without fear of retribution from faculty or staff.

Students have the right to lodge complaints. The complaint process should be started as soon after the incident as possible. For example, complaints may be made about improper instructor behavior, poor oral communication skills, scheduling exams outside of the approved exam times, failure to provide disability accommodations, grading complaints, and other similar problems. Only in extreme circumstances can a complaint-related process start more than six months after the incident.

**If you have a complaint** about any other aspect of a course, such as the classroom environment, the instructor, the course's grading system, class activities (including online and out-of-class activities), or unfair treatment, please take the following steps:

- Talk with your instructor about the situation.
- If the problem is not resolved, you may contact the MSW Program Director.
- If the problem is still not resolved or if you are not comfortable talking to the Program Director, MSW students may contact the Chair of the Social Work Department.
- To appeal the decisions made during this complaint process, the student may write a formal letter of appeal (by email or postal mail) to the Dean of the College of Behavioral and Social Sciences, Dr. Lawanna Pierce, to discuss the complaint. The letter should describe the situation and the student's attempts to find a solution. If you have copies of relevant documents, please include them with your complaint. All completed assignments,

tests, quizzes, and other materials—aside from grade records—must be turned in by students who have grading grievances. (Grades cannot be changed without the department's consent; all grade records are kept by the departments).

- If the situation is still unresolved, the student may submit a written appeal to the Vice President for Academic Affairs (VPAA), Dr. Brad Kurtz-Shaw.

If a student wants to appeal the grade they received in a course, they must follow the NNU Academic Appeals Policy (see in the catalog). The appeal forms are available on the NNU Registrar's page on the NNU website (nnu.edu), under "Forms," and then choose "Graduate and Professional Studies Forms".

Students have the right to be informed of the harassment and bullying policy at NNU and to be told how to contact the Title IX coordinator in the event that the student experiences harassment or bullying either during on-campus activities or at field placement sites. If you are a student who has a concern about unwelcomed sexual behavior or sexual harassment, disregard the steps outlined above and immediately schedule an appointment with the Title IX Coordinator, Sheila Bryant (208-467-8062).

Students with complaints about discrimination also may contact the Multicultural Engagement Director.

Students have the right to be informed of contact information for disability services and to be given accommodations as deemed appropriate by the Disability Services Coordinator. Students with complaints about disability accommodation should notify Dr. Heidi Tracht at the Center for Academic Success and Advising.

### **Student Responsibilities**

Students are responsible for knowing the information contained in the catalog and field manual. All students are expected to abide by the expectations listed in the catalog and the field manual.

Students have a responsibility to secure a field placement in consultation with the appropriate Field Director. The catalog and field manual contains important information that students are expected to become familiar with. You still have to follow the guidelines and instructions outlined in them, even if you didn't read them. You must get in touch with the field director if you want to request an exception to any rule or procedure.

Students are responsible for regularly reading and responding to the emails they receive through their NNU email account.

Students are responsible for their participation in class. Students who engage in other non-class activities, such as using a cell phone and working on an assignment for another course, as well as those who nap in class or read outside-of-class materials, interfere with the learning process. The learning process is compromised by this behavior, which disturbs the learning environment for everyone involved.

Students are responsible for their conduct at all times, which is expected to conform to the NASW Code of Ethics, the catalog, and the field manual. Thus, students will refrain from using abusive or disrespectful language. The use of abusive or disrespectful language damages the classroom environment. A student is in violation of the catalog when they act inappropriately in class. When a student disrupts a class physically or verbally, the instructor will either refer the situation to the program director or take immediate disciplinary action.

Students are responsible for notifying their professors if they will be absent from class. If there was an emergency, the student should notify their professor as soon as possible to explain why they missed class. Sometimes, alternative assignments are made available by professors, but not always. Students are expected to proactively seek the information they missed in that class section.

Students are responsible for turning in their assignments on time. Students should contact their professors about any assignment that they know will be late. It is up to the professor's discretion how the missed assignment will be handled. If a student did not submit an assignment on time due to a last-minute emergency, the student should notify their professors as early as possible and explain the delay.

Students are responsible for watching instructional videos that are assigned by their professors. This includes videos about Canvas or Tevera.

To complete the requirements of their major(s), minor(s), or graduate degree, students are responsible for contacting university faculty and staff for assistance and making use of the resources offered. Every student should have regular meetings with their academic advisor to go over their progress toward the degree they want to pursue.

Students are responsible for making sure that they will complete their degree requirements. This entails fulfilling the administrative and academic requirements listed in the catalog for the major or graduate degree. Although the faculty and other professionals will make every effort to assist you in fulfilling all requirements, it is ultimately your responsibility to do so. You are accountable for being aware of the requirements, meeting with your advisor on a regular basis to discuss your progress, and clarifying any information that is unclear to you.

Students have a responsibility to complete course evaluations and voice concerns about social work department policies, procedures, and curriculum as they arise and to do so in a respectful manner, in accordance with the NASW Code of Ethics (see **If you have a complaint** section).

## Master of Social Work | Clinical Mental Health & Addictions

### Degree Type

Master of Social Work

### Requirements:

63 credits

1100 Internship Hours

### Generalized Core Courses

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK6520	Human Behavior in the Social Environment: Lifespan 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, taken for a total of 4 credits	4
	SOWK6571 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK6590	Generalist Comprehensive Assessment	0

*SOWK6570, SOWK6571: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Specialized Core Courses

Item #	Title	Credits
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Clinical Mental Health and Addictions Concentration Courses

Item #	Title	Credits
SOWK6592	Trauma	2
SOWK6597	Addictions Practice with Individuals and Families	2
SOWK7611	Clinical Social Work with Individuals	3
SOWK7612	Clinical Social Work with Families	2
SOWK7612L	Clinical Social Work with Couples	1
SOWK7613	Community Mental Health in Rural Settings	1
SOWK7613L	Community Mental Health in Rural Settings Lab	1
SOWK7618	Clinical Social Work with Groups	2
SOWK7619	Play Therapy	2
	SOWK6591 Social Work Electives: 2 credits	2
Total Credits		63

## Master of Social Work | Clinical Mental Health Addictions | Advanced Standing

### Degree Type

Master of Social Work

### Requirements:

41 credits

600 Internship Hours

## Specialized Core Courses

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Clinical Mental Health and Addictions Concentration Courses

Item #	Title	Credits
SOWK6592	Trauma	2
SOWK6597	Addictions Practice with Individuals and Families	2
SOWK7611	Clinical Social Work with Individuals	3
SOWK7612	Clinical Social Work with Families	2
SOWK7612L	Clinical Social Work with Couples	1
SOWK7613	Community Mental Health in Rural Settings	1
SOWK7613L	Community Mental Health in Rural Settings Lab	1
SOWK7618	Clinical Social Work with Groups	2
SOWK7619	Play Therapy	2
	SOWK6591 Social Work Electives: 2 credits	2
Total Credits		41

## Master of Social Work | Clinical Mental Health and Community Systems

### Degree Type

Master of Social Work

### Requirements:

63 Credits

1100 Internship Hours

## Generalized Core Courses (22 credits)

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK6520	Human Behavior in the Social Environment: Lifespan 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, taken for a total of 4 credits	4
	SOWK6571 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK6590	Generalist Comprehensive Assessment	0

[SOWK6570](#), [SOWK6571](#): Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.

## Specialized Core Courses (23 Credits)

Item #	Title	Credits
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 3 credits	3
	SOWK7671 Field Instruction Seminar, taken for a total of 3 credits +	3
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

[SOWK7670](#), [SOWK7671](#): Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.

## Clinical Mental Health and Community Systems

Item #	Title	Credits
SOWK6592	Trauma	2
SOWK6595	Social Work and the Law	2
SOWK6596	Domestic Violence Prevention	1
SOWK6597	Addictions Practice with Individuals and Families	2
SOWK7618	Clinical Social Work with Groups	2
SOWK7619	Play Therapy	2
SOWK7581	Clinical Social Work Counseling & Crisis Intervention	3
SOWK7582	Clinical Family Practice	2
SOWK7583	Macro Practice in Mental Health and Community Settings	1
SOWK7583L	Macro Practice in Mental Health & Community Settings Lab	1
SOWK7584	Medical Terminology and Behavioral Health in Primary Care	2
Total Credits		63

## Master of Social Work | Clinical Mental Health and Community Systems | Advanced Standing

### Degree Type

Master of Social Work

### Requirements:

41 Credits

600 Internship Hours

### Specialized Core Courses

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 3 credits	3
	SOWK7671 Field Instruction Seminar, taken for a total of 3 credits +	3
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis*

### Clinical Mental Health and Community Systems

Item #	Title	Credits
SOWK6592	Trauma	2
SOWK6595	Social Work and the Law	2
SOWK6596	Domestic Violence Prevention	1
SOWK6597	Addictions Practice with Individuals and Families	2
SOWK7618	Clinical Social Work with Groups	2
SOWK7619	Play Therapy	2
SOWK7581	Clinical Social Work Counseling & Crisis Intervention	3
SOWK7582	Clinical Family Practice	2
SOWK7583	Macro Practice in Mental Health and Community Settings	1
SOWK7583L	Macro Practice in Mental Health & Community Settings Lab	1
SOWK7584	Medical Terminology and Behavioral Health in Primary Care	2
Total Credits		41

## Master of Social Work | Integrated Clinical & Community Practice

### Degree Type

Master of Social Work

### Requirements:

63 credits

## Generalized Core Courses

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK6520	Human Behavior in the Social Environment: Lifespan and Biopsychosocial Theories	3
SOWK6530	Social Welfare Policy and Services	3
SOWK6540	Introduction to Research Methodology	2
SOWK6561	Practice I: Individuals/Families/Groups	3
SOWK6551	Practice II: Organizations/Community Development	3
	SOWK6570 Field Instruction, taken for a total of 4 credits	4
	SOWK6571 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK6590	Generalist Comprehensive Assessment	0

*SOWK6570, SOWK6571: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Specialized Core Courses

Item #	Title	Credits
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Integrated Clinical and Community Practice Concentration Courses

Item #	Title	Credits
SOWK6593	Medical Terminology & Pharmacology	2
SOWK6594	Grant Writing	1
SOWK6595	Social Work and the Law	2
SOWK6596	Domestic Violence Prevention	1
SOWK7563	Macro Practice: Organizational Leadership and Community Practice	2
SOWK7563L	Macro Practice: Organizational Leadership and Community Practice Lab	1
SOWK7564	Behavioral Health in Primary Care and Community Practice	2
SOWK7565	Micro Practice: Brief Therapy and Crisis Intervention with Individuals	3
SOWK7566	Mezzo Practice: Family and Group Interventions	2
	SOWK6591 Social Work Electives: 2 credits	2

## Master of Social Work | Integrated Clinical & Community Practice | Advanced Standing

### Degree Type

Master of Social Work

### Requirements:

Minimum semester credits required: 41

600 Internship Hours

### Specialized Core courses (23-25 credits):

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

### Integrated Clinical and Community Practice Concentration (ICCP) (18 credits):

Item #	Title	Credits
SOWK6593	Medical Terminology & Pharmacology	2
SOWK6594	Grant Writing	1
SOWK6595	Social Work and the Law	2
SOWK6596	Domestic Violence Prevention	1
SOWK7563	Macro Practice: Organizational Leadership and Community Practice	2
SOWK7563L	Macro Practice: Organizational Leadership and Community Practice Lab	1
SOWK7564	Behavioral Health in Primary Care and Community Practice	2
SOWK7565	Micro Practice: Brief Therapy and Crisis Intervention with Individuals	3
SOWK7566	Mezzo Practice: Family and Group Interventions	2
	SOWK6591 Social Work Electives: 2 credits	2
Total Credits		63

# College of Business

## Faculty

Peter Crabb  
Joshua Jensen (Dean)  
Jeffrey Lineman  
Fred Sutton  
Mollie Sweet  
Konya Weber (Associate Dean)

## Mission

The mission of the College of Business is altogether aligned with the overall mission of NNU. The mission of Northwest Nazarene University (and the College of Business) 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.

## Programs Offered by Degree Level

Graduate

# Graduate Business

## Faculty

Joshua Jensen (Dean)  
Konya Weber (Associate Dean)  
Peter Crabb  
Jeffrey Lineman  
Fred Sutton  
Mollie Sweet

## Mission

The mission of the **College of Business** is altogether aligned with the overall mission of NNU. The mission of Northwest Nazarene University (and the College of Business) 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.

## Vision

Northwest Nazarene University's College of Business strives to deliver an exceptional, Christ-centered educational experience that equips students to live out their calling in service to business and community and for the advancement of God's Kingdom.

We offer an array of graduate business programs to meet your professional and personal goals. Graduate degree programs include:

### Master of Business Administration (MBA)

The Master of Business Administration degree at NNU focuses on preparing students to lead organizations in our dynamic 21st-century global business environment. An accelerated program that allows students to complete this two-year degree in 12 months, not including foundation courses.

### Graduate Certificates

The College of Business offers graduate certificates in various business disciplines. These graduate certificates

include four 3-credit graduate courses in a specific area of concentration aimed at empowering students to be more effective in today's challenging business landscape. Graduate certificates offer a way to gain knowledge and increase skills in a specific area of business in a very short period of time. Our certificates are designed to be completed in 8 months.

- Graduate Certificate in Business Analytics
- Graduate Certificate in Organizational Management

### **Accreditation**

- Northwest Nazarene University's College of Business degree programs are regionally accredited by the [Northwest Commission on Colleges and Universities \(NWCCU\)](#).
- Northwest Nazarene University's graduate degree program is internationally accredited by the [Accreditation Council for Business Schools and Programs \(ACBSP\)](#).
- Northwest Nazarene University's graduate certificate program is internationally accredited by the [Accreditation Council for Business Schools and Programs \(ACBSP\)](#).

### **Admission Requirements**

#### Degree Programs

1. An approved baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 3.0 in all previous academic coursework. This requirement may be waived for applicants with a graduate certificate from the NNU College of Business.
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 College of Business Graduate Admissions Committee.
7. An acceptable score from Duolingo or 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.

#### Certificate Programs

1. An approved baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 2.7 in all previous academic coursework is strongly recommended.
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 College of Business Graduate Admissions Committee.
7. An acceptable score from Duolingo or 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. Exceptions to regular admission requirements must be approved by the College of Business Graduate Admissions Committee.

## **Application Process**

### Degree and Certificate Programs

The applicant will submit the following forms to the graduate admission office:

1. **Application** with nonrefundable \$50 application fee.
2. Personal essay response to the statement provided on the College of Business Graduate Studies admission website.
3. Official transcript(s) of undergraduate degree and completed graduate work.
4. Two recommendation forms from professional colleagues familiar with the applicant's ability.

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

## **Transfer of Credits**

### Degree Programs

A maximum of 25% of the degree's required credit hours 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.

### Certificate Programs

No transfer credits will be accepted for graduate certificate programs.

## **Academic Standing and Dismissal**

### Degree Programs

To continue in good standing in the program, students must meet the following criteria:

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

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

### Certificate Programs

To continue in good standing in the program, students must meet the following criteria:

1. Maintain a 2.7 or higher cumulative GPA.
2. 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 (Degree and Certificate Programs)**

Students are expected to attend classes in the courses they are enrolled in. For on-campus classes, this includes physical attendance at class sessions. For online classes, this includes regular and consistent participation each week. 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. For purposes of online courses, attendance requires an assignment submission, not merely a login or page view.

## Graduation Requirements

### Degree Programs

Graduation requirements for the graduate degree in business include:

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

### Certificate Programs

Requirements for awarding a graduate certificate include:

1. Completion of the approved program within 2 years of beginning coursework.
2. Completion of the required number of credits.
3. Maintain a cumulative grade point average of 2.7 or higher.
4. Earn no grades lower than C- as they do not count toward the certificate.
5. Submission of intent to complete the certificate to the Program Coordinator at the beginning of the final class or session in the program.

## Graduate Certificate: Business Analytics

### Degree Type

#### Graduate Certificate

Graduate certificates are designed to allow students and working professionals to gain expertise in specific areas of business beyond their undergraduate degree without having to complete a full graduate degree program.

Graduate certificates allow students to:

Acquire new knowledge and skills thereby specializing in a new area of business different from their previous academic or professional experience.

Build upon their previous academic and professional experience by updating and refreshing their knowledge and skills using the latest trends and approaches in a specific area of business.

### Graduate Certificate Program Outcomes

1. Students will identify, analyze, and evaluate the ethical aspects of the business environment and be able to articulate an ethical framework from which they will make sound decisions.
2. Students will demonstrate competency in the foundational concepts and practices of a specific area of business (based on the certificate program selected).
3. Students will demonstrate advanced knowledge of theoretical and practical applications of a specific area of business (based on the certificate program selected).
4. Students will develop critical thinking abilities and be able to demonstrate effective analytical and problem-solving skills using a variety of qualitative and quantitative approaches.

12 semester credits required. \*

*\*A maximum of six credits will be accepted toward the certificate from an NNU graduate business degree program.*

### Core Courses (12 credits)

Item #	Title	Credits
BSNS6000	Graduate Business Orientation	0
BSNS6201	Applied Business Analytics	3
BSNS6211	MIS Strategy, Innovation, and Analysis	3
BSNS6221	Business Analytics in Action	3
BSNS6906	Graduate Certificate Capstone	3
Total Credits		12

### Graduate Certificate: Organizational Management

#### Degree Type

Graduate Certificate

Graduate certificates are designed to allow students and working professionals to gain expertise in specific areas of business beyond their undergraduate degree without having to complete a full graduate degree program.

Graduate certificates allow students to:

Acquire new knowledge and skills thereby specializing in a new area of business different from their previous academic or professional experience.

Build upon their previous academic and professional experience by updating and refreshing their knowledge and skills using the latest trends and approaches in a specific area of business.

### Graduate Certificate Program Outcomes

1. Students will identify, analyze, and evaluate the ethical aspects of the business environment and be able to articulate an ethical framework from which they will make sound decisions.
2. Students will demonstrate competency in the foundational concepts and practices of a specific area of business (based on the certificate program selected).
3. Students will demonstrate advanced knowledge of theoretical and practical applications of a specific area of business (based on the certificate program selected).
4. Students will develop critical thinking abilities and be able to demonstrate effective analytical and problem-solving skills using a variety of qualitative and quantitative approaches.

12 semester credits required. \*

*\*A maximum of six credits will be accepted toward the certificate from an NNU graduate business degree program.*

## Core Courses (12 credits)

Item #	Title	Credits
BSNS6000	Graduate Business Orientation	0
BSNS6162	Ethics and Integrity in Decision Making	3
BSNS6172	Leadership Development	3
	HR Elective - BSNS6101 or BSNS6182	3
BSNS6906	Graduate Certificate Capstone	3
Total Credits		12

## Master of Business Administration

### Degree Type

Master of Business Administration

### MBA Program Outcomes

1. Students will identify, analyze, and evaluate legal and ethical aspects of the business environment and be able to articulate an ethical framework from which they will make sound decisions.
2. Students will demonstrate self-awareness, an understanding of their leadership strengths, and the critical leadership skills necessary to effectively manage change in today's dynamic business environment.
3. Students will develop critical thinking abilities and be able to demonstrate effective analytical and problem-solving skills using a variety of qualitative and quantitative approaches.
4. Students will demonstrate effective interpersonal and communication skills, and be able collaborate as productive members of high-performing teams and work with diverse populations of people to succeed in a vibrant organizational setting.
5. Students will recognize the political, social, and economical aspects of operating in today's complex and dynamic global business environment and evaluate strategies for successful management of organizational performance.

## MBA Curriculum

33 semester credits required.

## Orientation Course

Item #	Title	Credits
BSNS6000	Graduate Business Orientation	0

## Foundational Courses (9 credits)

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

Item #	Title	Credits
BSNS6002	Business Environment	3
BSNS6003	Business Financial Systems	3
BSNS6004	Business Processes and Systems	3

## Core Courses (33 credits)

Item #	Title	Credits
BSNS6011	Managerial and Cost Accounting	3
BSNS6021	Management Law	3
BSNS6031	Corporate Finance	3
BSNS6132	Managing in a Global Economy	3
BSNS6162	Ethics and Integrity in Decision Making	3
BSNS6172	Leadership Development	3
	HR Elective - BSNS6101 or BSNS6182	3
BSNS6201	Applied Business Analytics	3
BSNS6211	MIS Strategy, Innovation, and Analysis	3
BSNS6302	Strategic Marketing	3
BSNS6902	MBA Capstone - Strategic Management	3
Total Credits		33

## College of Education

### Faculty

Lisa Amundson  
 Heidi Curtis  
 Robin Gilbert  
 Michelle Van Beek (Department Chair, Graduate Education)

### Staff

Amelia Love  
 Jackie Schober

### Mission

The mission of the College of Education at Northwest Nazarene University is to be Christ-centered in our preparation of compassionate, successful leaders and educators who are called to serve, open to change, responsive to all, and empowered to succeed throughout the global community.

### Vision

The College of Education at Northwest Nazarene University aspires to positively and persistently impact educational practices and practitioners at the local and global levels. Through innovative, relationship-driven instruction and research, the College of Education will establish and maintain itself as a model in the field and create transformational leaders to serve learners world-wide.

### 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.

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: [www.sde.idaho.gov/cert-psc/psc/standards.html](http://www.sde.idaho.gov/cert-psc/psc/standards.html)

### Educator Credentials and Licensure

The College of Education at Northwest Nazarene University offers high-quality Initial Licensure, Advanced Licensure, and non-licensure programs in the field of education. Information on education credentials, licensure level, and catalog for College of Education programs is summarized below. All programs that lead to endorsements and licensure are approved by the Idaho State Board of Education (SDE) and the Council for the Accreditation of Educator Preparation (CAEP). All programs in the College of Education are fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), the regional accrediting body for Idaho, recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA).

Program	Degree	Licensure	Level	Catalog
Curriculum, Instruction, and Innovation	Ed.S.	No*	--	GPS
Curriculum, Instruction, and Innovation	M.Ed.	No*	--	GPS
Educational Leadership	Ed.D.	No*	--	GPS
Educational Leadership	Ph.D.	No*	--	GPS
Educational Leadership – Director of Special Education	Ed.S.	Yes	Advanced	GPS
Educational Leadership – Director of Special Education	M.Ed.	Yes	Advanced	GPS
Educational Leadership – Organizational Leadership	Ed.S.	No*	--	GPS
Educational Leadership – Principal	Ed.S.	Yes	Advanced	GPS
Educational Leadership – Principal	M.Ed.	Yes	Advanced	GPS
Educational Leadership – Superintendent	Ed.S.	Yes	Advanced	GPS
Teacher Leader - Instructional Specialist		Yes	Advanced	GPS
Teacher Leader - Special Education		Yes	Advanced	GPS

\*Non-licensure programs are accredited by NWCCU, but not reviewed by CAEP or the Idaho SDE

### Programs offered by Degree Level

Graduate

## Graduate Education

The Graduate Education Advanced Preparation programs at Northwest Nazarene University comprise 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 leaders in other diverse educational and organizational settings. These programs have been developed for educators and organizational leaders to meet the new demands of the 21st-century. 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 an innovative educational environment.

## **Mission**

The mission of Advanced Preparation Programs in the Department of Graduate Education at Northwest Nazarene University is to provide a Christian setting in which candidates improve their teaching, strengthen their leadership, and develop their research skills to positively impact student learning. Advanced Programs in Graduate Education foster educational excellence through rigorous, relevant, and innovative programs that develop candidates' intellectual and professional growth.

## **Accreditation**

The Educator Preparation Programs at Northwest Nazarene University are accredited based on the Council for the Accreditation of Educator Preparation (CAEP) standards. The programs are fully approved by the Idaho State Board of Education.

## **Student Learning Outcomes**

Candidates in Graduate Education Advanced Preparation programs are working toward these student learning outcomes:

1. Students will demonstrate knowledge and application of data driven decision making to develop supportive school environments.
2. Students will be able to evaluate peer reviewed research, formulate research design decisions for their own research proposals, and investigate research questions in educational settings.
3. Students will lead or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
4. Students will identify and use appropriate applications of technology for their field of specialization.
5. Students will apply codes of ethics, professional dispositions, laws, policies, and professional standards appropriate to their field of specialization.

## **Transfer and Substitution of Credits**

A maximum of nine credits or 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 12 credits or 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 five years.

Transfer of time- or content-sensitive credits, such as those dealing with current education law, innovation, and data driven decision making will be at the discretion of the program director.

Ultimate decisions regarding credit transfer will be made by the program director.

## **Enrollment Status**

**Continuous Enrollment** - Continuous enrollment is defined as registering for at least one credit of course work each semester until graduation requirements are fulfilled. Some programs may require students to enroll for up to three credit hours to maintain continuous enrollment status. Students must be continuously enrolled to retain access to university and faculty services. Requests for exceptions must be made in writing to the director of the Education program. Except for rare circumstances, the program must be completed satisfactorily within six years of matriculation. 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 (included but not limited to academic performance, history, and dispositional concerns versus personal circumstances), the student may be asked to meet with the program director prior to re-entry. Re-entry into the program is not guaranteed.

**Active Status** - A student who has been admitted to an Advanced Preparation program in the College of Education and is enrolled in at least one course has active status.

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

### **Academic Standing and Dismissal**

To continue in the Graduate Education Advanced Preparation and/or certification programs, students must remain in good academic standing by meeting all of the following criteria:

1. Student maintains a cumulative GPA of 3.0 or higher each eight-week subsession in the program.
2. Student earns not more than one C grade in the program.
3. Student earns no grade lower than a C in any class in the program.

A student who does not meet all of the above criteria in any semester will be placed on Academic Probation for the following semester. The following explains the terms of the probation. A student who fails to meet the terms of the probation may be academically dismissed from the program.

- A student who drops below a cumulative GPA of 3.0 will receive a warning letter from the program director indicating the necessity of the academic probation semester and requesting consultation with the student to develop an academic improvement plan. 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.
- A student who earns more than one C grade in the Graduate Education Advanced Preparation program 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. During the probation semester, the student must communicate electronically with the program director to indicate the plan for retaking the class.
- A student who earns a C- or lower in any Graduate Education Advanced Preparation class must retake the class. This applies regardless of the effect of the C- or lower grade upon cumulative GPA. The grade earned for the retake must keep the student in compliance with points 2 and 3 above. During the probation semester, the student must communicate electronically with the program director to indicate the plan for retaking the class.

Besides meeting academic requirements, Graduate Education Advanced Preparation 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 or written statements that are derogatory toward students, faculty, or 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.

## Degrees Offered

### **Teacher Leader Endorsement**

- 25 semester credits with eligibility for **Teacher Leader - Instructional Specialist** endorsement on an Idaho Standard Instructional Certificate (online).

- 28 semester credits with eligibility for **Teacher Leader - Special Education** endorsement on an Idaho Standard Instructional Certificate (online).

#### **Master of Education M.Ed.**

- 33 semester credits for M.Ed. in Curriculum, Instruction, and Innovation (online).
- 36 semester credits for M.Ed. in Educational Leadership with eligibility for **Pre K-12 Principal** endorsement on an Idaho Administrator Certificate (online).
- 39 semester credits for M.Ed. in Educational Leadership with eligibility for **Director of Special Education** endorsement on an Idaho Administrator Certificate (online).

#### **Education Specialist Ed.S.**

- 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).
- 39 semester credits for Ed.S. with eligibility for **Superintendent** endorsement and **Director of Special Education** endorsement on an Idaho Administrator Certificate (online).
- 38 semester credits for Ed.S. with eligibility for **Director of Special Education** endorsement on an Idaho Administrator Certificate (online).
- 30 semester credits for Ed.S. in Organizational Leadership (online).
- 33 semester credits for Ed.S. with eligibility for **Superintendent** endorsement on an Idaho Administrator Certificate (online).
- 36 semester credits for Ed.S. in Curriculum, Instruction, and Innovation (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.

## Doctor of Education: Educational Leadership

### **Degree Type**

Doctor of Education

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. This program is designed to take 26 months to complete. Each transcript is evaluated for applicable transfer credits.

The Education doctoral classes are designed to prepare faculty and educational leaders who are:

- able to contribute to the working body of knowledge through scholarly research.
- capable of providing servant leadership to their institutions or educational settings.
- 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.

## 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)

Item #	Title	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)

Item #	Title	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 (12 credits)

Item #	Title	Credits
EDUC9900	Doctor of Education (Ed.D.) Dissertation Proposal	3
EDUC9910	Dissertation Research I	3
EDUC9920	Dissertation Research II	3
EDUC9940	Oral Defense of Dissertation in Educational Leadership	0
EDUC9990	Dissertation Writing and Defense	3

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

*EDUC9930: Extended Dissertation Research and Writing is taken as needed*

## 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

Note: Priority application deadline for cohort admission is October 1 of the previous fall.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: Official transcripts from a regionally accredited institution(s) where the 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 for most candidates with the doctoral program director and designated members of the Graduate Education Admissions Committee.
4. Online: Two 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: One Supervisor Recommendation Form completed by the applicant's current district superintendent (or designee) or by the applicant's lead supervisor.
6. Online: All applicants are required to submit a cover letter with their doctoral application. The cover letter should convey to the committee: (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. Online: Provide an 8–20-page paper that is representative of academic writing (i.e., thesis, journal article, and/or term paper, substantive assessment from an earlier degree or professional practice). The sample should provide evidence of research-based writing and include citations from outside sources. The writing sample should follow APA formatting (double-spaced, 12-point Times New Roman font, margins, etc.).

## Admission Requirements - Ed.D. in Educational Leadership

After October 1 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. Credits (outside of a completed degree) must have been earned within five (5) years preceding the date of admission. The completed Ed.S. program must meet 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. 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.
5. Approval by the Graduate Education Admissions Committee.

## 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. Candidates must submit the final, approved written dissertation that includes the signed submission authorization page to the UMI dissertation database.
6. 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.

Total Credits

66

## Doctor of Philosophy: Educational Leadership

### Degree Type

Doctor of Philosophy

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. This program is designed to take 26 months to complete. Each transcript is evaluated for applicable transfer credits.

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 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.

## Required Courses for Ph.D. in Educational Leadership

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

### Educational Leadership Emphasis Courses (9 credits)

Item #	Title	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)**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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 (12 credits)**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EDUC9901	Doctor of Philosophy (Ph.D.) Dissertation Proposal	3
EDUC9910	Dissertation Research I	3
EDUC9920	Dissertation Research II	3
EDUC9940	Oral Defense of Dissertation in Educational Leadership	0
EDUC9990	Dissertation Writing and Defense	3

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

*EDUC9930: Extended Dissertation Research and Writing is taken as needed*

## 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

Note: Priority application deadline for cohort admission is October 1 of the previous fall.

1. Online: Application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: Official transcripts from a 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 for most candidates with the doctoral program director and designated members of the Graduate Education Admissions Committee.
4. Online: Two 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: One Supervisor Recommendation Form completed by the applicant's current district superintendent (or designee) or by the applicant's lead supervisor.
6. Online: All applicants are required to submit a cover letter with their doctoral application. The cover letter should convey to the committee: (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. Online: Provide an 8–20-page paper that is representative of academic writing (i.e. thesis, journal article, and/or term paper, substantive assessment from an earlier degree or professional practice). The sample should provide evidence of research-based writing and include citations from outside sources. The writing sample should follow APA formatting (double-spaced, 12-point Times New Roman font, margins, etc.).

## Admission Requirements - Ph.D. in Educational Leadership

After October 1 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. Credits (outside of a degree) must have been earned within five (5) years preceding the date of admission. The completed Ed.S. program must meet 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. 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.
5. Approval by the Graduate Education Admissions Committee.

## 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 the requirements as specified in the degree major. The degree must be completed within six years of beginning coursework. 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. Candidates must submit the final, approved written dissertation that includes the signed submission authorization page to the UMI dissertation database.
6. 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.

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Total Credits

41

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## Education Specialist: Curriculum, Instruction, and Innovation

### **Degree Type**

Education Specialist

### **Program Description**

36 minimum semester credits required. Required credits may vary depending on the program director's evaluation of the student's graduate level transcripts. This program is designed to take 18 months to complete. Each transcript is evaluated for applicable transfer credits.

The Ed.S. Curriculum, Instruction, and Innovation program is designed for those individuals who already possess a master's degree in other education fields and are interested in improving their instructional expertise and developing skills as a teacher leader.

General courses from the building administration, superintendent, and special education programs may be used to satisfy the elective requirement. Individuals who currently hold a master's degree in Curriculum, Instruction, and Innovation from NNU would not qualify for this program but would qualify to apply for other NNU Ed.S. programs.

Students completing the Ed.S. 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 assignments and projects completed from 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 Ed.S. graduate.

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 18 - 24 months depending on their start date and courses which are transferred into the program.

Required courses for Ed.S. Curriculum, Instruction, and Innovation (Online):

Item #	Title	Credits
EDUC8000	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	Curriculum, Instruction, & Innovation Program Portfolio	0-1
EDUC7571	Education in a Globalized and Multicultural Society	3
EDUC7572	Innovative Instruction 2.0	3
EDUC7584	Data Driven Decision-Making	3

Elective Options in Curriculum, Instruction, and Innovation (select a minimum of 3 credits):

Item #	Title	Credits
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
EDUC8671	Educational Change: A Historical Perspective	3
EDUC8674	School Facilities	3
EDUC8675	Public Relations and Marketing for Schools	3
EDUC8676	Special Populations: Issues and Resources	3

[EDUC7566](#) and [EDUC7579](#) are taken during the same semester for a total of 3 credits.

## Application Requirements - Ed.S. 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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 if applicable.
4. Online: two recommendation forms completed by professional colleagues.
5. Online: one supervisor recommendation form. All recommendation forms must be completed by different individuals.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - Why have you selected this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## Admission Requirements - Ed.S. Curriculum, Instruction, and Innovation

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.

## Graduation Requirements - Ed.S. 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. 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.

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Total Credits

36

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## Education Specialist: Educational Leadership - Director of Special Education

### **Degree Type**

Education Specialist

### **Program Description**

32 - 41 semester credits required. More credits may be required depending on the program director's evaluation of the student's previous master's degree. There are three tracks within this degree:

- DSE and School Principal endorsement takes 28 months to complete.
- DSE and Superintendent endorsement takes 28 months to complete.
- DSE takes 24 months to complete.

Each transcript is evaluated for applicable transfer credits.

The Ed.S. Director of Special Education classes emphasize the administrator as an *instructional and transformational leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis. In the last semester of the program, each student will enroll in EDUC7595P Director of Special Education Portfolio (0-1) credits where they will upload their artifacts of learning and evidence of competencies of the Idaho Standards for Initial Certification.

The program is in a fully online format, with some courses scheduling synchronous video class sessions. We encourage students to attend these ‘live’ sessions as they are available. Archived recorded sessions may be available for review.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for a Director of Special Education endorsement on an Idaho Administrator Certificate. All endorsement pathways must also demonstrate competency with building level administrator standards. NOTE: An Institutional Recommendation (IR) is only valid for two years after completion of the degree. Therefore, the student should apply for a certificate revision or renewal within that time frame.

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.

## Required Courses for Ed.S. Educational Leadership - Director of Special Education and Principal Endorsement Track (Online):

M.Ed. in Special Education completed or in the role of Director of Special Education.

Item #	Title	Credits
EDUC8000	Orientation: Graduate Education	0
	EDUC7511 or EDUC7553	3
EDUC7556	Conceptual Statistics and Applications for Educators	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
EDUC7595GS	Director of Special Education Internship Spring	2-4
EDUC7595P	Director of Special Education Portfolio	0-1
EDUC7596GS	Principal Internship Spring	3
EDUC7596GF	Principal Internship Fall	3
EDUC7596P	Principal Portfolio	0-1
EDUC7598D	Special Education Policies and Procedures	2
EDUC8673	Advanced School Finance	3

*EDUC7595GS Director of Special Education Internship Spring (1 semester; total of 4 credits)*

***EDUC7556, EDUC7584:** If not completed during the certification process for Principal or during their MED program.*

## Required Courses for Ed.S. Educational Leadership - Director of Special Education and Superintendent Endorsement Track (Online):

Principal certification completed and be in the role of Director of Special Education.

Item #	Title	Credits
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
EDUC7595GS	Director of Special Education Internship Spring	2-4
EDUC7595P	Director of Special Education Portfolio	0-1
EDUC7598D	Special Education Policies and Procedures	2
EDUC8670	Labor Relations in Schools	3
EDUC8671	Educational Change: A Historical Perspective	3
EDUC8672	The Superintendency	3
EDUC8673	Advanced School Finance	3
EDUC8674	School Facilities	3
EDUC8675	Public Relations and Marketing for Schools	3
EDUC8676	Special Populations: Issues and Resources	3
EDUC8678GS	Superintendent Internship Spring	2
EDUC8678GF	Superintendent Internship Fall	2
EDUC8678P	Superintendent Portfolio	0-1

EDUC7595GS Director of Special Education Internship Spring (1 semester; total of 4 credits)

If Principal Certification has not been obtained, it may be obtained through a Master of Education in Principal degree or an Education Specialist degree. Please see Master of Education or Education Specialist, Educational Leadership - Principal.

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EDUC8000	Orientation: Graduate Education	0
EDUC7538	Methods in Behavioral Intervention and Treatment	3
EDUC7553	Curriculum, Assessment, and Collaboration	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
EDUC7595GS	Director of Special Education Internship Spring	2-4
EDUC7595GF	Director of Special Education Internship Fall	2-4
EDUC7595P	Director of Special Education Portfolio	0-1
EDUC7596GF	Principal Internship Fall	3
EDUC7598D	Special Education Policies and Procedures	2
EDUC8673	Advanced School Finance	3
EDUC8675	Public Relations and Marketing for Schools	3
EDUC8676	Special Populations: Issues and Resources	3

EDUC7595GS Director of Special Education Internship Spring (1 semester; total of 2 credits)

EDUC7595GF Director of Special Education Internship Fall (1 semester; total of 2 credits)

EDUC7596GF Principal Internship Fall (1 semester; total of 3 credits)

## 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts from the regionally accredited institution(s) where the candidate received a master's degree. (We do not accept faxed transcripts.)
3. Email or mail: a copy of the candidate's teaching certificate.
4. Email or mail: a copy of the candidate's building administrator's license for the Superintendent's or Exceptional Child Generalist track.
5. Online: two recommendation forms completed by professional colleagues.
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.
7. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - What are your reasons behind selecting this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## Admission Requirements - Ed.S. Educational Leadership - Director of Special Education (three tracks)

1. For **Principal's track**: 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. For **Superintendent's track**: 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 plus a Principal's certification. For **Director of SpEd only track**: 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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
5. Approval by the Graduate Education Admissions Committee.

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

## 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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
3. 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.

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

Total Credits

32-41

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## Education Specialist: Educational Leadership - Principal

### **Degree Type**

Education Specialist

### **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. This program is designed to take 22 months to complete. Each transcript is evaluated for applicable transfer credits.

The Ed.S. Educational Leadership - Principal classes emphasize the administrator as an instructional and organizational 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 400 clock hours is required including the two weeks before schools open and the two weeks after schools close (beyond teacher contracts) and 40 hours at an alternate level (elementary or secondary). 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. In the last semester, each student will enroll in EDUC7596P Principal Portfolio (0-1) credits where they will upload their artifacts of learning and evidence of competencies of the Idaho Standards for Initial Certification.

The program is in a fully online format with some courses scheduling synchronous video class sessions. We encourage students to attend these "live" sessions as they are available. Archived recorded sessions may be available for review.

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. NOTE: An Institutional Recommendation (IR) is only valid for two years after completion of the degree. Therefore, the student should apply for a certificate revision or renewal within that time frame.

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 for specific requirements for certification in other states.

- Individuals who currently hold a master's degree in Educational Leadership-Principal would not qualify for this program, but would qualify to apply for other NNU Ed.S. programs.

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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
EDUC7596GS	Principal Internship Spring	3
EDUC7596GF	Principal Internship Fall	3
EDUC7596P	Principal Portfolio	0-1

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EDUC8674	School Facilities	3
EDUC8675	Public Relations and Marketing for Schools	3
EDUC8676	Special Populations: Issues and Resources	3

## Application Requirements - Ed.S. Educational Leadership - Principal

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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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. 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.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - What are your reasons behind selecting this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## Admission Requirements - Ed.S. Educational Leadership - Principal

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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
5. Approval by the Graduate Education Admissions Committee.

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

## Graduation Requirements - Ed.S. Educational Leadership - Principal

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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
3. 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.
4. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

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Total Credits

32

## Education Specialist: Educational Leadership - Superintendent

### **Degree Type**

Education Specialist

### **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 program is designed to take 24 months to complete. Each transcript is evaluated for applicable transfer credits.

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. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis.

The program allows students to plan their schedules and to continue working full-time in their position while completing the program. Students typically complete the program in 24 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. In the last semester, each student will enroll in EDUC8678P Superintendent Portfolio (0-1) credits where they will upload their artifacts of learning and evidence of competencies of the Idaho Standards for Initial Certification.

The program is fully online with some courses scheduling synchronous video class sessions. We encourage students to attend these "live" sessions as they are available. Archived recorded sessions may be available for review.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for Superintendent endorsement on an Idaho Administrator Certificate. NOTE: An Institutional Recommendation (IR) is only valid for two years after completion of the degree. Therefore, the students should apply for a certificate revision or renewal within that time frame.

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.

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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
EDUC8678GS	Superintendent Internship Spring	2
EDUC8678GF	Superintendent Internship Fall	2
EDUC8678P	Superintendent Portfolio	0-1

If Principal Certification has not been obtained, it may be obtained through a Master of Education in Principal degree or an Education Specialist degree. Please see Master of Education or Education Specialist, Educational Leadership - Principal.

## 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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. Email or mail: a copy of candidate's Principal license.
5. Online: two recommendation forms completed by professional colleagues.
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.
7. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - What are your reasons behind selecting this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## 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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
5. Approval by the Graduate Education Admissions Committee.

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

## 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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
3. 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.
4. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

## Education Specialist: Leadership and Organizational Development

### **Degree Type**

Education Specialist

### **Program Description**

30 minimum semester credits required. More credits may be required depending on the program director's evaluation of the student's previous master's degree. This program is designed to take 18 months to complete. Each transcript is evaluated for applicable transfer credits.

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 or 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.

Students completing the Ed.S. Leadership and Organizational Development 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 assignments and projects completed from 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 Ed.S. graduate.

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 18 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.

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

A total of 30 credits are required as follows:

### Core Requirements (18 credits)

Item #	Title	Credits
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
EDUC8679P	Leadership & Organizational Development Program Portfolio	0-1

*EDUC8679: 3 credits cumulative: may be taken 1-3 credits per semester.*

### Educational Leadership Elective (3 credits)

Elective Options (select a minimum of 3 credits)

Item #	Title	Credits
EDUC7555	Mixed Methods Research	3
EDUC8670	Labor Relations in Schools	3
EDUC8674	School Facilities	3
EDUC8676	Special Populations: Issues and Resources	3

Students select 9 credits from only one of the following cognate options:

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

Item #	Title	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 Multicultural Society	3
EDUC7572	Innovative Instruction 2.0	3

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

Item #	Title	Credits
BSNS6101	Organizational Dynamics	3
BSNS6132	Managing in a Global Economy	3
BSNS6162	Ethics and Integrity in Decision Making	3
BSNS6172	Leadership Development	3

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

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PRTH6140	Ministry and Culture	4
PRTH6180	Formational Practicum	4
PRTH6840	Missional Discipleship	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4

### 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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 if applicable.
4. Online: two recommendation forms completed by professional colleagues.
5. Online: one supervisor recommendation form. All recommendation forms must be completed by different individuals.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - What are your reasons behind selecting this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

### 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.

### 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.

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Total Credits

30

## Endorsement: Teacher Leader

### **Degree Type**

Endorsement

### Program Description

25 - 28 semester credits required. Fully online. There are two tracks within this endorsement:

- Teacher Leader – Instructional Specialist Endorsement
- Teacher Leader – Special Education Endorsement.

Courses may be approved by the program director to be taken as a part of an M.Ed. or Ed.S. Program. Appropriate courses from previous graduate coursework may be approved by the program director.

This endorsement is designed for those seeking formal Instructional Coaching positions. The program emphasizes the teacher as an instructional leader. Skills appropriate to goal setting, maximizing human potential, servant leadership, and the unique aspects of mentoring teachers are emphasized.

A significant expectation is that each student will identify a teacher to be mentored specifically in the area of instructional improvement. The student will also complete a 90-hour practicum focusing on mentoring the identified teacher. In the last semester, each student will enroll in EDUC7514P Teacher Leader Portfolio (0-1) credits where the educator will upload an individual portfolio.

The time required to complete the Teacher Leader Endorsement will depend on whether it is included in a degree program or taken as endorsement only, and how many previous courses are approved by the program director. Successful completion qualifies the graduate for recommendation to the State of Idaho for a Teacher Leader endorsement in their content area on an Idaho Teacher 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.

Although the program is fully online, some courses may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Usually, archived sessions are available for review.

## Required Courses for Teacher Leader - Instructional Specialist Endorsement (Online):

Must have at least three years of teaching experience upon completion of the endorsement.

Courses may be approved to be taken as part of an M.Ed. or Ed.S. program.

Item #	Title	Credits
EDUC8000	Orientation: Graduate Education	0
EDUC7505	Teachers as Leaders	3
EDUC7514	Teacher Leader Practicum	1
EDUC7552	Instructional Coaching	3
EDUC7553	Curriculum, Assessment, and Collaboration	3
EDUC7554	Innovative Instruction	3
EDUC7556	Conceptual Statistics and Applications for Educators	3
EDUC7572	Innovative Instruction 2.0	3
EDUC7581	Instructional Supervision and Leadership	3
EDUC7584	Data Driven Decision-Making	3
EDUC7514P	Teacher Leader Portfolio	0-1

## Required Courses for Teacher Leader - Special Education Endorsement (Online):

Must have at least three years of teaching experience with two of those years teaching in Special Education upon completion of the endorsement. Courses may be approved to be taken as part of an M.Ed. or Ed.S. program.

Item #	Title	Credits
EDUC8000	Orientation: Graduate Education	0
EDUC7505	Teachers as Leaders	3
EDUC7514	Teacher Leader Practicum	1
EDUC7536	Mental Health and Trauma Informed Care	3
EDUC7538	Methods in Behavioral Intervention and Treatment	3
EDUC7548	Methods and Adaptations for Exceptional Learners	3
EDUC7549	IEPs and Transition	3
EDUC7556	Conceptual Statistics and Applications for Educators	3
EDUC7576	Special Education Law	3
EDUC7581	Instructional Supervision and Leadership	3
EDUC7586	Assessment and Collaboration	3
EDUC7514P	Teacher Leader Portfolio	0-1

## Application Requirements for Teacher Leader

### Application Requirements - Teacher Leader Endorsement

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 Teacher Leader 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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: two recommendation forms completed by professional colleagues.
5. 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.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - Why have you selected this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

### Admission Requirements - Teacher Leader Endorsement

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.

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Total Credits

25-28

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## Master of Education: Curriculum, Instruction and Innovation

### Degree Type

Master of Education

### 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 program is designed to take 18 months to complete. Each transcript is evaluated for applicable transfer credits.

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, 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 opens 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 a research question by independently preparing a 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 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 assignments and projects completed from 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.

### Required courses for M.Ed. Curriculum, Instruction, and Innovation:

Item #	Title	Credits
EDUC8000	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	Curriculum, Instruction, & Innovation Program Portfolio	0-1
EDUC7571	Education in a Globalized and Multicultural Society	3
EDUC7572	Innovative Instruction 2.0	3
EDUC7584	Data Driven Decision-Making	3

## 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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.
5. Online: one supervisor recommendation form. All recommendation forms must be completed by different individuals.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - Why have you selected this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## 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.

## 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.

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Total Credits

33-34

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## Master of Education: Educational Leadership - Director of Special Education

### Degree Type

Master of Education

### Program Description

The program prepares educators for leadership roles as **Directors of Special Education**. This fully online program requires 39-40 semester credits and is designed to be completed in approximately 24 months, including a 9-month administrative internship. Each applicant's transcript is reviewed for possible transfer credits. The schedule is designed to accommodate full-time educators pursuing a master's degree. Courses are asynchronous, with some requiring occasional synchronous virtual sessions.

Program Components:

- Coursework Focus
  - Understanding the Individuals with Disability Education Act
  - Special education funding and fiscal accountability
  - Results-driven leadership and accountability in special education
  - Instructional, behavioral, and management strategies for supporting students in the least restrictive environment.
  
- Administrative Internship
  - A 9-month (two-semester) internship in a district setting, totaling at least 150 clock hours, including:
    - Two weeks before school opens and two weeks after school closes (beyond teacher contracts)
  - Students complete tasks typical of a district-level leader under the supervision of an experienced Director of Special Education. Internship assignments must be approved by both the school district and the NNU program director.
  - Each student identifies a topic or problem of interest and completes a related project during the program, demonstrating leadership and benefitting district-level concerns.
  
- Capstone Portfolio
  - In the final semester, students enroll in EDUC7595P Director of Special Education Portfolio (0–1 credits) to submit artifacts and evidence demonstrating competencies aligned with Idaho Standards for Initial Certification. Students must demonstrate competency in both building-level administrator standards and Director of Special Education standards.
  
- Certification:
  - Graduates who successfully complete the program qualify for recommendation to the State of Idaho for a Director of Special Education endorsement on an Idaho Administrator Certificate. Note: Institutional Recommendations are valid for **two years** after degree completion. Students should apply for certificate revision or renewal within that timeframe. Students are responsible for submitting all required paperwork and fees to the Idaho State Department of Education. Current forms and information are available on the ISDE website. For certification in other states, students should verify requirements independently.

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EDUC8000	Orientation: Graduate Education	0
EDUC7511	The Learning Process	3
EDUC7538	Methods in Behavioral Intervention and Treatment	3
EDUC7553	Curriculum, Assessment, and Collaboration	3
EDUC7555	Mixed Methods Research	3
EDUC7566	Educational Values	1
EDUC7579	Special Education Law for Administrators	2
EDUC7581	Instructional Supervision and Leadership	3
EDUC7584	Data Driven Decision-Making	3
EDUC7585	Administering Human Resources	3
EDUC7595GS	Director of Special Education Internship Spring	2-4
EDUC7595GF	Director of Special Education Internship Fall	2-4
EDUC7595P	Director of Special Education Portfolio	0-1
EDUC7596GF	Principal Internship Fall	3
EDUC7598D	Special Education Policies and Procedures	2
EDUC8673	Advanced School Finance	3
EDUC8676	Special Populations: Issues and Resources	3

EDUC7595GS Director of Special Education Internship Spring (1 semester; total of 2 credits)

EDUC7595GF Director of Special Education Internship Fall (1 semester; total of 2 credits)

EDUC7596GF Principal Internship Fall (1 semester; total of 3 credits)

## Application Requirements - M.Ed. 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 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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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: two recommendation forms completed by professional colleagues.
5. 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.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - What are your reasons behind selecting this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## Admission Requirements - M.Ed. Educational Leadership - Director of Special Education

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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
5. Approval by the Graduate Education Admissions Committee.

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

## Graduation Requirements - M.Ed. 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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
3. 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.
4. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

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Total Credits

39-40

## Master of Education: Educational Leadership - Principal

### **Degree Type**

Master of Education

### **Program Description**

This fully online program requires 36 semester credits and is designed to be completed in approximately 24 months, including a 9-month administrative internship. Each applicant's transcript is evaluated for potential transfer credits.

The program prepares educators for formal leadership roles such as building-level principal, assistant principal, or instructional team leader, with an emphasis on the administrator as an instructional leader. Coursework focuses on goal setting, continuous school improvement, maximizing human potential, organizational structure, and essential management tasks. The schedule accommodates full-time teachers pursuing a master's degree. Courses are asynchronous, with some optional synchronous video sessions. Recorded sessions may be available for review.

Students will complete:

- A 9-month (two-semester) internship in a school setting, totaling at least 400 clock hours, including:
  - Two weeks before school opens and two weeks after school closes (beyond teacher contracts)
  - 40 hours at an alternate level (elementary/secondary, online/traditional brick and mortar)
- A variety of tasks typical of a building-level principal under the supervision of an experienced principal. Internship assignments must be approved by the school district and the NNU program director.
- Interns are expected to identify a topic or problem of interest and complete a related project during the program.
- In the final semester, enrollment in EDUC7596P Principal Portfolio (0–1 credits) is required to submit artifacts and evidence of competencies aligned with the Idaho Standards for Initial Certification.

Upon successful completion, graduates qualify for recommendation to the State of Idaho for a Pre-K–12 Principal endorsement on an Idaho Administrator Certificate. Note: Institutional Recommendations are valid for two years after degree completion; students should apply for certificate revision or renewal within that timeframe.

Students are responsible for submitting all required paperwork and fees to the Idaho State Department of Education. Current forms and information are available on the ISDE website. For certification in other states, students should verify requirements independently.

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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
EDUC7596GS	Principal Internship Spring	3
EDUC7596GF	Principal Internship Fall	3
EDUC7596P	Principal Portfolio	0-1

## Application Requirements - M.Ed. Educational Leadership - Principal

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: [gps@nnu.edu](mailto:gps@nnu.edu). Transcripts can be received through email if sent from an accepted digital credentialing service, such as Parchment or the National Student Clearinghouse.

1. Online: application and \$50 non-refundable application fee.
2. Mail, or email from a digital service: official transcripts 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: two recommendation forms completed by professional colleagues.
5. 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.
6. Online: Candidates will write to the following questions concisely and in their own words, without the use of AI. This will allow faculty to review your individual writing style and get to know you better as a student.
  - What are your academic and professional interests?
  - What are your reasons behind selecting this particular program at Northwest Nazarene University?
  - How will this degree impact your role in your educational community/organization?

## Admission Requirements - M.Ed. Educational Leadership - Principal

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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
5. Approval by the Graduate Education Admissions Committee.

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

## Graduation Requirements - M.Ed. Educational Leadership - Principal

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. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting before degree completion.
3. 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.
4. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

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Total Credits

36

# College of Natural and Applied Sciences | Computer Science

## Faculty:

Dean: Jamee Nixon

**Computer Science Faculty:** Dale Hamilton (Department Chair)

## Student Learning Outcomes

1. Students will be able to master the basic knowledge in the field.
2. Students will be able to apply knowledge appropriately.
3. Students will be able to communicate subject content effectively.
4. Students will be able to work well in a team environment and with professionalism.

## Mission:

The mission of the Department of Computer Science is altogether aligned with the overall mission of NNU. The mission of Northwest Nazarene University (and the College of Natural & Applied Sciences) 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.

## Vision:

Northwest Nazarene University's Department of Computer Science strives to deliver an exceptional, Christ-centered educational experience that equips students to live out their calling in service to business and community and for the advancement of God's Kingdom.

Graduate Programs:

The Department of Mathematics and Computer Science has developed a [Masters of Science in Artificial Intelligence](#) degree program.

## Department of Computer Science

## Faculty:

Dale Hamilton (Department Chair)

## Mission:

The mission of the Department of Computer Science is altogether aligned with the overall mission of NNU. The mission of Northwest Nazarene University (and the College of Natural & Applied Sciences) 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.

## Vision:

Northwest Nazarene University's Department of Computer Science strives to deliver an exceptional, Christ-centered educational experience that equips students to live out their calling in service to business and community and for the advancement of God's Kingdom.

## Admission Requirements

Students seeking admission into the MS in Artificial Intelligence should meet the following criteria:

1. A baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 3.0 in all previous academic coursework. If GPA is less than 3.0, please provide an explanation.
3. Evidence of competency in writing as demonstrated by a submitted essay explaining the motivation for pursuing an MS in Artificial Intelligence at NNU.
4. Official transcript of undergraduate degree and completed graduate work.
5. Two academic or professional recommendations.
6. Resume/CV

### Application Process:

The applicant will submit the following forms to the graduate admission office:

1. **Application** with nonrefundable \$50 application fee.
2. Official transcript(s) of undergraduate degree and completed graduate work.
3. Two recommendations (academic/supervisor/professional)

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

Prospective students will need to meet the minimum NNU graduate admissions requirements as outlined in the NNU Graduate and Professional Studies catalog.

Selection of students to admit into the MS in Artificial Intelligence program will be made by an Admissions Committee consisting of graduate Computer Science faculty. The committee is comprised of faculty who are teaching graduate courses (numbered 6000 and above) in the Computer Science program.

If a prospective student does not have the software development experience commensurate with what is covered in a Data Structures course, they will be required to take COMP6120 Fundamentals of Programming and Data Structures as their first class upon starting the master's program. If commensurate coursework is available on their transcript, that will suffice. Students who have a BS in Computer Science will have fulfilled this requirement as will students who have a BS in Electrical Engineering from many institutions. If students have obtained commensurate development experience outside the academic setting, that can also be considered.

### Transfer of Credits

A maximum of 9 credit hours required for the degree may be transferred from another regionally accredited institution with the approval of the Department of Computer Science. 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 order to continue in good standing in the program, students must meet the following criteria:

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

3. 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 (Degree Programs)**

Students are expected to attend classes in the courses in which they are enrolled. For online sessions, this includes regular and consistent participation each week. Unwarranted absences may result in a reduced grade for the course. Any student who misses 25% of a course's didactic content, regardless of cause, will be administratively removed from that course. For purposes of online courses, attendance requires assignment submissions, not merely a login or page view.

### **Graduation Requirements**

Graduation requirements for the Masters degree in Artificial Intelligence include:

1. Completion of the approved program within 6 years of beginning coursework.
2. Completion of the required number of credits.
3. Maintain a cumulative grade point average of 3.0 or higher.
4. Earn no more than two course grades below B-.
5. Earn no grades lower than C- as they do not count toward the degree.
6. A final project done in conjunction with COMP6680 Capstone Project
7. Submission of a graduation application according to the following deadlines: June 1 for graduation after the Fall semester; October 15 for graduation after the Spring semester; and January 15 for graduation after the summer semester

## Master of Science in Artificial Intelligence

### **Degree Type**

Master of Science in Artificial Intelligence

### **Requirements:**

30 Semester Credits Required

### **Prerequisites required before the start of the Master of Science in Artificial Intelligence Program:**

1. Completion of a Bachelor's degree, preferably in Computer Science or equivalent
2. Successful completion of an introductory course in a programming language (C, C++, C#, Python)
3. Successful completion of a course in Data Structures
4. Should a prospective student not have completed requirements 2 and 3 above, they will be required to enroll in [COMP6120](#), Fundamentals of Programming and Data Structures, in their first semester. If taken, [COMP6120](#) will count as one of the elective credits.

## BS+MS Bridge Program

Undergraduate students currently majoring in Computer Science are eligible to take certain graduate level courses during their undergraduate studies. Students can take up to 3 courses (9 credits) as a graduate Non-Degree seeking (NDS) student, prior to being admitted into the graduate program. For more information, contact the Department Chair.

If a student in the MS in Artificial Intelligence program completed a course at the undergraduate level that is also cross-listed at the graduate level, up to one course in the graduate program can be waived. This waiver, when combined with the Bridge Program, cannot total more than 3 courses (9 credits).

## Transfer of Credits

A maximum of 9 credit hours required for the degree may be transferred from another regionally accredited institution with the approval of the Department of Computer Science. 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.

## Attendance Policy (Degree Programs)

Students are expected to attend classes in the courses in which they are enrolled. For online sessions, this includes regular and consistent participation each week. Unwarranted absences may result in a reduced grade for the course. Any student who misses 25% of a course's didactic content, regardless of cause, will be administratively removed from that course. For purposes of online courses, attendance requires assignment submissions, not merely a login or page view.

## Academic Standing and Dismissal

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

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

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

## Degree Completion Time

It is expected that students will complete this degree program in 2 years. Students have 6 years in which the program can be completed.

## Graduation requirements for the Master of Science in Artificial Intelligence program:

1. Completion of the approved program within 6 years of beginning coursework.
2. Completion of the required number of credits.
3. Maintain a cumulative grade point average of 3.0 or higher.
4. Earn no more than two course grades below B-.
5. Earn no grades lower than C- as they do not count toward the degree.
6. A final project done in conjunction with COMP6680 Capstone Project
7. Submission of a graduation application according to the following deadlines: June 1 for graduation after the Fall semester; October 15 for graduation after the Spring semester; and January 15 for graduation after the summer semester

## Required Core Courses

Each student will complete the following courses:

Item #	Title	Credits
COMP6350	Full Stack Development	3
COMP6750	Algorithm Analysis	3
COMP6220	Artificial Intelligence	3
COMP6330	Machine Learning	3

## Elective Courses

Each student shall complete 12 instructional credits not duplicated above by taking a selection of the following 6000 level courses:

Item #	Title	Credits
COMP6120	Fundamentals of Programming and Data Structures	3
COMP6230	Spatial Analysis	3
COMP6810	Parallel Computation	3
COMP6250	Evolutionary Computation	3
COMP6360	Natural Language Processing	3
COMP6240	Fuzzy Logic	3
COMP6370	Neural Networks and Deep Learning	3
COMP6094	Special Topics in Artificial Intelligence	1-4

## Capstone Project

Students will be required to complete an Internship or Project as part of this final course.

Item #	Title	Credits
COMP6680	Capstone Project	1-3

6 credits will need to be earned, requiring students to take this course twice (two semesters). Should a student need additional time to complete their capstone, they may enroll for 1 additional credit per semester until completed.

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Total Credits	30
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# College of Natural and Applied Sciences | Pathway to Accelerated Master of Engineering

### Faculty

**Dean:** Jamee Nixon

**Chemistry Faculty:** D. Timothy Anstine (Department Chair), Jerry Harris

**Engineering & Physics Faculty:** Duke Bulanon (Department Chair), Joshua Griffin, Dan Lawrence, Autumn Pratt

## Student Learning Outcomes

1. Students will be able to master the basic knowledge in the field.
2. Students will be able to apply knowledge appropriately.
3. Students will be able to communicate subject content effectively.
4. Students will be able to work well in a team environment and with professionalism.

## Mission

The mission of the College of Natural and Applied Sciences is altogether aligned with the overall mission of NNU. 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.

## Programs Offered By Degree Level

### Pathway to Accelerated Master of Engineering

NNU, in collaboration with Boise State University (BSU), is working with its students to apply for an accelerated master's degree program at BSU. This accelerated program gives bachelor's degree students a "fast-track" option to pursue their Master of Engineering degree in one of the following: **mechanical engineering, materials science & engineering, or electrical and computer engineering**. Upon a student's successful completion of this 4+1 model, the student will have earned a Bachelor of Science degree from NNU and a Master of Engineering degree from BSU.

Students who have been early admitted to BSU's accelerated Master of Engineering degree program *before* their senior year will be able to take **two** graduate courses during their senior year at NNU. These will apply to the BSU Master of Engineering degree as well as their NNU Bachelor of Science degree.

# Accelerated Master of Engineering Pathway

## Pathway to Accelerated Master of Engineering

NNU undergraduate students wishing to begin coursework toward a Master of Engineering degree the final year of their bachelor's degree program have the following options. NNU, in collaboration with Boise State University (BSU), works with its students to apply for an accelerated master's degree program at BSU. This accelerated program gives bachelor's degree students a "fast-track" option to pursue their Master of Engineering degree at BSU. Upon successful completion of this 4+1 model, the student will have earned a Bachelor of Science in Engineering or Bachelor of Science degree from NNU and the potential of completing BSU's Master of Engineering (ME) in Materials Science and Engineering, in Mechanical Engineering, in Electrical and Computer Engineering, or in Electrical and Computer Engineering with a semiconductor emphasis.

Prior to their final year in their bachelor's program, NNU students must apply by April 30 for admission to BSU's Accelerated Master of Engineering program. Students must also apply to NNU's graduate program as a non-degree seeking student.

Students who have been accepted into the BSU program will be able to apply two NNU graduate courses to the BSU Master of Engineering degree as well as their NNU Bachelor of Science in Engineering or Bachelor of Science degree. Students admitted into NNU's graduate program may choose to take additional 4000-level courses at the 6000-level.

## Pathway to Accelerated Master of Engineering

### Degree Type

Accelerated Master of Science Pathway

### Pathway to Accelerated Master of Engineering

NNU undergraduate students wishing to begin coursework toward a Master of Engineering degree the final year of their bachelor's degree program have the following options. NNU, in collaboration with Boise State University (BSU), works with its students to apply for an accelerated master's degree program at BSU. This accelerated program gives bachelor's degree students a "fast-track" option to pursue their Master of Engineering degree at BSU. Upon successful completion of this 4+1 model, the student will have earned a Bachelor of Science in Engineering degree from NNU and the potential of completing BSU's Master of Engineering (ME) in Materials Science and Engineering, in Mechanical Engineering, in Electrical and Computer Engineering, or in Electrical and Computer Engineering with a semiconductor emphasis.

Prior to their final year in their bachelor's program, NNU students must apply by April 30 for admission to BSU's Accelerated Master of Engineering program. Students must also apply to NNU's graduate program as a non-degree seeking student.

Students who have been accepted into the BSU program will be able to apply two NNU graduate courses to the BSU Master of Engineering degree as well as their NNU Bachelor of Science in Engineering or Bachelor of Science degree. Students admitted into NNU's graduate program may choose to take additional 4000-level courses at the 6000-level.

## Chemistry

Item #	Title	Credits
CHEM6310	Inorganic Chemistry	3
CHEM6510	Thermodynamics and Kinetic Chemistry	3

## Engineering

Item #	Title	Credits
ENGR6100	Fluid Mechanics	3
ENGR6130	Mechatronics	3
ENGR6140	Vibrations	3
ENGR6150	Heat Transfer	3
ENGR6210	Microelectronics Design	3
ENGR6230	Embedded Systems	3
ENGR6260	Communication Systems	3
ENGR6300	Semiconductor Devices and Simulation	3

## Physics

Item #	Title	Credits
PHYS6720	Solid State Physics	3
PHYS6810	Quantum Mechanics	3
Total Credits		6

# College of Nursing

## Faculty

Linda Valenzuela, DNP, MSN, MPH, RN - Professor and Dean of the College of Nursing

Rebekkah Hulen, PhD, MSN, RN - Graduate Chair

Bryana Smith, DNP, MSN, FNP-C - Director of Graduate Programs and Professor

Phyllis Morris, MSN CRNI, LNC, CNE - Professor and MSNLE Program Director

## Adjunct Faculty

Georgianna Ainslie, DNP, RN, CNM

Amy Beam MSN, NP-c

Colleen Campbell DNP, ANP-c

Jo Cote, DNP, FNP-c

Thomas George Jr., DNP, FNP-C, NASM-CPT, FOMA

Julie Hawkinson, PhD, MS, MA, RN

Michael Horne MBA, DNP, AGNP-BC, CCK

Rebecca Martin, MSN, RN

Kay Olsen, MSN, RN

Joshua White MSN, FNP-c

## Mission - Graduate

The Master of Science in Nursing program at Northwest Nazarene University fosters intellectual, professional, and spiritual growth in the context of Christ-like behavior in all areas of advanced nursing practice. The program focuses on evidence-based practice, transferring research findings to clinical practice, development of communication and leadership skills, and delivery of care to diverse populations. NNU's Master of Science in Nursing program prepares graduates of distinction in nursing leadership, education, and evidence-based clinical practice.

## Programs Offered by Degree Level

Graduate

# Master of Science in Nursing

The College of Nursing offers a Master of Science in Nursing degree with two programs of study: Leadership and Education and Family Nurse Practitioner. An individualized plan of study is designed at the start of the program based on academic review.

- **Master of Science in Nursing Family Nurse Practitioner**  
(47 credits) - Asynchronous Program
- **Master of Science in Nursing Leadership and Education**  
(38 credits) - Asynchronous Program

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

## Program Mission and Outcomes

### Mission

The Master of Science in Nursing program at Northwest Nazarene University fosters intellectual, professional, and spiritual growth in the context of Christ-like behavior in all areas of advanced nursing practice. The program focuses on evidence-based practice, transferring research findings to clinical practice, development of communication and leadership skills, and delivery of care to diverse populations. NNU's Master of Science in Nursing program prepares graduates of distinction in nursing leadership, education, and evidence-based clinical practice.

### **MSN Outcomes**

- Integrates advanced scientific, ethical, and theological knowledge to provide holistic, evidence-based practice that serves diverse populations with compassion.
- Engages individuals and families with Christ-like compassion, employing culturally responsive, and collaborative strategies to promote dignity and well-being through innovative approaches rooted in scholarly knowledge.
- Applies epidemiology and social determinants to the design of equitable health interventions and/or curriculum, integrating academic excellence, creative leadership, and Christlike characteristics.
- Conducts inquiry and disseminates knowledge that advances nursing, reflects Christ-centered ethical frameworks, inspires innovative problem-solving, and addresses real-world health disparities.
- Leads initiatives for safe, high-quality care grounded in evidence, ethical integrity, and interdisciplinary collaboration, serving communities with justice and compassion and fostering creative systems-based improvements.
- Fosters respectful, Christ-like relationships within organizational teams, contributing nursing expertise in collaborative efforts that creatively solve problems and address community needs through academic rigor and professionalism.
- Critically evaluates systems to advocate for just and sustainable reforms, applying scholarly insight, Christ-like servant leadership, and innovation in practice and policy development.
- Utilizes technology ethically and effectively to enhance decision-making, demonstrating academic excellence and supporting access, equity, and service to all populations.
- Exemplifies professionalism through the integration of advanced knowledge, reflective practice, ethical decision-making, and Christ-like character with a deep respect for human dignity, with a commitment to lead by example, mentor others, and contribute to the advancement of the nursing profession.
- Demonstrates transformative presence in clinical, academic and community settings, through a commitment to lifelong personal and professional development, reflective practice, Christ-like character, and the pursuit of excellence in leadership.

### **Master of Science in Nursing (MSN) Applicants**

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

#### **MSN Admission Requirements:**

1. Submission of a **graduate application** for admission with a nonrefundable application fee.
2. Submission of official transcript(s) with all nursing courses from a regionally accredited institution.
3. A minimum grade point average of 3.0 (on a 4.0 scale) for all nursing courses completed.
4. Verification of current unencumbered licensure to practice nursing as a registered nurse within the United States.
5. Submission of a personal goal statement
6. Submission of two academic or professional recommendations (e.g., supervisor, colleague, professor).
7. Pre-admission committee interview in person or online.

## **Transfer of Graduate Credits**

All transfer credits must have received at least a "B" letter grade and be approved by the admission committee. Credits must have been earned within five years preceding the date of admission.

## **Graduate Nursing Satisfactory Progression**

- Satisfactory progression in graduate nursing programs requires:
- Maintenance of cumulative GPA of 3.0 or greater
- Achieve a grade of 80% or higher in each course
- Pass all clinical and competency-based experiences
- Adherence to Professional Conduct and Behavioral Standards

## **Master of Science in Nursing: Family Nurse Practitioner (FNP)**

### **General Description**

The College of Nursing offers a Master of Science in Nursing Family Nurse Practitioner degree path. Asynchronous learning with on-campus competency lab hours required with four clinical courses. The FNP program consists of 47 graduate credits and can be completed within 24 months. The MSN Family Nurse Practitioner program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Idaho Board of Nursing.

### **Goal**

Northwest Nazarene University's Master of Science in Nursing Family Nurse Practitioner's program goal is to equip Master's-prepared FNP's to serve their communities with excellence and compassion in care while exhibiting Christ-like behavior.

### **Faculty**

Linda Valenzuela, DNP, MSN, MPH, RN - Professor and Dean of the College of Nursing  
Rebekkah Hulen, PhD, MSN, RN - Graduate Chair  
Bryana Smith, DNP, MSN, FNP-C - Director of Graduate Programs and Professor  
Phyllis Morris, MSN CRNI, LNC, CNE - Professor and MSNLE Program Director

### **Adjunct Faculty**

Georgianna Ainslie, DNP, RN, CNM  
Amy Beam MSN, NP-c  
Colleen Campbell DNP, ANP-c  
Jo Cote, DNP, FNP-c  
Thomas George Jr., DNP, FNP-C, NASM-CPT, FOMA  
Julie Hawkinson, PhD, MS, MA, RN  
Michael Horne MBA, DNP, AGNP-BC, CCK  
Rebecca Martin, MSN, RN  
Kay Olsen, MSN, RN  
Joshua White MSN, FNP-c

### **Credits**

Master of Science in Nursing: Family Nurse Practitioner - 47 credits

Master of Science in Nursing: Leadership and Education - 38 credits

## **Master of Science in Nursing: Nursing Leadership and Education**

### **General Description**

At Northwest Nazarene University, we believe all graduate nurses are leaders and educators, regardless of the roles assumed in practice. The Master of Science in Nursing: Leadership and Education prepares the graduate nurse to a) provide clinical leadership in a variety of settings and b) educate nurses, patients, and nursing students. The course of study allows the Baccalaureate degree nurse to earn the MSN Leadership and Education degree. Offered fully online, the MSN: Leadership and Education program utilizes an individualized plan of study designed for each student based on professional and personal needs. Students progress through the program at their own pace, completing it in approximately 6 semesters. The program is designed to fit your needs and your timeline. The course of study consists of 38 graduate credits.

### **Goal**

The goal of the Master of Science in Nursing: Leadership and Education area of study is to prepare graduate nurses to meet the challenges of an ever-changing population healthcare environment and to provide accessible graduate education in nursing that meets the demands of the profession while maintaining the highest degree of academic rigor and integrity.

### **Faculty**

Linda Valenzuela, DNP, MSN, MPH, RN - Professor and Dean of the College of Nursing

Rebekkah Hulén, PhD, MSN, RN - Graduate Chair

Bryana Smith, DNP, MSN, FNP-C - Director of Graduate Programs and Professor

Phyllis Morris, MSN CRNI, LNC, CNE - Professor and MSNLE Program Director

### **Adjunct Faculty**

Georgianna Ainslie, DNP, RN, CNM

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Jo Cote, DNP, FNP-c

Thomas George Jr., DNP, FNP-C, NASM-CPT, FOMA

Julie Hawkinson, PhD, MS, MA, RN

Michael Horne MBA, DNP, AGNP-BC, CCK

Rebecca Martin, MSN, RN

Kay Olsen, MSN, RN

Joshua White MSN, FNP-c

### **Credits**

The Master of Science in Nursing: Leadership and Education is 38 credits

### **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.

## Master of Science in Nursing: Family Nurse Practitioner

### Degree Type

Master of Science in Nursing

### Requirements:

47 Semester Credits Required

### Prerequisites to the MSN program

- Active RN license, in good standing, in the United States

### Required graduate courses

Item #	Title	Credits
NURS6115	Organizational Leadership	3
NURS6125	Managing the Health of Populations	3
NURS6160	Advanced Pharmacology I	3
NURS6170	Advanced Health Assessment	3
NURS6185	Scholarly Inquiry I: Review and Analysis of Healthcare Research	2
NURS6190	Scholarly Inquiry II: Dissemination & Implementation	2
NURS7090	Advanced Pathophysiology	4
NURS7115	Advanced Pharmacology II	3
NURS7130	Primary Care of the Family I	4
NURS7130C	Primary Care of the Family I: Competency Lab and Clinical	2
NURS7145	Primary Care of the Family II	4
NURS7145C	Primary Care of the Family II: Competency Lab and Clinical	2
NURS7165	Primary Care of the Family III	4
NURS7165C	Primary Care of the Family III: Competency Lab and Clinical	2
NURS7170	Primary Care of the Family IV	4
NURS7170C	Primary Care of the Family IV: Competency Lab and Clinical	2

## 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; the program is designed to be completed in 24 months. 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:

1. Completion of the requirements for the approved program.
2. Completion of the required number of credits for the specific program.
3. Maintain a GPA of 3.0 or higher for all MSN courses.
4. A minimum grade of B- must be obtained in all courses.
5. The candidate must apply for graduation one full semester prior to anticipated degree completion.

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Total Credits

47

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## Master of Science in Nursing: Leadership and Education

### Degree Type

Master of Science in Nursing

### Requirements:

38 Graduate level credits

NNU's Master of Science in Nursing degree is designed to be a 24-Month program for those entering directly from a Bachelor of Science degree program. The program is designed for the working registered nurse desiring to attain an advanced nursing degree and develop professional and leadership skills to advance career opportunities. Nurses with a Bachelor of Nursing (BSN) degree from a regional and national accredited school are eligible to enroll in the MSN Leadership and Education Program. The MSN degree may be completed in six semesters. Optionally, the degree may be completed in as quickly as 15 months or can be paced part-time over five years.

### Description:

The course of study includes advanced courses in nursing science and health assessment, development of leadership skills in a variety of areas including nursing research and evidence-based practice, as well as teaching learning strategies, curriculum development, and evaluation processes.

### Prerequisites required before starting the MSN degree:

These Requirements may be Waived Following a Transcript Review

- Introduction to Academic Writing (or equivalent)
- Intro to Psychology
- Intro to Sociology
- Elementary Statistics
- Concepts of Leadership and Management in Professional Nursing
- Introduction to Evidenced Based Practice & Research
- Nursing in Diverse Communities & Populations

## Required MSN Leadership and Education Courses

Item #	Title	Credits
NURS6115	Organizational Leadership	3
NURS6125	Managing the Health of Populations	3
NURS6160	Advanced Pharmacology I	3
NURS6170	Advanced Health Assessment	3
NURS6185	Scholarly Inquiry I: Review and Analysis of Healthcare Research	2
NURS6190	Scholarly Inquiry II: Dissemination & Implementation	2
NURS7015	Leadership & Education Clinical I	1
NURS7025	Healthcare Microsystem Evaluation	3
NURS7035	Leading Change in Healthcare Microsystems	3
NURS7045	Leadership & Education Clinical II	1
NURS7055	Principles of Teaching/Learning I	3
NURS7065	Principles of Teaching/Learning II	3
NURS7075	Leadership & Education Capstone	4
NURS7090	Advanced Pathophysiology	4

### Degree Completion Time

All credits for the Master of Science in Nursing: Leadership and Education 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: Leadership and Education program:

1. Completion of the requirements for the approved area of study.
2. Completion of the required number of credits for the specific area of study.
3. Maintained GPA of 3.0 or higher for all MSN courses.
4. Only credits receiving a "C" (2.0) or higher grade may be applied toward the degree.
5. The candidate must apply for graduation one full semester prior to anticipated degree completion. Contact the NNU Graduate Admissions Department for Additional Details.

Total Credits

38

## Northwest Nazarene Divinity School

### Faculty

Tomás Álvarez  
 Joseph Bankard  
 Joe Gorman  
 Timothy Hahn  
 Mike Kipp  
 Diane Leclerc  
 Marty Michelson  
 Brent Peterson  
 Mary Schmitt

### **Mission - Northwest Nazarene Divinity School**

As an expression of its commitment to historic Christianity from a Wesleyan perspective, the Northwest Nazarene Divinity School 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.

### **Misión - La Escuela de Posgrado en Teología**

Como expresión de su compromiso con el cristianismo histórico desde una perspectiva wesleyana, la Facultad de Teología y Ministerios Cristianos educa y prepara a mujeres y hombres para una vida de fe, ministerio y servicio en el mundo y en la Iglesia. La misión del programa incluye la formación personal y espiritual.

### **Purpose Statement - Northwest Nazarene Divinity School**

Northwest Nazarene Divinity School 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.

### **Mission - Christian Ministry Online**

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 coursework to be completed online with no residential requirements.
- Accepts transfer of college credits from regionally accredited institutions (for details see transfer of credits under Undergraduate Academic Perspectives).
- Meets all educational requirements for ordination in the Church of the Nazarene.

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 reign 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.

### **Mission - Course of Study (non-degree)**

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.

## **Programs Offered by Degree Level**

Graduate and Graduate Certificates

Undergraduate

# Course of Study (non-degree)

## **Faculty**

Brent Peterson (Interim Program Directors)

Richard Thompson

## **Mission**

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.

In order to help all current and future COS students succeed in their work, the following registration policy has been implemented by the Course of Study Program:

1. A new student to our program may register or enroll in one (1) COS module/course per session. This allows the student to adjust to online learning, the specific nuances of the course management system, the "rhythms" of our COS modules/courses, and balancing church, study, and work responsibilities.
2. A returning student to our program may register or enroll in one (1) or two (2) COS modules/courses per session, as long as prior work in the program has been completed satisfactorily (a minimum GPA of 2.30). Those with a GPA below that threshold will be permitted to enroll in only one (1) COS module/course per session.
3. A returning student to our program who has received unsatisfactory grades (a D+ or lower) for three (3) consecutive COS modules/courses may only register or enroll in one (1) COS module/course per session until that student demonstrates adequate ability to succeed in his/her work (i.e., a grade of C+ or above).
4. Neither a returning student nor a new student may register or enroll in more than two (2) COS modules/courses per session, as past performance has indicated that students have usually not been successful in their work when enrolled in three or more modules/courses per session.
5. If unusual circumstances may call for an exception, and if a reasonable plan that could help a student succeed can be implemented, then such an exception may be requested from the Director of the COS Program. Such a request would need to come from the student and be supported either by the chair or secretary of the student's District Ministerial Studies Board (or Board of Ministry) or by the district superintendent, who would (a) offer some rationale for the request and (b) describe the support that would be provided to assist in the student's successful completion the module/course work. This request (including the district support of that request) would need to be received by the Director of the COS Program at least 48 hours before the close of a session's registration.

## Non-degree Course of Study

### Degree Type

COS

### Faculty

Joe Gorman, Program Director

## Non-Degree Course of Study

The program is divided into **21 courses** provided by Global Education and Clergy Development in the Church of the Nazarene. Every course is developed for online instruction in Canvas, and is facilitated by an ordained Nazarene elder who holds at least a master's degree.

Our experienced and effective teachers give you **8 weeks of instruction** in an enriched format as you prepare yourself for effective ministry.

The Non-Degree Course of Study program is open to anyone seeking education in Christian studies (16 years or older, proficient in English). These courses are **designed for those pursuing ordination in the Church of the Nazarene** through the NCOS program. A formal application is not required. See the course catalog and register at [pdlearn.nnu.edu](http://pdlearn.nnu.edu).

In order to help all current and future NCOS students succeed in their work, the following registration policy has been implemented by the Non-Degree Course of Study Program:

1. Students in the NCOS program may register for one (1) NCOS course per quad. This allows the student to adjust to online learning, the specific nuances of the course management system, the "rhythms" of our NCOS courses and balancing church, study and work responsibilities.
2. If unusual circumstances may call for an exception, and if a reasonable plan that could help a student succeed can be implemented, then such an exception may be requested from the Director of the NCOS Program. Such a request would need to come from the student and be supported either by the chair of the student's District Board of Ministry or by the District Superintendent, who would (a) offer some rationale for the request and (b) describe the support that would be provided to assist in the student's successful completion of the course work. This request (including the district support of that request) would need to be received by the Director of the NCOS Program at least one week before the close of a session's registration.

## Registration 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 students must set up an account in PDLearn at [pdlearn.nnu.edu](http://pdlearn.nnu.edu) prior to registering for classes.

Please contact [ncos@nnu.edu](mailto:ncos@nnu.edu) or (208) 467-8538 with any questions regarding this program.

## Registration Process

Registration is open three times a year.

Registration closes on Tuesday at midnight prior to the first day of class. A student must complete the registration process each session.

1. Choose a module from the COS Catalog in PDLearn. Click on "Register Me".
2. Click on "Check Out" for payments with a credit card.

3. If you are a new student, you will receive PDLearn Canvas login information separately.

## Drop/Withdraw Policy

NNU has implemented a defined Add/Drop/Withdrawal Policy for our Non-Degree Course of Study Program. It is as follows:

1. Students can add a course module up until 5:00 p.m. MST on the Monday one week prior to the first day of class.
2. Students can drop a course (meaning no record of attending) up until 5:00 p.m. MST on the Monday one week following the first day of class.
3. Students may withdraw (leaving a W on their transcript) up until 5:00 p.m. MST on the Monday 3 weeks following the drop deadline.
4. Courses are nonrefundable.

All drops/withdrawals must be emailed to the Non-Degree Course of Study Office at [ncos@nnu.edu](mailto:ncos@nnu.edu), and the instructor.

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Total Credits

0

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# Northwest Nazarene Divinity School | Escuela de Posgrado en Teología

Northwest Nazarene Divinity School offers Doctor of Theology, Master of Divinity, and Master of Arts degrees, as well as several Graduate Certificate Options. These professional graduate degrees prepare women and men for vocational ministry and also offer students opportunities to focus their studies around a specialization of their own choosing. Northwest Nazarene Divinity School offers the following programs:

La Escuela de Posgrado en Teología de la Universidad Nazarena del Noroeste (NNU por sus siglas en inglés) ofrece Doctorado en Teología, Maestría en Divinidades y Maestría en Artes, así como varias Opciones de Certificado de Posgrado. Estos títulos de posgrado preparan a mujeres y hombres para el ministerio vocacional y también ofrecen a los estudiantes oportunidades para centrar sus estudios en torno a una especialidad de su propia elección. La Escuela de Posgrado en Teología ofrece los siguientes programas:

## Doctoral Degree Program

### Doctor of Theology

El programa del título de Doctor en Teología (Th. D.) está diseñado para proporcionar estudios e investigaciones avanzados para personas en el liderazgo pastoral, ministerial, educativo y/o de la iglesia en el área específica de la Teología Práctica. El programa de Th. D. brinda oportunidades para la exploración, el estudio, la investigación y el análisis en profundidad con respecto a la Iglesia, sus prácticas y el ministerio en campos interdisciplinarios seleccionados (es decir, bíblico, teológico, histórico y filosófico, un componente consistente con todos los programas de posgrado que el Colegio de Teología y Ministerio Cristiano – CTCM—ofrece), y en cursos enfocados en prácticas específicas de la Iglesia y el ministerio.

The Doctor of Theology (Th.D.) degree program is offered in English and Spanish languages and is designed to provide advanced study and research for persons in pastoral, ministerial, educational, and/or church leadership. The Th.D. program provides opportunities for in-depth exploration, study, research, and analysis regarding the Church,

her practices, and ministry in selected interdisciplinary fields (i.e., biblical, theological, historical, and philosophical -- a component consistent with all graduate programs that the Northwest Nazarene Divinity School), and in courses focused on selected practices of the Church and ministry.

## Master Degree Programs

All of NNU's Master of Divinity and Master of Arts programs are fully online, with no residential requirements. Prospective students with a baccalaureate degree from a variety of undergraduate majors are encouraged to apply.

Northwest Nazarene Divinity School 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 Master of Divinity and the Master of Arts: Pastoral Ministry programs 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.

### Master of Divinity

A professional graduate degree, the Master of Divinity is an extensive program designed to prepare students for vocational ministry and leadership. Master of Divinity students complete 75 semester credits, includes a 36-credit pastoral ministry core, a 32-credit specialization, four credits of supervised ministry experience to be completed near the end of the student's program, 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. Students may choose from four specializations:

- Chaplaincy
- Missional Leadership
- Spiritual Formation
- Youth, Children, and Family Ministry

In addition to the above Master of Divinity specializations, Northwest Nazarene Divinity School has joined with two other NNU graduate programs to create the following dual degrees:

- Master of Divinity with Master of Business Administration
- Master of Divinity with Master of Social Work

Master of Divinity students are not required to serve in a ministry staff capacity during their enrollment, but they must be actively engaged in a local church where they can apply their studies and be accountable to ecclesiastical leadership. All students complete their course work by participating with students from both their self-selected specialization as well as a Pastoral Ministry learning community. Students may begin their studies 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 near the end of the student's program, 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, Master of Divinity students participate in a mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

### Master of Arts

Northwest Nazarene Divinity School also offers the Master of Arts degree, an additional professional graduate program.

Students may select:

- Master of Arts: Leadership and Formation, with a 36 credit-specialization in Missional Leadership; Spiritual Formation; or Youth, Children and Family Ministry.
- Master of Arts: Pastoral Ministry, a 40-credit, validated course of study for Nazarene students pursuing ordination. This degree is comprised of twelve three-credit courses lasting seven weeks each, plus four credits of supervised ministry experience that can be completed in the spring or summer closest to the student's graduation. The Master of Arts: Pastoral Ministry can be completed in as little as five semesters, with students taking most of their summers off.

Master of Arts students are not required to serve in a ministry staff capacity during their enrollment, but they must be actively engaged in a local church where they can apply their studies and be accountable to ecclesiastical leadership. To maximize contextualization, Master of Arts students participate in a mentoring relationship in their own ministry setting. Ministry mentors receive a small stipend for the support offered.

### **Five-year Pastor-Scholar Program**

The Five Year Pastor-Scholar Program is a joint degree program that combines the four-year Bachelor of Arts (B.A.) program in one of the ministry majors offered by the Department of Philosophy and Religion (Christian Ministry, Intercultural Ministry, Worship Arts, Youth Ministry) with the 30-month Master of Arts (M.A.) program in Pastoral Ministry. This combined program enables students to complete both degrees in five years, rather than in 6.5 years.

In order to participate in this program, students must first apply for admission (generally before their first year at NNU and no later than the end of their second year). Students must also maintain a minimum cumulative GPA of 3.30. If a student's GPA falls below the minimum GPA requirement during the first three years, they have one semester to restore it to the required level or be discontinued from the program (but continuing in the "regular" undergraduate program).

For Admissions and Graduation Requirements, see [Graduate Theology Master Degree Requirements](#)

## **Certificate Programs**

### **Graduate Certificates**

In addition to its degree-seeking programs (e.g., Master of Divinity, Master of Arts in Pastoral Ministry, and Master of Arts in Leadership & Formation), the Northwest Nazarene Divinity School offers non-degree graduate certificates in the following eight areas of study:

- Graduate Certificate in Chaplaincy (16 semester credits)
- Graduate Certificate in Missional Leadership (16 semester credits)
- Graduate Certificate in Missional Leadership Studies (16 semester credits)
- Graduate Certificate in Spiritual Formation (16 semester credits)
- Graduate Certificate in Spiritual Formation Studies (16 semester credits)
- Graduate Certificate in Youth, Children & Family Ministry (16 semester credits)
- Graduate Certificate in Youth, Children & Family Ministry Studies (16 semester credits)
- Graduate Certificate in Wesleyan Studies (16 semester credits)

Graduate certificates may be of interest to individuals for their own personal/professional development who do not desire a full degree program but wish to focus in a particular area of academic study, perhaps on a more relaxed pace. Depending on the graduate certificate selected, students may complete one or two eight-week courses per semester. Graduate certificates may also be attractive to prospective students who are considering a graduate degree and may later wish to transfer their graduate certificate coursework into a corresponding Master of Divinity or Master of Arts degree track. Likewise, those who have already earned a graduate degree may find a graduate certificate helpful in focusing their study in a particular discipline beyond a previous degree/s.

These graduate certificates are not validated as meeting all educational requirements for ordination in the Church of the Nazarene. Students pursuing ordination with an interest in a graduate degree should consider NNU's Master of Divinity or Master of Arts in Pastoral Ministry programs, which are validated courses of study.

For Admissions and Graduation Requirements, see [Graduate Theology Master Degree Requirements](#)

## Doctor of Theology (ThD)

### Degree Type

Doctorado en Teología | Doctor of Theology

The Doctor of Theology (Th.D.) degree program is designed to provide advanced study and research for persons in pastoral, ministerial, educational, and/or church leadership in the specific area of Practical Theology. The Th.D. program provides opportunities for in-depth exploration, study, research, and analysis regarding the Church in selected interdisciplinary fields (i.e., biblical, theological, historical, and philosophical -- a component consistent with all graduate programs that CTCM offers), and in courses focused on selected practices of the Church and ministry.

The program will be offered utilizing a cohort model.

The program will consist of 53 semester credits and will take a minimum of four and a half years to complete. The program will consist of an established curriculum of 10 courses (39 credits), to be followed by written comprehensive examinations and a dissertation (minimum of 14 credits). The program will utilize a cohort model for course offerings and will be mostly online in format, offered synchronously, with all four-credit online courses being eight weeks in length. The coursework opens with a face-to-face course of three credits, focusing on theological research methods. One course will be offered after the last semester through a summer, one-week, face-to-face intensive format with required assignments of readings, papers, etc., before and after the course convenes.

A three-credit course will provide the students with the skills related to research methods and theological research at the beginning of the program. The remaining 9 courses will consist of four-credit courses; thus, there are:

- Five courses in the Foundational Curriculum,
- Five courses in the Advanced Curriculum,
- Two courses for the Comprehensive Examination, and
- Five courses in the dissertation.

The courses will be scheduled so that coursework may be completed in 2 years.

## Student Learning Outcomes

As a result of this program, a student will be able to:

- Construct a robust, nuanced theological understanding of the Church that: a) is informed by biblical, historical, theological, and philosophical considerations, b) critically assesses practices of ministry (past and present), and c) engages such practices for the purpose of appropriate experimentation and integration into the student's ecclesial context.
- Cultivate and develop expertise in the critical study of the Church from a specific field of study (biblical, theological, historical), including a critical understanding and utilization of publications within the larger realm of theological and ecclesial studies.
- Apply, critically and creatively, theological knowledge regarding the Church into a dissertation with critical and qualitative research that contributes to the body of scholarly knowledge in the field.

## Admissions Requirements:

- A recognized master's degree in religion (M.A., M.Div., M.T.S., Th.M.) from an accredited academic institution (by an official US regional accreditation agency and/or the Association of Theological Schools; or, for international students, a similar international accrediting agency), with a minimum of 30 semester graduate credits. An official transcript is required.
- A minimum grade point average of 3.2 in previous graduate programs. An official transcript is required.
- Three reference letters of recommendation that provide evidence of scholarly abilities, aptitude for ministry (broadly defined), and potential for successful completion of a doctoral program. At least two of these must be academic references, and at least one letter must be provided by a person familiar with the applicant's ministry experience.
- Submission of a 3-5 page statement of purpose in which the applicant explains:
  - their academic and professional interests,
  - the reasons behind selecting this particular program and Northwest Nazarene University as desirable in pursuing those interests, and
  - how they see this degree impacting their role in the Church
- Submission of a paper (both hard copy and electronic file, approximately 15-20 pages in length) on an appropriate subject from the broad field of religion or religious studies 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.
- 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.
- Recommendation of the candidate by the recommendation admissions committee.
- Non-refundable application fee.

## Graduation Requirements

1. The student will complete all coursework and pass each class with at least a B-. A lower grade requires that the course be repeated. A cumulative GPA of 3.2 is required.
2. The student must attend the two designated face-to-face classes at NNU.
3. The student will pass four comprehensive examinations, as outlined in the curriculum.
4. The student's dissertation prospectus must be approved by the advisor(s) and the program director.
5. The student's dissertation will be approved by the dissertation committee with the designation of "passed"; "passed with revision" must be revised and approved.
6. The dissertation will meet all style requirements for final submission.
7. The student will pay their tuition in full.

## Foundational Curriculum

Item #	Title	Credits
BIBL9220	The Church in Biblical Perspective	4
CHIS9230	The Church in Historical Perspective	4
PHIL9250	Reason, Virtues, and Issues of Practice in the Church	4
THEO9210	Introduction to Online Theological Research	3
THEO9240	Theological Method and Contextualization	4

Northwest Nazarene Divinity School may choose to accept up to 8 credits (2 courses) in transfer for the above Foundational Courses from an accredited Th.D. or Ph.D. program.

## Advanced Theology Curriculum

Item #	Title	Credits
BIBL9320	The Biblical Witness of Equality, Liberation, and Empowerment	4
PRTH9330	Gospel, Word, and Table	4
PRTH9345	Missional Church and Leadership Development	4
PRTH9399	Independent Study	4

## Comprehensive Exams

Item #	Title	Credits
PRTH9510	Exams 1 & 2	2
PRTH9530	Exams 3 & 4	2

## Dissertation

Item #	Title	Credits
THEO9900	Dissertation Proposal	3
THEO9910	Dissertation Research I	3
THEO9920	Dissertation Research II	3
THEO9990	Dissertation Defense	1
Total Credits		53

## Doctorado en Teología | Doctor of Theology

### Degree Type

Doctorado en Teología | Doctor of Theology

El programa del título de Doctor en Teología (Th. D.) está diseñado para proporcionar estudios e investigaciones avanzados para personas en el liderazgo pastoral, ministerial, educativo y/o de la iglesia en el área específica de la Teología Práctica. El programa de Th. D. brinda oportunidades para la exploración, el estudio, la investigación y el análisis en profundidad con respecto a la Iglesia, sus prácticas y el ministerio en campos interdisciplinarios seleccionados (es decir, bíblico, teológico, histórico y filosófico, un componente consistente con todos los programas de posgrado que el Colegio de Teología y Ministerio Cristiano – CTCM—ofrece), y en cursos enfocados en prácticas específicas de la Iglesia y el ministerio.

El programa se ofrecerá completamente en español, utilizando un modelo de cohorte.

El programa constará de 53 créditos semestrales y tomará un mínimo de cuatro años y medio para completarse. El programa consistirá en un plan de estudios establecido de 10 cursos (39 créditos), seguido de exámenes integrales escritos y una disertación (mínimo de 14 créditos). El programa será ofrecido en modelo de cohorte y los cursos serán principalmente en formato en línea con una reunión semanal de manera virtual. Todos los cursos en línea de cuatro créditos tendrán una duración de ocho semanas. El programa se abre con un curso presencial de tres créditos, centrado en los métodos de investigación. Se ofrecerá un curso después del último semestre a través de un formato intensivo presencial de una semana de verano con asignaciones requeridas de lecturas, trabajos, etc. antes y después de que se convoque el curso.

Un curso de tres créditos proporcionará a los estudiantes las habilidades relacionadas con los métodos de investigación y la investigación teológica al inicio del programa. Los 9 cursos restantes consistirán en cursos de cuatro créditos; en total será:

- Cinco cursos del Currículo Fundamental,
- Cinco cursos del Currículo de Teología Práctica,

- Dos cursos de Exámenes Integrales, y
- Cuatro cursos de tesis.

Los cursos se programarán de modo que puedan completarse en 2 años, previos a los exámenes y trabajo de tesis.

## Resultados de aprendizaje de los estudiantes

Programa de Doctorado: los estudiantes serán capaces de:

- Construir una comprensión teológica sólida y matizada de la Iglesia que sea: (a) informada por consideraciones bíblicas, históricas (particularmente wesleyanas), teológicas y filosóficas con respecto a la Iglesia, y (b) aplicable a las prácticas y el ministerio de la Iglesia contemporánea.
- Cultivar experiencia en teología práctica como un campo de estudio y práctica ministerial, incluyendo una comprensión crítica y la utilización de publicaciones recientes en teología práctica dentro del ámbito más amplio de los estudios teológicos (particularmente wesleyanos) y eclesiales.
- Aplicar crítica y creativamente el conocimiento teológico sobre la Iglesia al desarrollo de la iglesia (local y/o denominacional) y ministerio dentro de su contexto social y cultural particular.

## Requisitos de admisión

Se han desarrollado los siguientes estándares para la admisión a este programa de Doctorado en Teología:

- Una maestría reconocida en religión (M.A., M. Div., M.T.S., Th. M.) de una institución académica acreditada (por una agencia de acreditación regional oficial de EE. UU. y/o la Asociación de Escuelas Teológicas (ATS Por sus siglas en inglés); o, para estudiantes internacionales, una agencia de acreditación internacional similar), con un mínimo de 30 créditos semestrales de posgrado, incluido un mínimo de 6 créditos semestrales de posgrado en cada una de las siguientes disciplinas: estudios bíblicos, teología sistemática, historia de la iglesia, filosofía y teología práctica. Se requiere transcripción oficial.
- Un promedio mínimo de calificaciones de 3.2 en programas de posgrado anteriores. Se requiere transcripción oficial.
- Para estudiantes cuyo idioma nativo no es el inglés que deseen tomar el Th. D. en inglés, se requiere resultados satisfactorios del Test of English as a Foreign Language (TOEFL: versión basada en Internet – 80 o más; versión basada en computadora –213 o más; Versión en papel–550 o más). Se requieren puntajes oficiales.
- Tres cartas de recomendación de referencia que brinden evidencia de habilidades académicas, aptitud para el ministerio y potencial para completar con éxito un programa de doctorado. Al menos dos de estas deben ser referencias académicas, y al menos una carta debe ser proporcionada por una persona familiarizada con la experiencia ministerial del solicitante.
- Presentación de una declaración de propósito de 3 a 5 páginas en la que el solicitante explique (a) sus intereses académicos y profesionales, (b) las razones detrás de seleccionar este programa en particular y Northwest Nazarene University como los medios para perseguir esos intereses, y (c) cómo ve que este título va a impactar su papel en la Iglesia.
- Presentación de un trabajo (archivo electrónico; de aproximadamente 10 a 15 páginas) sobre un tema apropiado del amplio campo de la religión o estudios religiosos que represente las habilidades analíticas y de escritura del solicitante. Este documento puede ser una pieza representativa del trabajo anterior del solicitante en otro programa académico.
- Competencia en el uso de la tecnología informática y de Internet, y acceso o propiedad de equipos informáticos apropiados. Se requiere acceso a Internet de alta velocidad.
- Recomendación del comité de admisiones del programa.
- Cuota de solicitud no reembolsable.

## Requisitos de graduación

1. El estudiante deberá completar todo el trabajo del curso y aprobar cada clase con al menos una B-. Una calificación más baja requiere que se repita el curso. Se requiere un GPA acumulativo de 3.2.
2. El estudiante deberá asistir a las dos clases presenciales designadas en el campus de NNU.
3. El estudiante deberá aprobar cuatro exámenes integrales, como se indica en el plan de estudios.
4. El prospecto de disertación del estudiante debe ser aprobado por el (los) asesor(es) y el director del programa.
5. La disertación del estudiante será aprobada por el comité de disertación con la designación de "aprobada"; "aprobada con revisión" debe ser revisada y aprobada.
6. La disertación deberá cumplir con todos los requisitos de estilo para la presentación final.
7. El estudiante deberá pagar su matrícula en su totalidad.

## Cursos para la pista española:

### Currículo Fundamental

Item #	Title	Credits
BIBL9220S	La Iglesia Desde la Perspectiva Bíblica	4
CHIS9230S	La Iglesia Desde la Perspectiva Histórica	4
PHIL9250S	Razón, Virtudes y Asuntos de Práctica en la Iglesia	4
THEO9210S	Introducción a la Investigación Teológica en Línea	3
THEO9240S	Método Teológico y Contextualización	4

La Escuela de Posgrado en Teología puede optar por aceptar la transferencia hasta de 8 créditos (2 cursos) de los Cursos Fundamentales anteriores, siempre y cuando estos vengan de un programa de Th. D ó Ph. D acreditado.

### Currículo de Teología Práctica

Item #	Title	Credits
BIBL9320S	El Testimonio Bíblico de Igualdad, Liberación y Empoderamiento	4
PRTH9330S	Evangelio, Palabra y Mesa	4
PRTH9340S	Iglesia Latina Misional y Desarrollo de Liderazgo	4
PRTH9399S	Estudio Independiente	4
THEO9310S	Dios e Iglesia en la Investigación Teológica Latina Contemporánea	4

### Exámenes Integrales

Item #	Title	Credits
PRTH9510S	Exámenes 1 & 2	2
PRTH9530S	Exámenes 3 & 4	2

### Tesis

Item #	Title	Credits
THEO9900S	Propuesta de Tesis	3
THEO9910S	Investigación de Tesis I	3
THEO9920S	Investigación de Tesis II	3
THEO9990S	Defensa de Tesis	1

## English Translation for Doctor of Theology courses:

The Doctor of Theology (Th.D.) degree program is designed to provide advanced study and research for persons in pastoral, ministerial, educational, and/or church leadership in the specific area of Practical Theology. The Th.D. program provides opportunities for in-depth exploration, study, research, and analysis regarding the Church, her practices, and ministry in selected interdisciplinary fields (i.e., biblical, theological, historical, and philosophical -- a component consistent with all graduate programs that CTCM offers), and in courses focused on selected practices of the Church and ministry.

The program will be offered completely in Spanish, utilizing a cohort model.

The program will consist of 53 semester credits and will take a minimum of four and a half years to complete. The program will consist of an established curriculum of 10 courses (39 credits), to be followed by written comprehensive examinations and a dissertation (minimum of 14 credits). The program will utilize a cohort model for course offerings and will be mostly online in format, offered synchronously, with all four-credit online courses being eight weeks in length. The coursework opens with a face to face course of three credits, focusing on research methods. One course will be offered after the last semester through a summer, one-week, face-to-face intensive format with required assignments of readings, papers, etc. before and after the course convenes.

A three-credit course will provide the students with the skills related to research methods and theological research at the beginning of the program. The remaining 9 courses will consist of four-credit courses; thus, there are:

- Five courses in the Foundational Curriculum,
- Five courses in the Practical Theology Curriculum,
- Two courses for the Comprehensive Examination, and
- Five courses in the dissertation.

The courses will be scheduled so that coursework may be completed in 2 years.

## Student Learning Outcomes

As a result of this program, a student will be able to:

- Construct a robust, nuanced theological understanding of the Church that: a) is informed by biblical, historical, theological, and philosophical considerations, b) critically assesses practices of ministry (past and present), and c) engages such practices for the purpose of appropriate experimentation and integration into the student's ecclesial context.
- Cultivate and develop expertise in the critical study of the Church from a specific field of study (biblical, theological, historical), including a critical understanding and utilization of publications within the larger realm of theological and ecclesial studies.
- Apply, critically and creatively, theological knowledge regarding the Church into a dissertation with critical and qualitative research that contributes to the body of scholarly knowledge in the field.

## Admissions Requirements:

- A recognized master's degree in religion (M.A., M.Div., M.T.S., Th.M.) from an accredited academic institution (by an official US regional accreditation agency and/or the Association of Theological Schools; or, for international students, a similar international accrediting agency), with a minimum of 30 semester graduate credits, including a minimum of 6 semester graduate credits in each of the following disciplines: biblical studies, systematic theology, church history, philosophy, and practical theology. An official transcript is required.
- A minimum grade point average of 3.2 in previous graduate programs. An official transcript is required.

- Three reference letters of recommendation that provide evidence of scholarly abilities, aptitude for ministry, and potential for successful completion of a doctoral program. At least two of these must be academic references, and at least one letter must be provided by a person familiar with the applicant's ministry experience.
- Submission of a 3-5 page statement of purpose in which the applicant explains:
  - their academic and professional interests,
  - the reasons behind selecting this particular program and Northwest Nazarene University as desirable in pursuing those interests, and
  - how they see this degree impacting their role in the Church
- Submission of a paper (both hard copy and electronic file, approximately 15-20 pages in length) on an appropriate subject from the broad field of religion or religious studies 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.
- 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.
- Recommendation of program recommendation admissions committee.
- Non-refundable application fee.

## Graduation Requirements

1. The student will complete all coursework and pass each class with at least a B-. A lower grade requires that the course be repeated. A cumulative GPA of 3.2 is required.
2. The student must attend the two designated face-to-face classes at NNU.
3. The student will pass four comprehensive examinations, as outlined in the curriculum.
4. The student's dissertation prospectus must be approved by the advisor(s) and the program director.
5. The student's dissertation will be approved by the dissertation committee with the designation of "passed"; "passed with revision" must be revised and approved.
6. The dissertation will meet all style requirements for final submission.
7. The student will pay their tuition in full.

## Foundational Curriculum

Item #	Title	Credits
BIBL9220	The Church in Biblical Perspective	4
CHIS9230	The Church in Historical Perspective	4
PHIL9250	Reason, Virtues, and Issues of Practice in the Church	4
THEO9210	Introduction to Online Theological Research	3
THEO9240	Theological Method and Contextualization	4

The Graduate School of Theology may choose to accept up to 8 credits (2 courses) in transfer for the above Foundational Courses from an accredited Th.D. or Ph.D. program.

## Practical Theology Curriculum

Item #	Title	Credits
BIBL9320	The Biblical Witness of Equality, Liberation, and Empowerment	4
PRTH9330	Gospel, Word, and Table	4
PRTH9399	Independent Study	4
THEO9315	God and Church in Recent Theological Inquiry	4

## Comprehensive Exams

Item #	Title	Credits
PRTH9510	Exams 1 & 2	2
PRTH9530	Exams 3 & 4	2

## Dissertation

Item #	Title	Credits
THEO9900	Dissertation Proposal	3
THEO9910	Dissertation Research I	3
THEO9920	Dissertation Research II	3
THEO9990	Dissertation Defense	1
Total Credits		53

## Five-Year Pastor-Scholar Program (B.A. to M.A.)

### Degree Type

Master of Arts

The Five-Year Pastor-Scholar Program is a joint degree program that combines the four-year Bachelor of Arts (B.A.) program (with a major in an area of ministry offered by the Department of Philosophy and Religion) with the 30-month Master of Arts (M.A.) program in Pastoral Ministry (offered by the Northwest Nazarene Divinity School). This combined program enables students to complete both degrees in five years, rather than in the typical 6.5 years, by taking master-level courses during their undergraduate program that will also fulfill the requirements for their undergraduate degree. The program culminates with a two-year church residency.

Upon completion of this five-year program, the successful student will have completed two degrees, a Bachelor of Arts in one of the majors listed below and a Master of Arts in Pastoral Ministry.

- [Christian Ministry](#)
- [Intercultural Ministry](#)
- [Worship Arts](#)
- [Youth Ministry](#)

## Admission Requirements

In order to participate in this program, students must meet the following requirements:

- Students must apply for admission into this program (generally before their first year at NNU and no later than the end of their second year), complete the interview process, and be granted admission into the program.
- Students must maintain a minimum cumulative GPA of 3.30 and achieve [Ministerial Standing](#) during their first three years in the program and/or at NNU. If a student's GPA falls below the minimum GPA requirement at any time during those first three years, they have one semester to restore it to the required level or be discontinued from the program (but continuing in the "regular" undergraduate program).
- Students must apply and be accepted provisionally for the M.A. program before taking master-level work (which will also cover requirements for the B.A. program) before the start of the spring semester of their third year (as full acceptance cannot be considered or granted until the completion of the B.A. degree).
- Students will participate in and successfully complete a two-year church residency as part of the Pastor-Scholar Program.

## B.A./M.A. Dual Enrollment Courses

Students must apply and be accepted provisionally for the M.A. program before taking masters-level work before the start of the spring semester of their third year in the undergraduate program. Full acceptance in the M.A. cannot be considered or granted until the completion of the B.A. degree. The student will dual enroll in the corresponding undergraduate courses in order to complete their B.A. while earning credit towards their M.A. degree.

The following graduate courses will also fulfill undergraduate course requirements in the B.A. program:

Bachelor of Arts Courses	CR	Master of Arts Courses	CR
BIBL4340 New Testament Narratives Or BIBL4350 New Testament Letters	3	- <a href="#">BIBL6860</a> New Testament Exegesis	3
PHIL4520 Experiencing God	3	- <a href="#">PHIL6860</a> Philosophy of Religion	3
PRTH4720 Missional Church II: Local Church Perspectives	3	- <a href="#">PRTH6960</a> Missiology and Contextualization	3
PRTH4820 Pastoral Leadership	3	- <a href="#">CHED6160</a> Congregational Education and Formation	3
PRTH4960 Internship in Christian Ministry	3	- <a href="#">PRTH6990A</a> and <a href="#">PRTH6990B</a> Supervised Ministry (2 credits each)	4
THEO4550 Systematic Theology I	3	- <a href="#">THEO6860</a> Issues in Christian Theology	3
THEO4560 Systematic Theology II	3	- <a href="#">CHIS6960</a> History of Christianity II	3
THEO4570 Systematic Theology III	3	- <a href="#">THEO7960</a> Christian Theology II (3)	3

To see the undergraduate course descriptions, please view the Course section of the [Traditional Undergraduate Catalog](#).

Item #	Title	Credits
BIBL6860	New Testament Exegesis	3
CHED6160	Congregational Education and Formation	3
CHIS6960	History of Christianity II	3
PHIL6860	Philosophy of Religion	3
PRTH6960	Missiology and Contextualization	3
PRTH6990A	Supervised Ministry	2
PRTH6990B	Supervised Ministry	2
THEO6860	Issues in Christian Theology	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3

## M.A. in Pastoral Ministry

The following courses are required to complete an M.A. in Pastoral Ministry:

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
CHIS6560	History of Christianity I	3
PRTH6760	Spiritual and Personal Formation	3
PRTH7560	Pastoral Leadership and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
Total Credits		40

## Graduate Certificate: Chaplaincy

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Chaplaincy by completing the following four courses, for a total of 16 semester credits. By finishing one eight-week practics course per semester over two Fall and two Spring semesters, students can earn a graduate certificate in as little as 18 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements. They typically will already have completed MA or MDiv work but wish to expand that work in the area of chaplaincy studies.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required courses

Item #	Title	Credits
PRTH6120	Ministry with Diversity	4
PRTH6220	Group Dynamics	4
PRTH7520	Theological Balance in an Ambiguous World	4
PRTH7620	Organizational Leadership and Communication	4
Total Credits		16

## Graduate Certificate: Missional Leadership

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Missional Leadership by completing the following four courses, for a total of 16 semester credits. By finishing one eight-week practics course per semester over two Fall and two Spring semesters, students can earn a graduate certificate in as little as 18 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required courses

Item #	Title	Credits
PRTH6140	Ministry and Culture	4
PRTH6840	Missional Discipleship	4
PRTH7540	Missional Practicum	4
PRTH7940	Community, Context and Transition	4
Total Credits		16

## Graduate Certificate: Missional Leadership Studies

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Missional Leadership Studies by completing a total of four of the following four-credit courses by combining two PRTH courses along with two courses of their choice in BIBL, CHIS, PHIL, or THEO. By finishing two eight-week courses per semester over one Fall and one Spring semester, students can earn their graduate certificate in as little as 10 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate

program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required Courses

Complete two of the following courses:

Item #	Title	Credits
PRTH6140	Ministry and Culture	4
PRTH6840	Missional Discipleship	4
PRTH7540	Missional Practicum	4
PRTH7940	Community, Context and Transition	4

And complete two of the following courses:

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
Total Credits		16

## Graduate Certificate: Spiritual Formation

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Spiritual Formation by completing the following four courses, for a total of 16 semester credits. By finishing one eight-week practics course per semester over two Fall and two Spring semesters, students can earn a graduate certificate in as little as 18 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students

are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required Courses

Item #	Title	Credits
PRTH6180	Formational Practicum	4
PRTH6880	Nurturing the Inner Life	4
PRTH7580	Spirituality of Soul Care	4
PRTH7980	Spiritual Direction	4
Total Credits		16

## Graduate Certificate: Spiritual Formation Studies

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Spiritual Formation Studies by completing a total of four of the following four-credit courses by combining two PRTH courses along with two courses of their choice in BIBL, CHIS, PHIL, or THEO. By finishing two eight-week courses during one Fall and one Spring semester, students can earn their graduate certificate in as little as 10 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required Courses

Complete two of the following courses:

Item #	Title	Credits
PRTH6180	Formational Practicum	4
PRTH6880	Nurturing the Inner Life	4
PRTH7580	Spirituality of Soul Care	4
PRTH7980	Spiritual Direction	4

And complete two of the following courses:

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
Total Credits		16

## Graduate Certificate: Wesleyan Studies

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Wesleyan Studies by completing the following four courses. By finishing one course per semester over two Fall and two Spring semesters, students can earn their graduate certificate in as little as 18 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate

program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required Courses

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
Total Credits		16

## Graduate Certificate: Youth, Children, & Family Ministry

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Youth, Children & Family Ministry by completing the following four courses, for a total of 16 semester credits. By finishing one eight-week practics course per semester over two Fall and two Spring semesters, students can earn a graduate certificate in as little as 18 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required Courses

Item #	Title	Credits
YCFM6130	Foundations of Youth, Children and Family Ministry	4
YCFM6530	Leadership in Ministry	4
YCFM6730	Missional Ministry	4
YCFM7930	Developmental and Spiritual Formation of Youth, Children and Families	4
Total Credits		16

## Graduate Certificate: Youth, Children, & Family Ministry Studies

### Degree Type

Graduate Certificate

Students earn a graduate certificate in Youth, Children & Family Ministry Studies by completing a total of four of the following four-credit courses by combining two YCFM courses along with two courses of their choice in BIBL, CHIS, PHIL, or THEO. By finishing two eight-week courses per semester over one Fall and one Spring semester, students can earn their graduate certificate in as little as 10 months, depending on when they begin.

## Graduate Certificate Admission and Requirements

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree and must meet the Northwest Nazarene Divinity School Admissions Requirements.

See: [Graduate Theology Master Degree Requirements](#)

Students must complete all requirements for each of their four courses, including mentoring reports.

Unlike those in our degree-based programs, graduate certificate students are not required to complete PRTH6990 Supervised Ministry. Given the limited number of credits required for a graduate certificate, students are not permitted to transfer previous coursework from other institutions into this program. Students earn a letter grade for each course, which will be transcribed by NNU's registrar. Students must complete their certificate program with a cumulative grade point average of at least 2.50. Students who fail a course may attempt one retake and must complete their graduate certificate within four years of initial enrollment. Standard graduate tuition rates apply, but students who are members of the Church of the Nazarene can apply for a denominational discount.

Graduate certificates are eligible for federal unsubsidized loans and federal PLUS loans. Students must be accepted to the certificate program and have submitted the Free Application for Federal Student Aid (FAFSA) which is available October 1st for the following Fall semester. Students must complete the FAFSA each year in order to continue to receive federal financial aid.

NOTE: Courses completed in one certificate program cannot be applied to an additional certificate.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

## Required Courses

Complete two of the following courses:

Item #	Title	Credits
YCFM6130	Foundations of Youth, Children and Family Ministry	4
YCFM6530	Leadership in Ministry	4
YCFM6730	Missional Ministry	4
YCFM7930	Developmental and Spiritual Formation of Youth, Children and Families	4

And complete two of the following courses:

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
Total Credits		16

## Master of Arts: Leadership and Formation: Missional Leadership Specialization

### Degree Type

Master of Arts

Northwest Nazarene Divinity School offers a 36-credit Master of Arts: Leadership and Formation with specializations in Missional Leadership; Spiritual Formation; or Youth, Children and Family Ministry. Students in these three specializations complete eight four-credit courses over the span of 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.

The Master of Arts: Leadership and Formation offers a specialization in Missional Leadership that is offered in a fully 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.

### Student Learning Outcomes

1. The graduate understands the historic 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's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

### Curriculum

36 semester credits required.

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PRTH6140	Ministry and Culture	4
PRTH6840	Missional Discipleship	4
PRTH6990A	Supervised Ministry	2
PRTH6990B	Supervised Ministry	2
PRTH7540	Missional Practicum	4
PRTH7940	Community, Context and Transition	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
Total Credits		36

## Master of Arts: Leadership and Formation: Spiritual Formation Specialization

### Degree Type

Master of Arts

The Master of Arts: Leadership and Formation offers a specialization in Spiritual Formation that is designed for pastors and Christian leaders. This fully online 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 establish both a theological and practical foundation for providing spiritual direction and leadership to others. Students in this program complete eight four-credit courses over the span of four semesters, 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.

### Student Learning 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 their 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's Degree Admission and Graduate Requirements

See: [Graduate Theology Master Degree Requirements](#)

## Curriculum

36 semester credits required.

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PRTH6180	Formational Practicum	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
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
Total Credits		36

## Master of Arts: Leadership and Formation: Youth, Children and Family Ministry Specialization

### Degree Type

Master of Arts

The Master of Arts: Leadership and Formation offers a specialization in Youth, Children and Family Ministry that is designed for women and men in ministry contexts both inside and outside the local church. Students in this fully online program may work as associate, youth, children, or family ministers; parachurch ministry directors; in other youth-serving organizations; denominational and university departments; missions; and in urban or rural environments. 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.

### Student Learning 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 reign 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 historic 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's Degree Admission and Graduation Requirements

See: [Graduate Theology Master's Degree Requirements](#)

### Curriculum

36 semester credits required

Item #	Title	Credits
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PRTH6990A	Supervised Ministry	2
PRTH6990B	Supervised Ministry	2
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
YCFM6130	Foundations of Youth, Children and Family Ministry	4
YCFM6530	Leadership in Ministry	4
YCFM6730	Missional Ministry	4
YCFM7930	Developmental and Spiritual Formation of Youth, Children and Families	4
Total Credits		36

### Master of Arts: Pastoral Ministry

#### Degree Type

Master of Arts

The Master of Arts: Pastoral Ministry is offered in a fully online format and is designed to shape pastors and church leaders with a Wesleyan 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 as well as broader contexts.

Enrolling in just one course at a time, students in NNU's Master of Arts: Pastoral Ministry program can complete all educational requirements for ordination in the Church of the Nazarene in as little as 28 months, with most of the summer off. Students from other religious traditions should consult with their ecclesiastical leaders to determine if any additional course work will be necessary to fulfill their denomination's particular ordination requirements.

Students in the 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.

Students are typically drawn to this program because it focuses specifically on foundational preparation for the practice of ministry in the Wesleyan theological tradition, and also because it fulfills the educational requirements for ordination in the Church of the Nazarene specifically, as well as other church bodies.

#### Student Learning 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 reign of God. (CC)

3. The graduate understands and applies the office of ministry to their cultural context in light of the Wesleyan-Holiness tradition.
4. The graduate practices the means of grace, or 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's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

### Curriculum

40 semester credits required.

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
	BIBL7760 New Testament Interpretation or BIBL6860	3
CHED6160	Congregational Education and Formation	3
CHIS6560	History of Christianity I	3
CHIS6960	History of Christianity II	3
	Philosophical Foundations PHIL7560 or PHIL6860	3
PRTH6760	Spiritual and Personal Formation	3
PRTH6960	Missiology and Contextualization	3
PRTH6990A	Supervised Ministry	2
PRTH6990B	Supervised Ministry	2
PRTH7560	Pastoral Leadership and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
	Christian Theology THEO7560 or THEO6860	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3
Total Credits		40

## Master of Divinity with Master of Business Administration

### Degree Type

Master of Divinity

In this program, the Master of Business Administration fulfills the elective specialization of the Master of Divinity program. Students who apply for this dual degree program start their education by completing a 36-credit pastoral ministry core curriculum (which also completes most educational requirements for ordination in the Church of the Nazarene) as well as their 4-credit supervised ministry before beginning their MBA work. They will also submit application materials for the MBA (without an application fee). Therefore, the applicant will be admitted to both programs from the outset (see the MBA program for admission requirements). Students will be considered MDiv students while continuing their work in the MBA program; they will complete the 3-credit biblical exegesis course from the MDiv program *after* fulfilling all other MBA requirements.

Students without an approved undergraduate degree in business will need to complete 42 credits for the MBA program; students who qualify for advanced standing (i.e., those with an approved undergraduate degree in business) will need to complete 33 credits for the MBA program.

## Student Learning 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 reign 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 Wesleyan-Holiness theology and history holistically and is able to relate and integrate key aspects of that theology with both business, economic, and leadership theories and practices. (RH)
6. The graduate demonstrates both knowledge and effective skills in working and serving faithfully with diverse individuals, groups, and organizations people to accomplish distinct goals in ministry settings. (CC)
7. The graduate recognizes the complex contexts that affect all organizations and also articulates and embodies an understanding of people, groups, and organizations that value and treat others as those created in the image of God. (PSF)
8. The graduate demonstrates a healthy self-awareness and a holistic understanding of servant leadership and its practices in relation to Wesleyan-Holiness theology. (MPL)

## Master's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

## Pastoral Ministry Core

43 semester credits required

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
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
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 and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3

[BIBL8090](#) will be completed *after* fulfilling all other MBA requirements listed below.

## Master of Business Administration

Students completing the Master of Business Administration elective specialization will apply to the MBA Program during their last full semester of work in the pastoral ministry core curriculum. The application fee will be waived. Please see the [Graduate Business](#) Department page for additional information.

### Foundational Courses (9 credits)

Students with an approved undergraduate degree in Business from a national or international discipline accreditation may have the Foundational Courses (9 credits) waived to enter the program at advanced standing.

Item #	Title	Credits
BSNS6002	Business Environment	3
BSNS6003	Business Financial Systems	3
BSNS6004	Business Processes and Systems	3

### Core Courses (33 credits)

Item #	Title	Credits
BSNS6000	Graduate Business Orientation	0
BSNS6011	Managerial and Cost Accounting	3
BSNS6021	Management Law	3
BSNS6031	Corporate Finance	3
BSNS6132	Managing in a Global Economy	3
BSNS6162	Ethics and Integrity in Decision Making	3
BSNS6172	Leadership Development	3
	HR Elective - BSNS6101 or BSNS6182	3
BSNS6201	Applied Business Analytics	3
BSNS6211	MIS Strategy, Innovation, and Analysis	3
BSNS6302	Strategic Marketing	3
BSNS6902	MBA Capstone - Strategic Management	3
Total Credits		76-85

## Master of Divinity with Master of Social Work | Clinical Mental Health & Addictions

### Degree Type

Master of Divinity

Students who apply for this dual degree program start their education by completing a 36-credit pastoral ministry core curriculum (which also completes most educational requirements for ordination in the Church of the Nazarene) as well as their 4-credit supervised ministry before beginning their MSW work. They will also submit application materials for the MSW (without application fee). Therefore, the student will be admitted to both programs from the outset. They will be considered MDiv students while continuing their work in the MSW program; students will complete the 3-credit biblical exegesis course from the MDiv program *after* fulfilling all other MSW requirements.

Students who do not have adequate undergraduate coursework in Social Work will need to complete 63 credits for the MSW program; those who qualify for advanced standing (i.e., required undergraduate coursework in Social Work) will need to complete 41 credits for the MSW program.

### Student Learning 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 reign 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 articulates an understanding of Wesleyan-Holiness theology and history that embraces the biblical call to care for the disadvantaged and those in need within society. (RH)
6. The graduate develops a working knowledge of and skills in working with and assisting diverse people in their unique life circumstances as a distinct expression of God's grace and Christian ministry. (CC)
7. The graduate understands and develops skills in social work and counseling to assist others (individuals, families, and other groups) in various forms of life management, including both personal and spiritual formation. (PSF)
8. The graduate demonstrates a holistic understanding of servant leadership and its practices in relation to Wesleyan-Holiness theology by advocating for others who have been unsuccessful in advocating for themselves. (MPL)

## Master's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

### Pastoral Ministry Core

43 semester credits required

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
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
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 and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3

[BIBL8090](#) will be completed *after* fulfilling all other MSW requirements listed below.

## Master of Social Work

Students completing the Master of Social Work will apply to the MSW Program during their last full semester of work in the pastoral ministry core curriculum. The application fee will be waived.

### Generalist Courses (22 credits)

Students who have completed an B.A. in Social Work or a BSW from a college or university accredited by the Council on Social Work Education may have the Foundational Courses (22 credits) waived to enter the program at advanced standing. Please see the [Social Work Department](#) page for additional information.

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK6520	Human Behavior in the Social Environment: Lifespan 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, taken for a total of 4 credits	4
	SOWK6571 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK6590	Generalist Comprehensive Assessment	0

*SOWK6570, SOWK6571: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

### Specialized Core Courses (23 credits)

Item #	Title	Credits
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Clinical Mental Health and Addictions Concentration Courses (18 credits)

Item #	Title	Credits
SOWK6592	Trauma	2
SOWK6597	Addictions Practice with Individuals and Families	2
SOWK7611	Clinical Social Work with Individuals	3
SOWK7612	Clinical Social Work with Families	2
SOWK7612L	Clinical Social Work with Couples	1
SOWK7613	Community Mental Health in Rural Settings	1
SOWK7613L	Community Mental Health in Rural Settings Lab	1
SOWK7618	Clinical Social Work with Groups	2
SOWK7619	Play Therapy	2
	SOWK6591 Social Work Electives: 2 credits	2
Total Credits		106

## Master of Divinity with Master of Social Work | Integrated Clinical & Community Practice

### Degree Type

Master of Divinity

Students who apply for this dual degree program start their education by completing a 36-credit pastoral ministry core curriculum (which also completes most educational requirements for ordination in the Church of the Nazarene) as well as their 4-credit supervised ministry before beginning their MSW work. They will also submit application materials for the MSW (without application fee). Therefore, the student will be admitted to both programs from the outset. They will be considered MDiv students while continuing their work in the MSW program; students will complete the 3-credit biblical exegesis course from the MDiv program *after* fulfilling all other MSW requirements.

Students who do not have adequate undergraduate coursework in Social Work will need to complete 63 credits for the MSW program; those who qualify for advanced standing (i.e., required undergraduate coursework in Social Work) will need to complete 41 credits for the MSW program.

### Student Learning 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 reign 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 articulates an understanding of Wesleyan-Holiness theology and history that embraces the biblical call to care for the disadvantaged and those in need within society. (RH)
6. The graduate develops a working knowledge of and skills in working with and assisting diverse people in their unique life circumstances as a distinct expression of God's grace and Christian ministry. (CC)
7. The graduate understands and develops skills in social work and counseling to assist others (individuals, families, and other groups) in various forms of life management, including both personal and spiritual formation. (PSF)

8. The graduate demonstrates a holistic understanding of servant leadership and its practices in relation to Wesleyan-Holiness theology by advocating for others who have been unsuccessful in advocating for themselves. (MPL)

## Master's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

### Pastoral Ministry Core

43 semester credits required

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
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
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 and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3

[BIBL8090](#) will be completed *after* fulfilling all other MSW requirements listed below.

## Master of Social Work

Students completing the Master of Social Work will apply to the MSW Program during their last full semester of work in the pastoral ministry core curriculum. The application fee will be waived.

### Generalist Core Courses (22 credits)

Students who have completed an B.A. in Social Work or a BSW from a college or university accredited by the Council on Social Work Education may have the Foundational Courses (22 credits) waived to enter the program at advanced standing. Please see the [Social Work Department](#) page for additional information.

Item #	Title	Credits
SOWK6500	New Student Orientation	0
SOWK6520	Human Behavior in the Social Environment: Lifespan 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, taken for a total of 4 credits	4
	SOWK6571 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK6590	Generalist Comprehensive Assessment	0

*SOWK6570, SOWK6571: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

### Specialized Core Courses (23 credits)

Item #	Title	Credits
SOWK7616	Beyond the DSM	3
SOWK7620	HBSE: Diversity	3
SOWK7622	HBSE: Social Work and Spirituality	2
SOWK7630	Policy Issues in Rural America	3
SOWK7645	Practical Social Work Research	3
	SOWK7670 Field Instruction, taken for a total of 4 credits	4
	SOWK7671 Field Instruction Seminar, taken for a total of 4 credits	4
SOWK7690	MSW Capstone	1
SOWK7691	Specialist Comprehensive Assessment	0

*SOWK7670, SOWK7671: Field and seminar credits are spread over two semesters. Special permission to extend placement into three semesters may be granted by the field director on a case-by-case basis.*

## Integrated Clinical and Community Practice Concentration Courses (ICCP) (18 credits)

Item #	Title	Credits
SOWK6593	Medical Terminology & Pharmacology	2
SOWK6594	Grant Writing	1
SOWK6595	Social Work and the Law	2
SOWK6596	Domestic Violence Prevention	1
SOWK7563	Macro Practice: Organizational Leadership and Community Practice	2
SOWK7563L	Macro Practice: Organizational Leadership and Community Practice Lab	1
SOWK7564	Behavioral Health in Primary Care and Community Practice	2
SOWK7565	Micro Practice: Brief Therapy and Crisis Intervention with Individuals	3
SOWK7566	Mezzo Practice: Family and Group Interventions	2
	SOWK6591 Social Work Electives: 2 credits	2
Total Credits		106

## Master of Divinity: Chaplaincy

### Degree Type

Master of Divinity

This program has been developed to prepare women and men for the ministry of chaplaincy in various contexts: military, hospitals, prisons, etc. The curriculum has been developed in consultation with persons who themselves have extensive experience in chaplaincy ministries. This curriculum seeks to meet the outcomes and requirements of the [Association of Clinical Pastoral Education](#), the [Association of Professional Chaplains](#), and the [Board of Chaplaincy Certification, Inc.](#)

The structure of our broader M.Div. program has been utilized for this specific specialization. The program's first phase includes the 36-credit pastoral ministry core curriculum (which also completes most educational requirements for ordination in the Church of the Nazarene). The chaplaincy specialization (32 credits) comprises the second phase of a student's education. Students will typically fulfill their supervised ministry requirement at an accredited Clinical Pastoral Education (CPE) location.

### Student Learning 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 reign 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 articulates an understanding of Wesleyan-Holiness theology that is ecumenical in nature and assists in chaplaincy ministry practices that respond to human need. (RH)
6. The graduate develops a working knowledge of the psychological, sociological, and religious dynamics that contribute both to individual and group responses to crises, transition, and interpersonal interaction. (CC)

7. The graduate understands and develops chaplaincy skills to become God's representative who stands with people in time of crisis and transition and extends God's grace in meaningful and relevant ways. (PSF)
8. The graduate demonstrates a holistic theological understanding of leadership and its practices as a chaplain by advancing Christian ministry and spiritual care outside traditional church settings. (MPL)

## Master's Degree Admission and Graduate Requirements

See: [Graduate Theology Master Degree Requirements](#)

### Curriculum

75 semester credits required

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
BIBL7760	New Testament Interpretation	3
BIBL8090	Advanced Biblical Exegesis	3
CHED6160	Congregational Education and Formation	3
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
CHIS6560	History of Christianity I	3
CHIS6960	History of Christianity II	3
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PHIL7560	Philosophical Foundations of Ministry	3
PRTH6120	Ministry with Diversity	4
PRTH6220	Group Dynamics	4
PRTH6760	Spiritual and Personal Formation	3
PRTH6960	Missiology and Contextualization	3
PRTH6990A	Supervised Ministry	2
PRTH6990B	Supervised Ministry	2
PRTH7520	Theological Balance in an Ambiguous World	4
PRTH7560	Pastoral Leadership and Nazarene, History, Identity and Polity	3
PRTH7620	Organizational Leadership and Communication	4
PRTH7960	Preaching and Worship	3
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3
Total Credits		75

## Master of Divinity: Missional Leadership Specialization

### Degree Type

Master of Divinity

As a professional graduate degree in ministry, the Master of Divinity is designed to prepare students for ordained ministry in contexts both inside and outside the local church. Students specializing in Missional Leadership tend to be particularly interested in the application of ministry skills beyond the Church in our postmodern, twenty-first century context. This extensive program is designed to prepare students for a wide variety of vocational ministry opportunities including pastoral leadership, associate ministries, church planting, missions, and chaplaincy.

## Student Learning 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 reign 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 historic 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's Degree Admission and Graduation Requirements

See: [Graduate Theology Master Degree Requirements](#)

## Curriculum

75 semester credits required.

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
BIBL7760	New Testament Interpretation	3
BIBL8090	Advanced Biblical Exegesis	3
CHED6160	Congregational Education and Formation	3
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
CHIS6560	History of Christianity I	3
CHIS6960	History of Christianity II	3
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PHIL7560	Philosophical Foundations of Ministry	3
PRTH6140	Ministry and 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 and Nazarene, History, Identity and Polity	3
PRTH7940	Community, Context and Transition	4
PRTH7960	Preaching and Worship	3
THEO7560	Christian Theology I: Central Issues	3
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3
Total Credits		75

## Master of Divinity: Spiritual Formation Specialization

### Degree Type

Master of Divinity

As a professional graduate degree in ministry, the Master of Divinity is designed to prepare students for ordained ministry in contexts both inside and outside the local church. Students specializing in Spiritual Formation tend to be particularly interested in their personal growth in Christ, as well as their ability to lead others toward personal and spiritual growth in a Wesleyan theological context. This extensive program is designed to prepare students for a wide variety of vocational ministry opportunities including pastoral leadership, associate ministries, missions, and chaplaincy.

### Student Learning 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 reign 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's Degree Admission and Graduate Requirements

See: [Graduate Theology Master Degree Requirements](#)

### Curriculum

75 semester credits required.

Item #	Title	Credits
BIBL6760	Old Testament Interpretation	3
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
BIBL7760	New Testament Interpretation	3
BIBL8090	Advanced Biblical Exegesis	3
CHED6160	Congregational Education and Formation	3
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
CHIS6560	History of Christianity I	3
CHIS6960	History of Christianity II	3
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	4
PHIL7560	Philosophical Foundations of Ministry	3
PRTH6180	Formational Practicum	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 and Nazarene, History, Identity and Polity	3
PRTH7580	Spirituality of Soul Care	4
PRTH7960	Preaching and Worship	3
PRTH7980	Spiritual Direction	4
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3
Total Credits		75

## Master of Divinity: Youth, Children and Family Ministry Specialization

### Degree Type

Master of Divinity

As a professional graduate degree in ministry, the Master of Divinity is an extensive program designed to prepare students for ordained ministry in contexts both inside and outside the local church. Students specializing in Youth, Children and Family Ministry tend to be particularly interested in discovering the unique contributions and challenges faced in ministering to people of all ages, including the development of children, youth, and adults as productive members of the body of Christ. Following the completion of their degrees, they 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.

### Student Learning 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 reign 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's Degree Admission and Graduate Requirements

See: [Graduate Theology Master's Degree Requirements](#)

## Curriculum

75 semester credits required.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIBL6760	Old Testament Interpretation	3
BIBL7290	Grounded in the Living Word: Scripture and the Christian Life	4
BIBL7760	New Testament Interpretation	3
BIBL8090	Advanced Biblical Exegesis	3
CHED6160	Congregational Education and Formation	3
CHIS6290	Founded on Embodied Tradition: Church History and the Christian Life	4
CHIS6560	History of Christianity I	3
CHIS6960	History of Christianity II	3
PHIL7290	Reflecting on Character: Philosophy and the Christian Life	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 and Nazarene, History, Identity and Polity	3
PRTH7960	Preaching and Worship	3
THEO6290	Engaging with Prophetic Voices: Theology and the Christian Life	4
THEO7560	Christian Theology I: Central Issues	3
THEO7960	Christian Theology II: Holiness and Contemporary Theology	3
YCFM6130	Foundations of Youth, Children and Family Ministry	4
YCFM6530	Leadership in Ministry	4
YCFM6730	Missional Ministry	4
YCFM7930	Developmental and Spiritual Formation of Youth, Children and Families	4
<b>Total Credits</b>		<b>75</b>

# Courses

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## Accounting

### **ACCT6010 : Income Tax**

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.

**Credits 3**

### **ACCT6013 : CPA Auditing**

This course prepares students to pass the auditing and attestation section of the CPA exam. It covers knowledge of auditing procedures, Generally Accepted Accounting Principles in the United States (GAAP), 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.

**Credits 2**

### **ACCT6015 : CPA Financial Accounting and Reporting**

This course prepares students to pass the financial accounting and reporting section of the CPA exam. Coursework covers Generally Accepted Accounting Principles (GAAP) used in the United States 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.

**Credits 3**

### **ACCT6016 : CPA Regulation**

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.

**Credits 2**

### **ACCT6017 : CMA Financial Planning/Performance**

This course prepares students to pass the financial planning, performance, and analytics section of the CMA exam. This coursework focuses on external financial reporting, decisions, planning, budgeting, and forecasting, performance management, cost management, internal controls, and technology and analytics.

**Credits 3**

### **ACCT6018 : CMA Financial Decision Making**

This course prepares students to pass the strategic financial planning section of the CMA exam. This coursework focuses on financial statement analysis, corporate finance, decision analysis, risk management, investment decisions, and professional ethics.

**Credits 3**

**ACCT6020 : CPA Business Analysis and Reporting**

This course prepares students to pass the discipline-specific Business Analysis and Reporting (BAR) section of the CPA exam. Content of the BAR discipline includes data analytics financial risk management and financial planning techniques, as well as advanced technical accounting and reporting topics including assessment of revenue recognition and leases, business combinations, derivatives, and hedge accounting, as well as employee benefit plan financial statements.

**Credits 2**

**ACCT6021 : CPA Information Systems and Controls**

This course prepares students to pass the discipline-specific Information Systems and Controls (ISC) section of the CPA exam. Content of the ISC discipline includes Information systems and technology and data governance, internal control testing, and information system security, including network security, software access, and endpoint security.

**Credits 2**

**ACCT6022 : CPA Tax Compliance and Planning**

This course prepares students to pass the discipline-specific Tax Compliance and Planning (TCP) section of the CPA exam. Content of the TCP discipline includes personal financial planning and entity planning, inclusions and exclusions to gross income, and gift taxation compliance and planning. The course also covers more advanced entity tax compliance issues including consolidated tax returns, multijurisdictional tax issues, and transactions between an entity and its owners.

**Credits 2**

**ACCT6025 : Audit**

A study of professional ethics, accountants' legal liability, internal control, evidence, reporting, and an introduction to statistical sampling and EDP auditing. Topics include general, fieldwork, reporting standards, and selected statements on auditing standards. An audit case is required.

**Credits 3**

**ACCT6162 : Ethics and Integrity in Decision Making**

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.

**Credits 3**

**ACCT6301 : Financial Analysis and Valuation**

Use of financial statements to analyze business profitability, liquidity, solvency, and valuation. Analysis focuses on developing and understanding of a company's operating strategies, industry position, and related economic characteristics.

**Credits 3**

**ACCT6401 : Advanced Accounting Information Systems**

Presents objective user analysis of information systems and their role in providing accounting information for planning, operations control, and managerial/financial control. Introduces students to the flow of information through the various accounting cycles and the corresponding internal controls.

**Credits 3**

**ACCT6402 : Advanced Accounting**

This course provides an in-depth study of advanced accounting principles, financial analysis, and reporting techniques. Topics include consolidated financial statements, foreign currency transactions, segment and interim reporting, and accounting for business combinations.

**Credits 3**

**ACCT6501 : Forensic Accounting and Fraud Examination**

Students will develop increased awareness of fraud in businesses, the circumstances in which it arises, techniques for detecting, measuring and preventing fraud, and skills needed to help in the eventual resolution of discovered frauds.

**Credits 3**

**ACCT6602 : Tax Planning and Research**

This applied course challenges students to research, analyze and communicate topics in accounting and/or tax by using qualitative and/or quantitative research methodology. The implications of ethics and laws on tax compliance will also be imparted in this course.

**Credits 3**

**ACCT6701 : Governmental and Nonprofit Accounting**

Application of accounting principles for governmental organizations with emphasis on fund accounting, budgetary control, and financial reporting. Covers accountability for public funds, including auditing of governmental and not-for-profit organizations. Also includes the study of accounting issues for health care organizations, public and private colleges and universities.

**Credits 3**

**Prerequisite Courses****ACCT6950 : Comprehensive Exam**

Upon completion of the core requirements, this final course provides each student with an opportunity to demonstrate competency in Accounting. Students will take an external, nationally-normed, final comprehensive accounting assessment. Students will also engage in a final reflection of their Master of Accountancy experience. Students will be assigned a letter grade for this course.

**Credits 0**

**Prerequisite Courses****ACCT6965 : Internship in Accounting**

Graduate accounting students may enhance their academic experience through participation in an internship. Internships are a unique form of education, integrating classroom study with planned and supervised work experience. This experience will be conducted under the supervision of both an accountant and a professor. Learning objectives will be established prior to the start of an internship and one credit hour is awarded for every 40 hours of work. This course will be graded and may be repeated for credit.

**Credits 1**

-3

## Art and Design

**ARDE3330 : Teaching Art in K-8 Schools**

Introduces elementary education majors to theoretical and practical experiences necessary for incorporating a discipline-based art education program into the elementary school curriculum. This course may include actual teaching experiences.

**Credits 3**

**ARDE3530 : Teaching Art in Secondary Schools**

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 in a secondary classroom. (See EDUC7653) Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**ARDE3750 : Art History 2**

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

**Credits** 3

## Biblical Studies

**BIBL1105 : Introduction to Biblical Studies**

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.

**Credits** 3

**BIBL2205 : Bible: Engaging the Story of God**

An introduction to the study of the Bible in its historical, cultural, and literary context. This course invites students to explore the core identity of Who God Is and how Humans Respond to God's Invitation to Become God's People. The course emphasizes the essential content, structure, and theological message of the Bible. This course is designed for general students. Must receive a grade of C- or higher to fulfill the General Education Christian Formation requirement."

**Credits** 3

**Prerequisite Courses**

[THEO1205: Christian Thought and Practice](#)

**BIBL3155 : Biblical Interpretation**

A study of the history, methods, and principles of biblical interpretation. Students will develop skills in interpreting different genres in both the Old and New Testaments. Other topics include the authority of the Bible as the Church's Scriptures and the relationship between the Testaments.

**Credits** 3

**Prerequisite Courses**

[BIBL1105: Introduction to Biblical Studies](#)

**Prerequisites**

Program admission

**BIBL3260 : Life and Teachings of Jesus**

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.

**Credits** 3

**Prerequisites**

[BIBL1105](#) and [THEO2105](#)

**BIBL4445 : Old Testament Studies**

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.

**Credits** 3

**Prerequisite Courses**

BIBL1105: Introduction to Biblical Studies

THEO2105: Introduction to Christian Theology

BIBL3155: Biblical Interpretation

**Prerequisites**

Program admission

**BIBL6094 : Topics in Biblical Studies**

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.

**Credits** 3

-4

**BIBL6599 : Independent Study**

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

**Credits** 3

-4

**BIBL6760 : Old Testament Interpretation**

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.

**Credits** 3

**BIBL6860 : New Testament Exegesis**

This course focuses on key strategies and exegetical tools particular to interpreting the New Testament and its theology. Specific attention will be given to either New Testament narratives or letters. (Only students in the Five-Year Pastor-Scholar Program are eligible to take this course.)

**Credits** 3

**BIBL7290 : Grounded in the Living Word: Scripture and the Christian Life**

This course explores the dynamics and power of Scripture in spiritual formation, personal transformation, and the Christian life. A key aspect of this course is an understanding and development of biblical hermeneutical principles and practices that focus not only on the biblical text's content but also on its potential effects as part of the church's Scripture. In addition to learning about life with God from Scripture, successful students can gain competence in listening to the spirit of the text, move from informational reading to transformational reading, and learn to engage Scripture in ways that grasp and change one's being and doing.

**Credits** 4

**BIBL7760 : New Testament Interpretation**

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.

**Credits** 3

**BIBL8090 : Advanced Biblical Exegesis**

An in-depth exegetical study of Old Testament or New Testament books. The course will emphasize the historic occasion, purpose, and theological message of the selected biblical books. It will survey relevant contemporary biblical hermeneutics. It will utilize inductive, grammatical, historic-critical, literary, and reader-oriented exegetical methods. The course will self-consciously focus on interpretation within and for the believing community.

**Credits** 3

**Prerequisites**

BIBL6000 or BIBL7000 level course

**BIBL9220 : The Church in Biblical Perspective**

This course explores the biblical texts regarding the different images and theological understandings of the Church mentioned in those materials. Since the New Testament draws extensively from the literary materials and theological understanding of Israel as the people of God as reflected in the Old Testament, this course will include materials throughout the Christian canon and critical reflection on divergent and/or similar concepts, themes, and images found within the biblical texts.

**Credits** 4

**BIBL9220S : La Iglesia Desde la Perspectiva Bíblica**

Este curso explora los textos bíblicos en relación con las diferentes imágenes y comprensión teológicas de la Iglesia mencionadas en esos materiales. Dado que el Nuevo Testamento se basa en gran medida en los materiales literarios y la comprensión teológica de Israel como el pueblo de Dios tal como se refleja en el Antiguo Testamento, este curso incluirá materiales de todo el canon cristiano y una reflexión crítica sobre conceptos, temas divergentes y/o similares, e imágenes que se encuentran dentro de los textos bíblicos.

**Credits** 4

**BIBL9320 : The Biblical Witness of Equality, Liberation, and Empowerment**

This course will examine texts from across the Protestant Christian canon (OT and NT) that directly speak to the tradition of equality, liberation and empowerment of all persons, especially those from historically marginalized communities. The class will critique interpretations of biblical texts that have been used to argue for the hierarchy of men over women and the subjugation of various people groups. The course will explore methods for faithful interpretation that celebrate a Wesleyan theological anthropology, which acknowledges the full humanity of all persons as created in God's image.

**Credits** 4

**BIBL9320S : El Testimonio Bíblico de Igualdad, Liberación y Empoderamiento**

Este curso examinará textos de todo el canon cristiano protestante (AT y NT) que hablan directamente de la tradición de igualdad, liberación y empoderamiento de todas las personas, especialmente aquellas de comunidades históricamente marginadas. La clase criticará las interpretaciones de los textos bíblicos que se han utilizado para defender la jerarquía de los hombres sobre las mujeres y la subyugación de los pueblos. El curso explorará métodos para una interpretación fiel y verdadera que celebra una antropología teológica wesleyana, que reconoce la plena humanidad de todas las personas creadas a la imagen de Dios.

**Credits** 4

## Biology

**BIOL1015 : Introduction to Biology**

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.

**Credits** 3

**BIOL1015L : Introduction to Biology Laboratory**

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.

**Credits** 1

**Corequisite Courses**

[BIOL1015: Introduction to Biology](#)

**BIOL1040 : Environmental Science**

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.

**Credits** 3

**BIOL1060 : Human Biology**

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.

**Credits** 3

**BIOL1060L : Human Biology Laboratory**

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.

**Credits** 1

**Fees**

Additional fee required.

**Corequisite Courses**

[BIOL1060: Human Biology](#)

## Business

**BSNS6000 : Graduate Business Orientation**

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. (See [ACCT6000](#))

**Credits** 0

**BSNS6002 : Business Environment**

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.

**Credits** 3

**BSNS6003 : Business Financial Systems**

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.

**Credits** 3

**BSNS6004 : Business Processes and Systems**

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.

**Credits** 3

**BSNS6011 : Managerial and Cost Accounting**

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.

**Credits** 3

**BSNS6021 : Management Law**

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

**Credits** 3

**BSNS6031 : Corporate Finance**

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.

**Credits** 3

**BSNS6032 : Advanced Corporate Finance**

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.

**Credits** 3

**Prerequisite Courses**

[BSNS6031: Corporate Finance](#)

**Prerequisites**

Prerequisite course or Instructor's approval

**BSNS6033 : Investments**

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.

**Credits** 3

**BSNS6034 : Global Finance**

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.

**Credits** 3

**BSNS6101 : Organizational Dynamics**

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.

**Credits** 3

**BSNS6132 : Managing in a Global Economy**

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.

**Credits** 3

**BSNS6142 : Managing in a Global Economy (International Experience)**

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. This course includes an international experience. Note: The costs of the international experience (trip), such as travel, accommodations, etc., are in addition to tuition.

**Credits** 3

**BSNS6162 : Ethics and Integrity in Decision Making**

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.

**Credits** 3

**BSNS6172 : Leadership Development**

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.

**Credits** 3

**BSNS6173 : Servant Leadership**

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.

**Credits** 3

**BSNS6174 : Leadership and Diversity**

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.

**Credits** 3

**BSNS6175 : Leadership and Sustainability**

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.

**Credits** 3

**BSNS6182 : Managing Human Resources**

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.

**Credits** 3

**BSNS6201 : Applied Business Analytics**

Introduces students to the practical aspects of business analytics and the quantitative methods and tools used in management decision making. The domains covered include descriptive analytics, predictive analytics, and prescriptive analytics. Concepts include probability distributions and data modeling, sampling and estimation, statistical inference, forecasting techniques, hypothesis testing, regression analysis, and linear and non-linear optimization.

**Credits** 3

**BSNS6211 : MIS Strategy, Innovation, and Analysis**

Explores the manager's role in leveraging management information systems to enhance organizational effectiveness. Areas of focus include information systems concepts and planning, business intelligence, IT innovation using big data, and evaluation of how information systems serve as tools to implement business strategy and gain competitive advantage. Students will be challenged to take on a managerial mindset to unlock the synergy of business analytics and management information systems.

**Credits** 3

**BSNS6221 : Business Analytics in Action**

Examines the strategic and managerial foundations of business analytics using a practical approach. Based on a case-study methodology, this course provides students with the opportunity to analyze data and identify opportunities to enhance competitive advantage using a data-driven, decision-making approach. Students will leverage the skills to present recommendations through the lens of a business leader or consultant.

**Credits** 3

**BSNS6302 : Strategic Marketing**

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.

**Credits** 3

**BSNS6902 : MBA Capstone - Strategic Management**

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. A Comprehensive Exit Exam is included for progress comparison to the initial Entrance Exam (BSNS6000).

**Credits** 3

**Prerequisites**

Completion of all MBA coursework or instructor's approval is required to register.

**BSNS6903 : Global Experience and Project**

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.

**Credits** 3

**BSNS6906 : Graduate Certificate Capstone**

This is the capstone course to be taken as the last of the Graduate Certificate courses. In this course, students will work directly with a faculty member and agree upon a final, substantive, culminating project that showcases the concepts learned throughout the graduate certificate program that the student is enrolled in.

**Credits** 3

**BSNS6994 : Special Topics in Business**

This course is designed to address specific business topics as designated by the instructor of record and approved by the program director.

**Credits** 1

-3

**BSNS6998 : Thesis**

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.

**Credits** 3

**Prerequisites**

Approval of program director.

**BSNS6999 : Independent Study**

Studies an assigned topic as directed by a graduate faculty member and approved by the program director.

**Credits** 1

-3

## Chemistry

**CHEM6310 : Inorganic Chemistry**

An in-depth analysis of inorganic chemistry with review of atomic structure, bonding, and periodic properties. Includes states of matter, structure of materials and coordination and organometallic chemistry

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

## Christian Education

**CHED1815 : Introduction to Christian Discipleship**

An introduction to the history and philosophy of the educational work of the church. The various programs of Christian education will be introduced.

**Credits** 3

**Prerequisites**

Program admission

**CHED2225 : Instructional Bible Study**

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.

**Credits** 3

**Prerequisites**

Program admission

**CHED3815 : Children's Ministries**

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.

**Credits** 3

**Prerequisites**

Program admission

**CHED3825 : Youth Ministries**

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.

**Credits** 3

**Prerequisites**

Program admission

**CHED3845 : Family Ministries**

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.

**Credits** 3

**Prerequisites**

Program admission

**CHED6094 : Topics in Christian Education**

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.

**Credits** 3

-4

**CHED6160 : Congregational Education and Formation**

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.

**Credits** 3

**CHED6599 : Independent Study**

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

**Credits** 3

-4

# Church History

## **CHIS2415 : Nazarene History, Polity, and Identity**

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.

**Credits** 3

### **Prerequisites**

Program admission

## **CHIS3615 : History of the Christian Tradition I**

A study of the historical development of Christianity from AD 150 to 1000. 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.

**Credits** 3

### **Prerequisite Courses**

[THEO2105: Introduction to Christian Theology](#)

### **Prerequisites**

Program admission

## **CHIS3625 : History of the Christian Tradition II**

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.

**Credits** 3

### **Prerequisites**

Program admission

## **CHIS6094 : Topics in Church History**

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.

**Credits** 3

-4

## **CHIS6290 : Founded on Embodied Tradition: Church History and the Christian Life**

This course is designed to provide an historic underpinning for the practice of ministry in the Wesleyan tradition. Emphasis is placed on Wesley's theological sources (Early Church, Medieval, Reformation, Anglican), his theological methodology, his theology of spiritual formation, and his ability to engage his cultural context. Particular attention is given to how students can pursue personal and social holiness, and develop effective and dynamic missional approaches to leadership.

**Credits** 4

## **CHIS6560 : History of Christianity I**

A study of the historic development of Christianity from 150-1500 AD 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.

**Credits** 3

**CHIS6599 : Independent Study**

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

**Credits** 3

-4

**CHIS6960 : History of Christianity II**

A study of the historic development of Christianity from 1500 AD-present. 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.

**Credits** 3

**CHIS9230 : The Church in Historical Perspective**

This course critically considers a variety of historical understandings of the Church as reflected in her thought and creedal statements, institutional and group developments, practices, mission, and role within society. This course will reflect on the implications of these considerations for contemporary understandings of the Church and her practices. Specific emphasis will be given to Christianity's expansion into the Central and South America, as well as the United States.

**Credits** 4

**CHIS9230S : La Iglesia Desde la Perspectiva Histórica**

Este curso considera críticamente una variedad de entendimientos históricos de la Iglesia como se refleja en sus declaraciones de pensamiento y credo, desarrollos institucionales y grupales, prácticas, misión y el papel que juega dentro de la sociedad. Este curso reflexiona sobre las implicaciones de estas consideraciones para la comprensión contemporánea de la Iglesia y sus prácticas. Se dará énfasis específico a la expansión del cristianismo en América Central y del Sur. También incluirá el desarrollo de la obra hispana/latina en los Estados Unidos y Canadá como resultado del movimiento migratorio.

**Credits** 4

## College of Natural and Applied Sciences | Pathway to Accelerated Master of Engineering

**CHEM6510 : Thermodynamics and Kinetic Chemistry**

A survey of thermodynamics, equilibria, and kinetics with emphasis on concepts and applications in chemistry, biochemistry and materials.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

**ENGR6100 : Fluid Mechanics**

Fluid properties; fluid statics, continuity, momentum, and energy principles, laminar and turbulent flow, boundary layers, dimensional analysis and similarity, closed conduit flow, open channel flow, and turbomachinery. One-dimensional open channel flow; compressible flow.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

ENGR3120

ENGR3150

**ENGR6130 : Mechatronics**

Mechanical automation integrated with electronics and microcontroller technology; programming; A/D and D/A conversion, I/O, programming timer operations, and interfacing sensors and actuators.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

ENGR2200

ENGR2320

ENGR3400

COMP2220

CONCURRENT: ENGR5130L

**ENGR6140 : Vibrations**

Free and forced vibration of discrete and continuous systems. Lagrange's equation, Fourier series, Laplace transforms; matrix and computational methods. Linear vibration of machine elements, lumped parameter single and multi-degree of freedom systems solutions; computer-aided solutions of linear and nonlinear systems; simple laboratory vibration measurement and comparative vibration analysis. Natural and forced motions, and dynamic loading; vibration of elastic bodies.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

ENGR3100

ENGR3120

**ENGR6150 : Heat Transfer**

Fundamentals of heat transfer by conduction, convection, and radiation, steady-state and transient heat conduction, forced and free convection heat transfer for internal and external flows, extended surface heat transfer, boiling heat transfer, thermal radiation processes and properties, numerical methods for solving heat transfer problems, heat exchangers.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

ENGR3110

**ENGR6210 : Microelectronics Design**

A study of diodes, transistors, LEDs, photodiodes, and other electronic devices. BJT and MOS transistors in basic amplifier circuits. AC equivalent circuit models, frequency response, single and multi-stage amplifiers. Differential, power, and feedback amplifiers, oscillators, filters, and analog building blocks

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

ENGR2210

CONCURRENT: ENGR5210L

**ENGR6230 : Embedded Systems**

This course provides an introduction to embedded system design. It will cover the hardware and software design of embedded systems with peripheral interfaces, using development boards. Students will synthesize their knowledge through a team embedded system design project. The laboratory portion of the course provides hands-on experience with embedded system design using TI's MSP430 microcontroller. The course will require students to program the microcontroller using C. Emphasis will be given to using interrupt-driven programming techniques, using the microcontroller's internal peripherals (e.g., analog-to-digital converter), and interfacing microcontroller with external devices.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

ENGR1100 and ENGR2200

or COMP2220 and COMP2630

CONCURRENT: ENGR5230L

**ENGR6250 : Electromagnetics**

A vector calculus-based study of the laws of Gauss, Biot-Savart, Ampere and Faraday; application of the equations of Laplace and Poisson to boundary valued problems. Development of Maxwell's equations for electric and magnetic fields. Electromagnetic properties of materials. Wave equation, plane waves and Lorentz force law. Polarization, Poynting's vector, transmission lines, waveguides, and antenna radiation.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

PHYS2120

MATH3530

MATH3540

**ENGR6260 : Communication Systems**

This course covers fundamental concepts in communication systems with an emphasis on digital communications and applied electromagnetics. The goal is to give students an introduction to both the hardware and theory of modern communication systems. Topics include the following: probability, random variables and random processes, deterministic and stochastic signals, noise, baseband and passband digital signal modulation, transmission line theory, introduction to antennas, radio link budgets, M-ary signaling, and selected topics in analog modulation (e.g., amplitude and frequency modulation).

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

COREQUISITES: ENGR4250 and ENGR4270

**ENGR6300 : Semiconductor Devices and Simulation**

Physics, models, and simulation of modern semiconductor devices. PN-junction, Metal-Semi junction, MOSCAP, and MOSFET. Presents information about a wide variety of devices including solar cells, LEDs, and nanoscale transistors. Systematically develops the analytical tools needed to solve practical device problems. Energy band formation, semiconductor carrier statistics, and carrier transport including recombination and generation mechanisms. Physical operation and design of metal-semiconductor contacts, pn-junction diodes, MOS capacitors, and MOSFETs with both analytical and numerical approaches. Scaling rules, short-channel effects.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

Prereqs: Materials, Chemistry, Circuits

CONCURRENT: ENGR5300L

# Communication Studies

## **COMM1030 : Human Communication**

Explores the basic concepts of communication and interaction behaviors. This course focuses on understanding the self and others through various contexts both as speakers and listeners in private and public settings.

**Credits** 3

## **COMM1210 : Introduction to Public Speaking**

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.

**Credits** 3

## **COMM2030 : Interpersonal Communication**

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.

**Credits** 3

## **COMM3650 : Teaching Communication Studies in Secondary Schools**

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 in a secondary classroom. (See EDUC7664) Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 2

### **Corequisite Courses**

[EDUC3510: Teaching Methods in Secondary Classrooms](#)

# Computer Science

## **COMP6094 : Special Topics in Artificial Intelligence**

A study of some areas not covered in other computing courses. May be repeated for credit.

**Credits** 1

-4

### **Fees**

Additional fee required.

### **Prerequisites**

Instructor's approval.

## **COMP6120 : Fundamentals of Programming and Data Structures**

This course provides students with a comprehensive introduction to the core concepts and techniques essential for building robust software applications. Students will delve into fundamental programming principles, learning how to design, implement, and analyze algorithms using a variety of programming paradigms. In parallel, students will explore essential data structures such as linked lists, stacks, queues, trees, and graphs.

**Credits** 3

### **Fees**

\$300

**COMP6220 : Artificial Intelligence**

The goal of artificial intelligence is to enable a computer to learn, plan and solve problems autonomously. Concepts and techniques involved in artificial intelligence including goal-directed searching, constraint satisfaction, fuzzy logic, pattern recognition, evolutionary computation and genetic algorithms.

**Credits** 3

**Fees**

\$300

**Prerequisites**

Instructor permission.

Admission into BSU's accelerated Master of Science degree program

**COMP6230 : Spatial Analysis**

Introduction to Geographic Information Systems (GIS) and the utilization of geospatial data for observation of data in a means that is not possible in written or tabular format. Spatial analysis allows questions to be considered where a primary consideration is the relationship between where different entities are located.

**Credits** 3

**Fees**

\$300

**Prerequisites**

**COMP6120 or Instructor approval**

**COMP6240 : Fuzzy Logic**

Fuzzy Logic represents a powerful computational paradigm for reasoning under uncertainty and imprecision, enabling systems to effectively handle vagueness in data and decision-making processes. Students will be introduced to the fundamental concepts of fuzzy sets, fuzzy logic operations, fuzzy inference systems, and fuzzy control systems. Students will gain a deep understanding of fuzzy logic principles and learn how to apply them to real-world problems.

**Credits** 3

**Fees**

\$300

**Prerequisites**

COMP6120 or Instructor approval

**COMP6250 : Evolutionary Computation**

Evolutionary Computation is a dynamic field at the intersection of computer science, mathematics, and biology, which harnesses the principles of natural evolution to solve complex optimization and search problems. Throughout the course, students will delve into the fundamental concepts underlying evolutionary algorithms, including population initialization, selection mechanisms, crossover and mutation operators, and termination criteria. Theoretical discussions will be complemented by hands-on programming assignments aimed at implementing and experimenting with genetic algorithms in diverse problem domains.

**Credits** 3

**Fees**

\$300

**Prerequisites**

**COMP6120 or Instructor approval**

**COMP6330 : Machine Learning**

The goal of artificial intelligence is to enable a computer to learn, plan and solve problems autonomously. Concepts and techniques involved in artificial intelligence including goal-directed searching, constraint satisfaction, fuzzy logic, pattern recognition, evolutionary computation and genetic algorithms.

**Credits** 3

**Fees**

\$300

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science degree program

**COMP6340 : Advanced Database Design and Programming**

The concept of Big Data refers to massive amounts of data, both structured and unstructured, on which the processing capabilities of traditional data management tools are inadequate. This course investigates storage and analysis methods and associated tools which enable users to extract knowledge from voluminous data.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science degree program.

COMP3330

**COMP6350 : Full Stack Development**

Full-stack development has been one of the main drivers in today's fast-paced, interconnected world. This course is designed for aspiring developers eager to master front-end, middle-tier, and back-end technologies. Students will learn to build and connect the various software layers through the end-to-end process of developing modern, scalable web and client-server applications.

**Credits** 3

**Fees**

\$300

**Corequisites**

**COMP6120 or Instructor approval**

**COMP6360 : Natural Language Processing**

Natural Language Processing (NLP) is a rapidly evolving field at the intersection of computer science, artificial intelligence, and linguistics, focused on enabling computers to understand, interpret, and generate human language. Students will be introduced to the fundamental concepts and techniques of NLP, including text preprocessing, syntactic and semantic analysis, information extraction, sentiment analysis, machine translation, and dialogue systems.

**Credits** 3

**Fees**

\$300

**Prerequisites**

**COMP6120 or Instructor approval**

### **COMP6370 : Neural Networks and Deep Learning**

This course offers a comprehensive exploration of neural networks and deep learning techniques, covering both foundational principles and advanced methodologies. Students will be introduced to the basics of artificial neural networks, including feedforward networks, backpropagation, activation functions, and gradient descent optimization. Subsequently, they will delve into advanced topics such as convolutional neural networks (CNNs), recurrent neural networks (RNNs), and deep learning architectures like autoencoders and generative adversarial networks (GANs). The course will also cover practical aspects such as data preprocessing, model evaluation, and deployment considerations.

**Credits** 3

**Fees**

\$300

**Prerequisites**

**COMP6120 or Instructor approval**

### **COMP6470 : Cyber Warfare**

An introduction to the major concepts surrounding "Ethical Hacking". Topics include:

1. What is ethical hacking and why do we do it?
2. The mind of the hacker.
3. Tools used by hackers to penetrate systems.
4. Techniques used by hackers to penetrate systems.
5. Attack matrices and threat detection.
6. Software vulnerabilities.
7. Database vulnerabilities.
8. Website vulnerabilities.
9. Network vulnerabilities.
10. Social engineering.
11. Risk assessment.
12. Legal/Ethical issues and responsibilities

Students will perform hands-on exercises, programming exercises and research to better understand these concepts.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science degree program.

COMP3480 (or taken concurrently)

### **COMP6480 : Cyber Forensics and Recovery**

An introduction to investigations of cyber crime and recovery from cyber incidents. Topics include:

1. An introduction to cyber forensics. Identifying high-value targets and their vulnerabilities.
2. Evidence gathering and chain of custody.
3. Legal and contractual rights and obligations for investigators and suspects.
4. Tools used in cyber investigations.
5. Techniques cyber criminals use to escape detection and how to address them.
6. Presenting expert witness testimony.
7. Investigating social media, email and other forms of electronic communications.
8. Investigating mobile devices and cloud data.

Students will perform multiple tasks illustrating these concepts.

**Credits 3**

#### **Prerequisites**

Instructor permission.

Admission into BSU's accelerated Master of Science degree program.

COMP3480

### **COMP6680 : Capstone Project**

This course serves as the culminating experience for graduate students in the Computer Science program. Students will engage in an approved internship at an approved job site or will complete an independent capstone project. Either approach requires that the student demonstrates their ability to apply theoretical knowledge and practical skills to solve complex problems in computer science. For the project, each student will select a project topic, conduct thorough research, and develop a software application, system, or innovative solution relevant to the field. It is expected that a similar experience will occur in an internship. In addition to the project development or internship, students are required to write a comprehensive capstone paper documenting their project/intern experience and then deliver an oral presentation to share their findings with peers and faculty. 6 credits will need to be earned, requiring students to take this course twice (two semesters). Should a student need additional time to complete their capstone, they may enroll for 1 additional credit per semester until completed.

**Credits 1**

-3

#### **Fees**

\$100

#### **Prerequisites**

**COMP6120 or Instructor approval**

### **COMP6750 : Algorithm Analysis**

A medium level algorithmic class to introduce various categories of algorithms, formal specification and verification, and algorithmic schemas for specific problems. The algorithm topics include divide and conquer, backtracking, dynamic programming, string processing, graph algorithms, geometric algorithms, fast arithmetic algorithms, genetic programming, and NP completeness and approximation.

**Credits 3**

#### **Fees**

\$300

#### **Prerequisites**

Completion of COMP2750 or COMP6120 AND:

Admission into BSU's accelerated Master of Science degree program OR Instructor permission.

### **COMP6810 : Parallel Computation**

As we lose the ability to speed up computers by making processors faster, we must instead investigate how to achieve performance gains by utilizing the multiple processors that are available on most modern computers. Students will learn and apply concurrent programming methods using both central processing units (CPU) and graphic processing units (GPUs), as well as algorithmic decisions that influence performance gains through parallelization.

**Credits** 3

#### **Fees**

\$300

#### **Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science degree program

OR

COMP2750

## Counseling

### **COUN6010 : Student Orientation and Non-Academic Graduation Requirements**

This is a pass/fail course that is required of all students in the Counseling Master's program. Before beginning the program, students will attend the orientation meeting to learn about the overall program and policies in the Student Handbook. Students will continue in this course throughout the duration of the program and complete requirements found on the Non-Academic Checklist Form.

**Credits** 0

### **COUN6511 : The Profession of Counseling**

This course is an introduction to the profession of counseling, summarizing its history, the value of professional organizations, and professional referral agencies and resources. The class exposes the student to requirements and procedures for certification and licensure, as well as the importance of professional credentialing, standards, and ethics including technological considerations impacting current counseling practices. The course encourages students to reflect on personal/professional attributes, culture, and diversity issues that can impact the client. This class is a basic course in professionalism that must be taken during the first year in the program.

**Credits** 2

### **COUN6512 : Ethical and Legal Issues**

The focus of the course is on current ethical and legal concerns in professional counseling. Counselors face ethical issues on an ongoing basis. The course includes ethical decision-making processes; a variety of ethical and legal critical skills necessary for the professional counselor for protection of clients, success in the workplace, and professional accountability of all counselors.

**Credits** 3

### **COUN6515 : Multicultural Counseling and Societal Issues**

This course provides 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 will be discussed. Students will learn ethical and cultural characteristics needed to sensitively and appropriately serve multicultural and diverse populations.

**Credits** 3

**COUN6520 : Addressing Spiritual and Religious Issues in Counseling**

This course invites students to explore their own spiritual foundations and examine how spiritual dimensions can be thoughtfully integrated into the counseling process. Rather than aiming to alter personal spiritual or religious beliefs, the course emphasizes experiential and analytical engagement with spirituality as it relates to human development and therapeutic practice. Students will investigate methods for incorporating spiritual and religious issues into counseling and psychotherapy in ways that support clients' growth and well-being. Course content is structured around the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) competencies for addressing spiritual and religious issues in counseling. **Fee:** Additional course fee required.

**Credits** 2

**Fees**

\$50

**COUN6531 : The Learning Process and Lifespan Development**

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

**Credits** 3

**COUN6532 : Theories of Counseling**

The focus of the course is on the study of classical and contemporary counseling theories. Theories will be discussed in terms of historical perspectives and concepts with a focus on applying theory to case conceptualization. Students will identify processes related to developing personal models of counseling.

**Credits** 3

**COUN6533 : Family Counseling Theories**

This course is an introduction to family counseling theories and techniques with special emphasis on family relationships, assessment, intervention, treatment, and a gender, cultural, and ethnic sensitivity to families. Completion of COUN6532 is preferred.

**Credits** 2

**COUN6534 : Career Development**

This course is an introduction to the basic principles, theories, and practices of career counseling. Students are exposed to the methods used for assessment and delivery of career counseling services as well as the relationship of career to other facets of development and wellness. The course will cover the holistic view of career counseling as an integral part of the counseling field. Completion of COUN6532 is preferred.

**Credits** 3

**COUN6541 : Pre-Practicum: Basic Counseling Skills**

This course focuses on the development of essential listening skills for counseling effectiveness including 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 more than one year has elapsed between taking Pre-Practicum and Practicum, a demonstration of counseling skills may be required of the student or the student may need to repeat Pre-Practicum at the discretion of faculty. May be repeated for credit.

**Credits** 3

**Prerequisite Courses**

COUN6511: The Profession of Counseling

COUN6512: Ethical and Legal Issues

**Concurrent Requisite**

COUN6515: Multicultural Counseling and Societal Issues

COUN6532: Theories of Counseling

**Concurrent**

4 sessions of individual or relational counseling

**COUN6542 : Group Counseling**

This course is a survey of the theory and practice of group counseling, including rationale for effective group counseling, group leadership, process skills, theoretical approaches, cultural issues, and ethical decision making in groups. An emphasis is placed on dynamics of group behavior and on self-understanding as applied to group procedures. 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.

**Credits** 3

**COUN6551 : Diagnosis and Treatment of Psychopathology**

This course is designed to help students develop basic competence in the skills of diagnosis using the current Diagnostic and Statistical Manual. This course will cover assessment, diagnostic criteria, and treatment planning strategies related to major diagnostic categories.

**Credits** 3

**COUN6552 : Addictions Counseling**

Students will cover critical concepts in addiction counseling, including a study of addictive substances, diagnosis, evidence-based treatment and interventions, and resources for people with substance use disorders and their relevant systems (i.e., family, legal, and peer support). Students will learn the core components of Motivational Interviewing and the empirical support that addresses the competent use of the technique. This course will equip students with the skills and knowledge to assist clients toward sustained recovery.

**Credits** 2

**COUN6560 : Introduction to Outdoor Therapy**

This course provides participants with an introduction to the theory, principles, and practices of adventure-based and outdoor therapy as innovative approaches to counseling and psychotherapy. These approaches utilize experiential activities in outdoor or indoor settings to promote personal growth, enhance self-awareness, develop interpersonal skills, and foster therapeutic change. Through a combination of theoretical exploration, experiential learning, and reflective practice, students will gain an understanding of the foundational concepts of adventure and outdoor therapy and its application within diverse counseling contexts.

The second weekend of the course will involve field experience. Field experience for this work may include a multitude of outdoor activities and skills including hiking/backpacking, camping, climbing, navigating obstacles, and the like. You may need to be able to transport yourself to off sight locations or arrange transportation with peers. Your instructor will make every attempt to make the experience accessible for as many as possible. **Fee:** Additional course fee required.

**Credits** 2

**Fees**

\$50

**COUN6594 : Topics in Counseling**

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

**Credits** 1

-4

**COUN6598 : Seminar**

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

**Credits** 1

-3

**COUN6599 : Independent Study**

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

**Credits** 1

-4

**COUN7502 : Introduction to Therapeutically Applied Tabletop Role-Playing Games in Play Therapy**

This introductory course will demonstrate how Therapeutically Applied Tabletop Role-Playing Games (TA-TTRPGs) in play therapy can be a useful tool for personal growth and community development when facilitated by a trained professional. TA-TTRPGs can be tailored to align with various play therapy practices for change found across several therapeutic orientations. Trans-theoretical change mechanisms such as the Therapeutic Powers of Play are a perfect example of how TA-TTRPGs can be a perfect fit for play therapy interventions in both group and family play therapy sessions! Current research and practices will be discussed, and recommendations will be noted that can be used to make TA-TTRPGs even more effective. Through shared experiences during this course, students will experience firsthand the healing power that storytelling, roleplay, and gameplay have for groups and families in play therapy.

**Credits** 1

**Fees**

\$80

### **COUN7503 : Advanced Sandplay and Sand Tray Approaches in Play Therapy**

This is an advanced play therapy course. Students must successfully complete COUN 7518 Play Therapy Theory and Techniques in both Sand Tray and Sand Play Approaches. This advanced course goes deeper into how to use sand tray therapy. Sand therapies are effectively inclusive of so many clinical theories and approaches. This course instructs students how to integrate clinical theory with sand work, resulting in more focused therapeutic work. In addition, by building on practical sand tray basics, this course takes a more detailed look at such clinical applications as neurodiversity, attachment, and trauma in sand tray work. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$80

**Prerequisite Courses**

COUN7518: Sandtray and Sandplay in Play Therapy

### **COUN7504 : Adlerian Play Therapy**

This course is an introduction to Adlerian play therapy (AdPT). AdPT combines the underlying concepts of Alfred Adler's theory of individual psychology with the principles and practices of play therapy and allows play therapists to develop their own style in the playroom. Students will be instructed how to structure a play session and approach issues from an AdPT perspective. Adlerian play therapists combine non-directive skills with directive strategies according to the phase of counseling and clients' specific needs. The course will demonstrate the basic play therapy skills necessary to prepare a client's lifestyle assessment and then choose interventions to help clients become aware of choices they have in behavior (addressing goals of misbehavior), shift feelings of inferiority (e.g., by fostering the crucial Cs), or become aware of relational styles that undermine their social connectedness and practice new styles. **Fee:** Additional fee required. Please note that this class is offered every 3 years.

**Credits** 1

**Fees**

\$80

### **COUN7505 : Play Therapy with the Neurodiverse**

This course will give an overview of neurodiverse clients and the effective treatments that target not only the socio-emotional and behavioral challenges of the neurodiverse, but also mediate the neurological and developmental impact of these differences. Students will learn which evidence-based, brain-based technique to utilize while attempting to decipher how to make these treatments more child-centered, playful, and developmentally appropriate. An integrated, brain-based approach in play therapy with the neurodivergent population will be presented. **Fee:** Additional fee required. Please note that this class is offered every 3 years.

**Credits** 1

**Fees**

\$80

### **COUN7506 : The Use of Art Expression in Play Therapy**

This course is designed to assist students in gaining a higher comfort level with the use of art in play therapy. Focus is on developing a basic understanding of the use of art to assist clients in developing more intrapersonal awareness, meeting psychosocial and developmental goals or tasks, and/or to work through emotions. Students will learn the philosophy and rationale for utilizing art expressive techniques, become familiar with basic materials and techniques and gain skills that contribute to building rapport in a play therapy session. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$80

**COUN7507 : Introduction to Child-Centered Play Therapy**

This course is an introduction to Child-Centered Play Therapy. 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. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$80

**COUN7509 : Trauma Informed Play Therapy Applications and Techniques**

This course will review current research demonstrating how trauma results in the significant alteration of socio-emotional, behavioral, and neurological functioning, which leads to considerable developmental impact. The core components of predominant trauma treatments will be outlined. Students will learn how to integrate non-verbal and sensory-based play therapy interventions into trauma treatment to work with children from diverse socio-cultural backgrounds. A trauma-informed, integrated approach will be presented in this course. 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. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$80

**COUN7510 : Play Therapy I: History, Ethics, and Systems of PT**

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 every facet of play therapy. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$80

**COUN7512 : Advanced Play Therapy Techniques and Practice I**

Students will learn the basic skills necessary to use the play interventions of therapeutic storytelling, 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. 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. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$80

**COUN7514 : Clinical Application in Play Therapy I**

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. **Fee:** Additional fee required. Please note that this class is offered every 3 years.

**Credits 1****Fees**

\$80

**COUN7516 : Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation**

This course will examine the common childhood diagnoses that present at time of treatment. The healthy personality development will be discussed as it relates to abnormal childhood development and how these developmental differences can impact case conceptualization and treatment planning. This course will also introduce assessment and diagnosis tools using specific play therapy techniques. Students will learn how to develop appropriate treatment plans for these challenging diagnoses and discuss how certain play themes within the context of the play sessions can be utilized in effective adult collaboration and parent consultation practices. **Fee:** Additional fee required.

**Credits 1****Fees**

\$80

**COUN7518 : Sandtray and Sandplay in Play Therapy**

Sandplay 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 sandplay and the sandtray in their work with children. The sandtray technique will be contrasted with the differences in utilizing sandplay within a play session and how one would differentiate when to use which skill. This course will also present the basic skills of doing group sandplay work, while exploring its different uses and its therapeutic value in the clinical applications with a wide variety of specialized populations. **Fee:** Additional fee required.

**Credits 1****Fees**

\$80

**COUN7519 : Filial and Family Play**

This course will present three current models of play therapy with families; namely, Person Centered Family Play Therapy, Filial Therapy, and Child Parent Relationship Therapy. Participants will acquire knowledge of each theory's basic tenets and their effective clinical applications, as well as review the current research being done to demonstrate their relevance to the practice of play therapy with families. Each approach's unique challenges in implementation and application will also be discussed. Participants will learn the basic skills necessary to use the play interventions of Child Parent Relationship Therapy, Filial Therapy, and Family Play Therapy. This course will help participants distinguish between these three basic models of play therapy with families by defining the concepts, goals, and techniques specific to each approach. **Fee:** Additional fee required. Please note that this class is offered every 3 years.

**Credits 1****Fees**

\$80

**COUN7520 : Supervision Practices in Play Therapy**

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.

**Credits** 1

**COUN7521 : School Counseling**

This course covers 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.

**Credits** 2

**COUN7523 : Organization and Administration of Clinical and Family Services**

This course develops students in a broad base of understanding in the contextual dimensions of clinical and marital, couple, and family counseling, including the history, fundamentals, societal trends, issues in working with diverse systems, funding streams, administrative factors, legal dimensions, and the roles of clinical and marriage and family counselors. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

**Concurrent Requisite**

[COUN6541: Pre-Practicum: Basic Counseling Skills](#)

**COUN7524 : Organization of Comprehensive School Counseling Services**

This course is designed to prepare counselors to develop comprehensive school counseling programs that are standards-based, data-driven, accountable, and grounded in principles of human growth and development. Emphasis will be on contemporary approaches to “transformed” program development based on the ASCA Model for School Counseling Programs and the National Center for Transforming School Counseling by The Education Trust.

**Credits** 2

**Prerequisite Courses**

[COUN7521: School Counseling](#)

**COUN7529 : Human Sexuality**

This course is designed for counseling professionals whose work will bring them into contact with clients experiencing sexuality-related problems and concerns. This course presents an overview of the biological, psychological, and relational aspects of human sexuality. Attention is given to developing the assessment skills required to deal with sexuality issues.

**Credits** 1

**COUN7532 : MCFC Assessment, Conceptualization, and Treatment Planning**

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. To support students' ability to assess couples and families, the course is divided into three main sections. First, overall information about assessing will be provided. Second, methods for evaluating the outcome of client cases will be addressed. Finally, students will be introduced to, administer, score, and interpret various formal couple and family assessment instruments. It is recommended that students take COUN6533 before or concurrent with this class.

**Credits 2**

**COUN7533 : Advanced Models and Interventions in MCFC**

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 advanced application, with theory-congruent techniques and interventions addressed and practiced.

**Credits 2**

**Corequisite Courses**

COUN6533: Family Counseling Theories

**COUN7534 : Clinical Issues in MCFC**

Contemporary families experience a range of challenging characteristics and situations. A cultural and theoretical perspective on coupling will provide the backbone to the discussion of clinical treatment with adults and children transitioning in and out of complex family environments. Family systems and attachment theory will be utilized. Students will be encouraged to integrate family therapy strategies with research-based understanding of bi-nuclear families

**Credits 2**

**COUN7535 : Contemporary Directions in MCFC**

This capstone course 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.

**Credits 1**

**COUN7537 : Research and Statistics**

This course provides 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 a 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.

**Credits 3**

**COUN7538 : Family Education Experience**

This course guides students through the process of assessing the need for family education programs and evaluating family programs that will assist the student in supporting families throughout their life-cycle stages.

**Credits 1**

**COUN7541 : Role of the Family and Resourcing in Addictions Counseling**

This graduate-level addictions course is designed to provide an in-depth exploration of the impact of addiction on families, as well as the importance of family involvement and resourcing in the recovery process. The curriculum emphasizes both theoretical understanding and practical strategies for working with individuals and their families affected by substance use disorders. Focal areas include Family Dynamics (examination of how addiction influences relationships, communication, and roles within the family system), Assessment and Intervention (techniques for evaluating family needs and implementing effective interventions that promote healing and support recovery), and Resourcing (identification and utilization of community resources, support networks, and treatment options that empower families and individuals and enhance their capacity to support loved ones in recovery). **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

**COUN7542 : Logotherapy-Introduction and Attitudinal Change**

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. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

**COUN7543 : Logotherapy-Meaning Centered Interventions**

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. **Fees:** Additional fee required.

**Credits** 2

**Fees**

\$50

**COUN7544 : Logotherapy-Theory and Therapy of Mental Disorders**

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. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

**COUN7545 : Collaboration and Consultation in School Counseling**

This course studies the challenges, resources, and experiences of exceptional children and their families in identifying and receiving comprehensive and collaborative mental health services and other supports at school, at home, and in their communities. The course emphasizes the role of the school counselor as a consultant through ethical standards and appropriate responsibilities. Students will examine multi-tiered systems of support, which require collaborative consultation to be successful.

**Credits** 2

**Prerequisite Courses**

[COUN7521: School Counseling](#)

**COUN7548 : Advanced Addictions Counseling Strategies**

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. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

**Prerequisite Courses**

[COUN6552: Addictions Counseling](#)

**COUN7552 : PCBH: Population Mental Health & Pathway Services**

This course provides students an opportunity to explore population health/mental health and social determinants of health from a primary care perspective. Students will also explore methods of identifying health trends in a population and how to develop pathways of care for the identified needs. Pathways are care delivery plans which assist with communication and efficiency of service delivery for a target population or sub-population. Pathways will often include the offering of group counseling or group psychoeducation options. Students will learn both the importance and challenge of pathway services in primary care settings. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**COUN7553 : Measurement and Assessment**

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

**Credits** 3

**Fees**

\$50

**COUN7555 : Assessment, Mental Health, and Theory in Addictions Counseling**

This advanced course provides graduate counseling students with a comprehensive foundation in the assessment and theoretical frameworks essential for effective addictions counseling. Students will explore the intersection of substance use disorders and mental health via biopsychosocial assessments, standardized screening tools, and application of diagnostic criteria relevant to co-occurring disorders. The curriculum emphasizes the integration of evidence-based theories—including acceptance commitment therapy, motivational interviewing, solution-focused brief therapy and other evidenced based approaches—to inform clinical decision-making and individualized treatment planning.

Focal areas include: Assessment Techniques, (training in the use of validated assessment instruments, diagnostic interviews, and risk evaluation for substance use and co-occurring mental health disorders), Theoretical Foundations (in-depth study of major counseling theories and their application to addiction treatment, including the role of developmental, cultural, and systemic factors), Mental Health Integration (examination of the relationship between addiction and mental health, with a focus on dual diagnosis, trauma-informed care, and ethical considerations, and Case Conceptualization (development of skills in synthesizing assessment data and theoretical knowledge to create holistic, client-centered intervention plans). **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

**Prerequisite Courses**

[COUN6552: Addictions Counseling](#)

**COUN7560 : Post-Masters Practicum in Play Therapy**

This course will address the different levels of clinical skill acquisition. Students will be expected to carry 5-6 client contact hours per week concurrent with 10 hours of clinical supervision per semester. Videotaping of student therapy session will be used in the supervisory process. (NOTE: If clinical criteria are not met by the conclusion of the internship segment, fees for additional clinical supervision will be charged to the individual student on a per hour basis over and above tuition).

**Credits** 1

-10

**COUN7563 : Clinical Intervention and Prevention**

This course is designed to enhance students' diagnostic and treatment planning skills. The class includes a focus on crisis assessment and management, telehealth, preventative strategies, and best-practice research in clinical treatment.

**Credits** 3

**Concurrent Requisite****COUN7564 : Practicum Seminar**

Practicum is a 3-credit class 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 case conferences and student videos. Course is taught on a group supervision model. Students must register concurrently for [COUN7564F](#) (Practicum Field Experience). Students are expected to take [COUN6541](#) just prior to [COUN7564](#) and [COUN7564F](#). If more than one year has elapsed between taking Pre-Practicum and Practicum, a demonstration of counseling skills may be required of the student, or the student may need to repeat Pre-Practicum at the discretion of faculty. Students must earn a B or higher to pass this course. May be repeated for credit. It is also highly recommended that students take [COUN6533](#) prior to or concurrent with Practicum. Fee: Additional fee required.

**Credits** 3

**Fees**

\$100

**Prerequisite Courses**

[COUN6541: Pre-Practicum: Basic Counseling Skills](#)

[COUN6542: Group Counseling](#)

**Corequisite Courses**

[COUN7564F: Practicum Field Experience](#)

**Concurrent Requisite**

[COUN6551: Diagnosis and Treatment of Psychopathology](#)

[COUN7582: Introduction to Trauma and Crisis Counseling](#)

**Concurrent**

Participation in a counseling group approved by the program.

### **COUN7564F : Practicum Field Experience**

This 2-credit course represents the specialized field experience during Practicum and must be taken concurrently with [COUN7564](#) (Practicum). Students will find placement at one or more approved sites. Students will engage in clinical, marriage/couple/family, and/or school counseling following appropriate ethical codes and state laws. Students are expected to take [COUN6541](#) just prior to [COUN7564](#) and [COUN7564E](#). If more than one year has elapsed between taking Pre-Practicum and Practicum, a demonstration of counseling skills may be required of the student, or the student may need to repeat Pre-Practicum at the discretion of faculty. Students must earn a B or higher to pass the course. May be repeated for credit.

**Credits** 2

#### **Corequisite Courses**

[COUN7564: Practicum Seminar](#)

#### **Concurrent**

Participation in a counseling group approved by the program.

### **COUN7571 : Psychopharmacology**

This course is an introduction to the major categories of clinical psychopharmacology that are encountered as mental health professionals work with clients. Categories will include agents used for mood disorders, anxiety disorders, ADHD, sleep disorders, drug rehabilitation, and psychosis. The focus of the course will be the behavioral and mental health ramifications of drugs commonly encountered in detoxification programs and addiction treatment facilities. This is a required course for Clinical Mental Health Counseling and Marriage, Couple, & Family Counseling majors.

**Credits** 1

### **COUN7582 : Introduction to Trauma and Crisis Counseling**

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.

**Credits** 1

### **COUN7583 : Advanced Interventions in Trauma Counseling: Internal Family Systems**

This course is the next step towards trauma competency focused on the treatment of PTSD and complex trauma. Students will learn a variety of leading-edge interventions with a special focus on IFS or Internal Family Systems and a strong introduction to Attachment-Focused EMDR. **Fee:** Additional fee required.

**Credits** 2

#### **Fees**

\$50

#### **Prerequisite Courses**

[COUN7582: Introduction to Trauma and Crisis Counseling](#)

### **COUN7584 : Grief Counseling**

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. **Fee:** Additional fee required.

**Credits** 2

#### **Fees**

\$50

**COUN7585 : Disordered Eating Behaviors and Underlying Trauma**

Anorexia, Bulimia, Binge Eating, and non-DSM-5 Disordered Eating are frequently linked to underlying trauma. Students will understand these complex issues and learn effective interventions for treatment. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**Prerequisite Courses**

[COUN7582: Introduction to Trauma and Crisis Counseling](#)

**COUN7586 : The Traumatized Couple**

Loss of Intimacy, Betrayal Trauma, Domestic Violence, Divorce, Emotional abuse, Narcissistic partners, Addictions, Grief, the list goes on. Understand the role of underlying trauma and the healing journey for traumatized couples. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**Prerequisite Courses**

[COUN7582: Introduction to Trauma and Crisis Counseling](#)

**COUN7587 : Internal Family Systems (IFS) Continued Skill Development**

This course builds on the IFS skills introduced in [COUN7583](#) including working with exiles and the unburdening process. An emphasis is also placed on the counselors growing ability to maintain Self Energy. Extensive practice opportunities will be included. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**Prerequisite Courses**

[COUN7583: Advanced Interventions in Trauma Counseling: Internal Family Systems](#)

**COUN7588 : Internship Seminar**

Students must take at least two semesters of [COUN7588](#) (1–2 credits each semester). At the same time they are enrolled in [COUN7588](#), they must sign up for [COUN7588F](#). They must sign up for the same number of credits in [COUN7588F](#) as they are taking in [COUN7588](#) in each given semester. Students need a total of 3 credits in [COUN7588](#) and 3 credits in [COUN7588F](#). The course represent the classroom portion of Internship and is 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. Students must earn a B or higher to pass the course. May be repeated for credit. During Internship, you must complete at least 4 of your own personal individual or relational counseling sessions. **Fee:** Additional fee required.

**Credits** 1

-2

**Fees**

\$100

**Prerequisite Courses**

[COUN7564: Practicum Seminar](#)

[COUN7564F: Practicum Field Experience](#)

**Corequisite Courses**

[COUN7588F: Internship Field Experience](#)

**Concurrent**

A minimum of four sessions of individual or relational counseling.

**COUN7588F : Internship Field Experience**

Students must take at least two semesters of [COUN7588F](#) (1–2 credits each semester). At the same time they are enrolled in [COUN7588F](#), they must sign up for [COUN7588](#). They must sign up for the same number of credits in [COUN7588F](#) as they are taking in [COUN7588](#) in each given semester. Students need a total of 3 credits in [COUN7588](#) and 3 credits in [COUN7588F](#). This course represents the specialized field experience during Internship. Students will find placement at one or more approved sites. Students will engage in clinical, marriage/couple/family, and/or school counseling following appropriate ethical codes and state laws. Students must earn a B or higher to pass the course. May be repeated for credit.

**Credits 1**

-2

**Corequisite Courses**

[COUN7588: Internship Seminar](#)

**Concurrent**

A minimum of four sessions of individual or relational counseling.

**COUN7589 : Internship in Counseling**

This course number will soon be retired and should only be registered for by students who completed Practicum prior to Summer 2026. Students typically register for 1-4 credits of Internship in a semester, and the actual class time is 90 minutes. Internship is 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. During Internship, you must complete at least 4 of your own personal individual or relational counseling sessions. **Fee:** Additional fee required.

**Credits 1**

-8

**Fees**

\$100

**Prerequisite Courses****Concurrent**

A minimum of four sessions of individual or relational counseling.

**COUN7593 : Project**

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

**Credits 3**

-6

**COUN7620 : Introduction to Acceptance and Commitment Therapy**

The goal of this class is to understand the philosophy that Acceptance and Commitment Therapy (ACT) is built upon, basic and applied research that informs ACT, the processes that are targeted in ACT, and some basic skills needed to deliver ACT. We will also cover the empirical support that exists for ACT. **Fee:** Additional fee required.

**Credits 2****Fees**

\$50

### **COUN7621 : Mindfulness Approaches and Practices in Counseling**

In clinical settings, mindfulness is being used in the treatment of stress, anger, addiction, anxiety, depression, eating disorders, PTSD, OCD, ADHD, bipolar disorder, personality disorders, and psychosis. Mindfulness is a foundational component of many modern therapeutic approaches (i.e., ACT, DBT, MBCT, CFT, IFS, and Sensorimotor Psychotherapy) and is being integrated into traditional therapies (i.e., Gestalt, Person-Centered, and CBT). However, without training, counselors may inadvertently harm clients through the misuse of this valuable approach. Participants will emerge from the course with increased knowledge about the application of mindfulness in counseling, improved confidence in leading and teaching mindfulness to others, and the necessary component of personal practice. The course is designed around these three elements: theoretical understanding, embodied mindfulness, and clinical application. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

### **COUN7622 : Introduction to Dialectical Behavior Therapy**

This course will provide students with an introduction to the history, development, and application of Dialectical Behavior Therapy (DBT). We will discuss the underlying paradigms of acceptance, change, and dialectics. Participants will also be exposed to DBT case conceptualization, behavior chain analysis, validation, dialectical strategies, commitment strategies, and skills training. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

### **COUN7623 : Advanced Acceptance and Commitment Therapy**

This course provides students an opportunity to dive deeper into the understanding of Relational Frame Theory, which is the foundation of Acceptance and Commitment Therapy (ACT). Additionally, students will further strengthen their clinical conceptualization and intervention skills through case studies, role play, and consultation. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$50

### **COUN7624 : Introduction to Compassion Focused Therapy**

This course will introduce students to the origins and clinical application of Compassion Focused Therapy (CFT). Topics addressed in this course include compassionate relating, compassionate understanding, compassionate awareness, and cultivating the compassionate self. Participants will be equipped to apply CFT and mindful self-compassion interventions in their clinical settings. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

### **COUN7625 : Clinical Application of Relational Frame Theory (RFT)**

Relational Frame Theory (RFT) is a behavioral theory of language and cognition that can be used to understand human suffering and flourishing. This course will teach participants about the role of language in counseling. Topics addressed will include using language to activate and shape behavior change, building a flexible sense of self through perspective-taking, fostering meaning and motivation, and building and delivering metaphors. This is an advanced course and should be taken after the introductory ACT course. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**COUN7626 : Acceptance, Mindfulness, and Behavior Approaches with Couples and Other Interpersonal Relationships**

In this course, students will be introduced to the application of acceptance, mindfulness, and related behavioral approaches to couples and relationship issues. We will explore the application of Acceptance and Commitment Therapy, Integrative Behavioral Couples Therapy, Relational Frame Theory, Schema Therapy, Dialectical Behavior Therapy, and Mindfulness to relationship issues. Participants will be able to identify relational patterns that lead to dissatisfaction or conflict and select interventions from a third-wave behavioral approach. Students will be prepared to assist their clients in engaging relationally with greater flexibility, less struggle, and an improved sense of satisfaction. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**COUN7627 : Acceptance and Mindfulness Approaches with Children and Adolescents**

In this course, students will be invited to explore the use of Acceptance and Commitment Therapy (ACT), as well as other related approaches, to treat common mental health issues experienced by children and adolescents. Students will learn various creative applications of the ACT model to this population, including DNA-V, Superhero Therapy, The Action Heroes Power Wheel, and mindfulness adaptations for students of all ages. Building on previous knowledge of the ACT model of psychological flexibility, students will be prepared to creatively adapt the model for students of all ages. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**COUN7628 : Acceptance and Mindfulness Approaches with Trauma**

In this course, students will be guided into an application of Acceptance and Commitment Therapy (ACT) for the treatment of trauma, crisis, and PTSD. As a result of crisis events, trauma, and PTSD, the client becomes stuck in fight, flight, freeze, or fawn behavioral patterns. While these responses are understandable during the time of crisis or trauma, they become problematic and unworkable outside of the traumatic context. ACT provides clients a way of relating to their traumatic experiences and behavioral patterns that can free them to move forward and create a life based on their values. Through this course, clinicians will be prepared to guide their clients through the psychological flexibility processes and be able to integrate a variety of evidence-based trauma-informed practices while conceptualizing through the ACT model. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$50

**COUN8620 : Post-master Internship**

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.

**Credits** 1

-12

**Prerequisite Courses**

COUN7564: Practicum Seminar

COUN7564F: Practicum Field Experience

**Prerequisites**

A minimum of four sessions of Individual Counseling.

# Criminal Justice

## **CRIM1500 : Introduction to Criminal Justice**

This course is an overview of the criminal justice system in the United States and covers four major content areas: the nature of crime and laws; policing and law enforcement; courts and adjudication; and corrections.

**Credits** 3

# Cultural Anthropology

## **CLTA1550 : Introduction to Cultural Anthropology**

This course focuses on basic perspectives and concepts for understanding and productively relating to groups and individuals in other cultures. It includes an introduction to the discipline, history of the discipline and its development, and methods of cultural anthropology. Fulfills an NNU Core Cultural Awareness (CAP1) requirement.

**Credits** 3

# Economics

## **ECON1010 : Personal Finance**

An introduction to decision-making in personal economics. Emphasis will be placed 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.

**Credits** 3

## **ECON2015 : Principles of Economics**

An introduction to the basic economic principles that are used to understand the process of decision-making by individuals and business organizations. Students will study production, distribution, exchange and consumption at both the micro and macro-level.

**Credits** 3

## **ECON2275 : American Economic History**

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.

**Credits** 3

## **ECON2415 : Principles of Microeconomics**

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.

**Credits** 3

## **ECON2425 : Principles of Macroeconomics**

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.

**Credits** 3

**ECON3015 : Personal Finance and Stewardship**

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](#))

**Credits** 3

## Education | Advanced Preparation

**EDUC7505 : Teachers as Leaders**

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.

**Credits** 3

**EDUC7511 : The Learning Process**

Students examine 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.

**Credits** 3

**EDUC7514 : Teacher Leader Practicum**

This school-based practicum requires at least ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities. Grade of Pass/Fail.

**Credits** 1

**EDUC7514P : Teacher Leader Portfolio**

A portfolio 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 the endorsement are successfully achieved.

**Credits** 0

-1

**EDUC7532 : Instructional Models**

This course acquaints students with families of instructional models. 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.

**Credits** 3

**EDUC7536 : Mental Health and Trauma Informed Care**

In this course, participants will gain an understanding of the impact trauma and mental health issues can have on the classroom. Participants will learn how to create trauma-sensitive classrooms which meet the needs of their students by educating the whole child.

**Credits** 3

**EDUC7538 : Methods in Behavioral Intervention and Treatment**

This course offers an in-depth look at the philosophy, concepts, and principles of applied behavior analysis. Participants will gain a better understanding of functional behavior assessment, analysis, and interventions for academic and behavior problems. Coursework covers functional behavior assessments, behavior interventions, data-based decisions about intervention effectiveness, positive behavioral supports, and ethical standards for practice.

**Credits** 3

**EDUC7548 : Methods and Adaptations for Exceptional Learners**

Participants design effective instructional strategies and adapt and implement curricula for students with exceptionalities ranging from severe/profound to gifted. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes methods for teaching language arts, mathematics, and content specific courses.

**Credits** 3

**EDUC7549 : IEPs and Transition**

Students design, implement, and manage Individual Educational Programs (IEP's), Pre-K- 21, which includes designing and managing transitional programs. As part of transition planning, they identify resource agencies and use these outside resources to collaborate and strengthen program planning for students.

**Credits** 3

**EDUC7552 : Instructional Coaching**

This course provides students with a practical study in instructional coaching and the coaching cycle at the school, district, or organizational level.

**Credits** 3

**EDUC7553 : Curriculum, Assessment, and Collaboration**

This course surveys the collaborative processes needed to design curriculum and assessment aligned to specific learning outcomes. Students will familiarize themselves with the theories, methods, and procedures underlying the development and design of curriculum and instruction. Additionally, the interrelationships among curriculum, instruction, and assessment and best practices for developing curriculum and instruction that meet the needs of an inclusive school will be explored. Research-based practices designed to improve student learning for all students and to develop 21st century skills will be presented. Grading, use of assessment data, planning, and collaboration are addressed.

**Credits** 3

**EDUC7554 : Innovative Instruction**

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). 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.

**Credits** 3

**EDUC7555 : Mixed Methods Research**

The purpose of this course is to provide an introduction to different approaches used in conducting 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 suggest research design decisions for their own research proposal. Students will investigate a research question and independently prepare the initial sections of a research proposal.

**Credits** 3

**EDUC7556 : Conceptual Statistics and Applications for Educators**

This course is an introduction to statistical approaches to making decisions in K-12 schools. It 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 coursework in statistics is assumed.

**Credits** 3

**EDUC7557P : Curriculum, Instruction, & Innovation Program Portfolio**

Students complete a metacognitive task that reflects on professional growth throughout the program. In this 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 the degree are successfully achieved.

**Credits 0**

-1

**EDUC7566 : Educational Values**

The course is a study of the educator's role in relation to student and societal values. It includes theories and practical application related to moral development and the educator's responsibility in character education and values formation.

**Credits 1**

**EDUC7571 : Education in a Globalized and Multicultural Society**

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.

**Credits 3**

**EDUC7572 : Innovative Instruction 2.0**

This course takes educators into the next level of innovative instruction. Utilizing the H.A.C.K Model of Innovative Instruction, educators will deepen their knowledge of not only how to shift instruction, but also the culture of the classroom where students 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 H.A.C.K. Model. Educators will develop the skill sets to leverage technology through student inquiry that opens up learning avenues for students.

**Credits 3**

**Prerequisite Courses**

EDUC7554: Innovative Instruction

**EDUC7575 : Legal and Financial Issues in Education**

This course is an overview of constitutional and state legal expectations of the schools, both public and private, and basic principles of school finance.

**Credits 3**

**EDUC7576 : Special Education Law**

Students will work to understand the legal complexities involved in identifying and providing education services to students with special needs, while ensuring compliance with federal and state guidelines. Emphasis will be on how case law has affected the development of both IDEA and Idaho State requirements.

**Credits 3**

**EDUC7579 : Special Education Law for Administrators**

This course 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.

**Credits 2**

**EDUC7581 : Instructional Supervision and Leadership**

Students will explore the role of Instructional Leadership and learn effective supervisory systems to enhance teaching and learning. This course emphasizes the Idaho State Adopted Danielson Framework for Teaching, focusing on its practical application and consistent implementation to drive instructional improvement. Students will leave with a complete understanding of the Framework, the Idaho teacher evaluation requirements, and how to combine these for continuous school improvement.

**Credits** 3

**EDUC7584 : Data Driven Decision-Making**

Data-based decision-making is at the forefront of school and organizational reform. This course gives classroom educational and organizational leaders a practical framework for creating, analyzing, and interpreting a variety of data. Students will have the opportunity to apply data and decision-making skills to their own classrooms, schools, or organizations.

**Credits** 3

**EDUC7585 : Administering Human Resources**

Great schools start with great people—and effective leaders know how to recruit, develop, and retain them. This course equips aspiring administrators with practical skills in decision-making, conflict resolution, goal setting, and talent development. You'll learn strategies for building professional capacity, fostering equity and cultural responsiveness, and navigating the legal and policy dimensions of HR, including negotiations and contracting. Designed for future school and district leaders.

**Credits** 3

**EDUC7586 : Assessment and Collaboration**

Students learn to research, choose, and administer assessment procedures/protocols, and collaborate with teachers, administrators, and parents. They also analyze and assess data to determine special education eligibility, necessary services, and supports, and intervention methods that would be most effective. Class includes norm-referenced, criterion-referenced, and curriculum-based assessments. Strategies for providing indirect services to students with exceptionalities by working effectively with other service providers for effective interventions will be included.

**Credits** 3

**EDUC7594 : Topics**

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

**Credits** 1

-4

**EDUC7595GF : Director of Special Education Internship Fall**

Director of Special Education Internship Fall is a 16-week online course structured into five three-week modules that run alongside continued supervised fieldwork. This semester addresses Ethics and Professional Norms (Standard 2), Community of Care and Support for Students (Standard 5), Professional Capacity of District and School Personnel (Standard 6), Operations and Management (Standard 9), and Equity and Cultural Responsiveness (Standard 3).

Coursework focuses on navigating the complex responsibilities of the Director of Special Education, including legal compliance, systemwide processes, procedural safeguards, and inclusive district practices. Students are encouraged to expand professional networks, strengthen collaboration across departments, and develop foundational expertise in special education operations and leadership practices. **Fee:** Additional fee required.

**Credits** 2

-4

**Fees**

\$200

**EDUC7595GS : Director of Special Education Internship Spring**

Director of Special Education Internship Spring is a 16-week online graduate course taken concurrently with supervised fieldwork. This semester centers on district-level systems leadership through the lenses of Mission, Vision, and Beliefs (Standard 1), Meaningful Engagement of Families and Community (Standard 8), Professional Community for Teachers (Standard 7), and Curriculum, Instruction, and Assessment (Standard 4).

Academic learning includes simulations, curated readings, research activities, and district-level interviews or artifact analyses. Emphasis is placed on cultivating reciprocal community partnerships, understanding districtwide instructional systems, and strengthening collaborative practices among educators. The course prepares candidates to analyze, support, and advocate for coherent special education services across a school district. **Fee:** Additional fee required.

**Credits** 2

-4

**Fees**

\$200

**EDUC7595P : Director of Special Education Portfolio**

Your graduate journey culminates in this capstone experience—a chance to showcase everything you’ve learned. Instead of a comprehensive exam, you’ll create a professional portfolio that demonstrates your mastery of the Idaho Standards for Initial Certification for Director of Special Education. Drawing on coursework, internship experiences, and professional development, you’ll present evidence of your growth as an educational leader. This is a zero-credit, pass/fail course taken in your final semester. If a retake is required, additional credits may apply.

**Credits** 0

-1

**EDUC7596GF : Principal Internship Fall**

Principal Internship Fall is a 16-week online course delivered in eight two-week modules to support working professionals. The course runs alongside continued supervised fieldwork and focuses on Principal Initial Certification Standards addressing Mission, Vision, and Beliefs (Standard 1), Curriculum, Instruction, and Assessment (Standard 4), Professional Capacity of Personnel (Standard 6), Family and Community Engagement (Standard 8), and Continuous School Improvement (Standard 10).

Learning activities include simulations, standards-aligned readings, structured interviews, and discussions designed to deepen leadership knowledge and produce artifacts for the candidate’s capstone portfolio. The semester emphasizes instructional leadership, collaborative decision-making, meaningful family engagement, and the use of data to guide improvement planning. **Fee:** Additional fee required.

**Credits** 3

**Fees**

\$200

**EDUC7596GS : Principal Internship Spring**

Principal Internship Spring is an 8-week, online, module-based course taken concurrently with supervised fieldwork in a school setting. This semester focuses on the Principal Initial Certification Standards related to building a Community of Care and Support for Students (Standard 5), fostering a Professional Community for Teachers (Standard 7), and developing the Professional Capacity of School Personnel (Standard 6).

Coursework emphasizes building a positive school culture, strengthening staff collaboration, and developing professional documents for future leadership roles. Using *What Great Principals Do Differently* by Todd Whitaker, interns examine effective leadership habits and apply them directly to their school contexts. The course combines readings, reflections, and targeted leadership tasks with on-site mentoring. **Fee:** Additional fee required.

**Credits** 3

**Fees**

\$200

**EDUC7596P : Principal Portfolio**

Your graduate journey culminates in this capstone experience—a chance to showcase everything you’ve learned. Instead of a comprehensive exam, you’ll create a professional portfolio that demonstrates your mastery of the Idaho Standards for Initial Certification for School Principals. Drawing on coursework, internship experiences, and professional development, you’ll present evidence of your growth as an educational leader. This is a zero-credit, pass/fail course taken in your final semester. If a retake is required, additional credits may apply.

**Credits** 0

-1

**Prerequisite Courses****EDUC7598D : Special Education Policies and Procedures**

Students learn about developing and implementing district-wide special education policies and procedures in compliance with federal and state laws and mandates.

**Credits** 2

**EDUC7599 : Independent Study**

Study of an assigned topic as directed by a graduate faculty member. Approval of the department director is required.

**Credits** 1

-4

**EDUC8000 : Orientation: Graduate Education**

This required online course gives students an overview of the enrolled Graduate Education program at NNU. It includes policies, procedures, and expectations of the Graduate Education department. Grade of pass/fail. The course is repeatable for entrance into different Graduate Education programs.

**Credits** 0

**EDUC8670 : Labor Relations in Schools**

The course explains 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.

**Credits** 3

**EDUC8671 : Educational Change: A Historical Perspective**

This course presents 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.

**Credits** 3

**EDUC8672 : The Superintendency**

This course 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.

**Credits** 3

**EDUC8673 : Advanced School Finance**

This course provides the economic principles needed to provide insights into school finance for superintendents, 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.

**Credits** 3

**EDUC8674 : School Facilities**

This course 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.

**Credits** 3

**EDUC8675 : Public Relations and Marketing for Schools**

This graduate-level course prepares future school leaders to effectively communicate, build trust, and promote school initiatives through strategic public relations and marketing. Students will explore the history and purpose of PR in education, develop essential communication tools, and create a comprehensive marketing plan aligned with leadership standards for principals and superintendents.

**Credits** 3

**EDUC8676 : Special Populations: Issues and Resources**

Students study 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.

**Credits** 3

**EDUC8678GF : Superintendent Internship Fall**

Superintendent Internship Fall is a 16-week, online, self-paced graduate internship taken concurrently with supervised fieldwork in an approved school district. This fall semester focuses on applying leadership theory and practice to authentic district-level experiences aligned to Idaho Superintendent Initial Certification Standards 4 (High Expectations for Student Success), 6 (Advocacy and Communications), 7 (Operations and Management), and 9 (Governance). Using the course text, along with simulations, reflection, and collaboration with district supervisors, candidates develop foundational competencies in communication, governance, instructional leadership, and operational management in preparation for the culminating Superintendent Portfolio. **Fee:** Additional fee required

**Credits** 2

**Fees**

\$200

**EDUC8678GS : Superintendent Internship Spring**

Superintendent Internship Spring is a 16-week, online, self-paced graduate internship that connects the candidate's supervised district-level fieldwork with the fall semester. This experience emphasizes Idaho Superintendent Initial Certification Standards 1 (Mission, Vision, and Beliefs), 2 (Ethics and Professionalism), 3 (Equity and Cultural Responsiveness), 5 (High Expectations for Professional Practice), and 8 (Continuous School Improvement). Using the course text along with advanced simulations, reflective practice, and collaboration with district supervisors, candidates deepen their leadership capacity in strategic planning, ethical decision-making, equity-focused practices, professional learning systems, and ongoing improvement processes necessary for effective district leadership. **Fee:** Additional fee required.

**Credits** 2

**Fees**

\$200

**EDUC8678P : Superintendent Portfolio**

Your graduate journey culminates in this capstone experience - a chance to showcase everything you've learned. Instead of a comprehensive exam, you'll create a professional portfolio that demonstrates your mastery of the Idaho Standards for Initial Certification for School Superintendents. Drawing on coursework, internship experiences, and professional development, you'll present evidence of your growth as an educational leader. This is a zero-credit, pass/fail course taken in your final semester. If a retake is required, additional credits may apply.

**Credits** 0

-1

**Prerequisite Courses****EDUC8679 : Leadership and Organizational Development Seminar**

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 future leader's desired 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.

**Credits** 1

-3

**EDUC8679P : Leadership & Organizational Development Program Portfolio**

Students complete a culminating metacognitive task of reflecting on professional growth throughout the program. Using the provided portfolio guidelines, students cite individual key assignments and rationale 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 the degree are successfully achieved.

**Credits** 0

-1

**EDUC8694 : Topics**

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

**Credits** 1

-4

**EDUC8699 : Independent Study**

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

**Credits** 1

-4

**Prerequisites**

The program director and department chair must approve the study plan before the student can enroll.

**EDUC9150 : Introduction to Educational Research**

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.

**Credits** 3

**Fees**

Additional fee required.

**Prerequisites**

Program admission required.

**EDUC9160 : Qualitative and Quantitative Methods for Educational Research**

This introductory research methods course provides students with a fundamental understanding of the types of qualitative and quantitative approaches common in the field of education. Research and assessment issues are 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 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.

**Credits** 3

**Prerequisite Courses**

EDUC9150: Introduction to Educational Research

**Prerequisites**

Program admission

**EDUC9165 : Research Seminar**

Students explore and engage in scholarly inquiry related to their anticipated research topic. In addition, students synthesize diverse research perspectives and develop an understanding of the expectations of rigorous, doctoral-level writing. (PHD Only)

**Credits** 2

**Prerequisite Courses**

EDUC9150: Introduction to Educational Research

EDUC9160: Qualitative and Quantitative Methods for Educational Research

**Prerequisites**

Program admission

**EDUC9170 : Advanced Qualitative Research: Analysis and Methods**

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.

**Credits** 3

**Prerequisite Courses**

EDUC9150: Introduction to Educational Research

EDUC9160: Qualitative and Quantitative Methods for Educational Research

**Prerequisites**

Program admission

**EDUC9180 : Advanced Quantitative Research: Analysis and Methods**

Students 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.

**Credits** 3

**Prerequisite Courses**

EDUC9150: Introduction to Educational Research

EDUC9160: Qualitative and Quantitative Methods for Educational Research

**Prerequisites**

Program admission

**EDUC9200 : Policy Influence and Development**

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

**Credits** 3

**Prerequisites**

For Ed.D.: Prerequisite is EDUC9900. For Ph.D.: Prerequisite is EDUC9901. For both: Committee approval of dissertation proposal defense required. Program admission required.

**EDUC9300 : Effective Leadership for Change Management**

Students 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.

**Credits** 3

**Prerequisites**

Program admission

**EDUC9400 : Advanced Data Analysis and Research I**

Students explore, analyze and interpret both qualitative and quantitative data. Students will conduct statistical, descriptive, or qualitative analysis.

**Credits** 3

**Prerequisites**

Program admission.

**EDUC9410 : Advanced Data Analysis and Research II**

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. (PHD Only)

**Credits** 3

**Prerequisite Courses**

EDUC9400: [Advanced Data Analysis and Research I](#)

**Prerequisites**

Program admission

**EDUC9500 : Professional and Ethical Leadership**

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

**Credits** 3

**Prerequisites**

Program admission

**EDUC9900 : Doctor of Education (Ed.D.) Dissertation Proposal**

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 an 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. **Fee:** Additional fee required.

**Credits** 3

**Fees**

\$150

**Prerequisite Courses**

EDUC9170: [Advanced Qualitative Research: Analysis and Methods](#)

EDUC9180: [Advanced Quantitative Research: Analysis and Methods](#)

**Prerequisites**

Program admission.

Approval from the Director of Doctoral Programs in Educational Leadership and Dissertation Chair.

### **EDUC9901 : Doctor of Philosophy (Ph.D.) Dissertation Proposal**

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. **Fee:** Additional fee required.

**Credits** 3

#### **Fees**

\$150

#### **Prerequisite Courses**

[EDUC9165: Research Seminar](#)

[EDUC9170: Advanced Qualitative Research: Analysis and Methods](#)

[EDUC9180: Advanced Quantitative Research: Analysis and Methods](#)

#### **Prerequisites**

Program admission

Approval from the Director of Doctoral Programs in Educational Leadership and Dissertation Chair.

### **EDUC9910 : Dissertation Research I**

This directed study course includes the initial stages of research and the review of relevant literature/scholarship under the supervision of the dissertation chair. **Fee:** Additional fee required.

**Credits** 3

#### **Fees**

\$150

#### **Prerequisites**

For Ed.D.: [EDUC9900](#) and [EDUC9500](#); for Ph.D.: [EDUC9901](#) and [EDUC9500](#). Program admission required.

### **EDUC9920 : Dissertation Research II**

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 chair. **Fee:** Additional fee required.

**Credits** 3

#### **Fees**

\$150

#### **Prerequisite Courses**

[EDUC9910: Dissertation Research I](#)

#### **Prerequisites**

Program admission

### **EDUC9930 : Extended Dissertation Research and Writing**

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. **Fee:** Additional fee required.

**Credits** 3

#### **Fees**

\$150

#### **Prerequisites**

Program admission

**EDUC9940 : Oral Defense of Dissertation in Educational Leadership**

This course serves as the culminating experience for doctoral candidates in Educational Leadership, focusing on the oral defense of their dissertation. Students will prepare to present their research findings, methodology, and contributions to the field in a formal defense setting. To fulfill the requirements for either a PHD or EDD degree, candidates will demonstrate their ability to defend their scholarly work and confidently defend their dissertations in front of the dissertation committee. Grade of pass/fail.

**Credits** 0

**EDUC9990 : Dissertation Writing and Defense**

This directed study course includes final revisions and an oral defense of the written dissertation. Students must obtain permission from their dissertation chair and dissertation committee to proceed with the oral defense. **Fee:** Additional fee required.

**Credits** 3

**Fees**

\$150

**Prerequisite Courses**

EDUC9920: Dissertation Research II

**Prerequisites**

Program admission

## Education | Initial Certification

**EDUC1100 : Introduction to Education**

Exploration of the rewards and challenges of the teaching profession. Course includes discussion of current issues in education, an overview of the NNU education program, insights from enthusiastic educators and a 25-hour field experience at the grade level/content area of the candidate's interest.

**Credits** 1

**EDUC1125 : Foundations of Teaching and Instructional Design**

This course explores the historical, philosophical, social, legal, and ethical foundations of the teaching profession. Purposes and challenges of education will be addressed in relationship to today's changing world. This course also provides an overview of lesson planning and domains of teaching. Field Experience: 20 Hours.

**Credits** 3

**EDUC2005 : Orientation: ACE - Education**

This required non-graded course gives candidates an overview of the Accelerated Certification in Education Program, 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:** Additional fee required.

**Credits** 0

**Fees**

\$150

**EDUC2110 : Educational Psychology**

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)

**Credits** 3

**Prerequisite Courses**

EDUC1100: Introduction to Education

**Prerequisites**

Prerequisite course or Instructor's approval

**EDUC2250 : Cultural Diversity in Education**

A reflective exploration of race, socio-economic, 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 an NNU Core Cultural Awareness (CAP1) requirement.

**Credits** 2

**Prerequisite Courses**

EDUC1100: Introduction to Education

**EDUC2260 : Introduction to the Science of Reading**

Exploration of the Science of Reading - how does the brain acquire literacy? Candidates study the current body of knowledge exploring the major components of literacy, research findings on the developmental processes involved in literacy, and the normal development of literacy over time. Major topics include the cognitive processes of learning to read and write, Scarborough's Reading Rope, The Simple View of Reading, and how to approach emerging research.

**Credits** 3

**EDUC2555 : Innovative Instruction**

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 Doceō Center, and ISTE NETS teacher standards, this course will explore global educational practices, pushing educators to move instruction from a highly structured setting to a more student-centered environment where students take ownership and personalize their learning.

**Credits** 3

**EDUC2960 : Introduction to Instructional Design**

An overview of lesson planning and domains of teaching. During a 30-hour field experience, candidates will design and teach at least one lesson in a classroom.

**Credits** 1

**Prerequisite Courses**

EDUC1100: Introduction to Education

**EDUC3010 : Teaching English in Secondary Schools**

Strategies for teaching literature, grammar, writing and other communication skills necessary to effectively teach secondary English language arts. Emphasis will be placed on teaching strategies to correspond with ELA standards and unit planning at a secondary level. (See EDUC7659) Field Experience: 20 or 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3090 : Pedagogy of Writing in 6-12 Schools**

An examination and application of research-based methodologies for teaching the writing process. Candidates learn how to incorporate the writing process across all content areas. Focus is on creating authentic writing opportunities that encompass a range of tasks, purposes, and audiences. This course meets a portion of the Idaho Comprehensive Literacy Coursework requirements of the Idaho Department of Education. (See [ENGL3090](#))

**Credits** 3

**EDUC3130 : Teaching Computer Science in Secondary Schools**

Course topics include 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 assist and teach a minimum of 20 hours. (See COMP3130) **Fees:** Additional fee required.

**Credits** 3

**Corequisite Courses**

[EDUC3510: Teaching Methods in Secondary Classrooms](#)

**EDUC3165 : Learning and the Brain**

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.

**Credits** 3

**EDUC3175 : Teaching Diverse Learners**

This course focuses on developing instructional strategies to ensure the learning of all students. Classrooms are tremendously diverse environments, and this course explores the various ways students, and their learning needs, are different. This course is designed to meet the needs of diverse learners using effective evidence-based strategies for students with disabilities, gifted students, English language learners, and students from diverse cultural and ethnic backgrounds. Fulfills an NNU Core Cultural Awareness (CAP1) requirement. Field Experience: 15 hours.

**Credits** 3

**EDUC3245 : Elementary Classroom Management**

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.

**Credits** 3

**EDUC3255 : Fundamentals of Literacy**

An in-depth study of evidence-based practices for developmental reading instruction in an elementary classroom. This course provides an overview of each of the "Big 5" of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with a special emphasis on early literacy. This course satisfies a portion of the requirements of the Idaho Comprehensive Literacy Act for teacher certification. Field Experience: 15 hours.

**Credits** 3

**Prerequisites**

Program admission

**EDUC3265 : Literacy for Learning**

An exploration of principles and strategies for helping K-8 students acquire reading and writing skills essential for effective learning in all subject areas. Emphasis is on helping future teachers develop knowledge of fluency, vocabulary development, and reading comprehension strategies. Candidates learn how to incorporate the writing process across all content areas. Focus is on creating authentic writing opportunities that encompass a range of tasks, purposes, and audiences. This course satisfies a portion of the requirements of the Idaho Comprehensive Literacy Act for teacher certification.

**Credits** 3

**Prerequisites**

Program admission

**EDUC3330 : Teaching Art in K-8 Schools**

Introduces elementary education majors to theoretical and practical experiences necessary for incorporating a discipline-based art education program into the elementary school curriculum. This course may include actual teaching experiences.

**Credits** 3

**EDUC3351 : Teaching Health in the Secondary Schools**

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 in a secondary classroom. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3361 : Teaching Physical Education in Secondary Schools**

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 in a secondary classroom. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3380 : Teaching Physical Education in K-8 Schools**

This course introduces students to the basic principles of physical education for children in grades kindergarten through eight. Emphasis will be placed on the development of systematic physical education programming. Students will participate in simulated teaching experiences and/or field observations.

**Credits** 2

**EDUC3510 : Teaching Methods in Secondary Classrooms**

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. Min-teaching experiences are an integral part of this course.

**Credits** 3

**Prerequisites**

Junior classification and Program admission

**Corequisite Courses****Corequisites**

Methods courses in teaching area or first and second teaching fields. Exempt - music majors who do not have a second teaching field.

**EDUC3530 : Teaching Art in Secondary Schools**

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 in a secondary classroom. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3571 : Teaching Mathematics in Secondary Schools**

This course explores strategies for teaching math in secondary schools. A major focus of the class will be moving secondary students through enactive, iconic, and symbolic representation for concepts in the five major areas of math: algebra, functions, geometry, statistics/probability, and number/quantity. Other topics will include standards alignment, technology integration, and assessment. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3581 : Teaching Social Studies in Secondary Schools**

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teaching a secondary classroom. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3631 : Teaching World Language in Secondary Schools**

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 in a secondary classroom. (See EDUC7663) Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3641 : Teaching Science in Secondary Schools**

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 in teaching a secondary classroom. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**EDUC3651 : Teaching Communication Studies in Secondary Schools**

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 in a secondary classroom. Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 3

**Prerequisite Courses**

[EDUC3510: Teaching Methods in Secondary Classrooms](#)

**EDUC3671 : Teaching Psychology in Secondary Schools**

Course topics include strategies appropriate to this subject field, instructional materials and tools, and curricular structure common to this subject in the secondary school. Includes opportunities for candidates to assist and teach for a minimum of 20 hours. (See PSYC3670)

**Credits** 3

**Prerequisites**

Junior classification and Program admission

**EDUC3751 : Classroom Management in Secondary Schools**

An in-depth study of classroom management theory and application for secondary 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 interpersonal skills, responding to minor and serious behavior problems, and systematically modifying inappropriate behavior.

**Credits** 3

**Prerequisites**

Junior classification and Program admission

**Corequisite Courses**

[EDUC3510: Teaching Methods in Secondary Classrooms](#)

**Corequisites**

Methods courses in teaching area of fields. Music Education majors are exempt from [EDUC3510](#).

**EDUC4400 : Methods of Teaching ESL and Bilingual Education**

This course explores effective methods for teaching English as a Second Language (ESL) and multilingual learners (MLs). Through a combination of theoretical study, practical application, and real-world engagement, students will develop the skills and knowledge necessary to design and implement effective language teaching strategies. Emphasis will be placed on understanding the needs of diverse learners, designing culturally and linguistically responsive instruction, and integrating technology into language teaching practices. Students will be required to observe and teach a lesson within a classroom that specifically includes English Learners and/or Multilingual Learners.

**Credits** 3

**EDUC4465 : Data Driven Literacy; Assessment, Intervention & Diverse Literacy Profiles**

An examination and application of evidence-based practices used for the assessment and intervention cycle to guide instruction in literacy. A 15-hour practicum is included in which candidates administer a battery of assessments, analyze data, diagnose the literacy needs of a struggling reader, set individual student goals, design and deliver a sequence of intervention lessons, and reassess for student learning. This course meets part of the Idaho Comprehensive Literacy Act requirements of the Idaho Department of Education. Field Experience: 15 hours.

**Credits** 3

**Prerequisite Courses**

[EDUC3255: Fundamentals of Literacy](#)

**EDUC4555 : Methods of Teaching Math and Science in Elementary Classrooms**

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 equip candidates for the student teaching experience. Field Experience: 15 hours.

**Credits** 3

**Prerequisites**

Program admission

**EDUC4590 : Pedagogy of Writing in K-8 Schools**

An examination and application of research-based methodologies for teaching the writing process. Candidates learn how to incorporate the writing process across all content areas. Focus is on creating authentic writing opportunities that encompass a range of tasks, purposes, and audiences. This course meets a portion of the Idaho Comprehensive Literacy Coursework requirements of the Idaho Department of Education.

**Credits** 3

**EDUC4815 : Elementary School Start-Up**

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. **Fee:** Additional fee required.

**Credits** 1

**Fees**

\$35

**Prerequisite Courses**

[EDUC4555: Methods of Teaching Math and Science in Elementary Classrooms](#)

**Prerequisites**

Approval for student teaching and Program admission

**EDUC4865 : Student Teaching in Middle/Junior High Schools**

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. **Fee:** Additional fee required.

**Credits** 11

**Fees**

\$200

**Prerequisites**

Program admission

**EDUC4905 : Student Teaching in Elementary Schools**

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. **Fee:** Additional fee required.

**Credits** 11

**Fees**

\$200

**Prerequisites**

Program admission

**Corequisite Courses**

[EDUC4955: Seminar/Capstone](#)

**EDUC4955 : Seminar/Capstone**

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.

**Credits** 1

**Corequisite Courses**

[EDUC4905: Student Teaching in Elementary Schools](#)

**EDUC7000 : Orientation: ACE - Education**

This required non-graded course gives candidates an overview of the Accelerated Certification in Education Program, 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:** Additional fee required for Portfolium account.

**Credits** 0

**Fees**

\$150

**EDUC7120 : Foundations of Teaching and Instructional Design**

This course explores the historical, philosophical, social, legal, and ethical foundations of the teaching profession. Purposes and challenges of education will be addressed in relationship to today's changing world. This course also provides an overview of lesson planning and domains of teaching. Field Experience: 20 hours

**Credits** 3

**EDUC7160 : Learning and the Brain**

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.

**Credits** 3

**EDUC7240 : Elementary Classroom Management**

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.

**Credits** 3

**EDUC7250 : Fundamentals of Literacy**

An in-depth study of evidence-based practices for developmental reading instruction in an elementary classroom. This course provides an overview of each of the "Big 5" of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) with a special emphasis on early literacy. This course satisfies a portion of the requirements of the Idaho Comprehensive Literacy Act for teacher certification. Field Experience 15 hours.

**Credits** 3

**Prerequisites**

Program admission

**EDUC7260 : Literacy for Learning**

An exploration of principles and strategies for helping K-8 students acquire reading and writing skills essential for effective learning in all subject areas. Emphasis is on helping future teachers develop knowledge of fluency, vocabulary development, and reading comprehension strategies. Candidates learn how to incorporate the writing process across all content areas. Focus is on creating authentic writing opportunities that encompass a range of tasks, purposes, and audiences. This course satisfies a portion of the requirements of the Idaho Comprehensive Literacy Act for teacher certification.

**Credits** 3

**EDUC7350 : Methods of Teaching Math and Science in Elementary Classrooms**

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. Field Experience: 15 hours

**Credits** 3

**Prerequisites**

Program admission

**EDUC7400 : Methods of Teaching ESL and Bilingual Education**

This course explores effective methods for teaching English as a Second Language (ESL) and multilingual learners (MLs). Through a combination of theoretical study, practical application, and real-world engagement, students will develop the skills and knowledge necessary to design and implement effective language teaching strategies. Emphasis will be placed on understanding the needs of diverse learners, designing culturally and linguistically responsive instruction, and integrating technology into language teaching practices. Students will be required to observe and teach a lesson within a classroom that specifically includes English Learners and/or Multilingual Learners.

**Credits** 2

**EDUC7460 : Data Driven Literacy; Assessment, Intervention & Diverse Literacy Profiles**

An examination and application of evidence-based practices used for the assessment and intervention cycle to guide instruction in literacy. A 15-hour practicum is included in which candidates administer a battery of assessments, analyze data, diagnose the literacy needs of a struggling reader, set individual student goals, design and deliver a sequence of intervention lessons, and reassess for student learning. This course meets part of the Idaho Comprehensive Literacy Act requirements of the Idaho Department of Education. Field Experience: 15 hours

**Credits** 3

**Prerequisite Courses**

[EDUC7250: Fundamentals of Literacy](#)

**EDUC7535 : Secondary Content Literacy**

This course prepares teacher candidates to demonstrate competency in comprehensive literacy skills and knowledge congruent with research on evidence-based practices in adolescent literacy. It meets a portion of the ICLA requirements of the Idaho State Department of Education. The course focuses on principles and strategies for helping all students develop reading, writing, and speaking skills essential for effective learning in all subject areas. Candidates design lessons that promote disciplinary literacy and make content comprehensible for diverse learners.

**Credits** 3

**EDUC7543 : Teaching Diverse Learners**

This course focuses on developing instructional strategies to ensure the learning of all students. Classrooms are tremendously diverse environments, and this course explores the various ways students, and their learning needs, are different. This course is designed to meet the needs of diverse learners using effective evidence-based strategies for students with disabilities, gifted students, English language learners, and students from diverse cultural and ethnic backgrounds. This course is an approved Cultural Competency (CC) content course at NNU. Field Experience: 15 hours

**Credits** 3

**EDUC7545 : Secondary Classroom Management**

The focus of this course is on equipping future teachers with knowledge and skills for effectively managing a classroom. This course will present specific classroom strategies for managing secondary classroom behavior in proactive and positive ways. Topics include vision, organization, expectations, rules and consequences, motivation, preparation and launch, implementation, and proactive planning for chronic misbehavior.

**Credits** 3

**EDUC7554 : Innovative Instruction**

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). 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.

**Credits** 3

**EDUC7599 : Independent Study**

Study of an assigned topic as directed by a graduate faculty member. Approval of the department director is required.

**Credits** 1

-4

**EDUC7638 : Teaching Physical Education in Elementary Schools**

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. Field Experience: 20 hours

**Credits** 2

**EDUC7640 : Teaching Communications in Secondary Schools**

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 in a secondary classroom. (See [EDUC3650](#)) Field Experience: 20 to 40 hours depending on endorsements

**Credits** 3

**Prerequisite Courses**

[EDUC7651: Teaching Methods in Secondary Schools](#)

**EDUC7641 : Teaching Health in Secondary Schools**

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 in a secondary classroom. (See [EDUC3350](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7642 : Teaching Mathematics in Secondary Schools**

This course explores strategies for teaching math in secondary schools. A major focus of the class will be moving secondary students through enactive, iconic, and symbolic representation for concepts in the five major areas of math: algebra, functions, geometry, statistics/probability, and number/quantity. Other topics will include standards alignment, technology integration, and assessment. (See [MATH3570](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7643 : Teaching Physical Education in Secondary Schools**

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 in a secondary classroom. (See [KINE3360](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7644 : Teaching Psychology in Secondary Schools**

Course topics include strategies appropriate to this subject field, instructional materials and tools, and curricular structure common to this subject in the secondary school. Includes opportunities for candidates to assist and teach for a minimum of 20 hours. (See [PSYC3670/EDUC3670](#))

**Credits** 3

**EDUC7645 : Teaching Science in Secondary Schools**

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 in a secondary classroom. (See [EDUC3640](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7646 : Teaching Social Studies in Secondary Schools**

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 secondary classroom. (See [EDUC3580](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7647 : Teaching World Language in Secondary Schools**

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 in a secondary classroom. (See [EDUC3630](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7651 : Teaching Methods in Secondary Schools**

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 with standards alignment and assessment development are included. Mini-teaching experiences are an integral part of this course. Field Experience: 15 hours

**Credits** 3

**EDUC7653 : Teaching Art in Secondary Schools**

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 in a secondary classroom. (See [EDUC3530](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7654 : Teaching Music in Secondary Schools**

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 in a secondary classroom. (See [MUSC3470](#)) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 3

**EDUC7659 : Teaching English in Secondary Schools**

Strategies for teaching literature, grammar, writing, and other communication skills necessary to effectively teach secondary English language arts. Emphasis will be placed on teaching strategies to correspond with ELA standards and unit planning at a secondary level. (See [ENGL3010](#)) Field Experience: 20 or 40 hours depending on endorsement areas

**Credits** 3

**EDUC7667 : Teaching Computer Science in Secondary Schools**

Course topics include 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 assist and teach a minimum of 20 hours. (See [EDUC3130](#)) Field Experience: 20 or 40 hours depending on endorsement areas.

**Credits** 3

**EDUC7685 : Teaching Supervision**

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.

**Credits** 1

-3

**EDUC7686 : Student Teaching in Middle School/Junior High Schools**

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. **Fee:** Additional fee required.

**Credits** 11

**Fees**

\$200

**Prerequisites**

[EDUC7651](#), Approval for Student Teaching, Program admission required.

**EDUC7687 : Student Teaching in Senior High Schools**

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. **Fee:** Additional fee required.

**Credits** 11

**Fees**

\$200

**Prerequisites**

[EDUC7651](#), Approval for Student Teaching, Program admission required.

**EDUC7688 : Elementary Student Teaching**

Directed observation, participation, and responsible teaching conducted under the supervision of an elementary school teacher and NNU supervisor. Regular seminar sessions are a part of this program. Candidates participating in 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. When registered for EDUC7688 Elementary Student Teaching (9) in the Fall, the student will also register for EDUC7810 Elementary School Start-Up (0). **Fee:** Additional fee required.

**Credits** 8

-9

**Fees**

\$200

**Prerequisites**

Approval for Student Teaching and Program admission

**EDUC7689 : Secondary Student Teaching**

Directed observation, participation, and responsible teaching conducted under the supervision of a senior high school teacher and NNU supervisor. Regular seminar sessions are a part of this program. Candidates participating in 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. When registered for EDUC7689 Secondary Student Teaching (9) in the Fall Semester, the student will also register for EDUC7950 Secondary School Start-Up (0). **Fee:** Additional fee required.

**Credits** 8

-9

**Fees**

\$200

**Prerequisite Courses**

[EDUC7651: Teaching Methods in Secondary Schools](#)

**Prerequisites**

Approval for Student Teaching and Program admission

**EDUC7810 : Elementary School Start Up**

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. The course is zero (0) credits when registered in conjunction with [EDUC7688](#) Elementary Student Teaching (9) in the Fall Semester. If a student registers for [EDUC7688](#) Elementary Student Teaching (8) in the Spring Semester, s/he must register for EDUC7810 Elementary School Start-Up (1) in the Fall Semester.

**Credits** 0

-1

**Prerequisite Courses**

[EDUC7350: Methods of Teaching Math and Science in Elementary Classrooms](#)

**Prerequisites**

Approval for Student Teaching and Program admission

**EDUC7820 : Student Teaching in Elementary Schools**

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. **Fee:** Additional fee required.

**Credits** 11

**Fees**

\$200

**Prerequisite Courses**

[EDUC7350: Methods of Teaching Math and Science in Elementary Classrooms](#)

**Prerequisites**

Approval for Student Teaching and Program admission

**EDUC7950 : Secondary School Start Up**

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. The course is zero (0) credits when registered in conjunction with [EDUC7689](#) Secondary Student Teaching (9) in the Fall Semester. If a student registers for [EDUC7689](#) Secondary Student Teaching (8) in the Spring Semester, s/he must register for EDUC7950 Secondary School Start-Up (1) in the Fall Semester. **Fee:** Additional fee required.

**Credits** 0

-1

**Fees**

\$35

**Prerequisite Courses**

[EDUC7651: Teaching Methods in Secondary Schools](#)

**Prerequisites**

Approval for Student Teaching and Program admission

**EDUC7951 : Seminar/Capstone**

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. One of three co-requisite courses must be taken.

**Credits** 1

**Prerequisites**

Approval for Student Teaching and Program admission

**Corequisites**

[EDUC7820](#), [EDUC7686](#), or [EDUC7687](#)

## English

**ENGL300#W : Studies in Composition and Rhetoric**

Building on the analytical, research, and writing skills gained in [ENGL1040](#), students will strengthen their ability to write critically, engagingly, and knowledgeably to a specific audience. Courses will be offered as topics classes and are designated in the course bulletin with a letter before the W.

**Credits** 3

**Prerequisites**

Completion of [ENGL1040](#) with a grade of C- or better.

**ENGL1040 : Introduction to Academic Writing**

**Recommendation: Students should take this course in their first year.**

A course that introduces students to the rigors of academic writing. Key elements include practicing the critical reading and summary of texts; finding and using evidence correctly; developing lines of inquiry; analyzing complex claims; and applying the rhetorical strategies that lead to successful academic writing. Students will also develop a metacognitive understanding of their reading, writing, and thinking processes.

**Credits** 3

**ENGL2120 : English Grammar and Usage**

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

**Credits** 2

**ENGL2310 : British Literature: Beowulf through the Age of Reason**

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

**Credits** 3

**ENGL2410 : Major Literature of the Western World**

An introductory study of major literary works drawn from the European, British, and American traditions. Special emphasis is placed on literary appreciation.

**Credits** 3

**Prerequisites**

Completion of [ENGL1040](#) with a grade of C- or better.

**ENGL2430 : World Literature: The Enlightenment to the Modern Era**

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

**Credits** 3

**ENGL3010 : Teaching English Secondary Schools**

Strategies for teaching literature, grammar, writing and other communication skills necessary to effectively teach secondary English language arts. Emphasis will be placed on teaching strategies to correspond with ELA standards and unit planning at a secondary level. (See EDUC7659) Field Experience: 20 or 40 hours depending on endorsement areas

**Credits** 3

**ENGL3020W : Principles of Writing**

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.

**Credits** 3

**Prerequisites**

[ENGL1040](#), with a grade of C- or better.

**ENGL3070W : Professional and Technical Writing**

Students will analyze audience, persuasion strategies, and communication ethics in this course. Emphasis is on document design, effective use of graphics, working collaboratively, and oral presentation. Students will produce formal business documents such as memos, reports, and proposals.

**Credits** 3

**ENGL3090 : Pedagogy of Writing in 6-12 Schools**

An examination and application of research-based methodologies for teaching the writing process. Candidates learn how to incorporate the writing process across all content areas. Focus is on creating authentic writing opportunities that encompass a range of tasks, purposes, and audiences. This course meets a portion of the Idaho Comprehensive Literacy Coursework requirements of the Idaho Department of Education. (See [EDUC3090](#))

**Credits** 3

**ENGL3210 : Major Authors in American Literature**

A study of selected works of a major American author or authors. course topics may vary by semester. Some examples of topics are: variations on the American Dream, doctors in literature, literature of the sea, small-town America, and American travel literature.

**Credits** 3

**ENGL3510 : Contemporary Poetry**

A study of representative contemporary poetry published in English.

**Credits** 3

**ENGL3750 : Children's and Young Adult Literature**

A study of literature written for children and young adults, from preschool 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 and young adult literature and to develop qualitative judgment skills.

**Credits** 3

**ENGL3910 : Literary Theory and Criticism**

**Credits** 3

## French

**FREN1010 : Elementary French I**

For students who have less than two years of high school French. These courses are designed to be taken in sequence. Objective: to help students acquire an active command of the four basic communication skills (speaking, oral comprehension, writing, reading) in French as well as an awareness of how French language and culture are intimately intertwined. Fulfills a General Education Cultural Competency (CC) requirement.

**Credits** 4

**FREN1020 : Elementary French II**

A continuation of [FREN1010](#). For students who have less than two years of high school French. These courses are designed to be taken in sequence. Objective: to help students acquire an active command of the four basic communication skills (speaking, oral comprehension, writing, reading) in French as well as an awareness of how French language and culture are intimately intertwined. Fulfills a General Education Cultural Competency (CC) requirement.

**Credits** 4

**Prerequisite Courses**

[FREN1010: Elementary French I](#)

**Prerequisites**

Prerequisite course or instructor's approval

## Geography

**GEOG1050 : Introduction to Geography**

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.

**Credits** 3

## History

**HIST1030 : The World and the West I**

Begins with the classical eras, both east and west (ca. 600 BC) and ends in about 1600. The course 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.

**Credits** 3

**HIST1040 : The World and the West II**

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

**Credits** 3

**HIST1050 : Foundations of the Modern World**

This course will analyze how the modern world came into being by examining currents of thought, political, economic and social developments, and religious belief in a global context, beginning in the ancient world and continuing up to the present.

**Credits** 3

**HIST2030 : United States History to 1877**

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.

**Credits** 3

**HIST2040 : United States History since 1877**

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.

**Credits** 3

**HIST3010 : Recent America**

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.

**Credits** 3

**Prerequisite Courses**

[ENGL1040: Introduction to Academic Writing](#)

**Prerequisites**

Prerequisite course or Instructor's approval.

**HIST3020 : Modern Europe (1800-Present)**

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.

**Credits** 3

**HIST3250 : History of American Culture**

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.

**Credits** 3

**Prerequisite Courses**

[ENGL1040: Introduction to Academic Writing](#)

**Prerequisites**

Prerequisite course or Instructor's approval

**HIST3330 : U.S. Foreign Policy**

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.)

**Credits 3**

**HIST3580 : Teaching Social Studies in Secondary Schools**

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teaching a secondary classroom. (See EDUC7658) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits 2**

## Humanities

**HUMN4015 : Capstone**

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.

**Credits 1**

## Mathematics

**MATH0900 : Essential Mathematics**

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.

**Credits 3**

**MATH1100 : Liberal Arts Mathematics**

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 satisfies the general education mathematics competency requirement. The course is designed for non-science majors. Students need to verify they have the prerequisites the first day of class.

**Credits 3**

**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, or Accuplacer QRAS score of 250 or higher.

**MATH1300 : College Algebra**

Topics include polynomial arithmetic, synthetic division, zeroes of polynomials, systems of linear equations, matrices and matrix multiplication. This course prepares students to take MATH1400 and MATH2510. Students need to verify they have the prerequisites the first day of class.

**Credits** 3

**Prerequisites**

ACT Math score of 23 or higher, or SAT Math score of 600 or higher, or Accuplacer Elementary Algebra score of 117 or higher, or Accuplacer College Level Math score of 50 or higher, or Accuplacer QRAS or AAF score of 265 or higher, or instructor approval., or instructor's approval.

**MATH1400 : Trigonometry**

Topics include the study of the trigonometric functions, plane trigonometry, and analytic trigonometry. This course prepares students to take MATH2510. Students need to verify they have the prerequisites the first day of class.

**Credits** 3

**Prerequisites**

[MATH1300](#) (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 Accuplacer AAF score of 285 or higher, or instructor's approval

**MATH2010 : Fundamental Mathematical Structures I**

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. Students need to verify they have the prerequisites the first day of class.

**Credits** 3

**Prerequisites**

[EDUC1100](#) or [EDUC1125](#) and enrollment in a program leading to an elementary or secondary teaching certificate; 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 Accuplacer QRAS score of 250 or higher.

**MATH2020 : Fundamental Mathematical Structures II**

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

**Credits** 3

**Prerequisite Courses**

[MATH2010: Fundamental Mathematical Structures I](#)

**Prerequisites**

Prerequisite course or Instructor's approval

**MATH2240 : Elementary Statistics**

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.

**Credits** 3

**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 Accuplacer QRAS score of 250 or higher, or credit for [MATH0900](#), or instructor's approval.

**MATH2310 : Discrete Mathematics**

An introduction to graph theory, logical operators, mathematical induction, enumeration and Boolean algebra. Students need to verify they have the prerequisites the first day of class.

**Credits** 3

**Prerequisites**

[MATH1300](#) with a grade of C or better

**MATH2510 : Calculus I**

Limits, derivatives (including trigonometric functions), integration and applications of the derivative, l'Hopital's Rule, area. AAF Accuplacer margin for error is already built in (1-2 questions can be missed and still achieve a 300). Students need to verify they have the prerequisites the first day of class.

**Credits** 4

**Prerequisites**

[MATH1400](#) (a grade of C or better); ACT Math score of 28 or higher, or SAT Math score of 710 or higher, or Accuplacer College Level Math score of 103 or higher, or Accuplacer AAF score of 300 or higher, or instructor's approval.

**MATH3320 : Linear Algebra**

A study of vector spaces, linear transformations, matrices, determinants and systems of equations. Special attention is given to the connection between linear transformations and matrices.

**Credits** 3

**Prerequisite Courses**

[MATH1300: College Algebra](#)

[MATH2510: Calculus I](#)

**MATH3570 : Teaching Mathematics in Secondary Schools**

This course explores strategies for teaching math in secondary schools. A major focus of the class will be moving secondary students through enactive, iconic, and symbolic representation for concepts in the five major areas of math: algebra, functions, geometry, statistics/probability, and number/quantity. Other topics will include standards alignment, technology integration, and assessment. (See EDUC7657) Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 2

## Music

**MUSC1010 : A Survey of Art and Music**

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.

**Credits** 3

**MUSC3270 : Music History: Classic, Romantic and Modern**

An introduction to music literature from 1750 to the present.

**Credits** 3

**MUSC3450 : Teaching Music in Elementary Schools I**

This class focuses on the major approaches to music education including Kodaly, Orff, Gordon's Music Learning Theory, Dalcroze, and Suzuki. This course includes a field experience.

**Credits** 2

**Corequisite Courses**

[MUSC3460: Teaching Music in Elementary Schools II](#)

**MUSC3460 : Teaching Music in Elementary Schools II**

This class focuses on the application of the learning theories presented in [MUSC3450](#), procedures, and objectives in school music in the primary and intermediate grades. This course includes a classroom field experience and technology intensive lesson component.

**Credits** 2

**Corequisite Courses**

[MUSC3450: Teaching Music in Elementary Schools I](#)

**MUSC3470 : Teaching Music in Secondary Schools I**

This class focuses on strategies for instrumental/choral rehearsals and classrooms, materials, tools, and curricular structure common to the subject in the secondary schools. (See EDUC7654) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 2

**Corequisite Courses**

[MUSC3480: Teaching Music in Secondary Schools II](#)

**MUSC3480 : Teaching Music in Secondary Schools II**

This class focuses on assessment and lesson planning in the secondary music rehearsal and classroom, as well as music advocacy, fund-raising, and program development issues. It will include a significant classroom field experience and a technology intensive lesson component.

**Credits** 2

**Corequisite Courses**

[MUSC3470: Teaching Music in Secondary Schools I](#)

## Nursing

**NURS6115 : Organizational Leadership**

This graduate-level course equips healthcare leaders with the essential skills to navigate complex systems, drive meaningful change, and sustain personal well-being in high-pressure environments. Students will explore methodologies for mitigating risk, evaluating information and communication technology risk, applying change models to foster organizational improvement, and self-care of the leader. Through case studies, collaborative discussions, and real-world applications, this course prepares leaders to create lasting impact while safeguarding both organizational and personal effectiveness. CORE CONCEPTS: Communication; Ethics; Evidence-Based Practice; Health Policy.

**Credits** 3

**Fees**

Course/Clinical Fees Apply

**NURS6125 : Managing the Health of Populations**

This graduate-level course provides an in-depth exploration of population health management, equipping students with the skills to assess, analyze, and improve community health outcomes with an emphasis on information and communication technology resources for data collection, analysis, and implications for community health intervention development. Students will examine key health indicators, including morbidity, mortality, disease prevalence, and social determinants, to evaluate trends and disparities. The course emphasizes epidemiological principles and methods, guiding students in identifying patterns, assessing risk factors, and applying data-driven strategies to enhance public health. CORE CONCEPTS: Social Determinants of Health; Diversity, Equity, and Inclusion; Health Policy.

**Credits** 3

**Fees**

Course/Clinical Fees Apply

**NURS6160 : Advanced Pharmacology I**

This graduate-level course provides an in-depth exploration of pharmacological principles essential for advanced nursing practice. Students will examine drug classifications, mechanisms of action, and therapeutic applications, with a strong emphasis on evidence-based prescribing and clinical decision-making. The course integrates pharmacokinetics and pharmacodynamics, equipping nurses with the knowledge to assess drug efficacy, monitor adverse effects, and individualized medication regimens based on patient-specific factors. CORE CONCEPTS: Communication; Diversity, Equity, and Inclusion.

**Credits 3****Fees**

Course/Clinical Fees Apply

**NURS6170 : Advanced Health Assessment**

This graduate-level course prepares advanced practice nurses to conduct comprehensive health assessments with a foundation in caring and therapeutic relationships. Students will refine assessment and related information and communication technology skills. Students will integrate evidence-based techniques with therapeutic communication to foster patient trust, engagement, holistic care, and the related use of health information and communication technologies. Emphasis is placed on advanced reasoning, guiding learners to synthesize clinical findings, apply diagnostic reasoning, and make informed clinical judgments. CORE CONCEPTS: Compassionate Care; Communication; Clinical Judgement.

**Credits 3****Fees**

Course/Clinical Fees Apply

**NURS6185 : Scholarly Inquiry I: Review and Analysis of Healthcare Research**

This graduate-level course provides a structured approach to healthcare research review and analysis, preparing students to critically evaluate and synthesize evidence-based findings. Emphasis is placed on mastering APA review standards, ensuring scholarly rigor in literature evaluation and academic writing. Students will develop skills in identifying practice gaps, applying evidence appraisal methodologies, and integrating nursing science principles and history to inform research-driven practice. Additionally, students will engage with theoretical connections, linking research findings to models that guide professional practice and innovation. CORE CONCEPTS: Ethics; Evidence-Based Practice.

**Credits 2****Fees**

Course/Clinical Fees Apply

**NURS6190 : Scholarly Inquiry II: Dissemination & Implementation**

This graduate-level course builds on foundational evidence-based practice principles learned in Scholarly Inquiry I to equip students with the skills to design and implement organizational interventions that drive evidence-based improvements in healthcare settings. Emphasis is placed on defending clinical and ethical decisions based on evidence, ensuring that interventions align with best practices, regulatory standards, and patient-centered care. Students will engage with strategies to disseminate and implement socially just and responsible changes, fostering equity, inclusivity, and sustainable transformation within diverse healthcare environments. Through applied projects, critical analysis, and professional discourse, students will refine their ability to lead meaningful change that advances healthcare practice and policy. CORE CONCEPTS: Communication; Ethics; Evidence-Based Practice; Health Policy.

**Credits 2****Fees**

Course/Clinical Fees Apply

**Concurrent Requisite**

NURS7170: Primary Care of the Family IV

**NURS7015 : Leadership & Education Clinical I**

This course is a clinical component companion to the [NURS6125](#) Managing the Health of Populations course. It is designed so that students may demonstrate mastery of the principles of managing the health of populations introduced in the didactic portion. Students will apply concepts learned to one or more experiential learning/clinical projects that cover three core themes: Direct Care of populations, Advocacy, and Emergency Preparedness. Students will log a minimum of 150 hours in completion of care. CORE CONCEPTS: Communication; Ethics; Social Determinants of Health; Health Policy; Diversity, Equity, and Inclusion. \*Additional Program Fees may be Required

**Credits 1****Fees**

Course/Clinical Fees Apply

**Concurrent Requisite**[NURS6125: Managing the Health of Populations](#)**NURS7025 : Healthcare Microsystem Evaluation**

This graduate-level course provides an in-depth examination of healthcare microsystem evaluation, equipping students with the analytical tools to assess and enhance system performance. Grounded in systems theory, students will explore how interconnected elements within healthcare microsystems influence efficiency, quality, and patient outcomes. The course guides learners in using data-driven approaches to identify strengths, gaps, and opportunities for improvement. Special attention is given to healthcare technology, exploring digital tools, informatics, and analytics that support microsystem assessment and innovation. Students will also engage in policy design, developing strategies to optimize system effectiveness through evidence-based policy interventions and leadership-driven improvements. CORE CONCEPTS: Ethics; Evidence-Based Practice; Health Policy; Communication.

**Credits 3****Fees**

Course/Clinical Fees Apply

**NURS7035 : Leading Change in Healthcare Microsystems**

This graduate-level course equips healthcare professionals with the expertise to lead transformative change within microsystems, ensuring high-quality, patient-centered care. Students will explore effective leadership qualities essential for driving innovation, fostering collaboration, and sustaining progress in healthcare settings with ethical comportment. Emphasis is placed on cultivating a culture of continuous quality improvement and employee safety, empowering leaders to implement evidence-based strategies that enhance workplace well-being and operational efficiency. A core component includes designing and delivering interprofessional person-centered care, highlighting strategies to align care models with patient needs, promote patient self-care management, equity, and holistic health outcomes. CORE CONCEPTS: Communication; Ethics; Evidence-Based Practice; Health Policy.

**Credits 3****Fees**

Course/Clinical Fees Apply

**NURS7045 : Leadership & Education Clinical II**

This experiential learning course provides hands-on clinical and experiential learning opportunities to support the didactic study of leadership and education principles and concepts. Students will synthesize theoretical knowledge with practical application by integrating advanced pathophysiology, advanced health assessment, advanced pharmacology knowledge and skills, preventive and health promotion strategies, systems theory, cultural competence, environmental influences, and social determinants of health in direct care, leadership, and educational settings. Emphasis is placed on developing clinical judgment, effective communication, and compassionate care. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health. \*Additional Program Fees may be Required.

**Credits 1****Fees**

Course/Clinical Fees Apply

**NURS7055 : Principles of Teaching/Learning I**

This graduate-level course introduces students to the foundational principles of teaching and learning in nursing education, guided by the NLN Academic Novice Nurse Educator Competencies. Students will explore curriculum map development, gaining insight into course structure, alignment with competencies, and strategies for effective curriculum planning. The course emphasizes teaching and learning theories, providing frameworks for evidence-based instructional methods and learner-centered education. Students will engage in course content planning, refining skills in designing engaging, rigorous, and clinically relevant learning experiences. A global perspective on nursing education is integrated, examining worldwide trends, innovations, and challenges in preparing healthcare professionals. CORE CONCEPTS: Communication; Diversity, Equity, and Inclusion; Evidence-Based Practice.

**Credits** 3

**Fees**

Course/Clinical Fees Apply

**NURS7065 : Principles of Teaching/Learning II**

This graduate-level course builds on foundational pedagogical principles to deepen students' understanding of evidence-based student assessment and evaluation strategies. Emphasis is placed on designing and applying effective assessment methodologies that support learning outcomes and foster academic achievement. Students will explore course and program continuous quality improvement, developing strategies to enhance curriculum effectiveness, instructional methods, and overall educational impact. CORE CONCEPTS: Communication; Diversity, Equity, and Inclusion; Ethics; Evidence-Based Practice.

**Credits** 3

**Fees**

Course/Clinical Fees Apply

**NURS7075 : Leadership & Education Capstone**

This experiential learning course provides hands-on clinical and experiential learning opportunities to demonstrate mastery of didactic study of leadership and education principles and concepts. A key component will be the development, implementation, and evaluation of a graduate leadership & education project. Emphasis is placed on developing clinical judgment, effective communication, and compassionate care. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health.

\*Additional Program Fees may be Required.

**Credits** 4

**Fees**

Course/Clinical Fees Apply

**NURS7090 : Advanced Pathophysiology**

This graduate-level course provides an in-depth exploration of pathophysiological mechanisms underlying complex disease processes, equipping students with a comprehensive understanding of altered physiological functions across body systems. Students will analyze cellular and molecular disruptions, genetic influences, and compensatory responses, linking these concepts to clinical manifestations and disease progression. CORE CONCEPTS: Clinical Judgement; Evidence-Based Practice. \*Additional Program Fees may be required.

**Credits** 4

**Fees**

Course/Clinical Fees Apply

**NURS7100 : Evidence-Based Practice for Advanced Practice Nursing**

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 client outcomes. Includes experiential learning activity.

**Credits** 3

**Fees**

Course/Clinical Fees Apply

**NURS7115 : Advanced Pharmacology II**

Advanced Pharmacology II will extend upon the base pharmaceutical competencies developed in Advanced Pharmacology I and develop competencies in the therapeutic use of drug classes and specific drugs for treatment of a comprehensive set of conditions. Competency in utilizing current evidenced-based guidelines, that comply with relevant laws, policies and regulations, will be developed and demonstrated for treatment across the lifespan. Utilization of health promotion, education, spiritual, and social determinants of health considerations, along with appropriate use of resources and consultation with other members of the healthcare team, will be demonstrated through applicable patient and population scenarios.

**Credits 3****Fees**

Course/Clinical Fees Apply

**NURS7120 : Advanced Practice Theory**

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.

**Credits 3****Fees**

Course/Clinical Fees Apply

**Prerequisite Courses****NURS7130 : Primary Care of the Family I**

The first primary care course focuses on the 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 2030, are integrated into the principles and practices of primary and secondary prevention. Experience is 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. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health.

**Credits 4****Fees**

Course/Clinical Fees Apply

**NURS7130C : Primary Care of the Family I: Competency Lab and Clinical**

This experiential learning course provides hands-on clinical and laboratory experiences to support the didactic study of family health in primary care. Students will apply advanced health assessment skills, preventive health care practices, and health promotion strategies across the lifespan while integrating family systems theory, cultural competence, environmental influences, and social determinants of health into patient-centered care. Emphasis is placed on developing clinical judgment, effective communication, and compassionate care while implementing evidence-based therapeutic regimens. Through structured experiential learning, students will synthesize theoretical knowledge with practical application, preparing them to provide holistic, evidence-based primary care to individuals and families. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health.

**Credits 2****Fees**

Course/Clinical Fees Apply

**NURS7145 : Primary Care of the Family II**

The second course in primary care of the family focuses on the theoretical and clinical basis for the advanced nursing management of women's health from a wellness and chronic care perspective. It is designed to focus on women's health needs in rural communities, suburban settings, and globally. Emphasis is placed on the diagnosis, management, and care coordination of acute episodic conditions in the context of the primary/acute care setting and the community. Key skills developed in this course will include: clinical decision-making, the implementation of scientifically based therapeutic regimens, and evidence-based medicine. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health. \*Additional Program Fees Required

**Credits 4****Fees**

Course/Clinical Fees Apply

**Prerequisite Courses**

NURS7130: Primary Care of the Family I

**NURS7145C : Primary Care of the Family II: Competency Lab and Clinical**

The Clinical course focuses on family care with a special focus on care of women of all ages. Students are trained in implantable contraception and management of women specific care. 175 experiential clinical hours and a competency lab are completed. Students will apply advanced health assessment skills, preventive health care practices, and health promotion strategies across the lifespan while integrating family systems theory, cultural competence, environmental influences, and social determinants of health into patient-centered care. Students will synthesize theoretical knowledge with practical application, preparing them to provide holistic, evidence-based primary care to women. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health.

**Credits 2****Fees**

Course/Clinical Fees Apply

**NURS7150 : Professional Practice Issues**

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.

**Credits 2****Fees**

Course/Clinical Fees Apply

**NURS7165 : Primary Care of the Family III**

This graduate-level course prepares Family Nurse Practitioner (FNP) students to deliver holistic, evidence-based care to pediatric populations and their families, emphasizing the transition from pediatric to family practice settings. Students will gain a comprehensive understanding of growth and development from birth through young adulthood, applying this knowledge to clinical decision-making and anticipatory guidance. The course highlights the importance of engaging and effective partnerships with families and interdisciplinary teams, while critically examining the socioeconomic determinants of health, equitable health policy, and advocacy for vulnerable populations. A strong focus on fostering a culture of patient safety and continuity of care equips students to navigate complex care transitions and lead initiatives that promote health equity and family empowerment. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health. \*Additional Program Fees Required

**Credits** 4

**Fees**

Course/Clinical Fees Apply

**Prerequisite Courses**

NURS7145: Primary Care of the Family II

**NURS7165C : Primary Care of the Family III: Competency Lab and Clinical**

The clinical course prepares the FNP to take care of the entire family from birth through late-life with an emphasis on pediatric care. 200 clinical hours and a competency lab focusing on pediatric health care and conditions. Students will apply advanced health assessment skills, preventive health care practices, and health promotion strategies across the lifespan while integrating family systems theory, cultural competence, environmental influences, and social determinants of health into patient-centered care. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health.

**Credits** 2

**Fees**

Course/Clinical Fees Apply

**NURS7170 : Primary Care of the Family IV**

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. CORE CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health. \*Additional Program Fees Required

**Credits** 4

**Fees**

Course/Clinical Fees Apply

**Prerequisite Courses**

NURS7165: Primary Care of the Family III

### **NURS7170C : Primary Care of the Family IV: Competency Lab and Clinical**

This experiential learning course provides hands-on clinical and laboratory experiences to support the didactic study of family health in primary care. Students will apply advanced health assessment skills, preventive health care practices, and health promotion strategies across the lifespan while integrating family systems theory, cultural competence, environmental influences, and social determinants of health into patient-centered care. Emphasis is placed on developing clinical judgment, effective communication, and compassionate care while implementing evidence-based therapeutic regimens. Through structured experiential learning, students will synthesize theoretical knowledge with practical application, preparing them to provide holistic, evidence-based primary care to individuals and families. CRITICAL CONCEPTS: Clinical Judgement; Communication; Compassionate Care, Evidence-Based Practice; Social Determinants of Health.

**Credits** 2

#### **Fees**

Course/Clinical Fees Apply

## Philosophy

### **PHIL2020 : Ethics**

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.

**Credits** 3

### **PHIL3080 : Critical Reasoning**

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.

**Credits** 3

### **PHIL6094 : Topics in Philosophy**

This course introduces interdisciplinary material in Philosophy of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

**Credits** 3

-4

### **PHIL6599 : Independent Study**

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

**Credits** 3

-4

### **PHIL6860 : Philosophy of Religion**

This course offers a constructive study of religious claims, thoughts, and practices from a philosophic point of view. Special attention will be given to problems such as the idea of God, immortality, evil, freedom, and determinism. (Only students in the Five-Year Pastor-Scholar Program are eligible to take this course.)

**Credits** 3

**PHIL7290 : Reflecting on Character: Philosophy and the Christian Life**

This course explores Christian ethics from a philosophical perspective. Students engage in biblical, theological and philosophical reflection, study dominant approaches to ethical thinking, and examine contemporary moral problems. Particular emphasis is placed on developing critical reflection skills, rather than finding answers to various ethical questions. This course also facilitates a deeper understanding of character formation and sharpens one's discernment as to how theological and philosophical reflection helps shape Christian practice.

**Credits** 4

**PHIL7560 : Philosophical Foundations of Ministry**

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.

**Credits** 3

**PHIL9250 : Reason, Virtues, and Issues of Practice in the Church**

This course examines the essential role of both critical and constructive thinking for sound scholarship and for the Church's self-understanding as well as the formation of ethics and virtues with regard to the Church. Since these two areas function as touchstones for considering the behaviors and practices that the Church might engage to fulfill her calling, this course explores issues of critical thinking, metaphysics, ethics, and contemporary issues of ecclesial concern.

**Credits** 4

**PHIL9250S : Razón, Virtudes y Asuntos de Práctica en la Iglesia**

Este curso examina el papel esencial del pensamiento tanto crítico como constructivo para la erudición sólida y para la autocomprensión de la Iglesia. Examina también el desarrollo de ética y virtudes con respecto a la Iglesia. Dado que estas dos áreas juegan un papel importante para considerar los comportamientos y prácticas que la Iglesia podría adoptar para cumplir con su llamado, este curso explora temas de pensamiento crítico, metafísica, ética y temas contemporáneos de interés eclesial.

**Credits** 4

## Physics

**PHYS1010 : Introduction to Physical Science**

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.

**Credits** 3

**Corequisite Courses**

[PHYS1010L: Introduction to Physical Science Laboratory](#)

**PHYS1010L : Introduction to Physical Science Laboratory**

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.

**Credits** 1

**Corequisite Courses**

[PHYS1010: Introduction to Physical Science](#)

**PHYS1060 : Descriptive Astronomy**

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.

**Credits** 3

**PHYS1060L : Descriptive Astronomy Laboratory**

A laboratory course taught in connection with [PHYS1060](#). Observational and laboratory activities are included, some in the evenings.

**Credits** 1

**Corequisite Courses**

[PHYS1060: Descriptive Astronomy](#)

**PHYS6720 : Solid State Physics**

An introduction to the physics of the solid state of matter. Topics include crystal structure, lattice vibrations and electronic band structure of crystals, electrical, optical, and thermal properties of solids, transport and other non-equilibrium phenomena in uniform and non-uniform solids.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

**PHYS6810 : Quantum Mechanics**

This course introduces students to quantum mechanics concepts, which are not only becoming increasingly important in research of basic science, but also are rapidly becoming an essential part of electronics, photonics, and materials engineering. This course begins the student's journey into QM by teaching the basic math and physics principles of quantum theory, and then exploring the engineering and design of quantum system applications. For example, flash memory, quantum dots, quantum transistors, and quantum computers are current systems that revolve on a basic understanding of QM.

**Credits** 3

**Prerequisites**

Instructor permission

Admission into BSU's accelerated Master of Science/Master of Engineering degree program.

## Political Science

**POLS1010 : American National Politics**

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.

**Credits** 3

**POLS3330 : U.S. Foreign Policy**

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](#).)

**Credits** 3

# Practical Theology

## **PRTH2215 : Spiritual Formation and Christian Discipleship**

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.

**Credits** 3

### **Prerequisites**

Program admission.

### **Corequisite Courses**

[PRTH2215L: Personal Development Lab](#)

## **PRTH2215L : Personal Development Lab**

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. Additional fee required.

**Credits** 0

### **Fees**

\$85

### **Corequisite Courses**

[PRTH2215: Spiritual Formation and Christian Discipleship](#)

## **PRTH2225 : Worship Theory and Development**

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.

**Credits** 3

### **Prerequisites**

Program admission.

## **PRTH2405 : Christian Missions**

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 an NNU Core Cultural Awareness (CAP1) requirement.

**Credits** 3

### **Prerequisites**

Program admission.

## **PRTH3105 : Pastoral Theology**

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.

**Credits** 3

### **Prerequisites**

Program admission.

## **PRTH3715 : Preaching**

A study of the preparation and delivery of sermons within the context of worship, including practice preaching.

**Credits** 3

### **Prerequisite Courses**

[COMM1210: Introduction to Public Speaking](#)

[BIBL3155: Biblical Interpretation](#)

### **Prerequisites**

Program admission

**PRTH3755 : Compassionate Ministries**

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 an NNU Core Cultural Awareness (CAP1) requirement.

**Credits** 3

**Prerequisites**

Program admission.

**PRTH4715 : Missional Growth and Health**

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.

**Credits** 3

**Prerequisites**

Program admission.

**PRTH4765 : Communicating the Gospel**

An advanced study utilizing visual elements in teaching and preaching. Attention is given to the use of visual metaphors in biblical communication.

**Credits** 3

**Prerequisites**

Program admission.

**PRTH4825 : Pastoral Leadership**

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. Additional Fee Required

**Credits** 3

**Fees**

\$50

**Prerequisites**

Program admission.

**PRTH4965 : Internship in Christian Ministry**

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.

**Credits** 3

**Prerequisites**

Program admission.

**PRTH6000 : OnRamp Program Orientation**

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 PRTH6000L, as well as a required criminal background check. Grade of Pass/Fail.

**Credits** 0

**Corequisite Courses**

PRTH6000L: [Personal Development Lab](#)

**PRTH6000L : Personal Development Lab**

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 same session as their OnRamp Orientation course. Grade of Pass/Fail. Additional fee required.

**Credits** 0

**Fees**

\$89

**Corequisite Courses**

[PRTH6000](#): OnRamp Program Orientation

**PRTH6094 : Topics in Practical Theology**

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.

**Credits** 3

-4

**PRTH6120 : Ministry with Diversity**

This course explores what it means to minister in a pluralistic culture, with sensitivity shown toward a variety of cultural competencies that are commonly required in chaplaincy.

**Credits** 4

**PRTH6140 : Ministry and Culture**

This course explores the discipline and challenge of missional leadership today, offers extensive examination of the nature and scope of missional leadership, as well as a deeper understanding of the cultural contexts in which students live and serve.

**Credits** 4

**PRTH6180 : Formational Practicum**

This course examines the discipline of spiritual formation with particular emphasis on student participation in spiritual practices and a reflection on their impact in a student's personal spiritual formation and ministry contexts.

**Credits** 4

**PRTH6220 : Group Dynamics**

This course examines the chaplain's identity as an essential and relational member of an interdisciplinary team, with responsibility for integrating family systems, ethics, and faith development, as well as self-care, with a wide array of real-world applications.

**Credits** 4

**PRTH6599 : Independent Study**

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

**Credits** 3

-4

**PRTH6760 : Spiritual and Personal Formation**

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.

**Credits** 3

**PRTH6840 : Missional Discipleship**

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.

**Credits** 4

**PRTH6880 : Nurturing the Inner Life**

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.

**Credits** 4

**PRTH6960 : Missiology and Contextualization**

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

**Credits** 3

**PRTH6990A : Supervised Ministry**

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.

**Credits** 2

**PRTH6990B : Supervised Ministry**

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

**Credits** 2

**Prerequisite Courses**

[PRTH6990A: Supervised Ministry](#)

**PRTH7520 : Theological Balance in an Ambiguous World**

This course integrates caregiving as a foundational basis for chaplaincy, with particular emphasis on dealing with proper self-care, crisis care support, chronic pain and disease, mental illness, moral injury, and end-of-life issues.

**Credits** 4

**PRTH7540 : Missional Practicum**

This course focuses on the practical applications for the development of a missional ministry model, including leadership of a missional small-group, implementing a Natural Church Development study, and devising a missional strategy, all in the student's own context. The course may include an optional multiple-day on-site practicum with classmates in the Pacific Northwest that includes interactions with a variety of leading-edge missional writers, pastors, and churches.

**Credits** 4

**Fees**

Additional fee required.

**PRTH7560 : Pastoral Leadership and Nazarene, History, Identity and Polity**

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.

**Credits** 3

**PRTH7580 : Spirituality of Soul Care**

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.

**Credits** 4

**PRTH7620 : Organizational Leadership and Communication**

This course explores the integration of spiritual care into the life and service of the chaplain's organizational context through evidence-informed communication strategies.

**Credits** 4

**PRTH7940 : Community, Context and Transition**

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.

**Credits** 4

**PRTH7960 : Preaching and Worship**

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.

**Credits** 3

**PRTH7980 : Spiritual Direction**

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.

**Credits** 4

**PRTH9330 : Gospel, Word, and Table**

This course is an advanced study of the principles and practices of three specific areas of ministry: evangelism, preaching, and sacramental worship. Included in the course will be student submission of sermons for peer discussions and evaluation in the context of the student's own ministry setting. (This course builds upon and is dependent on the exegetical and interpretive skills and understanding of Scripture developed in [BIBL9320](#), which is a prerequisite.) This course also explores both the historical and theological foundation of the sacraments and their vital role in worship and the life of the Church.

**Credits** 4

**Prerequisite Courses**

[BIBL9320: The Biblical Witness of Equality, Liberation, and Empowerment](#)

**PRTH9330S : Evangelio, Palabra y Mesa**

Este curso es un estudio avanzado de los principios y prácticas de tres áreas específicas del ministerio: evangelismo, predicación y adoración sacramental. Incluido en el curso estará la presentación de sermones por parte de los estudiantes para discusiones y evaluación entre sus compañeros en el contexto del propio entorno del ministerio del estudiante. (Este curso se basa y depende de las habilidades exegéticas e interpretativas y la comprensión de las Escrituras desarrolladas en [BIBL9320S](#), que es un requisito previo). Este curso también explora el fundamento histórico y teológico de los sacramentos y su papel vital en la adoración y la vida de la Iglesia.

**Credits** 4

**Prerequisite Courses**

[BIBL9320S: El Testimonio Bíblico de Igualdad, Liberación y Empoderamiento](#)

**PRTH9340S : Iglesia Latina Misional y Desarrollo de Liderazgo**

Este curso explora el papel del líder cristiano y la Iglesia a la luz del mandato misional de Cristo. Será para equipar a los ministros para dirigir y administrar iglesias y agencias misioneras. Se prestará especial atención a la capacidad del estudiante para concebir y articular el propósito, la misión y la visión del ministerio y ayudar al estudiante a desarrollar los medios estratégicos para realizar esa visión. Los estudiantes también desarrollarán un proyecto de ministerio a partir de su propio contexto cultural, evaluando su propio liderazgo, las estructuras de la iglesia y las necesidades de la comunidad y desarrollando estrategias para la implementación de un ministerio misional más eficaz. El estudiante tomará esta clase presencial (en el plantel) al final de su curso.

**Credits 4**

**PRTH9345 : Missional Church and Leadership Development**

This course explores the role of the Christian leader and the Church in light of Christ's missional mandate. It will 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. Students will also 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. The student will take this class face to face at the end of their coursework

**Credits 4**

**PRTH9399 : Independent Study**

This individualized course is designed to help students prepare for their comprehensive examinations and dissertation prospectus.

**Credits 4**

**PRTH9399S : Estudio Independiente**

Este curso individualizado está diseñado para ayudar a los estudiantes a prepararse para sus exámenes integrales y su prospecto de tesis.

**Credits 4**

**PRTH9510 : Exams 1 & 2**

The students will study for and pass two exams. Exams are chosen in consultation with their primary advisor; these exams can be used to direct the students toward their dissertation topic(s). Grade of Pass/Fail.

**Credits 2**

**PRTH9510S : Exámenes 1 & 2**

Los participantes deben estudiar y pasar dos exámenes. Los exámenes son escogidos en consulta con su mentor principal; estos exámenes pueden ser usados para dirigir a los estudiantes hacia los tópicos de sus tesis. Calificación de Aprobado/Suspendido.

**Credits 2**

**PRTH9530 : Exams 3 & 4**

The students will study for and pass two exams. Exams are chosen in consultation with their primary advisor; these exams can be used to direct the students toward their dissertation topic(s). Grade of Pass/Fail.

**Credits 2**

**PRTH9530S : Exámenes 3 & 4**

Los participantes deben estudiar y pasar dos exámenes. Los exámenes son escogidos en consulta con su mentor principal; estos exámenes pueden ser usados para dirigir a los estudiantes hacia los tópicos de sus tesis. Calificación de Aprobado/Suspendido.

**Credits 2**

# Prior Experience Learning Assessment

## **PELA1005 : Prior Experiential Learning Assessment**

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.

**Credits** 3

### **Fees**

Additional fee required.

# Psychology, Doctorate

## **PPSY6001 : Basic Skills - Individual Psychotherapy**

Development of essential listening skills for therapeutic effectiveness to include principles and procedures of individual therapy. Students learn to apply effective interviewing and micro-skills which include the use of required videotaped psychotherapy interviews, role-playing, and therapy process models.

**Credits** 3

## **PPSY6002 : Preparation for Doctoral Training**

This course provides a structured introduction to doctoral training in the PsyD program and supports students' transition into professional psychology education. Students engage in required orientation activities, demonstrate familiarity with program policies and institutional systems, and complete baseline assessments related to readiness for doctoral-level study. The course emphasizes professional identity development, accountability, and preparation for successful participation in the program. Successful completion is required prior to the start of fall coursework.

**Credits** 3

## **PPSY6100 : Integration I: Psychology and the Wesleyan Perspective**

This course builds a thesis of how to approach psychological principles of treatment and advocacy from a Wesleyan perspective and through the lens of diversity. Special emphasis is placed on introspection and the idea of calling as we delve into the Psychologist's role as servant healers who walk through pain and suffering with our clients.

**Credits** 2

## **PPSY6111 : Professional Foundations in Psychology I**

This course serves to establish a psychological integrative perspective throughout the students' courses. Students will be challenged to apply what they have learned through the lens of a bio-psycho-social-spiritual-diversity model in an interactive way, establish and grow healthy models of self-care, study, and peer cohesiveness, and to increase communication, interpersonal skills, and professionalism as they incorporate concepts from their classes into a practical model.

Grade of pass/fail.

**Credits** 1

## **PPSY6170 : Psychopathology**

This course focuses on the application of assessment, diagnosis, and treatment planning of individuals and special groups (diverse clients, couples, children and elderly, etc.) utilizing the DSM 5-TR.

**Credits** 2

**PPSY6202 : Clinical Foundations in Psychology**

This course is an introduction to the practicum experience. This class will review skills and build the knowledge necessary to successfully enter and complete the practicum experience.

**Credits 2**

**PPSY6512 : Professional Foundations in Psychology II**

Building on [PPSY6111](#), this course continues to establish a psychological integrative perspective throughout the students' courses. Students will be challenged to apply what they have learned through the lens of a bio-psycho-social-spiritual-diversity model in an interactive way, establish and grow healthy models of self-care, study, and peer cohesiveness, and increase communication, interpersonal skills, and professionalism as they incorporate concepts from their classes into a practical model.

Grade of pass/fail.

**Credits 1**

**Prerequisite Courses**

[PPSY6111: Professional Foundations in Psychology I](#)

**PPSY6530 : Ethical and Legal Issues in Psychology**

Current legal and ethical concerns in the practice of psychology. Ethical theory and decision-making processes and legal aspects of client-counselor relationships are covered, including ethical issues in working with diverse populations. Students will study the APA ethics codes and Idaho state laws based on the practice of counseling psychology in this course. This class is to be taken during the first year in the student's residency in their program.

**Credits 2**

**PPSY6532 : Theories of Psychotherapy**

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 psychologist. Students will identify processes related to developing personal models of counseling.

**Credits 2**

**PPSY6533 : Family Systems Theory and Interventions**

This course is an introduction to the history and application of family systems therapy and the broad range of family theories that have been used within the tradition of family treatment. 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.

**Credits 2**

**PPSY6542 : Group Processes and Interventions**

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.

**Credits 2**

**PPSY6550 : Diversity I: Social Aspects of Behavior from a Multicultural Perspective**

An examination of philosophical assumptions of multiculturalism. Ethical considerations related to multiculturalism, strategies with diverse populations, and indigenous psychotherapy approaches. The influence of gender, gender identity, sexuality, race, ethnicity, spirituality/religion, age, ability, size, and other factors related to diverse populations in the therapeutic process and on the psychologist. Students will learn ethical and cultural characteristics needed to sensitively and appropriately serve multicultural and diverse populations as well as to see themselves as a diverse individual.

**Credits 2**

**PPSY6582 : Introduction to Trauma and Crisis Psychotherapy**

This course is the first step towards becoming a Trauma Informed Psychologist, 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 psychotherapy.

**Credits** 2

**PPSY6590 : Assessment I: Psychological Tests and Measurements**

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. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

**Credits** 3

**PPSY6844 : Introduction to Human Sexuality: Physiology, Diversity, and Interventions**

This clinical course is intended to prepare students for effective practice in dealing with clients' sexual issues. It includes an overview of the biological, psychological, and relational aspects of human sexuality that arise in clinical practice. Topics will include appropriate language, sexuality through the life cycle, appropriate boundaries and cultural differences in sexuality, physiology of sexuality, taking a sexual history, sexual orientation, sexuality, and disabilities, reclaiming sexuality following a history of sexual abuse, sexual addiction, and other special topics. Includes DSM-V-TR sexuality diagnoses and treatment approaches for psychotherapy clients with sexual problems. Attention is given to psychotherapy and diverse couples with presenting problems of sexual dysfunctions. Students will explore the applications of this knowledge to clinical practice and examine their level of comfort with this material as it relates to the clinical situation.

**Credits** 2

**PPSY7190 : Assessment II: Cognitive**

This course focuses on the administration, scoring, and interpretation of cognitive, intelligence, and achievement assessments for adults and children.

**Credits** 3

**Prerequisite Courses**

[PPSY6590: Assessment I: Psychological Tests and Measurements](#)

**PPSY7201 : Clinical Practicum 201**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

[PPSY6202: Clinical Foundations in Psychology](#)

**Corequisites**

Clinical Training at a practicum site.

**PPSY7400 : Introduction to Forensic Psychology**

An overview of the field of forensic psychology, including the history, scope, and roles of psychologists in legal and correctional contexts. Topics include specialty areas such as forensic assessment, correctional mental health, victim and offender services, and consultation to courts and law enforcement. Students explore pathways to careers in forensic psychology, ethical standards, and relevant credentialing processes (e.g., ABPP, CFCE). This course serves as the foundation for students pursuing the Forensic Psychology Emphasis and may be taken as an elective by other PsyD students.

**Credits** 1

**PPSY7507 : Basic Skills of Child-Centered Play Psychotherapy**

This course is an introduction to child-centered play therapy. 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.

**Credits** 1

**PPSY7513 : Professional Foundations in Psychology III**

Building on [PPSY6512](#), this course continues to establish a psychological integrative perspective throughout the students' courses. Students will be challenged to apply what they have learned through the lens of a bio-psycho-social-spiritual-diversity model in an interactive way, establish and grow healthy models of self-care, study, and peer cohesiveness, and to increase communication and interpersonal skills, and professionalism as they incorporate concepts from their classes into a practical model. Second entry students will take this course in order to be introduced into the PsyD program, build community with the existing PsyD cohort, and to learn the aspects of the PsyD model inherent with an entry-level PsyD student. This course will also serve as the assessment point for competency skills required for entry into the PsyD Program.

Grade of pass/fail.

**Credits** 1

**Prerequisite Courses**

[PPSY6512: Professional Foundations in Psychology II](#)

**PPSY7535 : Statistical Analysis**

An introduction to research and statistics - designed to develop a basic understanding of descriptive and inferential statistical tools. The focus of the course is the application of statistics for understanding research articles and the selection of appropriate statistical tools for field research and program evaluation. Includes research literature design considerations including sampling, surveys, and statistical tests. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential laboratory component. Students must prepare an action research proposal for their dissertation as part of the course requirements.

**Credits** 3

**PPSY7552 : Addictions Psychotherapy**

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.

**Credits** 2

**PPSY7635 : Research Design and Methodology**

This advanced course focuses on research methodologies and their applications in the analysis of both empirical and qualitative data. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

**Credits** 3

**PPSY7710 : Foundations of Prescribing Psychology: Roles, Ethics, and Integrated Care**

This seminar introduces the emerging field of prescribing psychology and the evolving role of psychologists in integrated healthcare. Students examine the history of prescriptive authority, ethical and legal frameworks, interprofessional collaboration, and models of medical decision-making relevant to clinical practice. The course emphasizes ethical reasoning, scope of practice, and the integration of biomedical and psychological approaches to patient care.

**Credits** 1

**Prerequisites**

Admission to the PsyD program

**PSYC1550 : Introduction to Psychology**

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.

**Credits** 3

**PSYC2100 : Lifespan Development**

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.

**Credits** 3

**Prerequisite Courses**

[PSYC1550: Introduction to Psychology](#)

**PSYC2110 : Educational Psychology**

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](#))

**Credits** 3

**Prerequisite Courses**

[EDUC1100: Introduction to Education](#)

**Prerequisites**

Prerequisite course, Sophomore classification, or Instructor's permission

**PSYC3165 : Learning and the Brain**

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.

**Credits** 3

**PSYC3670 : Teaching Psychology in Secondary Schools**

Course topics include strategies appropriate to this subject field, instructional materials and tools, and curricular structure common to this subject in the secondary school. Includes opportunities for candidates to assist and teach for a minimum of 20 hours (See [EDUC3670](#))

**Credits** 2

**Prerequisites**

Junior classification, Program admission.

**PSYC4112 : Human Diversity**

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. Fulfills an NNU Core Cultural Awareness (CAP1) requirement.

**Credits** 3

**Prerequisite Courses**

PSYC1550: Introduction to Psychology

CLTA1550: Introduction to Cultural Anthropology

**PSYC4512 : Social Psychology**

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.

**Credits** 3

**Prerequisite Courses**

PSYC1550: Introduction to Psychology

**PSYD8190 : Assessment III: Personality and Projective Assessment**

This course emphasizes the administration, scoring, and interpretation of personality and projective assessments.

**Credits** 3

**Prerequisite Courses**

PPSY7190: Assessment II: Cognitive

**PSYD8200 : Integration II: Psychology of World Religions and Spirituality**

This course provides a forum for exploration and discussion of the role of spirituality and world religions in psychotherapy and mental health.

**Credits** 2

**Prerequisite Courses**

PPSY6100: Integration I: Psychology and the Wesleyan Perspective

**PSYD8202 : Clinical Practicum 202**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

PPSY7201: Clinical Practicum 201

**Corequisites**

Clinical Training at a practicum site.

**PSYD8210 : Cognitive Behavioral Theory and Intervention**

This course covers the basic tenants and applications of cognitive behavioral theory in psychotherapy. Integrative underpinnings and empirically validated treatments will be explored.

**Credits** 2

**Prerequisites**

Passing score on the PsyD Competency Exam

**PSYD8220 : Clinical Neuropsychology**

This course will focus on the assessment and development of attention, concentration, emotion, executive functioning, and the effects and diagnosis of trauma, head injury, and teratogens on brain development.

**Credits** 3

**PSYD8290 : Neuropsychological Assessment**

This course emphasizes the administration, scoring, and interpretation of neuropsychological assessments. Can be taken concurrently with PSYD8220 Clinical Neuropsychology.

**Credits** 3

**Prerequisite Courses**

PSYD8190: Assessment III: Personality and Projective Assessment

**PSYD8330 : Cognitive and Affective Foundations of Behavior**

This course studies current information on cognition and cognitive processes (such as memory, knowledge, learning, and thinking), as well as affective processes (such as emotion, affect, and mood). Cognitive and affective bases of behavior are integrated so as to help students obtain an advanced knowledge of the base within the discipline of psychology, applying this understanding to the profession of clinical psychology.

**Credits** 3

**PSYD8362 : History and Systems of Psychology**

A historical survey of modern psychology and an analysis of its classical systems and contemporary theories.

**Credits** 2

**PSYD8420 : Forensic Interviewing and Victim/First-Responder Systems**

This course provides training in trauma-informed forensic interviewing techniques with victims, witnesses, and offenders. Students learn to conduct interviews that prioritize diagnostic understanding, psychological accuracy, and ethical sensitivity while maintaining cultural competence and professional boundaries. Topics include interviewer bias, trauma response, memory reliability, and the impact of stress on recall.

The course emphasizes collaboration with first responders, law enforcement, and legal professionals, including skills for crisis intervention and communication within public-safety systems. Students will also develop foundational courtroom communication skills through simulated testimony and practice being interviewed as expert witnesses. Attention is given to vicarious trauma prevention, professional resilience, and wellness in high-stress forensic environments.

**Credits** 2

**Prerequisite Courses**

PPSY7400: Introduction to Forensic Psychology

**PSYD8440 : Criminal Behavior and Offender Rehabilitation**

This course examines the psychological foundations of criminal behavior and the principles of evidence-based offender rehabilitation. Topics include theories of criminal behavior, psychopathy, personality disorders, criminology, rehabilitation, and reintegration. Students analyze research on risk, needs, and responsivity models; evaluate cognitive-behavioral and motivational approaches; and assess how Idaho's correctional and community reentry systems align with best practices in rehabilitation. Emphasis is placed on applying psychological science to conceptualize offenders and inform ethical, culturally competent, and evidence-based intervention within forensic and correctional contexts.

**Credits** 2

**Prerequisite Courses**

PPSY7400: Introduction to Forensic Psychology

**PSYD8460 : Psychology and the Law**

This course introduces the foundations of forensic psychology and the intersection between psychological science and legal systems. Students gain an overview of the U.S. and Idaho legal systems, distinctions between criminal and civil law, and how courts function at each level. Content includes the roles of psychologists within judicial and correctional processes, preparation for expert testimony, and consultation to courts and government agencies. Students explore how law and psychology inform each other through public policy, forensic evaluation procedures, and mental health legislation. Emphasis is placed on developing legal system knowledge, expert witness skills, policy understanding, and consultation competency relevant to court, correctional, and public-safety settings.

**Credits** 2

**Prerequisite Courses**

[PPSY7710: Foundations of Prescribing Psychology: Roles, Ethics, and Integrated Care](#)

**PSYD8480 : Legal and Ethical Issues in Forensic Psychology**

This course surveys key legal and ethical issues in forensic psychology, with attention to the distinct roles and responsibilities of psychologists in court-involved settings. Students learn to apply the APA Ethics Code, the Specialty Guidelines for Forensic Psychology, and relevant Idaho law to issues such as confidentiality, informed consent, role clarification, and documentation. Through case analysis and simulations, students practice articulating clear, defensible ethical and legal reasoning in both written and oral formats.

**Credits** 2

**Prerequisite Courses**

[PPSY7400: Introduction to Forensic Psychology](#)

**PSYD8490 : Forensic Assessment**

This course provides advanced training in forensic psychological assessment across the lifespan. Students develop applied competency in the evaluation of psycho-legal questions such as competency to stand trial, criminal responsibility, violence and sexual risk assessment, malingering, and child custody and protection. Emphasis is placed on integrating psychological theory with legal standards, understanding the ethical complexities of forensic work, and applying assessment findings in ways that are impartial, culturally responsive, and scientifically grounded. The course culminates in a professional portfolio demonstrating readiness for forensic assessment practice.

**Credits** 3

**Fees**

\$75

**Prerequisite Courses**

[PPSY7190: Assessment II: Cognitive](#)

[PPSY7400: Introduction to Forensic Psychology](#)

**PSYD8494 : Seminar Topics in Advanced Forensics**

This rotating seminar explores advanced topics in forensic psychology relevant to emerging practice areas, research, and policy. Content varies by semester and may include areas such as juvenile justice, substance use and the law, threat assessment, policy and advocacy, correctional mental health, or forensic program evaluation. The seminar provides advanced doctoral students with the opportunity to analyze complex forensic systems and apply psychological science to current issues in law, policy, and public safety. Emphasis is placed on integrating ethical decision-making, cultural competence, and evidence-based practice into applied forensic contexts.

**Credits** 2

**Prerequisite Courses**

[PPSY7400: Introduction to Forensic Psychology](#)

**PSYD8594 : Topics in Clinical Psychology**

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

**Credits** 1

-4

**Prerequisites**

determined by specific nature of the topic

**PSYD8598 : Psychology Seminar**

Seminar approach to the study of clearly defined problems or issues. May be repeated for credit.

**Credits** 1

-3

**Prerequisites**

Determined by nature of specific seminar.

**PSYD8599 : Independent Study**

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

**Credits** 1

-3

**PSYD8601 : Clinical Practicum 301**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

PSYD8202: Clinical Practicum 202

**Corequisites**

Clinical Training at a practicum site.

**PSYD8602 : Clinical Practicum 302**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

PSYD8601: Clinical Practicum 301

**Corequisites**

Clinical Training at a practicum site.

**PSYD8610 : Psychodynamic Theory and Intervention**

This course explores the theory and practice of psychodynamic psychotherapy, including brief psychotherapy, analytic, object relations, and self-psychologies.

**Credits** 2

**PSYD8731 : Lifespan Development**

Students will examine theoretical constructs related to the development process and developmentally based behavior patterns across the age spectrum (from conception to death).

**Credits** 2

**PSYD8790 : Child Assessment**

This course emphasizes the administration, scoring, and interpretation of assessments focused on children under the age of 18.

**Credits** 3

**Prerequisite Courses**

PSYD8190: Assessment III: Personality and Projective Assessment

**PSYD8840 : Health Psychology**

This course includes a review of the contributions of the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the assessment of appropriate developmental milestones, and the examination of health behaviors from a culturally diverse perspective. The course will emphasize the biopsychosocial model in understanding health and disease and collaboration with other health workers in treatment planning and implementation.

**Credits** 2

**PSYD8850 : Diversity II: Social Justice and Advocacy**

This course focuses on diversity issues in psychology pertaining to: Poverty, Homelessness, Immigration/Refugees, Community psychology, and how students should advocate for and amplify voices of the under-represented, repressed, and underprivileged.

**Credits** 2

**Prerequisites**

Passing score of PsyD Competency Exam.

**PSYD8900 : Introduction to Dissertation**

This course is designed to introduce doctoral students in clinical psychology to the fundamental aspects of developing and conducting PsyD dissertation research. It provides an overview of the dissertation process, from conceptualization to completion, emphasizing the integration of research, ethical considerations, and professional standards. Students will begin the dissertation proposal process in this course.

**Credits** 2

**Prerequisite Courses**

PPSY7635: Research Design and Methodology

PPSY7535: Statistical Analysis

**PSYD8990 : Dissertation Development**

This course provides advanced support in the development of the PsyD dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., qualitative research, quantitative research, program consultation, critical literature analysis, theoretical development, or clinical application). Students will complete this coursework by completing a dissertation and passing an oral dissertation defense. Students will take two credits per semester from the summer of their 2nd year until the dissertation is successfully defended (14 credits minimum).

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

PPSY7635: Research Design and Methodology

PPSY7535: Statistical Analysis

**PSYD8995 : Dissertation Continuation**

This course provides advanced support in the development of the PsyD dissertation for students who have not completed their dissertation by the end of their fourth year in the program. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., qualitative research, quantitative research, program consultation, critical literature analysis, theoretical development, or clinical application). Students will take two credits per semester until their dissertation is defended.

Grade of pass/fail.

**Credits 2**

**Prerequisite Courses**

PPSY7635: Research Design and Methodology

PPSY7535: Statistical Analysis

PSYD8990: Dissertation Development

**PSYD9020 : Anatomy and Physiology for Clinicians I**

This hybrid course provides a clinical introduction to human anatomy and physiology tailored for psychology doctoral students preparing for integrated healthcare and psychopharmacology practice. Students will examine the structure and function of major body systems—including cellular, musculoskeletal, cardiovascular, respiratory, and renal systems—through both asynchronous online modules and periodic in-person cadaver labs. Emphasis is placed on the clinical relevance of anatomy and physiology to medication management, health psychology, and behavioral medicine. This course provides foundational biomedical knowledge essential for psychologists preparing for future prescriptive authority training.

**Credits 3**

**Prerequisite Courses**

PPSY7710: Foundations of Prescribing Psychology: Roles, Ethics, and Integrated Care

PSYD8220: Clinical Neuropsychology

**PSYD9030 : Anatomy and Physiology for Clinicians II**

This second course in the clinical anatomy and physiology sequence expands students' understanding of human body systems with emphasis on neuroendocrine, immune, gastrointestinal, and reproductive systems. Through a hybrid format combining asynchronous online learning and in-person cadaver labs, students integrate biomedical knowledge with psychological and pharmacological applications. The course highlights physiological systems most relevant to mental health, medication mechanisms, and behavioral health interventions. This course provides foundational biomedical knowledge essential for psychologists preparing for future prescriptive authority training.

**Credits 3**

**Prerequisite Courses**

PSYD9020: Anatomy and Physiology for Clinicians I

**PSYD9172 : Clinical Psychopharmacology**

This course will develop student knowledge, skill, and self-awareness in psychotropic medication as adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders, as well as common side effects, is provided. Consideration is given to the special needs of certain populations (i.e., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

**Credits 2**

**PSYD9200 : Integration III: Moral and Spiritual Identity Formation**

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop their own moral and spiritual identity as well as a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice.

**Credits** 2

**Prerequisite Courses**

PSYD8200: Integration II: Psychology of World Religions and Spirituality

**PSYD9310 : Postmodern and Contemporary Theories and Interventions**

This course introduces contemporary psychological theories and the integration of state-of-the-art psychological practice.

**Credits** 2

**PSYD9400 : Clinical Competency Exam**

Before the student is cleared to apply for internship, each student is required to pass a comprehensive exam of PsyD content that indicates readiness for internship. The student will sit before a panel to present a portfolio and be examined by a panel of experts. Each student's work will be evaluated and should reflect psychotherapeutic proficiency, appropriate goal setting, diagnostic understanding, theoretical soundness, diversity awareness, and a faith-based, holistic approach. **Fee:** Additional fee required.

This course is graded on a pass/fail basis.

**Credits** 0

**Fees**

\$200

**PSYD9501 : Clinical Practicum 401**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

PSYD8602: Clinical Practicum 302

**Corequisites**

Clinical Training at a practicum site.

**PSYD9502 : Clinical Practicum 402**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade of pass/fail.

**Credits** 2

**Prerequisite Courses**

PSYD9501: Clinical Practicum 401

**Corequisites**

Clinical Training at a practicum site.

**PSYD9503 : Practicum Continuation**

This course is designed to provide oversight, support, and consultation of the clinical practicum experience. This course is to provide continued support for students who require practicum experience beyond the fourth year of the program. Students will meet with an on-campus faculty member to review cases, integrate concepts from other courses, and receive feedback from their peers and faculty.

Grade is pass/fail.

**Credits 2**

**Prerequisite Courses**

PSYD9502: Clinical Practicum 402

**Corequisites**

Clinical Training at a practicum site.

**PSYD9600 : Dissertation Defense**

Students will complete this course by passing an oral dissertation defense and submitting their manuscript for publication. Students will enroll in one course during the semester in which they plan to defend their dissertation.

This course is graded on a pass/fail basis.

**Credits 0**

**Prerequisite Courses**

PSYD8990: Dissertation Development

**Prerequisites**

Successful selection of a dissertation chair and committee and successful proposal defense.

**PSYD9630 : Supervision**

This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

**Credits 2**

**PSYD9710 : Gerontology**

This course focuses on theory and treatments used especially for late adulthood, death and dying. Spirituality and end-of-life issues will be emphasized.

**Credits 2**

**PSYD9730 : Consultation and Interprofessional Practice**

This course provides instruction and training in the provision of professional clinical consultation and working in teams of mental health professionals.

**Credits 2**

**PSYD9800 : Integration IV: Social Ethics, Diversity, Spirituality, & Psychotherapy**

This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals and responsibilities of being a psychologist. With moral and spiritual maturity as a primary focus, students apply interdisciplinary integrative strategies to the clinical setting using perspectives gained from biblical, theological, and psychological frameworks. This course is taken at the end of the doctoral program and is considered a capstone to the curriculum.

**Credits 2**

**Prerequisite Courses**

PSYD9200: Integration III: Moral and Spiritual Identity Formation

**PSYD9850 : Diversity III: Global Psychology**

This course focuses on diversity issues in Global Psychology including mission work and Western psychology compared to alternative & indigenous psychologies. As the final diversity course, students will apply interdisciplinary integrative strategies to the clinical setting using perspectives gained from the entirety of their diversity coursework. This course is taken at the end of the doctoral program and serves to prepare the student for the diversity section of their oral exam.

**Credits 2**

**Prerequisite Courses**

PSYD8850: Diversity II: Social Justice and Advocacy

**PSYD9866A : Introduction to Internship**

This course introduces the APPIC internship match process. Students will begin preparing key application materials and developing skills for a successful internship match.

Grade of pass/fail.

**Credits 0**

**Prerequisite Courses**

PSYD8601: Clinical Practicum 301

**PSYD9866B : Pre-Internship**

Students will receive instruction and support in the APPIC internship process and will apply for internships during this course.

Grade of pass/fail.

**Credits 1**

**Prerequisite Courses**

PSYD9866A: Introduction to Internship

**PSYD9870 : Professional Preparation**

This course focuses on the aspects of becoming a professional psychologist, including steps to prepare for licensure, avenues of employment, and legal, ethical, and professional issues involved in working in a multidisciplinary managed care context.

**Credits 2**

**PSYD9880 : Licensing Readiness Exam**

The LRE consists of a mock EPPP multiple-choice examination (225 questions, 4 hours and 15 minutes). Students satisfy the LRE requirement by completing the examination; there is no minimum passing score and performance on the LRE is not used for progression, retention, or graduation decisions. The LRE is intended as a formative assessment tool that allows students to gauge their current level of preparation related to the EPPP and provides the program with aggregate data for evaluating overall student learning outcomes. Performance on the LRE does not predict or guarantee EPPP performance or licensure outcomes. Grade of Pass/Fail.

**Credits 0**

**PSYD9901 : Clinical Internship**

This is a one-year full-time professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters. Students will receive 3 credits each semester for 2 minimum semesters.

Grade of pass/fail.

**Credits** 3

**Prerequisite Courses**

PSYD9400: Clinical Competency Exam

**Prerequisites**

Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from the Clinical Training Committee.

**PSYD9905 : Internship Continuation**

This course is for the continuation of a two-year, part-time professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters. Students will receive 4 credits each semester that they are in continuation.

This course is graded on a pass/fail basis.

**Credits** 4

**Prerequisite Courses**

PSYD9400: Clinical Competency Exam

**Prerequisites**

Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from the Clinical Training Committee.

**PSYD9920 : Cell and Molecular Neuroscience I**

This online course provides an advanced introduction to the cellular and molecular foundations of neuroscience, emphasizing the biological mechanisms underlying neuronal structure, function, and communication. Students explore neuronal cell biology, molecular signaling, and neurochemistry to understand how brain systems influence behavior and mental health. Topics include neuronal electrophysiology, neurotransmitter systems, and the molecular basis of neuroplasticity. The course prepares students for advanced study in psychopharmacology and fulfills prerequisite requirements for Idaho State University's Master of Science in Clinical Psychopharmacology (MSCP) program.

**Credits** 3

**Prerequisite Courses**

PSYD9030: Anatomy and Physiology for Clinicians II

**PSYD9930 : Cell and Molecular Neuroscience II**

This advanced online course builds on Cell and Molecular Neuroscience I, emphasizing neurochemical systems, neurotransmission, and the molecular underpinnings of psychiatric and neurological disorders. Students will examine neurotransmitters, neuroplasticity, neurogenesis, and the cellular basis of behavior, cognition, and psychopathology. Through interactive online instruction, students connect molecular neuroscience with the applied practice of psychopharmacology. This course fulfills prerequisite requirements for Idaho State University's Master of Science in Clinical Psychopharmacology (MSCP) program.

**Credits** 3

**Prerequisite Courses**

PSYD9920: Cell and Molecular Neuroscience I

# Social Work

## **SOWK6101 : Professionalism 101**

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. 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.

**Credits** 1

-2

## **SOWK6500 : New Student Orientation**

New student orientation is a non-graded course that is required of all incoming students to the Master of 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.

**Credits** 0

## **SOWK6520 : Human Behavior in the Social Environment: Lifespan and Biopsychosocial Theories**

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.

**Credits** 3

## **SOWK6530 : Social Welfare Policy and Services**

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. **Fee:** Additional fee required.

**Credits** 3

**Fees**

\$50

## **SOWK6540 : Introduction to Research Methodology**

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, construction of measures, and research designs.

**Credits** 2

**SOWK6551 : Practice II: Organizations/Community Development**

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.

**Credits** 3

**SOWK6561 : Practice I: Individuals/Families/Groups**

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.

**Credits** 3

**SOWK6570 : Field Instruction**

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. Students must earn a B or higher to pass the course. **Fee:** Additional fee required.

**Credits** 1

-2

**Fees**

\$150

**Corequisite Courses**

[SOWK6571: Field Instruction Seminar](#)

**SOWK6570D : Generalist Field Extension**

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. May be repeated for credit. Students must earn a B or higher to pass the course.

**Credits** 1

-4

**SOWK6571 : Field Instruction Seminar**

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. Students must earn a B or higher to pass the course.

**Credits** 1

-2

**Corequisite Courses**

[SOWK6570: Field Instruction](#)

**SOWK6571D : Generalist Field Seminar Extension**

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. May be repeated for credit. Students must earn a B or higher to pass the course.

**Credits** 1

-4

**SOWK6590 : Generalist Comprehensive Assessment**

This comprehensive assessment is required for the completion of the generalist portion of the MSW program. This zero credit course is pass/fail.

**Credits 0**

**SOWK6591 : Social Work Electives**

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.

**Credits 1**

-2

**SOWK6592 : Trauma**

This course explores the impact of trauma through the lifespan. Polyvagal theory is introduced as essential to understanding the importance of the autonomic nervous system (ANS) and biologically based protective responses to threat. 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.

**Credits 2**

**SOWK6593 : Medical Terminology & Pharmacology**

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.

**Credits 2**

**SOWK6594 : Grant Writing**

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.

**Credits 1**

**SOWK6595 : Social Work and the Law**

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.

**Credits 2**

**SOWK6596 : Domestic Violence Prevention**

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.

**Credits 1**

**SOWK6597 : Addictions Practice with Individuals and Families**

This course focuses on theories of counseling related to addiction treatment, the treatment process for addictions, and crisis intervention with individuals and families. Historic and current policies around substance use across micro, mezzo, and macro systems are explored. Students will be instructed in the use of a biopsychosocial model and DSM-V to diagnose and assist in facilitating an effective link between assessment and treatment planning for individuals and families experiencing substance use dependence. The skills required of professional social workers and allied treatment professionals in working with substance abusers will be considered.

**Credits 2**

**SOWK7563 : Macro Practice: Organizational Leadership and Community Practice**

This course is focused 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.

**Credits 2**

**SOWK7563L : Macro Practice: Organizational Leadership and Community Practice Lab**

Students will complete the community project that was devised during [SOWK7563](#).

**Credits 1**

**Prerequisite Courses**

[SOWK7563: Macro Practice: Organizational Leadership and Community Practice](#)

**SOWK7564 : Behavioral Health in Primary Care and Community Practice**

This course is designed for individuals interested in working in integrative organizations and agencies, providing social services support. This course is centered around the Integration of Behavioral Health in Primary Care and includes elements and competencies necessary to provide integrated care in multiple settings. By understanding a unique and innovative approach to behavioral health care delivery in primary care clinics, students should be able to apply similar concepts across social work field settings. The course is designed to expose students to the continuum of integrated practice and ideas related to interdisciplinary teams. It will focus primarily upon the Primary Care Behavioral Health model (PCBH). The PCBH Model focuses on evidence-based behavioral health interventions that address all issues across the lifespan. These issues range from prevention strategies, treatment and management of acute and chronic health conditions, functional improvement, and better quality of life. It will also integrate ideas of implementation of behavioral health integration in a variety of other social work settings. The focus will also include the enhancement of student proficiency in applying Motivational Interviewing, Acceptance and Commitment Therapy, Cognitive Behavioral Therapy, and DBT.

**Credits 2**

**SOWK7565 : Micro Practice: Brief Therapy and Crisis Intervention with Individuals**

This course is focused on social work practice skills in brief therapy and crisis intervention with individuals. Students will explore the history of mental health theory, including psychodynamic theory, psychoanalysis, and humanism. Students will learn therapeutic assessment, intervention, and evaluation tools for brief therapy intervention using behavioral and post-modern mental health theories. Students will also explore current strategies for crisis intervention and trauma-informed care.

**Credits 3**

**SOWK7566 : Mezzo Practice: Family and Group Interventions**

This course is focused on social work practice skills with families and groups. Students will learn about family interventions and working within social work settings to help families in crisis or connected to social welfare systems. Students will also learn group counseling theories, group dynamics, and how groups can be an essential treatment intervention in social service organizations.

**Credits 2**

**SOWK7581 : Clinical Social Work Counseling & Crisis Intervention**

This course focuses on social work practice skills in brief therapy and crisis intervention with individuals. Students examine the historical foundations of mental health theory, including psychodynamic, behavioral, humanistic, and postmodern approaches, and learn to apply these perspectives within an integrative practice framework. Emphasis is placed on the Transtheoretical Model of Change as a guide for assessment and intervention. Students develop skills in therapeutic assessment, intervention, and evaluation using brief, trauma-informed, and crisis-focused approaches that link theory to practice. This class will have intensives meaning that the students will be expected to participate in one synchronous session during the semester—4 hours on a Saturday.

**Credits 3**

**SOWK7582 : Clinical Family Practice**

This course develops foundational social work practice skills with families across diverse social service settings. Students learn family focused interventions for working with families in crisis or involved in social welfare systems. Theories for family therapy are examined through a social work lens, with emphasis on integrating theory and practice. Skill development occurs through case examples, roleplays, and reflective writing that incorporates self-analysis and sociocultural awareness. This class will have intensives meaning that the students will be expected to participate in one synchronous session during the semester—4 hours on a Saturday.

**Credits 2**

**SOWK7583 : Macro Practice in Mental Health and Community Settings**

This course focuses on macrolevel social work practice, including program development, outcomes-based program evaluation, leadership, and policy analysis and implementation. Students apply best practice frameworks to a selected area of practice, such as child welfare, healthcare, criminal justice, or community mental health. Emphasis is placed on understanding the systemic connection between micro, mezzo, and macro practice, particularly in rural mental health settings. In addition to classroom learning, students complete a community-based macro project that applies assessment, intervention, or evaluation tools relevant to community mental health systems. Students will begin a significant community project that will be completed during the SOWK7583 Lab.

**Credits** 1

**SOWK7583L : Macro Practice in Mental Health & Community Settings Lab**

This course provides students with hands-on experience applying professional practice skills, learned in SOWK7583, in a real-world community setting. Students partner with a community, organization, or agency to assess needs, develop a project plan, and implement targeted macro interventions. Throughout the semester, students collaborate closely with agency stakeholders to ensure their work is relevant, ethical, and responsive to community priorities. The emphasis is on applying macro practice skills in real-world settings. The course concludes with a presentation focused on the project's implementation and outcomes.

**Credits** 1

**SOWK7584 : Medical Terminology and Behavioral Health in Primary Care**

This course introduces students to integrated behavioral health practice within primary care and other social service settings. Emphasizing the Primary Care Behavioral Health (PCBH) model, the course explores evidence-based, brief interventions used across the lifespan to support prevention, acute and chronic condition management, functional improvement, and overall quality of life. Students will examine the continuum of integrated care, the roles of interdisciplinary teams, and strategies for implementing behavioral health integration in diverse social work environments. Skill development includes Motivational Interviewing, Acceptance and Commitment Therapy, Cognitive Behavioral Therapy, and Dialectical Behavior Therapy. The course also provides foundational medical terminology to strengthen communication, professionalism, and collaboration within medical and social work practice.

**Credits** 2

**SOWK7611 : Clinical Social Work with Individuals**

This class teaches students the Transtheoretical Model (TTM) of assessment and intervention. The TTM posits that individuals move through six stages of change: precontemplation, contemplation, preparation, action, maintenance, and termination. 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.

**Credits** 3

**SOWK7612 : Clinical Social Work with Families**

Students will critically explore Family Therapy Theory within the social work frame of reference. Students will learn to integrate theory and practice. Practical applications of family theory are explored through case examples, role play and reflective writing that includes both self-analysis and sociocultural understanding.

**Credits** 2

**SOWK7612L : Clinical Social Work with Couples**

This course provides students the opportunity to become certified at the Gottman Method Couples Therapy Level 1. This is made possible through The Gottman Institute's University Outreach Program. In class, students will watch the Level 1 training via streaming videos which are proctored by the professor. Certification is provided through The Gottman Institute.

**Credits** 1

**SOWK7613 : Community Mental Health in Rural Settings**

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.

**Credits** 1

**SOWK7613L : Community Mental Health in Rural Settings Lab**

Students will complete the community project that was devised during [SOWK7613](#).

**Credits** 1

**Prerequisite Courses**

[SOWK7613: Community Mental Health in Rural Settings](#)

**SOWK7616 : Beyond the DSM**

The history of how the DSM was developed is explored to provide an understanding of how the medical model became the foundation of mental health treatment. Students will learn the basic foundations of ethical diagnostic skills by studying and practicing using the DSM V. Students will also learn ethical practice of psycho-pharmacology. The holistic social work perspective of HBSE is foundational to how the material is presented. Critical thinking is emphasized in all aspects of understanding mental illness, diagnosis and psycho-pharmacology.

**Credits** 3

**SOWK7618 : Clinical Social Work with Groups**

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.

**Credits** 2

**SOWK7619 : Play Therapy**

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. Play therapy is also helpful to adults especially those with developmental disabilities. It will give students a basic understanding of play therapy theories, concepts, techniques, as well as introduce them to the founders of play therapy.

**Credits** 2

**SOWK7620 : HBSE: Diversity**

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 responds to issues of diversity.

**Credits** 3

**SOWK7622 : HBSE: Social Work and Spirituality**

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.

**Credits 2**

**SOWK7630 : Policy Issues in Rural America**

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.

**Credits 3**

**SOWK7642 : Completion of Thesis**

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 SOWK7645 - Practical Social Work Research. 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.

**Credits 1**

-3

**Prerequisite Courses**

[SOWK7645: Practical Social Work Research](#)

**Prerequisites**

Program admission required

**SOWK7645 : Practical Social Work Research**

This course is designed to build upon basic research concepts and enhance the ability of students to conduct research as would be common in MSW practice. Students will receive instruction on practice-oriented research methods and develop three unique research projects related to social work practice. It is imperative that MSW-level practitioners understand the benefits and challenges of an evidence-based practice focus and how to interpret existing research. Students will be expected to select problem areas to study with populations they serve and use existing literature to craft research plans around those problem areas and populations.

**Credits 3**

**SOWK7670 : Field Instruction**

This course represents the specialized field placement. Building upon the content and skills learned in the generalist or 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. Students must earn a B or higher to pass the course. **Fee:** Additional fee required.

**Credits** 1

-2

**Fees**

\$150

**Corequisite Courses**

[SOWK7671: Field Instruction Seminar](#)

**Corequisites**

The following Corequisite courses are also required to register for SOWK7670:

**Integrated Clinical and Community Practice Track:**

- [SOWK7565](#) Micro Practice: Brief Therapy and Crisis Intervention with Individuals
- [SOWK7616](#) Beyond the DSM

**Clinical Mental Health and Addictions Track:**

- [SOWK7611](#) Clinical Social Work with Individuals
- [SOWK7616](#) Beyond the DSM

**SOWK7670D : Specialized Field Extension**

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. May be repeated for credit. Students must earn a B or higher to pass the course.

**Credits** 1

-4

**SOWK7671 : Field Instruction Seminar**

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. Students must earn a B or higher to pass the course.

**Credits** 1

-2

**Corequisite Courses**

[SOWK7670: Field Instruction](#)

**SOWK7671D : Specialized Field Seminar Extension**

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. May be repeated for credit. Students must earn a B or higher to pass the course.

**Credits** 1

-2

**SOWK7690 : MSW Capstone**

The Capstone Course provides each student with an opportunity to demonstrate competency in their respective area(s) of specialization through completion of one (1) hour PowerPoint presentation. The University's values of Transformation, Truth, Community, and Service are integrated into the program's curriculum and must be addressed in each student's final case presentation.

**Credits** 1

**Prerequisites**

Students must have completed advanced field education in their chosen specialization(s), as well as the associated eight (8) counseling sessions requirement, in order to qualify to enroll in the Capstone Course, Program admission required.

**SOWK7691 : Specialist Comprehensive Assessment**

All specialized students must take a track-specific comprehensive assessment to graduate from the MSW program.

**Credits** 0

**SOWK7699 : Independent Study**

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

**Credits** 1

-4

## Spanish

**SPAN1010 : Elementary Spanish I**

For students who wish to begin the study of Spanish. The acquisition of basic vocabulary, sounds and structures with emphasis on conversation. An introduction to Spanish and Hispano-American cultures. Fulfills a General Education Cultural Competency (CC) requirement.

**Credits** 4

**SPAN1020 : Elementary Spanish II**

A continuation of [SPAN1010](#). For students who wish to begin the study of Spanish. The acquisition of basic vocabulary, sounds and structures with emphasis on conversation. An introduction to Spanish and Hispano-American cultures. Fulfills a General Education Cultural Competency (CC) requirement.

**Credits** 4

**Prerequisite Courses**

[SPAN1010: Elementary Spanish I](#)

**Prerequisites**

Prerequisite course or instructor's approval

**SPAN3630 : Teaching World Language in Secondary Schools**

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 in a secondary classroom. (See EDUC7663) Field Experience: 20 to 40 hours depending on endorsement areas.

**Credits** 2

# Sports and Exercise Science

## **SPES1005 : Fundamentals of Wellness**

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.

**Credits** 1

## **SPES1020 : Heart Healthy Activity**

Wellness activities of adult fitness, aerobic fitness, cycling, lifeguarding, 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.

**Credits** 1

## **SPES1030 : Lifetime Sport Activities**

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. Additional fee may be required.

**Credits** 1

## **SPES3350 : Teaching Health in the Secondary Schools**

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 in a secondary classroom. (See EDUC7635) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 2

## **SPES3360 : Teaching Physical Education in Secondary Schools**

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 in a secondary classroom. (See EDUC7636) Field Experience: 20 to 40 hours depending on endorsement areas

**Credits** 2

## **SPES3380 : Teaching Physical Education in K-8 Schools**

This course introduces students to the basic principles of physical education for children in grades kindergarten through eight. Emphasis will be placed on the development of systematic physical education programming. Students will participate in simulated teaching experiences and/or field observations.

**Credits** 2

## **WELL1005 : Psychological Foundations of Whole-Body Wellness**

Explores key principles of the psychology of adjustment and how they apply to personal well-being. Students will examine factors that influence psychological health, learn strategies for managing stress and emotions, and develop practical skills for fostering resilience and positive relationships. The goal is to help students gain insight into their own mental and emotional well-being while applying psychological concepts to enhance their overall quality of life.

**Credits** 2

### **Concurrent Requisite**

[WELL1005L: Psychological Foundations of Whole-Body Wellness Lab](#)

**WELL1005L : Psychological Foundations of Whole-Body Wellness Lab**

An overview of the principal issues in the development of lifelong habits that impact physical and mental wellbeing. Students will analyze a variety of aspects of their current physical health through short lectures and labs. They will then learn how to establish habits that they can carry throughout life allowing them to maintain their physical health. The intersection of physical health and mental wellbeing will be discussed and related back to the lecture portion of the class.

**Credits** 1

**Concurrent Requisite**

WELL1005: Psychological Foundations of Whole-Body Wellness

## Theology

**THEO1205 : Christian Thought and Practice**

An intentional foundational course inviting students into the rhythm of practice and thought specifically in the Christian tradition. This class will focus on the interconnection of Christian practices of worship and justice while inviting contextual embodiments of the tradition. Within a generous orthodoxy, this class will also explore the Christian faith through the lens of the Wesleyan tradition.

**Credits** 3

**THEO2105 : Introduction to Christian Theology**

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.

**Credits** 3

**Corequisite Courses**

BIBL1105: Introduction to Biblical Studies

**THEO4245 : Theology of Holiness**

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.

**Credits** 3

**Prerequisite Courses**

THEO2105: Introduction to Christian Theology

**THEO4535 : Christian Theology I**

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.

**Credits** 3

**Prerequisite Courses**

THEO2105: Introduction to Christian Theology

**Prerequisites**

Program admission

**THEO4545 : Christian Theology II**

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.

**Credits** 3

**Prerequisite Courses**

THEO2105: Introduction to Christian Theology

THEO4535: Christian Theology I

**Prerequisites**

Program admission

**THEO4905 : Senior Capstone in Ministry**

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.

**Credits** 1

**Prerequisites**

Program admission.

**THEO6094 : Topics in Theology**

This course introduces interdisciplinary material in Theology of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

**Credits** 3

-4

**THEO6290 : Engaging with Prophetic Voices: Theology and the Christian Life**

Students reflect theologically on life and ministry by exploring various sources of theological reflection. In particular, dominant themes and figures in contemporary theology are explored, especially voices and perspectives that are often overlooked. In this exploration, students compare and contrast distinctive characteristics of Wesleyan theology, including various understandings of holiness, with issues found in contemporary theology. This course explores issues of holiness and justice and how the Church can better live into the reign of God for all and not just those in power.

**Credits** 4

**THEO6599 : Independent Study**

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

**Credits** 3

-4

**THEO6860 : Issues in Christian Theology**

This course explores theological issues pertaining to the classical doctrines of the Wesleyan tradition, with particular reference to historical development and contemporary understanding. The subjects include theological methodology, revelation and inspiration, God, humanity, sin, theodicy, and holiness. (Only students in the Five-Year Pastor-Scholar Program are eligible to take this course.)

**Credits** 3

**THEO7560 : Christian Theology I: Central Issues**

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.

**Credits** 3

**THEO7960 : Christian Theology II: Holiness and Contemporary Theology**

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.

**Credits** 3

**THEO9210 : Introduction to Online Theological Research**

This course orients the student to aspects of online graduate education, with specific attention to expectations and requirements of students in an advanced theological program. The course also introduces the student to theological research, with a focus on the use of online resources. Students will take this course during the first summer in the program.

**Credits** 3

**THEO9210S : Introducción a la Investigación Teológica en Línea**

Este curso orienta al estudiante en aspectos de educación de postgrado en línea, con atención especial a las expectativas y requerimientos del estudiante en un programa de educación teológica avanzada. El curso también introduce al estudiante a la investigación teológica, con un enfoque en el uso de los recursos en línea. Los estudiantes tomarán este curso durante el primer verano del programa.

**Credits** 3

**THEO9240 : Theological Method and Contextualization**

This course explores the issues of "theological method," particularly through a Wesleyan perspective. It asks the question, what is religious truth and how do we obtain it? It also seeks to navigate between theology that is universal and theology in a particular context, and offers various models for this relationship. It also investigates the relationship between the Church and culture.

**Credits** 4

**THEO9240S : Método Teológico y Contextualización**

Este curso explora los asuntos o temas del "método teológico," particularmente desde la perspectiva Wesleyana. Presenta la interrogante: ¿Qué es la verdad religiosa y cómo obtenerla? También procura navegar entre la teología que es universal y la teología en un contexto particular, a la vez que ofrece varios modelos de la relación entre éstas. También investiga la relación entre Iglesia y cultura.

**Credits** 4

**THEO9310S : Dios e Iglesia en la Investigación Teológica Latina Contemporánea**

Este curso examina la literatura reciente en la discusión de la doctrina de Dios en relación con la Iglesia, enfocándose en lo que la Iglesia ha estado enseñando sobre el lenguaje teológico y los atributos de Dios, mientras la Iglesia busca comprenderse a sí misma con respecto a la misión de Dios. Se prestará especial atención a estos temas desde una perspectiva latina/hispana.

**Credits** 4

**THEO9315 : God and Church in Recent Theological Inquiry**

This course examines recent literature in the discussion of the doctrine of God as it relates to the Church, focusing on what the Church has been saying about theological language and God's attributes, as the Church seeks to understand herself with respect to the mission of God.

**Credits** 4

**THEO9900 : Dissertation Proposal**

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

**Credits** 3

**THEO9900S : Propuesta de Tesis**

Este curso de estudio dirigido incluye la selección del tópico de la tesis, la identificación de la metodología que va a ser empleada en el proceso de tesis, la composición de la propuesta de tesis con un bosquejo inicial y bibliografía, y la selección del comité de lectura. Calificación de Aprobado/Suspendido.

**Credits** 3

**THEO9910 : Dissertation Research I**

This directed study course includes the initial stages of research and the review of relevant literature/scholarship under the supervision of the dissertation advisor. Grade of Pass/Fail.

**Credits** 3

**Prerequisite Courses**

THEO9900: Dissertation Proposal

**THEO9910S : Investigación de Tesis I**

Este curso de estudio dirigido incluye la etapa inicial de la investigación, y la revisión de la literatura relevante y material académico de alto nivel, bajo la supervisión del mentor de tesis. Calificación de Aprobado/Suspendido.

**Credits** 3

**Prerequisite Courses**

THEO9900S: Propuesta de Tesis

**THEO9920 : Dissertation Research II**

This directed study course is a continuation of [THEO9910](#). Dissertation Research I, including the stages in writing portions of the dissertation, under the supervision of the dissertation advisor. Grade of Pass/Fail.

**Credits** 3

**Prerequisite Courses**

THEO9910: Dissertation Research I

**THEO9920S : Investigación de Tesis II**

Este curso de estudio dirigido es una continuación de [THEO9910S](#), Investigación de Tesis I. Incluye las diferentes etapas en la escritura de cada porción de la tesis, bajo la supervisión del mentor de tesis. Calificación de Aprobado/Suspendido.

**Credits** 3

**Prerequisite Courses**

THEO9910S: Investigación de Tesis I

**THEO9990 : Dissertation Defense**

This directed study course includes final revisions and an oral defense of the dissertation. Students must obtain written permission from the dissertation advisor in order to register for this course. Grade of Pass/Fail.

**Credits** 1

**THEO9990S : Defensa de Tesis**

Este curso de estudio dirigido incluye las revisiones finales y la defensa oral de la disertación. El estudiante candidato debe obtener un permiso por escrito de su asesor de tesis para poder inscribirse en este curso. Calificación de Aprobado/Suspendido.

**Credits** 1

# Youth, Children, and Family Ministry

## **YCFM6094 : Topics in Youth, Children and Family Ministry**

This course introduces interdisciplinary material in Youth, Children and Family Ministry of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

**Credits 3**

-4

## **YCFM6130 : Foundations of Youth, Children and Family Ministry**

This course focuses on developing one's personal vision and practice of youth, children and 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.

**Credits 4**

## **YCFM6530 : Leadership in Ministry**

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.

**Credits 4**

## **YCFM6599 : Independent Study**

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

**Credits 3**

-4

## **YCFM6730 : Missional Ministry**

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, lectures, projects, and discussions, students will learn how to design an incarnational as well as relational ministry program that addresses Christian care and evangelism with unbelieving young people and families.

**Credits 4**

## **YCFM7930 : Developmental and Spiritual Formation of Youth, Children and Families**

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.

**Credits 4**