



NORTHWEST
NAZARENE UNIVERSITY

Graduate & Professional Studies Catalog
2022-2023

Graduate and Professional Studies Catalog 2022-2023

Northwest Nazarene University

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www.nnu.edu

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Graduate and Professional Studies

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

Adult and Professional Undergraduate Programs Offered

Majors Offered

Note: a minimum of nine credits in the major must be unique to the major and may not be duplicated in a second major.

Business

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

Christian Ministry

- Christian Studies, AA
- Christian Ministry, BA

Education

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

General Studies

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

Nursing

- Nursing, BSN

Graduate Programs

Business

- Master of Business Administration
- Master of Accountancy

Counselor Education

- Master of Science
 - Clinical Mental Health Counseling Major
 - Marriage, Couple, and Family Counseling Major
 - School Counseling Major
 - Emphasis Areas
 - Addictions Counseling
 - Acceptance and Mindfulness Informed Therapies
 - Logotherapy
 - Play Therapy
 - Primary Care Behavioral Health
 - Trauma, Grief, and Crisis

Education

- Professional Studies in Education

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

Nursing

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

Social Work

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

Graduate School of Theology

- Graduate Certificates
 - Missional Leadership
 - Missional Leadership Studies
 - Spiritual Formation
 - Spiritual Formation Studies
 - Youth, Children and Family Ministry
 - Youth, Children and Family Ministry Studies
 - Wesleyan Studies
- Master of Divinity
 - Missional Leadership Specialization
 - Spiritual Formation Specialization
 - Youth, Children and Family Specialization
- Master of Arts
 - Leadership and Formation
 - Missional Leadership Specialization
 - Spiritual Formation Specialization
 - Youth, Children and Family Specialization
 - Pastoral Ministry

The University

History

A desire to educate their children led the founders of Northwest Nazarene University, under the leadership of Eugene Emerson, to organize an elementary school in 1913. In the ensuing two years both high school and college courses were added to the curriculum. Thus began Northwest Nazarene University, now a fully-accredited, Christian, comprehensive university of the arts, humanities, sciences, and professions.

In 1915, the first student was graduated from high school, and a year later Dr. H. Orton Wiley was elected president. The first college degrees were conferred upon a class of four graduates in 1917.

Academic progress has been notable, including accreditation as a junior college in 1931 and as a four-year college in 1937. Master's programs were added in the early seventies. The name of the institution was changed from Northwest Nazarene College to Northwest Nazarene University in 1999.

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

Campus

The main campus of the university is located in Nampa, Idaho, which is in the Boise metropolitan area. Situated in the Treasure Valley, the university's location provides many rural and urban advantages, including a 2,500-foot altitude which provides a mild year-round climate. People are discovering and enjoying Idaho, the Gem State, with its easily accessible skiing, hiking, hunting, and fishing areas. The 90-acre campus, with its 34 buildings, has been carefully planned for maximum use and development. In addition to our main campus in the southern part of Nampa, NNU also offers courses in Idaho Falls, Idaho. NNU also offers a variety of undergraduate and graduate programs in on-line formats that reach around the globe.

Students

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

Accreditations

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

- **Business** - Northwest Nazarene University's business programs are internationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP), with the exception of the Associate of Arts in Accounting and the Associate of Arts in Business.
- **Counseling** - Northwest Nazarene University's counseling program areas are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The National Council for Accreditation of Teacher

Education (NCATE) recognition of NNU includes all programs that prepare individuals to work in schools. This includes school counseling. The school counseling program is also approved by the Idaho State Board of Education to provide for institutional recommendation for state certification in Pupil Personnel: Counseling. Upon graduation students in the clinical, school, and marriage, 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** - Northwest Nazarene University is nationally accredited at the bachelor's degree level and higher by the National Council for Accreditation of Teacher Education (NCATE). Additionally, the Education programs are approved by the Idaho State Board of Education to provide for institutional recommendation for state certification in Elementary Education, Secondary Education, and School Administrator (Pre-K-12 Building Principal, Director of Special Education, Superintendent).
- **Nursing** - The Master of Science in Nursing program and the RN to BSN program are accredited by the Commission on Collegiate Nursing Education (CCNE).
- **Social Work** - Northwest Nazarene University's social work program is nationally accredited at the undergraduate and graduate level by the Council on Social Work Education (CSWE).
- **Graduate School of Theology** - Northwest Nazarene University's Graduate School of Theology has the historic distinction of being the first institution with fully online programs ever to be granted full membership by the Association of Theological Schools (ATS).

Affiliations

Graduate School of Theology Affiliation

The Graduate School of Theology's pastoral ministry core of the Master of Divinity and the Master of Arts in Pastoral Ministry program are both recognized by the Church of the Nazarene's International Course of Study Advisory Committee (ICOSAC) as validated courses of study meeting the educational requirements for ordination in the denomination.

In addition, the university is a member of:

- Association of Christian Schools International (ACSI)
- Association of Governing Boards (AGB)
- Council for Christian Colleges & Universities (CCCU)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)

Nazarene Sister School University Programs

- **International:** Africa Nazarene University, Ambrose University College, Korea Nazarene University, Nazarene Theological College of Australia, Quetzal Education Research Center (through Southern Nazarene University), Seminario de las Nazareno Americas
- **U.S.:** Eastern Nazarene College, MidAmerica Nazarene University, Mount Vernon Nazarene University, Nazarene Bible College, Nazarene Theological Seminary, Olivet Nazarene University, Point Loma Nazarene University, Southern Nazarene University, Trevecca Nazarene University

Friendship Schools

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

Other

- **International:** Arcadia Global Studies Program (consortium), International Studies Abroad (ISA) (consortium), Jerusalem University College, Romania Studies Program, Au Sable Institute of Environmental Studies
- **U.S.:** Au Sable Institute of Environmental Studies, College of Western Idaho, College of Southern Idaho, Treasure Valley Community College

Mission and Vision

Mission

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

Context for Mission

Founded in 1913, NNU is a Christian university of the liberal arts, professional programs, and graduate studies. The University is grounded in the Wesleyan-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-Armenian tradition. We believe the following brief statements to be sufficient.

We believe:

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

(Manual, Church of the Nazarene 2017-2021)

Philosophy of Education in Undergraduate Programs

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

General Education Outcomes

I. Christian Formation

- Students will understand the Bible as a collection of ancient texts gathered as a canonical library for the Church, and will develop and employ appropriate exegetical skills and methods in order to interpret the Bible responsibly and transformationally.
- Students will understand major doctrinal developments and emphases (including the creeds) within the historic theological traditions of Christendom, and articulate distinctive characteristics of Wesleyan theology and its contributions to broader conversations within Christian theology.

- Students will understand and value the role of thoughtful biblical/theological reflection within the Wesleyan theological context and will develop and employ enhanced skills that critically integrate aspects of biblical interpretation and Christian theology to explore contemporary issues.
- Students will construct and critically evaluate philosophical, theological, or ethical arguments by using both formal and informal logic. Students will also apply principles of formal or informal logic to better understand their own faith commitments.

II. Humanities

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

III. Sciences

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

IV. Intellectual and Practical Skills

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

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.

Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The University is required by Title IX and its regulations not to engage in sex discrimination in its education program or activity, including admissions and employment. Sex Discrimination is conduct based upon an individual's sex that excludes an individual from participation in, denies the individual the benefits of, or treats the individual differently in an education program or activity. Sexual harassment is a form of sex discrimination. In accordance with Title IX and its regulations, the University's Title IX Sexual Misconduct Policy addresses the University's prohibition of the following forms of sex discrimination: Title IX Sexual Harassment, Non-Title IX Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, Stalking, and Sexual Exploitation.

The University will not tolerate Sexual Misconduct in any form. The University will promptly and equitably respond to all reports of Sexual Misconduct 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 Title IX, sex discrimination, sexual harassment, or other forms of Sexual Misconduct 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; 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
<http://www.ed.gov/ocr>

Academic Services

John E. Riley Library

The John E. Riley Library is housed in the Leah Peterson Learning Commons. Vital to the educational and intellectual life of the university, the library's physical collection contains more than 125,000 items, including books, curriculum, periodicals, non-print materials such as CDs and DVDs, and federal government documents (the library is a selective repository). Additionally, the library maintains a special collection of works by or about John Wesley. Through participation in OCLC Inc., an international library network, the library has access to additional books and other materials from libraries around the world, available via interlibrary loan. Students may borrow a limited number of items from Boise State University and the College of Idaho.

The library's electronic collection (found at library.nnu.edu) includes indexes and databases that contain more than 150,000 eBooks and thousands of online periodicals, dissertations, and music. The library also maintains the University's institutional repository of scholarly works from NNU students.

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

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

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

Information Technology Services (ITS)

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

- Computer Support
- Printer Support
- Classroom Technology Support
- Phone Support
- Purchased print credit

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

Center for Academic Success and Advising (CASA)

Academic Success

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

Disability Services

It is the policy of Northwest Nazarene University (NNU) that no qualified persons with disabilities shall, on the basis of disability, be excluded from participation in, denied the benefits of, or

otherwise be subjected to discrimination under any of its programs or activities. Any qualified student who has a physical or mental impairment which substantially limits one or more of major life activities, such as walking, seeing, hearing, speaking, breathing, learning and/or working, can receive assistance at NNU as provided in Section 504 of the Rehabilitation Act of 1973, and the applicable provisions of the Americans with Disabilities Act of 1990 and the ADA Amendment Acts of 2008. The Director of CASA serves as the campus contact for disability-related needs.

Testing

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

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. Accurate and timely statistical data for institutional, regional, and national reports and surveys are generated by the Office of the Registrar. In addition, the registrar's 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. and Ed.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.

Campus Safety

The Campus Safety Department welcomes you to Northwest Nazarene University. Campus Safety is here to help ensure that the NNU community is as safe as possible. We want you to have a positive experience while you are here, and we invite you to contact us with any concerns, questions, or ideas you may have about Campus Safety. NNU believes it is also every individual's responsibility to remain involved in the safety and security of the NNU community. Please remain alert to your 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.

For emergencies, safety escorts, or immediate facility access: Contact the 24/7 "Officer on Duty" at 208-467-8911 or on campus at 8911. The line is monitored 24 hours a day, 365 days a year.

Career Center

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 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 counseling, self-help materials, psychoeducational groups and workshops.

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

- Individual counseling provided by licensed counselors, and supervised interns.
- Co-curricular workshops addressing topics such as drug and alcohol awareness, relationships, boundaries, suicide prevention and "Get Better Groups", among others.
- Referral to sources within the local community which address long-term counseling needs, emergency hospitalization, psychiatric care, and/or medication management.

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

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

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

International Student Services and Programs

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).

Admission

Admission Requirements

Application for admission to Graduate and Professional Studies Programs (GPS) is made through the online application available at www.nnu.edu. 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).

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)	IELTS	6.0
Graduate	TOEFL	85 - with a minimum of 22 on writing and speaking and no score lower than 20
Graduate	IELTS	7.0

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

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

If a student has completed an undergraduate degree from an accredited institution within the United States, or has completed at least 30 credits in such an institution, the TOEFL or IELTS requirement is waived.

Financial Aid

To receive federal assistance, students must be accepted to an undergraduate or graduate program at NNU and have submitted the Free Application for Federal Student Aid ([FAFSA](#)), which is available October 1st. Continuing students must complete the FAFSA each year in order to continue to receive federal financial aid. NNU's Federal School Code is **001624**.

Students may be eligible for certain educational loans and a limited number of grant programs. 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.

Payment of Financial Aid

Financial aid awards from all programs will be posted to student accounts to pay tuition and fees after eligibility and enrollment requirements have been met. Students receive one-third of the academic year's total award each semester (fall/spring/summer), or it is disbursed equally between the semesters in which the student is enrolled. If a student is only enrolled for one semester, other regulations may apply.

Requirements for Financial Aid

To receive any financial assistance, students must meet the following requirements:

- Be admitted to NNU as a degree-seeking student.
- Be a U.S. citizen or an eligible non-citizen.
- Be enrolled for 6 or more credits (3 or more for graduate students) for most federal programs. Audited courses, some repeated courses, and credit by examination credits cannot be counted.
- Demonstrate [satisfactory academic progress](#) toward a degree according to NNU policy.
- Have a valid social security number.
- Register with Selective Service, if required to do so.
- Not be in default on any federal student loans, nor have borrowed in excess of loan limits, nor owe a refund on any grant under Title IV Federal Student Aid programs.
- Not be ineligible based on a drug conviction occurring while receiving financial aid.

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

Restriction

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

Students' Rights and Responsibilities

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

Student Rights

All students have the right to know:

- 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 re-payment 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)

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

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

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

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

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

Any amount of unearned grant funds that must be returned is called an overpayment. The maximum amount of a grant overpayment that must be repaid is half of the grant funds received or scheduled to be received. Grant overpayments of \$50 or less do not need to be repaid.

Arrangements can be made through NNU or the U.S. Department of Education to return the unearned grant funds.

Determining the Amount of Federal Aid Earned

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

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

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

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

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

For Students Enrolled in Modules

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

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

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

If the answer is *yes*, then:

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

If the answer is *no*, then:

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

Refund for Students Who Withdraw from Courses

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.

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.

Statement of Charges

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

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

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

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

Fees and Other Charges for Past Due Accounts

- Failure to pay the student's account by the due date will result in a late fee of \$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 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.

Payment

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. Official transcripts of student course work and/or diploma are granted only after the student's account is paid in full. Registration for the next semester and

continued enrollment will be available after the prior semester's balance is paid in full or satisfactory arrangements have been made with the Business Office.

Many NNU students choose to participate in a payment plan. For information on the payment plan, please visit idp.nnu.edu/my.policy to review semester payment options.

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. Once submitted, a Student Aid Report (SAR) is created, which indicates the student's eligibility for this grant.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** FSEOG awards are funds made available on a limited basis and allocated to students with the lowest Expected Family Contribution (EFC) who also qualify for a Pell Grant. The Federal Pell Grant is solely determined by the EFC on the FAFSA and the federal government's Pell amounts.

Federal Loans

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

Federal Direct Subsidized Loan:

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

Federal Direct Unsubsidized Loan:

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

Part-Time Employment

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

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

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

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

Graduate Financial Aid

Federal Grants and Loans

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

- **Federal TEACH Grant:** NNU has chosen to participate in offering the [TEACH Grant](#) to students in 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.

Academic Perspectives

Academic Integrity

Northwest Nazarene University seeks to establish academic integrity within the University community. Such integrity is fundamental to the principles of the Judeo-Christian tradition and is consistent with the nature and culture of Northwest Nazarene University. This serves to promote the desired values of truth, transformation, service and community by fostering a spirit of honest intellectual inquiry. The University has identified the following unacceptable practices, regardless of the environment in which they occur (face-to-face, online, or blended classrooms). These practices include, but are not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing 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, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Obtaining course materials and/or problem solutions from a professor, student, or online source without professor authorization;
10. Falsely reporting completion of reading or other course assignments;
11. Altering, falsifying or misrepresenting an academic document;
12. Communicating false information whether oral, written, electronic or nonverbal;
13. Forging signatures; and/or
14. Aiding others to engage in any of the above violations.

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

At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. Instructors shall report all academic integrity violations to the appropriate dean(s) and the vice president for academic affairs. Violations may also lead to further disciplinary action through the academic school dean in cooperation with the office of the vice president for academic affairs. This report shall include a brief description of the offense. In serious cases, or cases that constitute repeat offenses, the student may be suspended or expelled. More specific disciplinary policies may be enforced by academic programs as noted in their respective catalog areas.

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 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 Registrar: The 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 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 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 meeting need not be reduced to writing, and does not require a written decision from the faculty member. Any student who believes that the outcome of the informal meeting results in a decision of the faculty member which constitutes an adverse action may initiate a First Appeal by filing a timely notice of appeal with the faculty member's department chair or program director. Any failure by the student to bring such a first appeal within twenty-one days of the adverse action shall be deemed to be (a) a waiver by the student of any further appeal; and (b) a final action by the University.

First Appeal to Department Chair or Program Director. If a student is dissatisfied with the resolution determined by the faculty member under the Informal Appeal described above, the student may pursue a First Appeal, but only if the student files a Notice of Appeal with the faculty member's department chair or program director within twenty-one days of the adverse action. Any such first appeal shall be determined by the department chair or the program director. The chair or director shall provide the student notice of a hearing (if any) regarding such First Appeal, and shall issue a written decision regarding such First Appeal within seven days of the chair's or director's receipt of the Notice of Appeal or the hearing, whichever is later. Any failure by the student to timely file such a Notice of Appeal shall be deemed to be (a) a waiver of any further appeal; and (b) a final action by the University.

Second Appeal to Academic Unit Dean. If a student is dissatisfied with the decision rendered by the department chair or program director of the department of the University within which the appeal is taken, the student may pursue a Second Appeal to the Academic Unit Dean, but only if the student files a Notice of Appeal with the academic unit dean within seven days of entry of the

written decision of the first appeal. Any such Second Appeal shall be determined by the academic unit dean. The academic unit dean shall provide the student notice of a hearing (if any) regarding such Second Appeal, and, if a hearing occurs, shall issue a written decision regarding such Second Appeal within seven days of such hearing. Any failure by the student to timely file such a Notice of Appeal shall be deemed to be (a) a waiver of any further appeal; and (b) a final action by the University.

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

Add/Drop/Withdraw Policy

Seven and eight-week session and full semester courses:

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

Five and six-week session courses:

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

Sessions less than five weeks:

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

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. THEO2105 - Introduction to Christian Theology must be taken.

Additional Major - Undergraduates

To earn multiple majors, a student must complete all requirements in each 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 NNU 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 ENGL1035)
English Literature and Composition*	3	6	ENGL1020 and ENGL1XXX (English Lit elective) (NOT ENGL1035)
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)

AP Test Name	Minimum Score	Credit	NNU Equivalent
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

AP Test Name	Minimum Score	Credit	NNU Equivalent
Chinese Language and Culture	3	8	CHIN1010 and CHIN1020 - Elementary Chinese
Chinese Language and Culture	4	12	CHIN1010, 1020 and 1030 - Elementary Chinese
Chinese Language and Culture	5	16	CHIN1010, 1020, 1030, and 2010
French Language and Culture	3	6	FREN1010 - Elementary French
French Language and Culture	4	9	FREN1010 and FREN1020 - Elementary French
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
Spanish Language and Culture	4	9	SPAN1010 and 1020 - Elementary Spanish

AP Test Name	Minimum Score	Credit	NNU Equivalent
Spanish Language and Culture	5	12	SPAN1010, 1020, 2010 - Elementary and Intermediate Spanish
Spanish Literature and Culture	3	9	SPAN1010 and 1020 - Elementary Spanish
Spanish Literature and Culture	4	12	SPAN1010, 1020, 2010 - Elementary and Intermediate Spanish
Spanish Literature and Culture	5	12	SPAN1010, 1020, 2010 - Elementary and Intermediate 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 ENGL1030. 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 ENGL1030 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 Kieszczyńska, 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 course work for absences due to participation in University-sponsored activities, illness, or emergency situation. (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.

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 course work at the undergraduate or graduate level.

College Level Examination Program (CLEP) - Undergraduates

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

Credits earned by CLEP are granted to enrolled students. Such credits may be counted toward degrees but count as transfer credits, and they may not be included in the residency requirement for graduation. No grades or quality points will be assigned CLEP credits.

The recommendation by the American Council on Education (ACE) for designated passing scores and credit values will be used to issue University credits.

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

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.

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
5000-5999	Professional development courses
6000-9999	Graduate level courses

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

Cancellation of Courses:

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

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 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.

The degree is conferred when the student has completed all the academic and administrative requirements of their education program. When your degree is conferred, it means you are a legal and official graduate of your program.

Degrees are conferred after grades have been entered and degree requirements verified at the end of each month during the semester and at the end of the semester. 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 completed during the summer semester, and have all other degree requirements met.

For EdD and PhD 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 registrar may make any substitutions or exemptions within the General Education Program for degrees. Requests should be made using the Special Academic Petition which can be obtain in the registrar's office or online at <https://www.nnu.edu/registrar-forms>

Any substitutions for specific courses required for a particular program fulfilling concentrations, major, or minor requirements may be made only by the administrator or administrators of the program 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	
Master of Business Admin or Master of Accountancy	7 years
Master of Divinity or Master of Arts from the School of Theology	6 years
Master of Education, EDS or Doctoral degree	6 years
Master of Science in Counseling	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.

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 Registrar's Office. 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.

Student-athletes may not compete more than four seasons in any one sport. The NCAA made an exception to this rule during the COVID-19 pandemic by granting students participating in spring sports during 2019-20 academic year were given one extra year of eligibility. The NCAA also gave athletes participating in Fall or Spring sports during the 2020-21 academic year one extra year of eligibility.

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 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.

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 college 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 assistant registrar in the Emerson Administration Building, Room 10, or at registrar@nnu.edu.

The following is considered Directory Information:

- Name
- Address
- Telephone
- E-mail Address
- Major

- Dates of Attendance
- Enrollment Status
- Degree/Awards Received
- Photographs
- Recent School Attended
- Height/Weight of Athletes
- School Activity Participation

Personally Identifiable Information (PII)

Personally identifiable Information is protected under FERPA and may only be disclosed 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:

- Student ID Number
- Social Security Number*
- Date/Place of Birth
- 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 education 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:

- Students' 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 grad 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

Grade of Incomplete or no final exam

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 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 Registrar's Office 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. T

The W, S, 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.

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 "Nonqualifier" 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 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 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 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.

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, and the credit earned and grade point average will reflect the most recent grade. While the original course and grade remain on the permanent transcript, they are not used to calculate credits earned or the cumulative grade point average. Courses that may be repeated for credit are so designated in their course description. If a student desires to replace an NNU course with a transfer course, a Request for Course Repeat form must be filed with the registrar before enrolling in the course. The form is available in the registrar's office or online at www.nnu.edu/registrar-forms under Scheduling Forms.

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/accrreditation-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 Registrar's Office (bring photo ID), or you can email your request to registrar@nnu.edu with your name, date of birth and place of birth (city/state) to have your unofficial transcript emailed to you.

Official transcripts are processed through our third-party vendor Parchment and can be ordered online at www.nnu.edu/parchment-transcript. Click on *Order Transcript or Diploma* then create a New Learner Account. Transcripts are usually processed within three to five business days. The official transcript, which is dated, stamped with the registrar's signature, and sealed, is normally acceptable evidence of your educational background to other institutions.

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) 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 without an approved Associate of Arts (AA) degree

The following policies apply to a student who enrolls at Northwest Nazarene University without an approved Associate of Arts Degree.

- Freshmen transferring 0-27 credits will receive no waivers of degree requirements
- Sophomores transferring 28-59 credits will have HUMN1025 Cornerstone waived*
- Juniors transferring 60-89 credits will have the following courses waived:
 - HUMN1025 Cornerstone*
 - BIBL1105 Introduction to Biblical Studies (may be used as BIBL elective)
 - KINE1020 Heart Healthy Activity
- Seniors transferring 90+ credits will have the following courses waived
 - HUMN1025 Cornerstone*
 - BIBL1105 Introduction to Biblical Studies
 - Upper Division BIBL/THEO elective
 - KINE1020 Heart Healthy Activity

* All students defined as freshmen in IPEDS must complete the Cornerstone course. This includes all students who have graduated from high school the year prior to enrollment at NNU, regardless of the number of college credits or degrees earned while in high school.

Transfer of Associate of Arts (AA) Degree

A student who enrolls at Northwest Nazarene University with an Associate of Arts 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 general education requirements, with the following exceptions:
 - BIBL1105 or an elective in Biblical literature or Theology (BIBL/THEO) (3 credits)
 - THEO2105 Introduction to Christian Theology (3 credits)
 - KINE1005 Fundamentals of Wellness (1 credit)
(An equivalent transfer course may be substituted for this requirement.)
 - HUMN4015 Capstone (1 credit)
 - Cultural Competency Requirement: Transfer students are required to complete one course with the Cultural Competency (CC) designation.
 - Math Proficiency

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) will be determined on a case-by-case basis.

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

Undergraduate Programs in Graduate and Professional Studies

Undergraduate Admission Requirements

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

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

Persons who do not meet the requirements for standard admission will be considered for provisional admission. Provisional admission is normally granted for one semester and will be reviewed at the end of the student's first semester of enrollment. Students admitted on Provisional Status will be placed in a support plan that is designed to help the student strengthen skills needed for success in college academics. Courses taken to build these success skills may include but are not limited to:

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

A 2.0 (C) average must be earned in order to continue in good academic standing. If a student fails to meet these standards, academic probation or dismissal is considered.

Application Process

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

1. Online application
2. Two recommendation forms from persons not related to the applicant (i.e., a colleague, supervisor, pastor, etc.). The Christian Ministry Online program requires one of those recommendations to be from a supervising pastor.
3. ALL official transcripts from all colleges and universities previously attended (regardless of accreditation).
4. Official high school transcripts are required from students transferring less than 28 college credits.

The Graduate and Adult Admissions office reviews all applications to ensure these criteria are met and admission is in the best interest of the student and Northwest Nazarene University.

Undergraduate Degree Requirements

Bachelor's Degree Requirements

Northwest Nazarene University offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees. To qualify for a bachelor's degree at NNU, the student must satisfy the seven (7) requirements described below. Faculty and staff members at the university advise

students concerning progress toward graduation. However, the student is responsible for meeting all graduation requirements.

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

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

Associate of Arts Degree Requirements

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

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

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

Bachelor's Degree General Education Program

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

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

General Education Requirements at a Glance (50 credits)

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

Course Code	Course Name	Credits
<i>Christian Formation</i>	<i>12 Credits</i>	
BIBL1105	Introduction to Biblical Studies	3
THEO2105	Introduction to Christian Theology	3
BIBL/THEO	Approved UD Bib Lit or Theology Elective	3
PHIL	Approved Philosophy Elective	3
Humanities	14 Credits	
<i>HUMN1025</i>	<i>Cornerstone</i>	1
ENGL	Approved Literature Elective	3
ARDE/MUSC	Approved Art History or Music History Elective	3
HIST	Approved U.S. History Elective	3
HIST	Approved non-U.S. History Elective	3
	*Capstone (see list below)	1
<i>Sciences</i>	<i>15 Credits</i>	
KINE1005	Fundamentals of Wellness	1
KINE	Approved Kinesiology Activity Elective	1
Natural Science	Approved Natural Science Lecture Elective	3
Natural Science	Approved Natural Science Lab Elective	1
Social Science	Approved Social Science Elective	3

<i>Additional Electives</i>	<i>Electives from two of the following areas to equal 6 credits</i>	6
	Approved Mathematics Elective	
	Approved Natural Science Elective	
	Approved Social Science Elective	
<i>Intellectual and Practical Skills</i>	<i>9 Credits</i>	
ENGL1035	University Writing and Research	3
ENGL3015	Topics in Writing (or an ENGL course with a <i>W</i> designation)	3
COMM1210	Intro to Public Speaking	3
<i>Math Proficiency</i>	<i>Satisfactory score on the mathematics portion of the ACT, SAT, or ACCUPLACER or equivalent test. MATH0900 can be taken to prepare for ACCUPLACER.</i>	0
<i>Cultural Competency Requirement</i>	<i>Completion of the NNU Cultural Competency Requirement</i>	0

RN-BSN students' General Education requirements may be found at www.catalog.nnu.edu/gps/undergraduate-programs/nursing/transfer-of-associate-degrees.

To complete the general education program at Northwest Nazarene University, the student must take 50 semester credits of courses distributed in five categories. The categories with the number of credits required in each are:

I. Christian Formation (12 credits)

- **BIBL1105*. Introduction to Biblical Studies (3)**
*To be completed during the first 3 semesters of residence, must be completed with a grade of C- or higher.
*Waived for students who transferred in with 60 or more credits
- **THEO2105*. Introduction to Christian Theology (3)**
*To be completed by end of the fifth semester of residence, must be completed with a grade of C- or higher.
- **Upper Division Bible Literature or Theology (3)**
BIBL or THEO course numbered above 2999. (3)
*Waived for students who transferred in with 90 or more credits
- **Philosophy Elective (3)**
Select one course from:
PHIL2020. Ethics (3)
PHIL3080. Critical Reasoning (3)

II. Humanities (14 credits)

- **HUMN1025. Cornerstone (1)**
To be completed the first year of enrollment and preferably in the first semester, must be

completed with a grade of C- or higher.

*Waived for students who transferred in 28 or more credits

- **Literature Elective (3)**

Select one course from:

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

ENGL2410W. Major Literature of the Western World (3)

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

ENGL3210. Major Authors in American Literature (3)

ENGL3510. Twentieth Century Poetry (3)

ENGL3750. Children's and Young Adult Literature (3)

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

Select one course from:

ARDE3750. Art History 2 (3)

MUSC1010. A Survey of Art and Music (3)

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

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

Select one U.S. history course from:

ECON2275. American Economic History (3)

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

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

HIST3390. Recent America (3)

NURS4121. History of Nursing (3)

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

HIST1030. The World and the West I (3)

HIST1040. The World and the West II (3)

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

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

BSNS4985. Senior Seminar in Business Capstone (3)

EDUC4955. Seminar/Capstone (1)

HUMN4015. Capstone (1)

NURS4130. Transition to Professional Nursing (3)

THEO4905. Senior Capstone in Ministry (1)

III. Sciences (15 credits)

- **Activities (2)**

Select Fundamentals of Wellness and one Activity Course

KINE1005. Fundamentals of Wellness (1)

KINE1020. Heart Healthy Activity (1), or

KINE1030. Lifetime Sport Activity (1)

*Kinesiology activity waived for students who transferred in 60 or more credits

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

BIOL1015. Introduction to Biology (3); and,

BIOL1015L. Introduction to Biology Lab (1)

BIOL1060. Human Biology (3); and,

BIOL1060L Human Biology Laboratory (1)

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

PHYS1010L. Introduction to Physical Science Lab (1)

PHYS1060. Descriptive Astronomy (3); and,
PHYS1060L. Descriptive Astronomy Laboratory (1)

- **Social Science Elective (3)**

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

CLTA1550. Introduction to Cultural Anthropology (3)

COMM2030. Interpersonal Communication (3)

ECON1010. Personal Finance (3)

ECON2275. American Economic History (3)

ECON2415. Principles of Microeconomics (3)

ECON2425. Principles of Macroeconomics (3)

EDUC3165. Learning and the Brain (3)

GEOG1050. Intro to Geography (3)

POLS1010. American National Politics (3)

PSYC1550. Intro to Psychology (3)

PSYC2100. Lifespan Development (3)

PSYC2110. Educational Psychology (3)

PSYC3165. Learning and the Brain (3)

- **Additional Science Electives (6)**

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

Mathematics (3):

BSNS2335. Business Statistics (3)

MATH1100. Liberal Arts Mathematics (3)

MATH1300. College Algebra (3)

MATH1400. Trigonometry (3)

MATH2010. Fundamentals of Mathematical Structures I (3)

MATH2240. Elementary Statistics (3)

Or any MATH prefixed course numbered 1000 or higher

Natural Science (3):

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

Social Science (3):

Social science (CLTA, ECON, EDUC3165, GEOG, POLS, PSYC, or COMM2030)

IV. Intellectual and Practical Skills (9 credits)

- ENGL1035. University Writing and Research (3)
To be completed by end of first year of residence. Must be completed with a grade of C- or higher.
- ENGL3015. Topics in Writing (3) or an ENGL course with a *W* designation
Must be completed with a grade of C- or higher.
- COMM1210. Introduction to Public Speaking (3)
Must be completed with a grade of C- or higher.
- **Mathematics Proficiency (0)**
Must meet one of the following requirements:
 - ACT Math Score of 21 or higher
 - SAT Math Score of 570 or higher
 - ACCUPLACER QRAS Score of 250 or higher or equivalent test
 - Completion of an approved college-level math course with a grade of C- or higher
 - MATH0900. Essential Mathematics (3) can be taken to assist students with preparing to pass the ACCUPLACER QRAS.

V. Cultural Competency Requirement

Online and adult program students are required to complete one course with the Cultural Competency (CC) designation.

The following courses have been approved for the CC designation:

- BSNS4605. Global Business Strategies (3)
- CLTA1550. Introduction to Cultural Anthropology (3)
- EDUC2250. Cultural Diversity in Education (2)
- EDUC3175. Teaching Diverse Learners (3)
- FREN1010. Elementary French (4)
- FREN1020. Elementary French (4)
- PRTH2405. Christian Missions (3)
- PRTH3755. Compassionate Ministries (3)
- NURS4114. Nursing of Diverse Communities and Populations (4)
- SPAN1010. Elementary Spanish (4)
- SPAN1020. Elementary Spanish (4)

Additional Cultural Competency Information:

- If a student grew up in a Bi-Cultural/Bi-Lingual home or spent time overseas after the age of 7, life experience may be considered as part of the Cultural Competency requirement. For consideration, students may fill out a request for approval with the General Education Council at <https://library.nnu.edu/cultural-competency/approval-forms>.
- Concurrent credit or transfer courses will not be considered for CC credit.

General Education - AA Transfer

A student who enrolls at Northwest Nazarene University with an Associate of Arts degree, posted on a transcript 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 general education requirements, with the following exceptions:
 - BIBL1105 or an elective in Biblical literature or Theology (BIBL/THEO) (3 credits)
 - THEO2105 Introduction to Christian Theology (3 credits)
 - KINE1005 Fundamentals of Wellness (1 credit)
(An equivalent transfer course may be substituted for this requirement.)
 - HUMN4015 Capstone (1 credit)
 - Cultural Competency Requirement: Transfer students are required to complete one course with the Cultural Competency (CC) designation.
 - Math Proficiency

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) will be determined on a case-by-case basis.

NNU Online General Studies Program

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

The NNU Online General Studies program allows students to earn a Bachelor of Arts degree in liberal studies with an emphasis area in humanities, math and science, or social sciences. Students can alternatively earn a Bachelor of Arts degree in applied studies with a few select emphasis areas. The Associate of Arts degree is offered wholly online in liberal studies. In addition, NNU Online offers general education courses that allow others to fulfill the initial requirements of the associate's or bachelor's degree in business, Christian ministry, or education.

Student Learning Outcomes

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

High School Student Admission Requirements

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

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

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

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

High School Student Application Process

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

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

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

Financial Considerations

A student must pay in full or make payment arrangements for NNU Online tuition prior to the first day of class. Payment is non-refundable unless the student is prohibited from enrolling in the course due to class size, etc.

High school students are not eligible for federal financial aid or NNU institutional aid. Outside scholarships may be applied toward NNU Online expenses.

Academic Standing and Dismissal

A student must maintain a cumulative GPA of 2.0 or higher to remain in good standing in the NNU Online Professional Program at Northwest Nazarene University. If a student drops below a cumulative GPA of 2.0, the student will receive a warning notification and be placed on academic probation for the duration of the following semester during which time they must earn a minimum GPA of 2.5. If a student continues to make unsatisfactory progress, he or she will receive a formal notification of dismissal from the NNU Online Professional Program at Northwest Nazarene University.

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

Associate of Arts, Liberal Studies

Requirement - 63 overall credits

General Education Requirements - 48 credits

Christian Formation - 9 credits

BIBL1105. Introduction to Biblical Studies (3); To be completed with a C- or better

THEO2105. Introduction to Christian Theology (3); To be completed with a C- or better

Approved Philosophy Elective (3)

Humanities - 13 credits

HUMN1025. Cornerstone (1); To be completed with a C- or better in the first year of enrollment

Approved Literature Elective (3)

Approved Art History or Music History Elective (3)

Approved US History Elective (3)

Approved Non-US History Elective (3)

Sciences - 15 credits

KINE1005. Fundamentals of Wellness (1)

Approved Kinesiology Activity Elective (1)

Approved Natural Science Elective (3)

Approved Natural Science Lab Elective (1)

CLTA1550. Introduction to Cultural Anthropology (3) *

*Successful completion of CLTA1550 will fulfill the NNU Cultural Competency Requirement.

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

Mathematics

Social Science

Natural Science

Intellectual and Practical Skills - 9 credits

ENGL1035. University Writing and Research (3); To be completed with a C- or better

ENGL3015. Topics in Writing (3) or a course with a 'W' designation (3); To be completed with a C- or better in the sophomore year

COMM1210. Introduction to Public Speaking (3); To be completed with a C- or better

Math Proficiency:

- MATH0900. Essential Mathematics (3) or one of the following minimum test scores based on a test taken within the previous five years.
- ACT of 21 or higher
- SAT of 570 or higher
- ACCUPLACER Algebra score of 74 or higher
- ACCUPLACER QRAS Score of 250 or higher or equivalent test.
- Completion of an approved college level math course with a grade of C- or higher

Concentration Requirements - 15 credits

Fifteen (15) additional credits from Humanities, Social Science, Mathematics, or Natural Science; To be completed with a C- or better

Bachelor of Arts, Applied Studies

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

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

Humanities: 12 credits

Social Sciences: 12 credits

Math and Science: 12 credits

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

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

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

Note: Not all emphasis areas may be available in a fully online format. If music is selected, no more than three credits of private lessons may apply. If kinesiology is selected, no more than three credits of activities or activity labs may apply.

Bachelor of Arts, Liberal Studies

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

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

Humanities Emphasis

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

Mathematics and Science: 18 credits

Social Science: 18 credits

Mathematics and Science Emphasis

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

Humanities: 18 credits

Social Science: 18 credits

Social Science Emphasis

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

Humanities: 18 credits

Mathematics and Science: 18 credits

Course of Study

Faculty

Richard Thompson and Brent Peterson, (Interim Program Directors)

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.

Admission Requirements

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

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

Please contact Audra Butkus at abutkus@nnu.edu or (208) 467-8538 with any questions regarding this program.

Application and Registration Process

Registration is open three times a year, five weeks before course modules begin.

Registration closes on Friday at noon prior to the first day of class. A student must complete an application each session to begin the Course of Study Program.

1. Complete the one-page online application (located on COS website during open registration), choose a module and click "submit"
2. After clicking submit, you will be taken to payment with credit card.
3. If you are a new student, you will receive your username and password in a few days.

Transfer of Credits

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

Program Goals

There are four major areas of educational preparation for ministers:

- **Content represents the acquisition of the biblical, theological, and historical knowledge necessary for the minister.**
Content—Knowledge of the content of the Old and New Testaments, the theology of the Christian faith, and the history and mission of the Church is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and our Wesleyan distinctives, and the history and polity of the Church of the Nazarene must be included.
- **Competency involves the acquisition and development of skills for ministry.**
Competency—Skills in oral and written communication, management and leadership, finance, and analytical thinking are also essential for ministry. In addition to general education in these areas, courses providing skills in preaching, pastoral care and counseling, biblical exegesis, worship, effective evangelism, biblical stewardship of life resources, Christian education, and church administration must be included. Completion of a validated course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development.
- **Character refers to the personal qualities of the minister.**
Character—Personal growth in character, ethics, spirituality, and personal and family relationship is vital for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics must be included.
- **Context deals with the environment.**
Context—The minister must understand both the historical and contemporary context and

interpret the worldview and social environment of the culture where the Church witnesses. Courses that address the concerns of anthropology and sociology, cross-cultural communication, missions, and social studies must be included.

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

Course of Study Drop Policy

Students may drop a course up to 7 days/1 week from the beginning date of class. Students will not receive a "W" (withdrawal indicated) on their transcripts.

After 7 days/1 week from the beginning of class, students will receive a "W" on their transcripts.

To drop a course, a student must contact Barbara Manley, via email at blmanley@nnu.edu. Professors cannot drop students from courses.

Christian Ministry Online Bachelor's Degree

Faculty

Joe Bankard, Joe Gorman (Program Director), Mike Kipp, Brent Peterson

Mission

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

- Allows all course work to be completed online with no residential requirements.
- Accepts transfer of college credits from regionally accredited institutions (for details see transfer of credits under Undergraduate Academic Perspectives).
- Meets all educational requirements for ordination in the Church of the Nazarene.

Student Learning Outcomes

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

1. Students will know the general content and purposes of the major divisions of the Bible and the relationship between the Testaments.
2. Students will understand and apply principles of biblical hermeneutics by interpreting passages of Scripture, using forms of biblical criticism and relating their work to other theological disciplines.
3. Students will value and relate Scripture to their own spiritual growth and to life situations, particularly in the context of the Church's pastoral practices.
4. Students will know and describe key themes of Wesleyan theology within the thought and history of the Christian Church: the attributes of the Triune God, Incarnation, the condition and hope for humanity and creation, the loving and saving nature of the divine-human relationship, the meaning of holiness, and the call to character and service for followers of Christ.
5. Students will integrate Wesleyan theology with pastoral theology to construct and develop a theology of worship, preaching, sacraments, leadership, and ministry.
6. Students will serve as creative and redemptive agents by participating in the Church, by valuing all persons and creation through practicing love and stewardship.
7. Students will explain and construct sophisticated philosophical arguments, both orally and in writing, critically evaluating arguments using principles of sound reasoning.
8. Students will identify and define key themes within the history of Western philosophy.
9. Students will know and develop biblical, historical, and theological principles for the practices of ministry: constructing sermons and lessons, designing and leading worship, responding to the need of her/his congregation, initiating and fostering congregational health, building congregational leaders, and analyzing and constructing a plan to reach the community.
10. Students will know and describe how to lead, disciple, evangelize, and equip the church for ministry.
11. Students will display a growing and spiritually transformed personal life valuing personal, pastoral, and professional integrity in serving as an example of holiness of heart and life.

Academic Standing and Dismissal

Students must maintain a cumulative GPA of 2.0 or higher to remain in good standing in the Adult & Professional Program-Christian Ministry at Northwest Nazarene University. * If a student drops

below a cumulative GPA of 2.0, the student will receive a warning letter and be placed on academic probation for the duration of the following semester during which time they must earn a minimum GPA of 2.5. If a student continues to make unsatisfactory progress, he or she will receive a formal letter of dismissal from the Adult & Professional Program-Christian Ministry at Northwest Nazarene University.

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

Associate of Arts, Christian Studies

Requirements - 64 overall credits

General Education Requirements - 46 Credits

Christian Formation - 9 Credits

BIBL1105. Introduction to Biblical Studies (3)

THEO2105. Introduction to Christian Theology (3)

PHIL2020. Ethics (3)

Humanities - 16 Credits

HUMN1025. Cornerstone (1)

Approved Art History or Music History Elective (3)

ENGL2410W. Major Literature of the Western World (3) or ENGL3015 or another English course with a "W" designation

Approved U.S. History Elective (3)

Approved World History Elective (3)

Approved Literature Elective (3)

Sciences - 15 Credits

KINE1005. Fundamentals of Wellness (1)

KINE1020. Heart Healthy Activity (1)

Approved Natural Science Elective (3)

Approved Natural Science Elective Lab (1)

PSYC1550. Introduction to Psychology (3)

CLTA1550. Introduction to Cultural Anthropology (3) *

*Successful completion of CLTA1550 will fulfill the NNU Cultural Competency Requirement.

College Level Mathematics Course (3)

Intellectual and Practical Skills - 6 Credits

ENGL1035. University Writing and Research (3)

COMM1210. Introduction to Public Speaking (3)

Math Proficiency: Successful completion of MATH0900 Essential Mathematics (3), ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, ACCUPLACER QRAS score of 250 or higher, or equivalent test.

Concentration Requirements - 18 Credits

BIBL3155. Biblical Interpretation (3)

CHED1815. Introduction to Christian Discipleship (3)

CHIS2415. History and Manual, Church of the Nazarene (3)

PRTH2215. Spiritual Formation and Christian Discipleship (3)

PRTH2215L. Personal Development Lab (0)

PRTH2225. Worship Theory and Development (3)

PRTH2405. Christian Missions (3) *

*Successful completion of PRTH2405 will fulfill the NNU Cultural Competency Requirement.

Bachelor of Arts, Christian Ministry Online

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

Requirements: 25 Foundational Credits, most of which also meet general education requirements and 52 Core Credits

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

BIBL1105. Introduction to Biblical Studies (3)

BIBL3260. Life and Teachings of Jesus (3)

COMM1210. Introduction to Public Speaking (3)

ENGL1035. University Writing and Research (3)

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

HUMN1025. Cornerstone (1)

PHIL2020. Ethics (3)

PSYC1550. Introduction to Psychology (3)

THEO2105. Introduction to Christian Theology (3)

Core Courses:

BIBL3155. Biblical Interpretation (3)

BIBL4445. Old Testament Studies (3)

CHED1815. Introduction to Christian Discipleship (3)

CHIS2415. History and Manual, Church of the Nazarene (3)

CHIS3615. History of the Christian Tradition I (3)

CHIS3625. History of the Christian Tradition II (3)

PRTH2215. Spiritual Formation and Christian Discipleship (3)

PRTH2215L. Personal Development Lab (0)

PRTH2225. Worship Theory and Development (3)

PRTH2405. Introduction to Christian Missions (3) *

*Successful completion of PRTH2405 will fulfill the NNU Cultural Competency Requirement.

PRTH3105. Pastoral Theology (3)

PRTH3715. Preaching (3)

PRTH4715. Missional Growth and Health (3)

PRTH4825. Pastoral Leadership (3)

PRTH4965. Internship in Christian Ministry (3)

THEO4245. Theology of Holiness (3)

THEO4535. Christian Theology I (3)

THEO4545. Christian Theology II (3)

THEO4905. Senior Capstone in Ministry (1)

Elective Courses (as needed):

CHED2225. Instructional Bible Study (3)

CHED3815. Children's Ministries (3)

CHED3825. Youth Ministries (3)

CHED3845. Family Ministries (3)

PRTH3755. Compassionate Ministries (3)

PRTH4765. Communicating the Gospel (3)

Minor, Family Ministries Online

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

Requirements: 18 credits

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

Undergraduate Business

Faculty

Joshua Jensen (Dean), Konya Weber (Associate Dean), Kimber Russell (Director), David Chaplin, Peter Crabb, Jeffrey Lineman, Kevin Mokhtarian, Fred Sutton and Molly Sweet

Mission

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

This is an intense 16-month program. Students will take up to four courses during each 15-week semester, two simultaneously. The typical course will last for seven to eight weeks. The program is organized into cohorts, meaning that students will go through each step of the program with the same group of people. This allows for community among classmates, and an ability to share both knowledge and experience.

This accelerated business degree program allows students to earn their bachelor's degree in as few as 16 months. Students will join classes along with colleagues who have a wide array of backgrounds and experiences, resulting in a rich learning experience.

Before you can begin business administration or accounting major courses, you must complete 45-60 general education credits. General education classes are offered online through NNU's Online General Studies Program to help students meet this requirement.

Academic Standing and Dismissal

Students must maintain a cumulative GPA of 2.5 or higher to remain in good standing in the STEP program at Northwest Nazarene University. * If a student drops below a cumulative GPA of 2.5, he or she will receive a warning letter and be placed on academic probation for the duration of one semester during which time he or she must earn a minimum GPA of 2.5. If a student continues to make unsatisfactory progress, he or she will receive a formal letter of dismissal from the STEP Program at Northwest Nazarene University.

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

Attendance Policy

Students are expected to attend classes in the courses in which they are enrolled. 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.

Associate of Arts, Accounting

Requirements - 64 overall credits

General Education Requirements - 45 credits

Christian Formation – 9 credits

BIBL1105. Introduction to Biblical Studies (3); *To be completed with a C- or better*

THEO2105. Introduction to Christian Theology (3); *To be completed with a C- or better*

Approved Philosophy Elective (3)

Humanities – 10 credits

HUMN1025. Cornerstone (1); *To be completed with a C- or better in the first year of enrollment*

Approved Art History or Music History Elective (3)

Approved US History Elective (3)

Approved Literature Elective (3)

Sciences – 18 credits

KINE1005. Fundamentals of Wellness (1)

CLTA1550. Introduction to Cultural Anthropology (3); *Successful completion of CLTA1550 will fulfill the NNU Cultural Competency Requirement.*

Approved Kinesiology Elective (1)

Approved Natural Science Elective (3)

Approved Natural Science Elective Lab (1)

ECON2415. Principles of Microeconomics (3)

ECON2425. Principles of Macroeconomics (3)

BSNS2335. Business Statistics (3) or,

MATH2240. Elementary Statistics (3)

Intellectual and Practical Skills – 9 credits

ENGL1035. University Writing and Research (3); *To be completed with a C- or better*

ENGL2410W Major Literature of the Western World (3) or,

ENGL3015 or another English course with a "W" designation; *To be completed with a C- or better*

COMM1210. Intro to Public Speaking (3); *To be completed with a C- or better*

Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, or ACCUPLACER QRAS score of 250 or higher, or equivalent test

Concentration Requirements – 18 credits

ACCT2065. Financial Accounting (3)

ACCT2075. Managerial Accounting (3)

ACCT2410. Personal Income Tax (3)

ACCT2750. Computerized Accounting (3)

ACCT3094. Special Topics in Accounting (3)

BSNS2175. Computer Applications in Business (3)

Associate of Arts, Business

Requirements - 64 overall credits

General Education Requirements - 46 credits

Christian Formation - 9 credits

BIBL1105. Introduction to Biblical Studies (3); *To be completed with a C- or better*

THEO2105. Introduction to Christian Theology (3); *To be completed with a C- or better*

Approved Philosophy Elective (3)

Humanities - 10 credits

HUMN1025. Cornerstone (1); *To be completed with a C- or better in the first year of enrollment*

Approved Art History or Music History Elective (3)

Approved US History Elective (3)

Approved Literature Elective (3)

Sciences - 18 credits

KINE1005. Fundamentals of Wellness (1)

CLTA1550. Introduction to Cultural Anthropology (3); *Successful completion of CLTA1550 will fulfill the NNU Cultural Competency Requirement.*

Approved Kinesiology Activity Elective (1)

Approved Natural Science Elective (3)

Approved Natural Science Lab Elective (1)

ECON2415. Principles of Microeconomics (3)

ECON2425. Principles of Macroeconomics (3)

BSNS2335. Business Statistics (3) or,

MATH2240. Elementary Statistics (3)

Intellectual and Practical Skills - 9 credits

ENGL1035. University Writing and Research (3)

To be completed with a C- or better

ENGL2410W. Major Literature of the Western World (3) or

ENGL3015 or another English course with a "W" designation

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

COMM1210. Intro to Public Speaking (3)

To be completed with a C- or better

Math Proficiency: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, or ACCUPLACER QRAS score of 250 or higher, or equivalent test

Concentration Requirements - 18 credits; To be completed with a C- or better

ACCT2065. Financial Accounting (3)

ACCT2075. Managerial Accounting (3)

BSNS2175. Computer Applications in Business (3)

BSNS2225. Business Communications (3)

BSNS3415. Business Law I (3)

ECON1010. Personal Finance (3)

Bachelor of Science, Accounting

Objective: The STEP program offers a Bachelor of Science degree in accounting in an accelerated delivery format.

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

Requirements: 72 credits, completion of the prescribed courses.

Core Courses:

ACCT2065. Financial Accounting (3)
ACCT2075. Managerial Accounting (3)
ACCT3015. Income Taxation (3)
ACCT3045. Cost Accounting (3)
ACCT3094. Special Topics in Accounting (3); or,
ACCT3855. Non-Profit and Governmental Accounting (3)
ACCT3515. Intermediate Accounting I (3)
ACCT3525. Intermediate Accounting II (3)
ACCT4025. Auditing (3)
ACCT4515. Advanced Financial Accounting (3)
BSNS2175. Computer Applications (3)
BSNS3035. Management Information Systems (3)
BSNS2225. Business Communication (3)
BSNS2335. Business Statistics (3); or,
MATH2240. Elementary Statistics (3)
BSNS3415. Business Law I (3)
**BSNS3515. Principles of Marketing (3)
BSNS3645. Principles of Management (3)
BSNS3715. Principles of Finance (3)
BSNS3815. Business Ethics (3)
BSNS4605. Global Business Strategies (3)
BSNS4985. Senior Seminar In Business Capstone (3)
ECON2415. Principles of Microeconomics (3)
ECON2425. Principles of Macroeconomics (3)

Elective Courses:

Choose two upper division electives (6 credits) from ACCT/BSNS/ECON courses offered by the College of Business.

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

Bachelor of Science, Business Administration

Objective: The STEP Program offers a Bachelor of Science degree in business administration in an accelerated delivery format.

Requirements: 51 credits; completion of the prescribed courses.

Core Courses:

ACCT2065. Financial Accounting (3) ACCT2075. Managerial Accounting (3)
BSNS2175. Computer Applications in Business (3)
BSNS2225. Business Communication (3)
BSNS2335. Business Statistics (3); or,
MATH2240. Elementary Statistics (3)
BSNS3035. Management Information Systems (3)
BSNS3415. Business Law I (3)
**BSNS3515. Principles of Marketing (3)
BSNS3645. Principles of Management (3)
BSNS3715. Principles of Finance (3)
BSNS3815. Business Ethics (3)
BSNS4605. Global Business Strategies (3)
BSNS4985. Senior Seminar in Business Capstone (3)
ECON2415. Principles of Microeconomics (3)
ECON2425. Principles of Macroeconomics (3)

Elective Courses

Choose two upper division electives (6 credits) from ACCT/BSNS/ECON courses offered by the College of Business.

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

Minor, Accounting

Requirements: (21 credits).

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

Core Accounting courses (12 credits)

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

Select three electives (9) credits

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

Accelerated Certification in Education Program

Faculty

Amy Ackley, Lisa Amundson, Jennifer Cornell, Heidi Curtis, Marcella Enos, Robin Gilbert, Jennifer Hill, Holly Ripley (Director), Michelle Rowley, Lori Ann Sanchez, Michelle Van Beek, Whitney Ward

Mission

The Educator Preparation Program (EPP) at Northwest Nazarene University is approved by the Idaho State Department of Education (SDE) to offer programs leading toward an Educator Credential and Standard Instructional Certificate. The following degrees are offered in the Accelerated Certification in Education Program.

- Associate of Arts (A.A.), Elementary Education
- Associate of Arts (A.A.), Secondary Education
- Bachelor of Arts (B.A.), Elementary Education
- Endorsements in Elementary (K-8) and Middle Level (6-9) subject fields
- Master of Arts in Teaching (M.A.T.)
- Endorsements in Elementary (K-8) and Middle Level (6-9) subject fields, or
- Endorsements in Secondary subject fields (6-12 or K-12)

Additional information and requirements regarding the Accelerated Certification in Education Program (M.A.T.) educator certification can be found in the graduate section of the catalog.

Undergraduate Education

Educator Preparation Programs

Mission Statement

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 Statement

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.

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 National Council for Accreditation of Teacher Education (NCATE). 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 – Building Administration	Ed.S.	Yes	Advanced	GPS
Educational Leadership – Building Administration	M.Ed.	Yes	Advanced	GPS
Educational Leadership – Director of Special Education	Ed.S.	Yes	Advanced	GPS
Educational Leadership – Organizational Leadership	Ed.S.	No*	--	GPS
Educational Leadership – Superintendency	Ed.S.	Yes	Advanced	GPS
Exceptional Child	Ed.S.	Yes	Advanced	GPS
Exceptional Child	Ed.S.	No*	--	GPS
Exceptional Child	M.Ed.	Yes	Advanced	GPS
Exceptional Child	M.Ed.	No*	--	GPS
Elementary Education (ACE)	M.A.T.	Yes	Initial	GPS
Elementary Education (ACE)	B.A.	Yes	Initial	GPS
Elementary Education (TUG)	B.A.	Yes	Initial	TUG
Secondary Education (ACE)	M.A.T.	Yes	Initial	GPS
Secondary Education (TUG)				
Biology Education	B.A.	Yes	Initial	TUG
Chemistry Education	B.A.	Yes	Initial	TUG
English Education	B.A.	Yes	Initial	TUG
History Education	B.A.	Yes	Initial	TUG
Mathematics Education	B.A.	Yes	Initial	TUG
Music Education	B.A.	Yes	Initial	TUG
Physical Education	B.A.	Yes	Initial	TUG
Psychology Education	B.A.	Yes	Initial	TUG
Spanish Education	B.A.	Yes	Initial	TUG
Visual Arts Education	B.A.	Yes	Initial	TUG
Endorsements				
American Government /Political Science		Yes	Initial	TUG/GPS
Biology		Yes	Initial	TUG/GPS

Program	Degree	Licensure	Level	Catalog
Chemistry		Yes	Initial	TUG/GPS
Communication		Yes	Initial	TUG/GPS
Computer Science		Yes	Initial	TUG/GPS
English Middle Level		Yes	Initial	TUG/GPS
English		Yes	Initial	TUG/GPS
Health		Yes	Initial	TUG/GPS
History		Yes	Initial	TUG/GPS
Mathematics		Yes	Initial	TUG/GPS
Mathematics Middle Level		Yes	Initial	TUG/GPS
Music		Yes	Initial	TUG/GPS
Physical Education		Yes	Initial	TUG/GPS
Physics		Yes	Initial	TUG/GPS
Psychology		Yes	Initial	TUG/GPS
Science Middle Level		Yes	Initial	TUG/GPS
Social Studies Middle Level		Yes	Initial	TUG/GPS
Spanish		Yes	Initial	TUG/GPS
Visual Arts		Yes	Initial	TUG/GPS

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

ACE: Accelerated Certification in Education

GPS: Graduate & Professional Studies

TUG: Traditional Undergraduate

Education Department Goals and Objectives

Mission

The mission of the Education Department at Northwest Nazarene University is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of K-12 students in a changing world.

Program Goals

Goals for NNU's education programs are articulated in the conceptual framework, the Learner-Centered CORE.

Learner-Centered CORE:

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.

Learning Objectives: Outcomes for Northwest Nazarene University's Accelerated Certification in Education are aligned with the Idaho Core Teaching Standards (InTASC).

Student Learning Outcomes

1. Teacher candidates (NNU students in the Education Department) will demonstrate knowledge of learners, learner development and learner differences, thus creating environments conducive to learning for all students. (InTASC 1-3)
2. Teacher candidates will demonstrate content knowledge and pedagogical best practices based on content connections and needs of varied learners. (InTASC 4-5)

3. Teacher candidates will plan, deliver, and assess instruction. Candidates will make data-based decisions based on student learning, utilizing frequent formative assessment strategies. (InTASC 6-8)
4. Teacher candidates will engage in continuous and collaborative professional growth focused on improving P-12 student learning. (InTASC 9-10)

Associate of Arts, Elementary Education

Objective: The State of Idaho requires a bachelor's degree to receive teacher certification. The Associate of Arts degree in either Elementary or Secondary Education is an initial step toward earning educator credentials.

Requirements: Minimum of 63 overall credits

General Education Requirements: 47 credits

Required General Education Courses

Christian Formation - 9 credits

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

Humanities - 13 credits

- HUMN1025. Cornerstone (1); *To be completed with a C- or better*
- ENGL3750. Children's or Young Adult Literature (3); *To be completed with a B- or better*
- Art History or Music History Elective (3)
- US History Elective (3); *To be completed with a B- or better*
- Non-US History Elective (3); *To be completed with a B- or better*

Sciences - 16 credits

- KINE1005. Fundamentals of Wellness (1)
- Approved Kinesiology Activity Elective (1)
- BIOL1015. Introduction to Biology (3); *To be completed with a B- or better*
- BIOL1015L. Introduction to Biology Lab (1); *To be completed with a B- or better*
- GEOG1050. Introduction to Geography (3); *To be completed with a B- or better*
- MATH2010. Fundamentals of Math Structures I (3); *To be completed with a B- or better*
- PHYS1010. Introduction to Physical Science (3); *To be completed with a B- or better*
- PHYS1010L. Introduction to Physical Science Lab (1); *To be completed with a B- or better*

Intellectual and Practical Skills - 6 credits

- ENGL1035. University Writing and Research (3); *To be completed with a B- or better*
- COMM1210. Intro to Public Speaking (3); *To be completed with a C- or better*
- **Math Proficiency:** One of the following: ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, ACCUPLACER QRAS Score of 250 or higher or equivalent test, completion of an approved college level math course with a grade of C- or higher. MATH0900. Essential Mathematics (3) can be taken to help prepare students to pass the ACCUPLACER QRAS.

Concentration Requirements - 19 credits minimum

- MATH2020. Fundamentals of Math Structures II (3); *To be completed with a B- or better*
- EDUC1125. Foundations of Teaching and Instructional Design (3); *To be completed with a B- or better*

- EDUC2250. Cultural Diversity (10 Hour Field Experience) (2); To be completed with a B- or better; Successful completion will fulfill the NNU Cultural Competency Requirement.
- EDUC/PSYC2110. Educational Psychology (3); *To be completed with a B- or better*
- EDUC2555. Innovative Instruction (3); *To be completed with a B- or better*
- ENGL2120. English Grammar and Usage (2); *To be completed with a B- or better*

Concentration Elective - Choose one course from the following, to be completed with a grade of C or higher:

- BIOL1040. Environmental Science
- BIOL1060. Human Biology
- ECON1010. Personal Finance
- ENGL3210. Major Authors: American Literature
- ENGL3020W. Principles of Writing
- HIST1030. The World and the West I
- HIST1040. The World and the West II
- HIST2030. Conflict/Consensus: American History to 1877
- HIST2040. Conflict/Consensus: American History from 1877
- MATH2240. Elementary Statistics
- POLS1010. American National Politics

Associate of Arts, Secondary Education

Objective: The State of Idaho requires a bachelor's degree to receive teacher certification. The Associate of Arts degree in either Elementary or Secondary Education is an initial step toward earning educator credentials.

Requirements: Minimum of 63 overall credits

General Education Requirements: 43 credits

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

Christian Formation - 9 credits

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

Humanities - 13 credits

- HUMN1025. Cornerstone (1); To be completed with a C- or better in the first year of enrollment
- Literature Elective (3); To be completed with a B- or better
- Art History or Music History Elective (3)
- US History Elective (3); To be completed with a B- or better
- Non-US History Elective (3); To be completed with a B- or better

Sciences - 15 credits

- KINE1005. Fundamentals of Wellness (1)
- Approved Kinesiology Elective (1)
- Natural Science (3) (concentration in Biology or Physical Science); *To be completed with a B- or better*
- Natural Science Lab (1); To be completed with a B- or better
- EDUC/PSYC2110. Educational Psychology (3); *To be completed with a B- or better*

6 additional credits from 2 of the areas below:

- Math (Any Math course 1000 level or higher; BSNS2335 Business Statistics)
- Science (BIOL, CHEM, NSCI, PHYS)
- Social Science (CLTA, ECON, GEOG, POLS, PSYC, COMM2030)

Intellectual and Practical Skills - 6 credits

- ENGL1035. University Writing and Research (3)
- COMM1210. Intro to Public Speaking (3)
- **Math Proficiency:** Must be met with one of the following. ACT of 21 or higher, SAT of 570 or higher, ACCUPLACER Algebra score of 74 or higher, ACCUPLACER QRAS Score of 250 or higher or equivalent test, completion of an approved college-level math course with a grade of C- or higher. MATH0900. Essential Mathematics (3) can be taken to help prepare students to pass the ACCUPLACER.

Concentration Requirements - 20 credits minimum

- EDUC1125. Foundations of Teaching and Instructional Design (3)
- EDUC2250. Cultural Diversity (10 Hour Field Experience) (2); Successful completion will fulfill the NNU Cultural Competency Requirement.
- EDUC2555. Innovative Instruction (3)
- EDUC3090. Pedagogy of Writing in 6-12 Schools (3)
- Endorsement Area Electives - 9 credits; Content areas to be approved by Program Director/Advisor.

Bachelor of Arts, Elementary Education

In addition to seeking an Educator Credential and Standard Instructional Certificate, Bachelor of Arts, Elementary Education candidates will pursue the All-Subjects K-8 endorsement and one Middle Level grade band endorsement, as required by the Idaho State Department of Education, selected from the fields listed below.

Middle Level Endorsements, Grade 5-9

- English Middle Level
- History Middle Level
- Mathematics Middle Level
- Science Middle Level
- Social Studies Middle Level

Objective: Candidates will pursue a Bachelor of Arts in elementary education and receive an institutional recommendation toward an instructional certificate and endorsement.

Requirements: 15 credits in Professional Education; 27 credits in Elementary Education Core; 34 credits in Liberal Arts Core; General Education requirements for graduation (*see University Undergraduate Degree Requirements*); credits for middle level endorsement field requirements.

Elementary Education Degree, All Endorsements (5-9)

Courses indicated with ** must be completed at Northwest Nazarene University.

All Professional Education, Elementary Education Core, and Liberal Arts Core courses require a grade of B- or higher.

Professional Education Core: 15 Credits

- EDUC2005. ACE-Education Orientation (0) **
- EDUC1125. Foundations of Teaching (3) **
- EDUC2250. Cultural Diversity in Education (2)
- EDUC2555. Innovative Instruction (3) **
- EDUC3165. Learning and The Brain (3)
- EDUC3175. Teaching Diverse Learners (3) **
- EDUC4955. Seminar/Capstone (1) **

Elementary Education Core: 27 Credits

- EDUC3245. Elementary Classroom Management (3) **
- EDUC3255. Fundamentals of Reading (3) **
- EDUC3265. Elementary Content Literacy (3) **
- EDUC4905. Student Teaching in Elementary Schools (11) ** or,
EDUC4865 Student Teaching in Middle/Junior High School (11) **
- EDUC4465. Assessment and Intervention in Reading (3) **
- EDUC4555. Methods of Teaching Mathematics and Science in the Elementary Classroom (3) **
- EDUC4815. Elementary School Start-Up (1) **

Liberal Arts Core: 34 credits

- **Literature (8)**
ENGL1035. University Writing and Research (3)
ENGL2120. English Grammar and Usage (2)
ENGL3750. Children's Literature (3)
- **History (6)**
HIST2030. Conflict and Consensus: American History to 1877 (3)
HIST1030. World and the West I (3)
Mathematics (6)
MATH2010. Fundamental Mathematical Structures I (3)
MATH2020. Fundamental Mathematical Structures II (3)
- **Social Science (6)**
GEOG1050. Introduction to Geography (3)
EDUC3165. Learning and the Brain (3) or Educational Psychology (3)
- **Natural Science (8)**
BIOL1015. Introduction to Biology (3); and
BIOL1015L. Introduction to Biology Lab (1)
PHYS1010. Introduction to Physical Science (3); and
PHYS1010L. Introduction to Physical Science Lab (1)

Middle Level Endorsements

The Bachelor of Arts degree in Elementary Education requires the completion of one endorsement field, grades 5-9. Endorsement courses require a grade of C, or higher, excluding Teaching Methods and the Liberal Arts Core courses listed in the endorsement requirements. Teaching Methods and Liberal Arts Core courses require a grade of B- or higher. Courses indicated with ** must be completed at Northwest Nazarene University.

ENGLISH MIDDLE LEVEL ENDORSEMENT (5-9)

Requirements: 20 credits, including 3 credits in methods and 5 credits in liberal arts

Liberal Arts: 5 credits

- ENGL2120. English Grammar and Usage (2)
- ENGL3740W. Children's Literature (3), must be taken with W to meet the writing requirement

Additional requirements: 15 credits

- ENGL2310. British Literature: Beowulf/Reason (3)
- ENGL2430. World Literature: Enlightenment/Modern (3)
- ENGL3010. Teaching English in Secondary Schools (3) **
- ENGL3210. Major Authors of American Literature (3)
- ENGL3910. Literary Theory and Criticism (3)

HISTORY MIDDLE LEVEL ENDORSEMENT (5-9)

Requirements: 20 credits, including 2 credits in methods and 6 credits in liberal arts

Liberal Arts: 6 credits

- HIST1030. World and the West I (3)
- HIST2030. Conflict and Consensus: American History to 1877 (3)

Additional Requirements: 14 credits

- HIST1040. World and the West II (3)
- HIST2040. Conflict and Consensus: American History from 1877 (3)
- POLS1010. American National Politics (3)
- Additional History Elective (3)
- HIST3580. Teaching Social Studies in the Secondary School (2) **

MATHEMATICS MIDDLE LEVEL ENDORSEMENT (5-9)

Requirements: 20 credits, including 2 credits in methods and 6 credits in liberal arts

Liberal Arts: 6 credits

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

Additional Requirements: 14 credits

- MATH1300. College Algebra or higher (3)
- MATH1400. Trigonometry or higher (3)
- MATH2240. Elementary Statistics or higher (3)
- MATH3570. Teaching Mathematics in the Secondary School (2) **

One course selected from the following:

- Mathematics Elective higher than College Algebra (3)
- Computer Science elective (3)

SCIENCE MIDDLE LEVEL ENDORSEMENT (5-9)

Requirements: 26 credits, including 2 credits in methods and 8 credits in liberal arts

Liberal Arts: 8 credits (courses repeated in discipline categories below)

- BIOL1015. Introduction to Biology (3);
- BIOL1015L. Introduction to Biology Lab (1)
- PHYS1010. Introduction to Physical Science (3);
- PHYS1010L. Introduction to Physical Science Lab (1)

Additional Requirements: 18 credits

- BIOL1060. Human Biology (3); and
- BIOL1040L. Human Biology Lab (1)
- BIOL1040. Environmental Science with Lab (4)
- PHYS1060. Descriptive Astronomy (3); and
- PHYS1060L. Descriptive Astronomy Lab (1)
- Additional Earth Science course with lab (4)
- BIOL3640. Teaching Science in the Secondary School (2) **

SOCIAL STUDIES MIDDLE LEVEL ENDORSEMENT (5-9)

Requirements: 20 credits, including 2 credits in methods, and 9 credits in liberal arts

Liberal Arts: 9 credits

- GEOG1050. Introduction to Geography (3)
- HIST2030. Conflict and Consensus: American History to 1877 (3)
- HIST1030. World and the West I (3)

Additional Requirements: 11 credits

- Any two courses in Economics or Political Science Electives (6)
- Additional Geography Elective (3)
- HIST3580. Teaching Social Studies in the Secondary School (2) **

Program Admission Requirements

Upon completion of general education requirements, the Accelerated Certification in Education Program requires a full calendar year of coursework, plus one complete university semester of full-time student teaching in a variety of approved Idaho public schools. In addition, students will complete approximately 100 hours of course-specific field experience in an approved public school during the program. Field experience placements are determined by the program. A cohort model is used in the program with new cohorts beginning each Fall semester. Admission to the Accelerated Certification in Education Program is provisional until candidates formally pass Checkpoint

1. Admission to the program requires the following items before the candidate is fully admitted.

The following are factors in determining acceptance into the program:

- Completion of the general education classes
- Checkpoint 1 Interview
- Cumulative GPA of 3.0 or higher
- Grade of B- or better in all education major and liberal arts core courses
- Writing Sample
- Field Experience Reports
- Disposition Assessments

The Accelerated Certification in Education Program will not admit candidates into the teacher preparation program that have:

- Previously been denied an Institutional Recommendation (IR) for teacher certification
- Received a grade in internship or student teaching which resulted in not obtaining an Institutional Recommendation from that institution
- Withdrew, or were removed from, an internship or student teaching experience
- Previously been dismissed from a teacher preparation program

Program Certification Requirements:

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

1. Completion of all requirements for a baccalaureate degree.
2. Completion of requirements of the educator preparation program in effect at the time of admission to teacher education and any additional requirements if required by changes in the standards of state regulatory agencies.
3. Completion of all education and liberal arts core courses with a grade of B- (2.7) or better.
4. Middle level endorsement courses with a grade of C or better.
5. Cumulative GPA of 3.0 or higher.
6. Sufficient score on the PRAXIS Elementary Education Content Knowledge Multiple Subjects test (#5001).
7. Sufficient score on the PRAXIS for the middle level endorsement field.

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

- **Checkpoint 1: End of First Semester of Professional Education Classes - Admission to Educator Preparation Program**

Application for admission to teacher education should be made during the first semester in the Accelerated Certification in Elementary Education. Decision factors about admission to the program include: oral interview, cumulative GPA (3.0), grade of B- or better in all education and liberal arts core courses, grade of C or better in all middle level endorsement courses, field experience reports, PRAXIS Elementary Education Content Knowledge Multiple Subjects test scores, and disposition assessments. No person convicted of a felony will be admitted to the Educator Preparation Program.

- **Checkpoint 2/3: End of Second Semester - Admission to Student Teaching**

Upon completion of the second semester of coursework, candidates' files will be evaluated. Decision factors about proceeding in the Accelerated Certification in Elementary Education include: successful completion of Checkpoint 1 requirements, PRAXIS Middle School content area test scores, cumulative GPA (3.0), grade of B- or better in all education and liberal arts core courses, grade of C or better in all middle level endorsement courses, field experience reports, and disposition assessments. Candidates will not be permitted to student teach without passing all required PRAXIS exams.

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

Upon completion of student teaching, candidates' performance will be evaluated. Decision factors concerning recommendation for certification include: successful completion of all Checkpoint requirements, achieving a Basic or Proficient level of performance on all 22 elements on the Danielson Framework for Teaching, evaluated by NNU supervisors, receiving a grade of A or B in Student Teaching, and a favorable vote of the Teacher Education Council.

Academic Standing and Dismissal

- Candidates must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Accelerated Certification in Education.
- If a candidate drops below a cumulative GPA of 3.0, the candidate will receive a warning letter from the program director and will be placed on academic probation for the duration of one 16-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the candidate and the program director.
- If the cumulative GPA at the end of the probationary semester falls below the required 3.0, or if the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
- Candidates must pass all education classes and liberal arts core courses with a grade of B- or better. Candidates who do not pass a class with a B- or better must re-enroll in the course and pass the class with a B- or better in order for the class to contribute toward graduation/certification requirements.
- Candidates must complete all middle level endorsement with a grade of C or better.
- Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis tests. Candidates may take the same Praxis test twice. If the candidate does not pass on the second attempt, the candidate will inform the director and an academic improvement plan will be created collaboratively and signed by the student and the program director. If the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
- Candidates must demonstrate appropriate dispositions for teaching outlined by the program: communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Data from dispositions is gathered through Checkpoint interviews, Field Experience teacher evaluations, education department faculty, other faculty, coursework, and student teaching observations. If a candidate demonstrates areas of improvement needed in dispositions, an improvement plan will be created collaboratively and signed by the student and the program director. Candidates may be dismissed from the program based on unfavorable disposition report data if candidates do not demonstrate acceptable levels of improvement in identified areas of deficiency.

RN to BSN Program Description

Faculty

Linda C. Valenzuela, Associate Professor and Dean of the School of Nursing

Mission

The Associate to Bachelor of Science in Nursing degree provides a course of study designed for the working registered nurse who desires to enhance their career opportunities while developing leadership skills. The program incorporates some general education requirements into BSN courses thus allowing for timely completion of the degree. Essential areas of baccalaureate nursing education content not provided in associate degree nursing education are incorporated in order to expand the RN's education to the BSN degree. This includes: community and population health, nursing research and evidence-based nursing practice, systems management, and nursing leadership.

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

RN-BSN Goal Statement

The goal of the RN to BSN program at Northwest Nazarene University is to equip baccalaureate prepared nurses to practice as nurse leaders who:

- Advocate for individuals, families and communities through evidence-based care;
- Use clinical thinking and clinical judgement to implement evidence-based care;
- Are engaged in and influence health policy in a variety of settings;
- Serve God and humanity with wisdom, integrity, caring, and respect for cultural diversity.

Student Learning Outcomes

1. Graduates of the Northwest Nazarene University RN to BSN Program will demonstrate the abilities to:
2. Apply theories and concepts from scientific and liberal arts education into nursing practice.
3. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team in a variety of settings.
4. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care in a variety of settings.
5. Incorporates ethical standards of data security, regulatory requirements, and confidentiality in the use of patient care technologies to address the needs of a diverse patient population.
6. Demonstrate basic knowledge of healthcare policy, finance, and structure at the local, regional, national, and global levels in order to advocate for patients and the profession.
7. Advocate for high quality, evidence based, safe patient care as a member of the interprofessional and intraprofessional teams to optimize patient outcomes.
8. Collaborate to develop interventions that take into account social determinates of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death for vulnerable populations.

9. Integrate values reflective of the character of God and the Christian worldview as well as those of professional ethics into their daily practice of nursing and the advancement of nursing as a profession.
10. Implement the role of the nurse generalist through the nursing process to provide holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, clinical, and nursing management across the health-illness in all healthcare settings.

These outcomes reflect the expectations of the AACN Essentials for Baccalaureate Nursing Education and the mission of the University and the Department of Nursing.

Program Admission Requirements

To receive full admission to the program, applicants are required to:

- Provide proof of a current, unencumbered Registered Nurse (RN) license, and
- Be in good standing with the licensing body for RN licensure, and
- Hold current employment as an RN (highly recommended, but not required), and
- Submit a personal goal statement:
 - The goal statement is reviewed by the College of Nursing Admissions Committee and is an opportunity to share what is important for us to know about you.
 - In a 250–300-word essay, please address the following:
 - Brief background of your nursing career.
 - Why have you selected NNU and why now?
 - Why this program is the best fit for you?
 - How will earning your NNU BSN change your career path?
- An associate degree in nursing from a regionally accredited institution (or to be completed by the end of the semester in which the applicant applies), and
- Cumulative GPA of 2.5* or higher.

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

A minimum grade of "C" or "P" is required for each of these courses and a cumulative GPA of 2.5 or higher. The admission GPA will be taken from the most recent transcript.

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

Transfer Credit

Non-Nursing Transfer Credits

Non-nursing transfer credits for approved associate degrees will be determined by the NNU Registrar's Office up to the maximum of 62 credits from a community college or two year institution per NNU Policy.

There is no time limit on prerequisites or non-nursing courses accepted for transfer.

Upper Division Nursing Courses*

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

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

Transfer of Associate Degrees for the RN to BSN Program

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

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

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

- Transfer credit up to a maximum of 62 credits from a two-year institution
- Forty (40) credits of nursing electives for successful completion of the National Council Licensing Exam-Registered Nurse (NCLEX-RN), of which nine credits will be upper-division
- Waiver of all general education requirements, with the following exceptions: (An equivalent transfer course may be substituted for the following requirements with the exception of Introduction to Christian Theology, which must be taken at NNU.)
 - THEO2105 (3) Introduction to Christian Theology
 - ENGL1035 (3) University Writing and Research
 - MATH2240 (3) Elementary Statistics
 - PSYC1550 (3) Introduction to Psychology
 - CLTA1550 (3) Introduction to Cultural Anthropology

Transfer of Associate Degrees to RN-BSN-MSN Accelerated Pathway

NNU's RN-BSN-MSN online program is designed for working registered nurses who wish to advanced their professional skills while advancing their career opportunities. The baccalaureate degree (BSN) is completed after four semesters with seamless continuation into the MSN Leadership and Education Program. NNU BSN students enrolled into the accelerated program are waived the first two courses of the MSN Leadership and Education program creating a seamless accelerated pathway toward completion of both the BSN and MSN degree.

RN-BSN-MSN Accelerated Pathway

BSN Course Listing

Additional requirements may apply based on transcript evaluation.

- NURS4111. Nursing as Servant Leader (3)
- NURS4121. History of Nursing (3)
- NURS4118. Nursing of Older Adult (3)
- NURS4114. Nursing of Diverse Communities & Populations (4)
- THEO2105. Intro to Christian Theology (3)
- NURS4113. Intro to Evidence Based Practice & Research (4)
- NURS4100. Concepts of Leadership & Management (4)
- NURS4112/NURS6130. Systems Management in Nursing (3)
- NURS4130/NURS6110. Transition to Professional Nursing (3)

MSN Course Listing

- NURS6110. Waived
- NURS6120. Population Health & Interprofessional Collaboration (3)
- NURS6130. Waived
- NURS6150. Advanced Pathophysiology (3)
- NURS6062. Research in Graduate Nursing (3)
- NURS6160. Advanced Pharmacology (3)
- NURS6170. Advanced Health Assessment* (3)
- NURS7070. Organizational Leadership & Outcomes (3)
- NURS7060. Principles of Teaching and Curriculum (3)
- NURS7020. Assessment & Evaluation Strategies (3)
- NURS7042. Evidence-Based Practice (3)
- NURS7051. Nursing Education & Leadership Internship* (3)

Transfer of Associate Degrees to MSN FNP Program

Admission of the associate-degree-prepared student to the MSN FNP program is through the RN to BSN program. The applicant must complete the RN-BSN program successfully in its entirety and graduate with a BSN degree. The applicant can apply for the MSN FNP or MSN Leadership and Education after 50% of the program credits are completed.

[Online MSN Leadership and Education Program](#)

[Online Family Nurse Practitioner Program](#)

Please note: Completion of the prerequisites and baccalaureate content listed above does not guarantee admission into the MSN FNP program. You must first apply for the program after completion of the above courses. The MSN FNP Director will review your file and grades and may invite you for an interview.

Academic Standing and Dismissal

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

Nursing Degree Requirements for RN to BSN

Nursing Courses Required - 27 Semester Credits

- NURS4100. Concepts of Leadership and Management in Professional Nursing (4)
- NURS4111. Nursing as Servant Leadership (3)
- NURS4112. Systems Management in Nursing (3)

- NURS4113. Introduction to Evidence-based Practice/Nursing Research (4)
- NURS4114. Nursing of Diverse Communities and Populations (4)
- NURS4118. Nursing of Older Adult (3)
- NURS4121. History of Nursing (3)
- NURS4130. Transition to Professional Nursing (3)

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

- THEO2105. Introduction to Christian Theology (3) (NNU Course); and
- A minimum of 24 credits from Northwest Nazarene University to fulfill the residency requirement; and
- A minimum of 124 credits are needed to graduate from the RN to BSN Program.

Note: Additional general education credits may be required for students transferring credits from programs not listed on the "Transfer of Associate Degrees for the RN to BSN Program" page.

Graduation Requirements

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

- Completion of required courses in the RN to BSN Program
- Total credits - Completion of a minimum of 124 credits which includes transfer course work and credits for NCLEX-RN exam.
- Quality of grades - Cumulative grade point average of 2.75 or higher.
- General education program - Completion of any required general education course work if needed after transfer work accepted.
- Submit a graduation application according to the following deadlines:
 - June 1 for graduation at the end of Fall semester
 - October 15 for graduation at the end of Spring semester
 - January 15 for graduation at the end of Summer semester

Graduate Programs

Undergraduate Enrollment

Final semester seniors who do not need to carry a full load to complete undergraduate degree requirements may complete a normal load by registering for graduate level courses subject to the approval of the director of the program of which the course is a part. Final semester verification is required. Credits earned may apply toward only one degree.

Generic Course Numbers

Graduate level courses may be approved for other departments of the University. Such courses are offered under the following titles and descriptions:

6592, 7592. Project

An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the department.

6594, 7594. Topics in Department

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

6595, 7595. Practicum

An independent experience in which the student will identify, research, and evaluate an area of specific interest. May be repeated for credit.

6597, 7597. Studies in Department

Examination of a specific issue or problem pertinent to this field. May be repeated for credit.

Graduate Business

Faculty

Joshua Jensen (Dean), Konya Weber (Associate Dean), David Chaplin, Peter Crabb, Jeffrey Lineman, Kevin Mokhtarian, Kimber Russell, Fred Sutton, Mollie Sweet, Konya Weber.

Mission

The mission of the College of Business at Northwest Nazarene University is to educate students and develop them into ethical servant leaders who can transform a global society for the kingdom of Christ. We accomplish this goal by providing strong, scholarly business curriculum rooted in the liberal arts tradition, which is delivered through traditional and innovative programs. To this end, the program is designed with the following values:

- Students will receive the instruction necessary to pursue Truth and increase their knowledge across a range of contemporary business subjects including accounting, economics, finance, management, information technology, operations, international business environment, law, ethics, marketing, and communication.
- Students will engage in activities that foster Transformation and facilitate the development of relevant skills in the contemporary business environment. These skills will include teamwork, qualitative and quantitative analysis, written and oral communication, use of technology, and decision making.
- Students will be involved in activities within the Community as modeled by Jesus Christ through Service to others by applying concepts from business ethics, social responsibility, workplace respect, and biblical principles.

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.

Master of Accountancy (MAcc)

The Master of Accountancy degree program consists of 30 credit hours of accounting and business courses that provide students with the opportunity to hone their accounting and business management skills to be successful in today's complex business environment.

- Master of Accountancy - Professional Accounting/CPA Track
- Master of Accountancy - Management Accounting Track

Graduate Certificates

The College of Business offers graduate certificates in various business disciplines. These graduate certificates include four (4), 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.

- Graduate Certificate in Business Analytics

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 MBA degree program is internationally accredited by the [Accreditation Council for Business Schools and Programs](#) (ACBSP).
- Northwest Nazarene University will seek international accreditation through ACBSP for the MAcc degree program once students graduate from the program. Students from all academic disciplines are invited to apply to NNU's graduate business programs.

Admission Requirements

Degree Programs

1. A 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 on the Test of English as a Foreign Language (TOEFL) if English is not an applicant's native language. If a student has completed an undergraduate degree from an accredited institution within the United States, or has completed at least 30 credits in such an institution, the TOEFL or IELTS requirement is waived.

Certificate Programs

1. A baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 2.7 in all previous academic coursework 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 on the Test of English as a Foreign Language (TOEFL) if English is not an applicant's native language. If a student has completed an undergraduate degree from an accredited institution within the United States, or has completed at least 30 credits in such an institution, the TOEFL or IELTS requirement is waived.

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

Certificate Programs

No transfer credits will be accepted for graduate certificate programs.

Academic Standing and Dismissal

Degree Programs

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.

Certificate Programs

In order 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 in which they are enrolled. 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 the program's capstone course, 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 6 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 certificate to the Program Coordinator at the beginning of the final class or session in the program.

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 to 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

BSNS6000. Graduate Business Orientation (0)

Foundational Courses (9 credits) *

BSNS6002. Business Environment (3)

BSNS6003. Business Financial Systems (3)
BSNS6004. Business Processes and Systems (3)

Core Courses (33 credits)

BSNS6011. Managerial and Cost Accounting (3)
BSNS6021. Management Law (3)
BSNS6031. Corporate Finance (3)
BSNS6101. Organizational Dynamics (3)
BSNS6132. Managing in a Global Economy (3); or,
BSNS6142. Managing in a Global Economy (International Experience) (3)
BSNS6162. Ethics and Integrity in Decision Making (3)
BSNS6172. Leadership Development (3)
BSNS6201. Applied Business Analytics (3)
BSNS6211. MIS Strategy, Innovation, and Analysis (3)
BSNS6302. Strategic Marketing (3)
BSNS6902. MBA Capstone: Strategic Management (3)

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

Master of Accountancy

MAcc 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 advanced knowledge of accounting and the ability to exhibit financial management skills in today's complex and dynamic global business environment.
3. Students will analyze and synthesize accounting information within the context of other business functions to inform the business decision-making process.
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.
5. 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.

MAcc Curriculum

30 semester credits required.

Orientation Course

ACCT6000. Graduate Business Orientation (0); or,
ACCT4005. Accounting Orientation for MAcc (0) (for students needing the prerequisite courses below)

Prerequisite Courses (18 credits) *

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

ACCT3045. Cost Accounting (3)
ACCT4515. Advanced Financial Accounting (3)

Professional Accounting/CPA Track additional prerequisites (6 credits) *

ACCT3015. Income Taxation (3)
ACCT4025. Auditing (3)

Core Courses (21 credits)

BSNS6011. Managerial and Cost Accounting (3)
ACCT6162. Ethics and Integrity in Decision Making (3); or,
BSNS6162. Ethics and Integrity in Decision Making (3)
BSNS6201. Applied Business Analytics (3)
ACCT6301. Business Analysis and Valuation (3)
ACCT6401. Advanced Accounting Information Systems (3)
ACCT6501. Forensic Accounting and Fraud Examination (3)
ACCT6601. Accounting Theory/Research (3)

Complete one of the two following tracks:

- **Professional Accounting/CPA Track (9 credits)**
ACCT6013. CPA Auditing (2)
ACCT6014. CPA Business Environment and Concepts (2)
ACCT6015. CPA Financial Accounting and Reporting (3)
ACCT6016. CPA Regulation (2)
- **Management Accounting/CMA Track (Choose 9 credits)**
BSNS6172. Leadership Development (3)
BSNS6021. Management Law (3)
BSNS6031. Corporate Finance (3)
ACCT6017. CMA Financial Planning/Performance (3)
ACCT6018. CMA Financial Decision Making (3)
ACCT6701. Governmental and Nonprofit Accounting (3)
ACCT6965. Internship in Accounting (3)

To be taken in the final semester:

- ACCT6950. Comprehensive Exam (0)

*Prerequisite Courses (18-24 credits) are required for students entering the program without an accounting undergraduate degree earned from a business program with a national or international discipline accreditation.

Graduate Certificates

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 certificate program selected).
3. Students will demonstrate advanced knowledge of theoretical and practical applications of a specific area of business (based on 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.

Graduate Certificate in Business Analytics Curriculum

12 semester credits required. *

Core Courses (9 credits)

BSNS6000. Graduate Business Orientation (0)

BSNS6201. Applied Business Analytics (3)

BSNS6211. MIS Strategy, Innovation, and Analysis (3)

BSNS6221. Business Analytics in Action (3)

Elective Courses – Choose one (3 credits)

ACCT6301. Business Analysis and Valuation (3)

BSNS6162. Ethics and Integrity in Decision Making (3)

BSNS6994. Special Topics in Business (3)

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

Doctor of Psychology, Clinical 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:

- Course delivery in late afternoons/evenings and some weekends for your convenience.
- Utilization of a cohort model to increase support and camaraderie among the students.
- The PsyD program is designed to be a dual entry-point 4-year or 5-year program, accommodating those entering directly from a psychology BA program or those with an MA degree in a social science field.
- The full 5-year program, for those entering directly from a psychology BA program, consists of 127 credits - 4 years of coursework and a dissertation, with a final pre-doctoral internship year. Those entering with an MA degree bypass the first year, allowing for a second entry-point into the PsyD program. This program consists of 93 credits - 3 years of coursework and a dissertation, with a final pre-doctoral internship year.
- The program includes a 3 or 4-year full-time academic residency requirement depending on entry, followed by a full-time 1-year internship experience.
- New cohorts for the pre-PsyD track begin in August of each year. Cohorts for the Advanced track begin in May of each year. The application deadline is January of the previous fall.

Accreditation

NNU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NNU PsyD program will be submitting an "Intent to Apply" application to the American Psychological Association (APA) Commission on Accreditation in the spring of 2023.

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 ADVANCED STANDING: 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 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.).

There will be an interview evaluation for determining acceptance into this program.

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

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.

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, and serve the broader community.

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 probations for a total of more than 2 terms through his/her doctorate study, the student may be dismissed from the program.

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, discussion, in-class activities, quizzes, and other participation activities.
- Students are expected to read all assigned material prior to attending class.
- 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.

Graduation Requirements

Graduation requirements for the NNU PsyD program are:

- Candidates accepted into Pre-PsyD track must complete a total of 118 credits: 41 Pre-PsyD credits and 77 PsyD credits.
- Candidates accepted into the Advanced track must complete 101 credits total: 24 Pre-PsyD credits and 77 PsyD credits.
- Completion of the approved program within 7 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 an oral comprehensive exam before the Internship Application Process
- Complete 500 hours of Practicum and 2000 Clinical hours in an approved internship
- Successfully defend a doctoral dissertation project

Doctor of Psychology, Clinical Psychology

Pre-PsyD Track

This track is designed for individuals who have completed their Bachelor's degree in Psychology from an accredited college or university OR a minimum of 18 credits of Psychology. Please see NNU PsyD Admission Requirements for additional information.

Minimum semester credits required: 118 credits Total (41 credits Pre-PsyD, 77 PsyD Courses)

All courses marked with * must be taken at NNU and will count towards the Advanced Degree Track.

Pre-PsyD Courses (41 credits):

- PPSY6000. Clinical Foundations in Psychology (2)
- PPSY6100. Integration I: Psychology and the Wesleyan Perspective (2) *
- PPSY6111. Professional Foundations in Psychology I (1)
- PPSY6170. Psychopathology (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 (3) *
- PPSY6541. Basic Skills - Individual Psychotherapy (3)
- PPSY6542. Group Processes and Interventions (3)
- PPSY6550. Diversity I: Social Aspects of Behavior from a Multicultural Perspective (2) *
- PPSY6582. Introduction to Trauma and Crisis Psychotherapy (2)
- PPSY6590. Assessment I: Psychological Tests and Measure (3) *
- PPSY7190. Assessment II: Cognitive (3) *
- PPSY7201. Clinical Practicum I (1) *
- PPSY7507. Introduction to Child-Centered Play Therapy (1)
- PPSY7513. Professional Foundations in Psychology III (1) *
- PPSY7529. Human Sexuality (2) *
- PPSY7535. Statistical Analysis (3) *
- PPSY7552. Addictions Psychotherapy (2)

PsyD Advanced Track

This track is designed for individuals who have completed a Master's degree from a related field (Counseling, Psychology, Social Work) and passing of a competency exam.

Minimum semester credits required: 101 credits Total (24 credits Pre-PsyD and 77 credits PsyD)

Pre-PsyD Courses (24 credits)

All courses marked with a * in the Pre-PsyD list above must be successfully completed prior to starting the PsyD courses.

PsyD Courses (77 credits):

All courses in the PsyD program must be completed at NNU.

Biblical Integration (6 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 (9 credits)

- PSYD8210. Cognitive Behavioral Theory and Intervention (3)
- PSYD8610. Psychodynamic Theory and Interventions (3)
- PSYD9310. Postmodern and Contemporary Theories and Interventions (3)

Clinical courses (6 credits)

- PSYD9172. Clinical Psychopharmacology (2)
- PSYD9870. Professional Preparation (2)
- PSYD9710. Gerontology (2)

General Science (8 credits)

- PSYD8120. Cognitive and Affective Foundations of Behavior (3)
- PSYD8331. Lifespan Development (2)
- PSYD8720. Clinical Neuropsychology (3)

Assessment (6 credits)

- PSYD8190. Assessment III: Personality and Projective Assessment (3)
- PSYD8290. Assessment IV: Child Assessment (3)

Diversity - Individual and Cultural Diversity (4 credits)

- PSYD8850. Diversity II: Social Justice and Advocacy (2)
- PSYD9850. Diversity III: Global Psychology (2)

Other Required Courses (8 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 one unit of clinical consultation for every semester that students are on practicum (except for the Pre-internship year). Students will complete the 500 supervised hours minimum required by the APA in 7 credit hours, including PPSY7201 (1 credit) and the following 6 credits of PSYD Clinical Practicum and Pre-Internship courses.
Practicum (6 credits)
PSYD8202. Clinical Practicum II (1)
PSYD8601. Clinical Practicum III (1)
PSYD8602. Clinical Practicum IV (1)
PSYD9501. Clinical Practicum V (1)
PSYD9502. Clinical Practicum VI (1)
PSYD9866. Pre-Internship (1)
- Internship (8 credits) 1 full year of internship = 2000 hours minimum
PSYD9900. Clinical Internship (4), taken in two semesters
- Dissertation – Research (16 credits)
PSYD8135. Research Design and Methodology (2)
PSYD8990. Dissertation Development (2), taken seven times for a minimum of 14 credits)
- Oral Comprehensive Exam -- Spring Semester of third year
Before the student is cleared to apply for internship, each student is required to pass an oral 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 biblically-based, holistic approach. Please see PsyD Student Handbook for further information
PSYD9400. Oral Clinical Competency Exam (0) (Fee attached)

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

Lori Fairgrieve (Chair), Rick Boyes, Jeff Edmiston, 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 seeks to educate academically prepared counselors.
- The Counselor Education Department aims to produce counselors who establish and maintain a strong connection to the profession.
- The Counselor Education Department aims to prepare skilled and relationally competent practitioners.
- The Counselor Education Department intends to produce multiculturally competent and socially minded practitioners.
- The Counselor Education Department aspires to prepare dispositionally appropriate counselors who are a good fit for the profession.

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 Certificate Program.

The distinctions between the three program areas in counseling are generally related to the work setting, the theory used in the setting, and the population served by the setting. Marriage, Couple, and Family and Clinical Mental Health majors counsel individuals, couples, and families in a wide variety of settings, including government agencies, non-profits, and private practice. The specific distinctions between majors are described below:

- **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 have elected a generalist counseling background. Clinical Mental Health majors usually specialize during internship and are encouraged to complete an emphasis area applicable to diverse settings, such as Trauma, Grief, and Crisis. Clinical Mental Health counseling majors subscribe to a wide variety of theoretical orientations, including Adlerian, Logotherapy, Cognitive, Behavioral, Existential, Integrative, etc. Clinical Mental Health counseling majors are prepared to work with non-profit, state, higher education, faith-based, and federal agencies, as well as in private practices.
- **School Counseling** majors are prepared to work in K-12 public and private educational settings. (Higher education counseling is subsumed under the Clinical Mental Health Counseling major.) Students may elect to focus on one area, such as high school counseling. School Counseling majors are encouraged to take electives such as Play Therapy to further their skills in counseling children and adolescents. While school counselors typically work in schools, they may also work in agencies or in private practice.

The graduate program in counseling is designed upon the foundation of the Critical Social Conceptual Framework. This framework recognizes that counselors must exert their influence beyond the narrow confines of their settings in order to meet the broader needs of clients in a diverse society. Counselors must work with many distinct constituencies, such as mental health agencies, school personnel, parents, social workers, police officers, and community leaders to provide the best possible delivery of services.

Clinical Mental Health Counseling (CMHC) Major

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

Beyond basic counseling skills, Clinical Mental Health Counseling students are introduced to the intricacies of the funding of mental health agencies, inter-agency consultation, and the problems faced by those in poverty and other underserved populations. The development of sensitivity, compassion, and skills in dealing with diverse populations is expected of Clinical Mental Health Counseling students as well as the integration of evidence-based practices.

Marriage, Couple, and Family Counseling (MCFC) Major

The main emphasis of the program is to provide theory, skill building, and field preparation for counseling children, couples, and families. While family and play therapy techniques are taught in the program, the heart of the program is a solid understanding of systems theory and research. Students learn to understand the individual child or adult as a part of a family system and they utilize this knowledge to assist couples, children, and families to develop healthy functioning. The focus of the instruction is the development of the person of the counselor, and the development of research knowledge, theory, and skills pertaining to marriage and family counseling. Multicultural counseling, the integration of technology, and outcomes assessment are also emphasized in the program.

School Counseling (SC) Major

The School Counseling program leads to the possibility of a State of Idaho Pupil Personnel Services Certificate with endorsement as a Standard School Counselor K-12. This counseling program area is designed to prepare the individual to plan and deliver a comprehensive school counseling program founded on a broad base of knowledge and practical skills and based upon the ASCA National Standards.

Applicants need not be certified K-12 teachers. The development of the person of the counselor as well as acquisition of theory and skills necessary to succeed in a school environment are central to the program. Communication and consultation skills, as well as technology, multicultural counseling, and program evaluation are emphasized in the program.

Emphasis Area Descriptions

Clinical Mental Health Counseling and School Counseling students are required to enroll in an emphasis area or complete six credit hours of electives. Elective courses may be taken from multiple emphasis areas. Students may apply to more than one emphasis area, but the exit requirements must be fulfilled for each emphasis area, including demonstration of competencies (See Counseling Student Handbook for more detail). Marriage, Couple, and Family students are welcome to complete an emphasis area, but it requires an additional six credits beyond graduation requirements.

The emphasis areas may include:

- **Addictions Counseling**

Students pursuing an emphasis in addictions counseling are working toward the development of greater depth of understanding in assessment and interventions related to addictions, particularly useful for comorbidity. Since comorbidity with drugs and alcohol is common in clinical settings, this is a very practical emphasis area. The coursework is aligned in such a way as to provide partial fulfillment of the educational criteria leading to eligibility for the Advanced Certified Alcohol/Drug Counselor (ACADC) credential in the State of Idaho. The Practicum/Internship requirement for the ACADC is 2000 hours; 1000 of these hours could be completed during the NNU Counselor Education Program.

- **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. Student outcomes include gaining assessment and intervention skills to assist clients in working through theory and practice of trauma counseling, complicated bereavement, and understanding models of crisis training and intervention. PTSD, mass disaster, sexual assault, domestic violence, mental illness, and suicide prevention are addressed in the coursework.
- **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.
- **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.
- **Primary Care Behavioral Health**
 Primary Care Behavioral Health (PCBH) is an evidence-based model of Integrated Behavioral Health in the primary care settings. PCBH aims to improve provider satisfaction, improve patient experience, reduce cost of care, and improve the health of the population. The model has been shown to be particularly useful in rural healthcare settings. The PCBH emphasis will prepare clinicians to work in the primary care setting as Behavioral Health Consultants (BHC). BHCs must be prepared to work with the youngest of children through the oldest adults and address the whole scope of behavioral health concerns which includes substance abuse, mental health, and lifestyle issues. BHCs do this work in the Primary Care setting using brief interventions as a part of the healthcare team. Through course work and clinical experience, students will become competent in the following skills: brief intervention, pathway services, documentation, consultation, team performance, practice management, and administrative skills and knowledge.
- **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.

The 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 RPTs (Registered Play Therapists), 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 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. 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.

Requirements:

CED Course #	Course	Cr Hrs
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
COUN7508	Play Therapy in Private Practice	1
COUN7509	Trauma Informed Play Therapy Applications and Techniques	1
COUN7510	Play Therapy I: History, Ethics, and Systems of PT	1
COUN7511	Advanced Play Therapy I: Contemporary Theory and Research	1
COUN7512	Advanced Play Therapy Techniques and Practice I	1
COUN7513	Advanced Play Therapy Techniques and Practice II	1
COUN7514	Clinical Application and Play Therapy I	1
COUN7515	Clinical Application and Play Therapy II	1
COUN7516	Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation	1
COUN7517	Advanced Play Therapy II: Contemporary Theory and Research	1
COUN7518	Sand Tray and Sand Play	1
COUN7519	Filial and Family Play	1
COUN7520	Supervision Practices in Play Therapy	1
COUN7560	Post-Masters Practicum in Play	1-10

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 Association for Play Therapy. This certification preparation course meets the required seat work and leads to the ability to apply for the Association for Play Therapy credential, RPT-S.

Admission

Admission into the RPT or RPT-S certification preparation programs requires an application (\$50 fee), references, transcripts, and interview.

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.

Counselor Education Department Conceptual Model

The Counselor Education required curricular and non-curricular experiences are designed to reflect CACREP and NCATE standards, and the conceptual model for the program. The conceptual model has five themes which are translated into student learning outcomes (SLOs), and measured in a broad variety of ways. To graduate from the Counselor Education Program students must show proficiency in each of these areas. The four themes defined below, the Outcomes and the measurement of the outcomes are explained to students in new student orientation. Please see department handbook for more information.

- **Relational Knowing (relates to the University Value of Community)**
Relational knowing is defined as the capacity of the student to develop individual and group counseling relationships, collegial and supervisory relationships, peer relationships, and strong social skills for working within systems and within the broader community.
- **Critical Analysis (relates to the University Value of Truth)**
Critical analysis is defined as the capacity to comprehend, evaluate, and synthesize literature and research, as well as the development of the capacity to conduct original research and to utilize existing research in guiding clinical decision-making.
- **Professional Identity and Engagement (relates to the University Value of Transformation)**
Professional 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: The GRE is required for applicants with a cumulative GPA below 3.0. Applicants above a 3.0 cumulative undergraduate GPA may submit GRE scores to supplement their application files, but the GRE is not required.]
3. An appropriate fit between the applicant and the program, as determined by references, transcripts, a program interview, a resume, a biographical background, writing samples, and observation of applicants in group and mock counseling experiences.
4. Strong evidence of a fit between the applicant and the non-academic dispositions determined by program faculty to be important for success in the program and in the field of counseling.
5. Upon acceptance into the Counselor Education Master's Program, students are required to undergo fingerprinting and a background check. This process will be at the expense of the student and must take place within the first 12 credits of the program. Any non-disclosure or falsification of information on application documents may be cause for removal from the program.

Note: If English is not the student's native language, proficiency must be demonstrated through earning an appropriate score on the Test of English as a Foreign Language (TOEFL). Minimum scores accepted: 550 (paper score); 213 (electronic score); 85 (internet-based test IBT) with writing and speaking no less than a score of 22, and no score under 20.

Application Process

The applicant will submit the following to the Graduate Admissions Office:

1. Completed application form.
2. A \$50 nonrefundable application fee.
3. Official sealed transcripts from the institution where the student received a baccalaureate degree, plus any official transcripts that show graduate work.
4. Two professional references (use reference forms in the Counseling program Application Packet). The references should be from faculty members familiar with the applicant's academic ability or professional supervisors or colleagues. No personal references, please.
5. A two-page written paper covering the applicant's personal and professional biographical background.
6. A two-page written paper with the applicant's definition of counseling and what the applicant believes he or she offers as a professional to this field in terms of personal qualities and professional experiences.
7. A current resume.

After the file is complete, eligible applicants are invited to interview for the program. The interview is designed to assist the faculty in determining the fit between the student and the program/profession. Based upon available research and literature in counseling, the program seeks to admit students who best reflect key dispositions and characteristics of effective counselors in the field.

NNU Courses Prior to Admission

Counseling applicants may complete a maximum of six credit hours at NNU prior to admission into the counseling program. Applicants will not be allowed to register in courses beyond six credit hours unless they have been officially admitted into the Counselor Education program. Students who choose to take courses prior to being admitted will not be guaranteed, either directly or implied, admission to the program. Courses available prior to admission into the program are the following:

- COUN6511. The Profession of Counseling (2)
- COUN6512. Ethical and Legal Issues (3)
- COUN6515. Multicultural Counseling and Societal Issues (3)

Enrollment Status

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

Active Status - A student who has been admitted to the Counselor Education program and enrolled in at least one course in three consecutive semesters is considered to be on active status. Full time status for Counselor Education Department students is nine credit hours; six credits hours is the definition of full-time status for Financial Aid.

Inactive Status - Admitted students who have not taken a graduate course for academic credit for three consecutive semesters will be moved to inactive status. Individuals on inactive status must reapply to the program. Department faculty may ask the individual to reapply and meet all of the admission requirements. This policy does not apply to students who are not enrolled due to disciplinary reasons.

Academic Standing

Academic Appeals

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

Academic Standing and Academic Probation Policy

Counseling students must maintain a 3.0 or higher cumulative grade point average to remain active in the graduate program. In addition, students must earn a grade of B or higher in Pre-Practicum: Basic Counseling Skills, Practicum in Counseling, Internship, and their specialty area courses in order to graduate from the program. A student must receive no grades of C- or lower. (Students must retake a course in order to raise their grades.) Grades of C- or lower do not count toward a graduate degree in counseling. Though a student must maintain a 3.0 or higher cumulative grade point average to graduate from the program, all student learning outcomes (SLOs) must be met at the level of proficiency as well. A 3.0 GPA and completion of all requirements is inadequate for graduation unless all SLOs have been achieved.

Students who earn lower than a B- (2.70) in two courses will be placed on academic probation. Any student who is on probation will work closely with his or her adviser to create a plan for removing the probationary status. This plan prioritizes addressing and correcting the grade or situation for which the student was put on probationary status. Students whose semester GPA is below 3.0 for two semesters will be subject to dismissal from the graduate counseling program. 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 will 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 student learning outcomes (SLOs). The assessment of SLOs is designed to assist the student in his or her growth and development and to provide faculty with systematic opportunities to consider the fit between the student and the program/profession.

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

1. Facilitating the transition of the student out of the field of counseling into a field more appropriate for 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 SLOs will constitute action from the faculty, which may lead to program dismissal, delayed graduation, or other action, despite acceptable grades.

Plan of Study

Within 12 credit hours after admission, students are 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 course work applied to the degree must have received a letter grade.
2. The candidate must complete course requirements as specified in the student's plan of study for the program area the student has designated.
3. The degree must be completed within six years following candidate's admission to the program.
4. Direct service field placement hours are required for graduation. The number of hours accrued in the practicum and internship are commensurate with CACREP requirements and Idaho licensure law.
5. In order to complete the program, students must have earned a 3.0 grade point average. In addition, a grade of B or higher must be earned in Pre-Practicum: Basic Counseling Skills, Practicum in Counseling, Internship, and their specialty area courses, in order for a student to graduate from the program. Grades of C- or lower will not count toward the graduate degree. (See Counseling Program Academic Standing Policy)
6. The student must have passed all student learning outcomes at the proficient level or above. Failure to do so will lead to dismissal, suspension, delayed graduation, remediation or other faculty action.
7. The candidate must perform satisfactorily on the Counselor Education Department exit criteria, which align with the University Values and Counselor Education Conceptual Model. Exit requirements include: successful completion of the orientation course; a passing score on the comprehensive examination to be taken prior to degree completion date; participation in a minimum of four sessions of individual counseling; participation in a counseling group approved by the program prior or concurrent to enrollment in Practicum; 3 years of attendance at the state, regional, or national level in ACA, AMHCA, or ASCA affiliated conferences or other conferences specifically approved in advance of the conference by the faculty advisor; a minimum of two academic years of ACA membership, 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.

Master of Science in Counseling, Clinical Mental Health Counseling (CMHC)

60 semester credits required.

- COUN6511. The Profession of Counseling (2)
- COUN6512. Ethical and Legal Issues (3)
- COUN6515. Multicultural Counseling and Societal Issues (3)
- COUN6531. The Learning Process and Lifespan Development (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 Services (2)
- COUN7537. Research and Statistics (3)
- COUN7553. Measurement and Assessment (3)
- COUN7561. Practicum in Counseling (3) **
- COUN7563. Clinical Intervention and Prevention (3)
- COUN7571. Psychopharmacology (1)
- COUN7582. Introduction to Trauma and Crisis Counseling (1)
- COUN7589. Internship in Counseling (1-8) (Community Setting, 8 credits required) **
- Electives or Emphasis Area (6)

** Includes clock hours in the field

Master of Science in Counseling, Marriage, Couple, And Family Counseling (MCFC)

60 semester credits required.

- COUN6511. The Profession of Counseling (2)
- COUN6512. Ethical and Legal Issues (3)
- COUN6515. Multicultural Counseling and Societal Issues (3)
- COUN6531. The Learning Process and Lifespan Development (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. Couple and Family Models and Interventions (2)
- COUN7534. Clinical Issues in MCFC (2)
- COUN7537. Research and Statistics (3)

- COUN7538. Family Education Experience (1)
- COUN7553. Measurement and Assessment (3)
- COUN7561. Practicum in Counseling (3) **
- COUN7571. Psychopharmacology (1)
- COUN7582. Introduction to Trauma and Crisis Counseling (1)
- COUN7589. Internship in Counseling (1-8) (MCFC Setting, 8 credits required) **

** Includes clock hours in the field

Master of Science in Counseling, School Counseling (SC)

60 semester credits required.

- COUN6511. The Profession of Counseling (2)
- COUN6512. Ethical and Legal Issues (3)
- 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)
- COUN7561. Practicum in Counseling (3) **
- COUN7582. Introduction to Trauma and Crisis Counseling (1)
- COUN7589. Internship in Counseling (1-8) (School Setting, 8 credits required) **
- Emphasis Area or Electives (6)

** Includes clock hours in the field

Required Courses

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

Course	Title	CMHC	SC	MCFC
COUN6511	The Profession of Counseling	2	2	2
COUN6512	Ethical and Legal Issues	3	3	3
COUN6515	Multicultural Counseling and Societal Issues	3	3	3
COUN6531	Learning Process and Lifespan Development	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	Couple and Family Models and Interventions			2
COUN7534	Clinical Issues in MCFC			2
COUN7537	Research and Statistics	3	3	3
COUN7538	Family Education Experience			1
COUN7545	Collaboration and Consultation in School Counseling		2	
COUN7553	Measurement and Assessment	3	3	3
COUN7561	**Practicum in Counseling	3	3	3
COUN7563	Clinical Intervention and Prevention	3		
COUN7571	Psychopharmacology	1		1
COUN7582	Introduction to Trauma and Crisis Counseling	1	1	1
COUN7589	**Internship in Counseling (School Setting)		8	
COUN7589	**Internship in Counseling (Clinical Setting)	8		
COUN7589	**Internship in Counseling (MFC Setting)			8
	Electives/Emphasis Area	6	6	
	Total Credit Hours	60	60	60

**Includes clock hours in the field

Emphasis Areas

Trauma, Grief, and Crisis

- COUN6541 Pre-Practicum: Basic Counseling Skills (3)
- COUN7509 Trauma-Informed Play Therapy Application and Techniques (1)
- COUN7561 Practicum in Counseling (3)
- COUN7582 Introduction to Trauma and Crisis Counseling (1)
- COUN7583 Advanced Interventions in Trauma Counseling (2)
- COUN7584 Grief Counseling (2)
- COUN7585 Disordered Eating Behaviors and Underlying Trauma (1)
- COUN7586 The Traumatized Couple (1)
- COUN7587 Internal Family Systems (IFS) Continued Skill Development (1)
- COUN7589 Internship in Counseling (2)

Addictions Counseling

- COUN6512 Ethical and Legal Issues (3)
- COUN6541 Pre-Practicum: Basic Counseling Skills (3)
- COUN6542 Group Counseling (3)
- COUN6552 Addictions Counseling (2)
- COUN7546 Case Management in Addictions (2)
- COUN7548 Advanced Addictions Counseling Strategies (2)
- COUN7549 Assessment of Substance Use Disorders (2)

Play Therapy

- COUN6541 Pre-Practicum: Basic Counseling Skills (3)
- COUN7561 Practicum in Counseling (3)
- COUN7589 Internship in Counseling (2)
- Take any six of the following courses for the Play Therapy Emphasis:
- COUN7504 Adlerian Play Therapy (AdPT) (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)
- COUN7508 Play Therapy and Private Practice (1)
- COUN7509 Trauma-Informed Play Therapy Applications and Techniques (1)
- COUN7510 Play Therapy I: History, Ethics, and Systems of PT (1)
- COUN7511 Advanced Play Therapy I: Contemporary Theory and Research (1)
- COUN7512 Advanced Play Therapy Techniques and Practice I (1)
- COUN7513 Advanced Play Therapy Techniques and Practice II (1)
- COUN7514 Clinical Application in Play Therapy I (1)
- COUN7515 Clinical Application in Play Therapy II (1)
- COUN7516 Play Therapy II: Childhood Assessment, Diagnosis, Treatment Planning, and Parent Consultation (1)
- COUN7517 Advanced Play Therapy II: Contemporary Theory and Research (1)
- COUN7518 Sand Tray and Sand Play (1)
- COUN7519 Filial and Family Play (1)
- COUN7520 Supervision Practices in Play Therapy (1)

Acceptance and Mindfulness Informed Therapies

- COUN6541 Pre-Practicum: Basic Counseling Skills (3)

- COUN7561 Practicum in Counseling (3)
- COUN7620 Introduction to Acceptance and Commitment Therapy (2)
- COUN7621 Mindfulness Approaches and Practices in Counseling (2)
- COUN7589 Internship in Counseling (2)
- Take any of the following courses totaling two (2) credits for this emphasis
- COUN7622 Introduction to Dialectical Behavioral Therapy (DBT) (1)
- COUN7623 Advanced Acceptance and Commitment Therapy (ACT) (2)
- COUN7624 Introduction to Compassion Focused Therapy (CFT) (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)

Primary Care Behavioral Health

- COUN6541 Pre-Practicum: Basic Counseling Skills (3)
- COUN7561 Practicum in Counseling (3)
- COUN7540 PCBH: Introduction (2)
- COUN7550 PCBH: Brief Interventions (2)
- COUN7551 PCBH: Crisis Management and Intervention (1)
- COUN7552 PCBH: Population Mental Health and Pathway Services (1)
- COUN7589 Internship in Counseling (2)

Logotherapy

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

College of Education

Educator Preparation Programs

Faculty

Amy Ackley, Lisa Amundson, Jennifer Cornell, Heidi Curtis (Chair, Graduate Education), Marcella Enos, Robin Gilbert, Jennifer Hill, Holly Ripley (Chair, Undergraduate Education), Michelle Rowley, LoriAnn Sanchez (Dean, College of Education), Michelle Van Beek, Whitney Ward

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.
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Idaho Core Teaching Standards are found online: 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 National Council for Accreditation of Teacher Education (NCATE). 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 – Building Administration	Ed.S.	Yes	Advanced	GPS
Educational Leadership – Building Administration	M.Ed.	Yes	Advanced	GPS
Educational Leadership – Director of Special Education	Ed.S.	Yes	Advanced	GPS
Educational Leadership – Organizational Leadership	Ed.S.	No*	--	GPS
Educational Leadership – Superintendency	Ed.S.	Yes	Advanced	GPS
Special Education	Ed.S.	Yes	Advanced	GPS
Special Education	Ed.S.	No*	--	GPS
Special Education	M.Ed.	Yes	Advanced	GPS
Special Education	M.Ed.	No*	--	GPS
Elementary Education (ACE)	M.A.T.	Yes	Initial	GPS
Elementary Education (ACE)	B.A.	Yes	Initial	GPS
Elementary Education (TUG)	B.A.	Yes	Initial	TUG
Secondary Education (ACE)	M.A.T.	Yes	Initial	GPS
Secondary Education (TUG)				
Biology Education	B.A.	Yes	Initial	TUG
Chemistry Education	B.A.	Yes	Initial	TUG

Program	Degree	Licensure	Level	Catalog
English Education	B.A.	Yes	Initial	TUG
History Education	B.A.	Yes	Initial	TUG
Mathematics Education	B.A.	Yes	Initial	TUG
Music Education	B.A.	Yes	Initial	TUG
Physical Education	B.A.	Yes	Initial	TUG
Psychology Education	B.A.	Yes	Initial	TUG
Spanish Education	B.A.	Yes	Initial	TUG
Visual Arts Education	B.A.	Yes	Initial	TUG
Endorsements				
American Government /Political Science		Yes	Initial	TUG/GPS
Program	Degree	Licensure	Level	Catalog
Biology		Yes	Initial	TUG/GPS
Chemistry		Yes	Initial	TUG/GPS
Communication		Yes	Initial	TUG/GPS
Computer Science		Yes	Initial	TUG/GPS
English Middle Level		Yes	Initial	TUG/GPS
English		Yes	Initial	TUG/GPS
Health		Yes	Initial	TUG/GPS
History		Yes	Initial	TUG/GPS
Mathematics		Yes	Initial	TUG/GPS
Mathematics Middle Level		Yes	Initial	TUG/GPS
Music		Yes	Initial	TUG/GPS
Physical Education		Yes	Initial	TUG/GPS
Physics		Yes	Initial	TUG/GPS
Psychology		Yes	Initial	TUG/GPS
Science Middle Level		Yes	Initial	TUG/GPS
Social Studies Middle Leve		Yes	Initial	TUG/GPS
Spanish		Yes	Initial	TUG/GPS
Teacher Leader - Instructional Specialist		Yes	Advanced	GPS
Teacher Leader - Special Education		Yes	Advanced	GPS
Visual Arts		Yes	Initial	TUG/GPS

*Non-licensure programs are accredited by NWCCU, but not reviewed by NCATE or the Idaho SDE
ACE: Accelerated Certification in Education
GPS: Graduate & Professional Studies
TUG: Traditional Undergraduate

Graduate Education

The Graduate Education programs at Northwest Nazarene University are comprised of Master's (M.Ed. and M.A.T.), 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 National Council for Accreditation of Teacher Education (NCATE) standards. The programs are fully approved by the Idaho State Board of Education.

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

Student Learning Outcomes

Candidates in Graduate Education 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.

NNU Courses Prior To Admission

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

Transfer and Substitution of Credits

A maximum of 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.

Enrollment Status

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 one credit hour to retain access to university and faculty services. Some programs may require students to enroll for up to three credit hours to maintain continuous enrollment status.

Active Status - A student who has been admitted to a program in the College of 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 and/or certification programs, students must continue to meet the following criteria:

1. Students must maintain a cumulative GPA of 3.0 or higher each eight-week term in the program. If a student drops below a cumulative GPA of 3.0, he or she will receive a warning letter from the program director and be placed on academic probation for the duration of one semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director. If, after the academic probation semester, the cumulative GPA remains below 3.0 or the student fails to meet the requirements of the academic improvement plan, the student may be dismissed from the program. The student will not be allowed to graduate from any Graduate Education program with a GPA lower than 3.0.
2. The student must earn at least a B- grade in all classes to remain in good standing. If the student earns more than one C grade in the Graduate Education program, the student must choose to retake one of the classes and earn a B- or better in that class. This applies regardless of the effect of the C grades upon cumulative GPA.
3. If the student earns a C- or lower in any Graduate Education class, the student must retake the class. The grade earned must keep the student in compliance with point 2 above. This applies regardless of the effect of the C- or lower grade upon cumulative GPA.
4. 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, will be academically dismissed from the program.
5. Graduate Education students are expected to demonstrate professional behavior that reflects a commitment to the ethics of the education profession (see Idaho educator Code of Ethics). Behavior contrary to these ethics may be cause for review of the student's status in

the program. Examples of unprofessional conduct that would warrant such a review include oral 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).

Accelerated Certification in Education M.A.T.

- 39 semester credits which include 9 credits of student teaching for **All Subjects (K-8)** certification as well as content courses for **Middle Level (5-9)** endorsement
- 32-36 semester credits which include 9 credits of student teaching for **Secondary Education** certification with an endorsement in at least one secondary content area.
- Endorsement-only options: Contact the Accelerated Certification in Education Program Coordinator for a customized schedule.

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).
- 33 semester credits for M.Ed. in Special Education (online).
- 37 semester credits for M.Ed. in Special Education with eligibility for **K-12 Exceptional Child Generalist** endorsement (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).
- 43 semester credits for Ed.S. with eligibility for **K-12 Exceptional Child Generalist** endorsement and **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).
- 36 semester credits for Ed.S. in Special Education (online)
- 40 semester credits for Ed.S. in Special Education with eligibility for **K-12 Exceptional Child Generalist** endorsement (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.

Teacher Leader 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 MED or EDS 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 EDUC7514B Teacher Leader Portfolio Binder (0-1) credits where they will upload their 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.

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

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

Required Courses for 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.

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7505. Teachers as Leaders (3)
- EDUC7514. Teacher Leader Practicum (0-1)
- 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) *
- EDUC7514B. Teacher Leader Portfolio Binder (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.

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7505. Teachers as Leaders (3)
- EDUC7514. Teacher Leader Practicum (0-1)
- 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)
- EDUC7514B. Teacher Leader Portfolio Binder (0-1)

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.

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 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: gradadulinfo@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: evidence of writing competency through an essay or paper from previous coursework.

Accelerated Certification in Education

Mission

The mission of the Education Department at Northwest Nazarene University is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of K-12 students in a changing world.

Program Goals

Goals for NNU's education programs are articulated in the department conceptual framework, the Learner-Centered CORE.

Learning Objectives

Outcomes for Northwest Nazarene University's Accelerated Certification in Education are aligned with the Idaho Core Teaching Standards, based on INTASC Standards.

Student Learning Outcomes

1. Teacher candidates (NNU students in the Education Department) will demonstrate knowledge of learners, learner development and learner differences, thus creating environments conducive to learning for all students. (InTASC 1-3)
2. Teacher candidates will demonstrate content knowledge and pedagogical best practices based on content connections and needs of varied learners. (InTASC 4-5)
3. Teacher candidates will plan, deliver, and assess instruction. Candidates will make data-based decisions based on student learning, utilizing frequent formative assessment strategies. (InTASC 6-8)
4. Teacher candidates will engage in continuous and collaborative professional growth focused on improving P-12 student learning. (InTASC 9-10)

Master of Arts in Teaching, Elementary Education

This major is designed for individuals who hold a bachelor's degree in any discipline and desire to become an elementary licensed teacher. Start in the Fall semester and student teach the following Fall. Training in all aspects of education to include lesson planning, classroom management, how the brain learns, and teaching in a diverse classroom will equip teacher candidates for the classroom in just 12 months of coursework, and one semester of student teaching. In the final semester, each student will enroll in EDUC7688 Elementary Student Teaching, a full-time supervised clinical experience in an elementary school reflecting their certification and endorsement goals.

To be recommended to the State of Idaho for a Standard Instructional Certificate and applicable teaching endorsements, an individual must

- Successfully complete the MAT curriculum
- Earn a passing score on the required PRAXIS exam for their endorsement area

Courses in this program are fully online, but may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Archived sessions are available for review. Every MAT student will be registered for the approved accreditation and assessment software during EDUC7000 Orientation: ACE Education. There is a fee associated with this course.

In addition to seeking an Educator Credential and Standard Instructional Certificate, Elementary Education candidates will pursue the All-Subjects K-8 endorsement and one Middle Level (grades 5-9) endorsement selected from the fields listed below.

Middle Level Endorsements, Grade 5-9

- English Middle Level
- History Middle Level
- Mathematics Middle Level
- Science Middle Level
- Social Studies Middle Level

38-39 credits required in professional education.

ELEMENTARY EDUCATION, ALL ENDORSEMENTS (5-9)

All courses must be taken at the graduate level from Northwest Nazarene University
All Education and Liberal Arts Core Courses require a grade of B- or higher.

Professional Education Core: 12 credits

- EDUC7000. Orientation: ACE-Education (0)
- EDUC7120. Foundations of Teaching and Instructional Design (3)
- EDUC7160. Learning and The Brain (3)
- EDUC7543. Teaching Diverse Learners (3)
- EDUC7554. Innovative Instruction (3)

Elementary Education Core: 24 credits

- EDUC7240. Elementary Classroom Management (3)
- EDUC7250. Fundamentals of Reading (3)
- EDUC7260. Elementary Content Literacy (3)
- EDUC7350. Methods of Teaching Mathematics and Science in the Elementary Classroom (3)
- EDUC7460. Assessment and Intervention in Reading (3)
- EDUC7688. Elementary Student Teaching (8-9)**
- EDUC7810. Elementary School Start-Up (0-1)**

**Fall Student Teachers will register for EDUC7688 (9) and EDUC7810 (0) in the Fall Semester.
Spring Student Teachers will register for EDUC7688 (8) in the Spring Semester and EDUC7810 (1)
in the Fall Semester.

MIDDLE LEVEL ENDORSEMENT

Idaho Teacher Certification with an All-Subjects K-8 endorsement requires the completion of one Middle Level (grades 5-9) endorsement field, as required by the Idaho State Department of Education. Endorsement courses require a grade of C, or higher. Content-specific Methods courses are considered part of the Education Core, these courses are indicated with ** must be completed at Northwest Nazarene University with a grade of B- or higher.

English Middle-Level Endorsement (5-9)

Requirements: 20 credits, including 3 credits in methods

- ENGL2120. English Grammar and Usage (2)
- ENGL2310. British Literature: Beowulf/Reason (3)
- ENGL2430. World Literature: Enlightenment/Modern (3)
- ENGL3210. Major Authors in American Literature (3)
- ENGL3740W. Children's Literature (3)
- ENGL3910. Literary Theory and Criticism (3)
- EDUC7659/ENGL3010. Teaching English in Secondary Schools (3) **

History Middle Level Endorsement (5-9)

Requirements: 20 credits, including 2 credits in methods

- HIST1030. World and the West I (3)
- HIST1040. World and the West II (3)
- HIST2030. Conflict and Consensus: American History to 1877 (3)
- HIST2040. Conflict and Consensus: American History from 1877 (3)
- POLS1010. American National Politics (3)
- Additional History Elective (3)
- EDUC7658/HIST3580. Teaching Social Studies in the Secondary School (2) **

Mathematics Middle Level Endorsement (5-9)

Requirements: 20 credits, including 2 credits in methods

- MATH2010. Fundamental Mathematical Structures I (3)
- MATH2020. Fundamental Mathematical Structures II (3)
- MATH1300. College Algebra or higher (3)
- MATH1400. Trigonometry or higher (3)
- MATH2240. Elementary Statistics or higher (3)
- EDUC7657/MATH3570. Teaching Mathematics in the Secondary School (2) **
- One course selected from the following:
- Mathematics Elective higher than College Algebra (3)
- Computer Science elective (3)

Science Middle Level Endorsement (5-9)

Requirements: 26 credits, including 2 credits in methods

- BIOL1010. Introduction to Biology (3); and
- BIOL1010L. Introduction to Biology Lab (1)
- BIOL1040. Environmental Science (4)
- BIOL1060. Human Biology; and
- BIOL1060L. Human Biology Lab
- PHYS1010. Introduction to Physical Science (3); and
- PHYS1010L. Introduction to Physical Science Lab (1)
- PHYS1060. Descriptive Astronomy (3); and
- PHYS1060L. Descriptive Astronomy Lab (1)
- Additional Earth Science courses with lab (4)
- EDUC7664/BIOL3640. Teaching Science in the Secondary School (2) **

Social Studies Middle Level Endorsement (5-9)

Requirements: 20 credits, including 2 credits in methods

- GEOG1050. Introduction to Geography (3)
- HIST2030. Conflict and Consensus: American History to 1877 (3)
- HIST1030. World and the West I (3)
- Any two courses in Economics and Political Science Electives (6)
- Additional Geography Elective (3)
- EDUC7658/HIST3580. Teaching Social Studies in the Secondary School (2) **

Program Admission Requirements

Upon completion of general education requirements, the Accelerated Certification in Education Program requires a full calendar year of coursework, plus one complete university semester of full-time student teaching in a variety of approved Idaho public schools. In addition, students will complete approximately 100 hours of course-specific field experience in an approved public school during the program. Field experience placements are determined by the program. A cohort model is used in the program with new cohorts beginning fall semesters.

Admission to the Accelerated Certification in Education Program requires the following items:

1. Interview
2. Cumulative GPA of 3.0 or higher
3. Writing Sample
4. Disposition Assessment
5. Praxis Content Knowledge Assessments (provisionally accepted without passing scores)

The Accelerated Certification in Education Program will not admit candidates into the teacher preparation program that have

- Previously been denied an Institutional Recommendation (IR) for teacher certification
- Received a grade in internship or student teaching which resulted in not obtaining an Institutional Recommendation from another institution
- Withdrew, or were removed from, an internship or student teaching experience
- Previously been dismissed from a teacher preparation program

Certification Requirements

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

1. Bachelor's Degree from an accredited institution.
2. Completion of requirements of the educator preparation program in effect at the time of admission to teacher education and any additional requirements if required by changes in the standards of state regulatory agencies.
3. Completion of all education courses with a grade of B- (2.7) or better.
4. Completion of Middle-level endorsement courses with a grade of C or better.
5. Cumulative GPA of 3.0 or higher.
6. Sufficient score on the PRAXIS Elementary Education Content Knowledge Multiple Subjects test (#5001).
7. Sufficient score on the PRAXIS for the middle level endorsement field.

Completing Northwest Nazarene University's teacher education program will enable a candidate to be recommended for certification in Idaho. Candidates seeking certification in other states should consult that state's Department of Education for additional requirements. Deviations from the teaching major or certification requirements must be authorized by the program director.

MAT, Elementary Education – Checkpoint Process

- **Checkpoint 1: End of First Semester of Professional Education Classes - Admission to Educator Preparation Program**
Application for admission to teacher education should be made during the first semester in the Accelerated Certification in Elementary Education. Decision factors about admission to the program include: oral interview, cumulative GPA (3.0), grade of B- or better in all education and liberal arts core courses, grade of C or better in all middle level endorsement courses, field experience reports, PRAXIS Elementary Education Content Knowledge Multiple Subjects test scores, and disposition assessments. No person convicted of a felony will be admitted to the Educator Preparation Program.
- **Checkpoint 2/3: End of Second Semester - Admission to Student Teaching**
Upon completion of the second semester of coursework, candidates' files will be evaluated. Decision factors about proceeding in the Accelerated Certification in Elementary Education include: successful completion of Checkpoint 1 requirements, PRAXIS Middle School content area test scores, cumulative GPA (3.0), grade of B- or better in all education and liberal arts

core courses, grade of C or better in all middle level endorsement courses, field experience reports, and disposition assessments. Candidates will not be permitted to student teach without passing all required PRAXIS exams.

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

Upon completion of student teaching, candidates' performance will be evaluated. Decision factors about recommendation for certification include successful completion of all Checkpoint requirements, achieving a Basic or Proficient level of performance on all 22 elements on the Danielson Framework for Teaching, evaluated by NNU supervisors, and receiving a grade of A or B in Student Teaching.

Academic Standing and Dismissal

- Candidates must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Accelerated Certification in Education Program.
- If a candidate drops below a cumulative GPA of 3.0, the candidate will receive a warning letter from the program director and will be placed on academic probation for the duration of one 16-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the candidate and the program director.
- If the cumulative GPA at the end of the probationary semester falls below the required 3.0, or if the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
- Candidates must pass all education classes and liberal arts core courses with a grade of B- or better. Candidates who do not pass a class with a B- or better must re-enroll in the course and pass the class with a B- or better in order for the class to contribute toward graduation/certification requirements.
- Candidates must complete all middle level endorsement with a grade of C or better.
- Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis tests. Candidates may take the same Praxis test twice. If the candidate does not pass on the second attempt, the candidate will inform the director and an academic improvement plan will be created collaboratively and signed by the student and the program director. If the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
- Candidates must demonstrate appropriate dispositions for teaching outlined by the program: communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Data from dispositions is gathered through Checkpoint interviews, Field Experience teacher evaluations, education department faculty, other faculty, coursework, and student teaching observations. If a candidate demonstrates areas of improvement needed in dispositions, an improvement plan will be created collaboratively and signed by the student and the program director. Candidates may be dismissed from the program based on unfavorable disposition report data if candidates do not demonstrate acceptable levels of improvement in identified areas of deficiency.

Master of Arts in Teaching, Secondary Education

This major is designed for individuals who hold a bachelor's degree in any discipline and desire to become a secondary licensed teacher. Start in the Fall semester and student teach the following Fall. Training in all aspects of education to include lesson planning, classroom management, how the brain learns, and teaching in a diverse classroom will equip teacher candidates for the classroom in just 12 months of coursework, and one semester of student teaching. In the final semester, each student will enroll in EDUC7689 Secondary Student Teaching, a full-time supervised clinical experience in an elementary school reflecting their certification and endorsement goals.

To be recommended to the State of Idaho for a Standard Instructional Certificate and applicable teaching endorsements, an individual must:

- Successfully complete the MAT curriculum
- Earn a passing score on the required PRAXIS exam for their endorsement area

Courses in this program are fully online, but may have synchronous video class sessions. We encourage students to attend these sessions as they are available. Archived sessions are available for review. Every MAT student will be registered for the approved accreditation and assessment software during EDUC7000 Orientation: ACE Education. There is a fee associated with this course.

Objective: Candidates will pursue an institutional recommendation in secondary education while earning a Master of Arts in Teaching degree.

32-36 credits required in professional education.

Professional Education Courses:

Required courses for certification and must be taken at Northwest Nazarene University.
All courses below must be passed with a B- or higher.

- EDUC7000. Orientation: ACE-Education (0)
- EDUC7120. Foundations of Teaching and Instructional Design (3)
- EDUC7160. Learning and the Brain (3)
- EDUC7535. Secondary Content Literacy (3)
- EDUC7543. Teaching Diverse Learners (3)
- EDUC7545. Secondary Classroom Management (3)
- EDUC7554. Innovative Instruction (3)
- EDUC7651. Teaching Methods in Secondary Classrooms (3)
- EDUC7689. Secondary Student Teaching (8-9)**
- EDUC7950. Secondary School Start-Up (0-1)**
- Content Methods courses as listed in Endorsement requirements (2-6)

**Fall Student Teachers will register for EDUC7689 (9) and EDUC7950 (0) in the Fall Semester. Spring Student Teachers will register for EDUC7689 (8) in the Spring Semester and EDUC7950 (1) in the Fall Semester.

Secondary Endorsements

Northwest Nazarene University offers the following Secondary Content Endorsements in which candidates receive an institutional recommendation to the State Department of Education Teacher Certification for a Standard Instructional Certificate with Secondary endorsements, upon successful completion of the Master of Arts in Teaching.

The State Department of Education requires that an area of endorsement include a minimum of 45 credits, taken in prescribed courses. Instead of a single teaching area, candidates may choose two

teaching fields. For a first teaching field, 30 credits are required. For a second teaching field, 20 credits are required.

The list below provides a guideline of the required courses for each content endorsement. The courses can be taken at any accredited institution. Additional courses in the endorsement may be required to reach the necessary number of credits. All candidates will be required to take one methods class for each endorsement. *All courses below must be passed with a C or higher.*

American Government/Political Science (6-12)

- Political Science
- United States History (6)
- World History (6)
- Comparative Government (3)
- EDUC7658/HIST3580. Teaching Social Studies in Secondary Schools (2)
- Additional credits to be taken in Political Science

Biology (6-12)

- Biology coursework in the following areas must include labs:
 - Molecular and Organismal
 - Heredity Ecology Biological Adaption
- EDUC7664/BIOL3640. Teaching Science in the Secondary Schools (2)
- Additional credits to be taken in Biology with labs

Chemistry (6-12)

- Chemistry coursework in the following areas, must include labs:
 - Inorganic
 - Organic
- EDUC7664/BIOL3640. Teaching Science in the Secondary Schools (2)
- Additional credits to be taken in Chemistry with labs

Communication (6-12)

- Introduction to Communication (3)
- Small Group Communication (3)
- Human Relations (3)
- Media Systems and Literacy (3)
- Interpersonal Communication (3)
- Journalism (3)
- Mass Communication (3)
- Advanced Public Speaking (3)
- Non-Verbal Communication (3)
- Persuasion (3)
- Argumentation and Debate (3)
- EDUC7150/COMM3650. Teaching Communication Studies in Secondary Schools (2)
- Additional credits to be taken in Communication

Computer Science (6-12)

- Intro to Computer Science (3)
- Computer Programming in C++ (3); and Laboratory (1)
- Data Structures (3)
- Database Design and Programming (3); and Laboratory (1)
- Systems Analysis and Design (3)

- Choose one course from:
 - Introduction to Web Development (3)
 - Event-Driven Programming (3); and Laboratory (1)
- EDUC7667/EDUC3130/COMP3130. Teaching Computer Science in Secondary Schools (3)
- Additional credits to be taken in Computer Science

English Middle Level (5-9)

- English Grammar and Usage (2)
- Topics in Writing and Literature, or W Elective (3)
- Children's and Young Adult Literature (3)
- Literary Theory and Criticism (3)
- American Literature (3)
- British Literature (3)
- Multi-Cultural or World Literature (3)
- Pedagogy of Writing K-8 (3)
- EDUC7659/ENGL3010 Teaching English in Secondary Schools (3) **
- Additional credits to be taken in English

English (6-12)

- Grammar/Linguistics
- American Literature
- British Literature
- Multi-Cultural / World Literature
- Literary Theory
- Pedagogy of Writing 6-12
- Advanced Composition
- EDUC7659/ENGL3010. Teaching English in Secondary Schools (3)
- Additional credits to be taken in English

Health (6-12)

- Health Issues in Today's Society (3)
- Nutrition Across the Lifespan (2)
- Field Experience in Kinesiology (1)
- Biomechanics/Exercise Physiology (3)
- Administration and Supervision of HPER (3)
- Human Anatomy and Physiology plus lab (4)
- Current First Aid/CPR certification (American Red Cross preferred)
- EDUC7635/KINE3350. Teaching School Health (2)
- Additional credits to be taken in Health

History Middle Level (5-9)

- U.S. History (6)
- Non-U.S. History (6)
- Political Science or American Government (3)
- Additional History Elective (3)
- EDUC7658/HIST3580 Teaching Social Studies in the Secondary School (2) **
- Additional credits to be taken in History

History (6-12)

- World History (6)
- United States History (9, including one recent history)

- American National Politics (3)
- EDUC7658/HIST3580. Teaching Social Studies in the Secondary Schools (2)
- Additional credits to be taken in History

Mathematics Middle Level (5-9)

- Fundamental Mathematical Structures I (3)
- Fundamental Mathematical Structures II (3)
- College Algebra (3)
- Trigonometry (3)
- Elementary Statistics (3)
- EDUC7657/MATH3570 Teaching Mathematics in the Secondary School (2) **
- One course selected from the following:
 - 2000 Level or Higher Mathematics Elective (3)
 - Computer Science elective (3)
- Additional credits to be taken in Math

Mathematics (6-12)

- Introduction to Computer Science (3)
- Elementary Statistics (3)
- Discrete Mathematics (3)
- Calculus (8)
- History of Mathematics (1)
- Modeling and Operations Research (3)
- Introduction to Abstract Mathematics (3)
- Linear Algebra (3)
- Modern Geometry (3)
- Modern Algebra (4)
- Introduction to Real Analysis (4)
- Seven mathematics elective credits (7)
- College Physics including lab (4)
- EDUC7657/MATH3570. Teaching Mathematics in the Secondary Schools (2)
- Additional credits to be taken in Math

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

- Fundamentals of Music (2)
- Beginning Music Theory I including lab (4)
- Beginning Music Theory II including lab (4)
- Digital Music and Technology (3)
- Intermediate Music Theory I including lab (4)
- Intermediate Music Theory II including lab (4)
- Improvisation (3)
- Brass Methods (1)
- Percussion Methods (1)
- Strings Methods (1)
- Woodwinds Methods (1)
- Orchestration (3)
- Music History: Medieval, Renaissance and Baroque (3)
- Music History: Classic, Romantic and Modern (3)
- Choral Conducting, Methods, and Materials (3)

- Instrumental Conducting, Methods, and Materials (3)
- Forms and Analysis (3)
- Eight credits in applied lessons (8)
- MUSC3450. Teaching Music in Elementary Schools I (2) (for K-12)
- MUSC3460. Teaching Music in Elementary Schools II (2) (for K-12)
- EDUC7654 Teaching Music in Secondary School (3)
- Additional credits to be taken in Music
- An acceptable level of music keyboard proficiency shall be determined by examination before enrolling for student teaching. Students may acquire needed skills by taking available piano courses.

Physical Education (K-12) (6-12)

- Human Anatomy and Physiology including lab (8)
- Introduction to Recreation and Kinesiology (3)
- Introduction to Athletic Training and Physical Therapy with Laboratory (3)
- Health Issues in Today's Society (3)
- Kinesiology Activity courses (6 required)
- Nutrition Across the Lifespan (2)
- Kinesiology Field Experience (1)
- Psychology and Techniques of Coaching (3)
- Motor Development and Motor Learning (2)
- Corrective and Adaptive Physical Education (2)
- Biomechanics/Exercise Physiology (3)
- Tests and Measurements in Physical Education (3)
- Administration and Supervision of HPER (3)
- Current First Aid/CPR certification (American Red Cross preferred)
- Completion of Lifeguard or Water Safety Instruction (WSI) certification
- EDUC7636/KINE3360. Teaching Physical Education in the Secondary Schools (2)
- KINE3380. Teaching Physical Education in the K-8 Schools (2) - required for K-12
- Additional credits to be taken in Physical Education

Physics (6-12)

- Calculus (8)
- Vector Calculus (3)
- Differential Equations (3)
- Physics for Science & Engineering I (4)
- Physics for Science & Engineering II (4)
- Instrumentation in Experimental Physics I (1)
- Instrumentation in Experimental Physics II (1)
- Modern Physics including lab (4)
- EDUC7664/BIOL3640. Teaching Science in the Secondary Schools (2)
- Two courses selected from:
 - Analytic Mechanics (3)
 - Thermodynamics and Statistical Mechanics (3)
 - Electricity and Magnetism (3)
 - Solid State Physics (3)
 - Fundamentals of Quantum Mechanics (3)
- Additional credits to be taken in Physics

Psychology (6-12)

- Introduction to Psychology (3)
- Lifespan Development (3)
- Research Design (3)
- Abnormal Psychology (3)
- Counseling Theory and Helping Skills (3)
- Counseling Theory and Helping Skills Lab (1)
- Biofoundations of Behavior and Lab (4)
- History of Psychology (2)
- 6 credits selected from the following:
 - Careers in Psychology (2)
 - Contemporary Approaches in Child and Adolescent Development (3)
 - Human Sexuality (3)
 - Human Diversity (3)
 - Psychology of Religion (3)
 - Educational Psychology (3)
- EDUC7668/EDUC3670/PSYC3670. Teaching Psychology in Secondary Schools (2)
- Additional credits to be taken in Psychology

Science Middle Level (5-9)

- Introduction to Biology (3); and
- Introduction to Biology Lab (1)
- Introduction to Physical Science (3); and
- Introduction to Physical Science Lab (1)
- Biology courses with labs (4)
- Earth Science courses with labs (8)
- Physical Science courses with labs (4)
- EDUC7664/BIOL3640 Teaching Science in the Secondary School (2) **
- Additional credits to be taken in Science

Social Studies Middle Level (5-9)

- Geography (3)
- U.S. History (3)
- World History course (3)
- Economics, Political Science, or American Government (6)
- Additional Geography Elective (3)
- EDUC7658/HIST3580 Teaching Social Studies in the Secondary School (2) **

Spanish (6-12)

- Spanish courses at Intermediate or Higher (12)
- Coursework to include:
 - Grammar
 - Conversation
 - Culture
 - Literature
- EDUC7663/SPAN3630. Teaching World Language in the Secondary Schools (2)
- Additional credits to be taken in Spanish
- Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.

Visual Art (K-12) (6-12)

- 2D Design (3)
- Drawing (3)
- 3D Design or Ceramics (3)
- 12 credits in the following:
 - Figure Studies
 - Painting
 - Photography
 - Printmaking
- Art History (6)
- ARDE3330. Teaching Art in the K-8 School (3) required for K-12 endorsement
- EDUC7653/ARDE3530. Teaching Art in the Secondary Schools (3)
Additional credits to be taken in Art classes 2999 or above.

Program Admission Requirements

Upon completion of general education requirements, the Accelerated Certification in Education Program requires a full calendar year of coursework plus one complete university semester of full-time student teaching in an approved Idaho public school. In addition, students must complete approximately 100 hours of course-specific field experience in an approved public school during the program. Field experience placements are determined by the program. A cohort model is utilized in the program with new cohorts beginning fall semesters.

The Accelerated Certification in Education Program requires the following items for admission to the program.

1. Interview
2. Cumulative GPA of 3.0 or higher
3. Writing Sample
4. Disposition Assessment
5. Praxis Content Knowledge Assessments (provisionally accepted without passing scores)

The Accelerated Certification in Education Program will not admit candidates into the teacher preparation program that have

- Previously been denied an Institutional Recommendation (IR) for teacher certification
- Received a grade in internship or student teaching which resulted in not obtaining an Institutional Recommendation from another institution
- Withdrew, or were removed from, an internship or student teaching experience
- Previously been dismissed from a teacher preparation program

Certification Requirements

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

1. Bachelor's Degree from an accredited institution
2. Completion of requirements of the educator preparation program in effect at the time of admission to teacher education and any additional requirements if required by changes in the standards of state regulatory agencies.
3. Completion of all education courses with a grade of B- (2.7) or better.
4. Completion of all content requirements in endorsement areas
5. 3.0 or better cumulative GPA.
6. Sufficient score on the PRAXIS Content Knowledge tests in the endorsement areas

Completing Northwest Nazarene University's teacher education program will enable a candidate to be recommended for certification in Idaho. Candidates seeking certification in other states should consult that state's Department of Education for additional requirements. Deviations from the teaching major or certification requirements must be authorized by the program director.

MAT, Secondary Education – Checkpoint Process

- **Checkpoint 1: End of First Semester of Professional Education Classes - Admission to Educator Preparation Program**
Application for admission to teacher education should be made during the first semester in the Accelerated Certification in Secondary Education. Decision factors about admission to the program include: oral interview, cumulative GPA (3.0), grade of B- or better in all education and liberal arts core courses, grade of C or better in all middle level endorsement courses, field experience reports, passing PRAXIS Content Knowledge test scores for first endorsement, and disposition assessments. No person convicted of a felony will be admitted to the Educator Preparation Program.
- **Checkpoint 2/3: End of Second Semester - Admission to Student Teaching**
Upon completion of the second semester of coursework, candidates' files will be evaluated. Decision factors about proceeding in the Accelerated Certification in Secondary Education include: successful completion of Checkpoint 1 requirements, passing all PRAXIS test scores, cumulative GPA (3.0), grade of B- or better in all education and liberal arts core courses, grade of C or better in all middle level endorsement courses, field experience reports, and disposition assessments. Candidates will not be permitted to student teach without passing all required PRAXIS exams.
- **Checkpoint 4: Program Completion and Recommendation for Certification**
Upon completion of student teaching, candidates' performance will be evaluated. Decision factors about recommendation for certification include successful completion of all Checkpoint requirements, achieving a Basic or Proficient level of performance on all 22 elements on the Danielson Framework for Teaching, evaluated by NNU supervisors, and receiving a grade of A or B in Student Teaching.

Academic Standing and Dismissal

- Candidates must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Accelerated Certification in Education Program.
- If a candidate drops below a cumulative GPA of 3.0, the candidate will receive a warning letter from the program director and will be placed on academic probation for the duration of one 16-week program semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the candidate and the program director.
- If the cumulative GPA at the end of the probationary semester falls below the required 3.0, or if the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.
- Candidates must pass all education classes with a grade of B- or better. Candidates who do not pass a class with a B- or better must re-enroll in the course and pass the class with a B- or better in order for the class to contribute to graduation/certification requirements.
- Candidates must complete all required education with a grade of B- or better.
- Candidates must complete all content courses with a grade of C or better.
- Candidates must demonstrate appropriate content knowledge, demonstrated by passing all required Praxis tests. Candidates may take the same Praxis test twice. If the candidate does

not pass on the second attempt, the candidate will inform the director and an academic improvement plan will be created collaboratively and signed by the student and the program director. If the candidate fails to meet the requirements of the academic improvement plan, the candidate may be academically dismissed from the program. Candidates are notified of academic dismissal by the program director in writing.

- Candidates must demonstrate appropriate dispositions for teaching outlined by the program: communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Data from dispositions is gathered through Checkpoint interviews, Field Experience teacher evaluations, education department faculty, course work, and student teaching observations. If a candidate demonstrates areas of improvement needed in dispositions, an improvement plan will be created collaboratively and signed by the student and the program director. Candidates may be dismissed from the program based on unfavorable disposition report data if candidates do not demonstrate acceptable levels of improvement in identified areas of deficiency.

Adding a Secondary Endorsement

Teaching Endorsements for additional subject areas may be added to a Secondary Certificate, Standard Elementary Certificate or Exceptional Child Certificate. Candidates will satisfy several requirements in order to obtain an additional subject area endorsement.

Candidates will:

- Submit a copy of their valid Idaho teaching certificate.
- Demonstrate appropriate dispositions for teaching by submitting two letters of recommendation; one from a school supervisor and one from a mentor teacher.
- Demonstrate content knowledge by completing at least 20 credit hours in the endorsement subject area.
- Demonstrate content knowledge by receiving a passing score on the Praxis Content Knowledge test for the specific endorsement.
- Demonstrate pedagogical competency through enrollment in two methods courses at NNU: EDUC7651 Teaching Methods in Secondary School (2-3 credits) and content specific Methods in Secondary School (2-3 credits based on endorsement area).
- Demonstrate teaching competency in the new endorsement area through successful observations by university supervisors certified in the Danielson Framework for Teaching. Enrollment in EDUC7685 (1-3 credits) is concurrent with observations. Number of observations varies based on background and performance.

After successfully completing the above requirements, candidates may be issued an Institutional Recommendation for the addition of a subject area endorsement.

Additional coursework may be required when adding a different grade level band certification.

Master of Education, Curriculum, Instruction, and Innovation

Program Description

33 semester credits required.

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

This major is designed for professionals desiring to improve instructional practices and leadership skills. The program will focus on high quality instruction, instructor leadership, innovation, personal reflection, research practices, and application of research.

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

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

A significant expectation of this program is the student's identification and research of an instruction-related topic. Students will investigate 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.

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

Required courses for M.Ed. Curriculum, Instruction, and Innovation:

- EDUC8000. Orientation: Graduate Education (0) or EDUC7001. Orientation: Graduate Education (0)
- EDUC7505. Teachers as Leaders (3)
- EDUC7511. The Learning Process (3)
- EDUC7532. Instructional Models (3)
- EDUC7552. Instructional Coaching (3)
- EDUC7553. Curriculum, Assessment, and Collaboration (3)
- EDUC7554. Innovative Instruction (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7557P. Curriculum, Instruction, & Innovation Program Portfolio (0-1)
- EDUC7571. Education in a Globalized and Multi-Cultural Society (3)

- EDUC7572. Innovative Instruction 2.0 (3)
- EDUC7584. Data Driven Decision-Making (3)

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

1. A baccalaureate degree from a regionally-accredited college or university.
2. A cumulative GPA of 3.0 in the baccalaureate program.
3. Approval by the Graduate Education Admissions Committee.

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

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

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 S. University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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: evidence of writing competency through an essay based on the essay guidelines.

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

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail (except those specified for degree completion) do not apply toward the degree.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Master of Education, Educational Leadership - Building Administrator

Program Description

36 semester credits required: Fully online.

This major is designed for those seeking formal educational leadership roles such as building-level principals, assistant principals, curriculum directors, or instructional team leaders. The program emphasizes the administrator as an instructional leader. Skills appropriate to goal setting and maximizing human potential, the unique aspects of an organizational structure, and the management tasks of an administrator are identified. The major is offered utilizing a cohort model, and schedules are designed to allow the educator to complete a master's degree while teaching full time.

A significant expectation is that each student will identify a specific topic or problem of interest and will work on a project related to such topic. The student will also complete a 9-month (2 semester) administrative internship in a school setting. The internship experience should include participation in a maximum number of meaningful experiences related to the principal's role. A minimum of 400 clock hours is required. Students will complete a variety of tasks and duties typical of a building level principal under the supervision of an experienced principal. The internship assignment must be approved by the school district and the NNU program director. In the last semester, each student will enroll in EDUC7596IIIB Building Administrator Internship Portfolio Binder (0-1) credits where they will upload their portfolio.

The Building Administrator emphasis takes approximately 21 months, including the 9-month internship. Successful completion qualifies the graduate for recommendation to the State of Idaho for a Pre-K-12 Principal endorsement on an Idaho Administrator Certificate.

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

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

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

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

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7511. The Learning Process (3)
- EDUC7553. Curriculum, Assessment and Collaboration (3)
- EDUC7554. Innovative Instruction (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7566. Educational Values (1)
- EDUC7575. Legal and Financial Issues in Education (3)
- EDUC7579. Special Education Law for Administrators (2)
- EDUC7581. Instructional Supervision and Leadership (3)
- EDUC7584. Data Driven Decision-Making (3)
- EDUC7585. Administering Human Resources (3)
- EDUC7596III. The Principalship/Internship in School Principalship (3) *
- EDUC7596IIIB. Building Administrator Internship Portfolio Binder (0-1)

* Must be taken 2 semesters, for a total of 6 internship credits.

Admission Requirements - M.Ed. Educational Leadership - Building Administrator

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

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

Application Requirements - M.Ed. Educational Leadership - Building Administrator

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

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 S. University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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: evidence of writing competency through an essay or paper from previous coursework.

Graduation Requirements - M.Ed. Educational Leadership - Building Administrator

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Master of Education, Special Education

Program Description

33 semester credits required for M.Ed.

37 semester credits required for M.Ed. and endorsement

Fully online

This major is designed for classroom teachers who hold elementary, secondary, or special education certification and wish to gain further expertise and/or become certified to teach Special Education. Additional training in aspects of regular education that are important to teaching students with exceptionalities is part of the program. The internship has two options: one option is for educators currently teaching in a special education classroom; and one option is for others who are not currently teaching in a special education classroom.

In the last semester, each student will enroll in EDUC7596IVB Internship in Teaching Special Education Portfolio Binder (0-1) credits where they will upload their portfolio.

The Special Education program takes approximately 22 months, including the one semester of internship.

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

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

Required Courses for M.Ed. Special Education (Online):

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7536. Mental Health and Trauma Informed Care (3)
- EDUC7538. Methods in Behavioral Intervention and Treatment (3)
- EDUC7540. Research, Theory, and Intervention of Reading and Literacy Difficulties (3)
- EDUC7548. Methods and Adaptations for Exceptional Learners (3)
- EDUC7549. IEPs and Transition (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7568. Math Pedagogy and Intervention (3)
- EDUC7573. Technology: Special Education (3)
- EDUC7576. Special Education Law (3)
- EDUC7586. Assessment and Collaboration (3)
- EDUC7596IVB. Internship in Teaching Special Education Portfolio Binder (0-1)

Additional Requirements for Endorsement:

To be recommended to the State of Idaho for a K-12 Exceptional Child Generalist endorsement on an Idaho Teaching Certificate, student must:

1. Successfully complete M.Ed. Special Education program
2. Satisfactorily complete EDUC7596IV Internship in Teaching Special Education (4)
3. Earn a passing score on the Idaho Comprehensive Literacy Assessment
4. Earn a passing score on the required PRAXIS II tests for special education

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.

Admission Requirements - M.Ed. 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. Approval by the Graduate Education Admissions Committee.

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

Application Requirements - M.Ed. 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 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: gradadultinfo@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: one supervisor 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: evidence of writing competency through an essay or paper from previous coursework.

Graduation Requirements - M.Ed. Special Education

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Education Specialist, Curriculum, Instruction, and Innovation

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.

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

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

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

- 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 Multi-Cultural Society (3)
- EDUC7572. Innovative Instruction 2.0 (3)
- EDUC7584. Data Driven Decision-Making (3)
- EDUCxxxx. Elective (3)

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

- EDUC7536 Mental Health and Trauma Informed Care (3)
- EDUC7548 Methods and Adaptations for Exceptional Learners (3)
- 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)

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.

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: gradadultinfo@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: evidence of writing competency through an essay based on the essay guidelines.

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.

Education Specialist, Educational Leadership - Building Administrator

Program Description

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

The Ed.S. Educational Leadership - Building Administrator classes emphasize the administrator as an *instructional leader* as well as a *servant leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis. The student will complete a 9-month (2 semester) administrative internship in a school setting. The internship experience should include participation in a maximum number of meaningful experiences related to the principal's role. A minimum of 400 clock hours is required. Students will complete a variety of tasks and duties typical of a building level principal under the supervision of an experienced principal. The internship assignment must be approved by the school district and the NNU program director. In the last semester, each student will enroll in EDUC7596IIB Building Administrator Internship Portfolio Binder (0-1) credits where they will upload their portfolio.

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

are available from the ISDE website. Students should check the Internet and other sources for specific requirements for certification in other states.

Individuals who currently hold a master's degree in Educational Leadership-Building Administrator would not qualify for this program, but would qualify to apply for other NNU Ed.S. programs

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

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

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

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

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

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

- EDUC8674. School Facilities (3)
- EDUC8675. Public Relations and Marketing for Schools (3)
- EDUC8676. Special Populations: Issues and Resources (3)

Admission Requirements - Ed.S. Educational Leadership - Building Administrator

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

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

Application Requirements - Ed.S. Educational Leadership - Building Administrator

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

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 S. University Boulevard, Nampa, ID, 83686. For email: gradadulinfo@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: evidence of writing competency, preferably from a research paper or other document completed during master's courses.

Graduation Requirements - Ed.S. Educational Leadership - Building Administrator

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Education Specialist, Educational Leadership - Director of Special Education (DSE)

Program Description

32 - 43 semester credits required. More credits may be required depending on program director's evaluation of the student's previous master's degree. There are three tracks within this degree – DSE and Exceptional Child Generalist endorsement, DSE and School Principal endorsement, or DSE and Superintendent endorsement.

The Ed.S. Director of Special Education classes emphasize the administrator as an *instructional leader* as well as a *servant leader*. Ethical decision making, creative problem solving, and professional growth are other areas of emphasis. In the last semester of the program, each student will enroll in EDUC7595B Director of Special Education Practicum Portfolio Binder (0-1) credits where they will upload their portfolio.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for a Director of Special Education endorsement and one of the following endorsements (K-12 Exceptional Child Generalist endorsement, Pre-K-12 School Principal endorsement, or Pre-K-12 Superintendent endorsement on an Idaho Administrator Certificate) dependent on which track is taken. It is the student's responsibility to submit the appropriate paperwork and fees to the Idaho State Department of Education for obtaining certifications and endorsements in Idaho. Current

forms and information are available from the ISDE website. Students should check the Internet and other sources for specific requirements for certification in other states.

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

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

Required Courses for Ed.S. Educational Leadership - Director of Special Education and Exceptional Child Generalist Endorsement Track (Online):

Has a School Principal certification and is a school administrator or is in the role of Director of Special Education.

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7536. Mental Health and Trauma Informed Care (3)
- EDUC7538. Methods in Behavioral Intervention and Treatment (3)
- EDUC7540. Research, Theory and Intervention of Reading and Literacy Difficulties (3)
- EDUC7548. Methods and Adaptations for Exceptional Learners (3)
- EDUC7549. IEPs and Transition (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3) *
- EDUC7573. Technology: Exceptional Child (3)
- EDUC7575. Legal and Financial Issues in Education (3)
- EDUC7576. Special Education Law (3)
- EDUC7586. Assessment and Collaboration (3)
- EDUC7595B. Director of Special Education Practicum Portfolio Binder (0-1)
- EDUC7595G. Practicum in Special Education and Related Services (4)
- EDUC7596IV. Internship in Teaching Special Education (4) (for Exceptional Child Generalist endorsement only)
- EDUC7596IVB. Internship in Teaching Special Education Portfolio Binder (0-1)
- EDUC7598D. Seminar: Special Education Policies and Procedures (2)

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

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

M.Ed. in Exceptional Child completed or in the role of Director of Special Education.

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7511. The Learning Process (3) **or**
EDUC7553. Curriculum, Assessment and Collaboration (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3) *
- EDUC7575. Legal and Financial Issues in Education (3)
- EDUC7579. Special Education Law for Administrators (2) (if equivalent has been taken in the last 3 years, contact the program director)
- EDUC7581. Instructional Supervision and Leadership (3)

- EDUC7584. Data Driven Decision-Making (3) *
- EDUC7585. Administering Human Resources (3)
- EDUC7595B. Director of Special Education Practicum Portfolio Binder (0-1)
- EDUC7595G. Practicum in Special Education and Related Services (4)
- EDUC7596III. The Principalship/Internship in School Principalship (3) **
- EDUC7596IIIB. Building Administrator Internship Portfolio Binder (0-1)
- EDUC7598D. Seminar: Special Education Policies and Procedures (2)

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

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

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.

- 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)
- EDUC7595B. Director of Special Education Practicum Portfolio Binder (0-1)
- EDUC7595G. Practicum in Special Education and Related Services (4)
- EDUC7598D. Seminar: 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)
- EDUC8678. Central Office Internship (1-3) *
- EDUC8678B. Central Office Internship Portfolio Binder (0-1)

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

If Principal Certification has not been obtained, it may be obtained through a Master of Education in Building Administration degree or an Education Specialist degree. Please see Master of Education or Education Specialist, Educational Leadership-Building Administrator.

Admission Requirements - Ed.S. Educational Leadership - Director of Special Education (three tracks)

1. For Exceptional Child Generalist track: A master's degree from a regionally accredited college or university plus a Principal's certification, serving as an administrator (building or district level) in a district. 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.
2. A cumulative GPA of 3.0 in the master's program.

3. Certification/Licensure as a classroom teacher, school counselor, school psychologist, or building administrator based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

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

Application Requirements - Ed.S. Educational Leadership - Director of Special Education

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

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 S. University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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 building administrator's license for Superintendent's 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: evidence of writing competency, preferably from a research paper or other document completed during master's courses.

Graduation Requirements - Ed.S. Educational Leadership - Director of Special Education

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Education Specialist, Educational Leadership - Superintendent

Program Description

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

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

The program utilizes a cohort model which allows students to plan their schedules ahead of time and allows them to continue working full-time in their position while completing the program. Students typically complete the program in 22 months, which includes a year-long internship at the district office level. This internship will be supervised by a qualified central office administrator. This internship must be approved by the school district and the NNU program director. In the last semester, each student will enroll in EDUC8678B Central Office Internship Portfolio Binder (0-1) credits where they will upload their portfolio.

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

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

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

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

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7579. Special Education Law for Administrators (2)
- EDUC7584. Data Driven Decision-Making (3)
- EDUC8670. Labor Relations in Schools (3)
- EDUC8671. Educational Change: A Historical Perspective (3)
- EDUC8672. The Superintendency (3)
- EDUC8673. Advanced School Finance (3)
- EDUC8674. School Facilities (3)
- EDUC8675. Public Relations and Marketing for Schools (3)
- EDUC8676. Special Populations: Issues and Resources (3)
- EDUC8678. Central Office Internship (1-3) *
- EDUC8678B. Central Office Internship Portfolio Binder (0-1)

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

If Principal Certification has not been obtained, it may be obtained through a Master of Education in Building Administration degree or an Education Specialist degree. Please see Master of Education or Education Specialist, Educational Leadership-Building Administrator.

Admission Requirements - Ed.S. Educational Leadership - Superintendent

1. A master's degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0 in the master's program.

3. Certification/Licensure as a building administrator based on a recommendation from a state-approved higher education preparation program.
4. Approval by the Graduate Education Admissions Committee.

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

Application Requirements - Ed.S. Educational Leadership - Superintendent

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

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 S. University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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 building administrator's 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: evidence of writing competency, preferably from a research paper or other document completed during master's courses.

Graduation Requirements - Ed.S. Educational Leadership - Superintendent

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Education Specialist, Leadership and Organizational Development

Program Description

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

The Ed.S. Leadership and Organizational Development program is designed for those individuals who already possess a master's degree and are interested in leadership roles within higher education, community 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 22 months depending on the chosen cognate. This program includes a 150-hour internship supervised by an administrator within the organization or institution. This internship must be approved by the chosen organization or institution as well as the NNU program director.

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

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

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7575. Legal and Financial Issues in Education (3)
- EDUC7584. Data Driven Decision-Making (3)
- EDUC8671. Educational Change: A Historical Perspective (3)
- EDUC8675. Public Relations and Marketing for Schools (3)
- EDUC8679. Leadership and Organizational Development Seminar (1-3) *
- EDUC8679P. Leadership and Organizational Development Program Portfolio (0-1)

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

- Educational Leadership - Elective (3)
Elective Options in Educational Leadership (select a minimum of 3 credits):
EDUC7555. Mixed Methods Research (3)
EDUC8670. Labor Relations in Schools (3)

EDUC8674. School Facilities (3)

EDUC8676. Special Populations: Issues and Resources (3)

- Cognate - Elective #1
- Cognate - Elective #2
- Cognate - Elective #3

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

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

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

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

Cognate Options in Theology (select a minimum of 9 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)

Admission Requirements - Ed.S. Leadership and Organizational Development

1. A master's degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0 in the master's program.
3. Approval by the Graduate Education Admissions Committee.

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

Application Requirements - Ed.S. Leadership and Organizational Development

The following requirements must be received by Admissions a minimum of one week before classes start, and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 S. University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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: evidence of writing competency through an essay based on the essay guidelines.

Graduation Requirements - Ed.S. Leadership and Organizational Development

1. Credits must be earned in courses numbered 6000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Education Specialist, Special Education

Program Description

36 semester credits required for Ed.S.

40 semester credits required for Ed.S. and endorsement

Fully online

This major is designed for classroom teachers who hold elementary, secondary, or special education certification and wish to gain further expertise and/or become certified to teach special education. Additional training in aspects of regular education that are important to teaching students with exceptionalities is part of the program. The internship has two options: one option is for educators currently teaching in the classroom for special education; and one option is for others who are not currently teaching special education.

In the last semester, each student will enroll in EDUC7596IVB Internship in Teaching Special Education Portfolio Binder (0-1) credits where they will upload their portfolio.

The Special Education program takes approximately 22 months, including the one semester of internship.

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

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

Individuals who currently hold a master's degree in Special Education from NNU would not qualify for this program, but would qualify to apply for other NNU EDS programs.

Required Courses for Ed.S. Special Education (Online):

- EDUC8000. Orientation: Graduate Education (0)
- EDUC7536. Mental Health and Trauma Informed Care (3)
- EDUC7538. Methods in Behavioral Intervention and Treatment (3)
- EDUC7540. Research, Theory, and Intervention of Reading and Literacy Difficulties (3)

- EDUC7548. Methods and Adaptations for Exceptional Learners (3)
- EDUC7549. IEPs and Transition (3)
- EDUC7555. Mixed Methods Research (3)
- EDUC7556. Conceptual Statistics and Applications for Educators (3)
- EDUC7568. Math Pedagogy and Intervention (3)
- EDUC7573. Technology: Special Education (3)
- EDUC7576. Special Education Law (3)
- EDUC7586. Assessment and Collaboration (3)
- EDUC7596IVB. Internship in Teaching Special Education Portfolio Binder (0-1)

Select one elective course from:

- 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 (3)
- EDUC7571. Education in a Globalized and Multi-Cultural Society (3)
- EDUC7575. Legal/Financial Issues in Education (3)
- EDUC7581. Instruction Supervision/Leadership (3)
- EDUC8670. Labor Relations in Schools (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)

Additional Requirements for Endorsement:

To be recommended to the State of Idaho for a K-12 Exceptional Child Generalist endorsement on an Idaho Teaching Certificate, student must:

1. Successfully complete Ed.S. Special Education program
2. Satisfactorily complete EDUC7596IV Internship in Teaching Special Education (4)
3. Earn a passing score on the Idaho Comprehensive Literacy Assessment
4. Earn a passing score on the required PRAXIS II tests for special education

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.

Admission Requirements - Ed.S. Special Education

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

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

Application Requirements - Ed.S. 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 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: gradadultinfo@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: one supervisor 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: evidence of writing competency through an essay or paper from previous coursework.

Graduation Requirements - Ed.S. Special Education

1. Credits must be earned in courses numbered 7000 or above. Continuing education courses and pass/fail courses (except those specified for degree completion) do not apply toward the degree. Exceptions for substitutions from other institutions may be approved by the program director.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must apply for graduation one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 15 for Spring; and January 15 for Summer.

Doctor of Education (Ed.D.) in Educational Leadership

Program Description

The Ed.D. program consists of a minimum of 66 credits. The first 30 credits are earned through the successful completion of an Ed.S. program or its equivalent. The last 36 credits are offered primarily online.

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

- 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.
- Able to contribute to the working body of knowledge through scholarly research.

Required Courses for Ed.D. in Educational Leadership

For the required Ed.S. courses, see the Educational Specialist sections. The remaining 36 required credits are as follows:

Educational Leadership Emphasis Courses (9 credits)

- EDUC9200. Policy Influence and Development (3)
- EDUC9300. Effective Leadership for Change Management (3)
- EDUC9500. Professional and Ethical Leadership (3)

Research Analysis and Methods (15 credits)

- EDUC9150. Introduction to Educational Research (3)
- EDUC9160. Qualitative and Quantitative Methods for Educational Research (3)
- EDUC9170. Advanced Qualitative Research: Analysis and Methods (3)
- EDUC9180. Advanced Quantitative Research: Analysis and Methods (3)
- EDUC9400. Advanced Data Analysis and Research I (3)

Dissertation (Minimum of 12 credits)

- EDUC9900. Doctor of Education (Ed.D.) Dissertation Proposal* (3)
- EDUC9910. Dissertation Research I* (3)
- EDUC9920. Dissertation Research II* (3)
- EDUC9930. Extended Dissertation Research and Writing (as needed) (3)
- EDUC9990. Dissertation Writing and Defense* (3)
- EDUC9500 and EDUC9900 are completed during a two-week, face-to-face residency during the summer.

*Indicates a required course

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 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. An interview with the doctoral program director and designated faculty from the Department of Education for most candidates.
5. Competency in the use of computer and internet technology, and either access to or ownership of appropriate computer equipment. High-speed internet access is required.
6. Approval by the Graduate Education Admissions Committee.

Application Requirements - Ed.D. in Educational Leadership

The following requirements must be received by Admissions and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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 faculty from the Department of Graduate Education.
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 personal Statement of Purpose. The statement should be focused, informative, and convey the following in 3-5 pages: (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 a 10–20-page paper that is representative of academic writing (i.e., thesis, journal article, and/or term 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.).

Graduation Requirements - Ed.D. in Educational Leadership

1. At least 36 credits in the Ed.D. program must be earned in courses numbered 9000 or above. Continuing education courses and non-graded courses do not apply toward these credits.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete a dissertation and successfully defend that work in an oral defense or examination involving the student, the dissertation committee, the doctoral program director, and any other evaluators the doctoral program director may include.
4. Following a successful dissertation defense, the candidate must complete any required edits to the written dissertation and obtain all required signatures on the submission authorization page.
5. Candidate must submit the final, approved written dissertation that includes the signed submission authorization page to the NNU Library's 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.

Doctor of Philosophy (Ph.D.) in Educational Leadership

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

The Ph.D. classes are designed to prepare faculty and educational leaders who are:

- able to contribute to the working body of knowledge through original scholarly research.
- capable of providing servant leadership to their higher education institutions or educational settings.
- able to focus on research and scholarship, emphasizing greater breadth and depth in theory and research methodology.
- willing to gain a strong grounding in a scholarly tradition with expertise in several areas of research.
- able to make ethical decisions under demanding circumstances.
- willing to encourage professional growth in others and exhibit academic excellence to those around them.
- able to provide creative, workable solutions to problems as they arise both within the educational setting and the larger community.
- able to provide leadership in creating an inviting environment for students and staff regardless of their background or circumstances.

Every graduate education student without an account for the approved accreditation and assessment software must register for an account and pay the one-time registration fee.

Required Courses for Ph.D. in Educational Leadership

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

Educational Leadership Emphasis Courses (9 credits)

- EDUC9200. Policy Influence and Development (3)
- EDUC9300. Effective Leadership for Change Management (3)
- EDUC9500. Professional and Ethical Leadership (3)

Research Analysis and Methods (20 credits)

- EDUC9150. Introduction to Educational Research (3)
- EDUC9160. Qualitative and Quantitative Methods for Educational Research (3)
- EDUC9165. Research Seminar (2)
- EDUC9170. Advanced Qualitative Research: Analysis and Methods (3)
- EDUC9180. Advanced Quantitative Research: Analysis and Methods (3)
- EDUC9400. Advanced Data Analysis and Research I (3)
- EDUC9410. Advanced Data Analysis and Research II (3)

Dissertation (Minimum of 12 credits)

- EDUC9901. Doctor of Philosophy (Ph.D.) Dissertation Proposal* (3)
- EDUC9910. Dissertation Research I* (3)
- EDUC9920. Dissertation Research II* (3)
- EDUC9930. Extended Dissertation Research and Writing (as needed) (3)
- EDUC9990. Dissertation Writing and Defense* (3)

*Indicates a required course

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

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 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. An interview with the doctoral program director and designated faculty from the Department of Education is required for most candidates.
5. Competency in the use of computer and internet technology, and either access to or ownership of appropriate computer equipment. High-speed internet access is required.
6. Approval by the Graduate Education Admissions Committee.

Application Requirements - Ph.D. in Educational Leadership

The following requirements must be received by Admissions and are online, mailed or emailed as indicated. For mail: Northwest Nazarene University, Attention Graduate Admissions, 623 University Boulevard, Nampa, ID, 83686. For email: gradadultinfo@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 faculty from the Department of Graduate Education.
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 personal Statement of Purpose. The statement should be focused, informative, and convey the following in 3-5 pages: (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 a 10–20-page paper that is representative of academic writing (i.e. thesis, journal article, and/or term 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.).

Graduation Requirements - Ph.D. in Educational Leadership

1. At least 41 credits in the Ph.D. program must be earned in courses numbered 9000 or above. Continuing education courses and non-graded courses do not apply toward those credits.
2. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years of beginning course work. If the degree is not completed within six years, the candidate must reapply to the program. Credits older than six years may need to be retaken.
3. The candidate must complete a dissertation and successfully defend that work in an oral defense or examination involving the student, the dissertation committee, the doctoral program director, and any other evaluators the doctoral program director may include.
4. Following a successful dissertation defense, the candidate must complete any required edits to the written dissertation and obtain all required signatures on the submission authorization page.
5. Candidate must submit the final, approved written dissertation that includes the signed submission authorization page to the NNU Library's 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.

Master of Science in Nursing

The department of nursing offers a Master of Science in Nursing degree with two areas of study: Leadership and Education or Family Nurse Practitioner. Our program provides an opportunity for both Baccalaureate and Associate degree nurses to earn the MSN degree. The MSN Leadership and Education program is designed to allow you to start when you are ready and to complete the program at your own pace. An individual plan of study is designed at the start of the program that meets your individual professional and personal needs.

- **Master of Science in Nursing Leadership and Education**
(36 credits) - offered fully online
- **Master of Science in Nursing Family Nurse Practitioner**
(48 credits) - offered primarily online

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.

Student Learning Outcomes

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

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

- Role model Christ-like ethical behavior; be exemplars of integrity and honesty in the role of a nurse with an advanced degree.
- Describe the foundations of care and the art and science of the nursing profession and practice as it relates to self, individuals, families, and clinical populations across the lifespan.
- Demonstrate scholarly activity in utilizing evidence-based practice and transferring research findings to clinical practice in order to deliver quality care.
- Role model clinical, leadership, and educational expertise to improve health outcomes of communities served in diverse healthcare settings.

The graduate nurse advocates for diverse populations and demonstrates social justice in healthcare delivery which promotes and preserves healthy communities through collaboration with the interprofessional health care team.

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

General Description

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

15 credits. The MSN Family Nurse Practitioner area of study is fully approved by the Idaho Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Goal

The Master of Science in Nursing FNP program at Northwest Nazarene University prepares advanced practice nurses who are leaders in their community and who practice autonomously while utilizing interprofessional collaboration to improve the health and wellness of the population served. The NNU FNP graduate embraces the skills needed to assess, diagnose and treat clients of various backgrounds and cultures throughout the lifespan. The FNP is also an advocate for the populations served utilizing skills in health policy, health promotion, and translational science. Furthermore, the Master of Science in Nursing FNP program provides accessible graduate education in nursing which meets the demands of the profession while maintaining the highest degree of academic rigor and integrity.

Faculty

Bethany Mello DNP, MSN, FAAMM, NP-c, - Professor and Program Director
Christine Bayes DNP, FNP-c - Professor and Program Director
Linda Valenzuela, DNP, MSN, MPH, RN - Professor and School of Nursing Dean
Sara O'Connor MSN, MNN, FNP-c – Professor

Adjunct Faculty

Abraham Kimeli, MSN, NP-c
Amy Beam MSN, NP-c
Colleen Campbell DNP, ANP-c
Michael Horne MBA, DNP, AGNP-BC
Joshua White MSN, FNP-c

Credits

The Master of Science in Nursing: Family Nurse Practitioner is 48 credits

Bachelor of Science in Nursing (BSN) Applicants

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

BSN Admission Requirements:

1. Submission of a [graduate application](#) for admission with a nonrefundable application fee by the established deadline. All applications must be received by:
 - a. May 15th for admission into the fall cohort.
 - b. September 1st for admission into the spring cohort
2. Submission of official transcript(s) with all nursing courses.
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. International students will be considered on a case-by-case basis.
6. If English is not the student's native language, see the University requirements in the Graduate and Professional Studies catalog.
7. Successful completion of (minimum grade of "C") an undergraduate or graduate statistics course.
8. Successful completion of (minimum grade of "C") an undergraduate or graduate pathophysiology added.

9. One year of clinical practice as a registered nurse (preferred but not required).
10. Submission of a personal goal statement
11. Submission of three academic or professional recommendations (e.g., supervisor, colleague, professor) to be completed online.
12. The FNP admission committee *may* request a pre-admission interview. Video interviews may be arranged for applicants residing greater than 100 miles from the university campus.

Associate of Arts (AA) and Associate of Science (AS) Degree RN Applicants:

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

Associate of Arts (AA) and Associate of Science (AS) RN to MSN FNP Admission Requirements:

1. All associate degree nurses must first [apply for admission to the RN to BSN](#) program to complete the general education prerequisites and required baccalaureate nursing content. Please see admission requirements and prerequisites for the RN to BSN program.
2. A minimum grade of "B" (3.0) must be obtained in the prerequisite baccalaureate content nursing courses (NURS4100, NURS4113, NURS4114) for consideration of acceptance into the Family Nurse Practitioner program.
3. After successful completion of the undergraduate prerequisites and baccalaureate content the associate degree nurse may then continue in the RN to BSN program *or* apply to the MSN FNP program by May 15th (fall admission) or September 15 (spring admission)
4. One year of clinical practice as a registered nurse is required, two years of clinical practice preferred.
5. Provide a personal goal statement
6. Submit three academic or professional recommendations (ex: supervisor, colleague, professor) to be completed online.
7. A minimum grade point average of 3.0 (on a 4.0 scale) for all nursing courses completed.
8. Successfully complete (minimum grade of "C") an undergraduate or graduate statistics course.

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

Transfer of Graduate Credits

A maximum of nine credit hours required for the Family Nurse Practitioner area of study 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.

May not transfer credits for the course listed below:

- NURS7110, Advanced Health Assessment for Advanced Practice Nursing
- MSN FNP Program Academic Standing and Dismissal

Graduate Nursing Satisfactory Progression

- Satisfactory progression in graduate nursing programs requires:
- Maintenance of cumulative GPA of 3.0 or greater

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

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

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

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

Master of Science in Nursing: Family Nurse Practitioner

48 Semester Credits Required

Prerequisites required before the start of the program for both BSN to MSN FNP and RN to MSN FNP

- Statistics
- Pathophysiology

Additional prerequisites required for the RN to MSN FNP or equivalent:

- NURS4100. Concepts of Leadership and Management in Professional Nursing (4)
- NURS4113. Introduction to Evidence-based Practice and Nursing Research (4)
- NURS4114. Nursing of Diverse Communities and Populations (4)

Required graduate courses:

- NURS6110F. Leadership Perspectives for Advancing the Profession of Nursing (3)
- NURS6120. Population Health and Interprofessional Collaboration (3)
- NURS6130. Healthcare Systems and Health Policy (3)
- NURS7080. Pharmacology for Advanced Practice Nursing (4)
- NURS7090. Pathophysiology for Advanced Practice Nursing (4)
- NURS7100. Evidence Based Practice for Advanced Graduate Nursing (3)
- NURS7110. Advanced Health Assessment for Advanced Practice Nursing (4)
- Residential hours - 50
- NURS7120. Advanced Practice Theory (3)
- NURS7130. Primary Care of the Family I (4)
- Clinical hours - 100
- Residential Hours - 0
- NURS7140. Primary Care of the Family II (5)
- Clinical hours - 150
- Residential lab component -32 hours
- NURS7150. Professional Practice Issues (2)
- NURS7160. Primary Care of the Family III (6)
- Clinical hours - 200
- Residential lab component - 32 hours
- NURS7170. Primary Care of the Family IV (4)
- Clinical hours - 150
- Residential hours - 32

Graduation Requirements - FNP

Degree Completion Time

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

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

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

Master of Science in Nursing: 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) to educate nurses, patients and nursing students. The course of study provides an opportunity for both Baccalaureate and Associate degree nurses to earn the degree. Offered fully online, the MSN: Leadership and Education 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 4 semesters or taking a more personalized timeline of 6 or 7 semesters. The program is designed to fit your needs and your timeline. The course of study consists of 36 graduate credits.

Goal

The goal of 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 health care 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 C. Valenzuela, DNP, MSN, MPH, RN– Professor and School of Nursing Dean
TBD - Director of MSN Program

Adjunct Faculty

Georgianna Ainslie, DNP, RN
Christine Bayes, DNP
Carol Bett, PhD, RN
Barbara Lester, PHD, RN
Kattie Payne, EdD, RN
Leonie Sutherland, PhD, RN

Credits

The Master of Science in Nursing: Leadership and Education is 36 credits

Admission Requirements

Applicants with a Bachelor of Science in Nursing

- Nursing degree from a regionally accredited college or university.
- Current RN licensure in the United States/US Territory or the equivalent for international licensure.
- Good standing with the licensing body.
- Current employment as a registered nurse (RN) or experience, preferred.
- Completion of the following prerequisite undergraduate courses: Nursing Research (or equivalent) and Statistics (or equivalent) with a minimum grade of "C".
- Cumulative GPA of 3.0 (4.0 scale) for all nursing courses completed
- Required prerequisites:
 - Statistics
 - University Writing/Research (or equivalent)
 - Intro to Psychology
 - Intro to Sociology

Required nursing baccalaureate content for an MSN program:

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

*All applicants with a GPA of 2.75-2.99 may be admitted provisionally and are required to:

- Submit a professional reference that addresses their ability and potential to complete a graduate study program.
- Earn a cumulative GPA of 3.0 in the first three graduate courses. If the student does not earn the minimum GPA of 3.0 in all MSN courses, he or she will not be permitted to progress in the MSN program.

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

Application Process:

Baccalaureate prepared students.

- Submit [online MSN application](#) with a nonrefundable application fee.
- Submit official transcripts from the college or university where nursing degree was granted and all institutions from where applicant seeks to transfer credit(s).
- Provide evidence of current RN licensure.
- Provide a Personal Goal Statement:

The Admissions committee will evaluate the goal statement for content and writing ability (grammar, spelling, word use). A significant amount of communication in an online program is written, and writing skills are essential. The goal statement gives you the opportunity to tell the admission committee about yourself. In a 300–500-word essay, please address the following:

- Brief background of your nursing career.
- What is motivating you to attend NNU and why now?
- Explain why this program is the best fit for you?
- What are your goals after completing the degree?

- Complete an interview with the admissions committee.

If English is not the applicant's native language, see "International Students" in the [Admission and Financial Aid section of this catalog](#).

Associate of Arts (AA) and Associate of Science (AS) Degree RN Applicants:

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

Associate of Arts (AA) and Associate of Science (AS) RN to MSN: Leadership and Education Admission Requirements:

1. All nurses holding an Associate of Arts or Associate of Science degree must first [apply for admission to the RN to BSN](#) program to complete the required baccalaureate nursing content courses. Please see admission requirements and prerequisites for the RN to BSN program.
2. A minimum grade of "B" (3.0) must be obtained in the prerequisite baccalaureate content nursing courses (NURS4100, NURS4113, NURS4114) for consideration of acceptance into the MSN: Leadership and Education program.
3. After successful completion of the undergraduate prerequisites and baccalaureate content the associate degree nurse may then continue in the RN to BSN program *or* apply to the MSN: Leadership and Education program by May 15th (fall admission) or September 15 (spring admission)
4. One year of full-time clinical practice as a registered nurse is required, two years of clinical practice preferred.
5. Provide a personal goal statement
6. Submit three academic or professional recommendations (ex: supervisor, colleague, professor) to be completed online.
7. A minimum grade point average of 3.0 (on a 4.0 scale) for all nursing courses completed.
8. Successfully complete (minimum grade of "C") an undergraduate or graduate statistics course.

Students with an associate degree other than an Associate of Arts or Associate of Science will not be eligible to apply to the MSN: Leadership and Education program

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

Transfer of Credits

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

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

1. Students must maintain a cumulative GPA of 3.0 or higher to remain in good standing in the Master of Science in Nursing Program at Northwest Nazarene University. If a student drops below a cumulative GPA of 3.0, the student will receive a warning letter from the program

director and be placed on academic probation for one semester. Academic probation includes an academic plan for improvement created collaboratively and signed by the student and the program director. The student must earn a minimum GPA of 3.0 for the semester of probation. If the cumulative GPA still falls below the required 3.0, or if the student fails to meet the requirements of the academic improvement plan, the student may be academically dismissed from the program. Students are notified of academic dismissal by the program director in writing.

2. Students must pass all MSN courses with a grade of 2.0 (C) or better. Students who fail to meet this expectation must re-enroll and pass the class with a 2.0 (C) or better in order for the course to contribute toward graduation requirements for the program. Students may only repeat a course one time.

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: Leadership and Education

36 Semester Credits Required

The course of study includes advanced courses in nursing science and health assessment, development of leadership skills in a variety of areas including nursing research and evidence-based practice, as well as teaching learning strategies, curriculum development, and evaluation processes.

Prerequisites required before the starting the MSN degree:

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

Required nursing baccalaureate content for an MSN program:

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

* See Adult & Professional Undergraduate Programs (APP) section for course descriptions

Required graduate courses:

- NURS6062. Research for Graduate Nursing (3)

- NURS6110L. Leadership Perspectives for Advancing the Profession of Nursing (3)
- NURS6120. Population Health and Interprofessional Collaboration (3)
- NURS6130. Healthcare Systems and Health Policy (3)
- NURS6150. Advanced Pathophysiology (3)
- NURS6160. Advanced Pharmacology (3)
- NURS6170. Advanced Health Assessment (3) (Includes 21 clinical experience hours)
- NURS7020. Assessment/Evaluation Strategies (3)
- NURS7042. Evidence-based Practice for Graduate Nursing (3)
- NURS7051. Nursing Education and Leadership Internship (3)
- NURS7060. Principles of Teaching and Curriculum Development (3)
- NURS7070. Organization Leadership for Improving Health Outcomes (3)

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

Master of Social Work

The Master of Social Work program at Northwest Nazarene University offers the working professional an opportunity to complete a master's degree through an extended program of study. This program is ideal for those with work or family responsibilities. Students admitted at the generalist level may complete their course work in seven semesters (including summers) while students admitted with advanced standing status may complete their course work in four semesters (including summer). Available at NNU's Nampa campus and our distance learning location in Idaho Falls, the program utilizes a cohort model for core courses that supports an interactive learning environment, as well as collegiality throughout the student's course work. Starting with the Fall semester of 2022, students that are more than 50 miles from either classroom location will be able to attend the program online synchronously. The primary goal of the program is to prepare students for specialized social work practice in rural and small-town settings, both domestic and international.

Students will be able to choose from two concentrations:

- Clinical Mental Health 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

Janet Stellway

John Stennett (Director of the MSW program)

Lawanna Pierce

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

Maja Ledgerwood

Nikki Lee

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.

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).

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 demonstrate 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 comprehensive assessment exam. Applicants may be required to take generalist courses based on the results of the assessment.
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 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 between during the year 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 or testing out permitted.
- Applicants who have not earned a BSW within five years of enrollment in the NNU MSW will take a comprehensive assessment prior to enrolling in the advanced standing year. Applicants may be required to take generalist courses based on the results of the assessment.
- 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 Reviews 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. Student-designed 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 Social Work Curriculum

Minimum semester credits required: 63 Generalist; 41 Advanced Standing

Generalist courses (22 credits):

- SOWK6520. Human Behavior in the Social Environment: Life Span and Biopsychosocial Theories (3)
- SOWK6530. Social Welfare Policy and Services (3)
- SOWK6540. Introduction to Research Methodology (2)

- SOWK6551. Practice II: Organizations/Community Development (3)
- SOWK6561. Practice I: Individuals/Families/Groups (3)
- SOWK6570. Field Instruction (1-2) *, taken for a total of 3 credits
- SOWK6571. Field Instruction Seminar (1-3) *, taken for a total of 5 credits
- SOWK6590. Generalist Comprehensive Exam (0)

*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 (23-25 credits):

- SOWK7620. HBSE: Diversity (3)
- SOWK7622. HBSE: Social Work and Spirituality (3)
- SOWK7630. Policy Issues in Rural America (3)
- SOWK7645. Practical Social Work Research (3)
- SOWK7616. Beyond the DSM (2)
- SOWK7670. Field Instruction (1-2) *, taken for a total of 3 credits
- SOWK7671. Field Instruction Seminar (1-3) *, taken for a total of 5 credits
- SOWK7690. MSW Capstone (1); or,
SOWK7642. Completion of Thesis (1-3)
- SOWK7691. Specialist Comprehensive Exam (0)

*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):

- 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)
- SOWK6592. Trauma (2)
- SOWK6597. Addictions Practice with Individuals and Families (2)
- SOWK6591. Social Work Electives: 2 credits

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

- SOWK7561. Micro Practice Across Systems (3)
- SOWK7562. Mezzo Practice Across Systems (2)
- SOWK7563. Macro Practice Across Systems (2)
- SOWK7563L. Macro Practice Across Systems Lab (1)
- SOWK7564. Behavioral Health in Primary Care and Community Practice (2)
- SOWK6593. Medical Terminology and Pharmacology (2)
- SOWK6594. Grant Writing (1)
- SOWK6595. Social Work and the Law (2)
- SOWK6596. Domestic Violence (1)
- SOWK6591. Social Work Electives: 2 credits

Graduate School of Theology

Northwest Nazarene University's Graduate School of Theology offers both 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. The Graduate School of Theology offers the following programs:

Master of Divinity with specializations in:

- Missional Leadership
- Spiritual Formation
- Youth, Children and Family Ministry

Master of Arts: Leadership and Formation with specializations in:

- Missional Leadership
- Spiritual Formation
- Youth, Children and Family Ministry

Master of Arts: Pastoral Ministry

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.

NNU's Graduate School of Theology has the historic distinction of being the first institution with fully online programs ever to be granted full membership by the Association of Theological Schools (ATS). The 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.

In addition to its degree-seeking programs, the Graduate School of Theology offers non-degree graduate certificates in the following seven areas of study:

- Graduate Certificate in Missional Leadership
- Graduate Certificate in Missional Leadership Studies
- Graduate Certificate in Spiritual Formation
- Graduate Certificate in Spiritual Formation Studies
- Graduate Certificate in Youth, Children & Family Ministry
- Graduate Certificate in Youth, Children & Family Ministry Studies
- Graduate Certificate in Wesleyan Studies

Faculty

Tomas Alvarez, Joseph Bankard, Joe Gorman, Timothy Hahn, Mike Kipp, Diane Leclerc, Marty Michelson, Brent Peterson, Mary Schmitt, Christina Smerick, Richard Thompson

Mission

As an expression of its commitment to historic Christianity from a Wesleyan perspective, the College of Theology and Christian Ministries educates and prepares women and men for lives of faith, ministry, and service in the world and in the Church. The mission of the program includes personal and spiritual formation.

The statement is expressed in the program outcomes:

- *Religious Heritage (RH)*: Students will understand and explain Wesleyan-Holiness theology as it relates to Scripture, Christian tradition, reason, and experience for the practice of ministry.
- *Cultural Context (CC)*: Students will identify the cultural context of ministry and assess it through appropriate theological perspectives by comparing existing cultures with alternative cultural expressions. Students will also develop personal and corporate practices consistent with the 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.

Purpose Statement

Northwest Nazarene University's Graduate School of Theology 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.

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.

During a student's program orientation, Northwest Nazarene University performs systematic national criminal and sex offender background checks on all students involved in ministry settings. In conducting systematic background checks on all students, 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 Graduate School of Theology 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. 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 Veteran's Administration requirements.
3. Complete all course work 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 course work.
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 NNU Graduate School of Theology.

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.

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, which includes a 36-credit pastoral ministry core, a 32-credit specialization in either Missional Leadership; Spiritual Formation; or Youth, Children and Family Ministry, 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.

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 Divinity: Missional Leadership Specialization

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)

Curriculum

75 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- 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 (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)

Master of Divinity: Spiritual Formation Specialization

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)

Curriculum

75 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- 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 (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)

Master of Divinity: Youth, Children and Family Ministry Specialization

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)

Curriculum

75 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- 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 (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)

Master of Arts

NNU's Graduate School of Theology 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.

Master of Arts: Leadership and Formation: Missional Leadership Specialization

The Graduate School of Theology 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)

Curriculum

36 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- 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)

Master of Arts: Leadership and Formation: Spiritual Formation Specialization

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 his or her ministry context. (CC)
3. The graduate understands and develops spiritual formation practices, under the supervision of a mentor, that foster personal and spiritual growth. (PSF)
4. The graduate integrates the various ways spiritual formation may be part of the ministries of a local church in teaching, worship, preaching, and mission. (MPL)

Curriculum

36 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- 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)

Master of Arts: Leadership and Formation: Youth, Children and Family Ministry Specialization

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 values the role of practical theology in the Wesleyan-Holiness tradition and philosophy to inform practices fostering young persons and families. (RH)
2. The graduate understands both the history and contemporary characteristics of human development, adolescence and family systems theory necessary for engaging in youth, children and family ministry. (CC)
3. The graduate articulates and embodies a biblical understanding of faith formation within the community of faith including the family. (PSF)
4. The graduate demonstrates a dynamic integration of practice and philosophy of leadership suitable for ministry in the Church and in the world. (MPL)

Curriculum

36 semester credits required

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- 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)

Master of Arts: Pastoral Ministry

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. (CC)
4. The graduate practices the means of grace (spiritual disciplines) that lead to emotional and spiritual health, personal Christian virtue, and responsible social engagement. (PSF)
5. The graduate integrates Christian theological themes in the understanding and practice of ministry and leadership. (MPL)

Curriculum

40 semester credits required.

- PRTH6000. OnRamp Program Orientation (0)
- PRTH6000L. Personal Development Lab (0)
- BIBL6760. Old Testament Interpretation (3)
- BIBL7760. New Testament Interpretation (3)
- CHED6160. Congregational Education and Formation (3)
- CHIS6560. History of Christianity I (3)
- CHIS6960. History of Christianity II (3)
- PHIL7560. Philosophical Foundations of Ministry (3)
- PRTH6760. Spiritual and Personal Formation (3)
- PRTH6960. Missiology and Contextualization (3)
- PRTH6990A. Supervised Ministry (2)
- PRTH6990B. Supervised Ministry (2)
- PRTH7560. Pastoral Leadership (3)

- PRTH7960. Preaching and Worship (3)
- THE07560. Christian Theology I: Central Issues (3)
- THE07960. Christian Theology II: Holiness and Contemporary Theology (3)

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 Graduate School of Theology (GST) offers non-degree graduate certificates in the following seven areas of study:

- 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.

Applicants for a graduate certificate must have already earned an accredited baccalaureate degree, [follow the GST's application process](#), and [meet the same admissions requirements](#) for all incoming GST students. Students must complete all requirements for each of their four courses, including mentoring reports. To familiarize students with our online Learning Management System, all certificate students complete the Graduate School of Theology's OnRamp Program Orientation, which can be completed at the student's own pace prior to their first course. While in the OnRamp Program Orientation course, students will complete a background check and the California Psychological Inventory (CPI). There will be a course fee associated with PRTH6000L Personal Development Lab to cover the costs associated with the background check and the CPI.

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.

All four graduate certificate courses can be transferred into an existing Master of Divinity or Master of Arts degree.

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.

After completion of PRTH6000. OnRamp Program Orientation (0), students will complete the following courses:

- PRTH6000L. Personal Development Lab (0)
- PRTH6140. Ministry and Culture (4)
- PRTH6840. Missional Discipleship (4)
- PRTH7540. Missional Practicum (4)
- PRTH7940. Community, Context and Transition (4)

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.

After completion of PRTH6000. OnRamp Program Orientation (0), students will:

- Complete PRTH6000L. Personal Development Lab (0)
- Complete two of the following courses:
 - PRTH6140. Ministry and Culture (4)
 - PRTH6840. Missional Discipleship (4)
 - PRTH7540. Missional Practicum (4)
 - PRTH7940. Community, Context & Transition (4)

And complete two of the following courses:

- 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)

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.

After completion of PRTH6000. OnRamp Program Orientation (0), students will complete the following courses:

- PRTH6000L. Personal Development Lab (0)
- PRTH6180. Formational Practicum (4)
- PRTH6880. Nurturing the Inner Life (4)

- PRTH7580. Spirituality of Soul Care (4)
- PRTH7980. Spiritual Direction (4)

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.

After completion of PRTH6000. OnRamp Program Orientation (0), students will:

- Complete PRTH6000L. Personal Development Lab (0)
- Complete two of the following courses:
 - 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:

- 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)

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.

After completion of PRTH6000. OnRamp Program Orientation (0), students will complete the following courses:

- PRTH6000L. Personal Development Lab (0)
- 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)

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.

After completion of PRTH6000. OnRamp Program Orientation (0), students will complete the following courses:

- PRTH6000L. Personal Development Lab (0)
- 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)

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.

After completion of PRTH6000 OnRamp Program Orientation (0 cr), students will:

- Complete PRTH6000L. Personal Development Lab (0)
- Complete two of the following courses:
 - YCFM6130 Foundations of Youth, Children & Family Ministry;
 - YCFM6530 Leadership in Ministry;
 - YCFM6730 Missional Ministry; or
 - YCFM7930 Developmental & Spiritual Formation of Youth, Children & Families.

And complete two of the following courses:

- BIBL7290 Grounded in the Living Word: Scripture & the Christian Life;
- CHIS6290 Founded on Embodied Tradition: Church History & the Christian Life;
- PHIL7290 Reflecting on Character: Philosophy & the Christian Life; or
- THEO6290 Engaging with Prophetic Voices: Theology & the Christian Life.

Undergraduate Course Descriptions

ACCT – Accounting

ACCT2065 Financial Accounting (3)

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

ACCT2075 Managerial Accounting (3)

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

ACCT2410 Personal Income Tax (3)

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

ACCT2750 Computerized Accounting (3)

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

ACCT3015 Income Taxation (3)

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

ACCT3045 Cost Accounting (3)

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

ACCT3094 Special Topics in Accounting (1-3)

This course is designed to address specific accounting topics as designated by the instructor of record and approved by the department chair or dean.

ACCT3515 Intermediate Accounting I (3)

A detailed study of the conceptual (theoretical) framework of external financial reporting and the financial statements utilized in external reporting (except the statement of cash flows). An in-depth

study of certain current and non-current assets and liabilities. Topics include basic theory, the income statement and statement of changes in retained earnings, the balance sheet, time value of money, cash and accounts receivable, inventories, fixed assets and depreciation, intangible assets, and current liabilities. **Prerequisites:** [ACCT2075](#), or instructor's approval.

ACCT3525 Intermediate Accounting II (3)

A continuation of the study of certain current and long-term assets and liabilities begun in ACCT3515. Topics include: long-term liabilities, stockholders' equity, dilutive securities and earnings per share calculations, temporary and long-term investments, and computer spreadsheet applications. Accounting for pensions and post-retirement benefits, leases, statement of cash flows, and full disclosure will also be covered. **Corequisites:** [ACCT3515](#).

ACCT3855 Non-Profit and Governmental Accounting (3)

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

ACCT3955 Field Experience in Accounting (1-3)

This course is designed to provide academic credit for a complementary experience in accounting or academics related to the student's major. Academic credit is awarded for work hours at a rate of one credit hour for each 40 hours of work and/or the achievement of agreed-upon learning outcomes. This course awards a maximum of three credit hours and will have a pass/fail grade. May be repeated for credit.

ACCT3965 Internship in Accounting (1-3)

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. 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.

ACCT4005 Accounting Orientation for MAcc (0)

An online orientation to be completed prior to the start of coursework which outlines the MAcc 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. (This course is for MAcc students who are taking prerequisite undergraduate accounting courses)

ACCT4025 Auditing (3)

A study of professional ethics, accountants' legal liability, internal control, evidence, reporting, and an introduction to statistical sampling and EDP auditing. Topics include general, field work and reporting standards, as well as selected statements on auditing standards. An audit case is required. **Prerequisites:** [ACCT2075](#), or instructor's approval

ACCT4515 Advanced Financial Accounting (3)

An in-depth study of business combinations and consolidated financial statements from a financial reporting perspective. Topics include theory of business combinations (APBs 16, 17 and 18); accounting for business combinations under the pooling or purchase method, whether a statutory

merger, statutory consolidation, acquisition of assets, or acquisition of stock, consolidated financial statements at date of acquisition or subsequent to date of acquisition, and special inter-company transaction eliminations in consolidations. **Prerequisites:** [ACCT3525](#), or instructor's approval.

ARDE - Art and Design

ARDE3330 Teaching Art in the K-8 School (3)

Introduces elementary education majors to theoretical and practical experiences necessary for incorporating a discipline-based art education program into the elementary school curriculum. This course may include actual teaching experiences.

ARDE3530 Teaching Art in the Secondary Schools (3)

Examine pragmatic techniques and philosophical approaches necessary to design, implement, and evaluate a comprehensive discipline-based art education program at the secondary school level. Additionally, both historical and contemporary art education issues are examined, discussed, and evaluated. Includes opportunities for candidates to observe and teach in a secondary classroom. (See EDUC7653) Field Experience: 20 to 40 hours depending on endorsement areas.

ARDE3750 Art History 2 (3)

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

BIBL – Biblical Studies

BIBL1105 Introduction to Biblical Studies (3)

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

BIBL3155 Biblical Interpretation (3)

A study of the history, methods, and principles of biblical interpretation. Students will develop skills in interpreting different genre in both the Old and New Testament. Other topics include the authority of the Bible as the Church's Scriptures and the relationship between the Testaments. **Prerequisites:** [BIBL1105](#), Program admission.

BIBL3260 Life and Teachings of Jesus (3)

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

BIBL4445 Old Testament Studies (3)

An exegetical study of a selected corpus of Old Testament literature. The course will include an overview of the historical period within which these materials arose and specific attention to interpretive issues with regard to these materials. **Prerequisites:** [BIBL1105](#), [THEO2105](#), [BIBL3155](#), Program admission.

BIOL – Biology

BIOL1015 Introduction to Biology (3)

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

BIOL1015L Introduction to Biology Laboratory (1)

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

BIOL1040 Environmental Science (3)

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

BIOL1060 Human Biology (3)

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

BIOL1060L Human Biology Laboratory (1)

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

BIOL3640 Teaching Science in the Secondary Schools (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to assist in teaching a secondary classroom. (See EDUC7664) Field Experience: 20 to 40 hours depending on endorsement areas

BSNS – Business**BSNS2175 Computer Applications in Business (3)**

Key computer applications used in the business environment today will be covered. Topics covered include word processing, spreadsheets, databases, graphics, electronic communications, and the web. In addition to understanding the individual computer applications, students will observe how the applications fit within the organizational information system structure.

BSNS2225 Business Communication (3)

The course compares and contrasts business communications to other communication models. Both oral and written business communication topics will be covered. Attention will be given to communication through electronic business channels.

BSNS2335 Business Statistics (3)

An introductory course to statistical theory and applications for decision-making purposes in business. Topics include the role and use of statistics, tables and graphs, data analysis, probability distributions, descriptive measures, and statistical inference, including sampling, hypothesis testing, confidence intervals, analysis of variance, quality control, and regression analysis. Fulfills the General Education Mathematics Competency requirement. **Prerequisites:** ACT Math score of 21, SAT Math score of 570, Accuplacer Algebra score of 74, Accuplacer QRAS score of 250, [MATH0900](#) Essential Mathematics, or instructor's approval.

BSNS3005 STEP Business Orientation (0)

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

BSNS3015 Personal Finance and Stewardship (3)

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

BSNS3035 Management Information Systems (3)

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

BSNS3415 Business Law I (3)

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

BSNS3425 Business Law II (3)

Study of the present-day law of business in the United States as it relates to corporations, agencies, and negotiable instruments. Emphasis is also given to legal principles as they apply to partnerships, corporations, and non-corporate associations. Ethical considerations and international topics are also discussed. **Corequisites:** [BSNS3415](#)

BSNS3515 Principles of Marketing (3)

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

BSNS3594 Special Topics in Business (1-3)

This course is designed to address specific business topics as designated by the instructor of record and approved by the department chair or dean.

BSNS3645 Principles of Management (3)

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

BSNS3655 Human Resource Management (3)

Strategic issues in managing human resources, developing and implementing human resource policies and procedures, human resource planning, job design, analysis and evaluation, staffing, compensation, performance appraisal, training and development, career management, labor relations, and legal, ethical and global human resource issues. **Prerequisites:** [BSNS3645](#), or instructor's approval.

BSNS3715 Principles of Finance (3)

Introduction to financial management, including financial statement analysis, valuation of cash flows, capital budgeting, the time value of money, the concepts of risk and return, cost of capital,

and applications of these concepts in the firm. **Prerequisites:** [ACCT2065](#), [ECON2415](#), [BSNS2335](#), or [MATH2240](#), or instructor's approval.

BSNS3815 Business Ethics (3)

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

BSNS3955 Field Experience in Business (1-3)

This course is designed to provide academic credit for a complementary experience in business or academics related to the student's major. Academic credit is awarded for work hours at a rate of one credit hour for each 40 hours of work and/or the achievement of agreed-upon learning outcomes. This course awards a maximum of three credit hours and will have a pass/fail grade. May be repeated for credit. **Prerequisites:** Instructor's approval.

BSNS3965 Internship in Business (1-3)

Business 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. 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.

BSNS4605 Global Business Strategies (3)

The course will cover the structure of global operations, methods of entering international markets, cultural impact on business practices, legal and ethical impact on multi-international business, human resource management in international firms, and international movement of business factors. Fulfills a General Education Cultural Competency (CC) requirement.

Prerequisites: [BSNS3645](#), or instructor's approval.

BSNS4675 Organizational Behavior (3)

A study of the effects of organizational structure and style on morale, productivity, and efficiency. **Prerequisites:** [BSNS3645](#), or instructor's approval

BSNS4695 Global Operations Management (3)

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

BSNS4985 Senior Seminar in Business Capstone (3)

Applications seminar requiring students to utilize various business concepts. The main emphasis of the course will be on entrepreneurial research projects, but additional topics of current interest in business will be covered. Students will be taking the ETS Exam and it will count towards their overall grade in BSNS4985. **Prerequisites:** Accounting or business majors with senior classification, or instructor's approval, Program admission. **Corequisites:** [BSNS3515](#)

CHED – Christian Education

CHED1815 Introduction to Christian Discipleship (3)

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

CHED2225 Instructional Bible Study (3)

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

CHED3815 Children's Ministries (3)

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

CHED3825 Youth Ministries (3)

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

CHED3845 Family Ministries (3)

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

CHIS – Church History

CHIS2415 History and Manual, Church of the Nazarene (3)

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

CHIS3615 History of the Christian Tradition I (3)

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

CHIS3625 History of the Christian Tradition II (3)

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

CLTA – Cultural Anthropology

CLTA1550 Introduction to Cultural Anthropology (3)

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 a General Education Cultural Competency (CC) requirement.

COMM – Communication Studies

COMM1210 Introduction to Public Speaking (3)

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

COMM2030 Interpersonal Communication (3)

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

COMM3650 Teaching Communication Studies in Secondary Schools (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to assist and teach in a secondary classroom. (See EDUC7664) Field Experience: 20 to 40 hours depending on endorsement areas. **Corequisites:** [EDUC3510](#), [EDUC3750](#)

CRIM – Criminal Justice

CRIM1500 Introduction to Criminal Justice (3)

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.

CSBL – Course of Study Bible

CSBL1011 Telling the Old Testament Story of God (1)

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

CSBL1012 Telling the New Testament Story of God (1)

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

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

Through this biblical theology module, students will learn to sort through the Bible's witness to God's involvement in the lives of people long dead to discern the timeless truths that should shape our understanding of God and life as His people. This is the only course module in the COS Online program requiring a textbook. *New Dictionary of Biblical Theology (NDBT)*. IVP Academic, 2000. ISBN: 0-8308-1438-8. This course module has 12 lessons. Prerequisites: This module should be taken only after students have taken the modules Telling the Old Testament Story of God, Telling the New Testament Story of God, and Interpreting Scripture.

CSBL1021 Interpreting Scripture (1)

A set of procedures by which to pursue the meaning of the text for its author and original audience and the ability to move from that original meaning to a contemporary application or contemporary significance is what this module provides the student. This module corresponds to the Directed Studies Program course 131. This module has 14 lessons.

CSCE – Course of Study Christian Education

CSCE1064 Providing Christian Education for all Ages (1)

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

CSCH - Course of Study Church History

CSCH1024 Examining Our Christian Heritage I (1)

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

CSCH1032 Examining Our Christian Heritage II (1)

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

CSCH1055 Exploring Nazarene History and Polity (1)

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

CSMD – Course of Study Multidisciplinary

CSMD1060 Foundations of Women's Ordination (1)

This module is designed to give a multi-disciplinary view of the ordination of women in the Church of the Nazarene. Broader biblical, historical and theological issues will be explored, with specific emphasis given to the Wesleyan-Holiness heritage. Practical issues such as power dynamics, the importance of inclusive language, and modeling gender mutuality, as well as the practical aspects of mixed gender pastoral teams, co-pastoring, and family issues for women clergy are also discussed. This module has 20 lessons.

CSPH – Course of Study Philosophy

CSPH1062 Living Ethical Lives (1)

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

CSPT – Course of Study Practical Theology

CSPT1011 Administering the Local Church (1)

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

CSPT1042 Preaching the Story of God (1)

The fundamentals of sermon preparation and presentation are addressed in this module. Students are expected to produce and preach sermons in their local setting. This module corresponds to the Directed Studies Program course 124 or 134 or 144. This module has 14 lessons.

CSPT1051 Communicating Christ Cross-Culturally (1)

This module acquaints the student with the fundamentals of Missiology, the theology of missions. Pastors must be knowledgeable of and sensitive to cultures other than their own in this rapidly diversifying world. This module corresponds to the Directed Studies Program course 146. This module has 10 lessons.

CSPT1052 Communicating the Gospel in a Pluralistic World (1)

In this module, students confront the ideology of religious pluralism from a Wesleyan-Armenian perspective. Religious pluralism claims that there are many religions, therefore, the diversity represents the way things ought to be. There exists no single religious perception of reality that is universally applicable and binding. No religion can legitimately claim to proclaim the truth for all persons. This module corresponds to the Directed Studies Program course 143. This module has 12 lessons.

CSPT1053 Declaring the Gospel of God (1)

The fundamentals of evangelism are considered in this module and various approaches to evangelism are presented. This module corresponds to the Directed Studies Program course 112. This module has 12 lessons.

CSPT1054 Exploring Christian Ministry (1)

The module writer views the minister and the ministry from a biblical perspective, presents the ministry as a high calling demanding holy living and hard work, and encourages a hunger for and commitment to a lifetime of arduous study and patient ministry. This module corresponds to the Directed Studies Program course 124 or 134 or 144. This module has 6 lessons and lasts 6 weeks.

CSPT1061 Leading the People of God (1)

The overarching vision for this module is for each student to embrace the biblical model of a servant as the driving force and organizing principle within the individual as he or she seeks to lead a Christian community of faith. This module corresponds to the Directed Studies Program course 125. This module has 16 lessons.

CSPT1063 Practicing Wesleyan-Holiness Spiritual Formation (1)

Spiritual formation is the transformational outworking of the grace of God in the hearts and actions of human beings. It includes Christian fellowship, community, and worship (Eph 4:15-16) as well as acts of service (Gal 6:10). This course focuses primarily on the spiritual disciplines, devotional skills, and practices that open the door to the transforming Spirit. This module corresponds to the Directed Studies Program course 116. This module has 20 lessons.

CSPT1065 Shepherding God's People (1)

In this module the student is introduced to the fundamentals of pastoral counseling. This module corresponds to the Directed Studies Program course 145. This module has 16 lessons.

CSTH - Course of Study Theology

CSTH1025 Exploring John Wesley's Theology (1)

The module will examine the life of Wesley in historical context, Britain in the 18th century. It will also examine Wesley's dependence upon and creative appropriation of certain theological traditions. Each aspect of the "Wesleyan Quadrilateral" will be examined. This module corresponds to the Directed Studies Program course 113. This module has 15 lessons.

CSTH1031 Investigating Christian Theology I (1)

This module introduces the student to Systematic Theology, a thematic approach to understanding Christian Theology. This module corresponds to the Directed Studies Program course 132. This module has 20 lessons.

CSTH1033 Becoming a Holy People (1)

Holiness of heart and life is traced as a theological doctrine from early Judeo-Christian literature through the 21st century expression in the Church of the Nazarene. This module corresponds to the Directed Studies Program course 122. This module has 12 lessons.

CSTH1041 Investigating Christian Theology II (1)

This module continues the introduction to Systematic Theology, a thematic approach to understanding Christian Theology. It is advisable that Christian Theology 1 be taken before Christian Theology 2, although it is not a requirement. This module corresponds to the Directed Studies Program course 142. This module has 17 lessons.

ECON – Economics

ECON1010 Personal Finance (3)

An introduction to 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.

ECON2275 American Economic History (3)

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

ECON2415 Principles of Microeconomics (3)

A study of economics as it relates to the firm and other individual decision-making units in the economy. Students will explore pricing policy, supply and demand issues, and economic drivers of consumer decision processes. Students will discuss the topics in the context of practical business settings.

ECON2425 Principles of Macroeconomics (3)

A study of economic issues as they relate to the economy as a whole. Topics include gross national product, national income, consumption, investment, inflation, and economic growth. Students will examine the issues in the context of current domestic and global economic policies.

ECON3015 Personal Finance and Stewardship (3)

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

EDUC – Education

EDUC1100 Introduction to Education (1)

Exploration of the rewards and challenges of the teaching profession. Course includes discussion of current issues in education, 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.

EDUC1125 Foundations of Teaching and Instructional Design (3)

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.

EDUC2005 Orientation: ACE - Education (0)

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. **Fees:** Additional fee required.

EDUC2110 Educational Psychology (3)

A study of the psychological implications involved in the teaching-learning situation with emphasis on those psychological principles applicable to children ages 6-12 and adolescents 13-18. A variety of learning and developmental theories based on research from the field of psychology are covered. (See PSYC2110) **Prerequisites:** [EDUC1100](#), or instructor's approval.

EDUC2250 Cultural Diversity in Education (2)

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 a General Education Cultural Competency (CC) requirement. **Prerequisites:** [EDUC1100](#)

EDUC2555 Innovative Instruction (3)

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

EDUC2960 Introduction to Instructional Design (1)

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. **Prerequisites:** [EDUC1100](#)

EDUC3090 Pedagogy of Writing in 6-12 Schools (3)

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.

EDUC3165 Learning and the Brain (3)

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

EDUC3175 Teaching Diverse Learners (3)

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.

EDUC3245 Elementary Classroom Management (3)

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

EDUC3255 Fundamentals of Reading (3)

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. Prerequisites: Program admission. Field Experience: 15 hours.

EDUC3265 Elementary Content Literacy (3)

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. Prerequisites: Program admission.

EDUC3510 Teaching Methods in Secondary Classrooms (3)

An investigation of teaching methods and techniques appropriate for the secondary school classroom. Theoretical principles upon which teaching strategies are based and the principles of classroom management will be considered. Lesson and unit planning are included. Min-teaching experiences are an integral part of this course. Corequisite: Methods courses in teaching area or first and second teaching fields. Exempt - music majors who do not have a second teaching field. Prerequisites: Junior classification, Program admission. Corequisites: [EDUC3750](#)

EDUC3670 Teaching Psychology in Secondary Schools (2)

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) Prerequisites: Junior classification, Program admission.

EDUC3750 Classroom Management in Secondary Schools (3)

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. Corequisite: Methods courses in teaching area of fields. Music Education majors exempt from EDUC3510. Prerequisites: Junior classification, Program admission. Corequisites: [EDUC3510](#)

EDUC4465 Assessment and Intervention in Reading (3)

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. **Prerequisite:** [EDUC3255](#)

EDUC4555 Methods of Teaching Math and Science in the Elementary Classroom (3)

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. **Prerequisites:** Program admission.

EDUC4590 Pedagogy of Writing in K-8 schools (3)

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.

EDUC4815 Elementary School Start-Up (1)

A fall field experience to acquaint the intern with practices for beginning the school year in an elementary school. Candidates attend opening faculty meetings in the school and observe and assist the teacher during the first week of school. Materials and instructions for this course must be secured from the director of student teaching three months in advance of the opening of school. **Prerequisites:** [EDUC4555](#), Approval for student teaching, Program admission.

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

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

EDUC4905 Student Teaching in Elementary Schools (11)

Directed observation, participation, and responsible teaching by Adult and Professional Education candidates, conducted under the supervision or mentoring of an elementary school teacher and NNU supervisors. Weekly seminars are a part of this experience. **Fees:** Additional fee required. **Prerequisites:** Program admission. **Corequisites:** [EDUC4955](#)

EDUC4955 Seminar/Capstone (1)

Weekly reflection and discussion about changes in thinking and professional practice resulting from growth in teaching competency as it intersects with growth in the four university outcomes. **Corequisites:** [EDUC4905](#)

ENGL – English

ENGL1035 University Writing and Research (3)

A course which enables students to sharpen analytical reading skills and, through the medium of research projects, to refine existing critical thinking and writing skills, preparing them for rigorous academic writing. It acquaints students with current information technology, library resources, and undergraduate research methods, covering the entire process of researching and writing persuasive essays. A student must earn a grade of C- or better. **Prerequisites:** Traditional Undergraduate students need department approval to take this course.

ENGL2120 English Grammar and Usage (2)

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

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

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

ENGL2410W Major Literature of the Western World (3)

An introductory study of major literary works drawn from the European, British, and American traditions. Special emphasis is placed on literary appreciation. This course fulfills the general-education "W" requirement. **Prerequisites:** Completion of [ENGL1035](#) with a grade of C- or better.

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

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

ENGL3010 Teaching English Secondary Schools (3)

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

ENGL3015 Topics in Writing (3)

Building on the analytical, research, and writing skills gained in ENGL1035, this course provides students the opportunity to explore further the relationships between one particular field of study, academic discipline, or topic and to write critically, engagingly, and knowledgeably about related topics to an informed audience. A student must earn a grade of C- or better. May be repeated for credit with a different topic. **Prerequisites:** Completion of [ENGL1035](#) with a grade of C- or better.

ENGL3020W Principles of Writing (3)

An advanced expository writing course emphasizing the thinking and writing skills necessary to develop an effective prose style. A general course appropriate for advanced students in any area, it is especially recommended for potential graduate students. This course fulfills the general-education "W" requirement. **Prerequisites:** [ENGL1035](#), with a grade of C- or better.

ENGL3090 Pedagogy of Writing in 6-12 Schools (3)

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)

ENGL3210 Major Authors in American Literature (3)

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.

ENGL3510 Twentieth Century Poetry (3)

A study of representative contemporary poetry published in English.

ENGL3750 Children's and Young Adult Literature (3)

A study of literature written for children and young adults, from pre-school age onward. The course samples a variety of types of literature and will prove valuable for general students, prospective teachers, or parents who wish to enrich their own background in children's and young adult literature and to develop qualitative judgment skills.

FREN – French

FREN1010 Elementary French (4)

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.

FREN1020 Elementary French (4)

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. Offered: Alternate years. Fulfills a General Education Cultural Competency (CC) requirement. **Prerequisites:** [FREN1010](#), or instructor's approval.

GEOG – Geography

GEOG1050 Introduction to Geography (3)

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

HIST – History

HIST1030 The World and the West I (3)

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.

HIST1040 The World and the West II (3)

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.

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

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

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

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

HIST3250 History of American Culture (3)

An examination of the social currents of American thought and culture, emphasizing ideas and concepts that have influenced the development and growth of American institutions and values from the colonial era to the present. General themes include gender values, race relations, and class conflicts. **Prerequisites:** [ENGL1035](#), or instructor's approval

HIST3330 U.S. Foreign Policy (3)

An in-depth examination of the factors influencing the U.S. as a participant in the international system, especially from the end of World War II to the present. Topics include U.S. foreign policy and ideology, domestic politics and interest groups, public opinion and the media, and historical events considered chronologically. (See POLS3330.)

HIST3390 Recent America (3)

An in-depth exploration of modern America from 1945 to the present emphasizing the political, economic, diplomatic, and social aspects of the period. The course will investigate the origins of the Cold War, McCarthyism, increasing presidential power, the U.S. and the Third World, the civil rights struggle, women's movement, student revolts, Vietnam, Watergate, and the New Right and post-Cold War America. **Prerequisites:** [ENGL1035](#), or instructor's approval.

HIST3480 Modern Europe (1800-Present) (3)

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

HIST3580 Teaching Social Studies in the Secondary Schools (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to observe and teaching a secondary classroom. (See EDUC7658) Field Experience: 20 to 40 hours depending on endorsement areas

HUMN – Humanities

HUMN1025 Cornerstone (1)

In Cornerstone, students engage with the four interrelated NNU values of Truth, Transformation, Community, and Service through direct experience and reflection on that experience. Students begin to foster a life-long passion for learning by establishing personal, spiritual, and academic goals and developing skills and habits necessary for enriching learning experiences.

HUMN4015 Capstone (1)

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

KINE – Kinesiology

KINE1005 Fundamentals of Wellness (1)

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

KINE1020 Heart Healthy Activity (1)

Wellness activities of adult fitness, aerobic fitness, cycling, 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.

KINE1030 Lifetime Sport Activities (1)

Introductory skill, rules and play of a selected activity such as: archery, backpacking, badminton, bowling, golf, racquetball, rock climbing, soccer, softball, swimming (beginning), tennis, weight training, and volleyball (beginning and intermediate). This course fulfills the general education KINE activity requirement. May be repeated for elective credit but not for general education credit. Additional fee may be required.

KINE3350 Teaching School Health (2)

Designed to provide knowledge and background in three divisions of health education: healthful living, school health services, and health education. Recognition of health problems of children and adolescents with the opportunity to develop competencies in handling methods and teaching techniques. Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See EDUC7635) Field Experience: 20 to 40 hours depending on endorsement areas

KINE3360 Teaching Physical Education in the Secondary Schools (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See EDUC7636) Field Experience: 20 to 40 hours depending on endorsement areas

KINE3380 Teaching Physical Education in the K-8 Schools (2)

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.

MATH – Mathematics

MATH0900 Essential Mathematics (3)

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

MATH1100 Liberal Arts Mathematics (3)

Students will explore mathematical ideas and logical reasoning. This class will look at mathematical applications in life which may include topics such as statistics, fair voting schemes, prime numbers, and modular arithmetic. Students will also develop their own insights and theorems through the exploration of mathematical patterns. The content of the class may vary each semester. The course 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. **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 (3)

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. **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 (3)

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. **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 (3)

Includes problem solving and mathematical reasoning, sets, relations and functions, numeration, the system of whole numbers, integers and rational numbers, and number theory. Laboratory activities are included. Students need to verify they have the prerequisites the first day of class. **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 (3)

Includes probability and statistics, basic geometric concepts and measurement, constructions, congruence, similarity and transformations. Laboratory activities are included. **Prerequisites:** [MATH2010](#), or instructor's approval.

MATH2240 Elementary Statistics (3)

Introduction to statistical terminology and basic concepts, including common uses and misuses of statistics. Topics include experimental design, sampling, descriptive statistics, correlation and regression, probability, and tests of significance. This is a valuable course for students in all majors. This course satisfies the general education mathematics competency requirement. **Prerequisites:** ACT Math score of 21 or higher, or SAT Math score of 570 or higher, or Accuplacer Elementary Algebra score of 74 or higher, or Accuplacer QRAS score of 250 or higher, or credit for [MATH0900](#), or instructor's approval.

MATH2310 Discrete Mathematics (3)

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. **Prerequisites:** [MATH1300](#) (a grade of C or better).

MATH2510 Calculus I (4)

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. **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 (3)

A study of vector spaces, linear transformations, matrices, determinants and system of equations. Special attention is given to the connection between linear transformations and matrices. **Prerequisites:** [MATH1300](#) or [MATH2510](#).

MATH3570 Teaching Mathematics in the Secondary Schools (2)

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.

MUSC – Music

MUSC1010 A Survey of Art and Music (3)

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

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

An introduction to music literature from 1750 to the present.

MUSC3450 Teaching Music in Elementary Schools I (2)

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. Offered: Alternate years, normally offered fall odd numbered years **Corequisites:** [MUSC3460](#)

MUSC3460 Teaching Music in Elementary Schools II (2)

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. Offered: Alternate years, normally offered fall odd numbered years. **Corequisites:** [MUSC3450](#)

MUSC3470 Teaching Music in Secondary Schools I (2)

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 **Corequisites:** [MUSC3480](#)

MUSC3480 Teaching Music in Secondary Schools II (2)

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. **Corequisites:** [MUSC3470](#)

NURS – Nursing

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

Explore concepts of leadership and management applied within professional nursing practice. Nursing and healthcare trends within the context of regional, national and international arenas will be explored. Principles of adult education, technology in learning and scholarly writing are included. The University values will be introduced. Clinical component included. Fulfills a nursing baccalaureate content requirement for RN to MSN Areas of Study. **Fees:** Additional fee required.

NURS4111 Nursing as Servant Leader (3)

The course addresses the distinction of NNU as a Christian University with emphasis on spiritual care and servant leadership. This course challenges the BSN student to understand and appreciate

human diversity as a basis for providing culturally competent healthcare. This course meets the University requirement for UD Theology.

NURS4112 Systems Management in Nursing (3)

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

NURS4113 Intro to Evidence Based Practice & Research (4)

Students acquire an understanding of the research process and evidence-based practice. Students will be guided in applying and incorporating research into evidence-based nursing practice. Human subjects' protection training is included.

NURS4114 Nursing of Diverse Communities & Populations (4)

A study of nursing in health promotion, health protection, and health maintenance for communities and populations. A major emphasis will be the collaborative role of nursing in the management of community health care needs. Environmental influences upon the health of groups will be a focus. Clinical component included. This course fulfills a General Education Cultural Competency CC designation.

NURS4118 Nursing of Older Adult (3)

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

NURS4121 History of Nursing (3)

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

NURS4130 Transition to Professional Nursing (3)

Focus on the transition from the associates nursing role to the bachelors nursing role. Principles of adult education, technology in learning and scholarly writing are included. This capstone course allows the student to apply knowledge and skills acquired throughout the BSN program. The capstone assignment assists the student to reflect on the educational experience and professional development in light of the institutional values of Northwest Nazarene University.

PELA – Prior Experience Learning Assessment

PELA1005 Prior Experiential Learning Assessment (3)

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

assessment of prior learning, enabling students to earn college-level credit for college level life learning. **Fees:** Additional fee required.

PHIL - Philosophy

PHIL2020 Ethics (3)

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

PHIL3080 Critical Reasoning (3)

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

PHYS - Physics

PHYS1010 Introduction to Physical Science (3)

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

PHYS1010L Introduction to Physical Science Laboratory (1)

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

PHYS1060 Descriptive Astronomy (3)

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

PHYS1060L Descriptive Astronomy Laboratory (1)

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

POLS - Political Science

POLS1010 American National Politics (3)

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

POLS3330 U.S. Foreign Policy (3)

An in-depth examination of the factors influencing the U.S. as a participant in the international system, especially from the end of World War II to the present. Topics include U.S. foreign policy and ideology, domestic politics and interest groups, public opinion and the media, and historical events considered chronologically. (See HIST3330.)

PRTH - Practical Theology

PRTH2215 Spiritual Formation and Christian Discipleship (3)

A study of the theory and practice of spiritual formation and Christian discipleship. Attention will be given to the reflective discipline of one's own individual journey with God in personal spiritual

development. Further attention will be given to the task of discipling others through mentoring and in small groups. This course also includes the completion of the California Psychological Inventory (CPI), which students will discuss in PRTH2215L. **Fees:** Additional fee required. **Prerequisites:** Program admission. **Corequisites:** [PRTH2215L](#)

PRTH2215L Personal Development Lab (0)

Students in this 8-week lab meet in person or online with a graduate counseling student for the interpretation of their California Psychological Inventory (CPI) results and a formative assessment of their personal development with respect to theological studies and vocational ministry. Grade of Pass/Fail. **Corequisites:** [PRTH2215](#)

PRTH2225 Worship Theory and Development (3)

A study of the principles of Christian worship. Attention will be given to the development of contextualized, theologically informed worship as well as the rites and sacraments of Christian worship. **Prerequisites:** Program admission.

PRTH2405 Christian Missions (3)

An introduction to the study of Christian missions. Attention will be given to biblical and theological foundations, historical perspectives, and cultural dimensions of missions in a contemporary world setting. Fulfills a General Education Cultural Competency (CC) requirement. **Prerequisites:** Program admission.

PRTH3105 Pastoral Theology (3)

A survey of pastoral care, ministerial leadership and theology in the context of parish ministry. This course explores the pastoral office by focusing on who ministers are and what they do. **Prerequisites:** Program admission.

PRTH3715 Preaching (3)

A study of the preparation and delivery of sermons within the context of worship, including practice preaching. **Prerequisites:** [COMM1210](#), [BIBL3155](#), Program admission.

PRTH3755 Compassionate Ministries (3)

A study of the theology of social holiness as expressed in a life of compassionate stewardship. The course will explore current literature and programs being developed by evangelical churches focusing on compassionate ministries. Special attention will be given to urban compassionate ministry centers being developed by the Church of the Nazarene. Fulfills a General Education Cultural Competency (CC) requirement. **Prerequisites:** Program admission.

PRTH4715 Missional Growth and Health (3)

An extended study of the church's mission and development with special emphasis on church health and growth. Attention will be given to the skills of observation of church and community, both historical and contemporary. Students will describe the socialization and dynamics of the church to culture, and develop skills for effective ministry. **Prerequisites:** Program admission.

PRTH4765 Communicating the Gospel (3)

An advanced study utilizing visual elements in teaching and preaching. Attention is given to the use of visual metaphors in biblical communication. **Prerequisites:** Program admission.

PRTH4825 Pastoral Leadership (3)

A study of leadership and administration in Christian ministries. Areas to be discussed will include spiritual gifts, selecting, organizing, and maintaining a church staff, conflict management and professional ethics. **Fees:** Additional fee required. **Prerequisites:** Program admission.

PRTH4965 Internship in Christian Ministry (3)

A practical course, open only to persons with senior status in the Christian Ministry major, involving ministry experience in areas including preaching, counseling, teaching, education, evangelism, administration and missions. This experience will be under the direction of the instructor in cooperation with the supervising ministry mentor. **Prerequisites:** Program admission.

PSYC – Psychology

PSYC1550 Introduction to Psychology (3)

A study of the basic principles of human behavior, giving attention to developmental patterns, motivation and adjustment, learning and memory processes, and individual differences in aptitude, personality, and mental health.

PSYC2100 Lifespan Development (3)

A study of growth and development of human beings from conception to death, with emphasis on the areas of cognitive processes, language development and social interactions. Prerequisites: [PSYC1550](#)

PSYC2110 Educational Psychology (3)

A study of the psychological implications involved in the teaching-learning situation with emphasis on those psychological principles applicable to children ages 6-12 and adolescents 13-18. A variety of learning and developmental theories based on research from the field of psychology are covered. (See EDUC2110) **Prerequisites:** [EDUC1100](#), Sophomore classification, or instructor's permission

PSYC3165 Learning and the Brain (3)

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

PSYC3670 Teaching Psychology in Secondary Schools (2)

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) **Prerequisites:** Junior classification, Program admission.

PSYC4112 Human Diversity (3)

This course examines the multifaceted levels of diversity in humanity and will review ways to approach diversity in a sensitive and appropriate manner. Topics to be covered include a history of human diversity, cultural diversity, age differences, gender issues, spirituality, sexuality, religious diversity, physical impairments, and how to be sensitive to issues of diversity as they pertain to working with people. Key human rights and understandings will be explored. Prerequisites: [PSYC1550](#) or [CLTA1550](#).

PSYC4512 Social Psychology (3)

A study of the inter-relationships of individuals and their social environments, including the methods of investigation and some of the theories and findings of the field of social psychology. **Prerequisites:** [PSYC1550](#)

SPAN – Spanish

SPAN1010 Elementary Spanish (4)

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.

SPAN1020 Elementary Spanish (4)

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. **Prerequisites:** [SPAN1010](#), or instructor's approval

SPAN3630 Teaching World Language in the Secondary Schools (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for students to assist and teach in a secondary classroom. (See EDUC7663) Field Experience: 20 to 40 hours depending on endorsement areas.

THEO – Theology

THEO2105 Introduction to Christian Theology (3)

A study of the essential doctrines of the Christian faith in systematic form. The underlying foundation will be biblical faith, with special emphasis given to the interpretation of the Wesleyan-Arminian tradition. This course is designed for general students. **Corequisites:** [BIBL1105](#)

THEO4245 Theology of Holiness (3)

An extended study of the theology of entire sanctification. Emphasis will be given to its biblical and historical background, especially as developed by John Wesley and the Wesleyan holiness tradition. **Prerequisites:** [THEO2105](#)

THEO4535 Christian Theology I (3)

An advanced systematic study of the Christian faith from a Wesleyan perspective, with particular reference to historical development and contemporary understanding. The subjects include theological methodology, revelation and inspiration, the trinitarian God, humanity, and sin. **Prerequisites:** [THEO2105](#), Program admission.

THEO4545 Christian Theology II (3)

An advanced systematic study of the Christian faith from a Wesleyan perspective, with particular reference to historical development and contemporary understanding. The subjects include Christology, soteriology, pneumatology, Christian ethics, and eschatology. **Prerequisites:** [THEO2105](#), [THEO4535](#), Program admission.

THEO4905 Senior Capstone in Ministry (1)

The course evaluates how students in the online Christian Ministry program have integrated theology and ministry practice through the use of case studies. The case studies will provide a context for faculty to assess whether students have integrated the university outcomes in their understanding of Christian ministry. **Prerequisites:** Program admission.

Graduate Course Descriptions

ACCT—Accounting

ACCT6000 Graduate Business Orientation (0)

An online orientation to be completed prior to the start of coursework which outlines the MAcc program and expectations. This course will familiarize participants with technology, policies, campus services, resources and course management software. Coursework will include the completion of several forms and submission of several short assignments. Grade of pass/fail. (See BSNS6000)

ACCT6013 CPA Auditing (2)

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.

ACCT6014 CPA Business Environment and Concepts (2)

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

ACCT6015 CPA Financial Accounting and Reporting (3)

This course prepares students to pass the financial accounting and reporting section of the CPA exam. Coursework covers 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.

ACCT6016 CPA Regulation (2)

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

ACCT6017 CMA Financial Planning/Performance (3)

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.

ACCT6018 CMA Financial Decision Making (3)

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.

ACCT6162 Ethics and Integrity in Decision Making (3)

Enhances management skills through study of values, attitudes and ethical issues in decision making and its human impact on corporate power. Discussions include the ethical stance and social responsibility found in mission statements and corporate strategy. (See BSNS6162)

ACCT6301 Business Analysis and Valuation (3)

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.

ACCT6401 Advanced Accounting Information Systems (3)

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.

ACCT6501 Forensic Accounting and Fraud Examination (3)

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.

ACCT6601 Accounting Theory/Research (3)

This applied course challenges students to research, analyze and communicate topics in accounting and/or tax by using qualitative and/or quantitative research methodology. Students also learn various effective methods accountants must use to communicate in written and oral form.

ACCT6701 Governmental and Nonprofit Accounting (3)

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. Prerequisites: ACCT2075

ACCT6950 Comprehensive Exam (0)

This final course of the Master of Accountancy program 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.

ACCT6965 Internship in Accounting (1-3)

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.

BIBL—Biblical Studies**BIBL6094 Topics in Biblical Studies (3-4)**

This course introduces interdisciplinary material in Biblical Studies of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

BIBL6599 Independent Study (3-4)

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

BIBL6760 Old Testament Interpretation (3)

This course introduces key strategies and exegetical tools particular to interpreting the Old Testament. Students will develop exegetical skills and the ability to recognize Scripture's theological texture through study of selected texts from the different genres of the Old Testament.

BIBL7290 Grounded in the Living Word: Scripture and the Christian Life (4)

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.

BIBL7760 New Testament Interpretation (3)

This course introduces key strategies and exegetical tools particular to interpreting the New Testament. Students will develop exegetical skills and the ability to recognize Scripture's theological texture through study of selected texts from the different genres of the New Testament.

BIBL8090 Advanced Biblical Exegesis (3)

An in-depth exegetical study of 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. Prerequisites: BIBL6000 or BIBL7000 level course.

BSNS—Business**BSNS6000 Graduate Business Orientation (0)**

An online orientation to be completed prior to the start of coursework which outlines the MBA program and expectations. This course will familiarize participants with technology, policies, campus services, resources, and course management software. Coursework will include completion of an entrance exam and submission of several short assignments. Grade of pass/fail. (See ACCT6000) Prerequisites: PPSY7535

BSNS6002 Business Environment (3)

Explores foundational concepts in the areas of marketing, management, ethics, leadership and strategic management. Strategic market planning, marketing segmentation, product and pricing strategies, channel distribution and other basic marketing concepts will be covered. Organizational behavior and culture, human resource management, management philosophies and quality management will be discussed through the eyes of ethical leaders and strategy.

BSNS6003 Business Financial Systems (3)

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

BSNS6004 Business Processes and Systems (3)

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

BSNS6011 Managerial and Cost Accounting (3)

Develops the concepts and techniques necessary to analyze financial statements and management accounting reports. In particular, participants will learn to use these statements and reports as effective management tools for decision-making in the coordination of managerial and organizational activities.

BSNS6021 Management Law (3)

Provides an overview of legal and regulatory issues of the workplace. It focuses on situations that commonly arise and the legal principles that apply.

BSNS6031 Corporate Finance (3)

Covers applications of financial theory in the firm including the time value of money, risk and return, capital budgeting, the cost of capital, and capital structure. Special topics in financial management such as derivatives and multinational finance may also be covered.

BSNS6032 Advanced Corporate Finance (3)

Covers both the theoretical background and practical implications of the central issues in corporate financial management, including capital structure decisions, dividend payout decisions, and asset valuation. Real options are considered as an enhancement to traditional capital budgeting methods. Also, issues related to security design are covered. Prerequisites: BSNS6031, Program admission required.

BSNS6033 Investments (3)

Covers the fundamentals of security valuation and analysis, market efficiency, the scientific evidence surrounding investment strategies, and the relationship between risk and the return. Trading mechanics, types of trades, and alternative investment vehicles will be discussed.

BSNS6034 Global Finance (3)

A study of financial issues facing corporations that operate in a global environment. Topics include capital budgeting, exchange rate risk, financial structure in the multinational firm, financial markets, capital asset pricing, and sources of financing as related to the global market.

BSNS6101 Organizational Dynamics (3)

This course focuses on the practical application of current research and concepts in human communication and behavior in organizations. Topics include the changing world of work, organizational paradigms and systems, culture, and organizational dynamics of the individual and groups.

BSNS6122 Management Information Systems (3)

Surveys a variety of topics about computing, information systems, and the application of information systems technology. Topics include systems principles, current technology, design and analysis of information systems, implementation issues, and applications. Emphasis is given to the direct support of management decision making and the application of microcomputers.

BSNS6132 Managing in a Global Economy (3)

Presents the concepts, techniques, and fundamentals of managerial economics in an international environment. Trends in trade and international payments are explored. Important international,

cultural, political, and legal issues are examined focusing on their effects on the economics of international pricing, financial policies, and investment strategies.

BSNS6142 Managing in a Global Economy (International Experience) (3)

Presents the concepts, techniques, and fundamentals of managerial economics in an international environment. Trends in trade and international payments are explored. Important international, cultural, political, and legal issues are examined focusing on their effects on the economics of international pricing, financial policies, and investment strategies. Includes an international experience. Note: The costs of the international experience (trip), such as travel, accommodations, etc., are in addition to tuition.

BSNS6162 Ethics and Integrity in Decision Making (3)

Enhances management skills through study of values, attitudes and ethical issues in decision making and its human impact on corporate power. Discussions include the ethical stance and social responsibility found in mission statements and corporate strategy. (See ACCT6162)

BSNS6172 Leadership Development (3)

Provides an overview on the history, current models, and the future of leadership in an environment of social and cultural changes. Attention will also be given to the leader as a person and the management of individual and professional priorities.

BSNS6173 Servant Leadership (3)

Students will study the foundation, principles and practice of servant leadership. This course will assist students in articulating a vision of servant leadership as a vocation, enriching the community and the world, while serving as a model for others to follow.

BSNS6174 Leadership and Diversity (3)

This course will examine cultural, ethnic, linguistic, economic, and racial issues within organizations. The course will consider steps involved in accommodation, acculturation, and assimilation of non-homogeneous people groups. This course will assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.

BSNS6175 Leadership and Sustainability (3)

This course will consider the transformation to a sustainable leadership paradigm. The course will also analyze fundamental principles and practices associated with leadership and strategic management from traditional and evolutionary sustainable management perspectives.

BSNS6182 Managing Human Resources (3)

Explores the management of human resource functions including employee selection, training, evaluating, and compensation. It also addresses labor relations, collective bargaining and equal employment opportunity (EEO) issues.

BSNS6201 Applied Business Analytics (3)

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.

BSNS6211 MIS Strategy, Innovation, and Analysis (3)

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.

BSNS6221 Business Analytics in Action (3)

Examines the strategic and managerial foundations of business analytics using a practical approach. Based in 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.

BSNS6302 Strategic Marketing (3)

Provides a strategic overview of a company's activities from a marketing perspective. A key focus is establishing competitive advantage by creating customer value. Students will gain a fundamental understanding of marketing strategy and analysis as well as an understanding of the strategic issues involved in the development of products and services, pricing, distribution, promotion, and segmentation and positioning. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems.

BSNS6902 MBA Capstone - Strategic Management (3)

This is the capstone course to be taken as the last of the MBA core courses. It reviews basic concepts of strategic planning, identifies and interprets alternative business strategies, seeking those that have the highest probability for success given the stage of industry evolution, the position of the company within its industry, and the level of investment possible. In addition, the course may evaluate selected aspects of business systems in countries outside the United States and consider long range planning in the context of future developments. Instructor's approval required.

BSNS6903 Global Experience and Project (3)

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

BSNS6994 Special Topics in Business (1-3)

This course is designed to address specific business topics as designated by the instructor of record and approved by the program director.

BSNS6998 Thesis (3)

The thesis may be written in lieu of one of the program courses. The thesis may be on any subject that is agreed upon by the student and the supervising NNU faculty member representing the major. The thesis must demonstrate either theoretical or applications research at a graduate level. It must demonstrate an excellent knowledge of the English language and show mastery of professional business vocabulary. Prerequisites: Approval of program director.

BSNS6999 Independent Study (1-3)

Studies an assigned topic as directed by a graduate faculty member and approved by the program director.

CHED—Christian Education

CHED6094 Topics in Christian Education (3-4)

This course introduces interdisciplinary material in Christian Education of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

CHED6160 Congregational Education and Formation (3)

The course provides a Wesleyan approach to Christian discipleship by integrating Wesleyan theology and current developmental theories. The course explores how pastors can develop

educational ministries that foster faith formation and Christian discipleship in local congregations. Particular attention is given to the role congregations play in forming faith disciples through teaching, worship, and congregational life.

CHED6599 Independent Study (3-4)

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

CHIS—Church History

CHIS6094 Topics in Church History (3-4)

This course introduces interdisciplinary material in Church History of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

CHIS6290 Founded on Embodied Tradition: Church History and the Christian Life (4)

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.

CHIS6560 History of Christianity I (3)

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.

CHIS6599 Independent Study (3-4)

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

CHIS6960 History of Christianity II (3)

A study of the 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.

COUN—Counseling

COUN6000 New Student Orientation (0)

New student orientation is a pass/fail course that is required of all incoming students to the Counselor Education Master's program. This course will give new students information regarding the overall program, requirements for graduation, and information regarding on-campus departments with which they will interact throughout their course of study.

COUN6511 The Profession of Counseling (2)

Summarizes the profession of counseling, its history, the value of professional organizations, professional referral agencies, and resources and exposes the student to requirements and procedures for certification and licensure. The class is a basic course in professionalism that must be taken during the first year in the program. Fees: Additional fee required.

COUN6512 Ethical and Legal Issues (3)

Current legal and ethical concerns in professional counseling. Ethical theory and decision-making processes and legal aspects of client-counselor relationships are covered, including ethical issues in working with diverse populations. This class is to be taken during the first year in the program.

COUN6515 Multicultural Counseling and Societal Issues (3)

An examination of philosophical assumptions of multiculturalism. ethical considerations related to multiculturalism, strategies with diverse populations, and indigenous counseling approaches. The influence of gender, race, ethnicity, and other factors related to diverse populations on the counseling process and on the counselor. Students will learn ethical and cultural characteristics needed to sensitively and appropriately serve multicultural and diverse populations.

COUN6531 The Learning Process and Lifespan Development (3)

Students will examine theoretical constructs related to the development process and developmentally based behavior patterns across the age spectrum. The course will also examine accepted theories and current research in learning theory and behavior.

COUN6532 Theories of Counseling (3)

Critical analyses of selected classical and contemporary theories, including multicultural counseling theory and consultation with examination of the practical meaning of the theories for the counselor. Students will identify processes related to developing personal models of counseling. This course is to be taken during the first year of the program.

COUN6533 Family Counseling Theories (2)

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

COUN6534 Career Development (3)

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

COUN6541 Pre-Practicum: Basic Counseling Skills (3)

Development of essential listening skills for counseling effectiveness to include principles and procedures of individual counseling. Students learn to apply effective interviewing and micro skills which include the use of required videotaped counseling interviews, role playing, and counseling process models. Earning a grade of B or better in this course is necessary in order for the student to enter Practicum in Counseling. Students are expected to take COUN6541 just prior to COUN7561. If one year has elapsed, video tapes will be required of the student. If two or more years elapse, the student must retake the entire course. May be repeated for credit. Prerequisites: COUN6512, COUN6532 Corequisites: COUN6512, COUN6532

COUN6542 Group Counseling (3)

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

COUN6551 Diagnosis and Treatment of Psychopathology (3)

An introduction to clinical diagnostic criteria and related clinical treatment planning strategies utilized by the Diagnostic and Statistical Manual V in the assessment of mental and emotional disorders.

COUN6552 Addictions Counseling (2)

A detailed study identifying the history, classification, physiological and psychological effects associated with psychoactive substances. Additionally, assessment, diagnosis, treatment modalities, intervention and prevention, availability of resources, and obstacles of recovery will be discussed.

COUN6594 Topics in Counseling (1-4)

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

COUN6598 Seminar (1-3)

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

COUN6599 Independent Study (1-4)

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

COUN7503 Advanced Sand Tray Play Therapy (1)

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. Prerequisites: COUN7518

COUN7504 Adlerian Play Therapy (1)

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 a AdPT perspective. Adlerians tend to view client maladjustment as discouragement, and Adlerian play therapies 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 the 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.

COUN7505 Play Therapy with the Neurodiverse (1)

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.

COUN7506 The Use of Art Expression in Play Therapy (1)

This course is designed to assist students in gaining a higher comfort level with the use of art expression 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 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.

COUN7507 Introduction to Child-Centered Play Therapy (1)

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.

COUN7508 Play Therapy and Private Practice (1)

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

COUN7509 Trauma Informed Play Therapy Applications and Techniques (1)

This course 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.

COUN7510 Play Therapy I: History, Ethics, and Systems of PT (1)

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

COUN7511 Advanced Play Therapy I: Contemporary Theory and Research (1)

Over the past decade, the practice of play therapy has witnessed a number of innovations and refinements of existing procedures. The goal of this class is to present a state-of-the-art overview of the latest advances and developments in the field, including the three main pillars of therapy: theory, research, and practice. This course will present the leading theories in play therapy and the current research being done to demonstrate their relevance to the practice of play therapy with children and their families. The core theories that will be explored are Adlerian, Client Centered, Cognitive Behavioral, Ecosystemic, Developmental, Psychodynamic, Gestalt, and Eclectic Prescriptive Play Therapy.

COUN7512 Advanced Play Therapy Techniques and Practice I (1)

Students will learn the basic skills necessary to use the play interventions of therapeutic

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

COUN7513 Advanced Play Therapy Techniques and Practice II (1)

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

COUN7514 Clinical Application in Play Therapy I (1)

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

COUN7515 Clinical Application in Play Therapy II (1)

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

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

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

COUN7517 Advanced Play Therapy II: Contemporary Theory and Research (1)

Over the past decade, the practice of play therapy has witnessed a number of innovations and refinements of existing procedures. The goal of this class is to present a state-of-the-art overview of the latest advances and developments in the field, including the three main pillars of therapy:

theory, research, and practice. This course will present the leading theories in play therapy and the current research being done to demonstrate their relevance to the practice of play therapy with children and their families. The core theories that will be explored in this second theories course are Developmental, Psycho-dynamic, Gestalt, and Eclectic Prescriptive Play Therapy.

COUN7518 Sand Tray and Sand Play (1)

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

COUN7519 Filial and Family Play (1)

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

COUN7520 Supervision Practices in Play Therapy (1)

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

COUN7521 School Counseling (2)

The role of the school counselor, including the Idaho Model in elementary, middle, and secondary school counseling. Relationships with school personnel and students will be explored with an emphasis on professionalism in counseling.

COUN7523 Organization and Administration of Clinical and Family Services (2)

This course develops in students a broad understanding of the contextual dimensions of clinical and marital, couple, and family counseling, including history of clinical counseling, fundamentals of clinical and marriage and family counseling, societal trends and treatment issues important in working with diverse family systems, streams of funding in clinical mental health, models of general principles of clinical intervention with individuals and family, legal dimensions, and the roles of clinical and marriage and family counselors.

COUN7524 Organization of Comprehensive School Counseling Services (2)

A study of strategies for planning and developing a systematic comprehensive school counseling program. Includes standard instruments used in counseling, computers, records and reports, organization and management, program evaluation, and referral agencies. The Idaho Comprehensive Guidance and Counseling Program Model will be utilized, as well as the American School Counselor Association National Model.

COUN7529 Human Sexuality (1)

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

COUN7532 MCFC Assessment, Conceptualization, and Treatment Planning (2)

Students will acquire the knowledge to assess and conceptualize individual, couple, and family problems and functioning as they exist within the context of the client's system. The systemic concepts and skills of assessment, case conceptualization, treatment planning, and case management will be explicated and practiced. The course includes strategies grounded on research in marriage, couple, and family counseling for evaluating counseling outcomes and emphasizes multicultural considerations in assessment and outcome evaluation.

COUN7533 Couple and Family Models and Interventions (2)

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

COUN7534 Clinical Issues in MCFC (2)

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

COUN7535 Contemporary Directions in MCFC (1)

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

COUN7537 Research and Statistics (3)

An introduction to research from a consumer's point of view. Includes research literature design considerations including sampling, surveys, and statistical tests. Students must prepare an action research proposal as part of the course requirements. An introductory level course in statistics, designed to develop a basic understanding of descriptive and inferential statistical tools. The focus of the course is application of statistics for understanding research articles and the selection of appropriate statistical tools for field research and program evaluation.

COUN7538 Family Education Experience (1)

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

COUN7540 PCBH: Introduction (2)

In this introductory course, students will learn the why and what of Integrated Behavioral Health (IBH) and be introduced to the Primary Care Behavioral Health (PCBH) model as a fully integrated approach to IBH. This course on PCBH will take students into a deeper understanding of the role and practice of the Behavioral Health Consultant (BHC) as a part of the health care team. Students will explore BHC work across the lifespan from pediatrics to gerontology. In this course, we will also explore issues of compliance and ethics, documentation in the primary care setting, critical elements of work as a Behavioral Health Consultant, administrative and organizational issues and review pediatric behavioral health.

COUN7542 Logotherapy-Introduction and Attitudinal Change (2)

This course provides a foundational base for understanding Viktor Frankl's Logotherapy, an existential approach to clinical practice. History of Frankl's theory is addressed as well as themes of

dignity and uniqueness of the human being, unavoidable suffering, and motivation, values, and attitudinal change.

COUN7543 Logotherapy-Meaning Centered Interventions (2)

Meaning-Centered Interventions involves a study of the affirmative, future oriented, holistic approach of Logotherapy that seeks to reverse the trend of meaninglessness, depersonalization, and nihilism. The course focuses on helping to facilitate an awareness of dignity and uniqueness within the individual as a source of strength and well-being for making choices and taking responsibility for one's actions.

COUN7544 Logotherapy-Theory and Therapy of Mental Disorders (2)

This course includes a study of Viktor Frankl's theories of neuroses and psychoses and offers in-depth illustrations of methods and techniques used in Logotherapy.

COUN7545 Collaboration and Consultation in School Counseling (2)

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

COUN7546 Case Management in Addictions (2)

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

COUN7548 Advanced Addictions Counseling Strategies (2)

A detailed study of evidence-based clinical techniques promoting increased retention and therapeutic outcomes for individuals and families afflicted by substance use disorders and addictive behaviors. Prerequisites: COUN6552

COUN7549 Assessment of Substance Use Disorders (2)

A detailed study of advanced interviewing techniques and utilization of assessment instruments associated with the identification and diagnosis of substance use disorders. Defense mechanisms, co-occurring disorders, and comprehensive individualized treatment plan development will also be addressed. Prerequisites: COUN6552

COUN7550 PCBH: Brief Interventions (2)

This is an experiential course that will prepare students to provide effective and brief interventions to clients/patients with a variety of presenting complaints using evidence based and empirically supported interventions and relational skills. This knowledge and skill will prepare students for work in Primary Care and other clinical settings that utilize brief and ultra-brief interventions or time restrictions. The training offered is derived from the PCBH model, Motivational Interviewing, Focused Acceptance and Commitment Therapy, and Ultra-Brief Cognitive and Behavioral Interventions. In addition, we will explore the efficacy and utility of single-session therapy.

COUN7551 PCBH: Crisis Management & Intervention (1)

This course will provide students with the knowledge and skills to assess and manage a variety of crisis presentations in primary care settings. Intervention training will draw from psychological first aid, critical incident stress literature, the Collaborative Assessment and Management of Suicidality (CAMS) model, and the PROSPER Model. Students will also consider compassion fatigue assessment and management in their role on a primary care team.

COUN7552 PCBH: Population Mental Health & Pathway Services (1)

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.

COUN7553 Measurement and Assessment (3)

This course encompasses the types, uses, and basic psychometrics involved in educational and personality testing and assessment. Validity, reliability, and program evaluation concepts are covered, and students are introduced to elementary statistical concepts important to interpreting and understanding test reviews.

COUN7560 Post Masters Practicum in Play (1-10)

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

COUN7561 Practicum in Counseling (3)

A course that combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in COUN6541. These will be demonstrated through field work, case conferences, and student videos. Course taught on a group supervision model. May be repeated for credit. Fees: Additional fee required. Prerequisites: COUN6511, COUN6512, COUN6541, COUN6542, COUN6551, Participation in a counseling group approved by the program.

COUN7563 Clinical Intervention and Prevention (3)

Course is designed to enhance student knowledge of the most prevalent diagnostic problems for clinical clients. Pharmacological and clinical treatments, including best practice research, will be used to increase student's clinical effectiveness in the clinical setting.

COUN7571 Psychopharmacology (1)

This is a required course for Clinical Mental Health Counseling and Marriage, Couple & Family Counseling majors. This course will develop student knowledge, skill, and self-awareness in psychopharmacology.

COUN7582 Introduction to Trauma and Crisis Counseling (1)

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

COUN7583 Advanced Interventions in Trauma Counseling: Internal Family Systems (2)

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. Prerequisites: COUN7582

COUN7584 Grief Counseling (2)

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

COUN7585 Disordered Eating Behaviors and Underlying Trauma (1)

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. Prerequisites: COUN7582

COUN7586 The Traumatized Couple (1)

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. Prerequisites: COUN7582

COUN7587 Internal Family Systems (IFS) Continued Skill Development (1)

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. Prerequisites: COUN7582

COUN7589 Internship in Counseling (1-8)

A distinctly defined, post practicum, supervised curricular experience intended to enable students to refine and enhance basic counseling skills, develop more advanced counseling interventions, and integrate professional knowledge and skills appropriate to initial professional placement. May be repeated for credit. Fees: Additional fee required. Prerequisites: COUN7561, A minimum of four sessions of individual counseling.

COUN7593 Project (3-6)

An approved independent project designed and implemented by the student to demonstrate proficiency and understanding of a particular aspect of the department.

COUN7620 Introduction to Acceptance and Commitment Therapy (2)

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.

COUN7621 Mindfulness Approaches and Practices in Counseling (2)

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.

COUN7622 Introduction to Dialectical Behavior Therapy (1)

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.

COUN7623 Advanced Acceptance and Commitment Therapy (2)

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.

COUN7624 Introduction to Compassion Focused Therapy (1)

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 be equipped to apply CFT and mindful self-compassion interventions in their clinical settings.

COUN7625 Clinical Application of Relational Frame Theory (RFT) (1)

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.

COUN7626 Acceptance, Mindfulness, and Behavior Approaches with Couples and Other Interpersonal Relationships (1)

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.

COUN7627 Acceptance and Mindfulness Approaches with Children and Adolescents (1)

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.

COUN7628 Acceptance and Mindfulness Approaches with Trauma (1)

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.

COUN8620 Post-Masters Internship (1-12)

A seminar experience intended to enable post-graduates to integrate new clinical skills and develop more advanced counseling interventions. This course may be used to help practicing counselors gain supervised internship experience for licensure. Note: 60 hours of field work equals one credit

hour. May be repeated for credit. Prerequisites: COUN7561, A minimum of four sessions of Individual Counseling.

EDUC—Education

EDUC7000 Orientation: ACE - Education (0)

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. Course Fee: \$150 for Portfolium account. Fees: Additional fee required.

EDUC7001 Graduate Education Orientation (0)

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

EDUC7120 Foundations of Teaching and Instructional Design (3)

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

EDUC7150 Teaching Communications in the Secondary Schools (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See COMM3650) Field Experience: 20 to 40 hours depending on endorsements Corequisites: EDUC7651

EDUC7160 Learning and the Brain (3)

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

EDUC7240 Elementary Classroom Management (3)

An in-depth study of classroom management principles and practices for K-8 teachers. Focus is on equipping candidates with knowledge and skills for effectively managing a classroom. Course explores motivation, classroom environment, minimizing management problems through proactive strategies, and systematically modifying inappropriate behavior.

EDUC7250 Fundamentals of Reading (3)

An in-depth study of 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. Prerequisites: Program admission.

EDUC7260 Elementary Content Literacy (3)

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.

EDUC7350 Methods of Teaching Math and Science in the Elementary Classroom (3)

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 Prerequisites: Program admission required.

EDUC7460 Assessment and Intervention in Reading (3)

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 Prerequisites: EDUC7250

EDUC7505 Teachers as Leaders (3)

Students will learn about the correlations between an effective school and their role as agents of change in school improvement. A variety of instructional leadership roles in the field of education will be explored. Additional topics include the components of effective professional development and strategies for instructional coaching.

EDUC7511 The Learning Process (3)

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

EDUC7514 Teacher Leader Practicum (0-1)

This school-based practicum requires at least ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

EDUC7514B Teacher Leader Portfolio Binder (0-1)

A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for the endorsement are successfully achieved.

EDUC7532 Instructional Models (3)

This course acquaints students with four basic families of instructional models: information processing, concept development, social development, and behavioral systems. Examples of models representing each family will be reviewed with an emphasis on practical implementation in teaching situations. Reflective teaching practices will be encouraged as students use the various models to plan for instruction.

EDUC7535 Secondary Content Literacy (3)

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.

EDUC7536 Mental Health and Trauma Informed Care (3)

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.

EDUC7538 Methods in Behavioral Intervention and Treatment (3)

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.

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

Exploration of how children learn literacy skills and why some fail; the structure of language and its convergence with reading; and explicit researched-based methods for assessing and teaching students with reading and writing disabilities. Includes a practicum in which the student will design and implement a focused intervention program to improve the literacy proficiency of a struggling learner. Data collection and analysis is required.

EDUC7543 Teaching Diverse Learners (3)

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

EDUC7545 Secondary Classroom Management (3)

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.

EDUC7548 Methods and Adaptations for Exceptional Learners (3)

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.

EDUC7549 IEPs and Transition (3)

Design, implement, and manage Individual Educational Programs (IEP's), Pre-K- 21, which includes designing and managing transitional programs. As part of transition planning, identify resources

agencies, and use these outside resources to collaborate and strengthen program planning for students.

EDUC7552 Instructional Coaching (3)

This course provides educators with practical study in instruction, curriculum, and innovation collaboration at the school site and district level.

EDUC7553 Curriculum, Assessment, and Collaboration (3)

This course surveys the collaborative processes needed to design curriculum and 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, collaboration are addressed.

EDUC7554 Innovative Instruction (3)

This course provides students with innovative strategies and approaches to instructional practice utilizing the H.A.C.K. Model of Instruction (Highly-Structured, Allowed Choices, Consistent Application, Knowledge-Centered). While this course will include a comprehensive overview of the H.A.C.K Model, its primary focus will be on providing practices that build an innovative instructional mindset and increase student/teacher capacity in leveraging technology to meet outcomes through stages H (Highly Structured) and A (Allowed Choices) of the model.

EDUC7555 Mixed Methods Research (3)

The purpose of this course is to provide an introduction to different approaches used in conducting educational research, the criteria used to judge the quality of research, and strategies to consider when designing a research study. The course will focus on both qualitative and quantitative approaches, and will also consider mixed-methods research designs and action research approaches. By the end of the course, students should be able to critically review research and be able to suggest research design decisions for their own research proposal. Students will investigate a research question and independently prepare an action research proposal.

EDUC7556 Conceptual Statistics and Applications for Educators (3)

An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7557P Curriculum, Instruction, & Innovation Program Portfolio (0-1)

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

EDUC7566 Educational Values (1)

A study of the educator's role in relation to student and societal values. Includes theories and practical application related to moral development and the educator's responsibility in character education and values formation.

EDUC7568 Math Pedagogy and Intervention (3)

This class will focus on the reasons some students have difficulties learning mathematics. The components of effective mathematics instruction will be reviewed as well as different instructional models. The impact of learning disabilities on mathematics achievement will be examined. Participants will be required to work individually with a K-12 student who is having difficulty learning mathematics for a minimum of 10 hours over the duration of the class.

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

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

EDUC7572 Innovative Instruction 2.0 (3)

This course takes educators into the next level of innovative instruction. 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 HACK Model. Educators will develop the skill sets to leverage technology through student inquiry that open up learning avenues for students. Prerequisites: EDUC7554

EDUC7573 Technology: Special Education (3)

An overview of technology and assessment for technological needs for varied exceptionalities, such as mobility, prosthetics, orthotics, adaptive devices, communication devices, visual technologies, hearing technologies, and the use of ecological assessment. This includes the adaptive use of computers.

EDUC7575 Legal and Financial Issues in Education (3)

An overview of constitutional and state legal expectations of the schools, both public and private, and basic principles of school finance.

EDUC7576 Special Education Law (3)

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.

EDUC7579 Special Education Law for Administrators (2)

Enables students to understand the legal complexities involved in identifying and providing educational services to students with special needs. Federal, state, and local laws including IDEA, Section 504, and ADA will be examined as well as case law.

EDUC7581 Instructional Supervision and Leadership (3)

A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction. The focus of the instructional supervision portion of the course is the Danielson Framework for Teaching, its application, and continuity of application.

EDUC7584 Data Driven Decision-Making (3)

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

EDUC7585 Administering Human Resources (3)

The role of the administrator is working with people. This course explores knowledge, application, and experience in the skills of decision-making, conflict management, goal setting, development of human potential, evaluation, and selection. Legal expectations including negotiations, contracting, and policy development are also explored.

EDUC7586 Assessment and Collaboration (3)

Research, select, choose and administer assessment procedures/protocols, and collaborate with teachers, administrators, and parents. Analyze and assess data to determine special education eligibility, necessary services, and supports, and intervention methods that would be most effective. Includes norm-referenced, criterion-referenced, curriculum-based assessments. Strategies for providing indirect services to students with exceptionalities by working effectively with other service providers for effective interventions will be included.

EDUC7594 Topics (1-4)

Exploration of current topics or practices in education. May be repeated for credit.

EDUC7595B Director of Special Education Practicum Portfolio Binder (0-1)

The Director of Special Education practicum is a minimum one semester assignment designed to provide practical experiences in the duties and activities of the Director of Special Education. The practicum experience should include participation in a maximum number of meaningful experiences related to the Director of Special Education role. A minimum of 75 clock hours is required. Students will complete a variety of tasks and duties typical of a Director of Special Education under the supervision of an experienced Director of Special Education. A portfolio binder will be submitted as evidence of the experiences during the practicum and meeting appropriate state standards. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved. Prerequisites: EDUC7595G Corequisites: EDUC7595G

EDUC7595G Practicum in Special Education and Related Services (4)

One semester of applied study in a district Special Education and Related Services office with on-site supervision by a graduate faculty member. Fees: Additional fee required. Corequisites: EDUC7598D

EDUC7596III The Principalship/Internship in School Principalship (3)

A full year part-time supervised internship in a school setting concurrent with scheduled class sessions. Must be registered for this class during two semesters (one spring semester and one fall semester), three credits each semester, for a total of six (6) internship credits. Fees: Additional fee required.

EDUC7596IIIB Building Administrator Internship Portfolio Binder (0-1)

A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved. Prerequisites: EDUC7596III

EDUC7596IV Internship in Teaching Special Education (4)

This course is an extended period of applied study under the supervision of an on-site supervisor

with the support of a graduate faculty member, and includes a seminar. Two options will be available. The first option is a traditional one term student teaching experience with a cooperating teacher. The second option is designed to accommodate the intern who is currently employed as a Special Education Teacher while working to obtain certification. The intern may take a semester of intensive supervision in the classroom in which he/she is teaching (in-classroom placement) and an additional two weeks of observations in other special education classrooms/settings (out-of-classroom requirement). The out-of-classroom requirement may be scheduled within the semester of in-classroom interning.

EDUC7596IVB Internship in Teaching Special Education Portfolio Binder (0-1)

A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved. Prerequisites: EDUC7596IV

EDUC7598D Seminar: Special Education Policies and Procedures (2)

Developing and implementing district-wide special education policies and procedures in compliance with federal and state laws and mandates. Corequisites: EDUC7595G

EDUC7599 Independent Study (1-4)

Study of an assigned topic as directed by a graduate faculty member. Approval of department director is required.

EDUC7635 Teaching Health in the Secondary School (2)

Designed to provide knowledge and background in three divisions of health education: healthful living, school health services, and health education. Recognition of health problems of children and adolescents with the opportunity to develop competencies in handling methods and teaching techniques. Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See KINE3350) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7636 Teaching Physical Education in the Secondary School (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See KINE3360) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7638 Teaching Physical Education in the Elementary School (2)

Introduces candidates to the basic principles of physical education for children in grades kindergarten through six. Emphasis will be on the development of systematic physical education programming. Candidates will participate in simulated teaching experiences and field observations. Field Experience: 20 hours

EDUC7651 Teaching Methods in Secondary Schools (3)

An investigation of teaching methods and techniques appropriate for the secondary school classroom. Theoretical principles upon which teaching strategies are based and the principles of classroom management will be considered. Lesson and unit planning with standards alignment and assessment development are included. Mini-teaching experiences are an integral part of this course.

EDUC7653 Teaching Art in the Secondary School (3)

Examine pragmatic techniques and philosophical approaches necessary to design, implement, and evaluate a comprehensive discipline-based art education program at the secondary school level. Additionally, both historical and contemporary art education issues are examined, discussed, and

evaluated. Includes opportunities for candidates to observe and teach in a secondary classroom. (See ARDE3530) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7654 Teaching Music in the Secondary School (3)

Strategies appropriate to this subject field, instructional choral materials and tools, curricular structure common to this subject in the secondary school. Activities and music of various cultural groups will be explored. Includes opportunities for candidates to observe and teach in a secondary classroom. (See MUSC3470) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7657 Teaching Mathematics in the Secondary School (2)

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

EDUC7658 Teaching Social Studies in the Secondary School (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teaching a secondary classroom. (See HIST3580) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7659 Teaching English in the Secondary Schools (3)

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 Corequisites: EDUC7651

EDUC7663 Teaching World Language in the Secondary School (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See SPAN3630) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7664 Teaching Science in the Secondary School (2)

Strategies appropriate to this subject field, instructional materials and tools, curricular structure common to this subject in the secondary school. Includes opportunities for candidates to observe and teach in a secondary classroom. (See BIOL3640) Field Experience: 20 to 40 hours depending on endorsement areas

EDUC7667 Teaching Computer Science in the Secondary Schools (3)

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.

EDUC7668 Teaching Psychology in Secondary Schools (2)

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)

EDUC7685 Teaching Supervision (1-3)

Directed observation, participation, and responsible teaching by endorsement only and certification only candidates, conducted under the supervision of NNU Supervisors. May be repeated for credit.

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

Directed observation, participation, and responsible teaching conducted under the supervision of a middle school/junior high school teacher and NNU supervisor. Weekly seminars are a part of this program. Candidates participating in fall student teaching should plan to report to their assigned school the first day that the teachers report. Candidates participating in spring student teaching will need to complete a "school start-up" experience in the fall before their student teaching. If possible, this start-up experience should be with their cooperating teacher. Fees: \$200 Student Teaching Fee. Prerequisites: EDUC7651, Approval for Student Teaching, Program admission required.

EDUC7687 Student Teaching in the Senior High School (11)

Directed observation, participation, and responsible teaching conducted under the supervision of a senior high school teacher and NNU supervisor. Weekly seminars are a part of this program. Candidates participating in Fall student teaching should plan to report to their assigned school the first day that the teachers report for school start-up and continue with the teacher through Fall Student Teaching. Candidates participating in spring student teaching will need to complete a "school start-up" experience in the fall before their student teaching. If possible, this start-up experience should be with their cooperating teacher. Fees: \$200 Student Teaching Fee. Prerequisites: EDUC7651, Approval for Student Teaching, Program admission required.

EDUC7688 Elementary Student Teaching (8-9)

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). Fees: \$200 Student Teaching Fee. Fees: Additional fee required. Prerequisites: Approval for Student Teaching, Program admission required.

EDUC7689 Secondary Student Teaching (8-9)

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). Fees: \$200 Student Teaching Fee. Fees: Additional fee required. Prerequisites: EDUC7651, Approval for Student Teaching, Program admission required.

EDUC7810 Elementary School Start Up (0-1)

A fall field experience to acquaint the candidate with practices for beginning the school year in an elementary school. Candidates attend opening faculty meetings in the school and observe and assist the teacher during the first week of school. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. 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. Prerequisites: EDUC7350, Approval for Student Teaching, Program admission required.

EDUC7820 Student Teaching in Elementary Schools (11)

Directed observation, participation, and responsible teaching by candidates, conducted under the

supervision of an elementary school teacher and NNU supervisors. Weekly seminars are a part of this experience. Candidates participating in fall student teaching should plan to report to their assigned school the first day that teachers report for school start-up and continue with the teacher through fall student teaching. Candidates participating in spring student teaching will need to complete a "school start-up" experience in the fall before student teaching in the spring. If possible, this start-up experience should be with their cooperating teacher. Fees: \$200 Student Teaching Fee. Prerequisites: EDUC7350, Approval for Student Teaching, Program admission required.

EDUC7950 Secondary School Start Up (0-1)

Attendance at the opening of faculty meetings, assisting in the preparation for opening of school and observing and assisting the teacher in a regular public-school classroom during the first week of school. This work is to be done in the Fall before student teaching. Materials and instructions for this course must be secured from the Director of Student Teaching three months in advance of the opening of school. 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. Prerequisites: EDUC7651, Approval for Student Teaching, Program admission required.

EDUC7951 Seminar/Capstone (1)

Weekly reflection and discussion about changes in thinking and professional practice resulting from growth in teaching competency as it intersects with growth in the four university outcomes. One of three co-requisite courses must be taken. Prerequisites: Approval for Student Teaching, Program admission required. Corequisites: EDUC7820, EDUC7686, EDUC7687

EDUC8000 Orientation: Graduate Education (0)

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

EDUC8670 Labor Relations in Schools (3)

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

EDUC8671 Educational Change: A Historical Perspective (3)

The impact of the psychological, sociological, and cultural changes that have made our schools into what they are today and how that impact affects school administration. Problem solving and decision-making skills will be emphasized.

EDUC8672 The Superintendency (3)

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

EDUC8673 Advanced School Finance (3)

Provides the economic principles needed to provide insights into school finance for 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.

EDUC8674 School Facilities (3)

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

EDUC8675 Public Relations and Marketing for Schools (3)

Interpreting the schools to the public and developing ways to provide a two-way flow of ideas between school and community will be explored.

EDUC8676 Special Populations: Issues and Resources (3)

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

EDUC8678 Central Office Internship (1-3)

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

EDUC8678B Central Office Internship Portfolio Binder (0-1)

A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved. Prerequisites: EDUC8678

EDUC8679 Leadership and Organizational Development Seminar (1-3)

The Leadership and Organizational Development Seminar is a one to three semester long internship designed to provide practical experiences in the duties and activities of an organizational or institutional leader. The internship experience should include participation in a maximum number of meaningful experiences related to the 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.

EDUC8679P Leadership & Organizational Development Program Portfolio (0-1)

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 degree are successfully achieved.

EDUC8694 Topics (1-4)

Exploration of current topics or practices in education. May be repeated for credit.

EDUC8699 Independent Study (1-4)

Study of an assigned topic as directed by a graduate faculty member. Prerequisite: The program director and department chair must approve the study plan before the student can enroll.

EDUC9150 Introduction to Educational Research (3)

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

EDUC9160 Qualitative and Quantitative Methods for Educational Research (3)

This introductory research methods course will provide students with a fundamental understanding of the types of qualitative and quantitative approaches common in the field of education. Research and assessment issues will be discussed, specifically focusing on the main qualitative and quantitative traditions (experimental design, correlation design, case study, phenomenology, survey design, grounded theory, ethnography, narrative, historical, and mixed methods design). Students will read and evaluate both qualitative and quantitative research, conduct components of research, and identify methodological elements and issues. Statistical software is used throughout the course. Prerequisites: EDUC9150, Program admission required.

EDUC9165 Research Seminar (2)

Students will explore and engage in scholarly inquiry related to their anticipated research topic. In addition, students will synthesize diverse research perspectives and develop an understanding of the expectations of rigorous, doctoral-level writing. Prerequisites: EDUC9150, EDUC9160, Program admission required.

EDUC9170 Advanced Qualitative Research: Analysis and Methods (3)

Students examine in depth the theory and practice of the design, conduct, analysis, and interpretation of qualitative research in education. Students will be able to critique qualitative research and create and design an effective qualitative research project related to their anticipated dissertation topic. Prerequisites: EDUC9150, EDUC9160, Program admission required.

EDUC9180 Advanced Quantitative Research: Analysis and Methods (3)

Students will examine the theory and practice of the design, conduct, analysis, and interpretation of quantitative research in education. Students will be able to critique quantitative research and develop an effective quantitative research project related to their anticipated dissertation topic. Prerequisites: EDUC9150, EDUC9160, Program admission required.

EDUC9200 Policy Influence and Development (3)

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

EDUC9300 Effective Leadership for Change Management (3)

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

EDUC9400 Advanced Data Analysis and Research I (3)

Students will explore and analyze data generated from their research and conduct statistical, descriptive, or qualitative analysis. Prerequisites: For Ed.D.: Prerequisite is EDUC9900. For Ph.D.:

Prerequisite is EDUC9901. For both: Committee approval of dissertation proposal defense required., Program admission required.

EDUC9410 Advanced Data Analysis and Research II (3)

Students demonstrate competency in various techniques for gathering, analyzing, and reporting data. Students are challenged to extend and apply knowledge and skills developed in coursework as they partner with professors to fulfill the class requirement of writing and submitting a manuscript to a peer-reviewed journal. Prerequisites: EDUC9400, Program admission required.

EDUC9500 Professional and Ethical Leadership (3)

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

EDUC9900 Doctor of Education (Ed.D.) Dissertation Proposal (3)

This directed study course includes the defense of the dissertation topic, the identification of the methodology to be employed in the dissertation process, the composition of the dissertation proposal with initial outline and bibliography, and the selection of the dissertation committee. To successfully complete this proposal class, the student must have all of the following: written approval to conduct research from the Institutional Review Board (IRB), signature approval from the dissertation chair and the doctoral program director to proceed to the oral proposal defense, and signature approval from the dissertation chair and the doctoral program director to conduct the research as presented in the oral proposal. Fees: Additional fee required. Prerequisites: EDUC9170, EDUC9180, EDUC9200, EDUC9300, Program admission required.

EDUC9901 Doctor of Philosophy (Ph.D.) Dissertation Proposal (3)

This directed study course includes the defense of the dissertation topic, the identification of the methodology to be employed in the dissertation process, the composition of the dissertation proposal with initial outline and bibliography, and the selection of the Dissertation Committee. The emphasis is in a scholarly tradition that leaves students with expertise in the area of their dissertation research. This course focuses on research and scholarship, emphasizing greater breadth and depth in theory and research methodology. To successfully complete this proposal class, the student must have all of the following: written approval to conduct research from the Institutional Review Board (IRB), signature approval from the dissertation chair and the doctoral program director to proceed to the oral proposal defense, and signature approval from the dissertation chair and the doctoral program director to conduct the research as presented in the oral proposal. Fees: Additional fee required. Prerequisites: EDUC9165, EDUC9170, EDUC9180, EDUC9200, EDUC9300, Program admission required.

EDUC9910 Dissertation Research I (3)

This directed study course includes the initial stages of research and the review of relevant literature/scholarship under the supervision of the dissertation advisor. Fees: Additional fee required. Prerequisites: For Ed.D.: EDUC9900 and EDUC9500; for Ph.D.: EDUC9901 and EDUC9500, Program admission required.

EDUC9920 Dissertation Research II (3)

This directed study course is a continuation of EDUC9910 Dissertation Research I and includes some initial stages in writing portions of the dissertation under the supervision of the dissertation advisor. Fees: Additional fee required. Prerequisites: EDUC9910, Program admission required.

EDUC9930 Extended Dissertation Research and Writing (3)

This directed study course is designed to allow a student who is admitted to the doctoral program but who is not enrolled in a doctoral class to continue to work on a dissertation with access to assistance from the dissertation chair and NNU library resources. Instructor permission is required to enroll. This course may be repeated for credit. Fees: Additional fee required. Prerequisites: Program admission required.

EDUC9990 Dissertation Writing and Defense (3)

This directed study course includes final revisions and an oral defense of the written dissertation. Students must obtain written permission from their dissertation chair and dissertation committee to proceed with the oral defense. Fees: Additional fee required. Prerequisites: EDUC9400, Program admission required.

NURS—Nursing**NURS6000F Family Nurse Practitioner Orientation (0)**

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

NURS6000L Leadership and Education Orientation (0)

This course orients the student to the resources, procedures, electronic operations and expectations of the MSN Leadership and Education Program. Designed to enhance the transition into online graduate level learning for the nurse and promote the success of the student. Prerequisites: Program admission required.

NURS6062 Research for Graduate Nursing (3)

Focuses on critical analysis of nursing and health care research and its application to advanced nursing leadership and education practice. Develops critical appraisal skills to synthesize research findings and translate new knowledge into practice. Addresses ethical issues in the design and conduct of research. Experiential learning activity required.

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

Examines the process of advancing professionally in nursing, which includes life-long learning, modeling professionalism, and promoting advancement of the profession. Articulates the value and leadership role of the professional nurse in interdisciplinary healthcare teams. Focuses on personal professional development, including a formal plan for leadership. A professional e-portfolio and leadership inventory are required. Fees: Additional fee required.

NURS6110L Leadership Perspectives for Advancing the Profession of Nursing (3)

Examines the process of advancing professionally in nursing, which includes life-long learning, modeling professionalism, and promoting advancement of the profession. Articulates the value and leadership role of the professional nurse in interdisciplinary healthcare teams. Focuses on personal professional development, including a formal plan for leadership. A professional e-portfolio and leadership inventory are required. Fees: Additional fee required.

NURS6120 Population Health and Interprofessional Collaboration (3)

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

NURS6130 Healthcare Systems and Health Policy (3)

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

NURS6150 Advanced Pathophysiology (3)

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

NURS6160 Advanced Pharmacology (3)

Pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents are reviewed and examined with a focus on clinical implications and client education. Roles and responsibilities in utilizing pharmacotherapeutics will be explored, including educating patients about medications and exploring innovative ways to teach pharmacology.

NURS6170 Advanced Health Assessment (3)

Prepares the nurse leader/advanced practice nurse in developing critical thinking and diagnostic reasoning skills needed in caring for the primary care patient. Focuses on motivational interviewing, interpretation of common screening, and diagnostic laboratory tests using professional guidelines, communication and documentation of information, and consideration of the patient as a partner in planning and delivery of care. Clinical experience included.

NURS7020 Assessment & Evaluation Strategies (3)

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

NURS7042 Evidence-based Practice for Graduate Nursing (3)

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

NURS7051 Nursing Education and Leadership Internship (3)

Emphasis is on the role of the nurse educator in diverse settings. Engages the student in major aspects of the nurse educator role. Includes a specific focus on leadership including completion of internship hours in leadership within either nursing education leadership or nursing practice leadership. This internship utilizes the preceptor model. Fees: Additional fee required. Prerequisites: NURS7020, NURS7060, NURS7070 Corequisites: NURS7042

NURS7060 Principles of Teaching and Curriculum Development (3)

The principles of adult education and learning styles are examined as foundational to curriculum design and development. Philosophical and contemporary curriculum designs are explored. Development of an education portfolio is required. Experiential learning activity required. Prerequisites: Instructor's approval

NURS7070 Organization Leadership for Improving Health Outcomes (3)

Provides a foundation in facilitating and leading change through the measurement, evaluation and

improvement of care delivery. Emphasis is on analyzing legal, regulatory, ethical and current issues, and integrating management and administrative skills into the professional nursing leadership role. Students are required to apply knowledge of evidence-based leadership and management practice to improve outcomes at the microsystem level. Experiential learning activity is required. Prerequisites: Instructor's approval

NURS7080 Pharmacology for Advanced Practice Nursing (4)

Pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents are reviewed and examined with a focus on clinical implications and client education. Roles and responsibilities in utilizing pharmacotherapeutics will be explored including educating patients about medications and exploring innovative ways to teach pharmacology. Fees: Additional fee required.

NURS7090 Pathophysiology for Advanced Practice Nursing (4)

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

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

Uses critical appraisal skills to develop an evidence-based practice proposal for advanced practice nurses. Develops skills to create an individual practice question, integrate critically appraised existing knowledge and design a project to improve nursing practice and client outcomes. Includes experiential learning activity. Fees: Additional fee required.

NURS7110 Advanced Health Assessment for Advanced Practice Nursing (4)

Prepares the nurse leader or advanced practice nurse in developing critical thinking and diagnostic reasoning skills needed in caring for the primary care patient. Focuses include motivational interviewing, interpretation of common screening and diagnostic laboratory tests using professional guidelines, communication and documentation of information, and consideration of the patient as a partner in planning and delivery of care. Residential lab hours – 50 Fees: Additional fee required.

NURS7120 Advanced Practice Theory (3)

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

NURS7130 Primary Care of the Family I (4)

The first primary care course focuses on analysis of family health. Students explore family concepts and theories for their relevance to nursing practice and research. Emphasis is placed on utilizing and application of advanced health assessment skills, preventive health care practices, and health promotion throughout the lifespan. The concepts of family systems, development, culture, environment, learning, and the objectives of Healthy People 2020, are integrated into the principles and practices of primary and secondary prevention. Experiences are provided in clinical decision-making and the implementation of scientifically based therapeutic regimens. Structured clinical laboratories and clinical projects will assist students to synthesize knowledge gained. Clinical hours - 100 Fees: Additional fee required. Prerequisites: NURS7110

NURS7140 Primary Care of the Family II (5)

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

NURS7150 Professional Practice Issues (2)

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

NURS7160 Primary Care of the Family III (6)

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

NURS7170 Primary Care of the Family IV (4)

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

PHIL—Philosophy**PHIL6094 Topics in Philosophy (3-4)**

This course introduces interdisciplinary material in Philosophy of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

PHIL6599 Independent Study (3-4)

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

PHIL7290 Reflecting on Character: Philosophy and the Christian Life (4)

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.

PHIL7560 Philosophical Foundations of Ministry (3)

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

PPSY—Pre-Clinical Psychology

PPSY6000 Clinical Foundations in Psychology (2)

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.

PPSY6100 Integration I: Psychology and the Wesleyan Perspective (2)

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.

PPSY6111 Professional Foundations in Psychology I (1)

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.

PPSY6170 Psychopathology (2)

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.

PPSY6512 Professional Foundations in Psychology II (1)

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. Prerequisites: PPSY6111

PPSY6530 Ethical and Legal Issues in Psychology (2)

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.

PPSY6532 Theories of Psychotherapy (2)

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.

PPSY6533 Family Systems Theory and Interventions (3)

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.

PPSY6541 Basic Skills - Individual Psychotherapy (3)

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. Fees: Additional fee required.

PPSY6542 Group Processes and Interventions (3)

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

PPSY6550 Diversity I: Social Aspects of Behavior from a Multicultural Perspective (2)

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.

PPSY6582 Introduction to Trauma and Crisis Psychotherapy (2)

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.

PPSY6590 Assessment I: Psychological Tests and Measurements (3)

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. Fees: Additional fee required.

PPSY7190 Assessment II: Cognitive (3)

This course focuses on the administration, scoring, and interpretation of cognitive, intelligence, and achievement assessments for adults and children. Fees: Additional fee required. Prerequisite: PPSY6590

PPSY7201 Clinical Practicum I (1)

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. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PPSY6000

PPSY7507 Introduction to Child-Centered Play Therapy (1)

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.

PPSY7513 Professional Foundations in Psychology III (1)

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. Prerequisites: PPSY6512

PPSY7529 Human Sexuality (2)

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

PPSY7535 Statistical Analysis (3)

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.

PPSY7552 Addictions Psychotherapy (2)

A detailed study identifying the history, classification, physiological and psychological effects associated with psychoactive substances. Additionally, assessment, diagnosis, treatment modalities, intervention and prevention, availability of resources, and obstacles of recovery will be discussed.

PRTH—Practical Theology

PRTH6000 OnRamp Program Orientation (0)

This course orients the student to the resources, procedures, electronic operations, and expectations of the program, and also includes the completion of the California Psychological Inventory (CPI), which students will discuss in PRTH6000L, as well as a required criminal background check. Grade of Pass/Fail. Corequisites: PRTH6000L

PRTH6000L Personal Development Lab (0)

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

PRTH6094 Topics in Practical Theology (3-4)

This course introduces interdisciplinary material in Practical Theology of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

PRTH6140 Ministry and Culture (4)

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.

PRTH6180 Formational Practicum (4)

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.

PRTH6599 Independent Study (3-4)

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

PRTH6760 Spiritual and Personal Formation (3)

This course examines spiritual formational practices with particular emphasis on the personal and spiritual formation of the minister. Students will gain personal spiritual formational practices for the purposes of developing them holistically.

PRTH6840 Missional Discipleship (4)

This course recognizes a holistic approach for uniting discipleship and evangelism by examining what it means to be faithful disciples of the gospel in light of the nature of the Church and its mission to the world. Students explore how culture shapes an understanding of Gospel, Church, and ministry and integrate theological insights in developing a missional discipleship strategy to inform a ministry response to their own local context.

PRTH6880 Nurturing the Inner Life (4)

This course explores the lifelong processes and goals of Christian spiritual formation from biblical, theological, psychological, and historical perspectives. Students practice historic Christian disciplines as means of grace to promote intimacy with God, healthier physical and emotional habits, maturing character, and love for others.

PRTH6960 Missiology and Contextualization (3)

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

PRTH6990A Supervised Ministry (2)

Under the direction of a ministry mentor, students will be involved in practical ministry experience in a local ministry context. Special attention will be given to preaching, counseling, teaching, education, evangelism, and administration. The experience will be under the direction of the instructor in cooperation with the supervising ministry mentor. A grade will not be issued for this course until completion of PRTH6990B.

PRTH6990B Supervised Ministry (2)

This course is a continuation of PRTH6990A and must be completed before a grade will be issued for PRTH6990A. Prerequisites: PRTH6990A

PRTH7540 Missional Practicum (4)

This course 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. Fees: Additional fee required.

PRTH7560 Pastoral Leadership (3)

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

PRTH7580 Spirituality of Soul Care (4)

This is a course designed to give a small-group, intensive experience in which the relationship between spiritual formation and ordained ministry is considered. The course includes examination of the minister as person, professional, and practitioner. The small group will be located in the locale of the student. It will be made up of ministers and laypersons who will provide an optimum group experience.

PRTH7940 Community, Context and Transition (4)

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

PRTH7960 Preaching and Worship (3)

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

PRTH7980 Spiritual Direction (4)

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

PSYD—Clinical Psychology: Doctoral

PSYD8120 Cognitive and Affective Foundations of Behavior (3)

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.

PSYD8135 Research Design and Methodology (2)

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. Prerequisites: Passing score of PsyD Competency Exam.

PSYD8190 Assessment III: Personality and Projective Assessment (3)

This course emphasizes the administration, scoring, and interpretation of personality and projective assessments. Fees: Additional fee required. Prerequisites: PPSY7190

PSYD8200 Integration II: Psychology of World Religions and Spirituality (2)

This course provides a forum for exploration and discussion of the role of spirituality and world religions in psychotherapy and mental health. Prerequisites: PPSY6100

PSYD8202 Clinical Practicum II (1)

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. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PPSY7201

PSYD8210 Cognitive Behavioral Theory and Intervention (3)

This course covers the basic tenants and applications of cognitive behavioral theory in psychotherapy. Integrative underpinnings and empirically validated treatments will be explored.

PSYD8290 Assessment IV: Child Assessment (3)

This course emphasizes the administration, scoring, and interpretation of assessments focused on children under the age of 18. Fees: Additional fees required. Prerequisites: PSYD8190

PSYD8331 Lifespan Development (2)

Students will examine theoretical constructs related to the development process and developmentally based behavior patterns across the age spectrum (from conception to death).

PSYD8362 History and Systems of Psychology (2)

A historical survey of modern psychology and an analysis of its classical systems and contemporary theories.

PSYD8594 Topics in Clinical Psychology (1-4)

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

PSYD8598 Psychology Seminar (1-3)

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

PSYD8599 Independent Study (1-3)

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

PSYD8601 Clinical Practicum III (1)

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. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PSYD8202

PSYD8602 Clinical Practicum IV (1)

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. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PSYD8601

PSYD8610 Psychodynamic Theory and Intervention (3)

This course explores the theory and practice of psychodynamic psychotherapy, including brief psychotherapy, analytic, object relations, and self-psychologies.

PSYD8720 Clinical Neuropsychology (3)

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. Fees: Additional fee required.

PSYD8840 Health Psychology (2)

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.

PSYD8850 Diversity II: Social Justice and Advocacy (2)

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. Prerequisites: Passing score of PsyD Competency Exam.

PSYD8990 Dissertation Development (2)

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 may take two credits per semester from the summer of their 2nd year until the dissertation is successfully defended (14 credits minimum). Prerequisites: PSYD8135, PPSY7535

PSYD9172 Clinical Psychopharmacology (2)

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.

PSYD9200 Integration III: Moral and Spiritual Identity Formation (2)

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. Prerequisites: PSYD8200

PSYD9310 Postmodern and Contemporary Theories and Interventions (3)

This course introduces contemporary psychological theories and the integration of state-of-the-art psychological practice.

PSYD9400 Oral Clinical Competency Exam (0)

Before the student is cleared to apply for internship, each student is required to pass an oral 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 biblically-based, holistic approach. Fees: Additional fee required.

PSYD9501 Clinical Practicum V (1)

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. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PSYD8602

PSYD9502 Clinical Practicum VI (1)

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. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PSYD9501

PSYD9630 Supervision (2)

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.

PSYD9710 Gerontology (2)

This course focuses on theory and treatments used especially for late adulthood, death and dying. Spirituality and end-of-life issues will be emphasized.

PSYD9730 Consultation and Interprofessional Practice (2)

This course provides instruction and training in the provision of professional clinical consultation and working in teams of mental health professionals.

PSYD9800 Integration IV: Social Ethics, Diversity, Spirituality, & Psychotherapy (2)

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. Prerequisites: PSYD9200

PSYD9850 Diversity III: Global Psychology (2)

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. Prerequisites: PSYD8850

PSYD9866 Pre-Internship (1)

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. In addition, students will receive instruction and support in the APPIC internship process and will apply for internship during this course. Co-Requisite: Clinical Training at a practicum site. Prerequisites: PSYD8602

PSYD9870 Professional Preparation (2)

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. Fees: Additional fee required.

PSYD9900 Clinical Internship (4)

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 4 credits each semester for 2 minimum semesters. 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 (Students who opt to take a half-time, two-year internship must register for this course both years.)

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

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

SOWK6500 New Student Orientation (0)

New student orientation is a non-graded course that is required of all incoming students to the Master 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.

SOWK6520 Human Behavior in the Social Environment: Lifespan and Biopsychosocial Theories (3)

This is the first of three HBSE courses and is taken in the Generalist year of the MSW program. This course examines human behavior from a biopsychosocial perspective with consideration for the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development across the lifespan. Using a spiritually enriched ecological systems approach, the course is designed to present a variety of theories and knowledge about the range of social systems in which individuals live, including families, social groups, organizations, and communities. Special attention will be given to the systems that exist in rural settings and small towns.

SOWK6530 Social Welfare Policy and Services (3)

This course is designed to help students understand what drives social welfare policy, how welfare policy affects people's lives, and the ways in which social workers can influence the development and implementation of social policy. Three general areas will be covered in this course. In area one, the student will be introduced to the fundamental concepts, theories, and history of social welfare policy. In area two, a description of social welfare policies and programs that are key to both the immediate and future development of rural and small-town communities in the Northwest will be discussed. Finally, in area three, social welfare policy practice techniques will be delineated with significance on the role of social workers in effecting change. Fees: Additional fee required.

SOWK6540 Introduction to Research Methodology (2)

This course focuses on knowledge of social scientific research philosophies and methodology with respect to their evolution and application to social work theory and practice. It introduces students to content, including research ethics, literature review, development of hypotheses and research questions, problem formalization, conceptualization and operationalization of both quantitative and qualitative levels of measurement, construction of measures, and research designs.

SOWK6551 Practice II: Organizations/Community Development (3)

This course examines current issues and methods related to organizing for change in human service organizations and communities. The special needs, challenges, and contributions of rural populations and small towns will be addressed. Students are introduced to theories of human service organizations, community organizations, organizational and community dynamics, task group leadership, and strategies for planned change. Emphasis is on understanding the role of the social worker in a macro setting and on developing the macro skills required to effectively work for organizational and community development, planning, and change.

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

Social Work Practice I is the first course in the foundation sequence of practice courses. The course provides students with an introduction to generalist social work practice and prepares them to provide direct services to client systems of various sizes, including individuals, families, and small groups. Case studies will focus on the challenges of rural service delivery and the changing social patterns in rural areas and small towns. A spiritually enriched ecological systems model of practice will be presented.

SOWK6570 Field Instruction (1-2)

This course represents the generalist practice supervised field experience. The purpose of field instruction is to provide students with an opportunity to integrate theory with practice in a supervised setting. The course includes a concurrent field seminar that is designed to support and supplement the student's field instruction. May be repeated for credit. Students must earn a B or higher to pass the course. Fees: Additional fee required. Corequisites: SOWK6571

SOWK6570D Generalist Field Extension (1-4)

This course will be used for students who need an extension in their Generalist field placement. Most often this extension will be used for students who do not pass some portion of field placement. May be repeated for credit. Students must earn a B or higher to pass the course.

SOWK6571 Field Instruction Seminar (1-3)

Emphasis in the generalist field instruction seminar will be on the organizational context of practice, the community context of practice, the planned change process, the strengths perspective, and the professional context of practice. May be repeated for credit. Students must earn a B or higher to pass the course. Corequisites: SOWK6570

SOWK6571D Generalist Field Seminar Extension (1-4)

This course will be used for students who need an extension in their Generalist field seminar. Most often this extension will be used for students who do not pass some portion of field placement. May be repeated for credit. Students must earn a B or higher to pass the course.

SOWK6590 Generalist Comprehensive Exam (0)

This comprehensive exam is required for the completion of the generalist portion of the MSW program.

SOWK6591 Social Work Electives (1-2)

Two or three elective topics will be offered each semester. Elective offerings will be assigned one or two credits. One-credit support classes offered as part of a concentration may be taken as electives by students completing other concentrations. Students may complete as many as desired during the course of their program. A certain number of credits are required for each student, which varies based on concentration.

SOWK6592 Trauma (2)

This course explores the impact of trauma through the lifespan. 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.

SOWK6593 Medical Terminology & Pharmacology (2)

The first half of this course is designed to give social work students a basic understanding of medical terminology as it relates to best practice in medical and clinical settings. Students will learn the practical uses of medical terminology and the way it is used to tell a patient's story. The students will review how medical words are formed and practice those connections in an applied clinical situation. The second half of this course focuses on preparing students to understand the physical and mental effects of psychoactive drugs. Topics such as neurochemistry and physiology, "uppers", "downers", "synthetics", drug use and prevention, treatment, and co-occurring disorders will be addressed. Throughout the course, students will be challenged to communicate thoughts effectively in oral and written form.

SOWK6594 Grant Writing (1)

This course covers the basics of grant writing. During this session, we will examine the basics of grant writing; we will explore sources for finding grant makers, and you will learn the basic skills needed to write a grant. Writing grants is only one of many methods of developing resources for your organization. At the end of this course, you will have a basic understanding of how to navigate through the world of grants. You will be able to identify the critical sections of successful grant proposals, how to respond to various grant guidelines, and so on. The basic components of grant writing include such things as having a "need" statement, knowing the mission, goals, objectives, and activities of your organization, and understanding the role of evaluation, key personnel, and budgets. The course is designed to provide a hands-on grant writing opportunity through various online exercises, lectures and classroom discussions.

SOWK6595 Social Work and the Law (2)

Social workers in Idaho often work with or in collaboration with legal processes, and their practice often intersects with legal mandates and concerns. Social workers must be aware of the many laws, policies, regulations, and ethical considerations that affect their practice and the lives of their clients. This course will familiarize students with the many laws and legal processes applicable to social work practice in the state of Idaho. Students will learn about basic legal principles and about American and Idaho systems of jurisprudence. They will come to understand the legal underpinnings of privileges and confidentiality, and of social work licensing and malpractice in the state. Students will explore ethical considerations that will underpin their practice. Students will learn practical information about working in court and with attorneys. Finally, students will learn about certain specific areas of Idaho law with which social workers deal directly, including child welfare laws, laws that are key in medical social work, and the criminal justice system.

SOWK6596 Domestic Violence (1)

Domestic violence, or intimate violence, is becoming more prevalent and reported in our communities. This course will discuss theories behind intimate violence in families, possible causes or different types of intimate violence, as well as discuss intervention strategies for master's level social workers when working with families, individual victims, or alleged perpetrators around intimate violence. In addition, students will have the opportunity to further understand intimate violence and how to treat victims, families, and advocate for policy changes on the community and state levels. We will begin with sociological and social-psychological theories of aggression and violence in general, including social learning theory, the frustration-aggression hypothesis, and violence as catharsis. Because intimate violence is so often entangled with issues of gender, we will be focusing on the contributions of gender socialization to the problem. We will explore the facilitative effects of social structure, with a special focus on race and socioeconomic status. We will

consider two factors popularly considered to be contributors to intimate violence: pornography and alcohol abuse. Finally, we will investigate specific forms of intimate violence: partner abuse, elderly abuse, child abuse, and sexual aggression (including “date rape”); with each topic, we will examine the empirical studies conducted to date and will interpret the results of this research in light of the theories of intimate violence that guided them.

SOWK6597 Addictions Practice with Individuals and Families (2)

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.

SOWK7561 Micro Practice Across Systems (3)

This is the first practice course in the Integrated Clinical and Community Practice track. Content is focused on individual and family practice in the areas of child welfare, healthcare, and criminal justice. A primary focus will be on in-depth assessment and crisis intervention with time spent on each of these areas of practice. Students will learn clinical skills for working in settings which typically include brief or short-term interactions with clients.

SOWK7562 Mezzo Practice Across Systems (2)

This is the second practice course in the Integrated Clinical and Community Practice track. This course focuses on social work practice with groups and teams within social welfare systems. Attention will be given to three primary areas of focus in mezzo practice. The first area of focus will be group dynamics and development as might be important for clinicians in child welfare or other settings. The second area of focus will be interdisciplinary and multidisciplinary teams as might be important primarily in child welfare, healthcare, and criminal justice settings. The final area of focus will be team dynamics and development as might be important in leadership and advocacy settings.

SOWK7563 Macro Practice Across Systems (2)

This is the third practice class in the Integrated Clinical and Community Practice track. Content will focus on four major components: program development, program evaluation (outcomes-based practice), leadership, and policy analysis and implementation. These components will be explored using general best practice ideals, but each student will identify one or more areas of practice (child welfare, healthcare, criminal justice) within which to complete course assignments. In addition to classroom content, the students will be expected to implement a macro project in the community based on one or more components of the class.

SOWK7563L Macro Practice Across Systems Lab (1)

Students will complete the community project that was devised during SOWK7563. Prerequisites: SOWK7563

SOWK7564 Behavioral Health in Primary Care and Community Practice (2)

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.

SOWK7611 Clinical Social Work with Individuals (3)

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.

SOWK7612 Clinical Social Work with Families (2)

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.

SOWK7612L Clinical Social Work with Couples (1)

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. Fees: Additional fee required.

SOWK7613 Community Mental Health in Rural Settings (1)

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.

SOWK7613L Community Mental Health in Rural Settings Lab (1)

Students will complete the community project that was devised during SOWK7613. Prerequisites: SOWK7613

SOWK7616 Beyond the DSM (2)

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.

SOWK7618 Clinical Social Work with Groups (2)

Students will explore group therapy theory and fundamentals of group development and process. As participant learners, students will experience group dynamics through a modified group experience facilitated by the instructor.

SOWK7619 Play Therapy (2)

The Play Therapy course serves as a supplemental course for students in the Clinical Mental Health and Addictions track. It is designed to introduce students to the world of play therapy and provide a foundation for continued education in the use of play when working with children, adolescents and

their families. 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.

SOWK7620 HBSE: Diversity (3)

This is one of three required HBSE courses and is usually taken during the specialized portion of the MSW program. The purpose of this course is to expose students to various aspects of diversity and the ways that intersectionality of identity influences the human experience. It is designed to provide students with a positive environment in which to explore their attitudes, beliefs, and values with regard to human diversity and to enhance their ability to practice social work from the perspective of cultural humility. The sociohistorical, familial, economic, and political roots of racism and privilege are discussed, along with an analysis of current racism. This course will also include content related to gender, gender identity, sexual orientation, and the role of media in how society understands experiences of people with diverse identities. The purpose of this course is to go beyond a basic understanding of particular groups of people to focus on the role that discrimination, oppression, and privilege play in how society responds to issues of diversity.

SOWK7622 HBSE: Social Work and Spirituality (3)

This is one of three required HBSE courses and is usually taken during the specialized portion of the MSW program. It is designed to build upon a student's liberal arts undergraduate education and to offer a more in-depth examination of faith, world religions, spirituality, and social work practice. Religion and spirituality often have a profound influence on the lives of clients, as well as on social workers themselves. This course considers the role of religion in the socialization process of both the client and the professional. It will examine spiritually-based values, ethics, and principles of justice as influences on personal, societal, and professional interactions.

SOWK7630 Policy Issues in Rural America (3)

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

SOWK7642 Completion of Thesis (1-3)

Students may choose to complete a thesis in lieu of the MSW Capstone course - SOWK7690. The proposal (first 3 chapters) will have been written in 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. Prerequisites: SOWK7645, Program admission required.

SOWK7645 Practical Social Work Research (3)

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 basic projects using single-case designs and program evaluation models. 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 a problem area to study and conduct an extensive literature review or meta-analysis related to that problem.

SOWK7670 Field Instruction (1-2)

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. Fees: Additional fee required. Corequisites: SOWK7671

SOWK7670D Specialized Field Extension (1-4)

This course will be used for students who need an extension in their specialized field placement. Most often this extension will be used for students who do not pass some portion of field placement. May be repeated for credit. Students must earn a B or higher to pass the course.

SOWK7671 Field Instruction Seminar (1-3)

Seminar will require students to begin the process of integrating social work knowledge and skills from their earlier experiences in practicum or employment with the advanced knowledge, theories, and skills they are currently gaining and apply this learning (with supervision) to the provision of human services in their community. In this process emphasis is placed upon assisting students in identifying with the profession of social work and increasing their awareness of the professional use of self. Students will attend a seminar designed for their area of concentration. May be repeated for credit. Students must earn a B or higher to pass the course. Corequisites: SOWK7670

SOWK7671D Specialized Field Seminar Extension (1-4)

This course will be used for students who need an extension in their specialized field placement. Most often this extension will be used for students who do not pass some portion of field placement. May be repeated for credit. Students must earn a B or higher to pass the course.

SOWK7690 MSW Capstone (1)

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. 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 Exam (0)

All specialized students must pass a track-specific comprehensive exam to graduate from the MSW program.

SOWK7699 Independent Study (1-4)

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

THEO—Theology

THEO6094 Topics in Theology (3-4)

This course introduces interdisciplinary material in Theology of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

THEO6290 Engaging with Prophetic Voices: Theology and the Christian Life (4)

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.

THEO6599 Independent Study (3-4)

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

THEO7560 Christian Theology I: Central Issues (3)

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

THEO7960 Christian Theology II: Holiness and Contemporary Theology (3)

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

YCFM—Youth, Children, and Family Ministry**YCFM6094 Topics in Youth, Children and Family Ministry (3-4)**

This course introduces interdisciplinary material in Youth, Children and Family Ministry of particular relevance to the core curriculum. Topics may vary. May be repeated for a different topic.

YCFM6130 Foundations of Youth, Children and Family Ministry (4)

This course focuses on developing one's personal vision and practice of youth, children 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.

YCFM6530 Leadership in Ministry (4)

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

YCFM6599 Independent Study (3-4)

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

YCFM6730 Missional Ministry (4)

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

YCFM7930 Developmental and Spiritual Formation of Youth, Children and Families (4)

This course will survey the key developmental periods of a young person's life. Attention will be given to puberty (transition from childhood) and how adolescents grow into adults, stages of family life, and family systems theory.

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Daniel F. Nogales (1994-), Professor of Chemistry
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Luis Palacios (2022-), Assistant Professor of Music
 B.A., University of North Florida; M.A., D.M.A., George Mason University

Stephen Parke (2010-), Professor of Engineering
 B.S., M.S., Purdue University; Ph.D., University of California, Berkeley

Joel K. Pearsall (2015-), President
 B.A. Northwest Nazarene University; J.D., Willamette University College of Law

Benjamin Pearson (2019-), Assistant Professor of Physics
 B.S., Northwest Nazarene University; M.S., Ph.D., University of Oklahoma

Brent D. Peterson (2007-), Dean, College of Theology & Christian Ministries; Professor of Theology
 B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary

Lawanna Pierce (2002-), Dean, College of Behavioral & Social Sciences; Professor of Graduate Social Work

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

Autumn Pratt (2021-), Assistant Professor of Engineering

B.S., University of Idaho; M.S., Ph.D., Cornell University

Amy C. Rice (2014-), Associate Librarian

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

Holly Ripley (2018-), Associate Professor of Education

B.A., Grove City College; M.A., North Carolina State University; Ed.S., Northwest Nazarene University

L. Michelle Rowley (2020-), Assistant Professor of Education

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

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

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

Chandra Salisbury (2019-), Assistant Clinical Professor of Counselor Education

B.A., George Fox University; M.A. Northwest Nazarene University

LoriAnn Sanchez (2012-), Dean, College of Education; Professor of Education

B.A., M.Ed., Northwest Nazarene University; Ph.D., University of Hawaii at Manoa

Christa Sandidge (2018-), Assistant Professor of Professional Studies

B.A., M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University

Mary Schmitt (2022-), Assistant Professor of Biblical Studies

B.A., Southern Nazarene University; M.Div., Duke University Divinity School; Ph.D., Princeton Theological Seminary

Bethany Schultz (2017-), Assistant Professor of Instructional Design & Technology

B.A., M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University

Scott A. Slater (2007-), Assistant Professor of Graduate Social Work

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

Duane Slemmer (1986-1989; 1995-), Associate Vice President for Institutional Effectiveness

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

Christina Smerick (2019-), Professor of Philosophy

B.A., Trevecca Nazarene University; M.A., Ph.D., DePaul University

Janet Stellway (2017-), Assistant Professor of Graduate Social Work

B.A., M.S.W., Ed.S., Northwest Nazarene University; Ed.D., Trevecca Nazarene University

John Stennett (2019-), Associate Professor of Graduate Social Work

B.S., Grand Canyon University; M.S.W., Northwest Nazarene University

LeAnn Stensgaard (2001-), Assistant Professor of Social Work

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

Julie Straight (2004-), Professor of English

B.A., Wheaton College; M.A., Ph.D., University of North Carolina at Chapel Hill

Fred Sutton (2012-), Associate Professor of Business

B.S., California State University; M.B.A., Keller Graduate School of Management; D.B.A., Argosy University

Mollie M. Sweet (2003-), Associate Professor of Business

B.S., Miami University; M.B.A., Northwest Nazarene University; Ph.D., Northcentral University

Annette Thompson (2021-), Assistant Professor of Nursing

B.S.N., Olivet Nazarene University; M.S.N., Northwest Nazarene University

Richard P. Thompson (2007-), Professor of New Testament

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

Bethany Townsend (2019-), Assistant Professor of Counselor Education

B.A., M.A., Adams State University; Ph.D., University of Wyoming

Heidi Tracht (2010-), Dean, Academic Services; Assistant Professor of Academic Success & Advising

B.S., Olivet Nazarene University; M.S., Capella University, Ed.S., Ph.D., Northwest Nazarene University

Jamie Tucker (2006-), Associate Professor of Art

B.A., Saint Mary-of-the-Woods College, M.F.A., Indiana State University

Linda C. Valenzuela (2017-), Dean, College of Nursing; Associate Professor of Nursing

B.S.N., California State University; M.P.H., Portland State University; M.S.N., Western Governors University; D.N.P., Boise State University

Michelle Van Beek (2016-2018; 2022-), Assistant Professor of Education

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

Dennis R. Waller (1982-1986; 1990-), Professor of Communication Studies

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

Whitney Ward (2018-), Associate Professor of Education

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

Konya Weber (2001-), Associate Dean, College of Business; Professor of Business

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

Jane Weis (2013-), Associate Professor of Nursing

B.S., University of San Francisco; M.S.N., University of Cincinnati

Mark J. Wheeler (2017-), Vice President for External Relations/Advancement

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

B. Joseph Willey (2012-), Assistant Professor of Academic Success & Advising

B.A., M.Ed., Mid-America Nazarene University

Bonnie J. Zaroban (2009-), Associate Professor of Nursing

B.S.N., M.S.N., University of Nebraska Medical Center

Heidi Zickefoose (2022-), Registrar

B.A., Northwest Nazarene University; M.o.T.S., Southern Oregon University

President Emeritus

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

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

Vice Presidents Emeriti

Carey Cook (1993-2021), Vice President for Student Life

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

Harold E. Weber (1971-1998), Vice President for Finance and Operations, Business

B.A., Northwest Nazarene University; M.B.A., Santa Clara University

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

Marvin R. Bloomquist (1958-1994), Music

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

A. Wendell Bowes (1982-2011), Religion

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; Th.M., Princeton Theological Seminary; Ph.D., Dropsie College

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

Raymond M. Cooke (1971-1997), History

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

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

Double E. Hill (1948-1986), Music

B.Mus., Northwest Nazarene University; M.Mus., University of Idaho; Ph.D., University of Illinois

Reginald Hill (1969-2008), English

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

Jean Horwood (1969-1992), Physical Education

B.S., Ursinus College; M.Ed., Temple University

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

Arthur Imel (1964-1994), Chemistry

B.S., Willamette University; M.S., Ph.D., Oregon State University

Brenda Johnson (2001-2005; 2007-2020), Business

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

Chris Kapicka (1994-2008), Biology

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

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

Janine Lytle (1968-1994), French

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

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

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

Earl Owens (1960-1998), Speech Communication

B.A., University of California; M.A., Stanford University; Ed.D., University of Northern Colorado

William Packard (1999-2019), Physics

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

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

Leon Powers (1974-2006), Biology

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

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B.A., 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

Marvin Stallcop (1965-2006), Music

B.A., Northwest Nazarene University; M.Mus., University of Montana; Ed.D., Arizona State University

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

George Turner (1974-2022), Music

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

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

Lilburn Wesche (1961-1981, 1988-1997), Education

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

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

Robert C. Woodward (1958-1991), History

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

Kenneth Yoder (1980-2007), Mathematics

B.A., Eastern Nazarene College; M.Ed., University of North Carolina; M.A., University of California-Los Angeles

Arnold Ytreeide (2005-2021), Mass Communication

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

Scholars in Residence

T. Scott Daniels (2017-), Pastoral Scholar in Residence

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

Senior Fellows

Clark Childers (2004-), Physics

B.A., California State Polytechnic University, Pomona; M.S., University of Idaho; Sc.D., Point Loma Nazarene University

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

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

Wallace C. Johnson (1993-), Chemistry

B.A., Northwest Nazarene University; M.S., New Mexico Highlands University

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

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

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

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

Carol Poe (1994-2022), Library Services Technician

Laura (Lollie) Richardson (1988-2022), Office Assistant, Music Department

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

Academic Calendar 2022-2023

College of Graduate and Professional Studies

Fall Semester 2022	Begin Date	End Date	Holidays & Breaks
Semester Dates	August 29	December 18	
First 8-week session	August 29	October 23	
Second 8-week session	October 24	December 18	Week of Thanksgiving only (Thurs/Fri Off)
First 7-week session	August 29	October 16	
Second 7-week session	October 24	December 18	Week of Thanksgiving Off
First 6-week session	August 29	October 9	
Second 6-week session	October 17	December 4	Week of Thanksgiving Off
First 5-week session	August 29	October 2	
Second 5-week session	October 3	November 6	
Third 5-week session	November 7	December 18	Week of Thanksgiving Off
First 1-week session	September 19	September 25	
Second 1-week session	October 17	October 23	
Third 1-week session	November 14	November 20	
Fourth 1-week session	December 12	December 18	

Spring Semester 2023	Begin Date	End Date	Holidays & Breaks
Semester Dates	January 9	May 7	Week of March 27- April 2 Spring Break
First 8-week session	January 9	March 5	
Second 8-week session	March 6	May 7	Week of March 27- April 2 Spring Break
First 7-week session	January 8	February 26	
Second 7-week session	March 6	March 30	Week of March 27- April 2 Spring Break
First 6-week session	January 9	February 19	
Second 6-week session	February 27	April 16	Week of March 27- April 2 Spring Break
First 5-week session	January 9	February 12	
Second 5-week session	February 13	March 19	
Third 5-week session	March 20	April 30	Week of March 27- April 2 Spring Break

First 1-week session	January 23	January 29	
Second 1-week session	February 20	February 26	
Third 1-week session	March 20	March 26	
Fourth 1-week session	April 24	April 30	

Summer Semester 2023	Begin Date	End Date	Holidays & Breaks
Semester Dates	May 8, 2023	August 27, 2023	No 4th of July Break
First 8-week session	May 8	July 2	No 4th of July Break
Second 8-week session	July 3	August 27	No 4th of July Break
First 7-week session	May 8	June 25	
Second 7-week session	July 10	August 27	
First 6-week session	May 8	June 18	
Second 6-week session	June 26	August 13	Week of July 4th off
First 5-week session	May 8	June 11	
Second 5-week session	June 12	July 23	Week of July 4th off
Third 5-week session	July 24	August 27	
First 3-week session	June 12	July 2	
First 1-week session	May 15	May 21	
Second 1-week session	June 19	June 25	
Third 1-week session	July 24	July 30	
Fourth 1-week session	August 14	August 20	

Important Contact Numbers

Toll Free	1877-NNU-4-YOU
Administration (Non-Emergency)	208-467-8521
Admissions	208-467-8472
Athletics	208-467-8876
Bookstore	208-467-8416
Career Center	208-467-8767
Center for Academic Success and Advising (CASA)	208-467-8463
Center for Professional Development	208-467-8339
Concurrent Credit	208-467-8373
Financial Aid	208-467-8638
Food Service	208-467-8667
Registrar's Office	208-467-8433
Security 24/7 EMERGENCY	208-467-8911
Student Life	208-467-8643
University Advancement	208-467-8423
Wellness Center	208-467-8466

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