



Northwest Nazarene University

Graduate Catalog 2006-2007

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SCHOOL OF BUSINESS

Master of Business Administration
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Master of Business Administration
Master of International Business of Administration

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

SCHOOL OF EDUCATION, SOCIAL WORK, AND COUNSELING

Master of Education
Program Directors:

M.Ed. Curriculum & Instruction
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M.Ed. Educational Leadership
M.Ed. Director of Special Education and Related Services

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M.Ed. Exceptional Child

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M.Ed. Reading (Online)

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Web Site for all Master of Education programs:

www.nnu.edu/education

Chair, Department of Education

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Master of Social Work

Program Director:

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Clinical Practice in Social Work

Geriatric Social Work Practice

Management, Community Planning, and Social Administration

Chair, Department of Social Work

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Fax for MSW program: 208-467-8879

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

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

Chair, Department of Counselor Education:

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M.S. in Counseling: School

M.S. in Counseling: Community

M.S. In Counseling: Marriage and Family

Fax for Counseling Program: 208-467-8339

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

Dean, School of Education, Social Work, and Counseling

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SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRIES

Director, Graduate Theological Online Education

Jay Akkerman, D.Min. (mar@nnu.edu)
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Master of Arts in Religion

Program Directors:

M.A. in Religion: Christian Education

Mark Maddix, Ph.D. (mar@nnu.edu)
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M.A. in Religion: Pastoral Ministry

M.A. in Religion: Spiritual Formation

Jay Akkerman, D.Min. (mar@nnu.edu)
208-467-8432

Fax for Master of Arts in Religion: 208-467-8252

Web Site for Master of Arts in Religion: www.nnu.edu/mar

Dean, School of Theology and Christian Ministries

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

Northwest Nazarene University admits students of any race, color, and national or ethnic origin.

NORTHWEST NAZARENE UNIVERSITY

HISTORY

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

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

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

Northwest Nazarene University presently offers 29 undergraduate majors and master's programs in 9 disciplines. In addition to its programs on its home campus, NNU students may study in cooperative programs in 10 countries around the world. Northwest Nazarene serves approximately 1,167 undergraduate students, 460 graduate students, and 8,236 continuing education students each year.

CAMPUS

Northwest Nazarene University is located in Nampa, Idaho in the Boise metropolitan area. The campus, with its 34 buildings, covers 85 acres. The area provides many urban and rural advantages.

STUDENTS

NNU attracts students from all over the United States and many foreign countries. Students from all denominations and faiths are welcome to study at NNU. The university especially invites applications from international students and individuals representing minority populations.

INSTITUTIONAL OUTCOMES

All programs offered by Northwest Nazarene University strive to achieve the following student outcomes:

Christ-like Character

NNU students will grow toward Christ-likeness; demonstrating ethical behavior, loving and respecting others, offering grace as they have received it, building up the community of Christ, and representing Christ to the world.

Academic Excellence

NNU students will demonstrate understanding and appreciation of the liberal arts, expertise in a major field of study, and professional growth. Throughout their lives they will endeavor to reach their potential and be transformed by their pursuit of knowledge about God and creation.

Creative Engagement

NNU students will apply their natural gifts and acquired knowledge to respond creatively to life producing original works of art, new synthesis of knowledge, novel expression of ideas, and inspired solutions to problems - in the home, the workplace, the church, and the greater community.

Social Responsiveness

NNU students will be faithful stewards of their knowledge, skills, and resources, and agents of social justice and divine mercy. Compassionately they will show love for people of all faiths and cultures, and will identify with and advocate for those in need—locally and globally.

GRADUATE STUDIES MISSION STATEMENT

The programs of graduate study at Northwest Nazarene University provide opportunities for intellectual and professional growth and expanded professional expertise. The University strives to provide access to the latest technology, information, research, and practices delivered by skilled and experienced professionals who can translate theory into practice. Northwest Nazarene University provides a Christian setting and perspective for promoting the development of knowledgeable and competent professionals in a framework of genuine scholarship.

ACADEMIC ORGANIZATION

Academic programs are provided by the five schools of the University: the School of Arts, Humanities, and Social Sciences; the School of Business; the School of Education, Social Work, and Counseling; The School of Health and Science and the School of Theology and Christian Ministries.

Graduate programs at Northwest Nazarene University provide advanced study in selected disciplines with emphases on:

- Examining and applying pertinent data and theoretical constructs appropriate to the discipline or field;
- Gaining competence in analyzing and evaluating the information and research appropriate to an area of study.

ACCREDITATION AND CREDENTIAL AUTHORIZATION

Northwest Nazarene University is regionally accredited by the Northwest Commission on Colleges and Universities. In addition, the following programs maintain professional/specialized accreditation as described below:

Business:

Northwest Nazarene University's business programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Counseling:

Northwest Nazarene University's counseling program areas are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The National Council for Accreditation (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 Community, School, and Marriage and Family program areas have all the coursework necessary to apply for License Professional Counselor (LPC) in the state of Idaho.

Education:

Northwest Nazarene University is nationally accredited at the undergraduate and graduate levels by the National Council for Accreditation of Teacher Education (NCATE)*. Additionally, the education programs are approved by the Idaho State Board of Education to provide for institutional recommendation for state licensure in Elementary Education, Secondary Education, K-12 Exceptional Child, and School Administrator (Pre-K-12 Building Principal).

Social Work:

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

**The Education Department at Northwest Nazarene University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.*

ADMISSION REQUIREMENTS

Application for admission should be submitted to the department offering the desired program. Materials needed for admission include one official set of transcripts of all college or university work, a completed application form accompanied by appropriate application fee, two letters of recommendation, and specifics as required by the department. The applicant must meet all the requirements for graduate admission prescribed by the department offering the degree.

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

International Students

Where the Test of English as a Foreign Language (TOEFL) is required by a program director, the score shall be: 550 paper, 213 computer, or 80 internet. If a student has completed an undergraduate degree from an accredited institution within the United States, or has completed at least 30 credits in such an institution, the TOEFL requirement is waived.

ACADEMIC LOAD

A full-time graduate load ranges from 6 to 12 credits per semester. Enrollment in more than 12 credits in an academic semester or 7 credits in a summer **session** requires the recommendation of the advisor and the approval of the department chair.

DUAL DEGREES

The following shall be the presumptive policy of the collective Graduate Programs at Northwest Nazarene University with regard to the application of credit hours in the event of the award of multiple graduate degrees to any student.

When determining the satisfaction of credit hour requirements for any graduate degree awarded at Northwest Nazarene University, no more than one-third (33.33%) of the credit hour requirements for such graduate degree may be satisfied by credit hours earned and applied pursuant to satisfaction of requirements for any other graduate degree or degrees.

This statement of policy is intended to establish a presumptive norm that will be applicable in the absence of any alternative determination; it is the specific intent of this statement of policy that variations in and exceptions to this policy may occur with the approval of the Graduate and Continuing Studies Council. The Council may, and it is contemplated that it will, grant deviations and exceptions from this presumptive policy based upon the specific pedagogical content, needs and circumstances of any particular degree. In the course of evaluating such deviations or exceptions from this presumptive policy, the Council shall consider and take into account (1) whether the credits are earned at NNU or another institution, (2) whether the respective graduate degree programs are specifically designed and intended to function together in a manner that renders this presumptive policy immaterial, (3) relevant treatment of credits by sister institutions or competing programs in similar or competitive programs or situations, and (4) policy or opinion of the regional accreditors, and (5) such other considerations as the Council deems relevant.

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.

FINANCIAL AID

Graduate students may be eligible for certain financial aid loans and a limited number of grant programs; however, they are not eligible for church matching grants. For specific information on available aid, consult with the Financial Aid Office 208-467-8424 or 1-877-NNU-4YOU (1-877-668-4968).

REFUND FOR STUDENTS WHO WITHDRAW FROM ALL COURSES

Refund of tuition and fees will be prorated on a per diem basis, beginning with the first day of classes and continuing for a maximum of 60 percent of the course. No refunds shall be made after 60 percent of any course has been completed. The official date of withdrawal is determined by the Registrar.

Refund Distribution. Students who withdraw from NNU and have received federal financial aid may be required to return all or part of that aid based on the percent of the course in which the student is no longer enrolled. When a refund to federal programs is required, the refund distribution will be as follows:

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

No refund is made to the student when all charges have been met by federal or institutional aid, or when the amount of refund exceeds cash payment made by the student.

Refunds to NNU's institutional aid programs are based on the tuition and fees withdrawal rate; e.g., if one-half tuition and fees are refunded, one-half of any institutional aid will be refunded to institutional programs.

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

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

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

REFUND FOR STUDENTS WHO WITHDRAW FROM A PORTION OF ENROLLED COURSES

Refund of tuition and fees will be prorated on a per diem basis beginning with the first day of classes and continuing for a maximum of 60 percent of the course. No refunds shall be made after 60 percent of any course has been completed. The official date of withdrawal is determined by the Registrar.

TUITION PAYMENT POLICY

Payment in full is required for each course before the first day of each course unless other financial arrangements, acceptable to the University and the student, are made.

ACADEMIC 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 outcomes of Christlike Character and Academic Excellence by fostering a spirit of honest intellectual inquiry. The University has identified as unacceptable practices including, but not limited to:

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

5. Signing a roll sheet for another student who is not in class;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done (dry labbing), or falsifying citations in research reports;
7. Denying other students access to academic information whether in the classroom, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Stealing problem solutions from a professor or computer file;
10. Falsely reporting completion of reading assignments.

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. All students who violate the principles of academic integrity will be reported to the appropriate academic school 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.

Copyright Statement

Northwest Nazarene University, as a nonprofit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Access and use of course materials is restricted to enrolled students for the duration of the course. Any use or distribution of those materials outside the class may violate the law.

For additional information on copyright policies see: <http://www.nnu.edu/copyright>

ACADEMIC APPEALS

Appeals by graduate students or applicants for graduate study shall pursue the following route:

1. The student shall discuss the appeal with the faculty member involved.
2. If the student is not satisfied with the outcome, he/she shall present a written appeal to the department program director.

3. If the student is not satisfied with the outcome, he/she shall present a written appeal to the department chair.
4. If the student is not satisfied with the outcome, he/she shall present a written appeal to the school dean.
5. If the student is not satisfied with the outcome, he/she shall submit a written appeal to the Graduate and Continuing Studies Council. The Council shall respond in writing to all parties involved. The decision of the Council is binding.

Detailed procedures for the appeals process approved by the Graduate and Continuing Studies Council shall be made available to the student by the program director.

STUDENT ACCESS TO RECORDS

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

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

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

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

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

UNIVERSITY LEARNING RESOURCES

John E. Riley Library

Information about the library and its collections, current hours, staff, and other services can be found on the NNU library home page <http://www.nnu.edu/library>. In addition, resources for research can be accessed from the library's web page including SAGE, the NNU library catalog and various indexes and databases, some of which include full-text materials and links to other libraries. Online resources are available to all students registered with the university. Materials not available at NNU can be requested through interlibrary loan. This service is available free of charge to NNU students.

Reciprocal borrowing agreements are in place with Albertson College of Idaho and with Boise State University. NNU students may check out a limited number of items from these libraries. Riley Library facilities include guest computer terminals, photocopying, microfiche reading and printing equipment, and a computer lab.

Media Services

Media Services, located in Room 119 on the main floor of the Wiley Learning Center, offers a wide variety of audio/visual services, equipment, and supplies for classroom instruction and student assignments. Services offered include NNU student ID cards, B&W and color copies, overhead transparencies, laminating, faxes sent/received, and passport photos. Items for sale include additional computer printing credit, supplies for the preparation of instructional materials, and blank audio/visual media.

Media Services provides audio/visual equipment for classroom use at no charge and rents audio/visual equipment including camcorders, TV's/VCR's/DVD's, digital cameras, data projectors, and laptop computers to the campus community. The Media Services facilities include audio/visual viewing rooms, audio and video recording studios, a photographic studio and darkroom, and a TV production studio.

Academic Computing Services

The university computer systems provide learning resources for students and faculty. All students are given computer network accounts with a secure password. There are computer labs in many locations, three of which are "general use" labs available to graduate students. These are located in the Wiley Learning Center (Wiley 115), the Science Building (Science 100), and the Riley Library (Library 200).

All lab computers are networked and run Windows XP with dozens of useful applications, including Microsoft Office. In addition a local area wireless network (LAWN) is available to all students for an additional subscription fee.

There are also several useful resources available to all students via the Internet, including GroupWise Web based email access (<http://webmail.nnu.edu>), Blackboard Online Learning System (<http://online.nnu.edu>), online student records, registrar information and grades (<http://myinfo.nnu.edu>), and the library research and database resources (<http://www.nnu.edu/library>).

Computer help is available to students through the Technical Response Center which is available to assist with problems. There are three ways to access the Technical Response Center:

1. By visiting <http://help.nnu.edu> to find common answers to several issues.
2. By calling 208-467-8111 where Technical Response Center agents are available to assist.
3. By e-mailing help@nnu.edu.

Please visit <http://help.nnu.edu> to find more information about hours and links to other helpful web pages.

Academic Advising and Testing

The Office of Academic Advising and Assessment is available for the purpose of proctoring tests for courses being taken by correspondence. Students must make arrangements with the institution offering the course for tests to be taken on campus.

The university also provides special advising to learning disabled students who wish to identify themselves and provide documentation of their needs. Such students should contact the Learning Disabilities Advisor at the Academic Support Center, (208) 467-8669.

Career Center

The Career Center provides information and assistance to students who wish to assess career goals and investigate career opportunities. The Career Center will provide information to help students write resumes, practice interviewing, and establish networking contacts. There are several programs to assist students including a current listing of helpful career related internet addresses and the Career Center Home Page.

Office of the Registrar

The Office of the Registrar is located on the lower level of the Emerson Administration building. It is responsible for maintaining, storing, and distributing all academic records and petitions.

Grade Letters

Official grade letters are generated upon completion of each course. When applicable, students should submit these grade letters to their employer upon receipt so that they can be filed for accumulation toward salary adjustments.

- **Degree Postings**

Northwest Nazarene University posts the earned graduate degree to the transcript three times a year. Posting dates are: July 31, December 31, and April 20. If a student completes his or her degree between the semester end dates, the degree will be posted on the next semester posting date. Upon request, the Registrar's Office will provide these students a letter stating that the student has met all the requirements for degree completion, indicate when the degree will be posted, and will verify that the student should be afforded all the rights and privileges of one with a master's degree.

- **Transcripts**

Transcripts must be obtained with a signed request. Transcripts can be ordered from the web page: www.nnu.edu. An e-signature is required and constitutes one's legal signature. Requests can also be sent by fax at (208) 467-8603 or by mail to Office of the Registrar, Northwest Nazarene University, 623 Holly Street, Nampa, ID 83686.

All requests must include name, social security number, birth date, signature, and the name and address to which the transcript is to be sent. Students should allow five business days for transcripts to be processed. There is no fee for transcripts; however, the student's Business Office account must be clear for a transcript to be released.

- **Participation in Commencement**

Students may participate in commencement if they have completed all degree requirements or are within six semester credits of completing requirements.

GRADING SYSTEM

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

Grade	Explanation	Points
A	Distinctly superior or exceptional work	4.00
A-		3.70
B+		3.33
B	Meritorious work	3.00
B-		2.70
C+		2.33
C		2.00
C-		1.70
D+		1.33
D		1.00
F	Failing work	0.00
P	Passing work	
I	Incomplete work (“I” must be followed by a letter grade)	
IP	In progress	
L	Long-semester	
X	No final examination	
K	Conditional mark	
W	Withdrawal	
NC	No credit (audit)	
AU	Audit	

A grade of *I* indicates incomplete work. An incomplete may be given when, because of extreme circumstances, a student requires an extension of time to complete course work. An *I* may be granted only by petition, which the student may initiate through the faculty or the faculty may initiate on a student's behalf. The request must be approved by the Graduate and Continuing Studies Council or by persons delegated by it. When an *I* is submitted, it will always have a suffix grade attached which the student will receive if no further work is done for the course, e.g., *ID* or *IF*. Normally, if the incomplete is not made up two weeks before the close of the semester following the one in which the mark was incurred, the prefix *I* will be dropped from the grade unless an additional request is made and granted to have the period of the incomplete extended. A faculty may request that the student make up the deficiencies before the end of the semester. On a pass/fail grade an “*IP*” may not be assigned. The only incomplete grade that can be assigned to a pass/fail course is “*IF*.”

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

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

A grade of *W* is always recorded when a student has withdrawn according to prescribed procedures. A student who has attended one class session within a semester is allowed the full course time to withdraw. A student may not withdraw after the last class session. A student may withdraw from a class without a *W* provided he/she has not attended any class sessions. Exceptions may be granted by the program director or department chair. Withdrawals may be initiated by the student or by the professor.

No credit is awarded for a course receiving a grade of *W*. The *W*, *I*, *L*, *X*, and *K* are neutral grades and no quality points are given for them. The grade point average of a student is determined by dividing the total number of quality points earned in any semester by the total number of credits in his or her academic load, excluding neutral course units.

SCHOOL OF BUSINESS

The School of Business offers two master's degree programs:

Master of Business Administration (MBA) Master of International Business Administration (MIBA)

The MBA degree program is offered on the NNU Nampa and Boise campuses as well as online. The MBA and MIBA degree program is offered online.

Faculty: Bill Russell (Director of Graduate Studies), Samuel Dunn, Peter Crabb, Ronald Galloway, David Houghton, Melvin Jolly, Jeffery Lineman, Mollie Sweet, Steve Van der Ploeg, Konya Weber

MISSION STATEMENT

The programs of graduate study at Northwest Nazarene University are constituted to provide the most appropriate opportunities for intellectual growth in areas of professional expertise. These graduate programs strive to provide access to the latest research, information, technology, and practices delivered by skilled and experienced professionals who can translate theory into practice. NNU's School of Business prepares knowledgeable and competent professionals for global business leadership.

PROGRAM DESCRIPTION

To be admitted to the Northwest Nazarene University graduate degree programs, students must hold a baccalaureate degree from a regionally accredited college or university. Students from all academic disciplines are invited to apply to NNU's graduate programs in business.

NNU's graduate programs in business provide the traditional student or working professional the opportunity to complete a master's degree in as few as 16-20 months. All requirements of the degree must be completed within six years following admission.

Each student will advance through the program in a cohort of no more than 25 students. Students in each cohort share personal, professional, and technical backgrounds while following an intense program of academic study. The cohort format provides a strong support system as class members proceed through the entire MBA program together.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0 in all academic course work.
3. Evidence of content knowledge for the following undergraduate courses:
 - Principles of Marketing
 - Principles of Management
 - Microeconomics
 - Orientation

If a student has not taken these undergraduate courses, the requirements may be fulfilled as follows:

- a. Course content examination, **OR**
- b. Complete an approved course in the area(s) in which he/she is deficient.

A student may begin the program before completing these requirements, but content examinations or credit completion for each of the above courses must be completed prior to the beginning of the respective graduate course.

4. A favorable recommendation from the School of Business Graduate Committee.

Exceptions to regular admission requirements must be approved by the School of Business Graduate Committee.

TRANSFER CREDIT

Students accepted into graduate programs in business may transfer up to 9 semester credits of previously completed work from another *regionally accredited institution*. The maximum transferable course work is **three courses** (9 semester hours).

All transfer credits must have received at least a "C" letter grade and be approved by the appropriate program director. Single-credit courses may not be transferred. Credits must have been earned within seven years preceding the date of admission. ***No tuition will be waived for transferred credits.***

APPLICATION FOR ADMISSION

1. Obtain admission forms from the business graduate offices or online at www.nnu.edu/business
2. Submit application with a nonrefundable \$40 application fee.
3. Provide evidence of competency in writing skills by submitting a personal essay.
4. Submit an official transcript of all previous undergraduate and graduate work to the respective graduate office.

5. Provide two letters of recommendation from professional colleagues familiar with your ability.
6. If English is not your native language, submit a minimum score of 550 (paper score) or 213 (electronic score) on the Test of English as a Foreign Language (TOEFL).

GRADUATION REQUIREMENTS

Graduation requirements for the graduate degrees in business include:

- Complete the approved program.
- Complete the required number of credits for the specific program.
- Maintain a cumulative grade point average of 3.0 or higher. A student may count a maximum of two classes with C grades toward degree completion. Courses with grades of D or F do not count toward a degree.
- Complete a final project done in conjunction with the program's capstone course.
- Apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

TUITION AND PROGRAM COSTS

Costs for the specific graduate programs are established for the entire program and include tuition, books, materials, and student fees. *For further information regarding tuition, fees, and payment options, please contact the Graduate Offices, 208-467-8123, 208-467-8415 or 1-877-NNU-4-BIZ (1-877-668-4249).*

DEGREE REQUIREMENTS

MASTER OF BUSINESS ADMINISTRATION (42 semester credits)

Prerequisites (9 semester credits)

(See Admission Requirements for other options)

- Principles of Marketing (3)
- Principles of Management (3)
- Microeconomic Analysis (3)
- BU 500 Orientation (0)

Curriculum (42 semester credits) The department will prescribe 42 credits from the 48 listed below.

- BU 502 Organizational Behavior (3)
- BU 503 Organizational Communication (3)
- BU 508 Accounting for Managers (3)
- BU 511 Management Law (3)
- BU 512 Management Information Systems (3)
- BU 513 Managing Human Resources (3)
- BU 515 Employment and Human Resource Law (3)
- BU 521 Financial Management (3)
- BU 531 Managerial Economics (3)
- BU 541 Managing in a Global Economy (3)
- BU 548 Operations Management (3)
- BU 555 Global Marketing Management (3)
- BU 557 Quantitative Methods (3)
- BU 561 Leadership Development (3)
- BU 570 Ethics in Management (3)
- BU 575 Strategic Management (3)

OR

- BU 577 Strategic Management (International Experience) (3)

ONLINE MASTER OF BUSINESS ADMINISTRATION (42 semester credits)

Prerequisites (9 semester credits)

(See Admission Requirements for other options)

- Principles of Marketing (3)
- Principles of Management (3)
- Microeconomic Analysis (3)
- BU 500 Orientation (0)

Curriculum (42 semester credits)

- BU 502 Organizational Behavior (3)
- BU 503 Organizational Communication (3)
- BU 508 Accounting for Managers (3)

- BU 511 Management Law (3)
- BU 512 Management Information Systems (3)
- BU 521 Financial Management (3)
- BU 531 Managerial Economics (3)
- BU 541 Managing in a Global Economy (3)
- BU 548 Global Operations Management (3)
- BU 555 Global Marketing Management (3)
- BU 557 Quantitative Methods (3)
- BU 561 Leadership Development (3)
- BU 570 Ethics in Management (3)
- BU 575 Strategic Management (3)

OR

- BU 577 Strategic Management (International Experience) (3)

**ONLINE MASTER OF INTERNATIONAL BUSINESS
ADMINISTRATION
(42 semester credits)**

Prerequisites (9 semester credits)

(See Admission Requirements for other options)

- Principles of Marketing (3)
- Principles of Management (3)
- Microeconomic Analysis (3)
- BU 500 Orientation (0)

Curriculum (42 semester credits)

- BU 508 Accounting for Managers (3)
- BU 511 Management Law (3)
- BU 512 Management Information Systems (3)
- BU 521 Financial Management (3)
- BU 531 Managerial Economics (3)
- BU 541 Managing in a Global Economy (3)
- BU 555 Global Marketing Management (3)
- BU 557 Quantitative Methods (3)
- BU 561 Leadership Development (3)
- BU 577 Strategic Management (International Experience) (3)
- BU 580 Compliance and Ethics in International Business (3)
- BU 582 International Operations and Supply Chain Management (3)
- BU 584 International Finance, Accounting, and Enterprise Information Systems (3)
- BU 587 International Experience and Project (3)

COURSE DESCRIPTIONS

BU 500. Orientation (0 credit)

Introduces students to instructional technologies, online instruction, accessing learning resources, the graduate faculty, program curriculum, and negotiating graduate school. Grade: P/F

BU 502. Organizational Behavior (3 credits)

Introduces theory and research directed at the problem of understanding, predicting, and influencing individual and group behavior within organizations. Topics include motivation, perception, learning, group dynamics, decision-making, and conflict and stress management.

BU 503. Organizational Communication (3 credits)

Covers the effective structure, transmission, and reception of various forms of communication within an organization. Topics include basic communication theory, interpersonal dynamics, small group process, communication networks, and both oral and written message transmission.

BU 508. Accounting for Managers (3 credits)

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.

BU 511. Management Law (3 credits)

Provides an overview of legal and regulatory issues of the workplace. It focuses on situations that commonly arise and the legal principles that apply.

BU 512. Management Information Systems (3 credits)

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.

BU 513. Managing Human Resources (3 credits)

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.

BU 515. Employment and Human Resource Law (3 credits)

Addresses from a legal perspective the management of human resource functions including employee selection, training, evaluating, and compensation. Also addresses labor relations, collective bargaining, and equal employment opportunity.

BU 521. Financial Management (3 credits)

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.

BU 531. Managerial Economics (3 credits)

Surveys the microeconomics of the firm, the consumer, and alternative market structures as these contexts are applied to business decisions. The course introduces managerial applications of supply and demand, consumer choice, cost analysis, profit concepts, marginal analysis, pricing behavior, and optimal resource allocation.

BU 541. Managing in a Global Economy (3 credits)

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.

BU 548. Operations Management (3 credits)

Covers aspects of running the day-to-day operations of a global business, focusing on value and supply-chain management, quality and process improvement, strategies, product design, and process selection. Students will be expected to analyze case studies and complete problems dealing with complex multi-company, multi-national factors.

BU 555. Global Marketing Management (3 credits)

Introduces the student to the major marketing management concepts that provide the basis for understanding multinational and global marketing concepts and tools. Attention is given to determining market potential, product modification, communication across languages and cultures, and unique distribution channels.

BU 556. Decision Making (3 credits)

Presents concepts and techniques used in addressing management and consumer decision making. The course will address sources of conflict and consensus in an organization and their relationship to management decision making. It will also focus on processes involved when individuals or groups select, purchase, or use products, services, and ideas.

BU 557. Quantitative Methods (3 credits)

Introduces the student to quantitative tools used in management decision making, focusing on descriptive statistics, probability theory, regression analysis and forecasting, inferential statistics, linear programming, decision trees, queuing theory, game theory, and critical path analysis. Course taught in a spreadsheet environment.

BU 561. Leadership Development (3 credits)

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.

BU 570. Ethics in Management (3 credits)

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.

BU 575. Strategic Management (3 credits)

This is the *capstone* course. It identifies alternative business strategies, seeking those that have the highest probability for success given the stage of industry evolution, the position of the company within its industry, and the level of investment possible.

BU 577. Strategic Management (International Experience) (3 credits)

This course identifies alternative business strategies, seeking those that have the highest probability for success given the stage of industry evolution, the position of the company within its industry, and the level of investment possible. Includes international business experience of 7-14 days.

BU 580. Compliance and Ethics in International Business (3 credits)

Presents the current ethical and compliance environment dealing with trade and international finance, compliance with multi-country human resources requirements, international ethics standards, and issues relating to competition and marketing, intellectual property, industrial property, and international taxation.

BU 582. International Operations and Supply Chain Management (3 credits)

Provides basic knowledge of global supply chain management and design, procurement and sourcing, transportation planning, warehouse and inventory management, product pricing, design and operation of supply and distribution systems, service operations, use of Internet, and working relationships with information systems, marketing, manufacturing, and finance.

BU 584. International Finance, Accounting, and Enterprise Information Systems (3 credits)

Studies international finance, international currency exchange, cross-country accounting, and global enterprise information systems, integrated accounting infrastructures, and applications to B2B, B2C, and e-commerce.

BU 587. International Experience and Project (3 credits)

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.

BU 594. Topics (3 credits)

Examination of current topics or practices in business not covered in other courses.

BU 597. Thesis (3 credits)

The thesis may be written in lieu of one of the program major courses. The thesis may be on any subject that is agreed upon by the student and the supervising NNU faculty member representing the major. The thesis must demonstrate either theoretical or applications research at a graduate level. It must demonstrate an excellent knowledge of the English language and show mastery of professional business vocabulary.

Prerequisite: Approval of Program Director

BU 599. Independent Study (3 credits)

Study of an assigned topic as directed by a graduate faculty member.

SCHOOL OF EDUCATION, SOCIAL WORK, AND COUNSELING

The School of Education, Social Work, and Counseling prepares professionals to serve the educational, social service and counseling needs of communities. These accredited programs are delivered in an environment that honors Christ and Christian principles through graduate programs leading to professional licensure/certification. Professional development activities are provided for practicing professionals.

Graduate programs available in the school by departments are as follows:

Education

Curriculum and Instruction
Educational Leadership
Exceptional Child
Reading (Online)

Social Work

Clinical Social Work
Geriatric Social Work
Management, Community Planning, and Social Administration

Counselor Education

School Counseling
Marriage and Family Counseling
Community Counseling
Pastoral Counseling

Director of Special Education (non-degree endorsement)

MASTER OF EDUCATION

Faculty: Karen Blacklock (Chair), Jim Bader, Jan Cantrell, Dennis Cartwright, Janet Harman, Lynette Hill, Lisa Kinnaman, Larry McMillin,* Phyllis McMillin, Mike Poe, Duane Slemmer, Karen Smucker (*Administrative non-teaching assignment)

MISSION STATEMENT

The graduate programs in education at Northwest Nazarene University provide a Christian setting where students can increase their teaching and leadership skills, enabling them to make a difference in K-12 student learning. NNU strives to provide a rigorous and relevant program enabling students to grow spiritually as well as intellectually.

FIVE MAJORS OFFERED WITHIN THE MASTER OF EDUCATION DEGREE PROGRAM:

- Curriculum and Instruction 34 semester credits
- Educational Leadership 40 semester credits
Leads to a certificate as a building administrator
- Exceptional Child 33 semester credits
Leads to certificate in Exceptional Child with a generalist endorsement
- Reading 35 semester credits
Leads to Idaho Reading Endorsement
- Director of Special Education and Related Services 30-31 semester credits

DEPARTMENT OBJECTIVES: Objectives for graduates of NNU's Education programs are grounded in the Critical/Social conceptual framework. Objectives are clearly aligned with state standards and university outcomes.

1. **Citizenship/Democratic Society** – Graduates of education programs will promote democratic values, facilitate equal voice and equal access for all students and parents, examine and challenge social inequities in schools and communities, and formulate responses to local and global issues in education. (Social Responsiveness)
2. **Liberal Arts/Continuing Learning** - Graduates of education programs will value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They will be effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice. (Academic Excellence)
3. **Professional Knowledge and Skills** – Through a learner-centered approach, graduates of education programs will apply theories, strategies, and research in teaching and learning to challenge, interest, accommodate, and assess a diverse student population. They will relate to students and families in a manner that stimulates learning and creates a positive, productive environment. They will use reflection to improve teaching and learning. (Creative Engagement, Christlike Character, Social Responsiveness)
4. **Role of Schooling** - Graduates of education programs will demonstrate understanding of the historical and philosophical purposes of schools and a range of legal and societal influences. They will use their knowledge to make decisions

about their teaching and work to improve school conditions and educational opportunities for all. (Academic Excellence, Social Responsiveness)

Ten themes have been identified as central to the articulation of the conceptual framework in the Curriculum and Instruction, Educational Leadership, and Exceptional Child Programs. The themes are as follows:

1. Leadership
2. Change and change management
3. Group and interpersonal skills
4. Democratic and ethical/moral values
5. Action research
6. Curriculum and instruction development and analysis
7. Communication skills
8. Critical thinking skills
9. Community involvement
10. Continuous assessment and reflection

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a college or university accredited by a regional accrediting agency.
2. A cumulative GPA of 2.8 in the baccalaureate program or 3.0 in the most recent 30 semester credits earned.
3. Certification/Licensure as a classroom teacher based on a recommendation from a state approved higher education teacher preparation program.
4. Approval by the Education Graduate Admissions Committee.

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

APPLICATION FOR ADMISSION

The applicant shall submit the following to the Graduate Education Office:

1. Completed application form.
2. \$25 nonrefundable application fee
3. Official sealed transcript from the institution where baccalaureate degree was received, plus any official sealed transcripts that show graduate work other than Continuing Studies courses.
4. Two letters of recommendation from professional colleagues who are familiar with the candidate's academic and professional capabilities.
5. Personal essay to provide evidence of writing competency.

6. For admission into the Educational Leadership Program, one letter of recommendation from a professional colleague, AND one completed evaluation form from the applicant's current building administrator. The evaluation is to be sent directly to the NNU Graduate Education office.
7. For admission to the Reading Program, verification of successful completion of the Idaho Comprehensive Literacy Course (or ICLA) *and* of successful performance on one of the state-approved technology assessments.

In addition, the applicant will consult with the director of the appropriate graduate education program to develop a program plan.

NNU COURSES PRIOR TO ADMISSION

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

ACTIVE STATUS

A student who has been admitted to the Graduate Education Program and enrolled in at least one course is considered on active status. A student who does not register for a course applicable to the degree for three calendar years will be removed from active status and must reapply if he/she is to continue in a program.

EDUCATION PROGRAM ACADEMIC STANDING POLICY

In order to continue in the masters and/or certification programs, Education students must continue to meet the following criteria:

- Maintain a 3.0 or higher cumulative GPA.
- Receive no more than one course grade below B-.
- Receive no grades lower than C-).
- Perform satisfactorily on portfolio entries, comprehensive examinations, and other written work.
- Receive positive recommendations from the program director about demonstrating dispositions for working in schools.

REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE

1. Credits must be earned in courses numbered 500 or above. Continuing education courses and nongraded courses (except ED 598c Seminar: Action Research) do not apply toward the degree.

2. A maximum of 25 percent of the credits required for the degree may be transferred from other institutions upon approval by the program director. Transfer credits must have been earned within four years preceding the date of admission to NNU's program.
3. The candidate must complete requirements as specified in the degree major. The degree must be completed within six years following the candidate's acceptance into the program.
4. The candidate must perform satisfactorily on the comprehensive examination. Comprehensive examinations must be completed on a computer. Candidates in the Exceptional Child and Reading Programs will complete a portfolio in lieu of a comprehensive examination.
5. The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

CERTIFICATION REQUIREMENTS

Graduates must pass one of the State Board of Education approved technology assessments before they are recommended for certification.

CURRICULUM AND INSTRUCTION

(34 semester credits)

This major is for the professional educator desiring to improve classroom teaching skills and/or to serve in instructional leadership roles. The program focuses on research and its application and utilizes the reflection process to revitalize the curriculum and the learning environment.

The Master of Education with a major in Curriculum and Instruction is offered utilizing a cohort model. There are two major options for completing this program.

- Educators selecting the first option are in a combined cohort that includes teachers seeking a Master of Education with an emphasis in Educational Leadership. Cohort members remain together for nine of the twelve courses. This option allows completion of a master's degree in 15 months while teaching. Eight of the eleven courses are completed during two summers. The remaining three courses are completed during the school year.
- The second option is a cohort that is formed solely of educators seeking a major in Curriculum and Instruction. Completion requires 30 months. All courses are offered one at a time in the evenings to accommodate teachers in year-round schools. Two summer months are free of courses.

A significant expectation of this program is the student's identification and research of an education related topic. During enrollment in ED 519 Research Theory and Application for Educators, the student will develop an action research proposal. Prior to completion of the program the student will conduct the study, submit the final document to NNU and make an in-service presentation of the results to his/her school faculty.

During the degree program the student will be introduced to the assessment method used by the National Board for Professional Teacher's Standards (NBPTS) and will complete portfolio assignments under NBPTS guidelines.

REQUIRED COURSES:

- ED 511 The Learning Process (3)
- ED 519 Research Theory and Application for Educators (3)
- ED 532 Instructional Models (3)
- ED 533 Curriculum and Assessment (4)
- ED 541 Learning Exceptionalities for the Classroom Teacher (3)
- ED 545 Classroom and Behavior Management in the Mainstreamed Classroom (3)
- ED 561 Multi-Cultural Issues in Education (3)
- ED 562 Technology in Education (3)
- ED 564 Values in Education (2)
- ED 581 Instructional Supervision and Leadership (3)
- ED 576 Special Education Law (3)
- ED 598c Seminar: Action Research (1)

EDUCATIONAL LEADERSHIP

(40 semester credits)

This major is designed for those seeking formal educational leadership roles such as building level principals, assistant principals, or instructional team leaders. Emphasis is on the principal 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.

A significant expectation of this program is the identification by the student of a specific topic or problem of interest. During enrollment in ED 519 Research Theory and Application for the Professional Educator, the student will develop an action research proposal. Educational Leadership students complete the action research effort, submit the results in a formal paper to NNU, and make an in-service presentation during the internship year.

The Master of Education Educational Leadership major is offered utilizing a cohort model. This major provides the educator with the opportunity to complete a master's degree while teaching full time.

Students can complete the majority of the coursework in 15 months. This is followed by a year-long internship in a school setting under the supervision of a qualified building administrator combined with classes requiring approximately three nights per month throughout the school year.

This internship assignment must be approved by the school district and the NNU program director.

Successful completion of the degree qualifies the graduate for recommendation to the State of Idaho for a K-12 principal's certificate. ***(Individuals should check for specific requirements for certification in other states.)***

REQUIRED COURSES:

- ED 511 Learning Process (3)
- ED 519 Research Theory and Application for the Educator (3)
- ED 533 Curriculum and Assessment (4)
- ED 545 Classroom and Behavior Management in the Mainstreamed Classroom (3)
- ED 562 Technology in Education (3)
- ED 564 Values in Education (2)
- ED 575 Legal and Financial Issues in Education (3)
- ED 581 Instructional Supervision and Leadership (3)
- ED 582 Educational Leadership (3)
- ED 585 Administering Human Resources (3)
- ED 579 Special Education Law for Administrators (2)
- ED 596III The Principalship/Internship in School Principalship (7)
- ED 598c Seminar: Action Research (1)

EXCEPTIONAL CHILD

(33 semester credits)

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

The program focuses on research and its application and on designing and implementing instruction for children with exceptionalities. A significant expectation of this program is the identification by the student of a specific topic of interest. The student will conduct action research, submit a final document to NNU, and share the findings with other educators.

REQUIRED COURSES:

ED 519 Research Theory and Application for Educators (3)

ED 532 Instructional Models (3)

ED 534 Intensive Behavior Interventions (3)

ED 540 Research, Theory, and Intervention of Reading Difficulties (3)

ED 548 Methods and Adaptation for Exceptional Learners (3)

ED 549 IEP's and Transition (3)

ED 562 Technology in Education (3)

ED 564 Values in Education (2)

ED 573 Technology: Exceptional Child (3)

ED 576 Special Education Law (3)

ED 586 Assessment and Collaboration (3)

ED 598c Seminar: Action Research (1)

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

To be recommended for certification students must:

- Earn a passing score on the required Praxis II test for special education.
- Earn a passing score on the Idaho Comprehensive Literacy Assessment.
- Satisfactorily complete ED 596 IV Internship in Teaching Exceptional Child (2-8)
- Pass the Idaho Technology Assessment

READING

(35 semester credits)

This online master's program serves the classroom teacher who holds elementary, secondary, or special education certification and who desires to improve his/her reading instruction and literacy leadership. Based on current research, best practices, and state and national standards, the program will equip K-12 teachers to do the following:

- Plan and implement instruction, beginning with pre-reading skills through advanced comprehension, to assist diverse learners in achieving competence in English literacy
- Use data from multi-faceted assessments to impact student achievement
- Evaluate and use published research and results from action research project to inform instruction
- Serve as resources and instructional leaders within in their individual schools and districts

The Master of Education in Reading program uses the Blackboard online delivery technology to provide access for all K-12 teachers. This delivery method for the program's courses incorporates a cohort model in which the learners and instructor interact in asynchronous classrooms by completing assignments and engaging in discussions as in the course description and syllabus.

In addition to the online courses, candidates participate in three weeklong experiences that include Program Orientation; Accessing Online Resources and Developing Electronic Portfolios; and Presentation of Action Research Results and Electronic Portfolio during each of three summers. Vital components of the Master of Education in Reading program, these courses do the following:

1. Orientation and resources to help participants in accomplishing their goals and meeting program requirements in this online program
2. A development of a sense of community among cohort members and NNU faculty members
3. A celebration and sharing of professional accomplishments

Completion of this program qualifies the candidate for a K-12 Idaho Reading Endorsement.

REQUIRED COURSES:

ED 501 Online Summer Residency: Program Orientation (1)

ED 502 Online Summer Residency: Accessing Online Resources and Developing Electronic Portfolios (1)

ED 503 Online Summer Residency: Action Results and Presenting Electronic Portfolios (1)

COURSE DESCRIPTIONS

- ED 511 The Learning Process (3)
- ED 520 Brain Research and Reading: How We Learn, How to Teach (3)
- ED 525 Teaching and Assessing Early Reading and Spelling (3)
- ED 531 Statistical Applications for Educators (2)
- ED 537 Effective Classroom Instruction for English Language Learners (3)
- ED 547 Reading for Meaning: Fluency, Vocabulary, & Comprehension (3)
- ED 577 Teaching & Assessing Reading and Writing: Intermediate and Secondary (3)
- ED 578 The Literacy-Focused School (3)
- ED 579 Action Research for Educators (3)
- ED 596V Internship in Reading (3)
- ED 598e Seminar: Action Research and Electronic Portfolio (1-3)

ADDITIONAL REQUIREMENTS FOR IDAHO READING ENDORSEMENT

- To be recommended for an Idaho Reading Endorsement, students must earn a passing score on the required Praxis II test for reading and must be a certified teacher.

DIRECTOR OF SPECIAL EDUCATION AND RELATED SERVICES

This is a non-degree program leading to certification as a Director of Special Education and Related Services.

- Must have a master's degree in either Exceptional Child or Educational Leadership.
- Must take additional classes in Exceptional Child or Educational Leadership related to certification, to be determined by the program director.
- Must successfully complete:
 - CN 545 Counseling with Parents of Children with Exceptionalities
 - ED 595g Practicum in Special Education and Related Services
 - ED 598d Seminar: Special Education Policies and Procedures

ED 501. Online Summer Residency 1: Program Orientation (1 credit)

An overview of the program, competencies, and expectations in a one week face-to-face setting on the NNU campus. This first orientation will familiarize participants with services, resources, and the Blackboard course management software used to deliver courses. Participants will learn how to access library resources, utilize the electronic portfolio system, and experience success as online learners. They will be guided in beginning their first online course.

ED 502. Online Summer Residency 2: Accessing Online Resources and Developing Electronic Portfolios (1 credit)

An examination of advanced research skills in an online environment and support for creating an electronic portfolio. Using saved artifacts, participants will learn how to select and present evidence to demonstrate required proficiencies through the electronic portfolio platform. They will learn how to scan materials, capture video and audio work samples, and develop a completed portfolio for presentation during the final summer residency.

ED 503. Online Summer Residency 3: Presentation of Electronic Portfolio and Action Research (1 credit)

The culminating experience provides opportunity for professional presentation of action research project and electronic portfolio for an audience of educators. This online residency will include a celebration of master's program accomplishments in meeting outcomes. Orientation to the internship will be provided.

ED 511. The Learning Process (2-3 credits)

Examination of accepted theories and current research in learning behavior. Also explores the unique styles of learning and recent studies in brain function and behavior as they relate to the learning process.

ED 519. Research Theory and Application for Educators (3 credits)

Introduction to traditional and action research in the school setting. Literature review, data collection, interpretation, and surveys will be included. Students prepare an action research proposal as part of the course requirements.

ED 520. Brain Research and Reading: How We Learn, How to Teach (3 credits)

An in-depth and systematically-structured progression beginning with a review of current brain research as it relates to the acquisition of

reading. Participants will investigate the many complex processes that contribute to reading abilities and how instruction alters the neural pathways to strengthen reading skills. They will explore language essentials and the challenges of learning to read, including phonetics, phonology, and phonemic awareness as they relate to skill acquisition for beginning and later reading abilities. This course investigates many dimensions of English orthography that include basic spelling conventions and extends to the exploration of the language's etymology.

ED 525. Teaching and Assessing Early Reading and Spelling (3 credits)

A study of current research and best practices in assessing, planning, and implementing reading instruction. This course presents basic skills that beginning readers from pre-reading through third grade need for unlocking unknown words. Attention will be given to phonological skills, phonics, spelling, assessment, and writing. Participants will become skilled in applying these principles in lesson planning and instruction.

ED 531. Statistical Applications for Educators (2 credits)

An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. No previous course work in statistics is assumed.

ED 532. Instructional Models (3 credits)

The course is designed to acquaint students with four basic families of instructional models: 1) information processing; 2) personal development; 3) social development; and 4) behavioral systems. Examples of models representing each family will be reviewed. In addition, students will be introduced to reflective teaching practices based on the National Board for Professional Teaching Standards. Addressing those standards will be a major part of the course.

ED 533. Curriculum and Assessment (4 credits)

This course explores historical, philosophical and contemporary issues of curriculum design, including concept-based curriculum. Sound assessment practices will be explored, promoting the effective use of assessment as a teaching tool. Students will develop and analyze curriculum including assessment components.

ED 534. Intensive Behavioral Intervention (3 credits)

This course includes an overview of specific interventions strategies and their connection to behavior change procedures. The student learns how and where to find recent developments to remain current in this field of practice. The student is responsible for preparing a culminating portfolio that demonstrates the competencies taught. In order for the student to receive the IBI Interventionist Certificate, the student will be required to take the IBI Certification test.

ED 535. Teaching Reading in the Content Area (3 credits)

Methods and materials for improving content area reading and writing skills. Emphasis is on the role of the content area teacher as a reading instructor.

ED 537. Effective Classroom Instruction for English Language Learners (3 credits)

A historical and legal foundation for instructing English language learners (ELLs) as well exploration of research and theory of second language acquisition necessary for understanding and meeting the needs of ELLs in the mainstream classroom. Participants will explore the natural progression of English language proficiency through the domains of listening, speaking, reading and writing. Participants will become skilled in applying the Sheltered Instruction Observation Protocol (SIOP) and all of its components into lesson planning and instruction.

ED 540. Research, Theory, and Intervention of Reading Difficulties (3 credits)

An in-depth exploration of how children learn to read and why some fail, the structure of the language and its convergence with reading, and explicit research-based methods for assessing and teaching students with reading disabilities. Includes a practicum in which the student will design and implement a focused intervention sequence to improve the reading proficiency of a struggling reader.

Prerequisite: Successful completion of Idaho Comprehensive Literacy Course, earn a passing score on the Idaho Comprehensive Literacy Assessment, or instructor approval

ED 541. Learning Exceptionalities for the Classroom Teacher (3 credits)

An overview of learning needs and conditions for handicapped and gifted children and youth, and appropriate curriculum development to meet their needs. Includes identification of problems related to cultural patterns and implications of federal and state legislation.

ED 545. Classroom and Behavior Management in the Mainstreamed Classroom (3 credits)

This course offers procedures for developing appropriate behaviors in the regular classroom both with regular students and with students considered behaviorally disordered. Behavior modification techniques will be discussed as well as development of management techniques. Non-instructional expectations of the teacher and relations with colleagues and parents will be explored.

ED 547. Reading for Meaning: Fluency, Vocabulary and Comprehension (3 credits)

An exploration of three areas essential to reading competence – vocabulary development, reading fluency, and comprehension. Emphasis will be on acquisition of a knowledge base that enables participants to design and use research-based assessment and instructional strategies to help readers gain competence and independence.

ED 548. Methods and Adaptation for Exceptional Learners (3 credits)

Design effective instructional strategies and adapt and implement curricula for students with mild or moderate exceptionalities. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes methods for teaching language arts, mathematics, and content specific courses.

ED 549. IEPs and Transition (3 credits)

Design, implement, and manage Individualized Educational Programs (IEPs), including designing and managing transitional programs. As part of transition planning, identify resource agencies, and use these outside sources to strengthen program planning for students.

ED 550. Special Topics (1-4 credits)

Study of a specific topic or subject in the discipline. Credits are not applicable toward a graduate degree.

ED 561. Multicultural Issues in Education (3 credits)

An examination of the pluralistic nature of the school population. The implications to society and to the instructional process will be addressed.

ED 562. Technology in Education (3 credits)

Helps students gain an awareness of current and emerging computer technologies and develop practical skills for integrating these technologies in educational settings. Essential and advanced features of software applications will be explored.

ED 564. Values in Education (2 credits)

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.

ED 573. Technology: Exceptional Child (3 credits)

An overview of technology and assessment for technological needs for varied exceptionalities, such as mobility, prosthetics, orthotics, adaptive devices, visual technologies, hearing technologies, and the use of ecological assessment. This includes the adaptive use of computers.

ED 575. Legal and Financial Issues in Education (3 credits)

An overview of constitutional and state legal expectations of the schools, both public and private, and basic principles of school finance.

ED 576. Special Education Law (3 credits)

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.

ED 577. Teaching and Assessing Reading and Writing: Intermediate and Secondary (3 credits)

Examination of the reading-writing connection as it pertains to students in grades 4-12. This course focuses on four main areas: (1) developing confident, independent readers in a reading-writing friendly classroom; (2) reading instruction; (3) writing instruction; and (4) assessment and intervention. Participants will become skilled in applying effective strategies in lesson planning and instruction.

ED 578. The Literacy Focused School: Leadership and Program Design (3 credits)

An examination of school-wide literacy models and the importance of collaboration and teamwork in developing successful programs. This course will equip participants to identify the necessary components of a school-wide literacy plan, develop an on-going assessment plan for a school, and identify individual professional development needs for a school so that all students learn to read and write proficiently.

ED 579. Special Education Law for Administrators (2 credits)

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.

ED 581. Instructional Supervision and Leadership (3 credits)

A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction.

ED 582. Educational Leadership (3 credits)

Principles of leadership and the role, function, and responsibility of the school administrator as an educational leader and change agent. Topics include motivation, staffing, community relations, school organization, and decision-making.

ED 585. Administering Human Resources (3 credits)

The role of the administrator in working with people. Shared decision-making, conflict management, goal setting, development of human potential, evaluation, and selection. Legal expectations including negotiations, contracting, and policy development.

ED 586. Assessment and Collaboration (3 credits)

Choose and administer assessment procedures, collaborate with teachers, administrators, and parents. Includes norm-referenced, criterion-referenced, curriculum-based assessments. Strategies for providing indirect services to students with exceptionalities by working effectively with other service providers for effective interventions will be included.

ED 590. Issues and Trends in Education (3 credits)

An examination and analysis of contemporary issues and trends in theories and practices in education and the effect of those trends and issues on K-12 schools. Issues will be examined from the perspective of both administrators and teachers.

ED 592. Project (2-6 credits)

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

ED 593. Readings (1-4 credits)

Independent exploration of significant reference sources related to some area of study.

ED 594. Topics (1-4 credits)

Exploration of current topics or practices in education. May be repeated for credit.

ED 595g. Practicum in Special Education and Related Services (4 credits)

One semester of applied study in a district Special Education and Related Services office with on-site supervision by a graduate faculty member.

ED 596 I. Internship (3-9 credits)

An extended period of applied study under the supervision of an on-site supervisor with the support of a graduate faculty member.

ED 596 III. The Principalship/Internship in School Principalship (2-8 credits)

A full year part-time supervised internship in a school setting concurrent with scheduled class sessions.

ED 596 IV. Internship in Teaching Exceptional Child (2-8 credits)

This course is an extended period of applied study under the supervision of an on-site supervisor with the support of a graduate faculty member. Two options will be available. The first option is a traditional one term student teaching experience with a cooperating teacher. The second option is designed to accommodate the intern who is currently employed as Exceptional Child educator 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-week internship with a cooperating teacher (out-of-classroom placement). The out-of-classroom placement may be scheduled within the semester of in-classroom interning.

ED 596 V. Internship in Reading (3 credits)

In this culminating internship, participants will extend and synthesize learning as they diagnose and tutor students who are struggling in their reading development. This internship component can take place within the participant's classroom and will be supported by online supervision.

ED 597a. Studies in Education (1-4 credits)

Examination of a specified issue or problem pertinent to one's field of study. May be repeated for credit. Advisor approval required.

ED 598a. Seminar (2-3 credits)

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

ED 598b. Seminar: Educational Technology (2 credits)

A seminar in technological skills and application experiences appropriate to the classroom. Sessions provide support information and new ideas to enhance the practicum activity. Grant proposal models for the school and classroom will be studied.

ED 598c. Seminar: Action Research (1-3 credits)

The purpose of this seminar is to provide guidance and instruction to students completing their action research project. The finished product is the action research paper and presentation. May be repeated for credit. Grade of Pass/Fail

ED 598d. Seminar: Special Education Policies and Procedures (2 credits)

Developing and implementing district wide special education policies and procedures in compliance with federal and state laws and mandates.

Prerequisite: Concurrent registration in ED 595g Practicum in Special Education and Related Services

ED 598e. Seminar: Action Research and Electronic Portfolio (1-3 credits)

This course provides the opportunity for participants to conduct an action research project within their classrooms. Participants will implement the research study that was designed in the Research course and write a paper describing the study and the results. In addition, they will collect artifacts, develop rationales and create other required items for an electronic portfolio, in which they demonstrate proficiency in the Master of Education in Reading Program's eleven outcomes.

ED 599. Independent Study (1-4 credits)

Study of an assigned topic as directed by a graduate faculty member. The program director and department chair must approve the study plan before the student can enroll.

MASTER OF SOCIAL WORK

Faculty: Mary Curran (MSW Director and Department Chair), Jerry Hull, Lawanna Lancaster, Mamie Oliver, Al Sanchez, Michael Sherr, LeAnn Stensgaard, Terri Theriot

MISSION STATEMENT

The central mission of the MSW program is to prepare graduates for advanced clinical, administrative, and geriatric practice, professional leadership, and lifelong learning by providing a knowledge-based and value-informed education that emphasizes advanced practice with oppressed populations living in rural and small town areas. Course work stresses alleviating injustice, discrimination, and poverty; creating social policies and resources that will help meet basic human needs and enhance the quality of life; and assisting in the creation of accessible, responsible, and accountable human service programs.

The program addresses the historical significance of Christian organizations in the emergence of social work and social welfare. In addition it considers the role of contemporary faith-based programs (including Christian churches and organizations) in local, state, national, and international rural and small town settings.

The MSW program seeks to prepare social workers for employment in the public and private sectors in for-profit and nonprofit settings, and in secular and nonsecular agencies.

PROGRAM DESCRIPTION

The Master of Social Work program at Northwest Nazarene University offers the working professional an opportunity to complete a master's degree through an extended program of study. This program is ideal for those with work and/or family responsibilities. Students admitted at the foundation level may complete their course work in two and one-half years (five semesters plus two summer sessions) while students admitted at the advanced level may complete their course work in one and one-half years (three semesters plus one summer session).

The program utilizes a cohort model for core courses that supports an interactive learning environment as well as collegiality throughout the student's course work. The primary goal of the program is to prepare students for advanced social work practice in rural and small town settings, both domestic and international.

Three areas of concentration are offered: Clinical Social Work Practice, Management, Community Planning, and Social Administration, and Geriatric Social Work Practice. Within each concentration, opportunities will be given to pursue specialized interests and projects.

FINANCIAL INFORMATION

Tuition costs for the MSW program are established for the entire program and include both tuition and student fees. Students graduating within one semester of their entering cohort will not experience any tuition increases during their program of study. For current information regarding tuition, fees, and payment options please contact the Graduate Social Work program at (208) 467-8679 or msw@nnu.edu.

Graduate students may be eligible for certain financial aid and grant programs; church matching funds, however, are not available. For specific information on available financial aid, please consult the Office of Financial Aid at 208-467-8424 or 1-877-NNU-4YOU.

PROGRAM CHARACTERISTICS

- Students are enrolled in small groups (12-15 students per group) that remain together as a cohort (in core courses) for the duration of their program of study.
- Normally, students are enrolled in two core courses (6 semester credits) and one research or elective credit (1 semester credit) their first semester. In subsequent semesters, students will enroll in 7 to 12 credits, including courses in practice, human behavior, policy, applied research, field instruction, and electives.
- Methodology is based upon the assumption that the faculty and student are equally responsible for learning. Students are expected to be self-directed, goal-oriented, and interested in applied learning.
- The key to applied learning is application; therefore, all students are expected to integrate theory and academic content with knowledge from research projects and work/practicum experiences. Evaluation of progress is based not only on evidence of grasping content but also upon evidence of application of content in the workplace/practicum setting.

PROGRAM GOALS

- To prepare students for advanced social work practice in domestic and international rural settings.
- To provide students with a quality graduate education in a creative learning environment which is friendly to adult learners, promotes academic excellence, stresses personal and

academic integrity, and encourages spiritual development within the Christian tradition.

- To prepare students for advanced professional social work by grounding them in core course work including social work history, philosophy, theory, ethics, policy, human behavior, methods, research, and practice at both the generalist and advanced levels.
- To provide students with the opportunity to think critically about domestic and global leadership issues, rural policy and practice issues, and diversity issues (including a Christian worldview) that embrace the values and ethics of the social work profession.
- To foster in students a greater commitment to promoting social and economic justice through the development of advanced practice skills/programs which address the needs/issues of low income, at-risk adults and children living in rural communities.
- To provide students with an opportunity to apply learning in a work/practicum setting in a manner that fosters a synthesis between academic endeavors and the application of social work skills, thereby enriching the individual's contribution to practice and the profession.
- To instill in students the desire to be not only consumers of information but lifelong learners and producers of research and information which may contribute to the development of new practice theories, knowledge, and models for delivery of services.

UNIVERSITY OUTCOMES

Christ-like Character

NNU Master of Social Work graduates will receive instruction related to the role of theology and religious organizations in the historical development of professional social work, the role of religious organizations in providing social services, the significance of spirituality for individuals, families, and society, and the current areas of dialogue and tension as the profession interacts with the perspectives of religions and religious organizations. Graduates will review how various perspectives can be incorporated into a dynamic personal worldview that embraces personal integrity, spiritual enrichment, and the values and ethics of social work as a profession.

Academic Excellence

NNU Master of Social Work graduates are grounded in social work history, philosophy, ethics, values, and social policy. In addition, depending upon the graduate's selected area of concentration, he/she will be trained for advanced clinical social work, geriatric social work, or administrative practice.

Creative Engagement

NNU Master of Social Work graduates will be prepared not only to be consumers of information but also professional leaders. This leadership role will include the continuous production of research and information which will contribute to the development of needed resources (domestically and globally), new clinical, gerontological, and administrative practice theories, more effective service delivery models, and a creative use of social and political advocacy with the goal of creating a more just world.

Social Responsiveness

NNU Master of Social Work graduates will be committed to promoting social and economic justice through the development of advanced practice skills/programs which enhance human well-being/functioning and alleviate poverty, oppression, and other forms of injustice for at-risk adults and children living in rural and small town settings, both domestically and globally.

ADMISSION REQUIREMENTS

Students from all academic disciplines are invited to apply to the Master of Social Work program. Students admitted to the graduate social work program may be admitted with foundation status (63 semester credits) or advanced standing status (37 semester credits). Students requesting admission to the program with either status must demonstrate the following:

- Proof of academic achievement. A four-year baccalaureate degree from a regionally accredited college or university is a prerequisite for admission to the Northwest Nazarene University Graduate Social Work program. A minimum cumulative GPA of 2.75 is expected with a GPA of 3.0 or higher in the applicant's major field of study. Students with an overall GPA lower than 2.75 may be considered for admission provided that the GPA from the junior and senior years of their baccalaureate program is 3.0 or higher.
- Evidence of having successfully completed (C [2.0] or higher) a minimum of 21 semester credits from the following liberal arts areas: psychology, sociology, ecology, political science, law,

economics, business, statistics, research, and oral or written communication. At least one course in human biology or a course with content in human biology is required.

- 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).
- Personal statement/writing sample (6–8 pages).
- A basic knowledge of computer technology including good word processing skills.

PLEASE NOTE: ACADEMIC CREDIT IS NOT GIVEN FOR LIFE OR WORK EXPERIENCES.

Foundation Standing

Students who enter the Master of Social Work program from disciplines other than social work are given Foundation Standing. These students must take courses to lay a foundation for the concentration level social work courses. These foundation courses are taken during the first three semesters of the program.

Advanced Standing

The Advanced Standing option was developed to recognize the academic accomplishments of outstanding applicants who have completed a B.A. in social work or BSW from a college or university accredited by the Council on Social Work Education. Criteria for admission to Advanced Standing status are the same as foundation status admission requirements with the addition of the following requirements:

- Applicants must have an overall GPA of 3.25 or higher for the last 90 quarter credits or last 60 semester credits in their baccalaureate program.
- A grade of B (3.0) or higher is required in all upper division social work classes.
- Applicants must have completed their BSW within five years of enrollment in this MSW program. [The five-year limit may be extended if the applicant has been engaged in full-time post-BSW social work practice.] Individuals applying for advanced standing must submit a copy of their senior practicum evaluation and any other supporting documents (such as information related to terms spent overseas, in urban or rural settings, or a copy of a research project) that can establish their competency to begin graduate study.

- At the time of matriculation applicants are expected to have completed one full year of social work employment, voluntary service in a human services setting (e.g., VISTA, MCC, AmeriCorps), or participated in an intensive domestic or overseas learning experience. Applicants must submit with their application material an employment/volunteer form and a letter of reference from their on-site supervisor. Consideration for admission to advanced standing will be given to outstanding, recent graduates of BSW programs who have not completed a full year of work in a social service agency but have participated in diverse voluntary settings during their college or university experience (e.g., overseas terms, urban plunges, rural projects, or outstanding research projects).

BSW/Licensed Not Qualified for Advanced Standing

- Applicants who are graduates of a baccalaureate program accredited by CSWE but do not meet all of the program's requirements for advanced standing may meet with the program director to develop an individualized study plan. Only courses completed within the last five years with a grade of B (3.0) or higher will be considered as meeting the eligibility requirements for discussion of a course challenge. Consideration of the applicant's request will be based upon a formal examination or a discussion of relevant theories/concepts and course content with the program director.
- Applicants who are not graduates of BSW or B.A. social work programs but who have graduated in a *related field* and believe that a particular foundation course(s) will be redundant may request to take an examination as an option for *challenging* a professional foundation course(s). Upon successful completion of a challenge examination, the applicant will be excused from taking the selected foundation course. A maximum of 12 credits may be challenged.

PROGRAM REQUIREMENTS

Students are expected to earn at least a B- (2.75 on a 4.0 scale) in each course. Students receiving a grade lower than B- (2.75) in any course must repeat that course. Receipt of a grade lower than B- (2.75) in two courses will result in the student being placed on probation and may result in dismissal from the program. Dismissed students with special circumstances may be permitted to apply for readmission after one year.

Once fully admitted to the MSW program, students must maintain "continuous" enrollment. Continuous enrollment is defined as registering for at least one credit of course work each semester until

graduation requirements are fulfilled. Exceptions to this policy may be made for students experiencing highly unusual circumstances (examples: called to active military duty, hospitalization, death of an immediate family member). Requests for an exception must be submitted in writing and be approved by the program director.

TRANSFER POLICY

Students currently enrolled in an accredited MSW program desiring to transfer to NNU's program may, upon approval of the program director, transfer up to 25 percent of the credits necessary for completion of their MSW degree. Advanced field placement credits may not be transferred.

GRADUATE SOCIAL WORK PROGRAM EXPECTATIONS FOR STUDENT LEARNING

1. Students are expected to consult with faculty advisors in planning course work and discussing learning goals and progress toward those goals during their graduate education.
2. Students are expected to maintain no lower than a 3.0 GPA during the entire MSW program of study.
3. All written reports and term papers are to be prepared in a manner that reflects scholarship, including appropriate literature review, annotations, bibliography where appropriate, and citations when references are used.
4. Any student who misses 20 percent or 1/5 of the clock hours offered in a particular course may be required to repeat that course. This would represent three clock hours in a 1-credit course, six clock hours in a 2-credit course, and 9 clock hours in a 3-credit course. This is a minimum standard and each professor is free to set a higher standard for class attendance. The final decision related to the need for a student to repeat a course rests with the faculty member.

DISCONTINUANCE POLICY

1. Students who earn lower than a B- (2.75) in two courses will be placed on academic probation. Notification of this status will be by letter from the Director of the Master of Social Work program. Subsequently, a reduction in the academic load may be required. Students whose GPA is below 3.0 for two semesters will be subject to dismissal from the graduate social work program. Appeal of this action may be made through the formal appeal process described in this document.
2. Cheating and plagiarism constitute unprofessional conduct and are violations of the ethical standards of the profession. Such behavior may be reason for discontinuance from the program.

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

GRADUATION REQUIREMENTS

- Candidates who are enrolled as foundation students must complete a minimum of 63 semester credits. Candidates who are enrolled as advanced standing students must complete a minimum of 37 semester credits.
- The candidate must complete program requirements with no grade lower than a B- (2.75) and an overall GPA of 3.0.
- The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.
- The program must be completed satisfactorily within five years of matriculation. In rare cases, when a student can verify that a circumstance beyond his/her control—such as serious medical problems or military duty—is preventing him/her from completing the program within the five-year period, an application for “an extension of time to complete the program” may be submitted. The program director will evaluate the validity of the request and determine the best way to proceed.

POLICY CONCERNING CONFIDENTIALITY

The faculty of the NNU Master of Social Work program recognizes the value and importance of each student's right to confidentiality. Students may request that specific information shared with members of the faculty, field instructors, and/or academic administrators be kept confidential. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law. (See “University Student Handbook”)

The Department of Social Work regards faculty, faculty advisors, field instructors, and school administrators as members of each student's educational team. They may be consulted periodically to discuss student progress. There are routine reviews of student progress at weekly MSW faculty meetings. Information shared confidentially by a student will be shared with other team members only when a team member deems it necessary to address a student's educational needs.

The faculty of the NNU Master of Social Work program recognizes the value and importance of free and open classroom discussion. Students are encouraged to express opinions and offer observations relevant to course content. In sharing information about others (e.g., clients in their practice), students are expected to protect the confidentiality of those individuals. Other students in the classroom are expected to treat classmates' comments with respect and courtesy and to protect the confidentiality of comments and observations offered in the classroom to the extent possible under law and University/school policy. Students are expected to refrain from divulging confidential information to others outside the classroom.

FOUNDATION COURSES

- SW 520 Human Behavior in the Social Environment I: A Life Cycle Perspective (3)
- SW 522 HBSE II: A Life Cycle Perspective Continued (3)
- SW 530 Social Welfare Policy and Services (3)
- SW 540a Introduction to Research Methodology (1.5)
- SW 540b Introduction to Research Methodology (1.5)
- SW 551 Practice II: Organizations/Community Development (3)
- SW 561 Practice I: Individuals/Families/Groups (3)
- SW 570 Field Instruction I (3)
- SW 571 Field Instruction Seminar I (1)
- SW 572 Field Instruction II (3)
- SW 573 Field Instruction Seminar II (1)

TOTAL FOUNDATION CREDITS: 26

CONCENTRATION COURSES

- SW 610 Social Work Electives (3)
(1- and 2-credit courses)
- SW 622 HBSE III: Social Work and Religion:
Justice/Values/Ethics (3)
- SW 624 HBSE IV: Multicultural Perspectives in Rural
Social Work (3)
- SW 630 Policy Issues in Rural America (3)
(Students with an interest in international
social work may develop a specialized project
in this course)
- SW 639 Introduction to SPSS Software (1)
- SW 640 Advanced Research Design (2)
- SW 641 Advanced Research Methodology (2)
- SW 642 Completion of Thesis [optional] (1-3)

Geriatric Social Work Concentration:

- SW 631 Practice III: Clinical Theories on Maturing and Aging (3)
- SW 632 Practice IV: Selected Issues in Social Work Practice with
Mature and Older Adults Living in Rural and Small Town
Communities (3)
- SW 633 Practice V: End of Life Issues in Rural and Small Town
Communities (3)

Management, Community Planning, and Social Administration
Concentration

- SW 651 Practice III: Community Organizing in Rural and Small
Town America (3)
- SW 652 Practice IV: Leadership Skills and Management
Practices in Rural and Small Town Settings (3)
- SW 654 Practice V: Financial Management and Resource
Development in Rural and Small Town Settings
[includes required lab] (3)

Clinical Social Work Practice Concentration:

- SW 661 Practice III: Mental Health Theories: Emphasis
on Rural and Small Town Populations (3)
- SW 662 Practice IV: Clinical Assessment/Intervention/
Evaluation in Rural and Small Town
Communities (3)
- SW 664 Practice V: Group Treatment in Rural and Small
Town Communities [includes required lab] (3)

NOTE: All students complete a minimum of one practice course
outside their selected concentration area.

- SW 670 Field Instruction III (3)
- SW 671 Field Instruction Seminar III (1)
- SW 672 Field Instruction IV (3)
- SW 673 Field Instruction Seminar IV (1)

TOTAL CONCENTRATION COURSES CREDITS: 37

TOTAL PROGRAM CREDITS: 63

COURSE DESCRIPTIONS

SW 520. Human Behavior in the Social Environment I: A Life Cycle Perspective (3 credits)

This is the first of four HBSE courses which will examine human behavior from a biopsychosocial perspective. HBSE I will examine the biological, psychological, cognitive, spiritual, social, economic, racial, and cultural variables that influence human development from conception to late adulthood. Using a spiritually enriched ecological systems approach, the course is designed to present a variety of theories and knowledge about the range of social systems in which individuals live, including families, social groups, organizations, institutions, and communities. Special attention will be given to the social systems that exist in rural settings and small towns.

SW 522. HBSE II: A Life Cycle Perspective Continued (3 credits)

This is the second of four HBSE courses which will examine human behavior from a biopsychosocial perspective. HBSE II will examine the spiritual, cultural, social, age and gender variables that influence human development from conception to late adulthood.

Prerequisite: SW 520 or permission of the instructor

SW 530. Social Welfare Policy and Services (3 credits)

This course is designed to help students understand what drives social welfare policy, how welfare policy affects people's lives, and the ways in which social workers can influence the development and implementation of social policy. Three general areas will be covered in this course. In area 1, the student will be introduced to the fundamental concepts, theories, and history of social welfare policy. In area 2, a description of social welfare policies and programs that are key to both the immediate and future development of rural and small town communities in the Northwest will be discussed. Finally, in area 3, social welfare policy practice techniques will be delineated with significance on the role of social workers in effecting change.

SW 540a. Introduction to Research Methodology (1.5 credits)

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, purposes of research, an overview of the research process, problem identification and formulation, types of relationship between variables, operational definition of variables, and how to locate measures of a construct.

SW 540b. Introduction to Research Methodology (1.5 credits)

This course is a continuation of SW 540a and builds upon previously discussed concepts. Specific content covered includes an introduction to levels of measurement, the concept of measurement error, types of reliability, the relationship between reliability and validity, probability and nonprobability sampling, sampling frames, types of sampling designs, quantitative and qualitative modes of observation, and quantitative and qualitative research methods.

SW 551. Practice II: Organizations/Community Development (3 credits)

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.

SW 561. Practice I: Individuals/Families/Groups (3 credits)

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.

SW 570. Field Instruction I (3 credits)

This course is the first part of the foundation practice supervised field experience. The purpose of field instruction is to provide students with an opportunity to integrate theory with practice in a supervised setting. The course includes a concurrent field seminar that is designed to support and supplement the student's field instruction.

Prerequisite: SW 561; **Corequisite:** SW 571

SW 571. Field Instruction Seminar I (1 credit)

Emphasis in the foundation field instruction seminar will be on the organizational context of practice, the community context of practice, the planned change process, the strengths perspective, and the professional context of practice.

Corequisite: SW 570

SW 572. Field Instruction II (3 credits)

This course is the second part of the foundation practice supervised field experience. The purpose of this course is to enable students to continue to develop skills, clarify values, and engage in practice in a supervised setting. The course includes a concurrent field seminar that is designed to support and supplement the student's field instruction.

Prerequisite: SW 561 and SW 570 or Director's permission;

Corequisite: SW 573

SW 573. Field Instruction Seminar II (1 credit)

Emphasis in the foundation field instruction seminar will be on the organizational context of practice, the community context of practice, the planned change process, the strengths perspective, and the professional context of social work practice.

Corequisite: SW 572

SW 610. Social Work Electives (1 or 2 credits each)

NOTE: Total of 3 credits required

Each semester, members of a student's cohort will select an elective topic (from a group of 4-6 choices) to be offered during that semester. Elective offerings will be assigned either 1 or 2 credits, and students may complete as few as two or as many as three electives during the course of their program.

SW 622. HBSE III: Social Work and Religion: Justice/Values/Ethics (3 credits)

This is one of four required HBSE courses. It is designed to build upon a student's liberal arts undergraduate education and to offer a more in-depth examination of Christian faith and social work practice. This course considers the role of religion in the socialization process of both the client and the professional. It will examine religious values, ethics, and principles of justice as influences on personal, societal, and professional interactions.

SW 624. HBSE IV: Multicultural Perspectives in Rural Social Work (3 credits)

This course provides a preparation for students to engage in sensitive cross-cultural and cross-ethnic rural social work practice. It is designed to provide students with a positive environment in which to explore their attitudes, beliefs, and values with regard to human diversity in rural and small town practice. The identification and implications of the core factors of discrimination and racism that apply to all minorities are addressed along with those factors that are unique and specific to minority/ethnic groups present throughout the Northwest. Theories of oppression and discrimination are addressed, and the sociohistorical, familial, economic, and political roots of prejudice and discrimination

towards certain disadvantaged and unprotected groups are identified. A continual focus throughout the course will be on the application of awareness, knowledge, and techniques of cultural and ethnic sensitivity to social work practice.

SW 630. Policy Issues in Rural America (3 credits)

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.

SW 631. Practice III: Clinical Theories on Maturing and Aging (3 credits)

This course is designed to provide students with an understanding of the various kinds of biological, cognitive, social, and spiritual challenges maturing and older adults experience. Issues such as diabetes, cancer, sleep disturbance, depression, chemical dependency, suicide, anxiety disorders, dementia, and Alzheimer's disease will be addressed. A variety of theoretical models utilized in assessing and treating the biopsychosocial needs of older adults will be explored (and practiced in field settings).

SW 632. Practice IV: Selected Issues in Social Work Practice with Mature and Older Adults Living in Rural and Small Town Communities (3 credits)

This course examines critical issues related to social work practice with mature and older adults (and their families) living in rural and small town communities. Topics will include current and future demographics on aging, work, leisure, and retirement activities, grandparents raising their grandchildren, middle age children caring for frail parents, elder abuse and neglect, institutional living, the provision and accessibility of health care services for the elderly, the identification of effective health care delivery systems for older adults, and a review of relevant local, state, and federal policies related to the elderly living in rural and small town communities.

SW 633. Practice V: End of Life Issues in Rural and Small Town Communities (3 credits)

This course is designed to examine the multiple factors that impact individuals and families as they encounter end of life issues. The course will include content on hospice care, end of life directives, loss and grief, spiritual perspectives concerning death and dying, and the influences of ethnicity, culture, gender, and socioeconomic status on the death and grieving process. Major ethical and legal issues associated with the above topics will also be considered.

SW 639. Introduction to SPSS Software (1 credit)

This is a lab-style course designed to prepare students in the use of the Statistical Package for the Social Sciences (SPSS). The focus of this course will be a basic use of the SPSS program and a review of general research information pertinent to the usage of the program. The use of Basic Statistics will be included in this class.

SW 640. Advanced Research Design (2 credits)

This course is designed to support students in identifying a research topic within their area of concentration, initiating a literature review on that topic, determining the feasibility of continuing with the selected topic, and establishing a finalized research question or hypothesis, and review both qualitative and quantitative research designs to determine which will best fit the student's research project. **Note:** It is expected that students will have completed a solid working draft of chapters one and two of their project by the completion of this course.

SW 641. Advanced Research Methodology (2 credits)

This course provides students with an opportunity to continue work on a research problem within their area of concentration, complete their literature review, identify a sample population, design a research tool, select an appropriate data analysis approach, collect, measure, and establish a "decision plan" related to accepting or rejecting their hypothesis (or research question), and complete a formal written research proposal. **Note:** It is expected that students will have completed a solid proposal document, which includes Chapters 1, 2, and 3 of their research project, by the end of this course.

SW 651: Community Organizing in Rural and Small Town America (3)

This advanced social work course builds upon SW 530 and SW 551 content by examining community organizing and its impact on the delivery of human services in rural and small town communities. The primary focus is on using community organizing as a means for people working together to improve their neighborhoods and cities. This includes a wide variety of issues: housing, environment, public safety,

public health and health care, childcare, jobs, poverty, discrimination, and many others. The impact of grassroots organizations (that is, organizations that are constituted of, by, and for local people using local knowledge and assets) on social change that enhances the common good and addresses issues of poverty, political disenfranchisement, and environmental and community degradation will be explored.

Through a Christian worldview, strategies for initiating change in organizations and communities are identified, including different points of intervention, sources of resistance to change, and methods for overcoming such resistance. Throughout the course, special attention is given to factors affecting diverse population groups, including, but not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

SW 652. Practice IV: Leadership Skills and Management Practices in Rural and Small Town Settings (3 credits)

This course focuses on social work management and leadership skills required in the development and management of human service delivery systems in rural and small town America. It is the second required course for advanced management and community practice students. The course is based on the social welfare management perspective that individuals and groups use to transform agency policies into the delivery of social services. The content builds on both the macro social work practice foundation course and the first advanced macro course, which focuses on group, organizational and community theory, and strategies for change. Course content includes theories of leadership, communication, conflict, motivation, power and influence, ethics, diversity issues, strategic management, human resource management, evaluation, and financial management in rural and small town environments.

SW 654. Practice V: Financial Management and Resource Development in Rural and Small Town Settings [includes required lab] (3 credits)

This course examines administrative decision making related to financial planning and resource allocation in rural and small town human service organizations. Technical aids to budgeting and other aspects of financial management are considered. Knowledge and skills in budgeting, allocating, expenditure control, fundraising, grant writing, marketing, and evaluation will be studied. Traditional as well as innovative resource management and development strategies will be discussed with the realization that while rural and small town communities face many

unique economic challenges, technology is now increasing the interdependence of urban and rural areas and making it possible for rural and small communities to embrace the world economy.

SW 661. Practice III: Mental Health Theories: Emphasis on Rural and Small Town Populations (3 credits)

This course is designed to assist students in exploring three theoretical frameworks and treatment models commonly utilized in advanced clinical social work practice among small town and rural populations. The models are: cognitive-behavioral intervention, crisis intervention, and strengths based brief-therapy. Issues related to cultural/ethnic diversity, the impact of economic discrimination/oppression on client populations, and the role of values and ethics in mental health treatment will also be addressed in an effort to emphasize a holistic view of the person-in-environment.

SW 662. Practice IV: Clinical Assessment/Intervention/Evaluation in Rural and Small Town Communities (3 credits)

This course is designed to provide students with an understanding (both cognitive and empathic) of the various kinds of disorders that social work clients in physical and mental health settings may experience. It will help students define those clinical entities, explore their etiology and natural course, and learn how to link diagnosis with treatment. Emphasis will be placed on the concepts of labeling and stigmatization and employing an empowerment approach with clients who suffer from mental or emotional disorders. The complexity of the intersection between the mental/emotional and physical selves will be explored.

SW 664. Practice V: Group Treatment in Rural and Small Town Communities [includes required lab] (3 credits)

This course focuses on the development of knowledge and skills in the use of group counseling methods in social work practice. The historical development of the use of groups in social work will be traced and current trends in group work will be reviewed. The classroom will serve as a laboratory for students to practice and develop their group counseling leadership skills. Emphasis will be placed on forming the group, facilitating a group, assessing member needs, setting goals, structuring group tasks, activities, and experiences, understanding and enhancing group functioning, enabling collaborative processes, facilitating transfer of change, evaluating individual and group change, and terminating the group.

SW 670. Field Instruction III (3 credits)

This is the first of two concentration field placements. Building upon the content and skills learned in the foundational/ baccalaureate program in social work, this course is designed to guide students in an evaluation of their mastery of generalist knowledge and theory, values, ethics, and practice skills.

Prerequisite: SW 631, SW 651 or SW 661; **Corequisite:** SW 671

SW 671. Field Instruction Seminar III (1 credit)

Seminar will require students to begin the process of integrating social work knowledge and skills from their earlier experiences in practicum/employment with the advanced knowledge, theories, and skills they are currently gaining and apply this learning (with supervision) to the provision of human services in their community. In this process emphasis is placed upon assisting students in identifying with the profession of social work and increasing their awareness of the professional use of self. Students will attend a seminar designed for their area of concentration.

Corequisite: SW 670

SW 672. Field Instruction IV (3 credits)

Students will continue their instruction in a selected, organized field setting and seek to integrate and apply the knowledge, theories, and concepts of social work practice they are developing by building on previous educational, life, and work experiences to develop new areas of professional competence.

Prerequisites: SW 670 and SW 671; **Corequisite:** SW 673

SW 673. Field Instruction Seminar IV (1 credit)

Seminar will encourage the students to bring together and to integrate for professional growth and use: cognitive learning, professional competence, values and ethics, life experience, and learning/work activities which will enhance critical thinking, the processing of theory, and the utilization of professional skills for social work practice.

Corequisite: SW 672

MASTER OF SCIENCE IN COUNSELING

FACULTY: Brenda Freeman (Chair), Dennis Cartwright, Richard Craig, and Todd Frye

MISSION STATEMENT

To prepare competent and compassionate counselors to assist members of our diverse society as they face life challenges and mental health issues in community, family, and school settings.

PROGRAM DESCRIPTION

The Counselor Education Department offers a Master of Science in Counseling degree with three program areas within the field of counseling: Community Counseling, Marriage and Family Counseling, and School Counseling. These programs prepare students with the professional competencies necessary for entry level direct services work in the field of counseling and provide a base for doctoral level study.

- **COMMUNITY COUNSELING (CC)**

Provides theory, skill building, and field preparation to work as an entry-level counselor in a community setting working with individuals, couples, and families. The focus of the instruction is twofold: 1) the development of the person of the counselor, including leadership ability; and 2) the development of the skills and knowledge necessary to provide quality ethical counseling services to community members.

Beyond basic counseling skills, Community Counseling students are introduced to the intricacies of the funding of mental health agencies, inter-agency consultation, and the problems faced by those who need mental health assistance but have a limited ability to pay for the services. The development of sensitivity, compassion, and skills in dealing with diverse populations is expected of Community Counseling students as well as the integration of relevant technology.

Students in the Community Counseling program are eligible to apply for the Certificate in Pastoral Counseling.

- **MARRIAGE & FAMILY COUNSELING (MFC)**

This main emphasis of the program is to provide theory, skill building, and field preparation for counseling children, couples, and families. While family and play techniques are taught in the program, the heart of the program is a solid understanding of systems theory and research. Students learn to understand the individual child or adult as a part of a family system and

they utilize this knowledge to assist couples, children, and families to develop healthy functioning. The focus of the instruction is the development of the person of the counselor, and the development of research knowledge, theory, and skills pertaining to marriage and family counseling. Multicultural counseling, the integration of technology, and outcomes assessment are also emphasized in the program.

- **SCHOOL COUNSELING (SC)**

Leads to a State of Idaho Pupil Personnel Services Certificate with endorsement as a Standard School Counselor K-12. This counseling program area is designed to prepare the individual to plan and deliver a comprehensive school counseling program founded on a broad base of knowledge and practical skills and based upon the ASCA National Standards. Applicants need not be certified K-12 teachers. The development of the person of the counselor as well as acquisition of theory and skills necessary to succeed in a school environment are central to the program. Communication and consultation skills, as well as technology, multicultural counseling, and program evaluation are emphasized in the program.

The distinctions between the three program areas in counseling are generally related to the work setting, the theory used in the setting and/or the population served by the setting. Marriage and family majors no doubt feel more confident counseling family units, but school and community majors are encouraged to develop these skills, and are welcome to take marriage and family courses as electives if desired. Likewise to strengthen their individual counseling skills marriage and family students are encouraged to take the generalist electives (such as Grief and Loss) taken by most community counseling majors. Any graduate—community, school, or marriage and family—may counsel couples and families, as evidenced by the school counselors who elect to work with children and their parents.

Specific distinctions are:

1. Marriage and Family students, by definition, have agreed to work primarily from a systems theory perspective. This perspective is taught in the specialty courses for Marriage and Family, and encompasses understanding individual issues within a family context. Most Marriage and Family majors elect to work in private practice settings upon graduation. Marriage and Family majors are welcome to take the course

work for the Integration of Faith and Counseling cognate, though these courses would be beyond the 60 credit hours required for the degree.

2. Community Counseling majors have elected a generalist counseling background, leading them to take the CACREP core plus a number of electives in a wide variety of areas. Community counselors may subscribe to a wide variety of theoretical orientations, including Adlerian, Behavioral, Existential, Integrative, etc. Community Counseling majors are more likely to work with non-profit, state, higher education, faith-based, and federal agencies. Community Counseling majors are welcome to take the courses for the Cognate in Integration of Faith and Counseling as a part of their 60 credit hours needed for completion of the program. One option available only to Community Counseling majors is the Pastoral Counseling Certificate, designed for those with a background in religion who desire employment as counselors in a faith-related setting.
3. School Counseling majors are prepared to work in K-12 public and private educational settings. (Higher education counseling is subsumed under the community counseling major.) Students may elect to focus on one area, such as high school counseling. School Counseling majors are encouraged to take electives such as Play Therapy and Art Therapy to further their skills in counseling children and adolescents. School Counseling majors are welcome to take the course work for the Integration of Faith and Counseling cognate, as a part of the 60 credit hours required for the degree.

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.

UNIVERSITY OUTCOMES

Christ-like Character

Christ-like character in counselor education students will be exhibited through the development of empathy, ethical reasoning, genuineness, and compassion. These traits are measured through performance in classroom and field experiences.

Academic Excellence

The Counselor Education Department faculty encourage academic excellence through high academic and professional expectations, in both performance and knowledge, as evidenced by performance on the comprehensive examination.

Creative Engagement

Creative engagement, which encompasses creative problem solving, is at the heart of the therapeutic process students gain through faculty modeling, field based applications, and therapeutic instruction.

Social Responsiveness

Counselor Education students are expected to demonstrate social justice in advocating for the welfare of clients, exhibiting sensitivity to diverse populations, and serving the underserved.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from a college or university accredited by a regional accrediting agency.
2. A cumulative GPA of 2.8 in the baccalaureate program or a 3.0 in the most recent 30 semester credits earned. GRE is required for a GPA below 3.0. Applicants above a 3.0 cumulative undergraduate GPA may submit GRE scores to supplement their application files. However, the GRE is not required for those with a GPA of 3.0 or above.
3. An appropriate fit between the applicant and the program, as determined by references, a program interview, a resume, a biographical background, and a paper on the student's view of counseling.

APPLICATION PROCESS

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

1. Completed admission form.
2. A \$25 nonrefundable application fee.
3. Official sealed transcripts from the institution where the student received their baccalaureate degree, plus any official transcripts that show graduate work other than Continuing Studies courses.
4. Two professional references (use reference forms in the Counseling program Application Packet). The references should be from professional colleagues who are familiar with the candidate's academic and professional capabilities and/or faculty members familiar with the applicant's academic ability.

5. A written paper covering the applicant's personal and professional biographical background (4-6 pages). A 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.
6. After the file is complete, qualified applicants are required 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 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.

ACTIVE STATUS

A student who has been admitted to the Counselor Education program and enrolled in at least one course is considered to be on active status.

INACTIVE STATUS

Admitted students who have not taken a course for three consecutive semesters, will be moved to inactive status. Students who have been on inactive status for not more than three years may submit a letter requesting to be placed on active status again. Students who have been on inactive status for more than three years will need to reapply and meet all of the admission requirements. This policy does not apply to students who are not enrolled due to disciplinary reasons.

PLAN OF STUDY

After students are admitted into the counseling program it is their responsibility to initiate advising sessions to file a plan of study.

TRANSFER COURSES FOR AN ADMITTED STUDENT

A maximum of 12 semester credit hours required for the degree may be transferred from other institutions upon approval by the Department Chair. Credits must have been earned within three years preceding the date of admission and will only be accepted if the Department Chair is satisfied that the transfer courses are equivalent substitutes for NNU requirements.

REQUIREMENTS FOR THE MASTER OF SCIENCE IN COUNSELING DEGREE

1. Credits must be earned in courses numbered 500 or above. Continuing Education courses 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. In order to complete the program, students must have earned a 3.0 grade point average. In addition, a grade of 3.0 or better must be earned in Individual Counseling, Practicum in Counseling and in Internship in order for a student to graduate from the program. (See Counseling program Academic Standing Policy)
5. The candidate must perform satisfactorily on the Counselor Education Department exit criteria, which includes: 1) a passing score on the comprehensive examination to be taken one semester prior to degree completion date; 2) a pass grade on the collaborative project, including the dissemination component; and 3) a passing score on an Idaho Technology Examination with a copy of the certificate of completion on file with departmental secretary.
6. The candidate must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.
7. All Counseling majors must participate in a counseling group approved by the program prior to enrolling in Practicum. Prior to Internship all students are required to participate in a minimum of four sessions of individual counseling.
8. Prior to Internship all students are required to participate in a minimum of four sessions of individual counseling.

COUNSELING PROGRAM ACADEMIC STANDING 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 3.0 or better in Individual Counseling, Practicum in Counseling, Internship, and their specialty area courses in order to graduate from the program. A student must receive no grades of C- or lower. (Students may retake a course in order to raise their grade.) There are retention screens and progress reviews outlined in the Counseling Student Handbook that admitted students must successfully pass in order to remain active in the graduate program. These screens are

designed to assist the student in his/her growth and development and to provide faculty with systematic opportunities to consider the fit between the student and the program/profession.

DEPARTMENT RECOMMENDATION FOR CERTIFICATION AND/OR LICENSURE

NNU Counselor Education faculty reserve the right not to recommend for pupil personnel/school counseling certification any student who in their professional judgment is poorly suited to assisting children and/or to counseling in a school environment even if that student has successfully completed the academic degree requirements.

MASTER OF SCIENCE IN COUNSELING PROGRAM AREAS AND REQUIRED COURSE WORK

COMMUNITY COUNSELING (CC)

(60 Semester Credits)

See Required Courses

MARRIAGE AND FAMILY COUNSELING (MFC)

(60 Semester Credits)

See Required Courses

SCHOOL COUNSELING (SC)

(60 Semester Credits)

See Required Courses

PASTORAL COUNSELING OPTIONS

- **COGNATE IN INTEGRATION OF FAITH AND COUNSELING**

Requirements for Earning a Cognate in Faith Integration (with the MS degree in School Counseling, Community Counseling, or Marriage and Family Counseling)

- Applicants must meet the Counselor Education Department admission standards. There are no further admissions requirements for the cognate.
- To earn the cognate in the Integration of Faith and Counseling, students must:
 - Complete all requirements for the MS degree in counseling.
 - To earn the cognate in the Integration of Faith and Counseling, students must fulfill some background requirements in Religion. The specific requirements

will be negotiated with each student individually, based upon background, knowledge and/or former course work in religion.

- Complete the course work below, as electives taken beyond the required courses for their degree:
 - Pre-marriage Counseling (1 cr.)
 - Family Systems Theory & Research (2 cr.)
 - Integrating Faith and Counseling (2 cr.)
 - Grief & Loss (2 cr.)
 - Spiritual Formation (2 cr.)
 - Psychopharmacology (1 cr.)

- **PASTORAL COUNSELING CERTIFICATE**

Requirements for Earning a Certificate in Pastoral Counseling (with the MS degree in Community Counseling)

- Applicants must meet the Counselor Education Department admission standards. Beyond those standards, applicants for the Certificate in Pastoral Counseling must:
 - Provide a recommendation from the church of their affiliation.
 - Provide a statement of personal faith.
 - Take the psychosocial and/or spiritual assessment tools required for admission.
 - Be recommended by the joint interview team from the [School of Theology and Christian Ministries](#) and the [Counselor Education Department](#).
- To earn the Certificate in Pastoral Counseling, students must:
 - Complete all requirements for the MS degree in counseling.
 - Complete a minimum of 1 semester of their required internship in one of the approved pastoral counseling settings and earn a "B" or better for that semester of Internship. (We currently have two faith-based internship sites: Boise First and Lutheran Social Services.)
 - The student's collaborative project (exit criteria) must relate to pastoral counseling.

Complete the course work below (beyond the required courses for Community Counseling)

- Pre-marriage Counseling (1 cr.)
- Family Systems Theory & Research (2 cr.)
- Integrating Faith and Counseling (2 cr.)
- Grief & Loss (2 cr.)
- Spiritual Formation (2 cr.)
- Psychopharmacology (1 cr.)

DUAL PROGRAM OPTION

A student may elect to graduate with program majors in both Marriage and Family Counseling and School Counseling OR in Community Counseling and School Counseling. To do this, students must take all the required course work for both program areas, and fulfill the internship field hours for both program areas.

REQUIRED COURSES

The required courses for the three program areas are shown in the table below. CC denotes the required courses for the Community Counseling program area, the MFC column shows the required courses for the Marriage and Family program area, and SC refers to the required courses for the School Counseling program area. The numbers in the chart are the semester credit hours for each required course.

Course	Title	CC	MFC	SC
CN 511	The Profession of Counseling	2	2	2
CN 512	Ethical and Legal Issues	3	3	3
CN 513	Diversity and Cultural Issues	2	2	2
CN 521	School Counseling			2
CN 522	Couple Counseling		2	
CN 523	Community Agency Counseling	2	2	
CN 524	Organization of Guidance Services			2
CN 525	Family Systems and Research		3	
CN 526	Methods of Teaching (non-teachers) OR elective (teachers)			2
CN 531	Learning Process & Lifespan Dev.	2	2	2
CN 532	Theories of Counseling	3	3	3
CN 533	Family Counseling	2	2	2
CN 534	Career Counseling	3	3	3
CN 535	**Research Methodology	2	2	2
CN 538	Family Education Experience		2	
CN 541	**Individual Counseling	3	3	3
CN 542	Group Counseling	2	2	2
CN 544	Multicultural Skill Development	2	2	2
CN 545	Counseling With Parents of Children with Exceptionalities			3
CN 546	The Counselor as Consultant	1		1
CN 551	Diagnosis and Treatment Planning	3	3	3
CN 552	Addictions Counseling	2	2	2
CN 553	Measurement and Assessment	2	2	2
CN 554	Statistics for Counselors	2	2	2
CN 561	**Practicum	3	3	3
CN 562	**Couple and Family Experience		3	
CN 563	Applied Psychopharmacological and Clinical Interventions	3		
CN 589	**Internship (School Setting)			10
CN 589	**Internship (Community Setting)	10		
CN 589	**Internship (MFC Setting)		10	
	Electives	6		2
	Total Credit Hours	60	60	60

**Includes clock hours in the field

COURSE DESCRIPTIONS

CN 511. The Profession of Counseling (2 credits)

Summarizes the profession of counseling, its history, the value of professional organizations, professional referral agencies, and resources; exposes the student to requirements and procedures for certification and licensure. The class is a basic course in professionalism to be taken during the first year in the program.

CN 512. Ethical and Legal Issues (3 credits)

Current legal and ethical concerns in professional counseling. Ethical theory and decision-making processes and legal aspects of client-counselor relationships are covered, including ethical issues in working with diverse populations. This class is to be taken during the first year in the program. It is a pre-requisite to CN 541 and CN 561.

CN 513. Diversity and Cultural Issues (2 credits)

The influences of gender, race, ethnicity, and other factors related to diverse populations on the counseling process; explores implications for counseling minority populations, physical and sexual abuse, and support programs for youth.

CN 514. Occupational Education--Principles and Foundations (2 credits)

An awareness of basic foundations, philosophies, and principles of vocational education including history, organization, legislation, and the future of vocational education.

CN 521. School Counseling (2 credits)

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.

CN 522. Couple Counseling (2 credits)

Couple issues and their impact on families and society as a whole is explored in this course, as well as multiple theories, strategies, and preventative approaches used in working with couples in providing couple counseling. Special emphasis will be placed on issues of couple functioning as they relate to sexuality, life-cycle dynamics, family of origin and intergenerational influences, culture, socioeconomic status, and belief systems.

CN 523. Community Agency Counseling (2 credits)

This course develops in students a broad base of understanding of the contextual dimensions of community and marital, couple, and family counseling, including history of community counseling, fundamentals of community and marriage and family counseling, societal trends and treatment issues important in working with diverse family systems, streams of funding in community mental health, models of general principles of community intervention with individuals and family, and legal dimensions, and the roles of community and marriage and family counselors.

CN 524. Organization of Guidance Services (2 credits)

A study of strategies for planning and developing a systematic guidance program. Includes standard instruments used in counseling, computers, records and reports, organization and management, program evaluation, and referral agencies. The Idaho Comprehensive Guidance and Counseling Program Model will be utilized, as well as the ASCA National Standards.

CN 525. Family Systems and Research (3 credits)

This course is an advanced study of systems theory and research as it applies to the family. Issues that affect the family, such as substance abuse, physical/emotional abuse, divorce and remarriage, discrimination and bias, grief and loss, and societal trends will be explored as they relate to family adjustments across the life cycle stages. Students will acquire the knowledge to assess individuals and family problems as they exist within the context of their system and be able to identify core issues and treatment strategies that are consistent with this view.

CN 526. Methods of Teaching and Presentation (2 credits)

General methods, teaching strategies, and classroom management techniques appropriate for school counselor presentations in school settings. Designed for the non-educator, this course will introduce lesson planning and presentation, group learning, and behavior management. This is a requirement for non-teachers. Certified teachers must take a two credit elective in place of this course.

CN 531. The Learning Process and Lifespan Development (2 credits)

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.

CN 532. Theories of Counseling (3 credits)

Critical analyses of selected classical and contemporary theories, including Multicultural Counseling Theory, with examination of the practical meaning of the theories for the counselor.

CN 533. Family Counseling (2 credits)

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.

CN 534. Career Counseling (3 credits)

Basic principles, theories, and practices of career counseling; an emphasis on career choices over a life span; exposure to the methods used to deliver career counseling services to individual, school, and organizational populations.

CN 535. Research Methodology (1-3 credits)

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.

Prerequisite: CN 553

CN 536. Theories of Occupational Choice (2 credits)

Historical consideration and contemporary evaluation of theories of occupational choice and how these may be useful in making career decisions.

CN 538. Family Education Experience (2 credits)

This course is designed to expose students to a variety of family education materials that will assist the student in supporting families throughout their life-cycle stages. Emphasis will be given to different types of parent education along with opportunities to participate in delivering family education material. Emphasis will also be given to preventative approaches to family dysfunction and other family related barriers. Intensive supervision and support will be provided as a part of this experience.

CN 541. Individual Counseling (3 credits)

Development of essential listening skills for counseling effectiveness to include principles and procedures of individual counseling. Includes the use of required videotaped counseling interviews, role playing, and counseling process models. Earning a "B" or better in this course is necessary in order for the student to enter Practicum in Counseling. Students are expected to take CN 541 just prior to CN 561. If one year has elapsed, video tapes will be required of the student. If two or more years elapse, students must retake the entire course. May be repeated for credit.

Prerequisite: CN 512

CN 542. Group Counseling (2 credits)

Techniques of group procedures appropriately applied to decision making, problem solving, and resolution of conflict. Dual emphasis is placed on dynamics of group behavior and practical application of group counseling in schools.

CN 544. Multicultural Skill Development (2 credits)

An examination of philosophical assumptions of multiculturalism; ethical considerations related to multiculturalism; individual, family, and group strategies with diverse populations; multicultural and pluralistic trends; identity development models; and indigenous counseling approaches.

Prerequisite: CN 513

CN 545. Counseling with Parents of Children with Exceptionalities (3 credits)

The emphasis of the course is an interdisciplinary focus on the overlap between special education and counseling as it relates to working with exceptional children and their families. Current outcomes research will be presented with an emphasis on Systems of Care.

CN 546. The Counselor as a Consultant (1 credit)

The focus of this course is on the study of consulting approaches in a multicultural environment. Students will study the nature of consultation with clients/participants and the process of consultation in school and community counseling settings.

CN 550. Special Topics (1-4 credits)

Study of a specific topic or subject in the discipline. Credits are not applicable toward a graduate degree in counseling.

CN 551. Diagnosis and Treatment Planning (3 credits)

An introduction to clinical diagnostic criteria and related clinical [treatment planning](#) strategies utilized by the Diagnostic and Statistical Manual IV in the assessment of mental and emotional disorders.

CN 552. Addictions Counseling (2 credits)

Covers the subject of substance abuse, methods of counseling with dysfunctional families and the children of alcoholics, and includes discourse on the concept of co-dependence.

CN 553. Measurement and Assessment (1-3 credits)

This course encompasses the types, uses, and basic psychometrics involved in educational and personality testing and assessment. Validity, reliability, and program evaluation concepts are covered, and students are introduced to elementary statistical concepts important to test interpretation and understanding test reviews.

CN 554. Statistics for Counselors (2 credits)

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.

CN 561. Practicum (1-6 credits)

A course that combines supervision, class work, and the practical utilization and critique of individual and group counseling techniques learned in CN 541. These will be demonstrated through field work, case conferences, and student videos. Course taught on a group supervision model. May be repeated for credit.

Prerequisites: CN 512, 541, 542, and participation in a counseling group approved by the program

CN 562. Couple and Family Experience (1-6 credits)

This course assists students in the integration of self, theory, and the practice of family therapy. Students build a step-wise sequence of marriage and family skills, present individual cases, and demonstrate clinical mastery.

CN 563. Applied Psychopharmacological and Clinical Interventions (3 credits)

Course is designed to enhance student knowledge of the most prevalent diagnostic problems for community clients. Pharmacological and clinical treatments, including best practice research, will be used to increase student's clinical effectiveness in the community setting.

Prerequisite: CN 541

CN 571. Workshop in Counseling (1-4 credits)

Hands on experience of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor approval required.

CN 572. Studies in Counseling (1-4 credits)

Examination of a specified issue or problem pertinent to a specific topic in counseling. May be repeated for credit. Advisor approval required.

CN 589. Internship (1-24 credits)

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. Note: 60 hours of field work equals one credit hour.

Prerequisites: CN 561 and a minimum of four sessions of individual counseling

CN 593. Project (3-6 credits)

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

CN 594. Topics in Counseling (1-4 credits)

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

CN 598. Seminar (2-3 credits)

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

CN 599. Independent Study (1-4 credits)

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

CN 610. Thesis (3-8 credits)

Available by advisor approval to those students wishing to do guided research under the direction of a faculty member as a cooperative project.

CN 610e. Thesis Extension (1 credit)

Available by advisor approval to those students wishing to do guided research under the direction of a faculty member as a cooperative project. This is an extension of the CN 610 Thesis.

CN 620. Post-Masters Internship (1-24 credits)

A seminar experience intended to enable post-graduates to integrate new clinical skills and/or develop more advanced counseling interventions.

This course may be used to assist practicing counselors to have supervised internship experience for licensure. Note: 60 hours of field work equals one credit hour.

Prerequisites: CN 561 and a minimum of four sessions of individual counseling

SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRIES

MISSION STATEMENT

The Master of Arts in Religion (online) program exists to provide graduate theological education to pastors and church leaders who serve the Church of the Nazarene in the Northwest educational region, and the wider Christian and global community.

The School offers the following Graduate Theological Education Online degrees:

- Master of Arts in Religion Online: Christian Education
- Master of Arts in Religion Online: Pastoral Ministry
- Master of Arts in Religion Online: Spiritual Formation

LEARNING OBJECTIVES

Christlike Character

Graduates of the School of Theology and Christian Ministries will grow toward spiritual maturity, using their knowledge of the Bible, the rich heritage of the Christian faith and Christian values to represent Christ to the world and build the community of Christ.

Academic Excellence

Through integrative reflection on the Bible, theology, history, philosophy, ethics, and contemporary society, Graduates of the School of Theology and Christian Ministries will develop a world view consonant with both reason and revelation that will continue to develop beyond the classroom.

Creative Engagement

Graduates of the School of Theology and Christian Ministries will respond to needs with inspired solutions as they live lives of service in the world and in the church.

Social Responsiveness

In response to the claims of the Gospel, graduates of the School of Theology and Christian Ministries will engage in Christian praxis with an expansive spirit that acknowledges the worth and dignity of all.

MASTER OF ARTS IN RELIGION

Faculty: Mark Maddix (Dean), Jay Akkerman, Rhonda Carrim, Ed Crawford, Diane Leclerc, George Lyons, Thomas Oord, Carol Rotz, Robert Thompson

ADMISSION REQUIREMENTS

The student will have a baccalaureate degree from a college or university accredited by a regional accrediting agency or equivalent, which should include at least 8 semester/12 quarter credits in religion and evidence an overall GPA of 2.5, or 3.0 in the last 30 semester/45 quarter credits.

Students with academic deficiencies because of low GPA or lack of religion courses may be admitted into the program on a provisional basis. All deficiencies must be removed during the first year of the program.

Students should also have some experience in ministry, either professionally or as a volunteer, and be prepared to apply their course work to their present assignment. A minimum of two years of experience is recommended.

APPLICATION FOR ADMISSION

1. Submit an official transcript of all previous undergraduate and graduate college work to the Office of Graduate Theological Online Education.
2. Provide three letters of recommendation from:
 - District Superintendent or ecclesiastical superior;
 - Someone willing to evaluate the student's previous academic performance, such as a college professor or administrator; and
 - An adult lay leader who knows the student well or the student's senior pastor if the student is an associate pastor.
3. If English is not the student's native language, proficiency must be determined.
4. Submit an online application with a \$50 (nonrefundable) application fee.
5. An initial payment of \$1,000 is due prior to the start of a learning community (cohort).

ACADEMIC LOAD

Students take a maximum of nine semester credits per session. Six credits are considered full-time status, and three credits are considered half-time status for student loan and Veteran's Administration requirements.

TRANSFER CREDIT

Since the MAR degree is a 24-30 month online learning community, transfer credits are not accepted. However, some exceptions may be given on an individual basis.

ACTIVE STATUS

A student who has been admitted to the graduate program and enrolled in at least one course is considered to have active status. Students dropping a course cannot continue in a learning community (cohort), but could join another cohort with special permission.

REQUIREMENTS FOR THE MASTER OF ARTS IN RELIGION ONLINE DEGREE

Completion of the degree requires satisfactory completion of the prescribed curriculum with an average GPA of at least 3.0 from all credits applicable to the degree. Only credits receiving a "C" or higher grade may be applied toward the degree. All course requirements must be completed within three years of starting the program.

The candidate for the M.A. in Religion degree must apply for the degree one full semester prior to anticipated degree completion. Deadlines: June 1 for Fall; October 1 for Spring; and January 15 for Summer.

TYPICAL PROGRAM PROGRESS

1. Submit an application file of required documents at least one month before beginning the program.
2. The Director of Graduate Theological Online Education will notify the applicant of official acceptance into the program. Forms for application and financial aid are obtained from the web site, <http://www.nnu.edu/mar>. Financial aid cannot be received until a person is officially accepted in the program.
3. Register for courses and pay tuition on a monthly basis or arrange for payment through federal financial aid.
4. Complete all course work during the 6-8 week period of an online course.
5. Complete in 24-30 months, depending on the program.

PROGRAM TUITION DISCOUNTS

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

1. Partial tuition discounts are offered to all assigned ministers serving in the Northwest Regional district of the Church of the Nazarene.
2. Smaller tuition discounts are available for all assigned ministers in the Church of the Nazarene outside the Northwest Regional districts of the Church of the Nazarene.
3. Partial discounts will be given to persons serving as a missionary outside of North America or in global ministries on a case-by-case basis.

CHRISTIAN EDUCATION

(33 semester credits)

PROGRAM DESCRIPTION

The Master of Arts in Religion online degree in Christian Education is designed to make graduate level Christian education available to people in ministry. Students are normally serving in a ministry assignment as professional full-time ministers or as lay leaders. The goal of this program is to equip youth and children's leaders with theoretical and practical skills for ministry in a postmodern age. The degree is completed in two years and is offered completely online.

CURRICULUM

The required curriculum is divided into two areas:

Core curriculum (16 semester credits)

Four skill courses are offered to assist Christian leaders to apply educational ministry practices in their ministry contexts. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (16 semester credits)

Four courses are designed to provide a biblical, theological, philosophical, and historical foundation of Christian education within the Wesleyan tradition.

The required curriculum is as follows:

Students are to complete 33 semester credits including the following areas of study. Courses are to be taken in sequence outlined in each learning community (cohort).

Orientation (1 semester credit)

PT 500 Program Orientation (1)

Core Curriculum (16 semester credits)

CE 511 Introduction to Christian Education (4)

CE 512 Family Based Youth/Children's Ministry (4)

CE 513 Topics in Christian Education: Postmodern Ministry (Youth/Children) (4)

CE 514 Seminar in Christian Education: Youth/Children's Ministry (4)

Foundational Studies (16 semester credits)

TH 502 Theological Foundations of Christian Education (4)

CH 503 Historical & Psychological Foundations of Christian Formation/Nurture (4)

PL 504 Theoretical Foundations of Christian Education (4)

BL 505 Biblical Foundations of Christian Educational Ministries (4)

PASTORAL MINISTRY

(37 semester credits)

PROGRAM DESCRIPTION

The Master of Arts in Religion online degree in Pastoral Ministry is designed to provide pastors and church leaders with a Wesleyan-holiness approach to pastoral ministry. Particular attention is given to preparing pastors and church leaders to integrate theological study with the practice of ministry in congregations and the world. The degree is also designed to complete all required educational competencies for ordination as an Elder in the Church of the Nazarene.

CURRICULUM

The required curriculum is divided into two areas:

Core curriculum (16 semester credits)

Six skill courses are offered to assist Christian leaders to integrate theory and ministry practices in their local ministry context. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (21 semester credits)

Seven courses are designed to provide a biblical, theological, philosophical, and historical foundation of pastoral ministry within the Wesleyan tradition.

The required curriculum is as follows:

Students are to complete 37 semester credits including the following areas of study. Courses are to be taken in sequence outlined in each learning community (cohort).

Core Curriculum (16 semester credits)

- CE 515 Christian Educational Ministries (3)
- PT 501 Introduction to Ministry/Program Orientation (1)
- PT 516 Missiology and Contextualization (3)
- PT 517 Pastoral Leadership (3)
- PT 518 Ministry Formation (3)
- PT 523 Preaching and Worship (3)

Foundational Studies (21 semester credits)

- BL 521 Introduction to Biblical Studies (3)
- BL 522 Biblical Theology (3)
- CH 531 History of Christianity I (3)
- CH 532 History of Christianity II (3)
- TH 541 Christian Theology I: Central Issues (3)
- TH 542 Christian Theology II: Holiness and Contemporary Theology (3)
- PL 551 Philosophical Foundations of Ministry (3)

SPIRITUAL FORMATION

(33 semester credits)

PROGRAM DESCRIPTION

The Master of Arts in Religion online degree in Spiritual Formation degree is provided through a two-year online learning community designed for pastors and Christian leaders. The program is built on a Wesleyan approach to spiritual formation with particular attention given to the role of the minister as a spiritual guide and mentor. Pastors and Christian Leaders will be given both a theological and practical foundation for providing spiritual direction and leadership to others, as well as being mentored by a spiritual director.

CURRICULUM

The required curriculum is divided into two areas.

Core curriculum (16 semester credits)

Four skill courses are offered to assist Christian leaders to apply spiritual formational practices in their ministry contexts. Assignments are broad enough to cover various types of ministry assignments.

Foundational Studies (16 semester credits)

Four courses are designed to provide a biblical, theological, philosophical, and historical foundation of spiritual formation within the Wesleyan tradition.

The required curriculum is as follows:

Students are to complete 33 semester credits including the following areas of study. Courses are to be taken in sequence outlined in each learning community (cohort).

Orientation (1 semester credit)

- PT 500 Program Orientation (1)

Core Curriculum (16 semester credits)

- PT 511 Introduction to Spiritual Formation (4)
- PT 512 Spiritual Direction (4)
- PT 513 Seminar on Spirituality and Ministry (4)
- PT 514 Topics in Spiritual Formation (4)

Foundational Studies (16 semester credits)

- CH 502 Sources for Western Spirituality (4)
- TH 501 Readings in Western Spirituality (4)
- BL 504 Biblical Interpretation for Life and Ministry (4)
- PL 503 Theoretical Foundations of Spiritual Formation (4)

COURSE DESCRIPTIONS

BL 504. Biblical Interpretation for Life and Ministry (4 credits)

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

BL 505. Biblical Foundations of Christian Educational Ministries (4 credits)

The course will provide a biblical framework for Christian education ministry. Special attention will be given to a Wesleyan hermeneutical process of interpretation as well as Bible study methodologies.

BL 521. Introduction to Biblical Studies (3 credits)

An in-depth study of the books of the Bible in their historical, cultural, and literary context. Matters of canon, text, content, structure, theology, chronology, geography, and archaeology will be dealt with.

BL 522. Biblical Theology (3 credits)

A survey of the historical and theological discipline and data of biblical theology. Some attention is given to its history, definition, methods, and challenges. The course will focus on the content of biblical theology: its major witnesses, themes, and theologically significant passages. Some consideration is given to the relationship between this synthesizing account of the religious and theological message of the Bible and responsible exegesis, hermeneutics, systematic theology, and preaching.

CE 511. Introduction to Christian Education (4 credits)

A study of the nature of the church community and the role of education in the development of congregational life. Particular attention is given to the overall educational ministries of congregations. Ministry structures for discipleship and Christian formation will be evaluated critically on the basis of integrated thinking from theology and the social sciences.

CE 512. Family Based Youth/Children's Ministry (4 credits)

The course approaches ministry to youth and children from a family systems perspective, drawing on current models and approaches from experts in the field of youth and children's ministry.

CE 513. Topics in Christian Education: Postmodern Ministry (Youth/Children) (4 credits)

The course focuses on the impact of Postmodernism on youth and children's ministry, drawing upon experts in the area of youth and children's ministry.

CE 514. Seminar in Christian Education: Youth/Children's Ministry (4 credits)

The course focuses on contemporary issues and topics in the field of youth and children's ministry, drawing upon experts in the area of youth and children's ministry.

CE 515. Christian Educational Ministries (3 credits)

A study of the nature of the church community and the role of education in the development of congregational life. Particular attention is given to the overall educational ministries of congregations. Ministry structures for discipleship and Christian formation will be evaluated critically on the basis of integrated thinking from theology and the social sciences.

CH 502. Sources for Western Spirituality (4 credits)

This course is designed to provide a historical underpinning for spiritual formation by examining Wesley's theological sources. Particular attention will be given to how these sources have contributed to Wesley's understanding of the spiritual disciplines and the means of grace.

CH 503. Historical & Psychological Foundations of Christian Formation/Nurture (4 credits)

The course explores the historical foundations of Christian nurture and formation. Particular attention will be given to the historical development of Christian nurture as well as the impact of developmental theories on Christian formation.

CH 531. History of Christianity I (3 credits)

A study of the historical development of Christianity from 150-1500 C.E. from the Patristic period through pre-Reformation. The course will trace theological and doctrinal development as well as offer a general survey of the history of the Church in its ecclesiastical and cultural contexts. The student will have opportunity to read primary as well as secondary sources, and do research on a specified and focused area of interest.

CH 532. History of Christianity II (3 credits)

A study of the historical development of Christianity from 1500-present, C.E. from the Reformation through the 20th century. The course will trace theological and doctrinal development as well as offer a general survey of the history of the Church in its ecclesiastical and cultural contexts. The student will have opportunity to read primary as well as secondary sources, and do research on a specified and focused area of interest.

PL 503. Theoretical Foundations for Spiritual Formation (4 credits)

This course explores the theoretical foundations, or basic assumptions, of spiritual formation. The course will be primarily concerned with issues related to human anthropology and the development of the self. This will include study in the following areas: critical reasoning, human psychology, and character development.

PL 504. Theoretical Foundations of Christian Education (4 credits)

The course will be primarily concerned with issues related to human anthropology and the development of the self. This will include study in the following areas: critical reasoning, human psychology, and character/moral development.

PL 551. Philosophical Foundations of Ministry (3 credits)

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.

PT 500. Program Orientation (1 credit)

This course orients the student to the resources, procedures, electronic operations, and expectations of the program.

PT 501. Introduction to Ministry/Program Orientation (1 credit)

This course explores aspects of a vocational call to ministry. Also, the course will orient the student to the resources, procedures, electronic operations, and expectations of the program.

PT 511. Introduction to Spiritual Formation (4 credits)

This course gives an intensive examination of the discipline of spiritual formation. Particular emphasis will be placed on the examination and practice of the fourteen disciplines of spiritual formation with the purpose of helping students in their personal spiritual formation.

PT 512. Spiritual Direction (4 credits)

This course explores the meaning and place, as well as some of the models and dynamics, of the ministry of spiritual direction through an intensive experience. Participants will experience being mentored by a spiritual director, receive feedback on their own ministry of offering spiritual direction, and consider the place of spiritual direction within their own ministries. A reflective journal of spiritual direction will be required. The spiritual mentor will be someone located in the locale of the student.

PT 513. Seminar on Spirituality and Ministry (4 credits)

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 the optimum group experience.

PT 514. Topics in Spiritual Formation (4 credits)

This course focuses on historical and contemporary issues, and draws upon the expertise of noted experts in the area of spiritual formation in order to optimize relevance for the student.

PT 516. Missiology and Contextualization (3 credits)

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

PT 517. Pastoral Leadership (3 credits)

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 to develop the strategic means to realize that vision.

PT 518. Ministry Formation (3 credits)

The personal and spiritual formation of the minister will be explored. Special attention will be given to personal and spiritual formation, the role of the family in ministry, pastoral care and counseling, and congregational care.

PT 523. Preaching and Worship (3 credits)

An advanced study of the methods of homiletics as well as applying 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.

PT 525. Supervised Ministry (3-6 credits) Elective Class

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.

TH 501. Readings in Western Spirituality (4 credits)

Students will read contemporary theological works and explore their relation to spiritual formation. Critical analysis of the different theologies will provide the student with an understanding of contemporary currents and issues in spiritual formation.

TH 502. Theological Foundations of Christian Education (4 credits)

The course is designed to provide an underpinning for Christian education by examining John Wesley's theological sources. Particular attention will be given to how theology informs Christian educational ministry practices.

TH 541. Christian Theology I: Central Issues (3 credits)

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.

TH 542. Christian Theology II: Holiness and Contemporary Theology (3 credits)

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.

Wesley Center for Applied Theology

The Wesley Center for Applied Theology enriches and extends the mission of Northwest Nazarene University. Enrichment is fulfilled through the scholarly study of the essential ideals and methods of Wesleyan-Holiness theology. Extension is encouraged through the growth and development of the church, and the application of the essential ideals and methods in personal and social contexts.

The Center administers programs that:

- Promote scholarly study, research, understanding, and appreciation of the Wesleyan tradition and its application to academic disciplines, campus sectors, churches, and social structures.
- Provide church leaders with information and resources, and equip them to lead in spiritual development that is necessary for healthy church growth.
- Identify, analyze, and respond to conditions and perspectives that degrade humans, create dependency, and contribute avoidance of responsible behavior.

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:

592. Project (3-6 credits)

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

594. Topics in Department (1-4 credits)

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

595. Practicum (3 credits)

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

Prerequisite: Advisor approval

597. Studies in (Department) (1-4 credits)

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

Prerequisite: Advisor approval

ADMINISTRATION

President:

Richard Hagood, Ph.D.

Director of Graduate Studies:

Mark Maddix, Ph.D.

Executive Director - Extended University Services:

Larry McMillin, Ed.D.

Registrar:

To Be Determined

GRADUATE FACULTY

Jay Akkerman (2003-) Religion

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

James Bader (2006-) Education

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

Karen Blacklock (1997-) Education

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

Janice Cantrell (1997-) Education

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

Rhonda Carrim (2003-) Religion

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theological Seminary; M.A., (Research) towards Ph.D., Nazarene Theological College-Manchester University

Dennis Cartwright (1985-) Education

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

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

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

Peter Crabb (2000-) Business

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

Richard Craig (1992-) Counselor Education

B.A., M.Ed., College of Idaho; Ed.D., Brigham Young University; NCC; LPC-P

Edwin Crawford (1976-) Religion

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

Mary Curran (1990-) Social Work

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

Samuel Dunn (1994) Business

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

Brenda Freeman (1999) Counselor Education

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

Todd Frye (2003) Counselor Education

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

Ronald Galloway (1995-) Business

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

Lynette Hill (2004) Education

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

David Houghton (1997-) Business

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

Jerry Hull (1978-) Social Work

B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; M.A., The University of Nebraska-Omaha; M.S.W., University of Tennessee; Academy of Certified Social Workers; Honorary Doctorate, Northwest Nazarene University

Melvin Jolly (2001-) Business

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

Eric Kellerer (1998-) Education/Business

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

Lawanna Lancaster (2002-) Social Work (Title IV-E Partner)

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

Diane Leclerc (1998-) Religion

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

Jeffery Lineman (2000-) Business

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

George Lyons (1991-) Religion

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

Larry McMillin (1986-) Education

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

Mark Maddix (2002-) Religion

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

Mamie Oliver (2000-) Social Work

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

Thomas Oord (2002-) Religion

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

Mark Pitts (2002-) Vice President for Academic Affairs, Education

B.A., Indiana State University; M.S., Indiana University; Ph.D., Indiana State University

E. Michael Poe (1998-) Education

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

Carol Rotz (2001-) Religion

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

William Russell (2002-) Business

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

Al Sanchez (2002-) Social Work

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

Michael Sherr (2003-) Social Work

B.S.S.W., University of North Carolina; M.S.W., University of South Carolina; Ph.D., University of South Carolina

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

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B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; M.A. and Ph.D., University of Oklahoma

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

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

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

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B.A., Pasadena College; M.Ed. University of Nevada; Ed. Sp. and Ph.D., University of Idaho

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B.S., Eastern Nazarene College; M.A., Lesley University

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

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